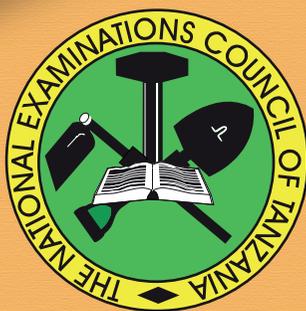


THE NATIONAL EXAMINATIONS COUNCIL OF TANZANIA



**CANDIDATES' ITEMS RESPONSE ANALYSIS
REPORT FOR THE CERTIFICATE OF SECONDARY
EDUCATION EXAMINATION (CSEE) 2017**

011 CIVICS

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FOREWORD

The 2017 Civics Candidates' Items Response Analysis Report on the performance of the candidates for the Certificate of Secondary Education Examinations (CSEE) 2017 was prepared so as to provide a feedback to students, teachers, policy makers and other educational stakeholders on the candidates' performance in the subject.

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

In CSEE 2017, the candidates who passed Civics examination increased by 9.85 percent compared with the performance of Civics CSEE 2016. Despite the improved performance in 2017, there were notable mistakes that hindered the performance of some candidates such as inability of some candidates to identify demands of the questions, insufficient knowledge of the subject matter, inability to interpret concepts in comprehension passage, poor English language skills and repetition of points. Above all, total of 37,263 candidates did not attempt 7 required questions that is, some candidates only answered from 4 to 6 out of 7 questions.

The Council expects that the feedback provided and recommendations given in this report will enable various educational stakeholders to take appropriate measures to increase the future performance in the subject. The National Examinations Council of Tanzania will highly appreciate comments and suggestions from teachers, students and the general public on how to improve future candidates' Item Response Analysis Reports.

Finally, the Council would like to thank Examination Officers, Civics 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 Examination for the Certificate of Secondary Education Examinations (CSEE) in 2017. The examination was derived from the syllabus and adhered to the Examination Format.

There were 10 questions in three sections: namely A, B and C. The candidates were instructed to answer all questions in section A and B and only three out of six questions in section C. Each question in section A and B carried 10 marks, whereas each question in section C carried 20 marks.

The candidates who sat for Civics CSEE 2017 were 317,673 out of which, 185,702 candidates equals to 58.75 percent passed as compared to a total of 349,234 candidates sat for Civics CSEE in 2016, of which 170,026 candidates equals to 48.90 percent passed. This indicates that the performance of candidates in Civics increased by 9.85 percent. The Candidates' performance in Civics CSEE 2017 is illustrated in table 1.

Table 1: The Performance of the Candidates in Civics CSEE 2017

SEX	GRADES					PASSED	
	A	B	C	D	F	Number	Percentage
M	11	1,108	37,335	61,649	55,991	100,103	64.13
F	6	769	24,650	60,174	74,391	85,599	53.50
Total	17	1,877	61,985	121,823	130,382	185,702	58.75

Despite the increase of the overall performance, the total of 37,263 candidates did not attempt the required 7 questions as illustrated in table 2.

Table 2: The performance of the candidates who answered few questions than the 7 questions required in Civics CSEE 2017

Total answered questions	Number of the candidates who answered less than 7 questions	The number of candidates who scored from 0 – 29 marks	The percentages of the candidates who scored from 0 – 29 marks
4	1,853	1,853	100
5	5,986	5,982	99.93
6	29,424	27,796	94.46

Table 2 reveals the candidates who attempted 4 to 6 questions instead of 7 required questions. The performance of most of the candidates was poor, as 35,631 out of 37,263 scored from 0 to 29 marks. This poor performance of some candidates was caused by failure to answer 7 questions as it was instructed.

The analysis of individual question's performance is presented in next sections. The analysis highlights the requirement of each question as well as the strengths and weaknesses of the candidates' responses. Some extracts from the candidates' answer sheets have been provided to illustrate the cases presented.

In this analysis, the candidates' scores in each question are interpreted as follows: from 0 to 29 percent is considered as poor, from 30 to 64 percent as average performance and from 65 to 100 percent as good performance. Similarly, candidates' variant performances are shown by using different colours in attendant figures and appendix. That is: green colour indicates a good performance with scores ranging from 65 to 100 marks, yellow colour stands for an average performance with scores ranging from 30 to 64 marks, whereas, red colour represents a poor performance with scores ranging from 0 to 29 marks.

2.0 THE ANALYSIS OF THE CANDIDATES' PERFORMANCE IN EACH QUESTION

2.1 Question 01: Multiple Choice Items

This question was compulsory and it consisted of 10 multiple choice items (i – x) derived from various topics in the syllabus. The topics were Economic and Social Development, Family Life, Government of Tanzania, Human Rights and Our Nation. In each of the item (i – x), of this question, the candidates were required to choose a correct answer from the given alternatives and write its letter besides the item number in the answer booklet provided.

The candidates' performance in the question was good. That is, 22.2 percent of the candidates scored from 0 to 2 marks, 60.26 percent scored from 3 to 6 marks and 17.54 percent scored from 7 to 10 marks out of the 10 marks allotted for this question. Figure 1 illustrates.

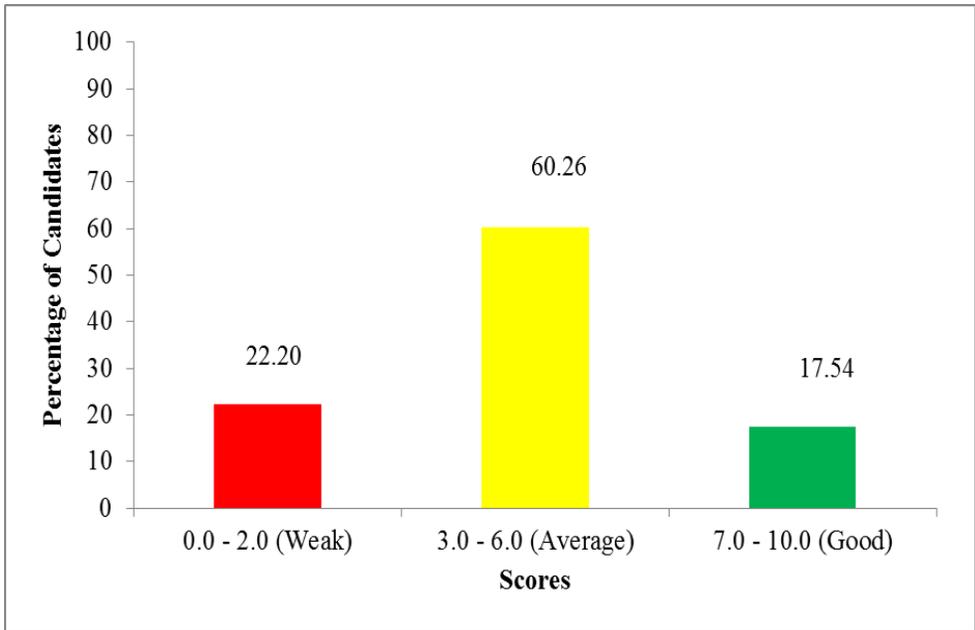


Figure 1: *The candidates' performance in the categories of poor, average and good scores.*

The analysis of the candidates' performance indicates that items (i), (ii), (vii) and (x) were well performed by most of the candidates. Item (i) required the candidates to identify the correct alternative, the meaning of elephant tusks symbolized in the coat of arms. The correct response was B "natural resources". The option was opted for by the candidates with an adequate knowledge of the components of coat of arms. Other options such as A "state power". C "national prestige", D "peoples' power" and E "national freedom" were attractive to few candidates. This indicates that many of the candidates were conversant with the Tanzanian coat of arms, its components and what they stand for.

Item (ii) required the candidates to identify the alternative which was not a correct characterization of the informal sector in Tanzania. The correct answer was B "business activities are regulated by taxation laws". Other responses such as A "lack of permanent business premises", C "employees lack social security protection", D "employees have little job security" and E "employees' wages are often low" were attractive to few candidates. This indicates that many of the candidates had enough knowledge of how the informal sector operates in the country.

Item (vii) tested the candidates' ability to recall the year in which the first permanent constitution in Tanzania was enacted. The candidates who chose the correct option D "1977" had knowledge of the year when Tanzania adopted a permanent constitution. Other options; A "1964", B "1965", C "1984" and E "1992" were selected by candidates who associated the adoption of the first permanent constitution in Tanzania with other constitutional and political developments in the country. For instance, 1964 was the year in which the Union of Tanganyika and Zanzibar was done to come up with The United Republic of Tanzania. In 1965 the interim constitution of the United Republic of Tanzania was adopted and the country became a single party state. Further, in 1984 the Bill of Rights was included in the Constitution of Tanzania, whereas, in 1992 the multiparty system of democracy was re – introduced in Tanzania.

Item (x) tested the candidates' knowledge of financial institutions in Tanzania. In this question, the candidates were required to identify commercial banks in Tanzania from the given five alternatives. The correct response was E "NBC, NMB and CRDB" which was opted by many candidates. The candidates who opted for A "GEPF, NBC and TIB, B "NBC, CRDB and GEPF" C "NMB, SACCOS and NIHF" and D "NBC, CRDB and PSPF" had superficial knowledge of commercial banks in Tanzania. They failed to distinguish commercial banks from other financial institutions such as SACCOS, PSPF, GEPF and NHIF.

On the other hand, a substantial number of the candidates failed to identify correct responses for items (iv), (v), (vi) and (ix). In item (iv) the candidates were required to identify the name of the laws enacted by local governments in their areas of authority. Few candidates chose the correct response E "By laws". These candidates demonstrated a good knowledge of the name given to laws which are made by local government. A reasonable number of candidates opted for an incorrect response C "Bills"; they were wrong due to the fact that bills are proposals for new laws. Equally, candidates who wrote incorrect responses A "Standing orders" and B "Local government orders" demonstrated limited knowledge of the laws enacted by local government authorities. Moreover, the candidates who the selected response D "Manifesto" lacked knowledge of the subject matter since the word itself has nothing to do with laws enacted by the local government.

Item (v) instructed the candidates to identify a condition where individual rights are restricted to safeguard the rights of other people. The correct answer was D “limitation of human rights”. The candidates who opted for responses such as A “protection of human rights”, B “execution of natural justice”, C “the rule of law” and E “violation of human rights” went astray; likely because they lacked enough knowledge of various concepts in human rights.

Item (vi) required the candidates to identify the head of the Judiciary in the United Republic of Tanzania. The correct response was A “Chief Justice”. The candidates who opted for B “Attorney General” went astray considering that the Attorney General is a Chief Legal Advisor of the government. Some of the candidates were attracted to the distractor C “Director of Public Prosecution”. Such candidates could not distinguish the role of the Chief Justice in the Judiciary from that of the Director of Public Prosecution in the Attorney Generals' Office; whose role is to verify the proceedings against individuals accused for public offence and to decide whether they should be referred to the court of law or not. The candidates who chose response D “Prime Minister” equally went astray. This is because the Prime Minister performs day to day activities of the government. He is also the leader of the government business in the Parliament of the United Republic of Tanzania. Finally, the candidates who opted for the response E “Minister for Legal and Constitutional Affairs” fell in the same trap with those who opted for other unrelated responses. This owes to the fact that the minister oversees and administers legal and constitutional matters of the government.

Item (ix) required the candidates to identify a term which relates to the right to voluntarily belong to any organization. Few candidates chose the correct answer C “freedom of association”. Many candidates selected distractors such as A “freedom of expression”, B “the right to life”, D “freedom of assembly”, and E “right to equality”. These incorrect responses indicate that the candidates were not familiar with various categories of civil and political rights.

