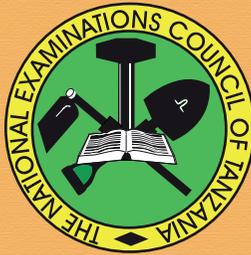


**THE NATIONAL EXAMINATIONS COUNCIL OF TANZANIA**



**EXAMINERS' REPORT ON THE PERFORMANCE  
OF CANDIDATES CSEE, 2014**

**011 CIVICS  
(For School Candidates)**

**THE NATIONAL EXAMINATIONS COUNCIL OF TANZANIA**



**EXAMINERS' REPORT ON THE PERFORMANCE  
OF CANDIDATES CSEE, 2014**

**011 CIVICS  
(For School Candidates)**

*Published by*

National Examinations Council of Tanzania,

P.O. Box 2624,

Dar es salaam, Tanzania.

**© The National Examinations Council of Tanzania, 2015**

All rights reserved

## Table of Contents

FOREWORD.....	iv
1.0 INTRODUCTION .....	1
2.0 ANALYSIS OF THE CANDIDATES' PERFORMANCE PER QUESTION ..	2
2.1 Question 1: Multiple choice.....	2
2.2 Question 2: Matching Items.....	5
2.3 Question 3: Comprehension .....	8
2.4 Question 4: Family life, Proper behavior and Responsible Decision making.....	12
2.5 Question 5: Democracy.....	14
2.6 Question 6: Culture.....	19
2.7 Question 7: Globalization .....	25
2.8 Question 8: Social and Economic development.....	31
2.9 Question 9: Poverty .....	36
2.10 Question 10: Promotion of Life Skills .....	42
3.0 CONCLUSION.....	46
4.0 RECOMMENDATIONS.....	47
Appendix.....	49

## **FOREWORD**

The Civics Examiners' Report on the Performance of the candidates for the Certificate of Secondary Education Examination (CSEE) 2014 was prepared so as to provide feedback to students, teachers, policy makers and other education stakeholders on the candidates' performance in this subject.

The report identifies the reasons for the candidates' good performance and it also points out some of the factors which accounts for the inability of some candidates to provide correct answers to the given questions. The analysis of the different items was conducted in order to identify the different misconceptions and errors which occurred in answering the questions. In addition, the report shows the percentage of the candidates who performed well, moderately and poorly in each question.

The reasons noted for the poor performance of some candidates include inability to identify and / or understand the demands of the questions, lack of knowledge of the subject matter, inability to interpret concepts in a comprehension passage and inadequate English language skills.

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

The National Examinations Council of Tanzania will highly appreciate comments and suggestions from teachers, students and the general public that can be used to improve future Examiners Reports.

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



Dr. Charles E Msonde

**EXECUTIVE SECRETARY**

## **1.0 INTRODUCTION**

This report analyses the performance of Candidates in Civics paper for the Certificate of Secondary Education Examination (CSEE) in 2014. The paper covered the syllabus and adhered to the Examination Format.

There were 10 questions which were distributed in three sections namely A, B and C. Candidates were required to answer all four questions in sections A and B and choose any three out of six questions from section C. Questions 1 to 4 in sections A and B carried 10 marks each while questions in section C each carried 20 marks.

The candidates who sat for Civics Examination in 2014 were 240,233 out of which 90, 568 (37.70%) Candidates passed while in 2013 a total of 352, 130 candidates sat for the Civics Examination of which 128, 239 (36.42%) passed. This indicates that in 2014 the number of candidates who passed increased by 1.28 percent.

The analysis on individual questions is presented in the next sections. It highlights the requirements of each question and the analysis of the strengths and weaknesses of the candidates' responses. Some extracts of the candidates' responses have been inserted in order to illustrate the cases presented. For the sake of analysis, the candidates' scores in each question are interpreted as follows; 0 to 29 percent is considered as (fail), from 30 to 49 percent (average performance) and from 50 to 100 percent (good performance).

It is expected that this report will be useful to different stakeholders such as prospective candidates, teachers, parents and educationists. It is also expected that the report will enable the teachers to improve the teaching and learning of Civics in a way that minimizes the students' misconceptions in the subject.

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

### **2.1 Question 1: Multiple choice**

This question was compulsory and it consisted of 10 multiple choice items derived from various topics of the syllabus. The candidates were required to choose one correct answer from the five alternatives given after each question. The candidates' performance in this question was good as 32.2 percent of the candidates scored from 6 to 10 marks, 54.4 percent scored from 3 to 5 marks, 11.2 percent scored from 1 to 2 marks and only 2.2 percent of the candidates scored a 0 mark.

Item (i) required the candidates to select from the five given alternatives a gender concept likely to influence a school authority which discourages female students to opt for technical subjects. The candidates who chose the correct response B 'gender stereo typing' were able to make a distinction in the definition of the different gender concepts given, even when applied to a situation as shown in the question. Those who opted for A 'gender discrimination' were influenced by the presence of the word discrimination without regard to the technical meaning of the concept. Candidates who opted for C 'gender analysis' went astray because the question did not demand for a detailed study of gender. Those who opted for D 'gender' were wrong as they failed to understand that the question did not demand for the relationship and behavior that differentiate men from women. Equally, for those who opted for E 'gender balance' chose the opposite of what the question demanded.

Item (ii) demanded the candidates to mention the experiences of the past which are inherited by the society and are unchangeable. The correct response was A 'traditions', which was opted for by the candidates with correct knowledge about the elements of culture. The candidates who opted for B 'norms' were wrong since norms confine the society to values it must uphold. Those who opted for C 'customs' equally went astray because customs are experiences of the past which change from time to time. The candidates who opted for D 'ethics' were equally wrong since 'ethics' deal with the agreed ways of doing things in the society or organization. Finally, the candidates who opted for E 'moral values' failed to understand that the

term was too general to be the correct cultural element demanded by the question.

In item (iii) candidates were asked to identify from the list of five given alternatives the leader of government business in the Parliament of the United Republic of Tanzania. Candidates who opted for the correct response C 'Prime Minister' were knowledgeable about the structural functions of the parliament i.e. who does what in the Parliament structure. However those who opted for A 'Attorney General' and B 'speaker' lacked knowledge regarding the functions of the speaker as the chairperson of the House and the Attorney General as a person in charge of the legal government matters in the House. Those who opted for D 'Chief Justice' and E 'President of the United Republic' failed to understand that the latter is represented in the Parliament by the Prime Minister while the former does not sit in the House.

In item (iv) candidates were asked to identify one function which is not a function of the Commission for Human Rights and Good Governance in Tanzania. The correct response was D 'institute legal proceeding to public officials accused of corruption'. Indeed this is the function of the Prevention and Combating of Corruption Bureau (PCCB) and not of the Commission for Human Rights and Good Governance. Other candidates opted for A 'promote the protection and preservation of human rights', B 'receive allegations and complaints of violation of Human Rights', C 'visit prisons with the view of assessing the conditions of prisoners' and E 'Co-operate with agencies of the United Nations in the areas of Human Rights'. However, as a matter of fact they did not know that all these are the functions of the Commission for Human Rights and Good Governance in Tanzania and that by eliminating these incorrect options the only remaining correct option is 'D'. Thus, candidates who opted for 'D' were conversant with the functions of the Commission and Good Governance in Tanzania.

In item (v) candidates were required to name the national motto inscribed on the Coat of arms. The correct response was A 'freedom and unity' which was opted by candidates who had knowledge on the features and words shown on the Coat of arms. However, some candidates who chose B 'freedom and work' confused the motto with the TANU slogan at the eve of independence. The candidates who chose C 'Ujamaa and self Reliance' failed to understand that these two were a national policy aimed at building

socialism in Tanzania and not a motto on the Coat of arms. On the other hand, the candidates who chose D ‘people and development’ and E ‘education for self reliance’ failed to understand that the former was a socialist target to all Tanzanians while the latter was education philosophy aimed at preparing Tanzanian students to be productive and self-reliant after finishing school. It was introduced in 1967 during the Arusha Declaration. Thus ‘D’ and ‘E’ could not be the motto on the Coat of arms.

