

THE NATIONAL EXAMINATIONS COUNCIL OF TANZANIA



**CANDIDATES' ITEM RESPONSE ANALYSIS
REPORT FOR THE CERTIFICATE OF SECONDARY
EDUCATION EXAMINATION (CSEE) 2019**

011 CIVICS

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FOREWORD

The National Examinations Council of Tanzania is pleased to issue a Candidates' Item Response Analysis Report on the performance of the candidates for the Certificate of Secondary Education Examination (CSEE) 2019. This report was prepared so as to provide feedback to students, teachers, policy makers and other education stakeholders on the candidates' performance in this subject.

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

It is important to note that the 2019 CSEE Civics examination adhered to the newly introduced competence based examination format and the number of candidates who passed the examination increased by 6.92% when compared with the 2018 CSEE Civics results. The reasons for such improved performance include the candidate's ability to identify and/or understand the demands of the questions, adequate mastery of the subject matter and ability to respond to questions based on a comprehension passage.

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

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



Dr. Charles E. Msonde
EXECUTIVE SECRETARY

1.0 INTRODUCTION

This report analyses the performance of candidates in Civics paper for the certificate of Secondary Education Examination (CSEE) in 2019. The paper was within the syllabus and adhered to the new competence based Examination Format issued in early 2019.

There were 14 questions which were distributed in three sections; namely, A, B and C. Candidates were instructed to answer all questions in section A and B and choose any three out of four questions from section C. Section A had two questions; question 1 had ten multiple question items which weighed 10 marks and question 2 had five matching items which carried 05 marks. Section B had eight short answer questions weighing 05 marks each while section C had four essays type questions each weighing 15 marks.

The candidates who sat for Civics Examination in 2019 were 422,594 out of which 271,197 (64.17%) passed while in 2018 a total of 355,338 candidates sat for the Civics Examination of which 205,156 (57.25%) passed. This indicates that in 2019 the number of candidates who passed increased by 6.92%.

The analysis on individual question is presented in the next sections. It highlights the requirements of each question as well as the strengths and weaknesses of the candidates' responses. Some extracts of the candidates' responses have been provided in order to illustrate the cases presented. It is hoped that this report will be useful to different stakeholders such as prospective candidates, teachers, parents and educationist.

2.0 ANALYSIS OF THE CANDIDATES' PERFORMANCE PER QUESTION

For the sake of analysis, the candidates' scores in each question are interpreted as follows; 0 to 29 % is considered as fail, from 30 to 64% as average performance and from 65 to 100 % good performance. Similarly, candidate's performance is also shown by using different colours in the attached figures and appendix as follows; green indicates good performance with scores ranging from 65 to 100 marks, yellow average performance ranging from 30 to 64 marks and red is poor performance from 0 to 29 marks.

1.1 SECTION A

2.1.1 Question 01: Multiple Choice Items

This was a compulsory question consisting of 10 multiple choice items derived from various topics of the syllabus. The candidates were instructed to choose the correct answer from the five given alternatives and write its letter besides the item number. Generally, the candidates' performance in this question was good as 83.9% of the candidates scored from 03 to 10 marks, among which 34.5 % of the candidate's had good performance, with scores ranging from 07 to 10 marks, 49.4 % had average performance with scores ranging from 03 to 06 marks and only 16.1 % had weak scores from 00 to 02 marks. The candidate's performance is illustrated in Figure 1.

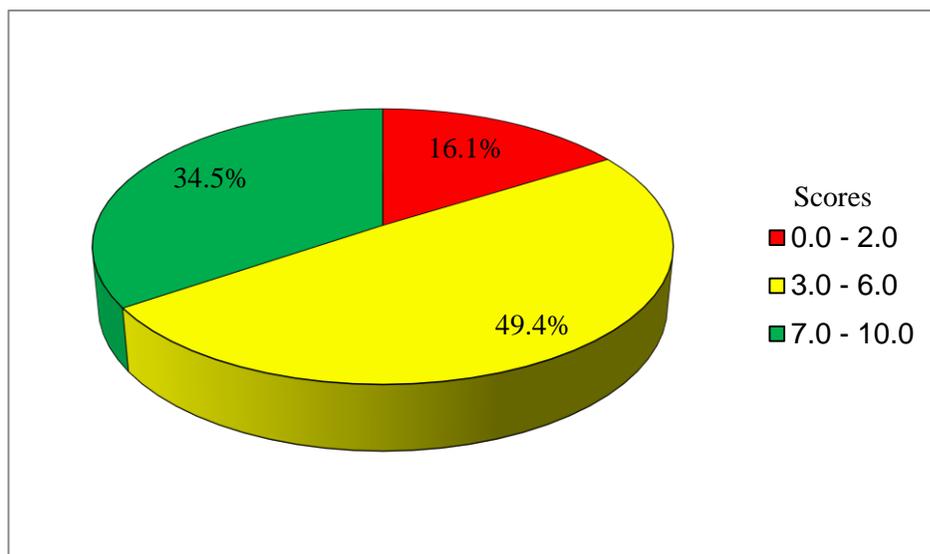


Figure 1: The Candidates' Performance in Question 1

The analysis of the candidates' performance in individual items is as follows:

Item (i) required the candidates to recommend the type of life skills which can be applied at school to improve academic performance among the given alternatives. The correct response was A; "Team work". The candidates who opted for the correct alternative had knowledge that team work is a joint action done by a group of people for effective accomplishment of common goal, therefore when adopted by students it can improve their academic performance. However, those who opted for B; "Negotiation skills" were wrong since negotiation skills is the process of

bringing people/coming together and trying to reconcile differences when misunderstanding arise. Similarly, option C; “Empathy” was wrong because empathy is the ability of putting oneself in other people’s situations when they are faced by serious problems. Response D; “Forming friendship” and E “Peer pressure” were also not correct answers because forming friendship is just the ability of an individual to choose friends who they will share some aspects of life and help each other in good and hard situation while peer pressure is the strong influence from friends to behave in a certain way whether good or bad.

Item (ii) required the candidates to assume that she/he is planning to get married, and for about a year he/she has developed friendship with a person of the opposite sex whom he/she thinks is the right partner. Then the candidates were asked to describe such kind of relationship. Candidates with sufficient knowledge about family life were able to choose the correct response D “Courtship” as they were aware that courtship is the period during which two people carefully study and get to know one another before they get married. On the other hand, candidates who opted for incorrect response A; “Premature marriage” were not aware of the fact that premature marriage is marriage which takes place before the couple members or one of them has reached the age of consent while option B; “Wedding” could not be a correct response because a wedding is a ceremony where a woman and a man are united in marriage. Likewise, the candidates who opted for C; “Honey moon” and who opted E; “Marital relationship” were misguided because honey moon is the holiday spent together by newly married couple and marital relationship is just relationship between wife and husband.

Item (iii) tested the candidates’ ability to identify the behaviour of Makanyaga, a public servant in one of the government departments who uses public office for personal gain. The correct answer was A; “Corrupt worker”. This option attracted candidates who were knowledgeable on the characteristics of improper behaviours. Those who chose B; “An intelligent worker”, C; “A smart worker” D; “A creative worker” and E; “A genius worker” were wrong. They didn’t know that an intelligent worker is the one with good judgement or sound thoughts, a smart worker know his/her action have consequences and a creative worker has ability to solve the problem in the new way by breaking routine. Likewise, a genius worker is the one with exceptional intellectual mind and skills in his/her particular area of activity.

Item (iv) required the candidates to identify the indicator for a country practicing a dictatorial form of government. The correct response was C; “Citizens punished for expressing personal views and opinion”. This option attracted candidates who were familiar with the features of dictatorship government which include lack of freedom of expression. The candidates who selected A; “Citizen electing their preferred political leaders and holding them accountable”, B; “Citizen enjoying fair and equal treatment before the law”, D “Citizen exercising freely personal religious beliefs and worship” and E; “Citizens feeling their human dignity respected and safeguarded” did not realise that those are features of a democratic government and not dictatorial government.

Item (v) instructed the candidates to identify the kind of human rights which was practiced by a Headmaster who called a school assembly before closing the school and allowed students to air their complaints. The candidates with adequate knowledge on different types of human rights and freedoms were able to choose the correct answer D; “Freedom of expression”. This was the right answer because freedom of expression allows ones to express ideas and opinions freely through speech, writing and other forms of communication but without deliberately causing harm to other’s character/reputation by false or misleading statements. Option A; “Freedom of association” and B; “The right to education” were wrong answers because freedom of association is just the right of an individual to form or join societies, clubs, political parties without undue influence from anybody or the government while the right to education is legally guaranteed for all citizens/people to access education without any discrimination and the government have obligation to promote, respect and fulfill the right to education. Likewise, response C; “Moral rights” and E; “Equality before the law” were not correct responses because moral rights are conceivable by the way of conscience and guilty before being convicted by another person and equality before the law refers to the state whereby rule of law is observed in the particular country and no one is above the law.

Item (vi) required the candidates to identify the message communicated through Zebra Crossings to drivers from among the given alternatives. Candidates with road safety education were able to choose the correct response B; “There may be pedestrians crossing or waiting to cross the road”. The candidates who opted for A; “There may be other vehicles crossing or waiting to cross the road”, C; “To reduce speed because there is

a railway crossing the road”, D; “There may be traffic police monitoring speed limit” and E; “To reduce speed because there is a nearby game reserve” were wrong. They didn’t realize that such responses were precautions which are communicated by other road signs to road users in order to avoid accidents that do not involve pedestrians.

Item (vii) required the candidates to choose from among the given set of cultural practices a major mode of transmission of HIV/AIDS. Candidates with adequate knowledge on cultural practices opted for the correct response E; “Female genital mutilation and widow inheritance”. These candidates were aware that, female genital mutilation is the partial or total removal of external female genitals, the process involve the use of sharp objects which are shared without being sterilized and widow inheritance is the situation in which the widow marries a kinsman of her late husband, often his brother even without her wish. This may lead to transmission of HIV/AIDS through sex if one of the couple is affected. Candidates who opted for A; “Food taboos and wife beating”, B; “Female genital mutilation and food taboos”, C; “Food taboos and early marriage” and D “Widow inheritance and wife beating” were misguided because both options contained some cultural practices which are not mode of transmitting HIV/AIDS. For instance, food taboos is a prohibition against consuming certain foods especially to women, also wife beating is physical abuse of a woman by her present or former husband or male companion with an intention to harm. As for early marriage it is the one which takes place before the couple or one of them reached the age of maturity.

Item (viii) required the candidates to suggest what can be done to get another representative of Toroka Uje following its Member of Parliament resignation one year after election. The correct response was B; “Call for by –election” as by election is held in a political constituency or ward to fill the vacancy arising during the government’s term in office. However, candidates who lacked knowledge opted for A; “Wait for the next general election” which could be right if the particular Member of Parliament resigned within twelve month to general election. Likewise, candidates who opted for C; “The President nominate another person” were wrong because both the President and National Electoral Commission have no mandate to nominate or appoint the representatives of constituency. Similarly, alternative E “Call for general election” was not the correct response because the general election is held every five years where

councilors, member of parliaments and the President are elected at the same time.

Item (ix) required the candidates to point out the principle of democracy following the research done by Mr. Mashaka in country X which proved that citizens in that country stand for election, vote in elections, attend political meetings, join private voluntary organizations and protest against the government. The candidates who had adequate knowledge of different principles of democracy were able to choose the correct response C; “Citizen participation”. Citizen participation is both a right and a duty it includes standing for election, gathering for community meeting, joining parties and organizations, protesting and paying taxes. The candidates with insufficient knowledge of various principles of democracy opted for the incorrect responses such as A; “Rule of law” and B; “Separation of power”. Rule of law was not the correct response because it refers to the situation whereby people are equal before the law whereas separation of power is a doctrine of constitutional law under which the three branches of government; executive, legislature and judiciary are independent of each other. On the other hand, candidates who selected D; “Free and fair election” went astray as free and fair election is the situation whereby the contestant and voters participate in an election without any undue influence from the authorities or the powers that be. Likewise, option E; “Respect of human rights”, which means the actions of state/government or non-state actors to observe human rights as enshrined in the Universal Declaration of Human Right or other international human rights or humanitarian law.

