



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



**CANDIDATES' ITEM RESPONSE ANALYSIS
REPORT ON THE CERTIFICATE OF SECONDARY
EDUCATION EXAMINATION (CSEE) 2020**

CIVICS



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011 CIVICS

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FOREWORD

The National Examination 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) 2020 in the Civics subject. This report has been prepared so as to provide feedback to students, teachers, policy makers and other education stakeholders.

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 has been done in order to highlight various misconceptions and errors in answering the questions. The report shows the percentage of the candidates who performed well, moderately and poorly in each question using graphs and pie charts

It is important to note that the candidates' performance in the Certificate of Secondary Education Examination (CSEE) for the Civics subject continues to register steady improvement from 64.1 percent of candidates who passed in 2019 to 65.83 percent in 2020. This is because the candidates had adequate mastery of the subject matter, were able to identify and/or understand the demands of the questions and had the necessary skills to enable them to respond to questions based on a comprehension passage. Moreover, a good number of the candidates had adequate English language skills.

The Council expects that the feedback and recommendations in this report will enable different education stakeholders to take appropriate measures to improve 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 011 Civics subject for the Certificate of Secondary Education Examination (CSEE) in 2020. The examination covered the syllabus and conformed to the current examination format.

This paper had 14 questions, distributed in three sections namely section A which carried 15 marks, B that carried 40 marks and C that carried 45 marks. The candidates were required to answer all questions in section A and B and three out of four questions in section C. Section A comprised of two questions, question 1 which carried 10 marks and question 2 which carried 5 marks. Section B consisted of questions 3 to 10 and each one carried 5 marks while section C comprised of 4 questions which carried 15 marks each.

A total of 437,518 candidates sat for civics CSEE in 2020 of which 286,731 (65.83%) candidates passed. In 2019 a total of 424,939 candidates sat for Civics in CSEE at which 271,197 (64.17%) candidates passed. Comparison between the candidates performance in CSEE in 2019 and in 2020 shows that the candidates performance in CSEE 2020 improved by 1.66 percent. The candidates' performance in CSEE 2020 is illustrated in Table 1.

Table 1: Candidates' Performance in Civics Subject in the CSEE-2020

SEX	GRADES					PASSED	
	A	B	C	D	F	Number	Percentage
M	990	9,221	71,130	64,634	62,913	145,975	69.88
F	1,544	6,995	58,275	73,942	85,890	140,756	62.10
Total	2534	16,216	129,405	138,576	148,803	286,731	65.83

The analysis of individual questions is presented in the following sections by highlighting the requirements of each question and the analysis of the strengths and weaknesses of the candidates' responses. Extracts of the candidates' responses are also inserted to illustrate some of the answers presented.

The standard grading system used in Certificate of Secondary Education Examination CSEE is in four categories namely; A, B, C, D and F. Grade A is awarded to a candidate whose scores are within the range of (75-100) marks signifying excellent performance, B (65-74) very good, C (45-64) good, D (30-44) satisfactory and F (0-29) Fail. In this Candidates Item

Response Analysis Report three categories of scores have been used to grade candidate's performance in each question. Scores ranging from 0-29 marks are referred to as weak performance, from 30-64 marks as average performance and 65-100 marks as good performance. Candidates' performance in each question is presented in graphs and charts using colours. The green colour shows good performance, yellow colour shows average performance and red colour represents weak performance. A summary of candidates' performance on each topic for CSEE 2020 is shown in the Appendix.

It is expected that the report will be very useful to stakeholders, particularly students, subject teachers and parents to improve the teaching and learning of Civics so as to improve students' performance.

2.0 ANALYSIS OF THE CANDIDATE'S PERFORMANCE IN EACH QUESTION

2.1 Question 01: Multiple Choice Items

This question comprised of 10 multiple choice items (i-x) derived from various topics of the syllabus. The topics were; *Family life, Work, Culture, Gender, The Government of Tanzania, Social and economic development, Democracy, Responsible Citizenship and Human Rights*. Candidates were required to choose one correct answer from the five alternatives given (A to E) and write the letter of the correct answer beside the item number in the answer book provided.

The performance in this question was good as 86.9 percent of the candidates scored from 3 to 10 marks out of which, 60.8 percent scored from 3 - 6 marks and 26.1 percent scored from 7 to 10 marks. Only 13.1 percent scored from 0 to 2 marks out of the 10 marks allotted for this question. Figure 1 shows the performance of candidates in question 1.

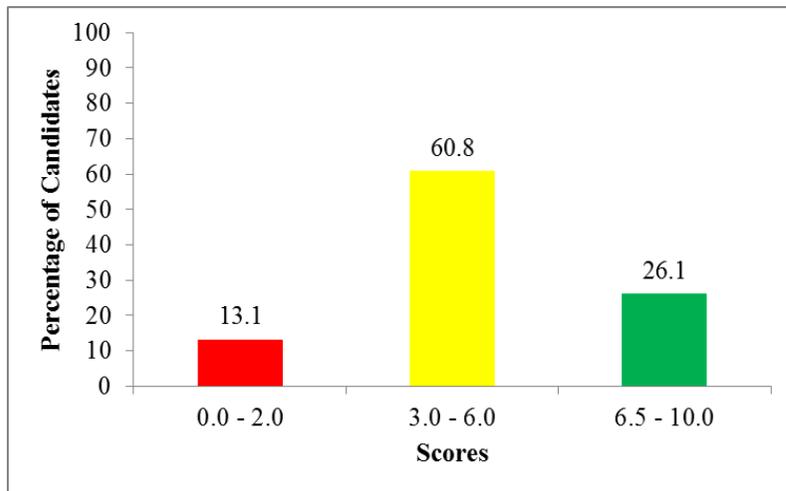


Figure 1 Candidate's Performance in Question 1

Figure 1: shows good performance of the candidate in question 1 as 86.9 percent of the candidates scored from 3 to 10 marks.

The analysis of candidates' performance in each item is as follows:

Item (i) required the candidates to characterize a family which displays strong love, morals, respect and peace. The correct response was C "Stable family". The candidates who opted for the correct answer were aware that the presence of respect, love, good behavior and peace are important ingredients for a stable family. Candidates who opted for response A "Single parent family" were not aware that a single parent family is a family with a child or children headed by a parent who is widowed or divorced or by a parent who has never married. Moreover, the candidates who gave response B "Modern family" didn't realize that a modern family is a nuclear family which is very democratic as the husband does not dominate his wife or children who enjoy high prestige, position and independence. Option D "Traditional family" was not a correct answer because a traditional family is based on the principle of male dominance to the wife and children. These types of marriages are usually extended. The last option E "Patriarchy family" was also wrong because a patriarchy family refers to a family in which the husband dominate and has absolute power in decision making and control over most things while the wife is powerless, inferior and has limited ownership.