In item (vi) candidates were required to identify a custom of having more than one wife. The correct option was D ‘polygamy’ opted by candidates who had knowledge on the types of marriages in Tanzania. Candidates who opted for A ‘courtship’; B ‘cohabitation’, C ‘engagement’ and E ‘extended family’ went astray as all these concepts meant different things contrary to the demands of the question. Courtship, for example, is the state of friendship between a man and women who intend to get married while cohabitation refers to a man and woman living together as husband and wife but not legally married. Similarly engagement is the state of officiating the courtship between couples while extended family is a family which consists of mother, father, children and other members of the clan like aunts, grandparents and uncles.

In item (vii) candidates were asked to identify an organ responsible for planning and co-coordinating village activities. The correct option was E ‘village council.’ Candidates who chose this response understood the whole structure and functions of the village government including those of the village Council. Candidates who opted for B ‘village committees’ were unable to understand that these committees operated under the village council. Additionally, those who opted for A ‘village Assembly’ lacked the knowledge of the functions of the assembly while those who opted for C ‘ward committees’ and D ‘ward development committee’ did not realize that the village and ward governments are two independent local government levels.

In item (viii) candidates were required to identify from five given alternatives a feature of constitutional monarchy. The correct answer was B ‘the King or Queen is the ceremonial Head of State’. Candidates who got it right had the knowledge on the features of a constitutional monarchy like that in the U.K. However, candidates who opted for A ‘The Prime Minister is the Ceremonial Head of State’; C ‘ministers are not members of

the legislature’, D ‘the King or Queen have executive powers’ and E ‘there is no separation of powers’ demonstrated a clear lack of knowledge to distinguish between constitutional monarchies and absolute monarchies. Also they failed to establish the position of the Prime Minister and ministers in a constitutional monarchy where the Prime Minister has executive powers.

Item (ix) required the candidates to identify the external factors which cause bus accidents in Tanzania by picking a correct option from five given alternatives. Candidates who opted for the correct response E ‘poor road conditions’ had knowledge of the two categories of the causes of road accidents. i.e. manmade and natural causes. However, candidates who picked A ‘excessive speed’ B ‘overtaking errors’ C ‘parking errors’ and D ‘reckless driving’ could not distinguish manmade factors from external factors hence the only left correct option was E ‘poor road conditions’ as per the demand of the question.

Item (x) demanded the candidates to identify from a list of five alternatives a function which is not a core function of Commercial Banks in Tanzania. The correct response was C ‘Provide insurance services to clients’. Candidates who got it correctly had the knowledge of the functions of the commercial banks in Tanzania so; they just picked the ‘odd one out’ that is ‘C’ as the correct response. All the same candidates who picked A ‘Receive deposits from people’ B ‘Advance loans to people’ D ‘Agents of money transfer’ and E ‘Provides business advice to clients’ lacked the knowledge because these are the functions of the commercial banks and not the reverse of it.

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

The question demanded the candidates to match the items in List A with the correct responses in List B by writing the letter of the corresponding response beside the item number. List A had important constitutional developments since independence in Tanzania and list B had chronological years since 1961 to 2000.

This question was compulsory and the candidates’ performance was average as 6.7 percent of the candidates scored from 6 to 10 marks, 39.5 percent scored from 3 to 5 marks, 37.7 percent scored from 1 to 2 marks

and 16.1 percent scored a 0 mark . Most candidates scored averagely probably due to lack of adequate knowledge on the different dates of constitutional developments in Tanzania. The following is the analysis on the performance of each item.

Item (i) required the candidates to identify the year when ‘Zanzibar constitution introduced a bill of rights and made the House of Representatives more representative.’ The candidates who managed to choose the correct option M ‘1984’ had a wide knowledge on the constitutional developments in Zanzibar. However, many candidates opted for other closely plausible distracters notably C ‘1963’ for being the independence year in Zanzibar and D ‘1964’ for being the Revolution date ((year). All the same both were wrong. Other distracters chosen by the candidates had no relationship with the correct response therefore the candidates who opted for them were probably guessing.

Item (ii) required the candidates to identify the date (year) for the ‘Eighth constitutional amendment that introduced the multi-party system in Tanzania’. Candidates who matched it with the correct option N ‘1992’ had good knowledge on the democratization process and constitutional developments which brought an end to single party monopoly in Tanzania. Moreover, other candidates chose other distracters as a matter of guesswork and failed because they lacked the knowledge about the year when multi-party system was introduction in Tanzania.

Item (iii) demanded the candidates to match a year in which the interim constitution of the United Republic of Tanzania was replaced by a permanent one. The correct response was J ‘1977’. Candidates who got it right had knowledge of the interim constitution formed in 1965 following the union of Tanganyika and Zanzibar in 1964. This constitution was used until 1977 when a permanent one was enacted for the United Republic of Tanzania. However, due to lack of knowledge about this change and the constitutional developments in Tanzania, some candidates mistakenly opted for A ‘1961’ (year for the independence constitution); B ‘1962’ (The Republic constitution); C ‘1963’ (the Zanzibar Constitution) and D ‘1964’ (The Revolution of Zanzibar). Also other distracters chosen by the candidates were irrelevant.

Item (iv) required the candidates to identify the year when Tanganyika's independence constitution was enacted. The candidates who managed to choose the correct option A '1961' had the knowledge on the independence date for Tanganyika (1961) which was accompanied by the Independence constitution. The constitution was formed in Britain and was of the Westminster model. However due to lack of knowledge other candidates wrongly matched it with B '1962'; D '1964' and J '1977' because all these options were very plausible. Besides these distracters, other candidates opted for some of the remaining distracters by guesswork.

In item (v) candidates were demanded to identify the constitutional amendment which provided for a presidential candidate with the highest but not the majority of valid votes to get elected. The correct response was O '2000.' The candidates who matched it correctly had the knowledge on the recent amendment on the existing constitution of 1977. Other distracters chosen by the candidates who had no knowledge about this amendment were: A '1961' C '1963' ; E '1965' and I '1974' which had no relationship with the correct response and were probably picked by guess work.

In item (vi) candidates were required to identify the year the 'Tanganyika Republican Constitution enacted'. The correct response was B '1962'. The candidates who got it right had the knowledge of the year when Tanganyika became a Republic i.e. 1962. All the same, some other candidates lacked the knowledge of that date and therefore wrongly picked other dates which were very plausible like A '1961'; J '1977'; N '1992' and M '1984' because such dates marked some important historical developments in the constitution of Tanzania. Other distracters chosen by some candidates were just a guess work.

In item (vii) candidates were asked to match "One party state constitution enacted' with a correct response from List B. Candidates who chose the correct response E '1965' were able to understand that it was in 1965 when Tanzania became a one party state and therefore enacting a one party state constitution respectively. However, other candidates lacked the knowledge of that historical event which led to the enacting of that constitution hence they wrongly opted for M '1984', G '1967' and K '1978' which were unrelated to the expected response. All the same other distracters chosen by some candidates were irrelevant.

In item (viii) candidates were required to identify the year ‘The Zanzibar independence constitution was enacted’. Candidates who wrote the correct response C ‘1963’ had the knowledge that Zanzibar got independence in 1963 from the British and that the Zanzibar Independence constitution was enacted forthwith. All the same some candidates lacked the knowledge of the historical background to the Zanzibar Independence Constitution and therefore mistakenly opted for D ‘1964’ which was the year of the union of Tanganyika and Zanzibar; M ‘1984’ and F ‘1964’ which were all insignificant to the question demands. However, other distracters chosen by the candidates had no relationship with the correct response and sometimes they were just guessing.

Item (ix) required the candidates to match from list B a year in which Zanzibar Constitution which introduced the House of Representatives and election for the first time. The correct response was L ‘1979’. The candidates who got it correctly had the correct knowledge on the date for that event. However, other candidates who lacked specific knowledge on that event went astray by choosing A ‘1961’ the year Tanganyika got independence and D ‘1964’ the year when the union between Tanganyika and Zanzibar was formed. Others picked the remaining options randomly as a guess work.

Item (x) required the candidates to match from list B a year in which the interim union of Zanzibar and Tanganyika constitution was enacted. The candidates who gave the correct response D ‘1964’ had a clear knowledge about the event of the union of Tanganyika and Zanzibar in 1964. However, other candidates lacked the knowledge of the correct response and opted for other distracters as a matter of guessing since none of them was correct.