Despite the overall good performance in this question, the analysis reveals that some of the candidates numbered all items from (i – x) without answered them. Eventually, such candidates scored a 0 mark out of 10 marks allotted in this question. Extract 1 illustrates.

Extract 1.1

1.	i =	
	ii =	
	iii =	
	iv =	
	v =	
	vi =	
	vii =	
	viii =	
	ix =	
	x =	

Extract 1.1 is an example from one of the candidates who numbered items without answering them.

2.2 Question 02: Matching Items

The question required 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 in the answer booklet provided. List A had concepts or terminologies related to the topic of Culture while List B contained definitions, descriptions of concepts and terminologies of Culture.

The question was compulsory and the candidates' performance was average. That is 48.16 percent of the candidates scored from 0 to 2 marks, 44.46 percent scored from 3 to 6 marks and 7.38 percent scored from 7 to 10 marks. The candidates' performance is illustrated in figure 2.

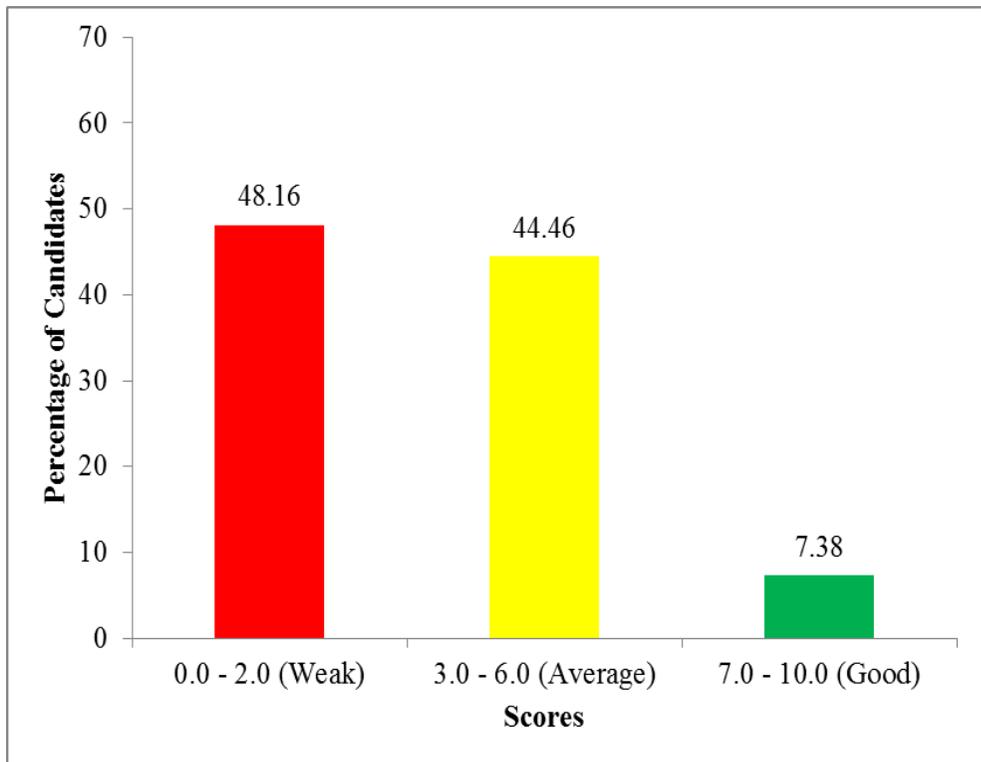


Figure 2: *The candidates’ performance in the categories of poor, average and good scores.*

Analysis of the candidates’ performance indicates that items (iii), (v), (vii) and (x) were well done by most of the candidates while items (i), (iv), (vi) and (viii) were poorly performed by a good number of the candidates.

Item (i) required the candidates to identify a correct response that matches with a belief shared in a society on what is desirable, correct and good. The correct response C “Values” was selected by the candidates with an adequate knowledge of the meaning of values. However, many of the candidates confused the word values with other elements of culture. For that case, the candidates wrongly chose options B “Customs”, D “Material culture” and K “Norms”.

Item (iv) required the candidates to identify a correct response that matches with a pattern of conduct shared by the people in a given community but which always changes with time. The candidates who demonstrated a good knowledge of elements of culture matched it with the correct response B “Customs”. Some of the candidates matched it with responses such as C

Values”, G “Arts” and H “Tradition”. The selection of incorrect responses indicates that the candidates’ lacked adequate knowledge of the subject matter. The candidates who opted for H “Tradition” failed to differentiate tradition from customs, they didn’t know that traditions are experiences of the past that are inherited by a society and are unchangeable, while, customs change from time to time. Likewise, those who opted for C “Values” and G “Arts” fell in the same trap with those who chose irrelevant responses.

Item (vi) required the candidates to identify a concept that matches with the “An ability to use imagination to express ideas through writing and sculpturing”. The correct response was G “Arts”. However, most of the candidates matched it with the response D “Material culture”, and F “Recreation”. This indicates that the majority of the candidates lacked an in-depth knowledge of the elements of culture. The response D “material culture” was incorrect because it denotes physical artifacts such as furniture, sculpture, pottery, decorations and basketry while “Arts” are the manmade things which are displaced to be enjoyed. Again option F “Recreation” was also irrelevant as it refers to activities that people do for relaxation and enjoyment. The poor performance in this item indicates that elements of culture were not exhaustively known by some of the candidates.

In item (viii) the candidates were required to identify a concept that matches with a simple technology or skill for producing things such as pottery and basketry. The correct response was M “Crafts”. However, most of the candidates selected the response D ”Material culture”, G ”Arts” and N “Museums”. Such candidates were not aware that “Crafts” are skills of making things in a given cultural setting and is different from “Arts” which is an ability to use imagination to express ideas through writings, sound, actions, visual aids and performance meant to be enjoyed. Further, “Material culture” represents a physical and manmade things produced within a particular cultural settings. Additionally, those candidates were unable to identify that “Museums” are special places purposely created to preserve the material remains of the society.

On the other hand items (iii), (v), (vii) and (x) were well performed by a sizable number of the candidates. In item (iii) the candidates were required to identify a correct response that matches with a set of rules which set

standards for acceptable behaviours in the society. The correct answer was K “Norms”. However, some of the candidates went astray by matching it with the option A “Symbol”, B “Customs” and E “Language”. The candidates who failed to identify the correct response demonstrated a misconception of the elements of culture, their responses were based on trial and error. The option A “Symbol” for example, was incorrect due to the reason that a symbol is a sign that stands for something else. The reason for the candidates’ failure likely emanated from inadequate knowledge of the elements of culture.

Item (v) required the candidates to identify a response that matches with the practices that persist in a society for a long time and do not change. Many candidates selected the correct response H “Tradition”. Such candidates had adequate knowledge and ability in differentiating the elements of culture which are closely related to customs and norms. Some of the candidates selected options B “Custom”, K “Norms” and M “Crafts”. Distracters B “Customs” and K “Norms” were selected likely because of low knowledge of elements of culture. Further, the response M “Crafts” was chosen by ill-prepared candidates considering that the concept has no relation with tradition.

Item (vii) demanded the candidates to identify a response that matches with physical artifacts such as furniture made by human beings. Most of the candidates identified the correct response D “Material culture”. Other candidates matched the item with response G “Arts” and M “Crafts”. The reason for such incorrect responses might have emanated from the fact that the two distracters closely relate with Material culture. Therefore, it was easy for unknowledgeable candidates to choose them.

In item (x) the candidate were required to identify a response that matches with a system of communication in speech or writing used by a particular community. Most of the candidates identified the correct response E “Language”. These candidates likely had an adequate knowledge of the concept language. However, candidates who lacked such knowledge wrongly opted for the response A “Symbol” and D ”Material culture” which are unrelated with the concept of language.

2.3 Question 03: Comprehension

This question was based on a passage about suicide among the adolescents. The candidates were required to read the passage carefully and answer questions that followed it. It intended to measure the candidates' ability to comprehend the information related to Civics.

The question was compulsory and most of the candidates' performed it well; 81.23 percent scored from 3 to 10 marks. The analysis of the candidates' performance shows that 18.77 percent of the candidates scored from 0 to 2.9 marks, 51.95 percent scored from 3 to 6.4 marks and 29.28 percent scored from 6.5 to 10 marks out of 10 allotted marks to the question. The candidates' performance is illustrated in figure 3.

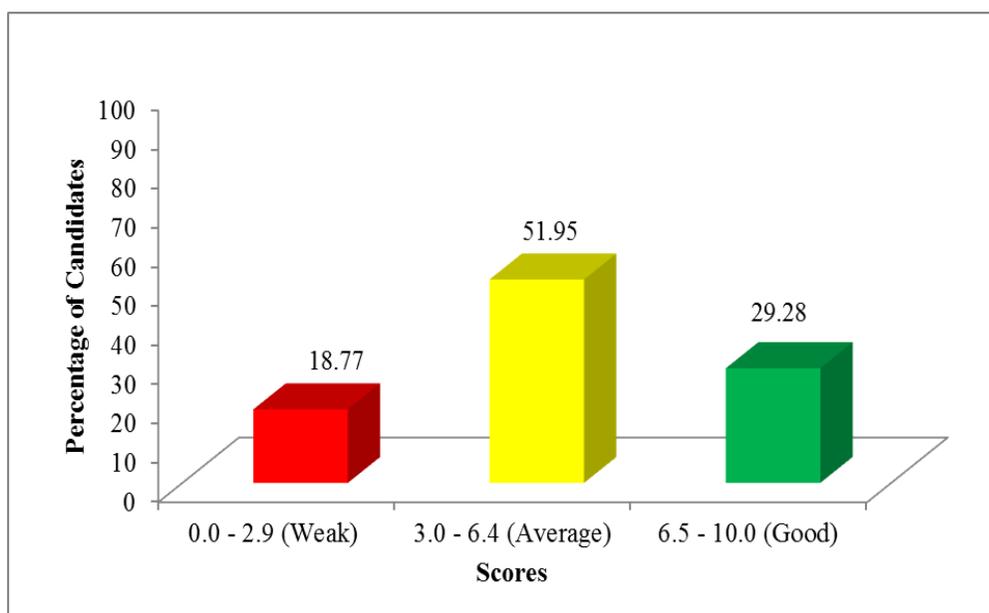


Figure 3: *The candidates' performance in the categories of poor, average and good scores.*

In item 3(a), the candidates were instructed to suggest a suitable title for the passage. The correct titles would be “*SUICIDE AMONG THE ADOLESCENTS*”, “*THE MOTIVES FOR ADOLESCENTS SUICIDE*”. The candidates who provided these titles demonstrated skills in answering comprehension questions. On the other hand, the candidates who failed to provide corresponding titles likely had low comprehension skills. The analysis shows that they guessed titles rather than looking at what is

contained in the passage. For example, some of these candidates suggested titles such as; “*EFFECTS OF DEATH*”, “*POVERTY*” and “*PROMOTION OF LIFE SKILLS*”.

Other candidates just copied some sentences or phrases from the passage which had no relevance to the question. Some of their responses were such as: “*Reaction to previous distressing events*”, “*Suicide to avoid further pain*” and “*conflicts within the adolescents’ families*”. Such responses indicate that such candidates lacked skills in identifying a suitable title for a passage.

Item 3(b) required the candidates to explain the attitude of some adolescents towards death. The correct response was “*Adolescents feel that, death is the only way out of intolerable situations*”. The candidates who managed to provide this response demonstrated skills in interpreting concepts in a comprehension passage. This owes to the fact that this answer could not be directly picked from the passage, but by inferring what was written about adolescents’ attitudes towards death.