Item (ii) required the candidates to identify from the given alternatives the attributes which will make him/her accepted in the society. Well prepared

candidates managed to identify the correct option which was A "Working hard" because, the society needs people who work with energy are focused, diligent and committed in doing and completing tasks in order to promote development. Candidates who gave option B "Dressing in a fancy way" and C "Speaking fluent English language" were not aware that these were are not criteria for someone to be accepted in the society because; dressing in a fancy way is simply dressing in a very attractive way especially in very special occasion whereas speaking fluent English language is the ability to communicate in English language correctly. Candidates who opted for D "Respecting leaders only" were aware that all people need to be respected regardless of their influence, age, race, economic or social status however respecting leaders is not the only criterion for one to be accepted in the society. Furthermore, candidates who opted E "Always paying visit to religious leaders" lacked understanding that Tanzania is a secular country where religious related activities are personal hence this can make one accepted in his/her denomination but not by the whole society.

Item (iii) asked the candidates' "Why it is important for them to cultivate a culture of care and maintenance of properties in their schools". The candidates with adequate knowledge opted for the response C "To prolong the life span of properties". These candidates were aware that when properties are well maintained they stay in good condition and continue functioning as their life span is prolonged. Candidates with inadequate knowledge chose: A "To avoid punishment from teachers", B "To impress parents" and D "To impress the maintenance teachers". The candidates who opted for A "To avoid punishment from teachers" were used to the customary practice in school of teachers to punish students who break the school rules. However, a culture of maintenance of properties cannot be cultivated by using school rules only; there is need for change of the mindset of the whole community. The candidates who opted for B "To impress parents" were influenced by the fact that many children would like to impress their parents to get appreciation and expect reward in return. Candidates who opted for D "To impress the maintenance teachers" were aware of the role played by the maintenance teacher in many secondary schools but the culture of maintenance of properties cannot be cultivated by the teachers only it is due to a joint effort of the whole school community. Lastly, candidates who opted for E "School properties are very delicate" were wrong because schools

have not only delicate properties like laboratory apparatus but also robust ones like buildings and they all need to be maintained.

In item (iv) candidates were asked to “Describe the implication of Mr Magangas decision marrying off the girl and allowing the boy to continue with studies while both were selected to join secondary school”. Candidates with adequate understanding of gender concepts opted for the correct response D "Gender discrimination" which refers to a situation of treating an individual differently based on his/her sex in social political and economic activities. The candidates, who opted for the other gender concepts, did not realize that option A "Gender blindness" refers to the lack of awareness about how women and men are affected differently by a situation due to their different roles, needs, status and priorities in their societies. Candidates that opted for B "Gender equality" and C "Gender equity" were not aware that gender equality means a situation whereby women and men have equal rights, responsibilities and access to social, political and economic opportunities while gender equity is the principle of being fair to men and women. Candidates that opted for E "Gender mainstreaming" did not know that it refers to integrating a gender equality perspective at all stages and levels of policies, programmes and projects as women and men have different needs, living conditions and circumstances.

Item (v) demanded candidates to identify an institution which is responsible for preserving the national treasures of Tanzania. The correct response was E "The department of Museum, Antiquities and National Archives". The candidates' that provided the correct response had knowledge about the department responsible for preserving the national treasures of the country such as caves and remains of old buildings. The candidates who gave response A "The National sports council" failed to recognize that the National Sport Council is an organ responsible for supervision of all kinds of sport in the country both professional and amateur. Likewise, the candidates who opted for the distractor B "The National Arts Council" were wrong because the National Arts Council is a government agency responsible for the revival, promotion and development of the Arts. Other candidates who opted for the distractor C "The National Film Censorship Board" were not aware that this is an organ responsible for promoting and preserving national culture by ensuring that all films are censored before being presented to the audience. Lastly, option D "The National Tourism Board" was equally

wrong, because this board is responsible for promotion and development of all the aspects of the tourism industry in Tanzania.

Item (vi) instructed the candidates to identify from the given alternatives non-union matters in the United Republic of Tanzania. The candidates with good understanding of the union between Tanganyika and Zanzibar selected B "Primary education, secondary education and technical education". Candidates who chose A "Defense, security, prison and police force", C "External affairs, industrial licensing, external trade and borrowing", D "Higher education, research and statistic" and E "Meteorology aviation and air transportation" were wrong because all of the issues in these items are union matters of the United Republic of Tanzania.

In item (vii) the candidates were required to advise the government of Tanzania how to ensure healthy motherhood and manageable population growth. The candidates who were competent on issues related to socio-development managed to select response C "Promote reproductive health education". These candidates were familiar with the fact that reproductive health should be given to expecting parents so as to promote safe motherhood. The candidates who selected A "Promote immunization" were not aware that vaccination is one aspect of the broad strategy of promoting safe motherhood. Similarly, the candidates who selected B "Promote hygienic health education" were wrong because this kind of education focused on making people aware of maintaining a clean environment so as to avoid diseases which are caused by an unhygienic environment. Other candidates that selected D "Promote environmental education" lacked knowledge that environmental education does not deal with healthy motherhood or manageable population growth rather it is provided in the society to make people aware of environmental conservation so as to avoid pollution and degradation. Moreover, the candidates who opted for E "Promote policy on national education and training" were not aware that this response focused on the education sector contrary to the demands of the item.

Item (viii) required the candidates to identify the principle of democracy practiced by the chairperson of Mlongeni village who displays the village income and expenditure report on the wall outside her office before every annual Village Assembly meeting. Well prepared candidates were able to identify the principles of democracy fulfilled by that chairperson by opting

for E "Transparency" which means that the government actions, decision and activities are open to public scrutiny. On the other hand, some candidates opted for other incorrect option. For instance; distractor A "Political tolerance" it refers to accepting view points and respecting the basic rights and freedoms of a person, party or groups even if it differ from your views. Option B "Civic responsibility" was not correct because it refers to duties that any citizen is expected to perform or fulfill in the nation. Option C "Citizenship participation" was wrong because it refers to citizen involvement in public decision making and activities such as community development, policy making and elections. The last option D "Separation of power" was wrong as it refers to the division of government responsibilities into its distinct branches such as judiciary, executive and legislature so as to limit each one of the branches from exercising the core functions of another and to ensure checks and balances.

Item (ix) instructed candidates to identify among the alternatives the attributes of a person who is registered as a voter for the election of the President and Members of Parliament in the constituency. Students who were familiar with duties and responsibilities of citizens chose the correct response E "A responsible citizen" because they were aware that voting is one of the responsibilities of a citizen. The candidates who opted for A "An upright citizen" were wrong because an upright citizen is a person who is honest. The candidates who opted for the response B "A charismatic citizen" were not aware that it refers to a person who can influence others to follow his/her opinion and draw the attention and admiration of others due to his/her personality or appearance. The candidates who chose C "A visionary citizen" were not aware that it refers to a citizen with a strong vision of the future and optimistic.