### **2.3 Question 3: Comprehension**

The question was based on a passage about Natural resources. The candidates were required to read the passage and then answer the questions that followed. The intention was to measure the candidates’ ability to comprehend the information related to Civics content.

The question was compulsory and the performance was poor as 17.3 percent scored a 0 mark, 53.7 percent scored from 1 to 2 marks, 27.2 percent scored from 3 to 5 marks and only 1.8 percent scored from 6 to 10 out of the 10 allotted marks. The poor performance in this question was due to candidates' inability to interpret and combine concepts in a comprehension passage to answer questions provided and poor mastery of the English Language.

In item 3 (a) the candidates were required to identify two resources which can be replaced through the natural process. This item was very simple requiring the candidates to pick the information directly from the passage. However, many candidates provided a series of wrong responses like: *renewable and no-renewable, Fossil fuels and gold exist in fixed amount various places of the earth*. Based on the above responses the candidates simply picked words from the passage without scrutinizing the meaning of the words. The correct answer was "*Trees in the forest; Grasses in the grassland: Wild animals; Fresh surface water and fertile soil*."

Item 3(b) demanded candidates to state three merits of recycling non-renewable resources. Candidates who failed to provide relevant responses lacked reading skills which could have enabled them to understand the focus of the question. Lack of knowledge of some basic environmental issues also compounded the candidates' difficulties in answering this item. It is understandable that the concept of recycling as one of the important environmental conservation measures is widely advocated by the government, the media and environment campaigners as such one would expect the candidates to take advantage of the diverse source of information on environmental issues. But on the contrary, candidates provided varied irrelevant responses such as *fossil fuels, natural gas, iron, aluminum and glass*. Others copied from the passage *it helps to avoid paper products needlessly burned*. Hence on the whole, these candidates did not understand what was actually required in this item.

However, the correct responses were, *reducing excessive demand for new raw materials e.g. reducing timber needs for the paper industry, reducing the demand for new landfills. (that is, a place where garbage or waste products are disposed); generation of power for heating, lighting and production of new products; creation of new employment; stimulating creativity and developing new skills when using non – renewable materials*.

Item 3(C) required the candidates to list down three environmental problems associated with burning of fossil fuels. Many candidates failed to relate information in the passage and their knowledge of environmental problems associated with burning of fossil fuels. Some of them went astray even in self-expression and they copied from the passage such problems as *cannot be recycled or reused when burned, the high quality useful energy; converted to low quality waste heat*. However, the correct responses were; *global warming, outbreak of respiratory disease (lung cancer), change of weather pattern due to excessive burning of fossil fuel and finally destruction of the bio diversity of the environment*.

Item 3(d) demanded the candidates to explain the conditions under which renewable resources cannot be renewed. One of the reasons for the poor performance in this question emanated from the tendency of candidates to pick wrong information from the passage without bothering if it answers the question or not. A good number of candidates reproduced sentences from the passage by referring to non-renewable resources while the question was about renewable resources, they stated that *coal, oil and natural gas when burned, the high quality useful energy in these fuels is converted to low quality waste heat and exhausted gases that pollute the atmosphere*. Other candidates also listed down *trees of the forest; Grasses in grasslands, wild animals, and fresh surface water i.e. lakes and rivers and fresh air*. These were in fact examples of renewable resources and not the conditions under which renewable resources cannot be renewed. However, the correct responses were *when the renewable resources are excessively used or when they are used faster than they can be replenished*.

Item 3 (e) required the candidates to suggest two measures for promoting sustainable use of resources. This item entailed application of candidates' knowledge of environmental conservation in the context of the passage. Most candidates did not attempt the question and those few who attempted it scored poorly. The candidates wrongly picked information from the passage such as *used to generate power particularly for local districts heating and lighting schemes and though care must be used for products needlessly burned*. All the same, the correct responses for this question were; *making and strengthening laws that prohibit land, air and water pollution; promoting through legislation and mass education the rational use of both the renewable and non-renewable resources; establishing a*

*data base for inventory, planning and management of natural resources and lastly, promoting the use of alternative sources of energy e.g. biogas, solar power and wind energy.*

On the whole, the few candidates (1.8%) whose performance was impressive demonstrated knowledge in answering comprehension questions and ability to interpret the concepts in a comprehension passage to answer questions whose answers are not directly found in the passage. Above all their English language skills were impressive. Extract 3.1 below is an illustration of a candidate who provided relevant responses.

### Extract 3.1

3a)	i) Trees from forests
	ii) Fresh surface water in lakes or rivers
3b)	i) It helps in generation of power for local districts' heating and lighting schemes for example incineration of domestic refuse
	ii) It helps to reduce environment pollution
	iii) It prevents excessive use of resources
3c)	i) Global warming due to ozone layer depletion.
	ii) Acid rainfall due to emission of harmful gases.
	iii) Diseases such as respiratory diseases like asthma and tuberculosis.
3d)	Renewable resources cannot be renewed once they are overused. This implies that over exploitation of such resources than they can be replenished can make the renewable resources not to be renewed.
3e)	i) Use of alternative sources of energy such as solar energy.
	ii) Formulation of policies which encourage sustainable use of natural resources for example agroforestry and eco-tourism.

Extract 3.1 is an illustration of candidates' relatively good responses in question 3.

## 2.4 Question 4: Family life, Proper behavior and Responsible Decision making

This question was compulsory and it was divided into two parts (a) and (b). Part (a) required the candidates to show their understanding on improper behavior and outline the consequences of improper behavior among the youth in Tanzania by giving five points. In part (b) candidates were required to briefly explain the importance of family stability by giving five points. The candidates' performance was average as 5 percent of the candidates scored from 6 to 10 marks, 31 percent scored from 3 to 5 marks, 45.9 percent scored from 1 to 2 marks and 18.1 percent scored a 0 mark.

In part (a) the candidates who managed to provide relevant responses on the consequences of improper behavior among the youth in Tanzania focused on the demands of the question, demonstrated mastery of the subject matter and a good command of the English language. The candidates pointed out the consequences of improper behavior among the youth in Tanzania such as *poor academic performance in school and colleges, increased truancy, dismissal and expulsion from school, domestic and social violence, premarital sex which ultimately leads to early pregnancy, increased drug abuse and alcoholism which ultimately leads to health deterioration and death. etc*

On the other hand, some of the candidates who deviated from the demands of the questions had superficial knowledge of the consequences of improper behavior among the youth in Tanzania; others showed lack of knowledge of the subject matter. Another category of candidates could not manage to put across their ideas because of language barrier and hence reproduced some parts of the questions from other sections. The most notable category of candidates is the one who avoided answering this part of the question. Some of the candidates listed down examples of improper behavior such as *arrogance, improper dressing, laziness, use of abusive language*. Other candidates, outlined causes of improper behavior such as *peer pressure, poor parental care* instead of the consequences of improper behavior among the youth. Extract 4.1 represents candidates who failed to identify the demand of the question.

#### Extract 4.1

4	d) Improper behaviour is the behaviour
	is not acceptable in the society
	- It give education all people in the
	society
	- Parents to take care the family
	- The government to provide social
	services for all people in the society
	- The government to provide employme
	nt of the people.
	- The government to make law to prote
	ct improper behaviour

Extract 4.1 indicates a candidate who went astray by suggesting solution to improper behavior such as government to provide social services, employment, and good parental care.

In part (b) the candidates were required to briefly explain the importance of family stability by giving five points. Candidates who provided relevant points argued that *a stable family provides values in which children are born and reared, a stable family ensures provision of services to the family members and the society since it is a nucleus of a community and lastly, a stable family creates a strong foundation for national development.*

On the other hand, some candidates were not able to tackle this part of the question due to lack of knowledge. Some of them out of desperation resorted to copy some items from section A (multiple choice items) as responses for part (b) items since some of the concepts in section A were closely related to this question, others provided partial responses and a good number of them mixed correct responses with incorrect ones. In short, they failed to exhaustively explain the importance of family stability. Some of the irrelevant responses put forward to explain the importance of family stability were such as *it helps the parents. to know the rights for their children, helps family to know their home activities.* Other candidates pointed out *extended family; courtship polygamy, engagement and cohabitation,* this response was copied from one of the multiple choice

question as a guess work. Extract 4.2 represent a sample of a response copied from items in section A

#### Extract 4.2

b/ Briefly explain the Importance of family stability by giving five points.
i/ Extended family
ii/ Polygamy
iii/ Cohabitation
iv/ ENGAG- Engagement.
v/ Courtship

Extract 4.2 the candidate failed to explain the importance of family stability by listing down extended family, polygamy, cohabitation, engagement and courtship.