Item (x) needed the candidates to identify the decision made by Mona’s in - laws who forced her to marry Tulizo, her late husband’s young brother. Candidates with good understanding on gender issues and concepts identified the correct response E “Gender discrimination”. Gender discrimination is the situation whereby one kind of sex is denied its rights and opportunities simply because it belongs to that gender. Therefore Mona was denied the opportunity to decide her future life after the death of her husband simply because she was a woman. Candidates with limited knowledge of gender concepts opted for the incorrect responses such as A; “Gender blindness”, B; “Gender stereo-typing” and D; “Gender mainstreaming”. These candidates were not aware of the fact that gender blindness refers to conscious or unconscious way of doing or saying things considering or recognizing differences in position, needs and feelings based on sex, also gender stereotyping is the way men and women are portrayed

in the society. Likewise, gender mainstreaming is used to refer to the integration of gender perspective into every stage of policy process with the view of promoting equality between men and women. Lastly, candidates who selected C; “Gender equality” also went astray because, gender equality is the exercise of fairness and justice to all sexes without discrimination or considering whether one is born as a male or female.

2.1.2 Question 02: Matching Items

The question required the candidates to match the explanations in List A with the correct responses in List B by writing the letter of the corresponding response beside the item number. List A had descriptions of different symbolic meaning of the components of the Coat of Arms, while List B contained various components of the Coat of Arms. The question was set from the topic of *Our Nation*.

The question was compulsory and the candidates’ performance was good as 75.7 % scored from 02 marks to 05 marks. Meanwhile 24.3 % had poor performance and their scores ranged from 00 to 01 mark. Good performance in this question is an indication that, the candidates have adequate knowledge of the symbolic meaning of different components of the Coat of Arms. The candidates’ performance is illustrated in figure 2.

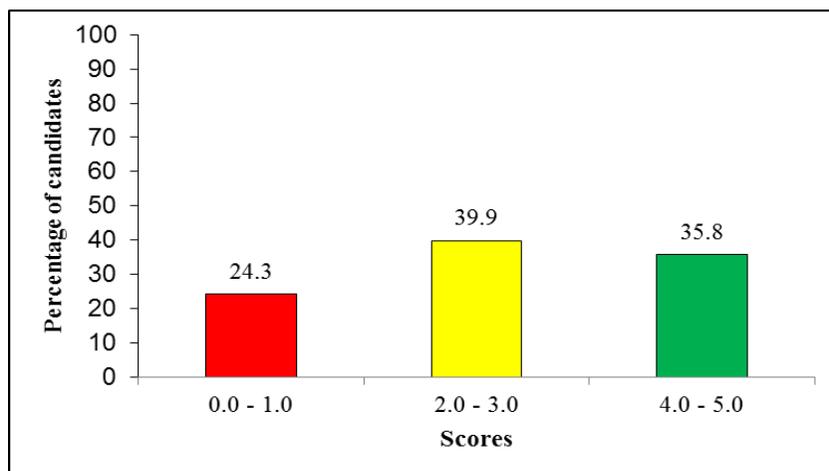


Figure 2: The Candidates’ Performance in Question 2

The analysis of the candidates’ performance in individual items is as follows:

Item (i) required the candidate to identify the component of the Coat of Arms which represents national heritage in terms of wild life. The

candidates with adequate knowledge of the component which represent national heritage correctly matched with the response D, “Elephant tusks”. However, some candidates opted for the responses B; “Peak of Mountain Kilimanjaro” and C “Uhuru Torch”. The candidates who opted B; “Peak of Mountain Kilimanjaro” were attracted by the distractor probably because Mountain Kilimanjaro is a well known national tourist attraction and in the Coat of Arms represents attractive geomorphological features and option C; “Uhuru Torch” is among the national symbols which connote the freedom and enlightenment. These were wrong because the two do not represent national heritage in terms of wild life.

Item (ii) required the candidates to identify the component of Coat of Arms that represent readiness of people to defend the nation. The correct response was G; “shield and spear”. However, candidates incorrectly matched it with C; “Uhuru Torch”. These candidates did not realise that the symbolic meaning of the Uhuru torch is freedom and enlightenment. Other candidates opted for the incorrect response H, “A man and woman” and “Axe and a hoe”. These candidates were not aware that, a shield and spear in the Coat of Arms represents symbols for traditional weapons of defense and the portrait of a man and woman symbolize cooperation and gender equality.

Item (iii) required candidates to select an option which represents national sovereignty among the responses in list B. The majority of candidates demonstrated good knowledge as they opted for F, “National Flag”. They were aware that the National Flag is a symbol which represent national sovereignty. The candidates who had insufficient knowledge opted for the incorrect components of the Coat of Arms such as C; “Uhuru Torch, D; “Elephant tusks”, H; “A man and woman” and G “Shield and spear”. Such candidates had insufficient knowledge about the component of the Coat of Arm which represents national sovereignty.

Item (iv) required the candidates to match the component of Coat of Arms which represents freedom and enlightenment. The correct response was C; “Uhuru Torch”. However, most candidates who were not familiar with the component of the coat of arm which represent freedom and enlightenment, opted for F; “National Flag”. These candidates did not realise that the National flag indicates the national sovereignty.

Item (v) required the candidates to identify the component of Coat of Arms which represent tools used by peasants and farmers. The correct response was A; “Axe and a hoe”. Majority of candidates opted for the correct answer because both tools are used by peasants in cultivation. However, some of the candidates who were not familiar with the component that represent tools used by peasants and famers opted for G, “Shield and spear”

2.2 SECTION B

2.2.1 Question 03: Comprehension

This question was based on a passage about factors affecting education in Tanzania. The candidates were instructed to read the passage carefully and answer the questions that followed. It intended to measure the candidates’ comprehension skills.

The question was compulsory and the candidates’ performance was good as 83.8 % of the candidates scored from 1.5 to 05 marks of which 34.6% scored from 3.5 to 05 marks, 49.2% scored from 1.5 to 03 marks and only 16.2 % scored from 00 to 01 mark. The candidate’s performance is illustrated in figure 3.

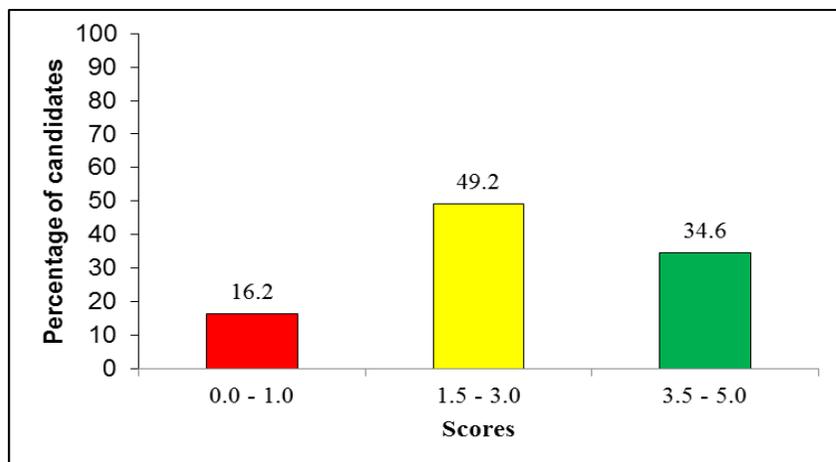


Figure 3: The Candidate’s Performance in Question 3.

Figure 3 shows that many candidates were able to provide correct responses as 49.2 % scored from 1.5 to 03 marks which is average performance and 34.6 % scored from 3.5 to 05 marks indicating good performance.

In item 3 (a), the candidates were required to suggest a suitable title of the passage. The correct title was FACTORS AFFECTING EDUCATION

or ADDRESSING TRUANCY or COMBATING TRUACY or IMPORTANCE OF EDUCATION. The candidates who provided a correct title demonstrated skills in answering comprehension questions.

However, those who failed to identify the title of the passage relied on what they know rather than looking at what is contained in the passage; for example, some candidates suggested the suitable title of the passage such as: SCHOOL, DRUG ABUSE, THE LIFE OF SCHOOL, TRANSMISSION OF VALUE IN A GIVEN SOCIETY and POVERTY. None of the above titles were relevant to the demand of the question. Extract 3.1 is the sample of a wrong response.

3(a) Title of the passage is	
DRUG ABUSE	

Extract 3.1 A Sample of a Response by a Candidate Who Provided Wrong title for question (3a).

In item 3(b), the candidates were instructed to explain why education is important in people's life. The correct responses for the question were:- *education helps people to become a good useful member of the society, education helps people to develop an appreciation of their cultural heritage and education helps people to live more satisfying lives.*

On the other hand, it was noted that the candidates who failed to provide correct responses also lacked English language skills. Some of them just copied words from the passage to stand for the importance of education. One candidate for example, pointed out that *parents should teach their children attitudes, habits and values that help to shape their character, parents have to remain with their children throughout their lives.* Not only that but also other candidates went astray by responding to the question relying on what they know rather than what was asked. One candidate for example, suggested *children should take their learning serious* while another stated *education is the key of life.* Such candidates' responses indicate that they did not understand the requirements of the question.

Item 3(c) required the candidates to explain how parents contribute to poor performance of their children. The correct responses were; *when parents fail to full fill their responsibilities and leaving them to teachers, when parents do not teach their children attitude, habits and values that*

help to shape their character and Lack of time or ability to assist or teach their children things they need to know about life.

On the other hand, it was also observed that some candidates failed to propose relevant measures against parents who fail to fulfill their responsibilities. One candidate for example, suggested *parents should be punished and to be held accountable*. Another candidate stated *there is a need for a law to punish students who do not go to school* contrary to the question demand. Similarly, others just copied words from the passage without scrutinizing the meaning of the words. Some of their responses were; *parents teach their children throughout their lives children should take their learning seriously*. These candidates did not understand what was actually required in this item.

Item 3(d) required the candidates to identify two causes of truancy in Tanzania. The correct responses were *poverty of the family, early child marriage, drug abuse, peer groups and lack of seriousness in learning*. The candidates who responded well to this item demonstrated knowledge and skills in identifying causes of truancy in Tanzania.

On the other hand, the candidates who failed to point out causes of truancy in Tanzania copied some sentences from the passage to respond to item 3(d). One candidate, for example, copied this sentence; *parents teach their children's attitude* while another candidate copied *absenteeism is detrimental to student's achievements*. Furthermore, some candidates went astray by responding to the question relying on what they know rather than what was in the passage. One candidate, for example, pointed out; *smoking, Parents influence*, another candidate stated *fighting with each other and drinking*. Such candidates' responses indicated that they did not understand the requirements of the question.

Item 3 (e) required the candidates to propose two measures that can be used to solve the problem of truancy in schools. The correct responses in this question were: *-education stakeholders and government should introduce activities to motivate school goers, enact laws to punish students who do not attend classes regularly and parents should be held accountable for their children's truancy*. The candidates who responded well to this item demonstrated knowledge and skills in proposing measures that can be used to solve the problem of truancy in schools.