Item (x) required the candidates to identify a moral right among the given alternatives. The correct answer was A "The right to marry". The candidates who got it right were aware that; the right to marry is a moral right which involves an agreement between a man and a woman of appropriate age to marry and start a family. However, the candidates who opted for B "the right to vote", C "freedom of expression", D "Freedom of assembly" and E "The right to fair trial" were not aware that the rights referred to are not moral rights rather they are legal rights which are enforced in the constitution of the United Republic of Tanzania.

2.2 Question 02: Matching Items

This question required the candidates to match explanations on the role and or power of the courts in List A with a corresponding court type in List B by writing the letter of the corresponding response beside the item number in the answer book provided. The performance of the candidates in the question was weak as 69.7 percent scored from 0 to 1 mark, 25.7 percent scored from 2 to 3 marks and only 4.6 percent scored from 4 to 5 marks. Figure 2 shows the performance of candidates in question 2.

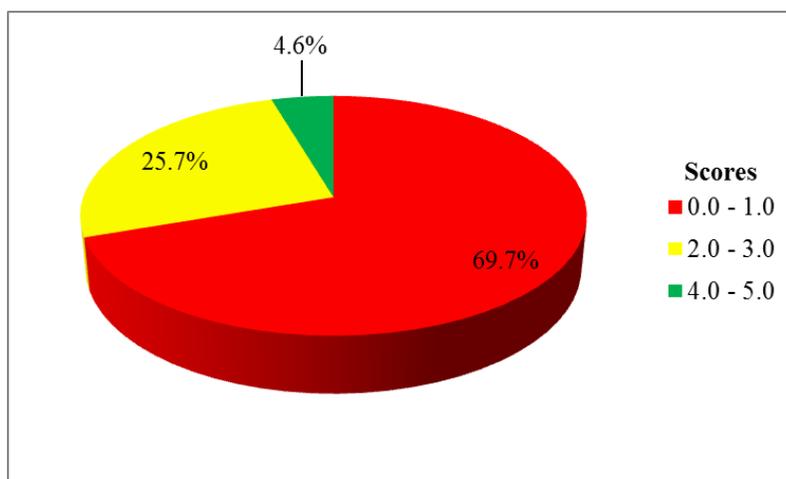


Figure 2: Candidates' Performance in Question 2.

Figure 2: shows weak performance of the candidates in question 2 as 69.7 percent of the candidates scored from 0 to 1 mark.

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

In item (i) the candidates were required to identify from list B the court type which matches the statement "has the power to hear the appeals from Primary Courts and District Magistrate Courts". The candidates with adequate knowledge on the court procedures in Tanzania chose E "Resident magistrate Court". The candidates who chose the correct response demonstrated adequate knowledge on the powers and jurisdiction of the Resident Magistrate's Court. The Resident magistrate Court is the third level of the court system in Tanzania with mandate to receive appeals from the Primary Courts and District Courts. Wrong options like H "Juvenile court", D "Primary court" and C "High court" were selected by candidates with limited knowledge on the jurisdiction of different court levels. Candidates who opted

H “Juvenile court” did not realize that it is a special court for handling juvenile delinquency, neglected or abused children. It is also called children’s court. Option D “Primary court” was irrelevant because the Primary Court is the lowest court in the judiciary system in Tanzania it deals with criminal and civil cases. Option C “High Court” was also not relevant because it has jurisdiction over appeal cases from resident magistrate courts and reviews the records of district and primary courts.

Item (ii) demanded the candidates to identify a court type that hears and determines conflicting interpretations of the Union matters. The candidates, who chose the correct response F “Special Constitutional Court”, were familiar with the provisions of the Constitution of the United Republic of Tanzania on the establishment of the special Constitutional Court when there is a need. However, some candidates matched the item with wrong responses such as: A “Commercial Court”, E “Resident Magistrate’s Court” and G “The Supreme Court”. Option A “Commercial Court” it a division of the High Court with the jurisdiction of handling cases involving the conduct of business in Tanzania. As for option E “Resident Magistrate’s Court” it is the level of the Court with limited jurisdiction such that it cannot handle constitutional issues. As for option G “The Supreme Court” the candidates who opted for this response were not aware that Tanzania does not have this type of the Court.

Item (iii) required the candidates to match the court type in list B with the role and power to hear and determine all types of cases including murder, felony and treason. The correct answer was C “High Court”. The candidates who chose the correct answer were aware that the High Court hears appeals from the regional court and all other cases which are not within the jurisdiction of the subordinate courts such as murder cases, treason and economic sabotage. Other candidates gave wrong option like D “Primary Court” and B “Court of Appeal”. The candidates who chose D “Primary court” did not know that the primary court is the lowest court in the judicial system in Tanzania with the responsibilities of dealing with minor criminal and civil cases. Equally, those who opted for B “Court of Appeal” were unaware that the Court of Appeal is the Highest Court in Tanzania which deals with all appeals submitted to it from the High Court.

Item (iv) required the candidates to identify the type of Court which follows simple procedures when hearing and determining matrimonial, inheritance,

civil and criminal matters. The correct answer was D “Primary Court”. The candidates who chose the correct response had adequate knowledge that the Primary Court deals with minor criminal and civil cases. The candidates who opted for A “Commercial Court” and H “Juvenile Court” were not aware that the Commercial Court is a division of the High Court responsible for resolving commercial conflicts in Tanzania. Those who chose juvenile court failed to recognize that the juvenile court is also called children’s court and it was established specifically to handle problems faced by children.

Item (v) instructed the candidates to recognize the court type responsible for hearing and determining petitions originating from the High Court or Court of the Resident Magistrate. The correct answer was B “Court of Appeal”. This option was selected by candidates who were aware that the Court of Appeal has the power to hear civil and criminal case, review the records of the District and Primary Courts, issue directives to District Courts and hear appeals from Resident Magistrate Court. Some candidates chose wrong option such as C “High Court” and E “Resident Magistrate Court” because they were unaware of the fact that the Residents Magistrate Court and the High Court are subordinate Courts of the Court of Appeal.

2.3 Question 3: Comprehension

This question was on a passage about work for development in Tanzania. The candidates were instructed to read the passage carefully and then answer the questions that follow. The question intended to measure the candidates' ability to grasp and comprehend information related to Civics content particularly the topic of work. The candidates performance was good as 76.7 percent of the candidates scored from 1.5 to 5 marks out of which 55.6 percent scored from 1.5 to 3 marks, 21.1 percent scored from 3.5 to 5 marks and 23.3 percent scored from 0 to 1 mark. Figure 3 shows the performance of candidates in question 3.