Some of the candidates failed to explain the attitude of some adolescents towards death. These lacked skills in comprehending contents of passage and could not assess whether what they were writing was an answer to the question or not. For example, some of these candidates copied sentences from the passage such as “*those terminally ill and those incapacitated by serious illness or injuries*”, “*To avoid further pain*” and “*Those incapacitated by serious illness or injuries commit suicide to avoid further pain*”. Moreover, some of the candidates avoided this part. These just wrote item number or few words as responses to the item. Generally, such candidates did not understand the requirements of the question.

Item 3(c) required the candidates to mention any two factors from the passage that compel some youth to commit suicide. The knowledgeable candidates provided correct responses such as; “*Terminal illness*”, “*To draw attention*”, “*Conflicts within the adolescents’ families*”, “*Incapacitation due to serious illness or injuries*” and “*Teaching those who hurt them*”. Other candidates wrote; “*Punishment to themselves for the shame they might have caused to others*”, “*Failure to live up to the parents/guardians expectations*” and “*Failure to develop adequate interpersonal relationship within their families*”.

On the contrary, some of the candidates relied on what they know rather than what was in the passage. Some of these candidates for example, responded: “*death*” and “*illness*”. Other candidates simply picked some phrases from the passage without scrutinizing the meanings. These for example wrote: “*Lack of adequate impulse*”, “*Unexpected severe and prolonged stress*”, “*these events often leads to suicide signals*”, “*The signals of suicide among adolescent include previous attempts*”. These candidates' responses thus indicate that they did not understand the requirements of the question.

Item 3(d) required the candidates to list down two suicide signals among the adolescents. Some of the candidates provided correct responses as follows; “*Previous threat to commit suicide*”, “*Feelings of alienation and loneliness*”, “*Mental illness especially depression*” and “*Lack of adequate impulse control*”.

The candidates who misunderstood the question appeared to have relied on what they know rather than the information from the passage. For example, they gave: “*Proper education*”, “*To improve basic needs*”, “*Conflict*” and “*Guardians*” as responses to this item, which are phrases copied from the passage. In fact these candidates did not understand the demands of the question.

In item 3(e) the candidates were required to explain the attitude of the author towards suicide tendencies among the adolescents. The candidates who understood the question provided the correct response “*the author sees the problem of suicide as one of the critical and disastrous problem among the adolescents*”. These candidates demonstrated enough knowledge and skills in interpreting comprehension question.

On the other hand, the candidates who failed to understand the demands of the question indicated the lack of skills in reading and interpreting the passage. Most of them simply copied sentences from the passage instead of explaining the author's view towards suicide tendencies among the adolescents. For example, one of the candidates wrote: “*Adolescent, this disastrous act is committed for different. Some adolescents often feel that death is the only way out of in tolerable*”. Another candidate wrote “*The attitude of the author was to develop adequate interpersonal relationships with their families*”. The responses indicate that the candidates did not

understand the demands of the question. Some of the candidates skipped this part of the question despite the fact that it was compulsory. Extract 3.1 is an illustration of irrelevant responses.

Extract 3.1

3. (a)	YET OTHERS COMMIT SUICIDE TO DRAW ATTENTION.
(b)	Those terminally ill and those incapacitated by serious illness or injuries commit suicide to avoid further pain.
(c)	i. previous distressing events ii. Guardians expectations and the adolescents.
(d)	i. Common events include conflicts within the adolescent ii. Failure to develop adequate interpersonal relationship within their families.
(e)	Threat to commit suicide feeling of alienation and loneliness and the presence of mental illness especially depression.

Extract 3.1 is an excerpt from a candidate who could not interpret comprehension questions.

The candidates whose performances were impressive demonstrated knowledge of answering comprehension questions. They provided correct relevant title of the passage, correctly interpreted concepts in comprehension questions and mastered English language which was the medium of the questions. Extract 3.2 is an illustration of relevant responses.

Extract 3.2

3(a)	SUICIDE AMONG ADOLESCENTS.
3(b)	Some of the adolescents who commit suicide feel that death is the way to deviate from intolerable situations, punish themselves for the shame they might have caused to others.
3(c)	factors that compel some of the youth to commit suicide are; (i) Conflicts within their families (ii) Failure to develop adequate interpersonal relationships within their families.
3(d)	Suicide signals among adolescents are: (i) feelings of alienation and loneliness. (ii) Threat to commit suicide.
3(e)	The attitude of the author towards suicide tendencies among the adolescent is that, suicide is a crucial problem and disastrous, all therefore there should be possible ways to solve the problem.

Extract 3.2 is an excerpt from a candidate who provided a suitable title of the passage and relevant responses.

2.4 Question 04: Short Answer Questions

This question was compulsory and had two parts (a) and (b). Part (a) was derived from the topic of Proper Behaviour and Responsible Decision Making. This question required the candidates to outline five merits of making a responsible decision. Part (b) was derived from the topic of Work and it required the candidates to explain briefly five importance of work for self - development.

The candidates' performance in the question was average. The analysis of the performance reveals that 67.41 percent of the candidates scored from 0 to 2.9 marks, 30.54 percent scored from 3 to 6.4 marks and 2.05 percent scored from 6.5 to 10 marks out of 10 marks allotted to this question. Figure 4 illustrates the candidates' performance in this question.

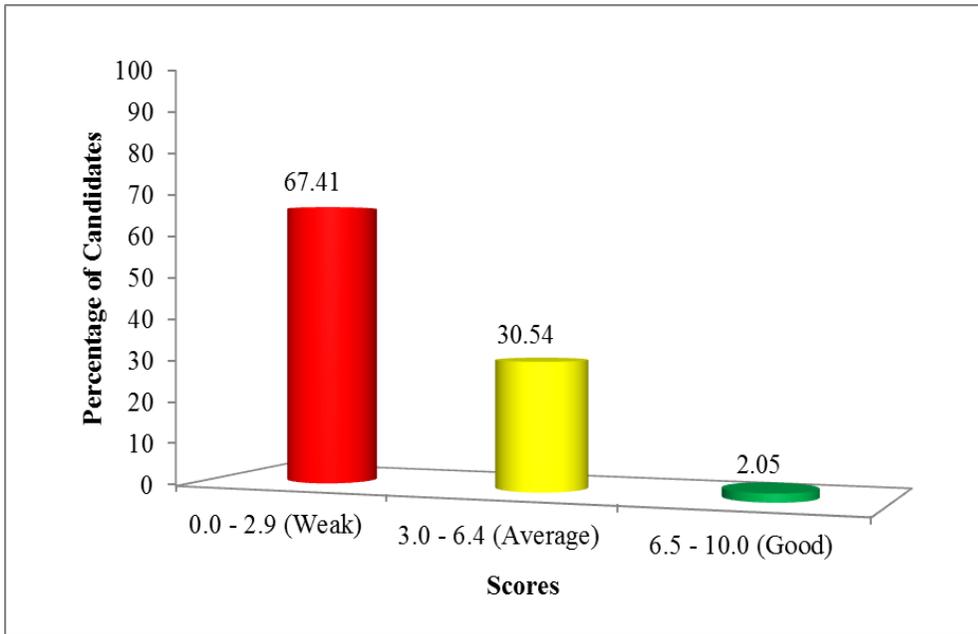


Figure 4: *The candidates' performance in the categories of poor, average and good scores.*

Part (a) required the candidates to outline five merits of making responsible decision. The candidates who failed to provide relevant responses misinterpreted the question. They outlined the government organs such as *Judiciary, Legislative and the Executives* instead of the merits of making responsible decision. Other candidates mentioned steps involved in decision making or steps of problem solving. At extreme cases, some of the candidates outlined stages of conducting a research such as *problem identification, data collection, data analysis, surveying and data interpretation*. Further, some of the candidates outlined the citizens' responsibilities such as "*paying tax, participation in the economic activities and fighting against crimes*". Other candidates wrote the features of a democracy like "*multipartism, free and fair election, transparency and responsibility*". Moreover, other irrelevant responses were the elements of proper social behaviours such as; *love, respect, solidarity, peace and all good behavior*. Other candidates mentioned agents of socialization such as; *family, schools, friends and neighbors*". Such irrelevant responses indicate that the candidates had limited knowledge of the subject matter, misconceived the question and failed to identify the requirements of the question.

Additionally, some of the candidates omitted this part despite that it was compulsory. Extract 4.1 is an illustration of a candidate whose responses were irrelevant.

Extract 4.1

4	i)	Government
	ii)	Judiciary
	iii)	Legislative
	iv)	Executive
	v)	Tradition

Extract 4.1 A sample from a candidate who gave irrelevant responses.

Some of the candidates whose responses were relevant outlined the merits of making responsible decision such as “*it facilitates a sense of commitment when members of the society are involved in making decision that affect them*”, “*it facilitate proper utilization of available resources*”, “*it creates a sense of collective responsibility in carrying tasks*”, “*it facilitates a sense of equality, avoids/reduces conflicts between members of the society*”, “*it brings cooperation, unity and solidarity*” and “*it enables a person to achieve goals*”. Extract 4.2 is a sample from one of the candidates whose responses were relevant.

Extract 4.2

i>	It increase a sense of commitment when people make good decision they can do their work effectively.
ii>	It facilitate equality this is due to share ideas among different people so as to make good decision
iii>	It facilitate proper utilization of available resources, making good decision can help someone to use resources properly example the property like money.
iv>	It enable the members of the society to achieve their goals, Example if some one decide to open a business.
v>	It help to avoid problems and conflict betwe en members of the society, this is be cause the decision has been made after thi nking carefully.

Extract 4.2 is an excerpt from a candidate who provided relevant responses.

In part (b), the candidates were required to explain briefly five importance of work for self - development. Some of the candidates presented economic activities such as: *agricultural activities, trade activities, industrial activities, marketing activities, transport and communication activities* instead of importance of work. Other candidates wrote the features of democracy such as: *multipartism, transparence and responsibilities of leader*. Additionally, some of the candidates mentioned the national symbols such as: *national flag, uhuru touch and coat of arms*. However, others wrote incomprehensible phrases due to low proficiency in the English language such as: "it is used currency", "it is used employment", "to do careful", "to increase skills", "to avoid conflict" and "to produce quality goods". Extract 4.3 is an illustration from one of the candidates whose responses were irrelevant.

Extract 4.3

4b) Briefly explain five importance of work for self-development.
Development: is the process of improving the country to be an stable. and that importance can be.
i) Multipatiism. That are the process of choosing a leader like CCM TLP
ii) free and fair election, This is the process of improving the free and fair election in order to improve the country
iii) Transparency, That are needed when the government are wanted to improve their country
iv) River Instability, That also is the process of people to choose the leader which she/he want.
v) Responsible leader: is the process of people to choose the leader which she/he wanted in order to improve our society.

Extract 4.3 A sample from a candidate who explained aspects of democracy instead of importance of work.

The candidates who provided relevant responses, explained the importance of work as “Improves economic position of a person, family and of a nation as a whole”, “Keeps a person busy”, “Serve as a person's identity in the society”, “Brings respect”, “Makes a person innovative” and “Some types of work help to maintain one's physical and mental health”. These candidates demonstrated a good command of English language, mastered the subject matter and showed the capability to explain the importance of work to self-development. Extract 4.4 is an illustration from one of the candidates who provided responses according to the demands of the question.

Extract 4.4

If I keep people busy through performing different works people are just kept so busy they are unable to engage in various aspects of bad behaviour.

Brings respect: the individual who spends most of his or her time in work become more accepted and respected in the society.

Enabler: Someone to obtain basic needs any person without engaging in creative and productive works. Can not afford essential human needs, like shelter, food and clothes in daily life.