On the other hand, the candidates who failed to identify the question's demands provided irrelevant answers; One candidate, for example, pointed out *parents and students*, another candidate discussed; *to avoid peer groups* and *to develop self-attraction*. Furthermore, other candidates responded by copying some sentences from the passage as responses for question 3 (e). One candidate, for example, copied this sentence; *truancy has been labeled as one of the top ten major problems in schools*.

On the whole, the candidates whose performance was impressive demonstrated knowledge in answering comprehension questions and ability to interpret the concepts from a given passage. Above all, their English language skills were impressive. Extract 3.2 below is an illustration of a candidate who provided correct responses.

3(a)	"IMPORTANCE OF EDUCATION"
(b)	Because it helps people to be appreciative of their cultural heritage and live more satisfying life - lives.
(c)	Parents contribute to poor performance of their children by not being there for them to help and to support - them and moreover for not teaching their children the things they need to know about life.
(d)	i) Poverty ii) Peer groups
(e)	i) By punishing the students who misbehave ii) By making their parents responsible for their carelessness in raising their children.

Extract 3.2 A Sample of Candidate's Good Responses for Question 3.

2.2.2 Question 04: Poverty

This question was compulsory and candidates were required to provide five points on the effects of poverty in any society. The candidates' performance was good since 79.3 % of the candidates were able to score from 1.5 to 05 marks of which 52.7 % scored from 1.5 to 03 marks, 26.6 % scored from 3.5 to 05 marks .Only 20.7 % scored from 00 to 01 mark. Figure 4 is an illustration of candidate's performance for question 4.

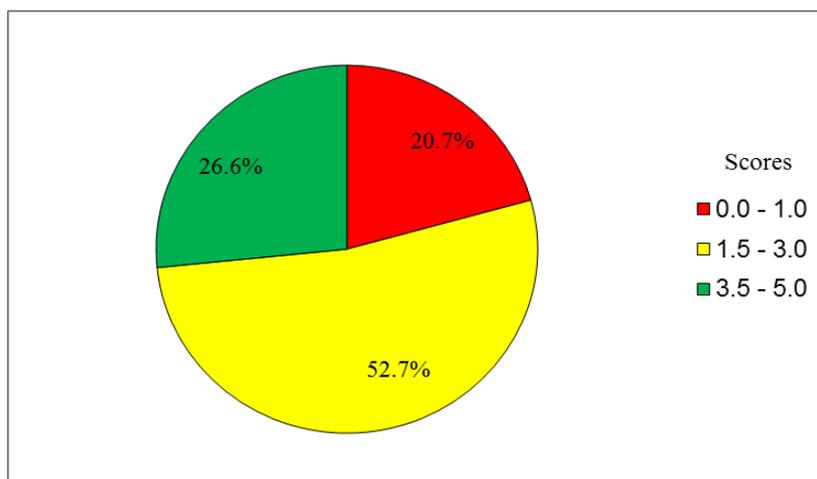


Figure 4: The Candidate's Performance in Question 4.

Figure 4 indicates that 52.7 % of the candidates had average performance in question 4

The candidates who scored from 3.5 to 05 marks (26.6%) were able to identify the effects of poverty in the society such as; *environmental degradation, increase of social evils like prostitution and drug abuse, failure of people to get basic social services, poor development of infrastructures and increase of hunger, malnutrition and infant mortality rate*. Not only that but also they provided coherent sentences and some exhausted all the relevant points. Some of the candidates were able to score good marks because poverty is a topical issue and there are ongoing programmes on poverty alleviation such as MKURABITA and MKUKUTA. Extract 4.1 is a sample of a candidate who provided relevant response in this question.

4. (i) Poverty leads to increase of crime in the society. Inability to attain basic needs such as food may influence people to steal or even robbing so as to acquire their needs.
- (ii) Poverty may lead to increase of unemployment problem. If people are not able to acquire their basic need and education this situation may lead to increase number of dependant and unemployed people in the society.
- 4 (iii) Poverty may lead to disorders like malnutrition. In the family or society that people are not able to get enough food and balanced food malnutrition is likely to affect that particular family.
- (iv) High illiteracy rate. Due to poverty the number of people who does not know how to read and write may increase because a such family or society is incapable of taking children to school.
- (v) Environmental degradation. Due to poverty people can not use good source of fuel due to high cost and they may be forced to use cheaper fuel like use of fire wood to cook this leads to environmental degradation.

Extract 4.1 A Sample of a Good Response from a Candidate in Question 4.

Furthermore, a good number of candidates (52.7%) scored moderate marks from 1.5 to 03 marks. These candidates provided a mixture of relevant points and irrelevant points and some of them could not differentiate between a short answer question and a filling in the blanks question since they outlined their points without elaboration. Consequently, their points did not merit the one full mark allocated for each point.

On the other hand, candidates (20.7%) who scored from 00 to 01 mark had inadequate knowledge of the subject matter as they were not able to state the effects of poverty in the society. one candidate, for example, outlined interpersonal skills such as *negotiation skills, forming friendship, empathy, team work and peer pressures* as the effects of poverty. Likewise, another candidate misinterpreted the question by suggesting measures to alleviate poverty such as *improvement of science and technology, good governance, working hard and employment opportunities*. Additionally, some candidates omitted this question

although it was compulsory and others showed inability to supply the required number of points. Extract 4.2 is a sample of a response from the script of a candidate who was not able to meet the demands of the question.

4.	To signify the effects of poverty in any society.
	i) By providing loans to the people
	ii) To provide education to the people on how they can improve their life standard
	iii) To provide employment opportunity to the society
	iv) To encourage people to stop laziness especially to the youth
	v) To improve science and technology which can help people in different production.

Extract 4.2 A Sample of a Response from a Script of a Candidate who was not able to meet the Demands of the Question.

2.2.3 Question 05: Promotion of Life Skills

The candidates were instructed to describe the factors which distinguish a good leader from a bad leader. The question was compulsory and the performance was average since 55.4 % of the candidates scored from 1.5 to 05 marks, of which 15.5 % scored from 3.5 to 05 marks, 39.8% scored from 1.5 to 03 marks and 44.6% scored 00 to 01 mark. Figure 5 illustrate the candidate's performance for question 5.

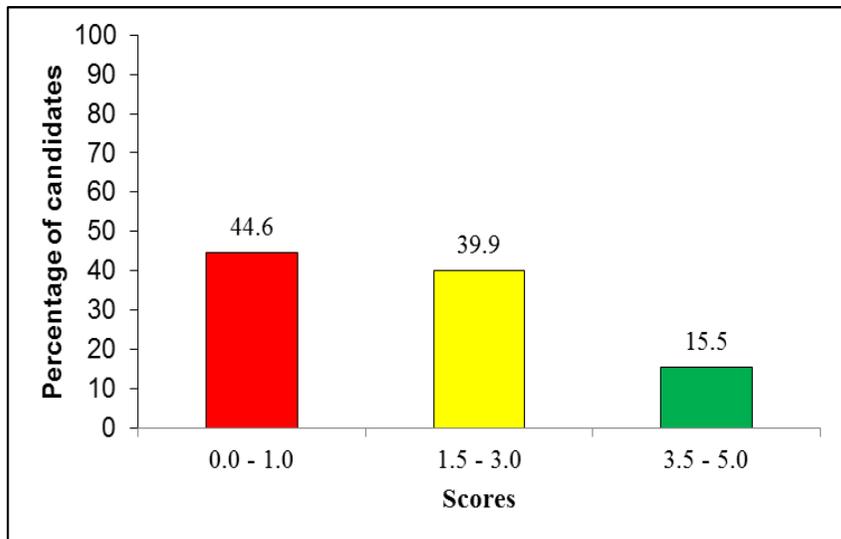


Figure 5: The Candidates' Performance in Question 5.

The candidates who scored good marks (15.5%) from 3.5 to 05 marks had adequate knowledge of the subject matter, good interpretation of the demands of the question and adequate English language skills. For example, one candidate was able to distinguish a good leader from a bad one pointed out that;

A good leader is trustworthy and is able to lead others while a bad leader is not honest and can't be trusted, A good leader has an ability to set attainable goals and manage them with focus contrary to the bad who cannot plan or set attainable goals and manage them, A good leader has ability to inspire loyalty and cooperation to subordinates whereas a bad leader can't be given voluntary cooperation by subordinates, A good leader is stable, strong, confident and courageous in decision making and dealing with complex matters while a bad leader lack stability and confidence in solving difficult problems

Extract 5.1 is an illustration of a candidate who provided a good response.

5	A good leader can be differentiated from a bad leader by the following factors;
i	A good leader is readily accountable for his/her actions while a bad leader is not accountable. A good leader is ready to be accountable for his or her mistakes or actions but a bad leader never accepts to be held accountable for his/her mistakes. Example: If a leader has misallocated funds and he is ready to be accountable that is a good leader.
5:ii	A good leader is transparent while a bad leader is not. Transparency means being open and announcing to the public the government activities. A good leader is transparent. Example; If there is embezzlement of funds, the leader should make the public aware.
iii	A good leader accepts criticism while a bad leader does not accept criticism. Good leaders are ready to receive a bad remark about their actions and changing their actions. But a bad leader doesn't accept criticism. Example; If a leader has gone in contrary to the citizens wishes, he/she should accept.
iv	A good leader listens to his citizen while a bad leader does not listen to anyone. A good leader takes into consideration the ideas of his/her citizen which means citizen participation while a bad leader makes his final decision without considering citizens ideas.
v	A good leader follows the code of conduct while a bad leader doesn't follow the code of conduct. The code of conduct are the guidelines leading a leader. A good leader follows these while a bad leader follows what he/she thinks only.

Extract 5.1 A Sample of a Relevant Response from the Script of a Candidate.

Furthermore, 39.9 % of the candidates scored moderate marks (from 1.5 to 03 marks). In this category the candidates responses were characterized by relevant and irrelevant responses coupled with skeleton of points which did not merit the allocated one mark for each point.

On the other hand, the candidates (44.6%) whose scores ranged from 00 to 01 mark demonstrated insufficient knowledge of the factors which distinguish a good leader from a bad one, misconception of the demands of the question and inadequate mastery of English language skills

characterized the candidates responses. One candidate, for example, explained the roles of a leader such as; *to maintain power of leadership, listening to the people's opinions and discuss with citizen about development plan*. Moreover, another candidate could not distinguish factors of a good leader from the importance of good leadership and outlined the importance of good leadership like *to support development, not to corruption and not to drug abuse*. Furthermore, other candidates wrongly associated factors of a good leader with the misconduct of leaders by arguing that *using abusive language, excessive drunkard and improper behavior* as responses to this question. Another candidate associated the factors of a good leader with factors for economic development such as *availability of capital, market, tax, good government and equipments, science and technology, social services, transport and communication, infrastructure and basic needs of people*. To make it worse, other candidates omitted this question though it was compulsory. Extract 5.2 is an illustration of a poor response from the script of a candidate..

E5	Good leader; is leader to selected of
	the basic needs of the society and the country.
	The following is the factor for which
	distinguish of good leader from a bad leader.
	i) Availability of Science and technology
	ii) Availability of social services
	iii) Availability of Infrastructure
	iv) Availability of transport and communication
	v) Availability basic needs of people

Extract 5.2. A Sample of Poor Responses from one of the Candidates.

2.2.4 Question 06: Culture

This question was compulsory and candidates were instructed to explain briefly in five points the reasons for the government of Tanzania to conduct campaign against Female Genital Mutilation (FGM). The candidates' performance was average since 53.2 % of the candidates scored from 1.5 to 05 marks, of which 16.2 % scored from 3.5 to 05 marks, 37 %t scored from 1.5 to 03 marks and 46.8 % scored from 00 to

01 mark. Figure 6 is an illustration of candidate's performance for question 6.