### 2.5 Question 5: Democracy

The question required the candidates to show the validity of the statement that Tanzania is credited for promoting and broadening the scope of democracy by giving six points. The question was attempted by 21.5 percent of the candidates and their performance was average as 3.3 percent scored from 11 to 17.5 marks, 33.3 percent scored from 6 to 10 marks, 53.8 percent scored from 1 to 5 marks and 9.6 percent scored a 0 mark.

Candidates who scored from 11 to 17.5 marks (3.3%) were able to address the demands of the question by defining the term democracy as *The government of the people, for the people and by the people*. Furthermore, they pointed out how Tanzania promotes and broaden the scope of democracy through adherence to *the Rule of law; promoting a vibrant Multi-party system; periodic free and fair democratic election; Free mass media; Transparency, presence of Human Rights, separation of powers of the three major government organs and political tolerance*. Secondly, the candidates observed the essay writing rules by starting with an introduction, main body and conclusion. Thirdly, they demonstrated logical flow of ideas. However, they failed to score full marks because of repetition of

some points. Some candidates, for example discussed about the presence of periodic democratic free and fair election in Tanzania in one paragraph and in the next paragraph they dwelled on free and fair campaign. Other candidates were able to provide relevant points but failed to exhaustively elaborate them. Extract 5.1 represents one of a relatively good candidate's responses.

### Extract 5.1

15 Democracy is the government of the people, for the people, by the people. Democracy is the system of government and leadership in which all the supreme power belong to the people. Democracy may either be direct or indirect depend on the nature of those who are governed.

The following are the principles for promoting and broadening the scope of democracy in Tanzania:

General election, in Tanzania general elections are held after five years. General elections are periodic in Tanzania and they are competitive. That is how Tanzania is credited for promoting and broadening the scope of democracy due to the existence of general elections.

Separation of power, the democracy of Tanzania is promoted due to the separation of power between the state organs. For example the executive consists of the president and its people, the legislative for making the law and the judiciary for enforcing the law.

Bill of human rights, the human rights are being considered in the principle of democracy in Tanzania. The human rights are being followed. The humans get their rights like right to own property and others human rights. That is why Tanzania is credited for promoting and broadening the scope of democracy.

5: Transparency and accountability, most of the leaders in Tanzania are transparent and accountability. They help their people in all the matters concerning them. Also the leaders are transparency and accountability for promoting democracy.

Constitution, this are the fundamental principle which govern the country. The democracy of Tanzania follow all the laws laid down in the constitutional and making constitutional amendments. This is a way for promoting and broadening the scope of democracy in Tanzania.

Multipartism, the democracy of Tanzania is guided by multipartism. There are many political parties in Tanzania, making the democracy in Tanzania to be competitive. For example CCM, CHADEMA, CUF, TLP, UDP and other existing political parties. This contribute to the ways of promoting and broadening the scope of democracy.

Generally, The existance of democracy in Tanzania bring about development of Tanzania country due to competitive democracy.

Extract 5.1 indicates a candidate's relatively good response; he/she managed to provide relevant responses such as general elections, bill of rights and multipart system to show Tanzania's scope of democracy.

The candidates who scored from 6 to 10 marks (33.3%) showed a certain degree of mastery of the subject matter but their performance was affected by repetition of some points and inability to exhaustively elaborate all the relevant points. Furthermore, some candidates confined their discussion on how Tanzania promotes and broaden the scope of democracy to issues of elections only and ignoring other important points. Other candidates were

able to provide some relevant points in the main body but failed to provide relevant introduction and conclusion.

The category of candidates which scored from 1 to 5 marks (53.8%) also demonstrated weaknesses in their responses such as lack of focus, some could not provide relevant introduction and conclusion, mixed up correct and incorrect points, others provided outlines but could not observe essay writing rules and lastly, some of them experienced difficulties in expressing themselves coherently in English language.

On the other hand, the candidates who scored absolute 0 mark (9.6%) failed to identify the demands of the question. A significant number of them discussed the importance or significance of democracy to Tanzania such as *it helps Tanzania get a leader whom we want, it helps to bring peace and harmony in Tanzania, promotes the protection and preservation of human rights and helps in bringing unity in the country*. Others demonstrated complete lack of knowledge of the concept of democracy as they copied some phrases or sentences from other questions such as the passage for question 3 and items from question 2 matching items as responses for question 5. Extract 5.2 represent a sample of an irrelevant candidate's response.

## Extract 5.2

Democracy is the set of basic law and principle of the country to govern. Democracy it help to improve from one stage to another. The following importance of democracy,

To give good constitution, this it help to give good constitution because the democracy it must be to prepare a good constitution.

It help to give good leader, this is the another importance of democracy because democracy is the one of things which use in the constitutional to give good govern.

To promote security, this is because the democracy it arrange the role and regulation to follow about human right so democracy it help to give security.

To promote peace and unity among the nation, this is because the democracy it help man to follow the right to give or to help man to be in peace and unity of the other people.

To promote skilled labour, this is the another importance of democracy because it help man to do something which to understand: comfortable in the industries.

It help man to follow the roles and regulation of the country, Democracy it help man to follow the roles and regulation of the country because the democracy is the one of the uses of the national.

Generally, The government must be to democracy on the national.

Extract 5.2 indicates a candidate who pointed out the importance of democracy such as promotion of peace and unity; providing good leaders and promotion of security instead of showing the scope of democracy in Tanzania.

## 2.6 Question 6 :Culture

The question demanded the candidates to explain six traditions and customs which influence the subordination and exploitation of women in Tanzania. The question was attempted by 66.7 percent of the candidates of which 5.2 percent scored from 11 to 18.5 marks, 42.6 percent scored from 6 to 10 marks, 47.2 percent scored from 1 to 5 marks and only 5 percent scored absolute 0 mark. On the whole, the candidates' performance in this question was average.

The candidates who scored from 11 to 18.5 marks out of the allotted 20 marks (5.2%) were able to identify the traditions and customs which influence the subordination and exploitation of women in Tanzania such as *polygamy, wife beating, wife inheritance, female genital mutilation, bride price, early and forced marriages, not involving women in decision making and child preference*. Furthermore, where it was necessary they provided elaborations with concrete examples and were able to construct some coherent sentences. Above all, they observed essay writing rules. However, they did not manage to score the full 20 allotted marks due to some few shortfalls such as treating some points as two separate points while in fact it was supposed to be one point. Some candidates for example treated the point on early marriages and forced marriages as two independent points while others could not exhaustively elaborate their points. Extract 6.1 is an illustration of a good response in this question.

## Extract 6.1

Traditions are experiences of the past which are inherited by the society and are ~~un~~changeable.

On the other side customs are day to day activities that patterns a particular society and that can easily change. In Tanzania, women are seen to be greatly oppressed and exploited under the influence of various african customs and traditions. These include;

Female genital mutilation; This is the cutting off, of the clitoris part in the woman's reproductive parts. This is mostly done under the excuses that it helps reduce woman sexual desires and promote woman hood. This is quite untrue for this greatly leads to excessive loss of blood, loss of vaginal elasticity, disastigation during sexual intercourse and infections with various diseases such as HIV/AIDS. This greatly denies womans rights and ultimately exploits her on social grounds. example The maasai in Arusha circumsize their young girls leading to their school drop out.

Polygamy; This is the act of one man marrying more than one woman. This greatly exploits and oppresses woman, when it comes to sexual satisfaction and social services provision. Men tend to exploit such women also, when

it comes to property ownership not all women are given access to property ownership. Example A man fails to provide for the children of his own in terms of education as a result of extensiveness of the family he can't provide, leaving the whole burden of children upbringing on such women.