Work serves as an identity: Certain work helps to identify that someone is employed in which sector even to determine that the one belongs to which organization.

Works make people innovative: when people performing different works they can obtain new ideas and new ways of doing things.

Extract 4.4 An excerpt from a candidate who provided relevant responses.

2.5 Question 05: Democracy

The question required the candidates to differentiate, in six points the democratic governments from non-democratic governments. The question was attempted by 81,888 (25.78%) candidates; whereby 50.73 percent scored from 0 to 5.8 marks, 45.12 percent scored from 6 to 12.8 marks and 4.15 percent scored from 13 to 20 marks. In the view of the above analysis, the question was averagely performed. That is 49.27 of the candidates scored from 6 to 20 marks as illustrated in figure 5.

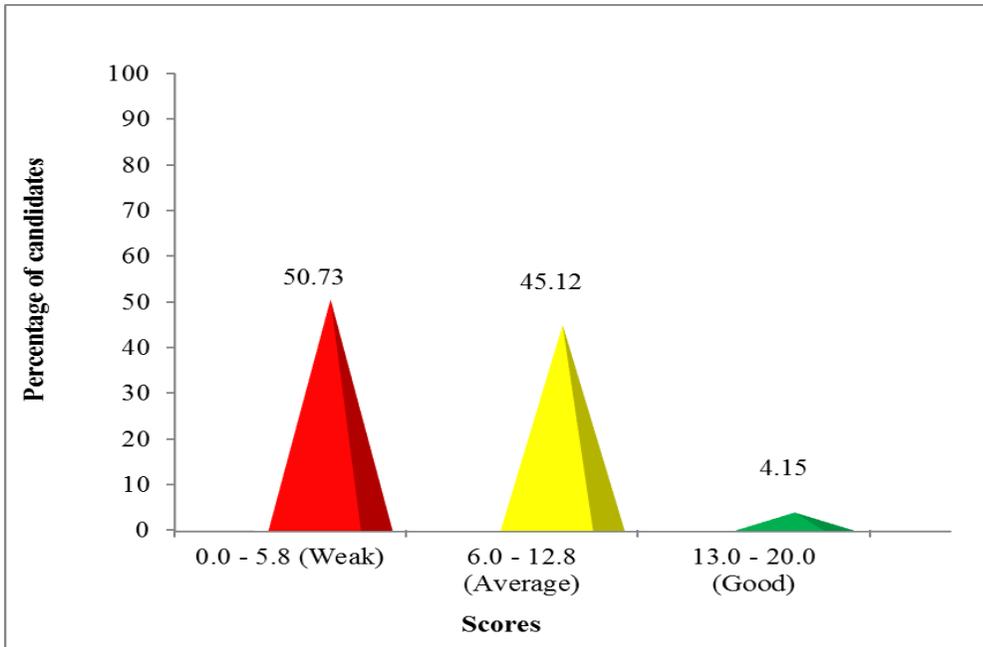


Figure 5: *The candidates' performance in the categories of poor, average and good scores.*

The candidate who scored from 0 to 5.8 marks demonstrated several weaknesses in their responses. First, they did not observe essay writing rules; some of them provided their responses by drawing tables. Secondly, some of the candidates failed to identify the demands of the question. Some of them compared democratic governments and non - democratic governments as follows; *“both make decisions, both observe rule of law, both develop social services, both develop good behaviours, both improve hard working and respect to people”*. Some of the candidates wrote the importance of democratic government such as *“to promote Peace, security and harmony, to provide social services and unity*. Further, other candidates discussed the structure of local government in Tanzania such as *“District council, town council, municipal council and village council”*. Additionally, some of the candidates had very low mastery of English language. Other candidates just picked up statements from question 2 and provided them as responses to the question. Extract 5.1 is a sample of irrelevant candidates' responses

Extract 5.1

5:	<p>Democratic government is the process of people responsible in all the society who will be improved in the government. The democratic government also is the types of government which as provide people to get all democracies of the society while the non democratic government is the types of government which people can be provide the laws of the society in the country. The following are the characteristics of democratic government and Non democratic government to differentiate.</p> <p>Democratic and non democratic both they make decision making in the society, that it was the feature who democratic and non democratic can be make the decision making in the society.</p> <p>Both they put law a rule and law, in the society or in the country that it was the feature who democratic and non democratic it make the economic activities in the society that it was put the rule of law in the society.</p> <p>Both it has develop social services in the society that it was constant into to the society and if some people they</p>
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5) have the democracy the get hard working the society after then will be get the basic need in our country. Also both they have develop good behaviours, In the society if you took about good behaviours this types of democracy was put the bad good behaviours In the society if does not the discipline there is no democracy and government should be also provided. Also both they develop respect, to the the people in the country on in the society that it was the feature who the types of government can be provide respect in the people the democratic and non democratic was put respect to the society. Both they improve the hard working, In the society that it was another feature which democratic and non democratic can be provided in the country, it provide the hard working to the people into the society. Generally that it was the democratic and non democratic it was those are types of government In Tanzania it was provide the people to engage those stage of democracy in the society.

Extract 5.1 is an excerpt from a candidate who failed to distinguish a democratic government from a non - democratic government.

Furthermore, the candidates who scored from 6 to 12.8 demonstrated a good knowledge of the various features which differentiate between democratic governments and non-democratic governments. Some of them had good organizational skills in terms of adhering to essay writing skills and had a reasonable mastery of the English language though could not exhaust all the relevant points. In some candidates' essays there were repetitions of some points such as *protection of freedom and maintenance of human rights, free and fair elections and popular elections, rule of law and equality*. Owing to these shortcomings they failed to score higher marks.

On the contrary, some of the candidates who scored from 13 to 20 marks addressed the demands of the question. In the introduction, they defined the democratic governments as "a form or group of people who come into power through free and fair election" and non - democratic governments as

"a form of government or group of people who come into power by force or without the consent of the people". Furthermore, in the main body they provided relevant points to differentiate between democratic governments and non - democratic governments based on the following points: "*rule of law*", "*free and fair elections*", "*separation of powers*", "*respect of human rights and fundamental freedoms*", "*constitutional government*", "*leaders save for the interest of the people (government responsiveness*" and "*citizens participation*". However, these candidates did not score all the 20 marks allotted to the question because of repetitions of some of their points. For example, one candidate presented about the *respect of human rights* in one paragraph and in the next paragraph he/she presented the *inclusion of bills of rights* in the Tanzania constitution. Some of the candidates provided relevant responses but failed to elaborate them exhaustively. Extract 5.2 represents one of the candidates' relatively good responses.

5. Democratic government is the type of government whereby the leader come into power through popular election. In democratic government normally the leader is answerable to the people and control people by observing constitution. But Non-democratic government is the type of government in ^{which} the leader is not chosen by people and get into power by force. In this government the leader is not answerable to the people and his decision is final. These type of government differ from one another in various issue. The following are differences;

In democratic government the leader get into power through popular election but in non-democratic government the leader get into power by force. This situation is found in these government whereby in any democratic country to find a leader they have to organize an election which will choose leaders and evolve the majority example is Tanzania and Kenya. But in Non-democratic government a person who is strong can decide that he/she is a leader and force the people to stay under his/her control by force without an interference of any person.

In democratic government citizen have freedom of assembly, association, worship and right to privacy while in non-democratic government the citizens lack freedom of assembly, worship and association. In any democratic government citizens are given all rights and are allowed to live freely as long as they do not abuse someone's rights and the government has less interference on them. But in non-democratic government it is different in which citizens are not given a such freedom and are forced to be under a single control of a leader by a force.

5. In democratic governments the government is divided into three branches which are legislature, executive and judiciary but in non-democratic governments all power is accumulated to a single person. In all democratic governments they have their branches in which in the constitution ^{each} have its roles and function for instance legislature make laws, executive contain president and vice presidents which control the country and judiciary interpret laws and settle disputes. Which is different in non-democratic government whereby a single leader take over control of all power and no one has to go against him/her.

In democratic government the rule of law is observed while in non-democratic government the rule of law is not observed. This is another difference whereby in any democratic government there is a rule of law which show that no one in a country is above the law that everyone has to respect and follow what is stated in a law. If appear anyone who is going against the laws they are kept in a country strict punishment must be provided to an individual. This is different in non-democratic government whereby a leader has a power to abuse the law and no one can take sanction upon him. All the people leave according to one law and not otherwise.

In democratic government leader serve for the people while in non-democratic government a leader act for his/her own interest. In democratic government a leader work very hard to ensure that he/she improves the welfare of his/her people and become able to provide all the important needs to citizens. Leader work very hard up to last cells for his people to get development. Which is different in non-democratic government whereby a leader care for him/her self and his own interest not concern with any issue about citizens. Hence, non-democratic government is the style of government which is not very good in someone's life it tend to oppress and denies someone's right. So as the world they have to help the people living under this kind of government and make them enjoy good life like other people in the world.

Extract 5.2 is an excerpt from a candidate with relatively good essay.

2.6 Question 06: Globalization

The question required the candidates to show, in six points how Tanzania can contain the challenges posed by globalization. The question was attempted by 154,904 (48.77%) candidates but its performance was poor: only a very few candidates 0.07 percent scored from 13 to 20 marks; 1.88 percent scored from 6 to 12.8 marks while, the majority, 98.05 percent scored from 0 to 5.8 marks. The candidates' performance in the question is illustrated in figure 6.

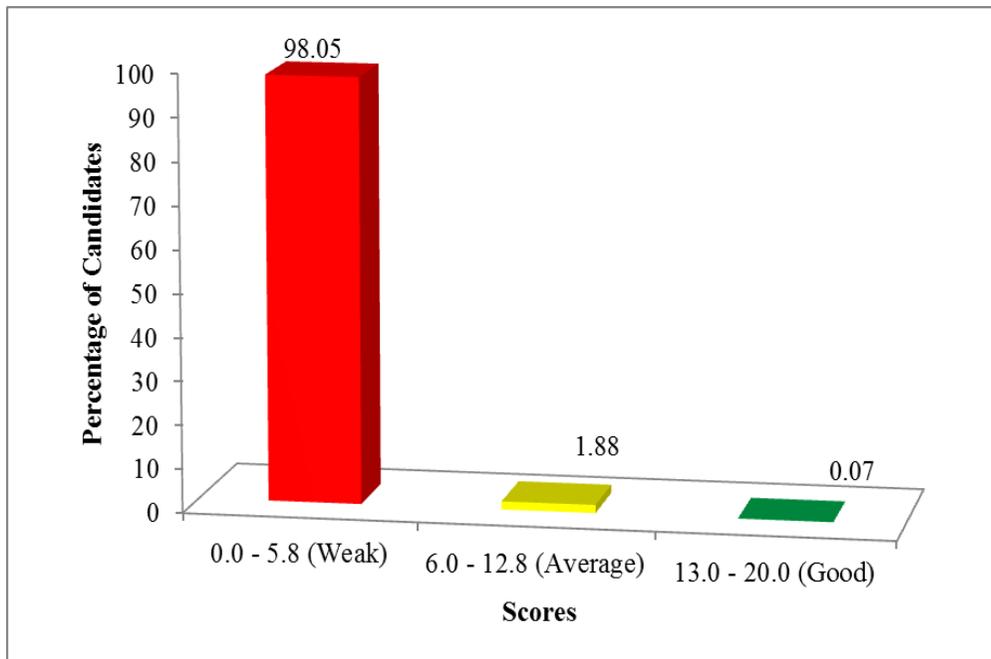


Figure 6: *The candidates' performance in the categories of poor, average and good scores.*

The candidates who scored from 0 to 5.8 marks (98.05%) demonstrated weaknesses such as; inability to identify the demands of the question, mixing relevant and irrelevant responses, poor organizational skills and inadequate mastery of English language skills. The majority of the candidates discussed the challenges and negative effects of globalization to Tanzania instead of measures to address the challenges posed by globalization in Tanzania. Their irrelevant responses were such as *privatization, information and communication technology, movement of people, destruction of Local industries, spread of diseases such as HIV/AIDS, Destruction of culture and Environmental pollution*. Other candidates explained the indicators and causes of poverty such as: *low level of production, low price of Tanzanian product, lack of education, low level of technology and poor transport and communication*". Similarly, other candidates pointed out bad social cultural practices such as: *"Early marriage, inheritance of widow, polygamy and paying bride price"*.