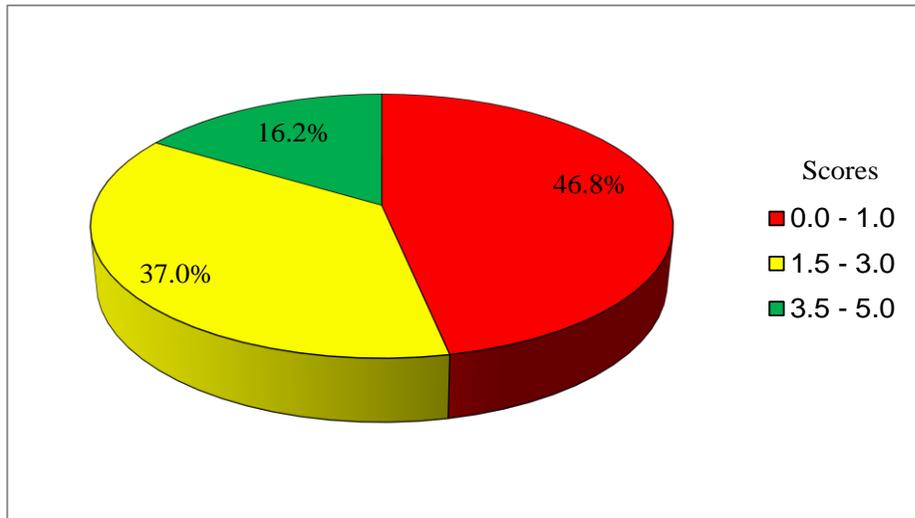


Figure 6: The Candidate's Performance in Question 6.

In the first place, one would expect good candidates' performance in this question since the topic is a crosscutting issue which is discussed widely in the mass media and other forums in the society, but to the contrary only 16.2 % of the candidates scored from 3.5 to 05 marks. These candidates were able to focus on the demands of the question, One candidate, for example, pointed out the reasons for the government to fight against FGM such as; *it can cause death of a girl, it also causes the easy spread of HIV and AIDS, it also causes difficulties during delivery, it causes bad feeling and anxiety to a woman or girl.* Extract 6.1 represents a candidate who provided correct response.

6. This is mainly because FGM cause the following effects:
- It can cause death of a girl since during the circumcision they lose a lot of blood without help.
 - It also cause the easy spread of HIV and AIDS because they use unsterilized tools like knife and sharing razor blades which is not safe to ones health.
 - It also cause difficulties during delivery since the scar is been injured and a lot of blood flows out.
 - It also cause conflicts among the family members especially wife and husband since they fail to satisfy their husbands.
 - It causes bad feelings and anxiety to a woman or a girl due to the pain that she feels.

Extract 6.1 A sample of a Good Response from the Script of the Candidate.

Furthermore, the candidates (37.0%) who scored moderate marks from 1.5 to 03 marks provided a mixture of relevant and irrelevant responses. some of the candidates could not score higher marks because their responses though they were relevant were too brief to merit the full one mark allocated for each point.

On the other hand, the candidates (46.8%). who scored from 00 to 01 mark were sizable in numbers. This category signified poor performance in the following ways; firstly failure to identify the demands of the

question, secondly, limited knowledge of the subject matter and inadequate English language skills. One of the candidates, for example, listed down different cultural practices which undermine women such as *wife beating, food taboos, widow inheritance, and forced marriages*. Additionally, other candidates suggested different measures or solutions to eliminate FGM. One candidate, for example, argued for *enacting strictly laws and principles against FGM, formation of organization which deals with girls and women empowerment, provision of heavy punishment to those who conduct FGM and paying fines*. Extract 6.2 below illustrates this case in point.

G.	Government of Tanzania is conducting campaign against female Genital Mutilation (FGM) by following ways
	i) educating people about effect of female Genital Mutilation to the person and society at large
	ii) Forming women organisation that fight against female Genital Mutilation example of organisation is TAMWA and TAWLA
	iii) formulating laws that are going against this practice and those laws are sequentially.
	iv) providing education to girls and allow them to report what they are treated by their parents.
	v) Empowering of women that remove them from fearness of men's treatment which is bad treatment and make them to speak out all evils they experience inclusively Female Genital Mutilation.

Extract 6.2: A sample of a Poor Response from the Script of a Candidate.

As shown in extract 6.2, the candidate pointed out different measures to be used to eliminate Female Genital Mutilation in Tanzania instead of explaining why the government of Tanzania is conducting campaign against FGM.

2.2.5 Question 07: Globalization

This question was compulsory and the candidates were instructed to use five points to deliver a talk to the community on the forces driving globalization. The candidates' performance in this question was poor since 65.4 % of the candidates scored from 00 to 01 mark, 31.5 % scored from 1.5 % to 03 marks and only 3.1 % scored from 3.5 to 05 marks. Figure 7 is an illustration of candidate's performance for question 7.

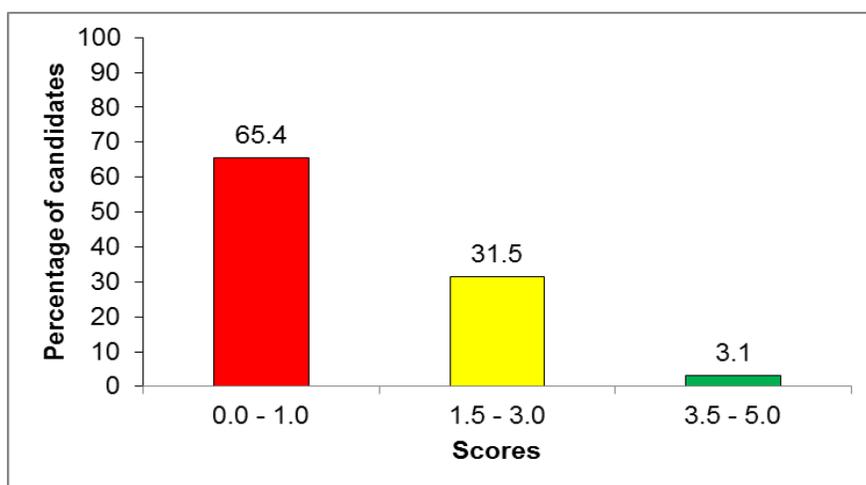


Figure 7: The Candidate's Performance in Question 7.

The majority of the candidates (65.4%) scored low marks from 00 to 01 mark because they lacked knowledge of the forces driving globalization. One candidate, for example, explained the international organisations such as “World Trade Organisation, World Bank, United Nations, and World Health Organization”. Other candidates could not distinguish between driving forces and effects of globalisation. One candidate, for example, misconceived the effects of globalization with the driving forces of globalization as *it causes pollution, it promotes foreign language, it has brought about degradation of morals and it protects Human Rights*. Furthermore, another candidate listed the effects of advancement of science and technology such as; *unemployment problem, destruction of local industries, increase of social crimes and child labour*.

Additionally, poor performance of candidates in this question was contributed by lack of proficiency in English language skills and inadequate knowledge of the subject matter. Extract 7.1 is an illustration from a candidate's script who went astray.

7. a) Obeying road signs.	
- Through obeying road signs and road traffic in the roads are among major forces of driving in globalization.	
b) Avoiding over loading passengers and luggages.	
- Through avoiding over loading passengers and luggages during driving it reduce accidents. It is also among major	
7. forces of driving in globalization.	
c) Avoiding driving at high speed to the roads.	
- Through avoiding driving at high speed will reduce road accidents, It is also among forces of driving in globalization.	
d) Avoiding drinking alcohol when driving.	
- Through avoiding drinking alcohol when driving or use of drug abuse it minimize road accidents.	
e) Provision of education to pedestrians on how to use road signs and traffic so as to minimize road accidents as at from forces of driving in globalization.	

Extract 7.1 An Excerpt from a Candidate's Wrong Response.

In extract 7.1, the candidate misinterpreted the word “driving forces” in the stem of the question by associating it with road safety measures such as; *obeying road signs, avoiding overloading passengers and luggages,*

avoiding driving at high speed and avoiding drinking alcohol when driving.

On the other hand, 3.1 % of the candidates whose performance was good had scores ranging from 3.5 to 05 marks. They demonstrated sufficient knowledge of the subject matter by explaining the driving forces of globalization such as *advancement in education, advancement of science and technology, social liberalization, political liberalization and economic liberalization*". Such candidates also demonstrated good English language proficiency and good organizational skills. Extract 7.2 is an example of relevant response from the script of a candidate.

7 i) Economic liberalization. This will enable people to participate in different development activities and in connection with people in different parties of the world. Nonetheless, in trade as the exchange process of buying and selling of goods.

ii) Advance in science and technology. This will increase the connection between various parties of the world through different social media include Facebook. Hence bring development in my community.

iii) Mobility of people. This refers to the movement of people from one place to another. This help the people to interact and communicate with people in different parties of the world.

iv) Educational levels. It through education system one can be able to know about different information concern different parties of the world.

7 i) Spread of ideas and ideologies. This will make someone get new information concern social, political and economic aspect her rise development in any community.

Extract 7.2 A Sample of a Good Candidate Response in Question 7

Furthermore, 31.5 % of candidates had moderate scores ranging from 1.5 marks to 03 marks. Their responses were a mixture of irrelevant and relevant responses exemplified with skeleton of points which did not merit the full one mark allocated for each point. Lack of coherence was another factor which contributed to their mediocre performance.

2.2.6 Question 08: Economic and Social Development

This question was one among the compulsory questions whereby the candidates were instructed to explain to the community the different measures that the government is taking to minimize maternal deaths in Tanzania. The candidates' performance was poor as 68.7 % of the candidates scored from 00 to 01 mark, 25.7 % scoring from 1.5 to 03 marks signifying average score and only 5.6 % scoring from 3.5 to 05 mark which is good performance. Figure 8 is an illustration of candidate's performance for question 8.

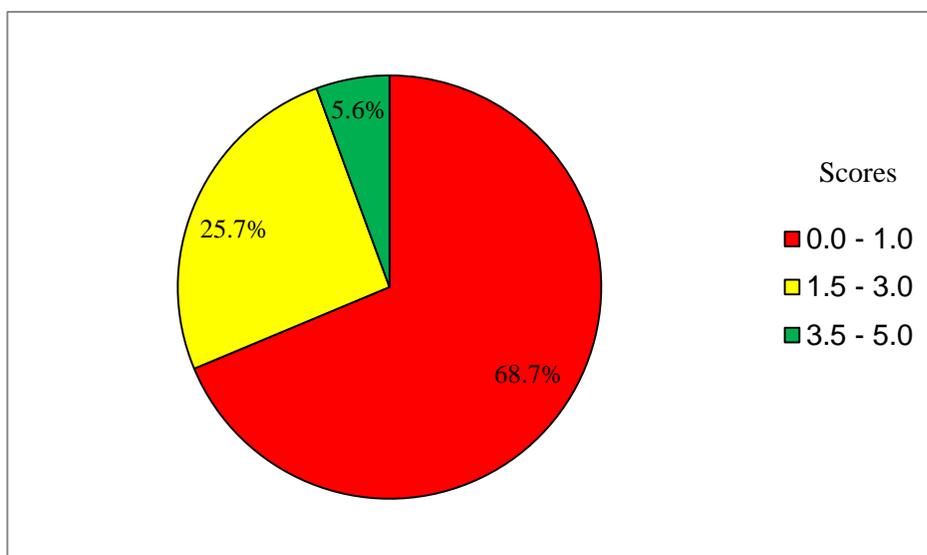


Figure 8: The Candidate's Performance in Question 8.