Nutritional taboos ; Some customs and traditions prohibit women from eating various foods including eggs, meat and vipers. This greatly exploits a woman on health grounds, where she is denied the necessary food requirements that can keep her healthy and strong. Example, In the tribe of chagga, women were not allowed to eat eggs with a traditional beliefs that they would give birth to children with no hair

wife inheritance ; wife inheritance is the practise in which a widow is remarried by his husbands brother or young brother. This is done with the belief that it ensures continuity of certain blood genes. This is quite untrue, and ultimately leads to women subordination and exploitation, for it clearly denies her the right to choose for herself the spouse she wants. This is greatly undertaken in various communities in Tanzania example the pemba people and the mwern in southern Tanzania.

Bride price ; This is the money paid as dowry in looking for and obtaining a wife. Such payments are mostly paid to bride's family side. Such a custom and Tradition greatly opens door to women exploitation and

and subordination for it regards women as sexual objects and properties that can be bought, hence bringing down the quality and dignity of women. Example As a result of payment of bride price husbands tend to beat their wives and burden them with heavy tasks with the excuse that she is his property forever for she bought her. This greatly results into woman exploitation in most Tanzanian societies including the chagga and the maasai

Initiation ceremonies to young girls and early marriage; initiation ceremonies are most common practised traditions in which young girls are taken to various camps and lessons on how to be a good wife are given out. Such ceremonies greatly open doors to women exploitation for such an act promotes such young girls to early marriage with old spouses hence denying them their right to education and choice of life spouses. Example The maasai in Tanzania and the saramo practise such customs.

women exploitation and subordination should greatly be fought against so as to bring about development. And this can greatly be achieved through established of various institutions and organisations to fight for women rights, enactments of strict rules and laws against such harmful traditions and customs and lastly provision of mass education to the citizens on the effects of such practices so as to abstain and stop practising them.

In extract 6.1 the candidate managed to identify the traditions and customs which influence the subordination and exploitation of women such as early marriages, bride price, female genital mutilation and wife inheritance.

The candidates who scored from 6 to 10 marks (42.6%) were able to identify the demands of the question, demonstrated knowledge of the subject matter and were able to construct some relevant sentences but their performance was marred by irrelevant introduction and conclusion for some of them, inability to consistently provide relevant points, repetition of some points such as early marriages and forced marriages and superficial treatment of some points in a way which do not justify the causal relationship between the tradition and custom and subordination and exploitation of women.

The candidates who scored from 1 to 5 marks (47.2%) demonstrated insufficient knowledge of the subject matter as such most of their essays were below the expected standards in terms of organization, content and English language skills.

On the other hand, the candidates who scored a 0 mark (5%) lacked knowledge of the subject matter; others misinterpreted the question to imply solutions to the problems facing women in Tanzania. They mentioned solutions like: *providing education, improving rural technology and forming organizations that support women*. Furthermore, some candidates deviated from the demands of the question by pointing out the traditions of different tribes such as the Sukuma, Nyamwezi, Masai. Language barrier was also a contributing factor to candidates' dismal performance as some candidates in this category were not able to construct comprehensible sentences to the extent that some of them resorted to reproduce some phrases or sentences from other sections as responses to this question. Extract 6.2 is an illustration of an irrelevant candidate's response.

## Extract 6.2

" Cultural is the totality of people ways of life as they struggle to live to continue living and to develop as a nation. The following are the traditions and customs which influence the subordination and exploitation of women in Tanzania these are:

The formation of women's social organization; The tradition of women. Do not eat the eggs because of birth children in our family to live to continue and to develop as a nation. The formation of women in Tanzania in our society.

The government should be commit it self to the prohibition of all culture practices and customs that oppressed women like the FGM.

Education must be provided; The women must be provided in the education of because of tradition and customs in the women's.

The government have ensure that women get because of that the government have ensure that women get to tradition and customs in our society.

Improvement of the Rural technology: The women should be improvement of all cultural practices and customs that are improvement the rural technology in the women's.

~~Establishment equal opportunities aimed at improving of special social special programme women~~

Establishment equal opportunities aimed at improving of special programmes that to traditional and customs in women's the improving our society, improving of special programme the life standard of women.

All the traditions and customs which influence the subordination and ~~examining~~ exploitation of women in Tanzania

Extract 6.2 indicates a candidate who went astray by providing solutions to women subordination and exploitation such as education to women and improvement of rural technology contrary to the demands of the question.

## 2.7 Question 7: Globalization

The question required the candidates to provide a broader view of globalization by examining its six aspects. The question was attempted by 50.6 percent of all the candidates and the performance was poor as 14.8 percent of candidates scored a 0 mark, 59.4 percent scored from 1 to 5 marks, 24.2 percent scored from 6 to 10 marks and only 1.6 percent scored from 11 to 16.5 marks out of the 20 allotted marks.

Under normal circumstances one would expect good performance in this question in view of the fact that issues concerning globalization are contemporary issues which are widely discussed in many forums such as the political forums, development stakeholders' forums and mass media. However, contrary to that expectation, the candidates' performance was dismally poor with 14.8 percent of candidates scoring a 0 mark. Some candidates lacked knowledge of the aspects of globalization and others failed to identify the demands of the question. A significant number of candidates discussed the negative effects of globalization to Tanzania such as *moral decay, destruction of local industries, spread of diseases such as HIV/AIDS, destruction of culture and division of countries into developed and underdeveloped countries*. On the other hand, other candidates focused their attention on the advantages of globalization such as *it improve trade among nations, improve science and technology, improve communication and transportation system, it reduces poverty, it provides employment and it provide social services*. Furthermore, another category of candidates discussed solutions to challenges posed by globalization such as *the government to provide education, loans and jobs*. It was noted that, candidates' ability to marshal their points was affected by inadequate English language skills. Extract 7.1 represents a sample of a work of a candidate who went astray.

## Extract 7.1

7. Globalization is very close interdependence of Nation to the World. The globalization want the world to be like village according to the relationship among nations in the world. The following are six examining aspects of globalization such as:

It brought foreign language, due to the globalization many people from outside spread their language. For example English now a day Kiswahili language ~~are~~ <sup>is</sup> not used much because of presence of English language.

It brought division of people, there some are more educated and other not educated due to the few chance of some people like we African always we are back for each and every things because of ~~poor~~ poor education which we have that why's the globalization brought division of people.

Increase of Competition, these can be seen in development countries and underdevelopment countries. Some development countries like Malacca and China are differ from our countries in African especially Tanzania, due to this globalization brought the different.

Destruction of moral decay, The system of science and technology of western culture have cause moral decay to our countries and other areas due to the presence of Mass media, meaning short

1. Clothes and adopt some culture which is not good to the people.

Destruction of local industries, people from outside they came and destroy our industry and introduce their system so as to spread their goods which thought it is good than ours.

Increase of Criminal, People through watching Mass media they destroy their good moral and started use badly the mass media by adopted those things which is bad and sometime they still their money from Bank due to the uses of bad technology.

Globalization is very important due to the uses of the world that have helped much the development of science and technology that every one in the world have communication with other countries or people to the people.

Extract 7.1 the candidate went astray by examining the effects of globalization such as destruction of local industries, moral decay, introduction of foreign language and above all his/her communication skills was not impressive.

Candidates who scored from 1 to 5 marks (59.4%) demonstrated insufficient knowledge of the aspects of globalization. Majority of them mixed up correct and incorrect points and in some instances they were not able to elaborate the relevant points because of their insufficient knowledge of the aspects of globalization and inadequate English language skills. In this category of candidates, some of them failed to provide relevant introductions and conclusions. One candidate, for example defined globalization as the situation of change from simple life to complex life in science and technology means from analogue to digitaly.

Candidates who scored from 6 to 10 (24.2%) demonstrated knowledge of the subject matter and the specific demands of the question. They were able to provide relevant introductions and conclusions but they failed to score higher marks because of repetitions of points. One candidate for example treated free market economy and trade liberalization as two independent points and lastly, inability to exhaustively elaborate their points also accounted for the candidates variations of scores.

On the other hand, candidates whose scores ranged from 11 to 16.5 marks were few (1.6%). The candidates' strength in this category lied in their organizational skills and focus on the demands of the question and the ability to express coherently the aspects of globalization such as;

*Revolution in information and communication technology which had an impact on the way societies live, conduct business and learn. Free market economy has become a dominant economic ideology of the world which emphasize minimal government involvement in management of the economy, global flow of international finance which is facilitated by international financial institutions such as IMF and the World Bank, political liberalization such as multiparty democracy, free movement of people and the creation of regional cooperation and integration arrangements.*

However, they could not score full marks because of repetitions of some points. One candidate for example treated the point concerning revolution in information and communication technology as two different points; others discussed privatization and liberalization as if they are also two independent points. In some cases the conclusions provided were not plausible. Extract 7.2 is an illustration of a relatively good response of a candidate who was able to address the needs of the question.