In the same category, some of the candidates failed to provide relevant introduction and conclusion. One of the candidates, for example, defined Globalization as *"The change of social, economic and political*

development from low level to high level". Likewise, some of the candidates did not observe essay writing format, rather they outlined relevant and irrelevant points without elaborating them. Worse still, a great part of the responses were characterized by repetition of some points and incomprehensible English language sentences. Generally, the variations in the candidates' scores in this question depended on the strength and relevance of their points, introduction and conclusions. Extract 6.1 is an example of an irrelevant candidate's response.

Extract 6.1

6	<p>Globalization refer as the change of social, economic and political development from low level to high level. And globalization now have spread through around the whole world because of the science and technologies improvement. And in the country like Tanzania globalization have change the country and took new more than before.</p> <p>There fore, the following are the challenges which face Tanzania as from globalization. And some of them are:</p> <p>Moral decay, this is due to when the behaviour of the people change from good to bad behaviour. And this is because people adopte different characters and behaviours from other peoples. And globalization have caused the great effect in moral issues. Example of moral decay are wearing short dressings.</p> <p>Destruction of Tanzanian cultures, - this is due to when culture of Tanzania is destructed by presence of globalization which change many things about culture in Tanzania. And this is because people adopte foreign culture and let their home cultures. Example in wearing styles.</p> <p>Unemployment, this is due to when people of Tanzania remained unemployed because of the globalization which change everything. And this is because man jobs are having machines which may help them to do or producing their good or their doing their</p>
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6	works faster than man does. Example in job areas:
	Spread of disease; this is due to when disease is spread faster because of the presence of globalization in Tanzania. And this is because people are adopting the behaviour from foreign people and this behaviour is sex behaviour. And people do sex without using protection as they see at television or different sources. Example of disease are HIV/AIDS.
	Environmental pollution, this is due to when the environment are polluted because of different materials which have being spread out by people or industries. And this is because of increasing of science and technology inside Tanzania. Example Air-pollution, land pollution and water-pollution.
	Destruction of local industries, this is due to when the industries of the people of Tanzania are destructed due to the presence of machines and other industrial instrument. And in the country like Tanzania globalization have affect many local industries. Example Clothing, fishing industries.
	Generally globalization also have its importance in the country like Tanzania. And some of those importance are development of transportation system, save time, help people to get information and increasing in science and technology.

Extract 6.1 is an excerpt from a candidate who explained negative effects of globalization to Tanzania instead of measure to address the challenges of globalization facing Tanzania.

The candidates who scored from 6 to 12.8 marks, demonstrated both weaknesses and strengths in their responses. Some of them had good organizational skills, adhered to essay writing rules, had good communication skills and knowledge of the measures to address globalization challenges facing Tanzania. However, they could not score good marks because of repetitions of points and grammatical errors. Their scores varied from one candidate to another depending on the scope of illustrations of their points, coherence of ideas, repetitions of points and the quality of introduction and conclusion of their essays.

A few candidates (0.07%) who scored from 13 to 20 marks demonstrated the ability to focus on the demands of the question by providing relevant points with exhaustive elaborations. They wrote legible English sentences and adhered to essay writing rules. Further, they provided relevant responses on measures of addressing the globalization challenges to Tanzania. Some of their responses are as follows: *“creation of national policies which will lead to reduce poverty, increase research institutions, good governance and provision of education to Tanzanians”*. Other candidates wrote points such as: *“To promote local technology, creativity and reviving the local industries”*, *Strengthening regional integration like SADC and EAC*, *“Tanzania should look for better international economic order that will benefit the country”*, *“To strengthen and enforce the existing laws to contain possible crime such as human trafficking”* and *“To preserve and promote Tanzanian cultural values such as national language”*. Extract 6.2 is an illustration of a good response from a candidate’s script.

Extract 6.2

06.	<p>Globalization is the process of integrating and interconnecting of social, political, economical and cultural aspects of different societies in the world into one system.</p> <p>The driving forces of globalization are: Advancement of science and technology, Movement of people and pressure from imperialist powers in the world and all these came in the end of 19th century.</p> <p>Globalization has both positive and negative effects to people. Tanzania is one among the countries that pay heed to course of events (integration) taking place in the world and it come across several challenges. The following are ways through which Tanzania as a nation can cope with the impacts of globalization.</p> <p>As a nation, It should establish stable economic policies that focus on the welfare of its citizens. This goes in hand with provision of social services such as Education, better transport and communication networks, health services and Energy supply which all together would attempt to eradicate poverty which is a major hindrance of development that meet with Globalized world.</p> <p>Education should be a significant priority and should be made compulsory. The Education talked here is the education that is affordable, quality, marketable and the one that liberates an individual rather than education for domestication and it should be compulsory for everyone so as to meet with the wants of a global world.</p>
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Q6 For instance. Most of the Tanzanians are marginalized from mass coverage due to little or low education on their use and ways to attain them. No wonder why Mwalimu Julius Nyerere refused the capitalism regime during his time simply because he was aware that his people were not educated and so they would not suit in the globalized world.

Through creating a conducive environment to welcome investors in the country so as to stabilize macro economy of the nation. Moreover, the country should engage in treaties or contracts with the investors and this treaties should be beneficial to the states rather than jeopardizing contracts that work on the economy. For instance, Tanzania is now in contact with Dangote enterprises meanwhile the country has acquired profits in the mining sector and (cement industry).

Through importing of advanced technology and science so as to increase efficiency in production of quantity and quality goods. The significant role of importing advanced technology is to make the nation competent in terms of selling goods in the world market especially cash crops (since its agriculture depending). The modern facilities talked here are for instance; tractors, helicopters for large scale chemical spray, irrigation facilities and genetic engineered crops and livestock varieties.

Through promoting and protecting of cultural values in the country. This include activities as national festivals, having cultural clubs at schools and procuring of artifacts, antiquities and historical sites. By exercising these things the threat of losing of our identity is minimized and for the time being the nation has given this roles to institutes as for example; National film censorship board, The Institute of Arts and Crafts and National sports and festival board.

06	<p>lastly, through promoting good governance so as to avoid interference from metropolitan powers. Moreover at the stake of good governance, corruption is fought against and thus embezzlement of funds and property of toiling majority is reduced hence dependence of external funds is reduced.</p> <p>Generally, globalization remains to be very important in our societies because human rights are promoted, negative cultural aspects are discouraged and environment conservation is promoted and even the infant mortality and maternal mortality is reduced thus there is no way to discourage imposition of globalization but only people should be prepared for accepting changes in the world that we are getting to that is a global world.</p>
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Extract 6.2 An excerpt from a candidate who provided measures for addressing globalization challenges facing Tanzania.

2.7 Question 07: Economic and Social Development

In this question, the candidates were required to show in six points the extent to which the financial institutions can pave the way to economic prosperity of Tanzania. This was one of the extensively omitted questions. That is only 61,123 (19.24%) of the candidates attempted it. The performance in the question was as follows: 56.57 percent scored from 0 to 5.8 marks, 41.02 percent scored from 6 to 12.8 marks and only few 2.41 percent scored from 13 to 20 marks. Generally, the performance of the candidates was average. Figure 7 illustrates.

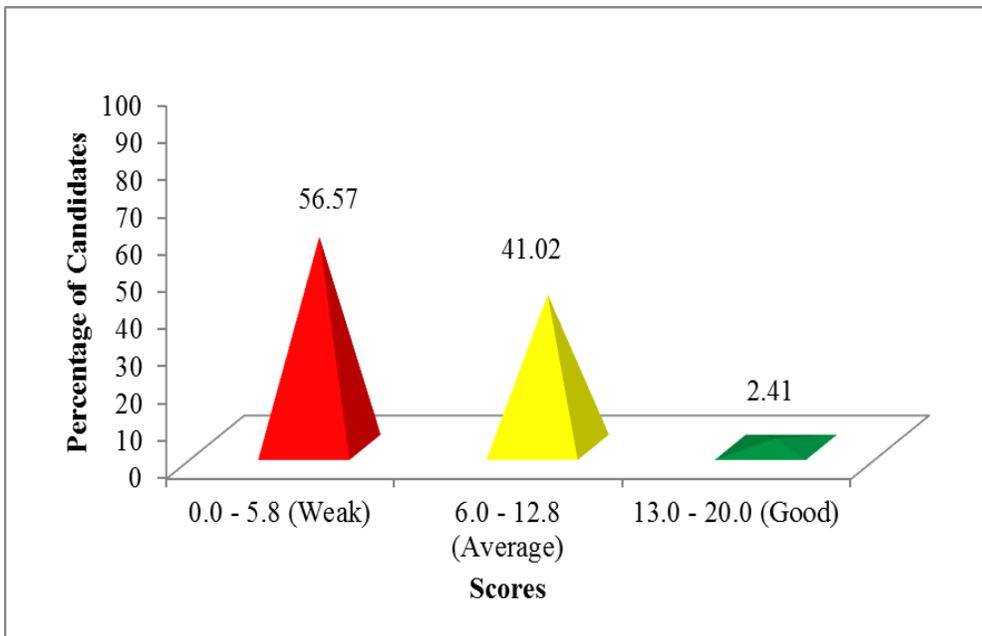


Figure 7: *The candidates' performance in the categories of poor, average and good scores.*

The candidates (56.57%) who scored from 0 to 5.8 marks demonstrated weaknesses such as; misinterpretation of the demands of the question, poor organizational skills, inability to construct meaningful sentences in the English language and failure to observe essay format. For example, one of the candidates listed democratic features such as *rule of law, equality, accountability, multipartism system and free and fair election*. Others deviated by explaining factors of production which are *land, labour, capital and raw materials*. Equally, others outlined various economic sectors such as *mining, lumbering, agriculture, business, transport and fishing*. In addition, others showed various financial institutions such as *banks, Bureau de change, Saccos, social security institutions, loan giving institutions and insurance companies* in their main body instead of the roles in paving the way to economic prosperity of Tanzanians.

Furthermore, some of the candidates in this category just copied some phrases and sentences from the passage and present them as answers to question 7. One of the candidates for example wrote "*... to teach those who hurt them a lesson and to punish themselves for the shame they might have caused to others ...*" Nevertheless, the quality of some candidates' essays

did not merit higher marks. Extract 7.1 represents one of the candidates' irrelevant responses.

Extract 7.1

7.	<p>Financial institution - is the process of getting money to the people in the country. the following is way to economic prosperity of Tanzania. those are.</p> <p>Land - the financial institution of Tanzania the way is that the Government should contain the financial institution to the people they develop the economic because they have land for transport their Material in the business to transport their Material.</p> <p>Labour - they have many labour for their job that the economic development their grow some areas in Tanzania. and also they fight well because they know that what they doing.</p> <p>Interpreneurship - the financial institution the have interpreneur to their business in Tanzania that they develop for their economic activity and they know how to balance their business and their job and what they do economic development. is grow up.</p> <p>Capital - In case of capital the financial institution they grow up and they know that how to provide and how to develop their economic and their job. Labours in Tanzania and for other country or nation.</p> <p>Raw Material - In case of raw Material the business first they know that the business went well went good and the financial institution Tanzania is the one who develop their country and the other countries.</p>
7	<p>Then go to the financial institution in Tanzania am am explained here that in here, that explained that.</p>

Extract 7.1 is a sample of a response from a candidate who explained factors of production instead of the roles of financial institutions in paving the way to economic prosperity of Tanzania.