The majority of the candidates (68.7%) scored from 00 to 01 mark signifying poor performance in this question. A good number of candidates misinterpreted the question probably because of the presence of the word "maternal death" in the stem of the question. The word appeared to be a new vocabulary as exemplified by the type of irrelevant responses provided by candidates. One candidate cited *Security to people and their properties, fighting against peer group, drug abuse and helping elders with lacking efficient life* as measures taken by government to reduce maternal death in Tanzania. Another candidate outlined factors for

development such as *land, Capital, labour, tools and equipment and good government* to be the measures that the government is taking to minimize maternal death in Tanzania. In the same vein, one candidate associated reduction of maternal death with measures to reduce road accidents such as *improvement of infrastructure, reduce corruption, following rules of the road, to reduce speed of vehicles, to reduce drunkandness*. Likewise, another candidate copied options from item (vii) *Female Genital Mutilation, early marriage, food taboos, widow inheritance and wife beating* as responses to this question. Extract 8.1 is a sample of a poor candidates' response.

- 8 i) By enacting and enforcing laws, the government has to enact and enforce laws very seriously where by any criminal that will be captured will be the rent to end all the bad things and find out the private places of other criminals.
- ii) By providing high rate of defence and security, The government will try to provide high security in all corners of the country so as to protect the citizens from harm and danger all the time every corner of the country.
- iii) By reducing tourism that may lead to easy entrance of terrorism in our country so we have to provide different and seriously procedures on the tourists coming to visit our country and reduce high rate of tourism so as to reduce terrorism.
- iv) By conducting research of the crimes in brief, The government will try to conduct research of the crimes so as to be able to know the main reasons of the criminals, how to overcome and look for alternative methods of getting the criminals. So as to reduce the number of crimes within the country.
- v) By prohibiting people to be walking alone, Especially students they have to walk in groups so as it can be easy to escape and give informations not only students but also other people should walk and hang out in groups also avoiding walking in late night because it is very difficult to get help in late nights.

Extract 8.1. A Sample of a Poor Response from One of the Candidate's Script in Question 8.

On the other hand, few (5.6%) candidates had good performance with scores ranging from 3.5 to 05 marks. The candidates had ability to interpret the demands of the question and demonstrated knowledge of the subject matter by explaining the measures that the government is taking to minimize maternal deaths such as *rehabilitation of the infrastructure of health centres according to the needs of the people, to increase number of*

professional health workers and provide them with frequent training to improve their performance. Such candidates' good performance in this question was also attributed to their good English language proficiency and their ability to supply the required number of points. Extract 8.2 is a sample of a good candidate's response for question 8.

8. (i) Maternal death in Tanzania should be minimized by providing basic health services to the expectant mothers.
- (ii) Maternal death can be minimized by ensuring presence of skilled health personnel such as doctors and nurses.
- (iii) Maternal death is minimized by ensuring availability of health centres in both rural and urban areas.
- (iv) Maternal death is minimized by ensuring presence of equipment necessary for child delivery.
- (v) Maternal death is reduced by provision of education to the people emphasizing on the use of birth control method and child spacing.

Extract 8.2 An Excerpt of the Candidate's Good Response in Question 8.

Furthermore, 25.7 % of the candidates had moderate scores ranging from 1.5 to 03 marks. They could not score higher marks because their responses lacked coherence and elaboration of points to merit the one

mark allocated for each point. In some cases, there was a mixture of relevant and irrelevant points.

2.2.7 Question 09: The Government of Tanzania

This question was also one of the compulsory questions. It instructed candidates to provide five points to defend the view that the union of Tanganyika and Zanzibar is beneficial to Tanzanians. The performance of candidates in this question was poor since 66.9 % of the candidates scored from 00 to 01 mark, 29.5 % scored 1.5 to 03 mark and only 3.6 % scored from 3.5 to 05 marks. Figure 9 is an illustration of the candidate's performance for question 9.

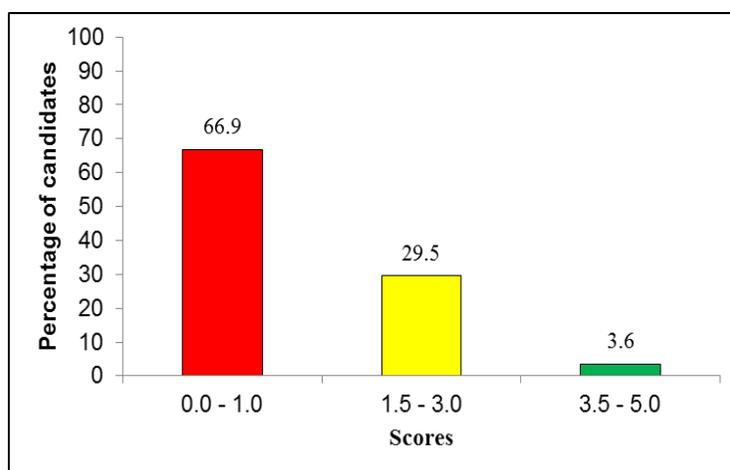


Figure 9: The Candidate's Performance in Question 9.

A significant number of candidates (66.9%) performed poorly by scoring from 00 to 01 mark. This can be deduced that a sizable number of the candidates were not familiar with the benefits of the union between Tanganyika and Zanzibar. Other deviations from one candidate include *it is a source of capital, it is a source of labour, it is a source of tourist attraction and it is a source of employment, capital, land, education and poor science and technology*. One candidate, for example, copied items from question 2 matching items as follows; *it is the symbol of freedom and enlightenment to the peak of mount Kilimanjaro, in the elephant tasks to Africa, to the national flag of Tanzania and represents tools used by peasants and farmers* Similarly, there were candidates who went astray by listing down national festivals like; *Nyerere day, Karume day, Farmers day and Saba Saba day* while others listed national symbols such as; *National flag, National torch and National anthem* to be the

benefits from the union between Tanganyika and Zanzibar. Meanwhile, another candidate listed the forms of government such as *Monarch government*, *Federal government*, *Republic government* and *union government* as synonymous to the benefits of the union. Some candidate's omitted the question. This is an indication that they either lacked adequate knowledge of the subject matter or lacked English language skills. Extract 9.1 represents a candidate who provided incorrect response.

9	<p>Union: is the process of two country to become together in political or in general the issue of governance. The following is factor that led the Tanganyika and Zanzibar to be union and to form Tanzania</p> <p>Historical background; Tanganyika and Zanzibar it was the same historical background during the colonialism be for get dependence.</p> <p>Common language; Tanganyika and Zanzibar was use Swahili language to communication. Swahili language was used like national language in that country so as led to become together and to form Tanzania.</p> <p>Good relation ship of leaders; Mwalim J.K. Nyerere it was good real relation with Karume that it led to unit Tanganyika and Zanzibar to form Tanzania.</p> <p>Common currence; Tanganyika and Zanzibar was use same currence to buy goods and to selling goods in the market so as it led to union to be together and to form new country called Tanganyika.</p> <p>Distance factor; Tanganyika and Zanzibar it have small distance that it led the ^{some} people from Tanganyika was live in Zanzibar and some people of Zanzibar was live in Tanganyika.</p> <p>In general Tanganyika and Zanzibar it was a good union because people live free any place she/he it is want either Tanganyika or Zanzibar.</p>
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Extract 9.1: A Sample of the Candidate's Poor Response in Question 9.

In extract 9.1 the candidate went astray by pointing the reasons for the union between Tanganyika and Zanzibar such as *the common historical background, common language, distance factor and common currency.*

On the other hand, few candidates (3.6%) were able to score marks ranging from 3.5 to 05 marks signifying good performance. The sampled varieties of the responses of such candidates included the following; *it has allowed freedom of movement of people from either part of the union, it has facilitated the presence of the union structures and systems that guarantee citizens with opportunities to cooperate in social economic and political affairs, it has led to the enactment of laws and formula that guarantee citizens' engagement in wealth creation and union structures and personnel promoting and maintaining peace and security.* Extract 9.2 is an illustration from the script of a candidate who understood the demands of the question.

9. (i) Help In maintaining economic Intergration, Most of the People from Tanganyika and Zanzibar perform trading activities among each other thus leading to growth In economy.
(ii) Help In maintaining social Interactions, People of Tanganyika and Zanzibar are having Intermarriages among each other
9. (iii) Has help In free movement of people ; People from Tanganyika are able to move to zanzibar and people of zanzibar can move to Tanganyika freely .
(iv) Has help In maintaining Peace and Securi ty among each other; The government has Impose security In the boarders so as to avoid any external attack In the country.
(v) Has help to maintain unity and cooperation, People from both sides come together and share veiwes and ideas as they both use Common language which is Kiswahili

Extract 9.2 A Sample of a Good Response from a Candidate Script in Question 9.

Furthermore, 29.5 % of the candidates had moderate scores ranging from 1.5 to 03 marks. These candidates lacked coherence in their responses as they provided a mixture of incorrect and correct responses coupled with an outline of points which did not merit the one allocated marks for each point.

2.2.8 Question 10: Culture

The question was compulsory and candidates were instructed to identify five cultural practices which undermine women in Tanzania. The candidates' performance in this question was good since 77.1 % of the candidates were able to score from 1.5 to 05 marks of which 58.0 % scored from 1.5 to 03 marks, 19.1 % scored from 3.5 to 05 marks and only 22.9 % scored from 00 to 01 mark. Figure 10 is an illustration of the candidate's performance for question 10.

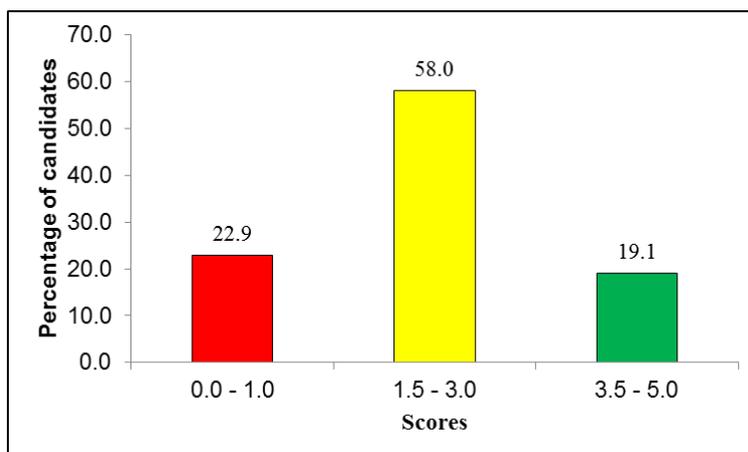


Figure 10: The Candidate's Performance in Question 10.

The candidates (19.1%) whose score ranged from 3.5 to 05 marks were more focused in addressing the demands of the question. One candidate, for example, identified cultural practices which undermine women in Tanzania such as *Female genital mutilation, food taboos, widow inheritance, wife beating, and early marriages, bride price and forced marriages*. Extract 10.1 is an example of the candidates who had adequate knowledge on the cultural practices which undermine women in Tanzania.

10.(a) Female Genital Mutilation (FGM)

This is a traditional cultural practice which undermines women since it is always carried out without agreement. It involves the cutting off of the female genitalia for cultural inheritance/ interests.

(b) Food taboos.

This is a cultural practice which denies women from eating certain kinds of foods just because they are women and this has exposed them to malnutrition deficiencies such as Kwashiorkor and Marasmus.

(c) Widow Inheritance.

This is a traditional practice which involves the inheriting of a widow after the death of her husband without her will and this has widened the spreading of STD and HIV/AIDS.

(d) Wife beating.

This is a cultural practice which is basically streamed to as women are to be beaten by their husbands whenever they feel like to and this is not right as it leads to effects such death and even damage of some body organs or even deformity.

(e) Widow purification /cleansing

This is a cultural practice which is practiced for the intentions of purifying a widow after the death of her husband, that it will make her a virgin and later on she can be married to any man whom she wishes to marry, this has spread the STDs and HIV/AIDS.