## Extract 7.2

7. Globalization is the process of interdependence and interconnectedness in social, economic and political matters in the world. Globalization is the act of living as one village that is globally. This act or situation is facilitated or driven by advancement of science and technology in the world. Aspects of globalization are things that speed up globalization. These things are discussed below.

To begin with movement of people from one corner of the world to another corner. Globalization is speeded up by this since advancement of science and technology has made it easier for people to move from here to there by the use of aeroplanes, buses, trains and other advanced means made through technology. This movement proves the interconnectedness and interdependence among people in the world.

Also spread of ideas and ideologies in the world is another aspect. People spread the ideas that they think will help the world in different and several matters such as economic matters through internet and other intellectual properties made through technology. This is globalization for people are connected through social networks.

Finance is another aspect that increase interdependence and interconnectedness in the world. The developed countries contribute alot in the world bank hence the developing countries get to ask for loans for development from the World Bank hence movement of money from one country to another hence allow dependency and connection among people.

Democratization is another aspect of globalization which means spreading of democracy to the world.

2.1d. Democracy allows people to participate in decision making in a country and also human rights are observed. Through globalization process people have decided to spread good ways of life that is freedom to the citizens. Democracy is accompanied by rule of law, multipartism and other principles that are observed and implemented all over the world thus connection among countries in the world.

Trade liberalization is another aspect that means free trade all over the world. This runs at removing trade barriers among countries in order to allow free movement of labour, materials and capital throughout the world. This action increases interconnectivity since people are allowed to import and export goods with low tariffs, invest anywhere in the world and move from one country to another to search for employment or market. This allows people to participate in the world market.

Lastly economic integration is another aspect of globalization. This means cooperation between neighbouring countries. Forms of economic integration are free trade area, custom union, free market area, economy and total economic integration. All these forms aim at cooperating in building a better economy in a certain country. When countries have reached total economic integration they share ~~an~~ common currency, common tariff against the non-member and also free movement of people and capital and increased opportunities in works. This proves that there is interconnectedness and interdependency among countries in the world.

Globalization has led to cultural interference, mo-

7.1d. degradation, spread of democracy, spread of global politics and privation. Also it has improved life standards of people and introduce new skills to people

Extract 7.2 represents a relatively good response provided by a candidate who managed to examine the aspects of globalization such as movement of people, democratization, global flow of finance, free market economy and regional integration.

## 2.8 Question 8 : Social and Economic Development

The question demanded the candidates to illustrate in six points the importance of small scale industries to people's development in the rural areas in Tanzania. This question was attempted by 40.2 percent of all the candidates and their performance was poor as 8.9 percent scored a 0 mark, 68.9 percent scored from 1 to 5 marks, 20.7 percent scored from 6 to 10 marks and only 1.5 percent scored from 11 to 17 marks out of the 20 allotted marks.

The candidates who scored 0 mark (8.9 %) misinterpreted the demand of the question by discussing factors that promote/facilitate industrialization such as *good infra-structure, good water supply, good electricity supply and good health services* instead of showing the importance of small scale industries. Other candidates lacked the knowledge of the subject matter and the situation was more compounded by inadequate English language proficiency. Extract 8.1 is an example of a candidate who failed to identify the demand of the question.

## Extract 8.1

Industry is the total way of surrounding us either for social, economic and political, also there two type there are large scale industry and small scale industry, large scale industry is the type of industry which take a large area and small scale industry is the type of industry which can take a small area. There is many importance of small scale industries to people's development in the rural areas in Tanzania.

Good Infrastructure the people who live in rural areas they have a good infrastructure when I say infrastructure mean transport and communication, transport like good roads, railways and communication now days there so many phones, laptop so for this cause the people's development.

Good Water supply people who live in a rural they have a good water and that water they use so they use that water for home activities.

Good electricity supply in rural areas they have electricity and for now days electricity is used in so many home activities even cooking we use electricity so people who live in a rural is so lucky.

Good Health services in rural area there so many where people sick or a patient when they so hot or a disease they disturb the relative people they can get a treatment in order to get a good health.

Good Air supply many people who live in rural they have to clean they are environment in order to get a good air supply.

Also There fore this is the importance of small scale industries to people's development in the rural areas in Tanzania.

In extract 8.1 the candidate pointed out factors which facilitate industrialization instead of the importance of small scale industries to the people's development in Tanzanian rural areas.

A significant number of candidates scored from 1 to 5 marks (68.9%). This performance was an indicator of candidates' inadequate knowledge of the subject matter which was characterized by irrelevant introduction and conclusion. In some cases incoherent sentences, repetitions of some points and superficial discussion of the importance of small scale industries to people's development in rural areas.

The candidates whose scores ranged from 6 to 10 marks (20.7%) demonstrated organizational skills, knowledge of the subject matter and identified the demands of the question. The relevant points put forward by the candidates on the importance of small scale industries to people's development in rural areas include *employment creation, reducing the income gap between rural and urban areas, improvement of science and technology in rural areas*. However, the majority could not score higher marks because of repetitions of some points, inability to comprehensively illustrate some of the importance of small scale industries to people's development in rural areas and in some few cases they were not able to provide good introduction or conclusion to merit higher scores.

On the other hand, the candidates who scored 11 to 17 marks were few (1.5%). This category of candidates had good organizational skills in terms of adhering to essay writing format and good communication skills, knowledge of the subject matter and ability to identify the demands of the question. They pointed out the importance of small scale industries to people's development in the rural areas in Tanzania such as *a Source of employment; provide farm inputs and implements to improve agricultural productivity; source of income; add value to local resources; improve other sectors and Improve the living standard of the people and helps to bring about technical revolution in the villages*. However, their scores varied from one individual candidate to another depending on the scope of illustrations of the importance of small scale industries to people's development in rural areas, coherency of ideas and the plausibility of the introduction and conclusion. Extract 8.2 below is an example of a relatively good response.

## Extract 8.2

Small scale industries are industries that mainly produce local tools and equipments and in relatively a low productivity.

Small scale industries are of great importance to the people's development in the rural areas in the whole of Tanzania as well and thus, the following are some of the importances of small scale industries to people's development in the rural areas in Tanzania as follow below:

Provision of employment opportunities is one of the importances of these small scale industries to people's development in the rural areas in Tanzania. This is because these small scale industries provide employment to the rural dwellers in Tanzania thus lead to increase in their ~~living~~ living standards and promote development of the rural areas in Tanzania. Example is that the small scale industries especially the beaded making industries in Maasai land in Arusha has created great employment opportunities in the rural areas of Arusha which has led to increase living standard and economic rise of Tanzania and the maasai rural dwellers altogether.

Increase in technology is also one of the importances of small scale industries to people's development in the rural areas in Tanzania and this is because small scale industries provides competition in goods and services production thus making these small scale industries increase their technology so as to acquire more market for themselves thus lead to increase in technology for both the rural dwellers and the Tanzanians in general in which technological increase also leads to people's development of the rural dwellers in Tanzania.

Economy diversification is also one of the importances of small scale industries to people's development in the rural areas in Tanzania and this is because small scale industries make the rural dwellers in Tanzania to depend on more than one sector of economy to their development thus lead to increase in income of the rural dwellers in Tanzania which is also an importance of small scale industries to people's development in the rural areas in Tanzania.

Increase in provision of goods and services is also one of the importance of small scale industries to people's development in the rural areas in Tanzania since the small scale industries compete against each other thus making these small scale industries reduce the cost of their goods and services which in turn leads to the increase in purchasing power of the people's development in the rural areas in Tanzania thus acts as an importance to people's development in the rural areas in Tanzania.

Increase in living standards is also one of the importance of small scale industries to people's development in the rural areas in Tanzania because the small scale industries provides employment opportunities to the rural dwellers in Tanzania which in turn leads to increase in income of the rural dwellers in Tanzania which also leads to the increase in living standards of the rural dwellers in Tanzania thus acts as an importance of small scale industries to people's development in rural areas in Tanzania.