The candidates who scored from 6 to 12.8 marks demonstrated the understanding of the subject matter. They had correct interpretation of the question and complied with the essay writing skills. However, they failed to score full marks because of insufficient elaborations. Similarly, some of their responses lacked a good introduction and conclusion. Some of the candidates did not exhaust all relevant points as required. Moreover, some responses were full of repetitions such as: *“providing knowledge on how to use and manage funds and citizen learn entrepreneurship from financial institutions”*.

On the other hand, few candidates (2.41%) who scored from 13 to 20 marks presented a proper introduction and conclusion. Additionally, they identified the demands of the question, responded to the question efficiently and demonstrated good mastery of the English language. In the main body, some of the candidates pointed out the contribution of financial institutions in paving the way to economic prosperity of Tanzania as: *“provision of loan ,provision of business education before establishment of business, provision of material and moral support to special groups, maintenance of value of money done by Central Bank, creation of employment opportunities, the Central Bank maintain the value of money in the country, establishment of their own economic projects, keeping customers' contribution, compensating their customers' in the event of loss and avail when they retire”*. Extract 7.2 is an illustration of the candidates whose responses were correct.

7 Financial institutions are the institutions which are privately or publicly owned whose functions are to keep, maintain, and provide money and other financial services to the country. Finance itself as a term is very important to any country because it is the outflow of income and a very important aspect of economic development. In Tanzania, financial institutions have managed to pave way to economic prosperity in the following ways; Some examples are banks, bureau de change and others.

Financial institutions provide loans to the public. The loans provided by the financial institutions help the loan-seekers to undertake petty business as they are not financially stable and not well off economically. Tanzania being a developing nation and belonging to the Third World, has poverty rooted as its major enemy alongside corruption and diseases. Therefore loans could lead to economic prosperity as they enable financially unstable people to undertake petty business. Examples are like banks.

Financial institutions provide employment opportunities. The financial institutions in the country are increasing day by day and so they can accommodate a lot of employment positions. Tanzania as a developing country also faces unemployment crises and hence the financial institutions could solve this. Examples of financial institutions are banks, bureaux de change and others which can have job vacancies for clerk hence solving unemployment crises hence economic prosperity to the country.

Some financial institutions have built their own economic projects. These include like the NSSF (National Social Security Fund), they have built projects such as hostels and large buildings which can accommodate a large number of businesses. These projects aim at promoting development of the country economically as it gives room for people who are unable to locate favourable premises or lack funds to protect with security.

7 and so these economic projects established by financial institutions such as the NSSF contribute to the economic prosperity of Tanzanians.

Financial institutions provide business education to its clients. Financial institutions are also provided with the job of educating the clients on proper ways of utilizing money and funds and also correct procedures in establishing a business and so forth. This contributes to economic development because people will now be aware of proper ways of conducting a business therefore positive economic growth. Furthermore, financial institutions in Tanzania like SACCOs < Savings and Credit Organization > teaches on the proper ways of saving money to achieve prosperity.

Some financial institutions avail to their customers funds after they have stopped working. This ensures development so that people who have retired can undertake petty businesses to sustain themselves. Some governmental owned financial institutions provide so called "pension" which is sum of money gained after retirement from work. Moreover, the money availed to customers after retirement can be used by the following generation to economically suit their needs. Therefore it leads to economic prosperity.

The Central Bank which is the major financial institution, maintains the value of money to check inflation. Inflation is the fluctuation of money which is the rise in value of money hence unhealthy to the population. Therefore this leads to economic prosperity because inflation is unhealthy and therefore if it is avoided it means there shall be a smooth transaction of money without interference and therefore it controls the economic prosperity of the country.

Therefore the above mentioned are the ways in which financial institutions in Tanzania have paved to the economic prosperity of the country. The financial institutions must be highly maintained to enable positive growth in the economic sector of a developing country like Tanzania.

Extract 7.2 A sample of a correct response to the question.

2.8 Question 08: Human Rights

In this question, the candidates were required to show in six points the extent to which human rights are protected in Tanzania, given that, Tanzania is a signatory of the 1948 United Nations Declaration of Human Rights. This was extensively omitted question. That is only 30,491 candidates equals to 9.6% of all the candidates attempted it. The performance of candidates was equally poor, as 93.58 percent of the candidates scored from 0 to 5.8 marks, 5.92 percent scored from 6 to 12.8 marks and 0.50 percent scored from 13 to 20 marks. The candidates' performance is illustrated in figure 8.

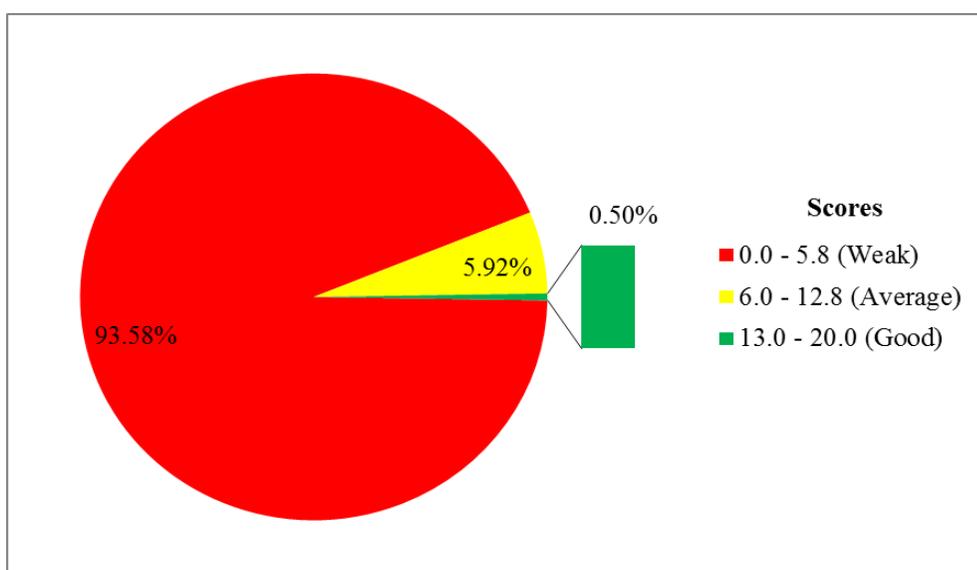


Figure 8: *The candidates' performance in the categories of poor, average and good scores.*

The candidates who scored from 0 to 5.8 marks demonstrated weaknesses such as: misinterpretation of the demands of the question, lack of knowledge of the subject matter, poor organizational skills and incoherent English language sentences. Some of the candidates, for example, misinterpreted the question to mean fundamental freedoms and human rights and thus wrote things such as *freedom of expression, freedom of association and freedom in decision making*. Other candidates explained on categories of human rights such as *right to life, right to equality, right to own family and right to own property*, whereas, some ended up by

explaining bad social cultural practices in Tanzania such as: *“female genital mutilation (FGM), early marriage practices, killing of elders and albino, and forced marriage”*.

Additionally, other candidates explained the importance of protecting human rights such as *“it help to get education, equal chance in election, to get basic needs and to live any place in our Country”*. Likewise, some dwelt on suggesting the ways through which the government of Tanzania can protect human rights such as *“provision of education, provision of employment opportunities, fighting against bad cultural practices and corruption, selecting of good leaders and rules and laws should be maintained”*. It should be noted that, the extent of these candidates’ weaknesses varied from one candidate to another. For instance some of the candidates defined human rights as *“all things that all citizens or people are entitled to and nobody should interfere with”*, whereas others just listed down a few correct responses in a bullet form. Such situations led to variation of the candidates’ scores. Extract 8.1 is an illustration of a candidate’s irrelevant response to the question.

Extract 8.1

§ Human rights refer to the all that a person-being to enjoy or to get. that human right this are all things which person being to enjoy or to get them like right to live, right to work, right to expression. this all that a person should get them so as to protect their right

The following mentioned below or down are the extent which government of Tanzania country should-take so as to protect human right as following these ways mentioned

provision of education that among of the way which should be taken by the government of Tanzania country so as to protect human right- that provision of education that government of Tanzania should improve education services in both formal and informal sector so as to provide education services to the people so government should improve education services.

provision of employment opportunity due to this way or extent which should be taken by the government of Tanzania to protect human right- that provision of employment opportunity because most of people in the Tanzania country have no employment opportunity so due to that condition it may causes very high influences or it may influence those people who have employment to violate right of those who have no employment

Fighting against bad cultural practices due to this way also which may help human right to be protected that fighting against bad cultural practices like female genital mutilation, forced marriage, forced labour so due to this cultural practice

§. may cause very high human right to be violation so the government of Tanzania should fighting against three bad cultural practices so as to protect human right in the country:

To fight against corruption. due to this is a factor which may causes human right to be violated through corruption the term meaning corruption is mis-use of public official for the person gain so most of people in our country Tanzania are used to violate human right through corruption so the government of Tanzania should fight against

Selecting of good leadership. The another way which can protect human right that people in a given society even nation they have to ensure that good selection of leadership because most leader who are going to be selected they are going to use their chance in bad condition like through corruption so government of Tanzania should select good leadership.

Rules and laws should be well maintained. due to this way or extent which should be reached by the government of Tanzania so as to protect human right that rules and laws should be well maintained so most of people in the country Tanzania are not maintain the rules and laws which maintained by the government result into violation of human right.

Conclusively The mentioned above are some extent or way which should be maintained in the Tanzania government so as to protect human right that human right are violated in different ways so those factors above should maintained to protect of

§. that human right so the government of Tanzania should ensure those mentioned above are well maintained in their community or national so as to protect human right

Extract 8.1 is a sample of incorrect response from one of the candidates.

Conversely, the candidates who scored from 6 to 12.8 marks demonstrated both weaknesses and strengths in their responses. Some of them had good organizational skills, adhered to essay writing format, demonstrated good English language skills and knowledge of measures taken by the government of Tanzania to protect human rights. They pointed out points such as: *“Bill of rights to be included in the constitution, “The court of Tanzania has a final say on legal matters and existence of multiparty system”*. Be that as it may, they did not score above 12.8 marks because of repetitions of points for example *“freedom of religious activities in Tanzania and freedom of worship”*. In some cases, the candidates could not exhaust all the required points. Others provided relevant points but had weak elaborations of such points. Some of the candidates only lacked good introduction and conclusion.

A few candidates managed to score from 13 to 20 marks. The candidates in this category satisfactorily addressed the demands of the question and exhibited comprehensiveness, clarity of explanations and relevant points. In their essays the candidates showed the efforts done by the government of Tanzania in protecting human rights in the country such as *“allowing the non-governmental organizations to operate in the country, presence of the commission of human rights and good governance, the court of law has the final say on legal matters, accepting international obligations of human rights, allowing multiparty system to operate in the country, inclusion of the bill of rights in the constitution, there is freedom of religious activities, existence of law enforcing organs and allowing free mass media to operate in the country”*. Extract 8.2 is a sample of a correct response from a candidate who had adequate knowledge of the measures taken by the government of Tanzania to protect human rights.