Extract 10.1 A Sample of a Good Response from the Script of a Candidate in Question 10.

Furthermore, a sizable number of candidates (58.0%) had moderate scores ranging from 1.5 to 03 marks which is an indication that many candidates had adequate knowledge of the cultural practices which undermine women in Tanzania though they failed to score the allocated full one mark for each point because they lacked coherence in articulating their points.

On the other hand, few candidates (22.9%) performed poorly by scoring from 00 to 01 mark. These candidates demonstrated several weaknesses which include inability to identify the task of the question. One candidate for example, outlined different elements of culture such as *traditions, arts, crafts, norms and values, language and beliefs* contrary to the question demands. Similarly, another candidate outlined different institutions which perpetuate gender discrimination such as; *learning institutions, religion institution, work place and family institution*. Furthermore, another candidate went astray by discussing different domestic chores, such as *cooking practices, washing houses, searching firewood, fetching water and washing clothes*. Likewise, another candidate pointed out characteristics of culture such as; *culture is dynamic, culture is complex and culture is adoptive* as cultural practices which undermine women in Tanzania. Extract 10.2 is an example of irrelevant response from a candidate's script.

10. In five points; Identify cultural practices which undermine women in Tanzania.

Answer

Culture is the total way of life in a particular society.

The following are cultural practices which undermine women in Tanzania.

Culture is complex; Means that culture is totality ^{way} of life so culture is complex is the one of cultural practices which undermine women in Tanzania.

Culture is dynamic; Due to the formula who said that culture is dynamic is the one of cultural practices which undermine women in Tanzania.

Culture is adaptive; In this situation of culture ~~cut~~ is adaptive is the one of cultural practices which undermine women in Tanzania.

Culture is interactive; Due to in the point of culture is interactive is the one of cultural practices which undermine women in Tanzania.

All in All the point explanation above the characteristics of culture.

Extract 10.2. A Sample of an Irrelevant Candidates' Response in Question 10.

In extract 10:2, the candidate discussed characteristics of culture such as culture is complex, culture is dynamic and culture is adaptive instead of cultural practices which undermine women in Tanzania.

2.3 SECTION C

2.3.1 Question 11: Economic and Social Development

The questions in this section were essay type and for this particular question the candidates were instructed to use five points to analyse the benefits of having effective government for economic development. This was one of the most popular question to many candidates and the performance was average since 49.2 % of the candidates scored from 4.5 to 14.5 marks, of which 6.3 % scored from 10 to 14.5 marks and 50.8 % scored from 00 to 04 marks. Figure 11 is an illustration of candidate's performance for question 11.

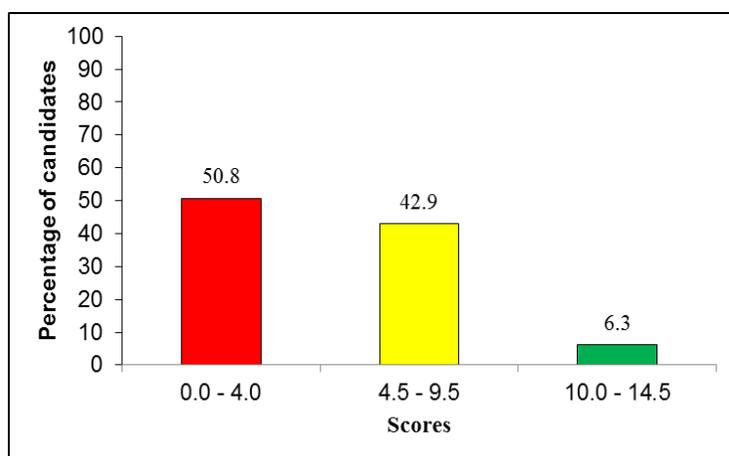


Figure 11: The Candidate's Performance in Question 11.

The candidates with impressive scores from 10 marks to 14.5 marks were few (6.3%). Their responses demonstrated good understanding of the subject matter by pointing out the benefit of having effective government for economic development such as *the political stability which attracts investors, economic planning of government which involves allocating the resources efficiently, existence of financial institutions which act as the catalysts of development, output growth and the provision of development fund*. Besides that, they were able to provide plausible introduction and conclusion with good flow of ideas and exhaustive elaboration of points. Extract 11.1 is a sample of relevant response from the script of one of the candidates.

11.

Economic development is the situation in which people in the country or the country itself increases its ability to produce goods and services of better quality and of better quantity. Government is the group of people who have the power and authority of performing administrative functions of the country. Economic development in a country can be attained by having an effective government which is responsible to monitor all actions that bring economic development. For a country to be developed economically it should have a high Gross Domestic Product, high Per capita income but also high technological level. Analyzed below are the benefits of having effective government for economic development.

Effective government ensures provision of social services to the people in country. This is because by having an effective government it will ensure that every person in the country is well sustained as far as social services is concerned. This is through provision of water supply to different areas in the country from local to urban areas. Therefore through this the people will acquire the necessary needs for them to produce better in the country. Example Water supply may be used by farmers to irrigate, hence this may increase the production of goods thus economically developed.

Effective government ensures the implementation of economic policies. This is because one of the role of the government to economic development is making of good policies which will facilitate production of various goods for the betterment of people. Example the policy of "Industrializing Tanzania" by our president is well implemented as most industries are rehabilitated and allowed investors to invest. Therefore, this has eased the process of production as there have been increase in production of goods from these industries. Therefore, bringing economic development in a country.

11. Effective government ensures effective utilization of resources in the country. This is because almost every country is blessed with its resources. Once these resources are effectively utilized then it is likely for economic development to take place. Example in Tanzania, there are various tourism resources which are used as a source of income to the government. This is implemented by Tanzania through the land of Serengeti, Kilimanjaro and Zanzibar. Therefore, it helps to increase the gross domestic product, as most of goods are sold from tourism. Hence economic development is achieved.

Effective government maintains peace and order in the country. This is because once peace is maintained in the country it will be easy for the people in the country to produce safely, as most of people will engage in activities that will help the country to earn income as a result the per capita income of the country may increase. But also peace creates an environment for people in the country to work at its best and utilize the resources well too. Hence this will bring economic development.

Ensures effective collection of tax and construction of transport system. This is because any government depends on the tax gained from its people so as to be used for various activities in the country. But also transport system will ease the movement of goods and services from one place to another in the country where they can be provided to people but also transportation facilitates movement of people who are used as labour in the country. Therefore, this will increase the production of goods and utilization of resources. Hence bringing economic development.

To crown it up all, apart from the benefits that the effective government can bring towards the economic development there are some prerequisites for economic development these are.

11 land, raw materials, capital, entrepreneurship, good governance and technology. These are some of the things that has to be well maintained so as to bring economic development.

Extract 11.1 An Excerpt of a Candidate who Provided a Relevant Response to Question 11.

Moreover, other candidates with moderate performance scored from 4.5 to 9.5 marks. These candidates managed to identify the demand of the question, had adequate knowledge of the subject matter and adhered to essay writing rules. However, they could not score higher marks because they failed to provide exhaustive elaboration of their points while others mixed relevant and irrelevant ones. Another shortcoming in their essays was lack of plausible introduction and conclusion.

On the other hand, 50.8 % of the candidates scored from 00 to 04 marks. This performance signifies that the candidates had inadequate knowledge of the subject matter and they misinterpreted the demands of the question. One candidate, for example, discussed the factors for economic development such as *capital, land, technology, labour, good governance and infrastructure*. Other candidates could not differentiate between the benefits of having effective government for economic development and the factors that hinder development. One candidate, for example, pointed out *low level of science and technology; lack of infrastructure, lack of labour and capital*. Another candidate discussed the basic principles of democratic government such as *the bill of rights, freedom of speech and economic freedom*, to be the benefits of having effective government for economic development. Furthermore, other candidates for instance, discussed the principles of democracy such as *fair and equal treatment before the law, expressing personal views and opinion, exercising personal religions and worship in villages*. Above all, inadequate English language proficiency was among the contributing factors for poor performance in this question. Extract 11.2 is an illustration from a candidate's script whose response was poor.

11. Government is the groups of people who are responsible in the particular Country or State. The following are benefits of having effective government for economic development:-

Lack of Capital: This is the benefits of having effective government for economic development because when government it does not Capital It lead effective for economic development.

Lack of Skilled labour: Also, this the another benefits of having effective governments for economic development because lack of skilled labour it lead to decline for economic developments.

Lack of raw materials: This is the among of e-benefits of having effective government for economic development when the raw materials lead to promote of economic activities.

Lack of government Supports: This is the benefits of having effective government when government are not Support It lead effect of economic development.

Lack of market: When are become no market It lead to decline the effect benefits of having effective government for economic development.

There fore, The point above are benefits of having effective government for economic development. So, Government should give Capital in order to avoid the benefits of having effective government for economic development.

Extract 11.2: A Sample of an Irrelevant Response from the Candidate in Question 11.

In extract 11:2 the candidate went astray by discussing the problems that hinder development such as lack of capital, lack of skilled labour, lack of raw materials instead of the benefits of having an effective government for economic development

2.3.2 Question 12: Culture

The candidates were instructed to use their expertise in Civics to convince their community on the need to preserve and promote Tanzanian culture. This was one of the popular optional questions attempted by 79 % of the candidates but with overall poor candidate's performance whereby 65.4 % scored from 00 to 04 marks, 29.9 % scored from 4.5 % to 9.5 marks and only 4.7 % scored from 10 to 14.5 marks. Figure 12 is an illustration of the candidate's performance for question 12.

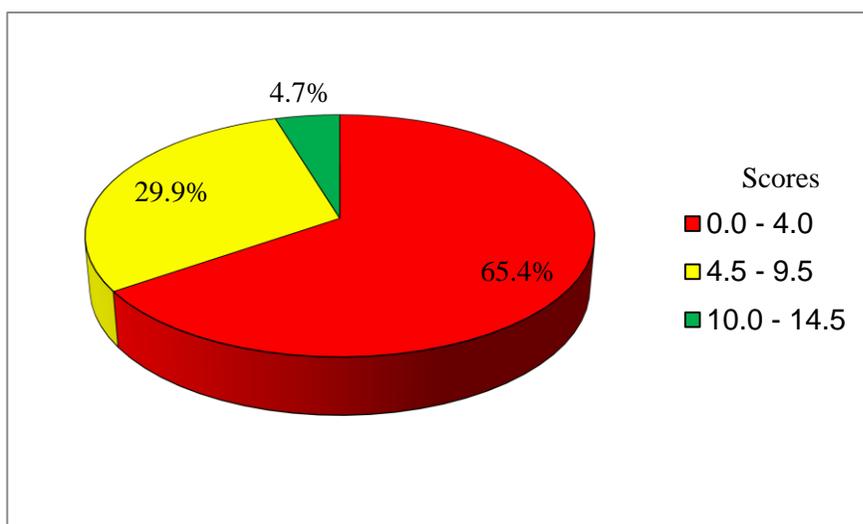


Figure 12: The Candidate's Performance in Question 12.