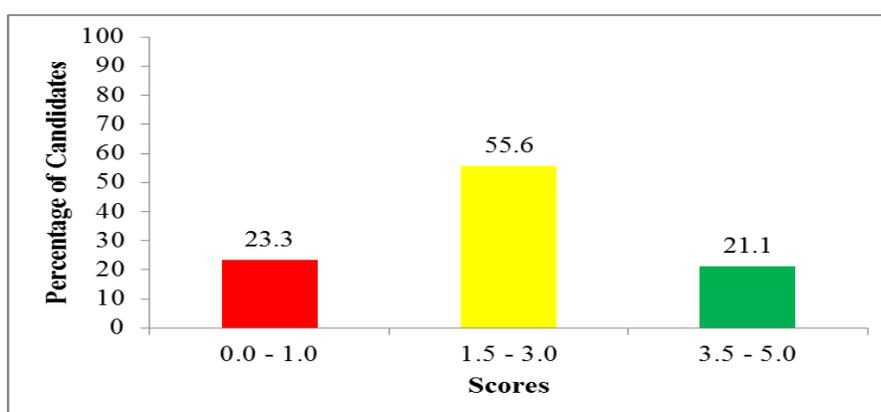


Figure 3: Candidates' Performance in Question 3

Figure 3: shows good performance of the candidates in question 1 as 55.6 percent had average scores from 1.5 to 3 marks and 21.1 percent of the candidates had good scores from 3.5 to 5 marks.

The analysis of candidate's responses in each item is as follow:

Item 3 (a) instructed the candidates in less than six words to provide a suitable title for the passage. The suitable titles for the passage were: WORK, HARD WORK, WORKING HARD, WORK FOR DEVELOPMENT, WORK AND DEVELOPMENT or IMPORTANCE OF WORK/ADVANTAGES OF WORK, IMPORTANCE OF WORKING HARD or WORK FOR NATIONAL DEVELOPMENT. The candidates who provided correct titles demonstrated good skills in answering comprehension questions.

In contrast, the candidates who failed to suggest the correct title lacked skills to identify a title and suggesting the following TANZANIA TO WORK HARD FOR PERSONAL, GOVERNMENT FOR NATIONAL DEVELOPMENT. Other candidates provided titles with more than six words. One candidate for example wrote THERE ARE EFFORTS TAKEN TO PROVIDED EDUCATION TO MAJORITY OF CITIZEN FROM PRIMARY LEVEL TO TERTIARY LEVEL. Some candidates reproduced phrases from the passage such as: *"Working hard increases production, production contributes to tax.* It can generally be summarized that the candidates who failed to identify the suitable title of the passage were not aware that a suitable title is obtained after reading between the lines the content of the passage and being able to understand the central idea in the passage. The introductory and concluding part of the passage may also provide important clues to be the correct title. Besides that, it is important for teachers to remind students that the title is not supposed to exceed five words.

Item 3 (b) demanded candidates to explain two reasons for the statement that "There is no easy way to success". The candidates with skills in tackling comprehension questions correctly argued that *success needs values that guide us in our lives, success needs a sense of what we do and success needs one to be hard working.* The candidates who failed to read the passage with a critical mind provided irrelevant responses such as *the path to successes is education, life is struggling.* Another candidate stated that *it makes an impact and leave legacy when we die, it gives status in the community, fosters self-actualization and self-satisfaction.* Other candidates provided incomprehensible phrases such as *self-reliance and efficient skilled labour for national development* which did not make any sense in terms of requirements of the item. Some candidates omitted this item altogether.

Item 3 (c) required the candidates to use two points to explain the importance of education. The candidates who were good in answering comprehension questions were able to articulate the importance of education such as: *it fosters patriotism to citizen, provide efficient skilled labour for national development and it helps making people self-reliant.* In contrast, the candidates who did not comprehend the demands of the question gave irrelevant responses. One candidate for example explained, *there are way of life and there are building confidence.* Other candidates in this category explained that *education gives us status, it makes us be respected, it can give people self-awareness.* It is evident from the candidates' responses that they

failed to understand the correct answer for this item. Some of the candidates omitted this item altogether.

Item 3 (d) instructed the candidates to explain two motivations for people to work. The candidates who were able to understand the content of the passage identified the motives for people to work which include; *helps people to survive by satisfying their daily needs/basic needs, increases people status, increases sense of pride, increases respect and leave legacy when they die, help to increase production, help people to pay tax for national development, brings self-actualization and self-satisfaction to people and work gives innate sense of liberty*. The candidates who failed to identify the requirements of the question gave the following points: *dreams to work towards, no one works for nothing, and work is the backbone of national development*. Wrong candidates responses is an indication that they failed to understand the gist of the question as a result they picked any sentence they thought was appropriate from the passage.

Item 3 (e) instructed the Civics candidates to propose one way in which they can work hard for individual and national development. One candidate correctly used the information he/she obtained from the passage as the basis for answering the item and proposed: *studying hard, working hard in community work*. Similarly, another candidate pointed out, *volunteering in different private or public firms*. Some of the candidates failed to propose ways in which one can work hard for individual and national development. One candidate for instance focused on the definition of the term “Work” as *a lawful activity that a person does to earn a living*. Some candidates who failed copied sentences from the passage such as; *production contributes to tax which is important for government to deliver good social services*. Some of the candidates also omitted the item altogether.

It can be summarized that based on the statistical analysis, a number candidates (76.6%) had good performance. they demonstrated skills in answering comprehension questions such as providing relevant title of the passage, giving correct interpretation of concepts in comprehension questions, good organizational skills and mastery of the English language.

3a	WORK FOR NATIONAL DEVELOPMENT
b)	Because we need to work hard as we are looking for values that can guide us to our lives.
ii)	Because we want to make sense of what we do and why we do it.
c)	Because education fosters patriotism, self-reliance and efficient skilled labour for the national development.
ii)	Because education offers our physical, mental ability to work whether employed or self-employed.
d)	Because work gives us innate sense of Liberty inside all of us.
ii)	Because work gives us status in the Community.
e)	By engaging in self-reliance and providing efficiently skilled labour within the society.

Extract 3.1: A sample of a good response to question 3

In extract 3.1 the candidate was able to provide correct responses to all the items (a) – (e).

2.4 Questions 4: Globalization

The question instructed the candidates to list five ways through which globalization can contribute to socio-economic development of Tanzania. The performance of the candidates in the question was average as 51.9 percent of the candidates scored from 1.5 to 5 marks out of which 36.6 percent scored from 1.5 to 3 marks, 15.3 percent scored from 3.5 to 5 marks and 48.1 percent scored from 0 to 1 mark. Figure 4 shows the performance of candidates in question 4.