Extract 8.2

8	<p>Human rights refers to the basic things that every person is entitled to and no body should interfere with. In Tanzania human rights are protected in various ways as follows.</p>
	<p>Inclusion of the bill of ^{human} rights in the constitution. This bill of human rights was included in the constitution in 1984. It states clearly all the rights that a person has to get. This provides a chance for people to claim their rights legally when abused.</p>
	<p>Allowing multipartism in the country. The government of Tanzania allowed multipartism in 1992, and it is still in practice till today. Multipartism allows every member to join any party in the country and express his/her ideas freely without restriction. This protects human rights of expression and association.</p>
	<p>The action of Non-governmental organizations. These organisations educate the public on human rights and help to claim them when not provided. Such organisations are Tanzania Women Lawyers' Association (TAWLA), also Tanzania Media women Association (TAMWA). All these help to enlighten the public on human rights.</p>
	<p>Presence of commission of human rights and good governance. This commission created by the government observes any violation of human rights and takes necessary measures.</p>
	<p>Tanzania follows the international obligation Declaration of human rights of 1948. This declaration states clearly all the rights to be provided</p>

8 to the people. So following this declaration means to grant all the rights to people as stated in the declaration.

The court of law has the final say on legal matters. In Tanzania the court is given the authority to decide on legal matters fairly. This provides a chance for every one to claim his/her rights in the court of law.

To sum up. Human rights are important to every one, so strict rules and laws should be enacted to punish anyone who tries to restrict others from enjoying their rights.

Extract 8.2 A sample of a correct response from one of the candidates.

2.9 Question 09: Poverty

The question required the candidates to examine six root causes of poverty in Tanzania. The question was the most attempted question. That is, 305,715 (96.24%) of the candidates attempted the question. Similarly, the performance was good. The analysis of candidates' performance revealed that 40.49 percent scored from 0 to 5.8 marks, 57.55 percent scored from 6 to 12.8 marks while 1.96 percent scored from 13 to 20. The candidates' performance in the question is illustrated in figure 9.

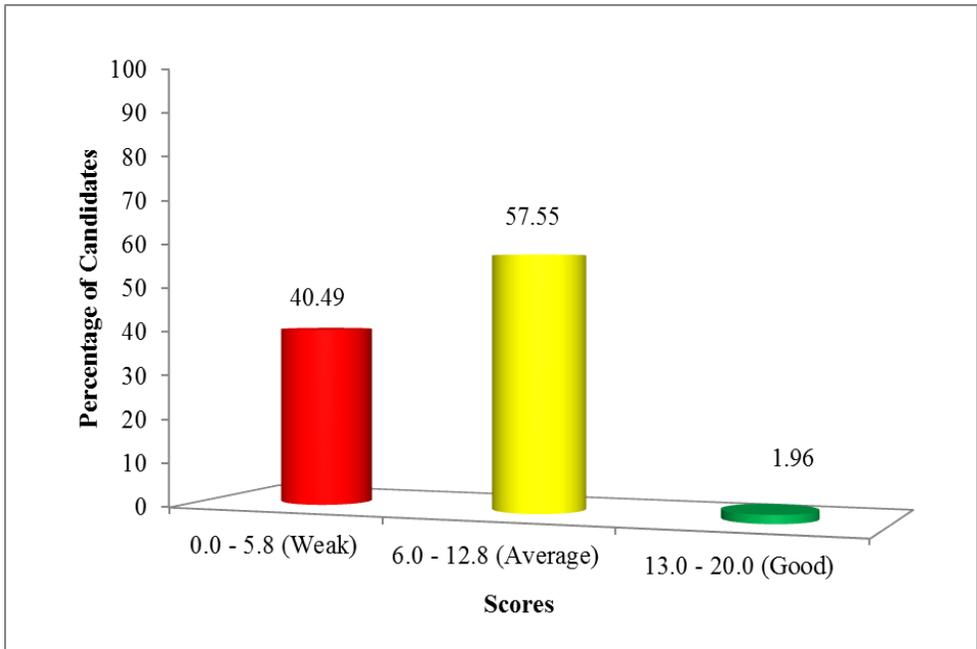


Figure 9: *The candidates' performance in the categories of poor, average and good scores.*

The candidates whose scores ranged from 13 to 20 marks demonstrated a good mastery of the subject matter. They met the demands of the question, had logical flow of ideas and observed essay writing rules. Further, they examined the root causes of poverty in Tanzania with answers such as: *“the use of poor technology, rapid population growth, mismanagement of public funds and other resources, poor transport and communication infrastructures, natural calamities, illiteracy, un-even distribution of resources, mass unemployment, poor government policies rapid increase in price of imports and decreasing prices of exports and diseases”*. However, their scores varied according to the clarity of their elaborations, coherency of ideas and the plausibility of the introduction and conclusion. Extract 9.1 is a sample of relevant response from one of the candidates.

Extract 9

9 Poverty is the state of being unable to obtain the basic needs of life such as food, clothing and shelter. Poverty can be in levels of individual or national poverty. Tanzania is said to be a poor country because the government has not been able to provide the basic social services to its people accordingly and that is caused by the following:

Low level of science and technology in the country. Tanzania is still lagging behind in terms of science and technology which is a vital resource to economic development because science and technology improve quality and quantity of goods and services produced in the country. For example in the agricultural sector

9 which is the backbone of our economy people still use hand hoes hence producing low quality and quantity products.

High illiteracy rate can also be cause of poverty. This is because a large percent of the population is unable to read or write hence they end up participating in subsistence production instead of large scale production hence the country remains poor. For example in rural areas a large percentage of people are illiterate and poor subsequently.

Rapid population growth is also the cause of poverty. As the population of the country is increasing the available social services fail to accommodate demands of people who need them but also increase the dependency rate on working population hence perpetuating poverty. For example due to the rapid population growth the doctor to patients ratio is high as one doctor can attend to even 50 patients a day hence some people may fail to get service.

Corruption or misuse of public funds is another cause of poverty. This is because some leaders tend to use public funds for personal gain hence leading to the failure of people to attain the services intended and hence poverty for example we have seen cases of grand corruption such as EPA and

9 | ESCROW where billions of money were taken by individuals which could have been used for development.

Diseases can also be the cause of poverty in Tanzania. The government of Tanzania spends a lot of its revenue in fighting diseases, while the money could have been used in other developmental issues. Also diseases increase dependency since the family of the victim has to invest time and money to take care of the victim. For example the government has spent a lot of campaigns, medicines and organs of HIV/AIDS such as TACAIDS.

Natural calamities also cause poverty. When natural calamities such as floods or earthquakes occur the people get misplaced, property destroyed sometimes even crops destroyed hence leaving them resourceless and poor forcing them to start from scratch but also the government spends a lot to reallocate and ensure these people's comfortability hence causing poverty for example the Kagera earthquake of 2017 a lot of people were misplaced and became poor unwillingly.

Henceforth, Tanzanians and the government should work together to alleviate poverty in the country through serious measures such as improvement in

9 | science and technology, provision of quality education, control of population growth and eradication of corruption so Tanzania can stop being poor and become economically strong.

Extract 9.1 is a sample of a relatively good response from a candidate who examined the six root causes of poverty in Tanzania. However, he/she had a factual error on the year, of the Kagera Earthquake. It happened in September 2016 not 2017.

The candidates who scored from 6 to 12.8 marks demonstrated knowledge of the subject matter, had a correct interpretation of the question and adhered to the essay writing rules. However, they failed to score high marks because of repetitions of points such as: “*poor infrastructure and poor transport system, high rate of illiteracy among the people of Tanzania and ignorance among people of Tanzania*”. In some cases, the candidates lacked a good introduction and conclusion. Others provided only a few correct points. Worse still, some of the candidates could not sufficiently elaborate the given relevant points.

Furthermore, the candidates who scored from 0 to 5.8 marks showed weaknesses such as inability to identify the demands of the question, lack of knowledge of the subject matter which led them to misinterpret the question. For example, some of the candidates dwelt on discussing social problems such as “*family conflict, early marriage, early pregnancy and loss of parents*”. Others pointed out migration patterns and factors for migration in a broken English language such as: “*rural - arban, arban - rural, urban to arban, shifting cultivation, migration and poor health services*”. Additionally, other candidates explained demographic terminologies such as “*emigration, Immigration, Birth rate, Death rate, and dependence ratio*”, while some candidates ended up explaining the effects of poverty at “family level” as root causes of poverty in Tanzania contrary to the demands of the question.

Similarly, some of the candidates’ responses were poorly organized and did not adhere to essay writing format. Further, some of them provided relevant introductions and conclusions, but failed to sufficiently elaborate their relevant points. Moreover, some of the candidates experienced difficulties in expressing themselves coherently in English language. For example, one of the candidates defined poverty as “*is the ability a person to do something well to society*”. Extract 9.2 is an illustration of an irrelevant candidate’s response to the question.

Extract 9.2

9	<p>Poverty refers as the state of being poor which lead to have no positive development by but there is massive depression in economic issues.</p> <p>The following are the root of poverty in Tanzania:</p> <p>Emigration this involve the movement of people outside the country which led to the decrease of source of the skilled labour from the country hence being one of the cause.</p> <p>Immigration this involve the movement of people inside the Country which will lead to the increase number of population in the country hence the demand increases which may lead to the occurrence of poverty.</p> <p>Birth rate is the number of new born individuals per year. If there is large number of new born individuals in the country this will lead to the high demand of food and other properties which the government should provide to the people. Hence being one of the cause.</p> <p>Death rate is the number of the individuals reduced due to death in 1 a year which may influence to the reduction of labour force of production in the nation. Hence being one of the cause of poverty.</p> <p>Dependent ratios is the number of people who mostly depend of other people because they are having little or no enough amount to support their living condition. Mostly they depend of the government if there is large number of them the government will fail to provide the services required hence being one of the causes of national poverty.</p>
9	<p>Land Shortage is among of the mostly importance matter and issue in the nation because it is mostly used in production of raw material like cotton, rubber, timber and other which are mostly used in running industries. If there is land shortage may influence to the occurrence of the shortage production of raw material for the running of the industries.</p> <p>Poverty may also be emitted in the nation and bring development but if every individual will be ready to cooperate and do so by putting enough effort in performing various jobs and work in the nation as the common slogan brought up by our former president which says that "Hard Work is".</p>

Extract 9.2. A sample of an incorrect response from one of the candidates.

2.10 Question 10: Road Safety Education

This question required the candidates to explain briefly the six causes of road accidents in Tanzania in the light of the statement that "most members in your community are not aware of the causes of high incidences of road accidents". The question was among the popular questions as 272,063 (85.64%) candidates attempted it. The performance in the question was as follows: 48.83 percent scored from 0 to 5.8 marks, 50.56 percent scored from 6 to 12.8 marks and 0.61 percent scored from 13 to 20 marks. The candidates' performance is illustrated in figure 10.