The majority of the candidates (65.4%) scored from 00 to 04 marks signifying inadequate knowledge of the subject matter, misinterpretation of the demand of the question, poor organizational skills and incoherent English sentences. One candidate for example, misinterpreted the question by defining civics and discussing the importance of studying civics such as; *It help to understand our nation, it help to understand human rights, It help to understand life skills, it help to understand road accidents and it help to understand national symbols*. Another candidate discussed institutions for promotion, protection and preservation of national culture like; *National Kiswahili Council, National Art Council, National Sports Council and National Film Censorship board*

Furthermore, other candidates associated the question with the importance of the culture of timely repair and maintenance of personal and public properties. For example, one candidate provided the following points; *It preserving and promoting culture, It reduce government expenditure, prevent accidents, It will keep the material culture in a good shape and it reduce the cost of being repaired.* These facts were equated with the importance of promoting and preserving of Tanzanian culture. Other candidates went astray and explained different elements of culture such as; *language, beliefs, traditions, art and craft* to mean the need to preserve and promote Tanzanian culture. Similarly, some candidates explained different negative social cultural practices. For example, some candidates explained; *female genital mutilation, forced marriage, early marriage, widow inheritance and polygamy*

Similarly, some candidates were not able to observe essay writing rules as their work lacked introduction and conclusion while others just listed down their responses in bullet forms. Extract 12.1 is an illustration of an irrelevant response from the script of one of the candidates.

12 Tanzanian culture is the total way of life for people living in Tanzania. The following are the needs to preserve and promote a Tanzanian Culture through the following ways:

National Kiswahili Council. This board of Kiswahili Council is used to preserve our culture and promote it which was established in 1967. Most people use Kiswahili language as a means of communication. This helps people of Tanzania to communicate together as one thing so there is a need of preserving it.

National Sports Council. This is a Council body which deals with sports and games in our country in which each societies has its own dancing style and its own way of playing games. This helps in preservation of our Tanzanian culture.

Museums. These are buildings which historical documents are kept to provide information about what in the past. When the young generation visit the Museums they get to know the past culture of our ancestors in which there is a need of preserving and promoting our Tanzania's Culture.

National films company. These are companies where events are shown are recorded for later generation in which our culture is also preserved through

12 This way of National film Company in which the young generation is going to use it later after. It was established in 1967.

Archives - This are written and recorded documents about something. These archives helps in preserving Tanzanian Culture by writing and recording events which were carryout in our societies in order for it to be used later on in the coming years.

To sum up preservation and promotion of our culture is very important since it helps to be determined in carryout activities which helps us preserve our culture.

Extract 12:1 A Sample of an Irrelevant Response in Question 12 from the Script of a Candidate.

Furthermore, 29.9 % of the candidates had moderate scores ranging from 4.5 to 9.5 marks. They demonstrated knowledge of the subject matter but their responses were characterized by repetition of points. One candidate, for example, treated “Culture identify a national” and “culture identify a community” as separate points. Failure to exhaust all the required points was also observed and in some cases there was failure to provide relevant introductions and conclusions.

On the other hand, few candidates (4.7%) who scored good marks from 10 marks to 14.5 marks were more focused in addressing the demands of the question and their essays were more organized with clear explanations and relevant examples. One of such candidate for example argued that;

Culture creates an identity of a nation or society, cultural skills, knowledge and wisdom are passed to the young generation to ensure its sustainability, it shapes the behavior,

it is source of entertainment in the community, it maintains health condition and it encourage patriotism.

Besides that, they adhered to the essay writing rules by providing plausible introduction and conclusion. Extract 12.2 is a sample of a good response from one of the candidate scripts.

12.	<p>Culture is the total way of life in a given society. There are two types of culture tangible and non-tangible or in other way you can call it material culture and non-material culture. Each society has its own culture meaning each society has its own ways of life. The following are elements of culture; traditions, customs, norms and values, arts and crafts, beliefs, language and ideology. Culture is to be preserved and promoted.</p> <p>The following shows the need to preserve and promote a Tanzania culture;</p> <p>Serves as an identity. If we preserve and promote our culture it will identify us wherever we go in this world. For example if a Tanzanian goes to America and still values his or her cultural ways of life he or she will be easily identified and thus will make him or her to gain respect, especially through the use of swahili</p>
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12. language one can be identified as a Tanzanian citizen. So through preserving and promoting the Tanzania culture one can be easily identified.

Promotes development. If Tanzanian culture is preserved and protected/promoted it will bring about development of a given society. For example; Through arts and crafts the societies like the Makonde who make carvings they get income through the making of those carvings in which they are so attractive and most people within and outside the country of Tanzania tend to buy these carvings since they act as a source of decorations in various places such as offices, homes and source of tourist attractions.

Enhance unity and cooperation in the society. Through preserving and promoting the Tanzania culture it will enhance unity and cooperation among the Tanzanians, since people who have the same culture have the same belief, origin, history hence it will be easy for them to unite and cooperate together also they will be having the same language thus this will ease communication among the people in a given society. For example; the Tanzanians language is Ki'wahili' language in which it is clearly understood by most Tanzanians.

12.	<p>Encourage patriotism. Patriotism is the state whereby a person has love for his or her country that he or she die for it. If we preserve and promote our Tanzanian culture it will help us to be patriots meaning we will be able to defend our nation from enemies and abandon the things that interfere with our culture for example; foreign dressing style (short clothes) and other immoral values such as prostitution. Thus through this we will enhance peace and security in the Tanzanian nation and our culture will be preserved.</p> <p>Shapes people's behaviour. Through preservation and promotion of the Tanzania culture people's behaviours will be shaped since in each culture there are skills and knowledge that are passed on, for example; through initiation ceremonies couples are taught how to love and behave in marriage, also those people who misbehave are treated in a mannerly way through guarding and counselling them. So the young generation get to behave in a good and mannerly way in the society.</p> <p>Conclusively, The culture of Tanzania is to be preserved and promoted since through preserving and promoting people can unite and have a common goal. Also there will be peace, harmony and</p>	
12.	<p>security in the society since everyone will respect, love and care for the other as they all originate from the same culture, with same language, history and origin.</p>	

Extract 12.2 A Sample of a Good Response from the Script of a Candidate in Question 12.

2.3.3 Question 13: Proper Behavior and Responsible Decision Making

The question instructed candidates to use five points to show how they would help village government to improve decision making process concerning various development issues in the village. This question was highly omitted by grand majority of the candidates as only 91,688 (21.6%) opted for this question and the performance was weak. The majority of candidates (95%) scored from 00 to 04 marks, 3.8 % scored from 4.5 to 9.5 marks and only 1.2 % scored from 10 to 14.5 marks. Figure 13 is an illustration of the candidate's performance in question 13.

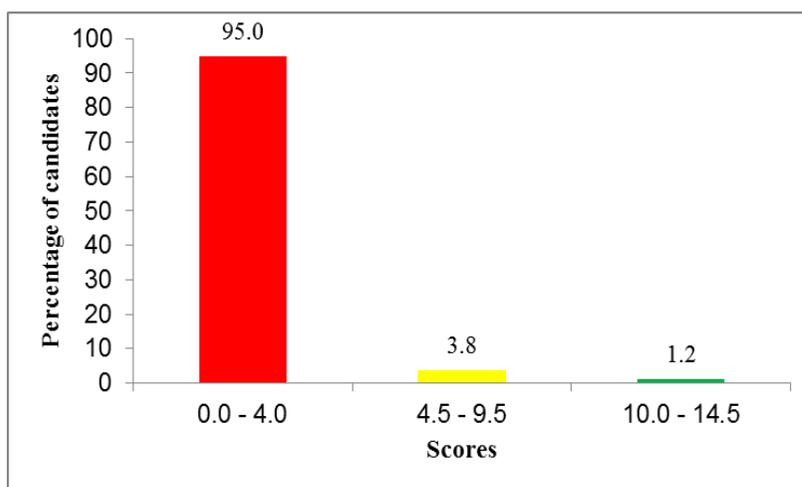


Figure 13: The Candidate's Performance in Question 13.

Figure 13, shows that 95 % of the candidates performed very poorly in question 13 which call for the attention of teachers and students alike to address the anomaly by revisiting the teaching and learning strategies of the topic on Proper Behavior and Responsible Decision Making.

The candidates (95%) who scored from 00 to 04 marks failed to identity the demands of the question and lacked knowledge of the subject matter. The question tested the candidate's knowledge of the steps in decision making process through the village government scenario; on the contrary, most candidates focused their attention on the steps in social problem solving techniques such as initiating mediation, gathering information, defining the problems, generating alternatives etc. The candidates failed to make a distinction between the steps in social problem solving techniques and steps in decision making process. They also had poor organization skills coupled with inadequate English language skills. One candidate, for example pointed out factors for economic development as

the solution in the village decision making process through *improving capital, improvement of capital, provision of education, improvement of infrastructure and availability of labour*. Another candidate's discussion focused on the principles of democracy as solution in improving decision making process such as *citizens participation, free and fair election, transparency and accountability, equality and political tolerance*. Furthermore, some candidates discussed positive effects of development such as *it reduce poverty, it reduce economic dependency, It improve social services, it reduce migration of people and it reduce criminal cases*. Extract 13.1 is a sample of a poor response from the script of one of the candidates.

13 Decision making is the process of choosing good things among the many alternative. Due to the present of proper decision making may lead to the development of individual or national. The following are the ways of help the village government in improve decision making process which are :

Citizen participation. Due to the present of citizen participation among the village the proper decision may be present because people in the society are able to participate in different aspect which will lead to the development.

The present of equality among the villagers. Due to this the ~~is~~ proper decision will be conducted because all people in the society will be equal to contribute any things which will lead to the development.

The present of free and fair election. Due to the present of free and fair election the proper decision will be present because all people in the society will be able to vote or to be voted freely unless a person does fulfill all condition.

13. which is necessary.	
Due to the present of transparency and accountability. Any proper decision making need transparency and good accountability where by a citizen will be able to give out their opinion in order to be solve by the government.	
Due to the present of political tolerant. Because political tolerant allow all people in the country or society to move from one place to another due to the different aspect which contributed to the proper decision making in the village government.	
Therefore decision making process in the village government may contribute to the development because the family members in the country will live well and conduct their activities well because there is freedom of expression and lead to the development of village government.	

Extract 13.1 A Sample of the Wrong Response from the Script of a Candidate in Question 13.

On the other hand, few (3.8%) candidates scored from 4.5 to 9.5 marks signifying average performance. The average performance was to a larger extent due to repetition of some points, failure to provide plausible introduction and conclusion, lack of coherence of some points and exhaustive elaboration. One candidate, for example, pointed out “identifying a problem” in one paragraph and ‘defining the problem’ in another paragraph.

Furthermore, few candidates (1.2%) were able to score from 10 to 14.5 marks because of their ability to focus on the demands of the question;

where necessary, they provided elaborations with legible English sentences. Most of them provided plausible introductions and conclusions. Besides that, they identified the steps to be followed in order to improve decision making process in the village such as defining the problem, listing alternatives to the problems, stating criteria to consider, evaluating alternatives in terms of chosen criteria and using a chart to interpret and arrive at a decision. Extract 13.2 is an example of the candidate who had adequate knowledge on steps they can be used to improve decision making process in the village.

13. Proper decision making refers to the way of choosing the best alternatives out of all the alternatives. The village government fails to make proper decisions concerning the problems in developmental issues. I would help the village to improve decision making process by doing the following:

Identifying the problem: I & the village government should first identify the problem that is facing the village concerning various developmental issues such as water supply or construction of schools. It is because of poor capital or ignorance of the people. The way to identify a problem is to live with the community for a while that is when you can understand their living.

Listing the possible solutions: After identifying the problem, I will first list the possible solutions to the problems. The solutions may be many but not apply all of them before the final step of decision making process. For example if the problem concerns lack of capital that hinders development issues, then the problem is the provision of capital. But it might not be the only solution as there may be other solutions listed.

Setting a criteria: Here, I will lay down plans and strategies of how I will get the exact solution to my problem. Here I will consider the nature of the community I live, the gender, and also the economic status of the people living in the community. A criteria will enable a person to think again of the solution.