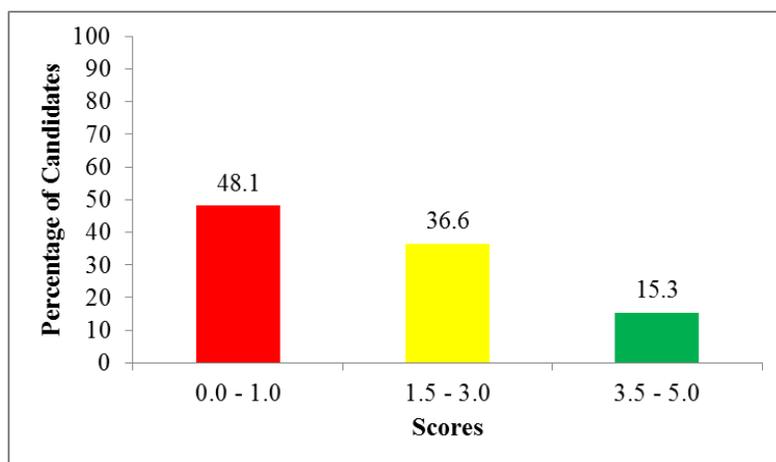


Figure 4: Candidates' Performance in Question 4

Figure 4: shows the average performance of the candidates in question 4 as 51.9 percent of the candidates scored from 1.5 to 5 marks.

The candidates who scored from 3.5 to 5 marks (15.3%) were able to show the ways through which globalization can contribute to socio economic development of Tanzania. One candidate for example pointed out foreign direct investment (FDI) through multinational companies are increasingly investing in social and economic sectors to provide various services and goods such as mobile phone services, banking services example Exim bank, mining companies just to mention a few are making significant contribution to the Tanzanias' economy through payment of taxes, creating employment opportunities and involvement of these companies in corporate social responsibilities within the areas which they operate their business.

The candidates went further, citing transfer of technology, foreign companies are transferring technology when they establish their investment in Tanzania.

This is more vivid in the financial sector where people can now transfer money to any part of the world through online banking and other financial services offered through the internet. Other important points put forward included *enhanced capital mobility and joint ventures, several Tanzanians have accessed foreign capital and used it to invest in service and production sectors. Tanzanians have a wide choice of goods and services while foreign companies sell their goods and services needed in Tanzania, free movement of people across the globe. Free movement of people enable the diaspora to send remittances home and contributes to a proliferation of new positive cultural ideas versus outdated cultural practices such as female genital mutilation, promotion of gender empowerment and increased awareness on human rights issues* candidates with correct answers were familiar with the topic on globalization and mastery of the English language was an added advantage.

4	<p>(i) Improvement of international relations. Globalization has enhances connections of Tanzania with other nations in the world and thus has helped to establish good international relations.</p> <p>(ii) Facilitating free movement of people. Through connections with different country(ies) Tanzanians are now able to move from one place to another outside the country and acquire more skills.</p> <p>(iii) Improvement of free market economy. Free market economy is an aspect of globalization which aim to improve trading activities. Thus Tanzania has gain profit through free trade economy.</p> <p>(iv) Improvement of information communication technology. Globalization has helped to improve the communication of Tanzania with other countries and also improved the nation's technology.</p> <p>(v) Helped to increase free flow of money. Tanzania has been able to attain economic development by free flow of money through the loan given by World bank to help in the development projects.</p>
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Extract 4.1: A sample of a good response to question 4

In extract 4.1 the candidate was able to identify the contribution of globalization to socio economic development of Tanzania through information and communication technology, free flow of capital and free market economy which encourage flow of goods and services from one part of the country to another.

Furthermore, 36.6 percent of the candidates had average performance by scoring from 1.5 to 3 marks. These candidates had relatively adequate knowledge of the contribution of globalization to socio economic development of Tanzania. However, they did not score higher marks because

of mixing correct points with incorrect one and repeated some points. One candidate whose performance was affected by repetition referred to the implementation of Structural Adjustment programme in Tanzania while in another points focused on the liberalization policies in Tanzania. The two points are the same because one of the basic tenets of the Structural Adjustment Programme was the implementation of liberalization policies. Candidates score in this category varied from one candidate to another depending on the scope of illustrations of their points.

On the other hand, 48.1 percent of the candidates had weak performance by scoring from 0 to 1 mark. Their major weaknesses were due to lack of knowledge of the subject matter, inability to identify the demands of the question, failure to supply the required number of points, omission of the question and weak English language skills. One candidate pointed out negative effects of globalization in Tanzania such as; *job competition, market competition, economic dependence and encourage political instability, spread of disease, destruction of local industries, improper behaviour and culture interference*. Another candidate was preoccupied with the factors hindering effective economic integration in developing countries such as; *poor technology, poor transport and communication, political instability, environment degradation and unemployment*.

/	Globalization contribute to socio economic development of Tanzania 5 five
/	- citizenship participation
	- civic responsibility
	- Transparency
	- Political tolerance and economic

Extract 4.2: A sample of a candidate's irrelevant response for question 4.

In extract 4.2 the candidate failed to identify the contribution of globalization to socio economic development of Tanzania by providing irrelevant points such as transparency, citizenship participation, and political tolerance.

2.5 Question 5: Road Safety Education

The question instructed the candidates to mention five circumstances that may cause road accidents. The candidates' performance was good as 83.2 percent of the candidates scored from 1.5 to 5 marks out of which 34.1 percent scored from 1.5 to 3 marks, 49.1 percent scored from 3.5 to 5 marks and only 16.8 percent scored from 0 to 1 marks. Figure 5 shows the performance of candidates in question 5.

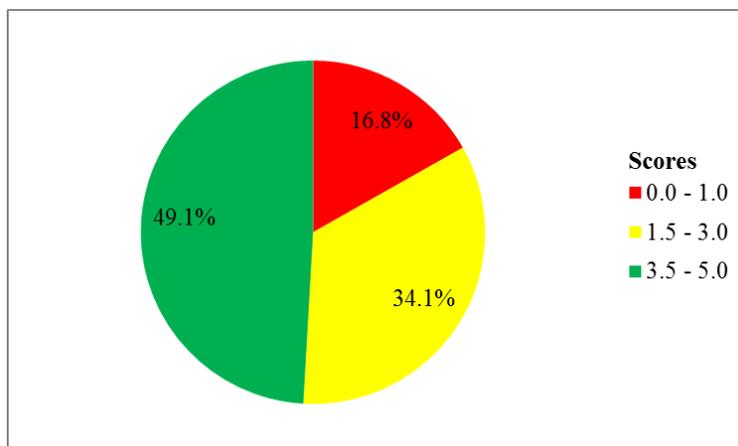


Figure 5: Candidate's Performance in Question 5

Figure 5: shows average performance of the candidates in question 5 as 83.2 percent of the candidates scored from 1.5 to 5 marks.