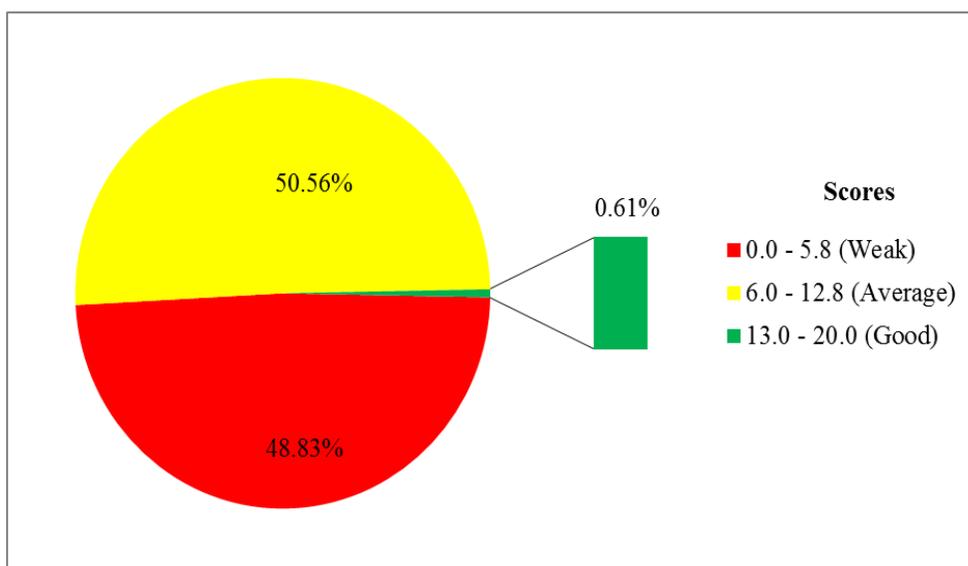


Figure 10: *The candidates' performance in the categories of poor, average and good scores.*

The candidates who scored from 13 to 20 marks out of 20 marks allotted in the question met the demands of the question and had enough knowledge of Road Safety Education. In the introduction, some of these candidates successfully defined road accident as "*unpleasant events that happen along the road unexpectedly caused by irresponsible drivers, mechanical failure and nature of the roads*". In the main body they provided relevant responses such as: *driving for a long time without resting, lack of education on road safety, poor road conditions, corruption, reckless driving (negligence or carelessness), bad weather condition, lack of safety safeguards, lack of regular vehicle maintenance and poor working conditions and remunerations*". Lastly, their works demonstrated logical

flows of ideas and had sound conclusions. However, they failed to score full (20) marks because of repetitions. That is, some of the candidates presented *lack of education* in one paragraph and *unqualified drivers* in the next paragraph. Other candidates provided relevant points but failed to elaborate them exhaustively. Extract 10.1 represents one of a good candidates' response.

Extract 10.1

10.	
	Road accidents are unexpected events that occur on the road that may cause injury, destruction of properties and vehicles and even death. As a knowledgeable community member I'll explain on its causes. They are
	Reckless driving. Some drivers drive ^{recklessly} without caring on which type of the road and its condition. Use of high speed on the road shows ignorance on its result which maybe an accident. Example travelling on the road with a speed of 120km/hr can cause accident.
	Long working hours on the road. The road bus drivers especially those travelling a long distance drive for a long time approximately 15 hrs. This situation leads to brain fatigue and incase a driver falls asleep that's when an accident may happen. Example a driver travelling from Arusha to Mtwara should rest otherwise he may cause an accident.
	Corruption. This is shown when Traffic officers are bribed by a driver to release a malfunctioning car on the road. This may result to an accident because a car doesn't function properly. Example when a bribed traffic officer release a flat tyre- car on the road, it may get an accident.
	Poor road condition. When a road used is improperly constructed or not constructed at all, it may ^{also} be a cause of accident. The use of a non-tarmac road can make a car slip and slide out of the road hence roads should be properly constructed so as to minimize accidents.
	Lack of road safety education. Many drivers are not well educated on roads safety as most of them learn on how to drive a vehicle informally - that is without going to the course, that's why some of them even lack a

10 vehicle licence. This education is important as it shows about road signs and many more so lack of it may mislead any driver on the road and cause accidents.

Weather condition. Some weather conditions aren't favourable in the road as they may make a driver fail to see what's in front. Also some weather conditions make the road slippery and hence cause accident. Example high rainfall makes some roads slippery and fog blind the driver through the car.

Generally, road accidents is among major problem and need to be prevented. Its measures are good constructions of roads, provision of road education and stoping corruption activities. Through these ways, the rate of road accidents can be minimized.

Extract 10.1 is an sample from a candidate who correctly explained the causes of road accidents in Tanzania.

Furthermore, the candidates who scored from 6 to 12.8 marks successfully identified the demands of the question and showed the mastery of the subject matter. They explained the causes of road accidents in Tanzania, adhered to the essay writing rules and used legible English language sentences. On the whole, the candidates' performance in this category differed from one candidate to another. Repetitions of points, such as "reckless of a drivers and drunkardness of drives, high speed of drivers and drug abuse (alcoholism), poor road conditions and poor infrastructure, lack of education and unqualified drives" affected some of the candidates' performance. In some cases, some of the candidates failed to exhaust all the required points. Further, other provided relevant points but failed to elaborate them exhaustively. Equally, some of the candidates lacked good introduction and conclusion. Extract 10.2 illustrates a case where a candidate had several repetitions.

Extract 10.2

<p>CARELESSNESS: This is the way in which the driver can cause the accident because of carelessness when he drives the car. So, this may cause the accident because of the fool driver.</p>
<p>DRIVING AT HIGH SPEED: The other way in which the accident may occur is when the car is at high speed. This may lead the car to lose the direction and then fall down cause the death to the passengers in the car. So the drivers are advised to reduce or slow down the speed of the car when driving.</p>

<p>DRUNKARD: The person can not drive a car when drunk the chemical drinks that can make him to lose his mind. So that, this may lead to cause the accidents due to the driving the car with an illness mind. Thus, a drunkard person can't drive a car when he is at abnormal condition.</p>
<p>HEAVY BULK: This is another way in which the accident may occur. When the car have heavy transported material may lead to fall down due to fail to attain the weight of these materials. This may make the car to lose the direction because of its heavy material it carried.</p>
<p>OVERTAKING: This may also lead to the accidents in the roads when ones wants to go faster than in the roads that are very small. When ones want to overtaking the other car may appear in front of him and they failed to move and cause the accident. So that, the drivers have to follow the rules and regulations in the roads in order to reduce the accident due to lazy situations.</p>

Extract 10.2 An illustration of repetitions made by some of the candidates.

On the other hand, the candidates whose scores ranged from 0 to 5.8 marks had insufficient knowledge of the subject, mixed up correct and incorrect points. Additionally, they failed to provide exhaustive elaborations of the causes of road accidents due to low proficiency in the English language. For instance, in a poor English language one of the candidates wrote: "using drug, driving to drug abuse, do not traffic and driving do not sings.

Lastly, some of the candidates failed to identify the demands of the question. As a result, they discussed the effects of road accidents in

Tanzania such as “family breakdown, increase of orphans and widows, street children, death of people, loss of man power, poor family and low development”. The most notable candidates were those who embarked on drawing road signs as responses to the question. Such candidates presented sign and symbols such as: “No entry, turn right, no parking and no junction”. Equally, others picked up some phrases and sentences from the passage about suicide signals and organized them in paragraphs. Other remarkable candidates explained the importance of road accidents like “it help to decrease number of street children, it main security of the road, it help to maintain death of people and it help to improve provision of social services”. Extract 10.3 represents a response by a candidate who had inadequate knowledge of the causes of road accidents in Tanzania.

Extract 10.3

10	<p>Road accident is the situation of an road accident in your community are aware on the cause of high incidences of road accident so is the situation or system of road accident. There are following are the cause of road accident.</p>
	<p>Road accident it help to decrease number of street children; so this are the first cause of road accident like it help to decrease number of street children because drivers of a car it lead death of street children because do not change of a road accident so this are the knowledge whole community.</p>

10. Road accident it maintain security of the road; because there are following are the causes of road accident like it help to maintain security because don't security it lead road accident to people in the society it help to serious and working.

Road accident it help to maintain death of people; so this are the causes of road accident it help to maintain death of people of society because road accident it lead people don't serious but with the make to the maintain of people death.

Road accident it help to improve provision of social services like hospitals, schools and other provision of social services it means that road accident it help to improve provision of social services so this are the causes of road accident.

Road accident it lead to increase the road accident; so this are the causes of road accident like road accident it lead to increase the road of accidents it help to maintain or it lead road accident so this are the causes of road accident.

Generally; so this are the causes of road accidents so there are following are the causes of road accident such as maintain security, death of people, it help to provision of social services it help to decrease number of street children so this are the causes of road accident.

Extract 10.3 is a sample of an irrelevant response. A candidate explained the importance of road accidents instead of the causes of road accidents in Tanzania.

3.0 CONCLUSION

The candidates' performance in Civics subject CSEE 2017 indicates an improvement. That is, 185,702 candidates, equals to 58.75 percent passed the examination as compared to 48.90 percent in 2016.

Evidence from the candidates' items responses analysis suggests that the majority of the candidates' performance in most topics in this subject was average scored from 30 percent and above of the allotted marks. The performance in question 3 was good; 81.23 percent of candidates passed. The question tested the candidates' ability to comprehend the information in the passage. The question derived from the topic Proper Behaviour and Responsible Decision Making. The next in good performance was a question 1 with 10 multiple choice items derived from the topics of Economic and Social Development, Family Life, Government of Tanzania, Human Rights and Our Nation. The candidates' performance in this question stood at 77.8 percent.

On other hand, the candidates performed averagely in question 9 "Poverty", question 2 "Culture", question 10 "Road Safety Education", question 7 "Democracy" and question 4 "Proper Behaviour and Responsible Decision Making and Work".

The questions which had a poor performance were 5 and 8. The major reasons noted for the poor performance include: Lack of an in -depth knowledge of some topics example the question 8 which was set from the topic of Human Rights, failure to interpret and identify the demands of the question as it was observed in question 6 from the topic of "Globalization", inadequate skills in answering comprehensions question, poor English language proficiency, failure to adhere to essay writing format and failure by some candidates to answer the required 7 questions. Further, some candidates scored poor marks due to repetition of points especially in question 5, 8 and 10. Against this backdrop, efforts are needed to address these challenges by all educational stakeholders.

4.0 RECOMMENDATIONS

In order to improve the future candidate's performance in Civics subject, the following are recommended:

- (a) Students should be guided and taught how to read instructions, how to identify the demands of the question and how to respond to specific questions such as essay questions.

- (b) Prospective candidates should be told to attempt the required number of questions and to avoid repeating points.
- (c) Teachers should exhaustively teach all topics stipulated in the syllabus. Evidence from some of the candidates' responses suggest that sub topics of *responsible decision making and importance of work* were superficially understood.
- (d) Teachers should employ a variety of teaching and learning techniques to inspire students' interests in the Civics subject suggested techniques are brainstorming, case studies, use of pictures and written sources, think pair and share method, songs, group discussion and role play just to mention few.
- (e) Tests and internal school examinations administered to students should be of acceptable standards so as to improve their knowledge and prepare them for the national examinations.
- (f) Civics clubs and inter-school debates should be encouraged so as to promote and broaden students' knowledge of cross cutting issues.
- (g) Students should be encouraged to read variety of books written in English language in order to improve their English language proficiency so as to promote their understanding of Civics concepts.
- (h) Students should be encouraged and guided students to read various sources of Civics subject.
- (i) Teachers should revise and administer weekly tests and daily quiz in the poorly performed sub-topics to improve future performance in the topics.

Appendix

ANALYSIS OF THE CANDIDATES' PERFORMANCE IN EACH QUESTION

SN	Topic	Question Number	The percentage of Candidates who scored 30% and above	Remarks
1	Proper Behaviour and Responsible Decision Making.	3	81.23	Good
2	Economic and Social Development, Family Life, Government of Tanzania, Human Rights and Our Nation.	1	77.8	Good
3	Poverty	9	59.51	Average
4	Culture	2	51.84	Average
5	Road Safety Education	10	51.17	Average
6	Democracy	5	49.27	Average
7	Economic and Social Development	7	43.43	Average
8	Proper Behaviour and Responsible Decision Making and Work.	4	32.59	Average
9	Human Rights	8	6.42	Weak
10	Globalization	6	1.95	Weak