13. as laid down before'

Evaluation: This involves analysing deeply the foundation obtained. Here I will crosscheck and figure out which decision is good, accurate and can be accepted in the society and also which one is not easily accepted in the society. By satisfying the criteria before and crosschecking the ideas (solutions) that is when decisions are made.

Making a decision: This is a last step in the proper decision making process. This is where I will present an accurate decision that is not rational and that the society can benefit from it. Hence for various developmental issues in the village, the solution/decision is for the government to collect tax so as to be able to afford various developmental projects.

Conclusively, decision making process is one of the important life skills to be taught at school. This is because in life people face a number of challenges and without this vital skill they fail to give out rational decisions hence end up giving irrational decisions that affect them and the society.

Extract 13.2: A Sample of a Good Response in Question 13.

2.3.4 Question 14: Democracy

The candidates were instructed to prepare five key points on the importance of democratic election. The performance of the candidates was average as 44.5 % of the candidates scored from 4.5 to 14.5 marks, of which 40.9 % scored from 4.5 to 9.5 mark, 3.6 % scored from 10 to 14.5 marks and 55.4 % scored from 00 mark to 04 marks. Figure 14 is an illustration of candidate's performance for question 14.

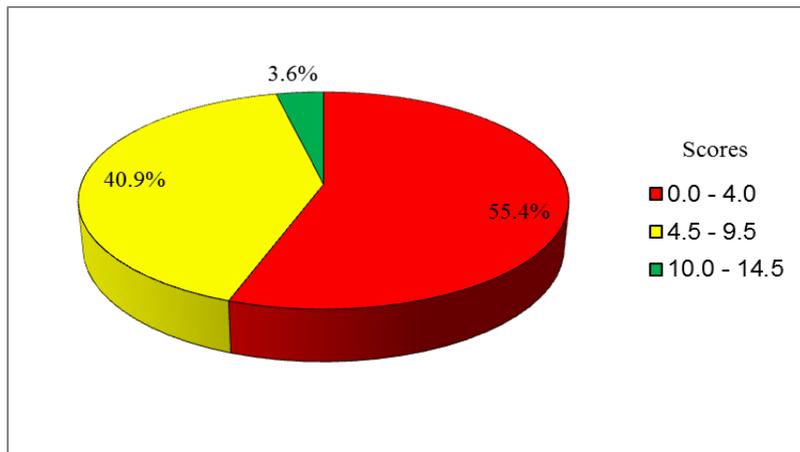


Figure 14: The Candidate's Performance in Question 14.

The candidates who scored from 00 to 04 marks (55.4%) failed to interpret the demands of the question, had limited knowledge of the subject matter, lacked coherence in presenting their points while others could not provide relevant introduction and conclusion. One candidate, for instance, defined a democratic election as *the form of government which choosen by people and for the people*. Another candidate defined democratic election as; *the group of people who are responsible for controlled a country or a state*. Another observation in this group is that some of the candidates stated their essays in a speech format. One candidate, for example, stated *Ladies and Gentlemen of Songambebe village, good morning, i am here to provide a spech about democratic election*. In the same vein, another candidate wrote *good evening my fellow villagers, thanks you Chairperson, Secretary and other mass to give me a chance to spech about importance of democratic election*. Apart from that, another candidate misinterpreted the question to imply responsibilities of government to its people such as *it provide education to its people, it provide health services to its people, it provide employment to its people, it ensure peace and it ensure good infrastructure*. Likewise, another candidate discussed the principles or features of democracy such as *free and fair election, rule of law, freedom of mass media, equal access to mass media and political tolerance*. Other candidates focused their discussion on the conditions for free and fair election such as *secret ballot box, free and fair campaign and neutral coercive apparatus*. Moreover, some candidates lacked English language skills and others copying words from the multiple choice items and

passage as responses to this question. Extract 14.1 is an illustration of the candidates' poor response in this question.

14. Village cancel, villagers, and my fellow youth good afternoon.

I'm Mrs. Sangathi from Electoral Commission Officials in Dares Salaam. Today I have a great pleasure to welcome you at sala sala ground. I would like to share with you the importance of democratic election which are as follows.

Free and fair campaign: In democratic election the candidates are free and fairly allowed to conduct campaign in various places. This will enable citizens to know which kind of leader are they going to elect.

Free from corruption: Democratic election is the election which is very strictly and going against corruption. Citizens are free to elect the leader who seems to be good according to their views and corruption is not allowed.

Equal access to mass media: The candidate have equal access to mass media, no one is favored than the other. All candidates are treated equally and get access to mass media example television, magazines, newspapers and Radio. Which will enable them to be known by citizens.

Free from coercive instrument: In Democratic election candidates are not allowed to use military instruments to force people to vote for them. Citizens are allowed to choose any leader of their choice.

Abiding to an agreed code of conduct: The candidates are not allowed to use abusive language to another political party. Should convince people to choose him but not by abusing the political party against him.

I conclude by saying that we should all cooperate and show full participation in democratic election once enables us to choose leader of our own opinions and who will guide us to bring development in the country.

Thank you for listening to me and God bless you all.

Extract 14.1: An Excerpt of a Wrong Response in Question 14.

On the other hand, a sizable number of candidates (41%) were able to score moderate marks from 4.5 to 9.5 marks. They demonstrated adequate knowledge of the subject matter but could not score higher marks because of repetition of some points, lack of exhaustive elaborations of some points, failure to provide plausible introduction and conclusion and mixing correct and incorrect points.

Furthermore, few candidates (3.6%) were able to score from 10 to 14.5 marks. These candidates were more focused in addressing the demands of the question and their essays exhibited coherence. Some of the sampled varieties of the correct responses provided by candidates included: *democratic election increases majority participation in political system, establishes legitimate government, promotes multiparty political system, accountability to the government, promotes human rights and is the best way to get competent leaders.* Besides, they observed the essay writing rules by providing plausible introduction and conclusion. Extract 14.2 is a sample of a good response from one candidate's script.

14.	Democratic election is an election which follow all democratic principles and electoral laws are fair to all contestants and equal rights are given to voters. Democratic election is mostly conducted in countries which have adopted democratic principles. Such countries include Tanzania, Kenya, Uganda and Rwanda. Therefore the democratic election is very important for both develop
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14. ment at individual and national level. Hence the following are the importance of democratic election;

Enables to get good and appropriate leader; A good and appropriate leader is the one who is accepted and supported by the majority number of people, therefore the democratic election helps citizens to get leaders of their own choices. The leader is trusted to fulfil people's goals and rule on the behalf of the citizens. For example democratic election which follows all principles of fairness and equality helps the society to get appropriate president and members of parliament of their own choices.

Democratic election promotes and protects individuals rights: As we know all members of the country who are qualified to participate in elections, have the right to vote for or being voted for a certain post in the government. Free and fair elections (democratic elections) promote the citizens of the country with a right to fully participate in all elections in the country without being forced and hence citizen's rights are protected and respected. Example democratic election promotes all individuals above 18 years old in Tanzania to participate in general elections to choose the leaders they want.

Through democratic election citizens can express their views freely and openly: Democratic election helps the citizens within a country to participate in contributing their ideas and opinions freely since they have chosen the leader

14 of their own choice whom they believe he or she can represent them, and listen without undermining their ideas and views they air out. The citizens usually become free when expressing their feelings and thoughts towards their leader. For example: the Tanzanian citizens can express their ideas towards their President Magufuli (currently) because they have trust on him and they chose him through democratic election. Make the leaders responsible and accountable to their citizens; When leaders are chosen through democratic elections, it means that they earn trust among the citizens hence the leaders will be responsible and accountable to their societies. This is by listening their thoughts, solving their problems and fulfilling their wishes without undermining them because they are the ones who chose them and entrust power to them. Through responsibility and accountability the society attains economic development.

Democratic election ensures the maintenance of peace and order. Democratic elections follows all the principle of free and fair elections thus prevents any form of conflicts and civil wars in the country by violating democratic principles. Therefore this creates a peaceful environment which is conducive for ensuring that economic activities are under the peaceful environment hence promotes development economically and socially. For example there is peace in countries like Tanzania which conduct democratic elections regularly.

Conclusively, democratic elections are

14	very important in the country since it follows democratic principles that promote equality and fairness among the voters and all contestants and other candidates who participate in elections. And also democratic election adheres to human rights promotion especially citizen's right to vote in elections or being voted for.
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Extract 14.2: A Sample of a Good Response from the Candidate's Script in Question 14.

3.0 ANALYSIS OF THE CANDIDATES' PERFORMANCE IN EACH TOPIC

The analysis on the candidates' performance in each topic in 2019 indicates that question 1 which featured the following topics *Promotion of life skills, Family life, Democracy Human rights, Road safety education, the government of Tanzania, Proper Behaviour and Responsible Decision making, Culture and Gender* was well attempted by most candidates because the percentage of candidates who scored 30 or above was 83.9, question 3 (Comprehension) featuring the topic on *Economic and Social Development* ranked second (83.8%), question 4 on *Poverty* ranked third (79.3%), question 2 (matching items) featuring the topic of *Our Nation* ranked fourth (75.7%).

Moreover, the candidates performance was average in the following topics; question 5 *Promotion of life skills* (55.4%), question 6, 10 and 12 on *Culture* (55.0%), question 14 *Democracy* (44.6%), question 8 and 11 *Economic and Social Development* (40.2%), question 7 *Globalization* (34.6%) and question 9 *The Government of Tanzania* (33.1%).

On the other hand, the candidate's performance was poor (5.0%) in question 13 which featured the topic of *Proper Behaviour and Responsible Decision Making*. The candidates' performance in various topics for CSEE 2019 is summarized in the appendix attached.

4.0 CONCLUSION AND RECOMMENDATIONS

4.1 CONCLUSION

The performance of candidates in CSEE 2019 Civics examination was good because 64.17% of the candidates who sat for the 011 Civics examinations passed. This indicates that, most of candidates had adequate knowledge and skills in some respective topics from which the questions were derived. However, evidence from the analysis of items suggest that some candidates faced difficulties in interpreting and identifying the demands of the questions, had insufficient knowledge of the subject matter such as the topic on *Proper Behaviour and Responsible Decision Making*, and lastly but not least inadequate English language skills.

4.2 RECOMMENDATIONS

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

- (i) Teachers should revisits their teaching and learning strategies by putting more emphasis on strategies such as role play, gallery walk, brain storming, case study, think -pair and share method for the topic in which the candidates had mediocre performance; notably *Proper behavior and Responsible decision making*, *Globalisation* and *Government of Tanzania* so as to improve the candidates performance in those topics.
- (ii) Teachers should train students on how to identify the demands of the questions. Examination and regular classroom assignments which measure the competence and skills of students should be administered.
- (iii) Students should be encouraged to read more books and other related materials like news papers and journals so that they can widen their knowledge on the subject.
- (iv) The school administration should initiate serious programs specifically to improve English language proficiency in schools. English speaking policy and debates are among methods which can be applied to improve English language mastery.

ANALYSIS OF CANDIDATES' PERFORMANCE IN EACH TOPIC

SN	Topic	Number of question	The percentage of candidates who scored 30 percent and above	Remarks
1	Promotion of Life Skills, Family life, Proper behavior and Responsible Decision making. The government of Tanzania, Human rights, Road Safety Education, Culture, Democracy and Gend.er	1	83.9	Good
2	Comprehension	3	83.8	Good
3	Poverty	4	79.3	Good
4	Our Nation	2	75.7	Good
5	Promotion of life skills	5	55.4	Average
6	Culture	6	55.0	Average
		10		
		12		
7	Democracy	14	44.6	Average
8	Economic and Social Development	8	40.2	Average
		11		
9	Globalization	7	34.6	Average
10	The government of Tanzania	9	33.1	Average
11	Proper behavior and Responsible Decision making.	13	5.0	Weak