The candidates with scores ranging from 3.5 to 5 marks (49.1%) were able to identify the circumstances that may cause road accidents. One candidate for example argued that: *when there is a bad weather condition; when a driver drives for a long time, when driving recklessly, using defective vehicles, overloading vehicles.* Another candidate explained that, *when using roads that are in poor condition, when road users fail to comprehend and obey road signs and when road users ignore or fail to follow road safety rules.* Besides that their plausible points were reinforced by correct sentences.

5.	The following are some of the circumstances which lead to the road accidents:-
	overspeeding, crossing the legal limit of speed result into road accidents in various parts of Tanzania
	Reckless driving, this means driving without considering the rules and laws of driving i.e zebra crossing, bump ahead.
	Poor condition of the road, this can be a result of public vandalism, taking out road signs and symbols for personal gains
	Drunkness while driving, an intoxicated / drunk driver lacks a clear vision of the road especially during the night.
	Over loading the vehicle, this makes a vehicle to lack stability hence end up overturning mostly in slopy areas and down hills.

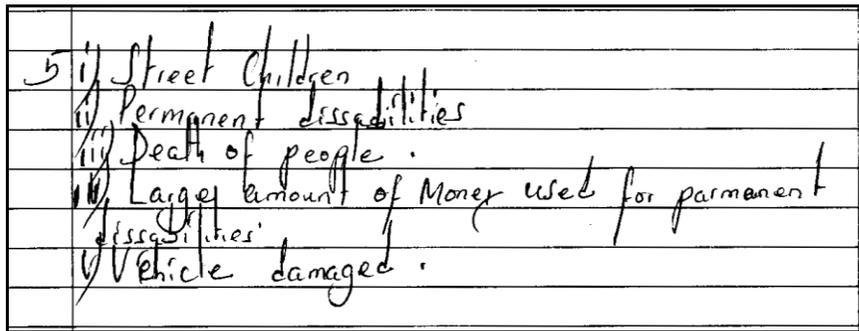
Extract 5.1: A sample of a good response to question 5

In extract 5.1 the candidate was able to identify the circumstances which cause road accidents such as: reckless driving, overloading, poor condition of roads and alcoholic drivers.

Candidates with moderate scores ranging from 1.5 to 3 marks (34.1%) had relatively adequate knowledge on the causes of road accidents, were able to identify the demands of the question coupled with adequate English language skills. Inability to exhaust all the required points, repetitions of some points and mixing correct with incorrect points are the causes for average scores in this category. One candidate for example explained the following: *low level of education, ignorance and poor education* as three different points while in actual fact they all refer to one point. Another candidate explained *poor road condition* in one sentence and *narrow road* in another sentence as if they were different points.

On the other hand, the candidates who scored 0 to 1 mark (16.8%) lacked knowledge of the subject matter and had inadequate English Language

skills. Some candidates misconceived the question by giving the meaning of various road signs. One candidate for instance pointed out *stop, railway, crossing, hospital, zebra crossing and bus station*. Another candidate discussed the effects of a road accident such as; *death of people, number of child labour is increased, separation of family*. Another candidate provided the same reasons as follows: *source of death, source of depression, source of poverty*. One candidate listed down gender concepts such as; *gender blindness, gender discrimination, gender mainstreaming and gender equality* to explain the causes of road accidents.



Extract 5.2 A sample of an irrelevant response to question 5

In extract 5.2 the candidate explained the effects of road accidents such as permanent disabilities, death and damage to vehicles instead of the causes of road accidents.

2.6 Question 6: Human rights

The candidates were instructed to explain in five points the importance of protecting and respecting human rights in the society. The candidates' performance in this question was good as 66.7 percent of the candidates scored from 1.5 mark to 5 marks out of which 39.5 percent scored from 1.5 mark to 3 mark, 27.2 percent scored from 3.5 to 5 marks and 33.3 percent scored from 0 to 1 mark. Figure 6: shows the performance of candidates in question 6.

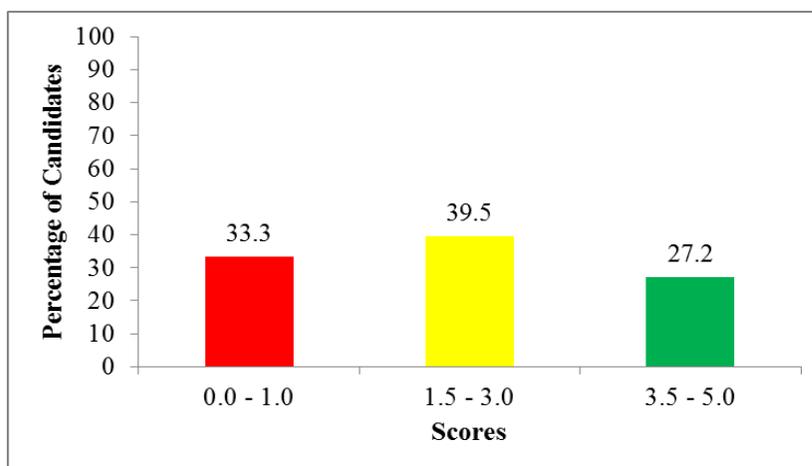


Figure 6: Candidate's Performance in Question 6

Figure 6: shows the average performance of the candidates in question 6 as 66.7 percent of the candidates scored from 1.5 to 5 marks.

The candidates with scores ranging from 3.5 to 5 marks (27.2%) demonstrated sufficient knowledge of the subject matter and ability to present clear English sentences. One candidate for example explained the following importance of protecting and respecting human rights: *human rights are the foundation of freedom, justice and peace among the people, it guarantees political stability within the country, ensures protection of life in the society.* Similar reasons were put forward by another candidate who was of the opinion that; *it encourages moral standards, it provides a bridge to democracy within a state.* Another candidate also explained that; *it helps to maintain transparency and accountability and it helps to bring about development when people's right of economic freedom is protected.* These correct responses presented by candidates are an indication that they had adequate knowledge on the topic from which the questions were set.

6.	It is important to protect and respect human right so as to
	i) Encourage participation of people in different economic projects so as to bring development in the economy of the society
	ii) To prevent and avoid the misuse of power in the government through adhering the rule of law to protect people's rights.
6.	iii) To promote equality and freedom among people in the society where they easily deliver and suggest their view for social development.
	iv) To promote political stability by maintaining peace and security in the nation through multipatism and political tolerance the society become peaceful and secured.
	v) To promote democracy and liberty in the society so as to bring development.

Extract 6.1: A sample of a good response to question 6

In extract 6.1, the candidate was able to identify the importance of protecting and respecting human rights such as preventing abuse of power, promoting democracy, promoting political stability and promoting equality.

Furthermore, candidates with average scores in the range of 1.5 to 3 marks were many (39.5%) as opposed to those who scored higher scores (27.2%). This category of candidates demonstrated relatively adequate knowledge of the concept of human rights and was able to construct meaningful English language sentences. However, they did not score higher marks due to a number of weaknesses such as; failure to present the required number of

points, repetition of some points and mixing correct with incorrect responses. One candidate for example, presented a mixture of correct and incorrect responses such as *to maintain peace and security and to decrease the number of people who are lazy*.