Therefore, small scale industries are of great importance to the people's development in rural areas in Tanzania and thus small scale industries should be encouraged more for even greater people's development in rural areas dwellers in Tanzania.

Extract 8.2 represents a candidate's relatively good response. The candidate was able to illustrate the importance of small scale industries such as creation of employment, improvement of science and technology and economic diversification.

## 2.9 Question 9: Poverty

The question required the candidates to analyse nine root causes of poverty in Tanzania. This question was most popular as it was attempted by 86 percent of all the candidates and their performance was good. Among these candidates 4 percent scored from 11 to 18 marks, 50 percent scored from 6 to 10 marks, 43.8 percent scored from 1 to 5 marks and only 2.2 percent scored a 0 mark.

The candidates whose scores ranged from 11 to 18 marks (4%) demonstrated a good mastery of the subject matter, were able to identify the demands of the question, there was logical flow of ideas and were able to observe the essay writing rules. The root causes of poverty pointed out by candidates include *low level of science and technology, bad weather condition and natural hazards, rapid population growth, external debt burden, unfavorable terms of trade in international trade, corruption, poor economic and social infrastructure*. It is noteworthy that for quite some time now poverty is one of the key development agenda of the government through several programs such as MKUKUTA and MKURABITA. The development activists and the mass media on the other hand have also been in the forefront in the war against poverty. The availability of information on poverty from other sources might also account for the candidates' good performance in this question. However, candidates' scores varied from one to another depending on the strength of each individual arguments and their understanding of the subject matter. The extract 9.1 represents a candidate who was able to provide relevant responses.

## Extract 9.1

Poverty is the state when one is not able to acquire his/her basic needs in life. Basic needs like food, clothes and shelter. The following are the causes of poverty in Tanzania:

**Illiteracy.** This is the inability to read and write. Due to illiteracy, people become less educated and not qualified to get good jobs or employ themselves in good businesses which would help them to get money for satisfying their basic needs so, this leads to poverty among people in Tanzania.

**Low science and technology.** Due to poor technology used in many economic sectors like agricultural sectors, people use hoes instead of well developed machines such as tractors. This leads to poor productivity due to poor science and technology used and hence, poor economic development which leads to poverty in Tanzania.

**Poor infrastructures.** Due to poor infrastructures such as roads, the economy of the country is hindered because most economic sectors such as industries need roads for transportation of their goods and communication with their consumers. So, ~~if~~ <sup>because</sup> the infrastructures are poor, then the development of the country which in turn has resulted to poverty in Tanzania.

**Unequal exchange in the world market.** Prices for the goods sold in the world market are fixed by the developed nations. And the goods for developed countries are fixed high prices while goods from our country Tanzania as one of the developing countries, are fixed with low prices. This then, brings about

7. unequal exchange because the get developed nations get much profit because they buy at low prices and sell at higher prices. This system has made Tanzania poor because it benefits less from the trade and loses a lot. External debts. Due to economic dependance on other countries, Tanzania has increased debts due to the loans offered by the World Bank and International Monetary Fund. These debts have become a problem and the reason for poverty in Tanzania because Tanzania is spending a lot of money and resources to pay for the debts. This has resulted to poverty in Tanzania.

Exploitation of Tanzania by capitalist Nations during colonialism: During colonialism, the capitalist nations took a lot of resources from the country such as minerals, slaves which were the source of man power. This led to underdevelopment of the country and due to the misconception they imparted to the people that they are backward and Europeans are civilized, Tanzanians still think that they can never do anything better than Europeans. So, due to this slow developing, due to overexploitation, Tanzania is poor.

Unemployment: This is a big problem in Tanzania either due to lack of education or lacking opportunities to join universities and also jobs themselves. Due to this problem, people are not able to afford basic needs and they depend on the government. This dependance on the government due to unemployment has led to poverty because the government itself it needs support from the people and it is also overloaded with a lot of expenses.

9. Natural calamities. These are caused by weather conditions for example floods, droughts. These problems have resulted to poverty because for example floods affect the peasants due to washing away of crops and this leads to underdevelopment of country. Also floods drought hinder the production of Hydro-electric power which most of the economic sectors such as industries depend on. So, such natural calamities have resulted to poverty.

Political influence from other countries. Most countries offer heavy conditionalities to our country when offering loans, which in turn affects the country's decisions because some decisions are contrary to the decisions of the country for example allowing investors in the country from other countries. This results to poverty in Tanzania because such a conditionality leads to severe exploitation of the country and leaving it poor.

Though poverty is still a problem to our country, Tanzania, The Government is trying a lot to alleviate it for example, through building and constructing schools, provision of social services.

In extract 9.1, the candidate was able to analyse the root causes of poverty such as low science and technology, poor infrastructure, external debt, unequal exchange in international trade and natural calamities.

The candidates who scored from 6 to 10 marks (50%) demonstrated the knowledge of the subject matter, had correct interpretation of the question and adhered to the essay writing rules but they failed to score higher marks because of repetitions of some points such as *poor transport system* and *poor infrastructure, bad weather condition* and *natural hazards* were treated as independent points. In isolated cases, some candidates provided points such as political instability being one of the root causes of poverty in Tanzania which were irrelevant in the context of Tanzania.

Furthermore, the candidates who scored from 1 to 5 marks (43.8%) had insufficient knowledge of the subject matter, could not exhaustively analyse the root causes of poverty in Tanzania and some of their responses were not relevant in the context of Tanzania. Some of them for example cited political instability as one of the root causes of poverty in Tanzania. Others provided relevant points but along the way deviated by discussing the indicators of poverty such as inadequate housing, low per capita income and low energy consumption. Above all, some candidates did not observe the essay writing rules and their English language proficiency was not impressive.

On the other hand, the candidates who scored a 0 mark (2.2%) lacked the knowledge of the subject matter, failed to identify the demands of the questions by analyzing the indicators of poverty such as *high infant mortality rate, low per capita income poor housing and low life expectancy*. Others cited points which were not relevant in the context of Tanzania such as political instability and civil wars. Inadequate English language proficiency and poor organizational skills were also contributing factors for dismal performance of the candidates. One candidate owing to language barrier cited without any elaborations points which were incomprehensible such as *pollution problem, the freedom and unity, the human education; the customs, the poverty and the education for self-reliance*. Extract 9.2 represents a candidate who failed to address the demand of the question.

## Extract 9.2

Poverty is the process where by the people in which poor the money transfer. The poverty (the was in the provide business the client. The government effort the was against the poverty in which in Tanzania. The cause of poverty in Tanzania is:

The pollution problem: The poverty in which the earth most valuable resources the poverty the was pollute the atmosphere in which the was poverty.

The environmental problems associated: The was in the high quality useful the energy in these fuels the poverty the in the was problems the people.

To, the freedom and unity the poverty: The was income to was movement in which people the was Institute legal proceeding to public officible accused of to poverty.

The human education: The human education was income the people to schools in which the was no human education because is poor poverty.

The customs the pro poverty: The Customs in the people the custom the made in representatives the was people income more human and external the poverty Customs.

The forest the poverty the was people: They in valuable to was absent in which the people the economy quality useful the waste exhausted gas they can be replenished the amount the people.

The education for self-reliance. They was in people they education income in the parliament in the promote the protection and human rights. Example is the education was have no the was for self-reliance in poverty.

Feral multinational: The was poverty in which the education the was intern the was poverty the was people in the poverty.

This is the government effort the was poverty in Tanzania is yet be use to the analyst root causes of Poverty in Tanzania.

Extract 9.2 the candidate failed to identify the demand of the question by pointing out pollution problems, education for self reliance, freedom and unity as root causes of poverty in Tanzania. Above all language barrier was also a snag to the candidate's ability to express his/her points

## 2.10 Question 10 :Promotion of Life Skills

The question demanded the candidates to elaborate six interpersonal skills which would enable a student to cope with life after completion of secondary school education. This question was extensively omitted by most of the candidates as only 9.4 percent of all the candidates attempted the question and their performance was dismally poor. Among them, 73.1 percent scored a 0 mark , 24.8 percent scored from 1 to 5 marks, 1.9 percent scored from 6 to 10 marks and only 0.2 percent scored from 11 to 15.5 marks.