On the other hand, 33.3 percent of the candidates whose performance was weak had scores in the range of 0 to 1 marks. These candidates demonstrated numerous weaknesses such as; inadequate knowledge of the subject matter, inadequate English language skills and failure to identify the demands of the question. One candidate for example explained the importance of studying Civics such as: *understand the environment, understand the road safety, and understand the importance of love and to understand the individual right of citizen*. Likewise, other candidates' that misconceived the question explained different categories of human rights such as; *right to work, rights to marriage and rights to study*. In a similar vein, one of the candidate responded by associating the protection and respect for human rights with poverty alleviation efforts such as *to support agriculture, to support trade, to support industries, to support transport and to support the social services*. Another of these candidates outlined various institutions which fight for human rights abuses like; *Police Force, Court of law, religious organizations, family and NGO's*. one candidate in this category copied some distracters from question 1(iv) *"Gender, gender equality, an upright citizen and the responsible citizen*. Such irrelevant responses illustrate that some of the candidates lacked knowledge of the subject matter, failed to identify the demands of the question and lacked some of the basic English language skills.

6	1) Female genital mutilation (FGM)
	2) wife beating
	3) Widow inheritance
	4) Early marriage
	5) Killing of Elder and Albino

Extract 6.2: A sample of an irrelevant response to question 6.

In extract 6.2, the candidate failed to identify the demands of the question by pointing out negative socio cultural practices such as female genital mutilation, wife beating, widow inheritance and killing of the people with albinism instead of the importance of protecting and respecting human rights.

2.7 Question: 07. Poverty

The question instructed candidates to explain five internal causes of poverty in Tanzania. The performance of candidates in this question was good as 84.0 percent of the candidates scored from 1.5 to 5 marks out of which 43.4 percent scored from 1.5 to 3 marks, 40.6 percent scored from 3.5 to 5 marks and only 16.0 percent scored from 0 to 1 mark. Figure 7 shows the candidates' performance in question 7.

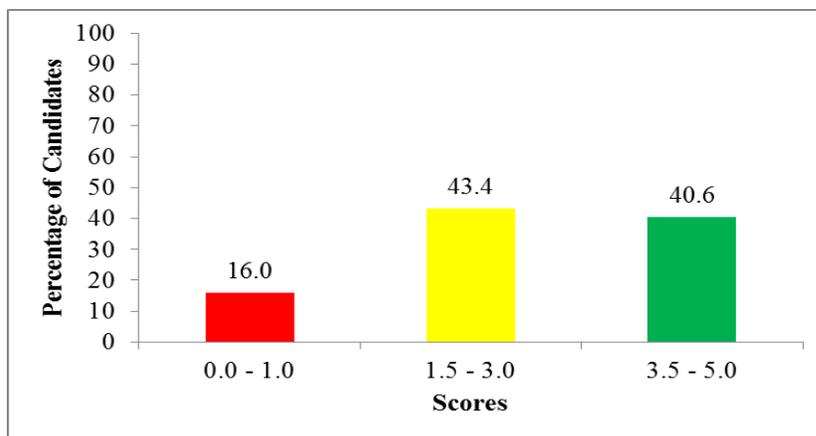


Figure 7: Candidate's Performance in Question 7

Figure 7 shows good performance of candidates in question 7 as 84.0 percent of the candidates scored from 1.5 to 5 marks.

The candidates whose scores ranged from 4 to 5 marks (40.6%) signified good mastery of the subject matter, ability to address the demands of the question and adequate English language skills. one candidate for example, provided correct responses on the causes of poverty such as *low level of science and technology, existence of communicable diseases, high illiteracy rate, poor performance in agriculture and natural disasters*. Likewise, another candidate provided another version of the causes of poverty as *poor management of agricultural sector, misallocation of national fund, high presence of illiterates, presence of communicable disease and presence of natural disasters and calamities*. Similarly, another candidate advanced correct reasons as; *lack of capital, corruption and misuse of public funds, poor infrastructures and poor policies*. These candidates understood well the causes of poverty in Tanzania.

7.	Poverty in Tanzania is caused by the following internal causes
i/	Corruption and Misusing of public properties by leaders or people in charge this lead to shortage of money and insufficient social service supply.
ii/	Low technology used in production of goods and services example uses of hoes in agriculture and poor machine in industrial this lead to low quantity and quality of our products.
iii/	Bad cultural practices enacted by some people example exclusion of women in economic activities and ownership of property and getting education.
iv/	Illiteracy where by most of people are uneducated and some have primary education which does not make them economic independent and get employment.
v/	Lazyness and carelessness of people especially youth who don't work but live by stealing, robbery and taking or abuse drugs like heroin and Marijuana.

Extract 7. 1: A sample of a good response to question 7.

In extract 7.1 the candidate was able to identify the internal causes of poverty such as low technology, corruption, illiteracy and bad cultural practice etc.

Furthermore, the candidates with average scores ranging from 1.5 to 3 marks (43.4%) faced various limitations in tackling this question including; repetition of some points, lack of clear presentation of points and providing a mixture of correct and incorrect points. This affected their ability to score higher marks. One candidate for example pointed out *poor communication problem and poor transport in Tanzania* as two distinct points whereas both points refer to transport and communication.

On the other hand, 16.0 percent of the candidates whose performance was weak had score ranging from 0 to 1 mark. These candidates had several weaknesses including lack of knowledge of the subject matter, failure to identify the demands of the question and poor English language skills. One candidate for example, pointed out: *poor housing, inadequate supply of water, unemployment, increase of street children* as the internal causes of poverty. Another candidate misconceived the question and focused on the

external causes of poverty such as; *debt burden, adoption of structural Adjustment Programme (SAP), unequal distribution of international trade and influx of refugees*. Likewise, another candidate misinterpreted the question by explaining measures to alleviate poverty such as; *availability of education, availability of science and technology, availability of transport and communication and availability of good government*. Another candidate who performed poorly explained basic human needs like; *food, shelter and clothes*. Candidates' performance in this category was largely affected by inadequate mastery of the subject matter, misinterpretation of the demands of the question compounded by poor English Language skills.

7.	Briefly explain five internal causes of poverty in Tanzania.
	1. promote immunization
	2. promote reproductive health education
	3. promote hygienic health education
	4. promote policy on national education and training
	5. promote environmental education
	6. promote annual village education

Extract 7. 2: A sample of a poor response to question 7.

In extract 7.2, the candidate failed to identify internal causes of poverty and instead explained community health issues such as; immunization, reproductive health, and hygienic health education etc.