The candidates who scored a 0 mark (73.1%) failed to identify the demands of the question, misinterpreted the concept of interpersonal skills, some of them lacked organizational skills and had inadequate English language skills. A significant number of the candidates went astray because they focused their attention on personal skills such as *self awareness, self esteem, self confidence, self worth, decision making, problem solving and self reliance*. Others pointed out the issues of participation in community activities *such as political activities, care for the old and HIV/AIDS patients, provide community education on family planning, and educate the community about human rights and Proper behavior*. Besides that some candidates misinterpreted the interpersonal skills to mean skills such as *entrepreneurship, forest conservation, cultivating skills, writing skills, reading skills, wearing styles, leadership, carpentry, printing, driving, playing football and cooking*. Another notable category of candidates discussed the risks they may face after completion of secondary school education such as *drug abuse, HIV/AIDS diseases, early marriages and unemployment*. Extract 10.1 represents the response of the candidates who failed to provide relevant responses.

## Extract 10.1

Skills are the knowledge and attitude - where by a person has developed so as to solve the social problems. And there are so many - personal skills in human life but the following personal skills which i will enable to cope with life completion of secondary school education, those are :-

**Cultivating skills,** After the completion of secondary school education i will enable the cultivation process because at the school i learnt how to cultivate or to conduct the agriculture.

**Writing skills;** At the school i was been learning how to write a speech or to - write the notes that i was provided by a teacher, this is one of the personal skill which i will enable after the completion of my education.

**Reading skills;** Also at the school i was been studying how to read the passage or to - read the story from the book, for example the book which i was read was three suitors and husband. So after completion of secondary school education i will be enable with the reading skills.

**Wearing style;** When i was not a student i was not understand how people they wear their clothes but after attending at secondary school - i had know how to wear clothes. I will enable the wearing style after completion of secondary school education.

**Escaping traditional beliefs,** When i will complete the secondary school education i will escape the bad traditional beliefs because there are some beliefs are not good so this i will enable - after the completion of my secondary school - education.

**Leadership;** When i was at secondary school i tried to learn how the leadership may be conducted, i will be a leader after completing my secondary school education.

So interpersonal skills it promote the - life of people and it unite the people together and those was the six interpersonal skills which i will enable after complete secondary school education.

In extract 10.1, the candidate provided irrelevant interpersonal skills such as cultivation skills, writing skills, wearing skills, leadership skills and escaping traditional beliefs. Above all language barrier was a hindrance to the candidate's performance.

The candidates who scored from 1 to 5 marks (24.8%) had insufficient knowledge of the subject matter hence mixed up correct and incorrect points and could not provide exhaustive elaboration of the interpersonal skills due to inadequate English language skills in some cases. In addition to that, a good number of candidates failed to provide relevant introduction and conclusion. Some candidates for example defined interpersonal skills *as ability of applying both physical and mental use of ability to overcome the challenges of life*. The definition provided by candidates was closely related to the definition of the concept of work.

Furthermore, the category of candidates which scored from 6 to 10 (1.9%) demonstrated a good knowledge of interpersonal skills and had a reasonable command of the English language but could not exhaust all the relevant points. Some of the candidates' essays were also characterized by repetitions of some points hence owing to these shortcomings they failed to score higher marks.

On the other hand, few candidates (0.2%) managed to score from 11 to 15.5 marks out of the 20 allotted marks. These candidates were able to focus on the demands of the question, had knowledge of the concept of interpersonal skills and demonstrated good organizational skills. Some of the relevant responses put forward by the candidates include, *positive relationship, friendship formation, empathy, peer resistance, negotiation skills and effective communication*. In the introduction they were able to define *interpersonal skills as social skills which give a person an ability to relate and interact with other people and their environment in everyday life*. However, they could not score the 20 allotted marks because some of them could not exhaust all the required relevant points and others provided relevant points but their elaborations were insufficient to merit the 20 allotted marks. Extract 10.2 is a sample of a response from a candidate who was able to meet the requirements of the question.

## Extract 10.2

0. Interpersonal skills are the skills that give a person an ability to interact and live well with other people in the community. They are also referred to as social life skills. The following are the interpersonal skills which will enable me to cope with life after completion of secondary school education.

**Empathy.** Is the ability of a person to feel concerned about other people's problems. Example, if my friend founds that he has failed in the National examination after the results, i will encourage him not to loose hope in studying.

**Negotiation.** This is the ability of a person to agree on issues without undermining one's principles. Example, if both my brother and i need to watch the Television at the same time but different stations, i shall decide that he should watch his station at a duration and i will watch later.

**Forming healthy, <sup>positive</sup> relationship:** This is the ability of a person to find a partner whom he/she can cooperate with in a positive manner. Example, i can choose a friend who is good in spiritually and academically.

**Peer resistance.** This is the ability of a person to agree or disagree the opinions given out from friends. Example, If my friend needs me to go to

o the nightclubs and dances, i shall totally refuse and break up the friendship.

Communication skills. This is the ability of a person to communicate with other people according to their age and mood. Example, the way that i shall communicate with my parents will be very different from the way that i shall communicate with my friends.

Forming healthy relationships. This is the ability of a person to form or a relationship which will encourage the good health condition of a person.

Generally, Interpersonal skills help a person to cope and interact well with other people in the society. This will be a source of peace and harmony. It also reduces the occurrence of conflicts.

Extract 10.2 is a sample of a candidate's relatively good response. The candidate managed to elaborate interpersonal skills such as empathy, negotiation skills, communication skills, peer resistance, friendship formation.

### 3.0 CONCLUSION

The analysis of the candidates' performance in each question set in the examination indicates that the performance of candidates in question 1 (multiple choice items) derived from the following topics; Gender, Culture, Government of Tanzania, Human rights, Our nation, Family life, Road Safety Education, Social and Economic Development was good with 86 percent of candidates scoring 30 percent and above marks. The topic on Poverty ranked second with 54 percentages of candidates scoring 30 percent and above marks. The topics which had average performance were Culture (47.8%), Government of Tanzania (46.2%), Democracy (36.6%)

and Family life, Proper behavior and Responsible Decision making (36%). On the other hand, candidate's performance was poor in the following topics; Promotion of life skills (2.1%), Social and Economic Development (22.2%), Globalization (25.8%) and Comprehension (29%) *see appendix*.

The analysis of candidates' performance in each question has indicated the challenges the candidates faces in answering the questions. The analysis indicates that candidates lacked in-depth knowledge of some topics. Furthermore, it is evident from the analysis that many candidates faced difficulties in interpreting questions and concepts from the comprehension passage, others misinterpreted the demands of the questions and equally important a good number of candidates had inadequate English language skills. In view of this situation, there is a need for teachers to take the initiatives in making sure that teaching and learning of the topics stipulated in the syllabus is effective by employing a variety of teaching and learning techniques which can promote more students interest in the Civics subject and better performance in future examinations.

#### **4.0 RECOMMENDATIONS**

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

- (a) Students should be trained to read and identify the demand (s) of the question.
- (b) The Ministry of Education and Vocational Training should control the publication of Civics books so that only textbooks of acceptable quality are used in schools.
- (c) Civics teachers should be given regular seminars and workshops so as to learn more about the new topics and add knowledge to the former ones.
- (d) Schools and inter schools debating clubs should be encouraged so as to improve students English language skills and knowledge of civics related topics and cross cutting issues.

- (e) Tests and examinations administered to students should be of acceptable standards so as to improve their knowledge and prepare them well for the final (National) examination. For example matching items should be from homogenous content./topic.

## Appendix

### CANDIDATES' PERFORMANCE IN EACH TOPIC

SN	Topic	Question number	The percentage of candidates who scored 30% and above marks	Remarks
1	Multiple choice questions from 8 topics	1	86.6	Good
2	Poverty	9	54	Good
3	Culture	6	47.8	Average
4	Government of Tanzania	2	46.2	Average
5	Democracy	5	36.6	Average
6	Family life, Proper behavior and responsible decision making	4	36	Average
7	Comprehension	3	29	Weak
8	Globalization	7	25.8	Weak
9	Social and Economic development	8	22.2	Weak
10	Promotion of Life Skills	10	2.1	Weak