2.8 Question 8: Economic and Social Development

The question instructed the candidates to identify five evidences they would use to show the importance of social development in the society. The candidates performance was average as 51.2 percent of the candidates scored from 1.5 to 5 marks out of which 38.5 percent scored from 1.5 to 3 marks, 12.7 percent scored from 3.5 to 5 marks and 48.8 percent scored from 0 to 1 marks. Figure 8 shows the performance of candidates in question 8.

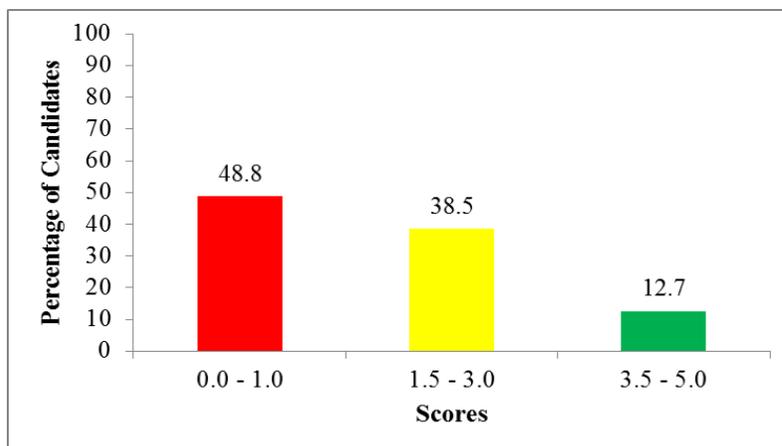


Figure 8: Candidate's Performance in Question 8

Figure 8 shows the average performance of the candidates in question 8 as 51.2 percent of the candidates scored from 1.5 to 5 marks.

The candidates whose scores ranged from 0 to 1 mark (48.8%) had numerous weaknesses including; inadequate knowledge of the subject matter, misinterpretation of the demands of the question and weak English language skills. One candidate for example misinterpreted the question by examining the factors for economic development such as; *land, raw materials, labour force, and government support*. Misinterpretation of the question was also observed. one of the candidates for example discussed advantages related to economic liberalization such as; *it provide employment to the people, it stimulates tourism attraction, it reduce crimes, it provide foreign currency and it promote national development*. Another candidate in this category dwelled on the importance of work such as; *it help to improve economiy to the community, to get income in the community, to get taxes in the community and to improve development in the community*. One candidate in this category hinged his/her discussion on individual life skills such as; *self-awareness, self-confidence, self of stress and self of esteem*. It is evident that some

candidates had not mastered the subject matter, misinterpreted the demands of the question and lacked adequate English language skills.

8	-It help people to maintain self-awareness
	-It help people to get a loan
	-It help the government expenditure
	-It help the government the department to control all issue of the nation
	-It have to engage the production

Extract 8.1 A sample of an incorrect response to question 8

In extract 8.1 the candidate failed to provide evidence of social development by pointing out irrelevant points like it helps people to maintain self-awareness, it helps people to get a loan, it help the government expenditure etc.

Furthermore, 38.5 percent of the candidates whose performance was average had scores ranging from 1.5 to 3 marks. This category of candidates demonstrated relative strength in their mastery of the subject matter and in presentation of relevant points. These candidates however, could not score higher marks because of failure to exhaust the required number of points, repetition of some points and mixing incorrect points with the correct ones.

On the other hand, few candidates (12.7%) whose performance was good had scores ranging from 3 to 5 marks. These candidates demonstrated ability to handle the subject matter according to the demands of the question and provided correct sentences. One candidate for example was able to identify the importance of social development by pointing out the following: *decline in illiteracy levels in any society as many people acquired primary education, improved health services both in rural and urban areas, improved gender equality and equity between men and women, high life expectance in a society due to improved living standard, decline of infant and child mortality rate in a society.* Similarly, one candidate argued that social development leads to; *improved means of transport and communication networks in rural and urban areas and presence of peace and harmony due to good relations between people.* The

candidates who scored good marks were familiar with the topic from which the question was set. Moreover, they had English language skills which was an added advantage to their exemplary performance.

8:	i) Health services are improved and hence keeps the citizens health to work, through social development health services are improved in which more hospitals and dispensaries are built hence the health of the citizens is maintained.
	ii) Education is now accessible and hence reduce the illiteracy rate. Through social development education is now available in which student go to school for free in government schools and hence illiteracy is reduced.
	iii) Proper water supply in areas that did not have water, social development is important as through it water is now available in villages that did not have water.
	iv) Electricity is available in sufficient amount, social development is important because know electricity is available that enables industries to work effective both electricity from natural gas and also hydroelectric.
	v) Good transport system that helps in tourism and trade sector to take place smoothly in the country example the use of the modern train and also the new busses in Dar es salaam.

Extract 8.2 A sample of a good response to question 8

In extract 8.2 the candidate was able to provide evidence on the importance of social development such as; improved health and education services, good transport system and adequate water supply.

2.9 Question 9: Promotion of Life Skills

The question instructed the candidates to recommend five life skills to a friend who fails to get along well with his/her friends. The performance of the candidates in this question was weak as 83.2 percent scored from 0 to 1 mark. 12.6 percent scored from 1.5 to 3 marks and only 4.2 percent scored from 3.5 to 5 marks. Figure 9 shows the performance of candidates in question 9.

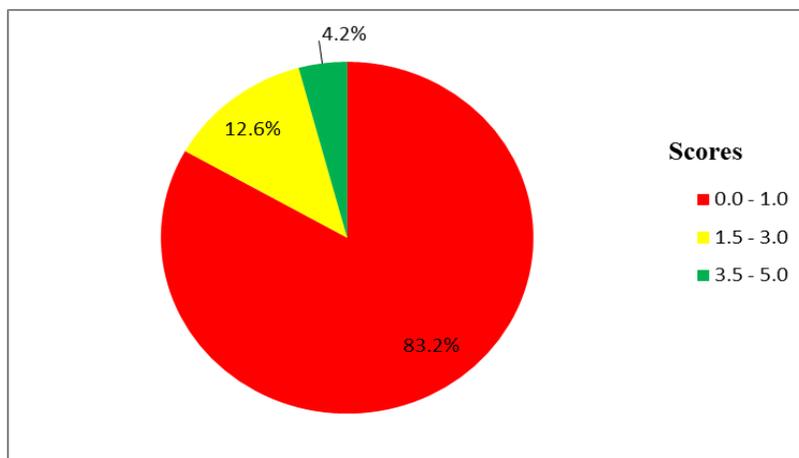


Figure 9: Candidate's Performance in Question 9

Figure 9, shows the candidates' weak performance as 83.2 percent of the candidates scored from 0 to 1 mark.

The candidates who scored from 0 to 1 mark (83.2%) were not aware that the major thrust of the question was interpersonal life skills which can enable a person to get along well with his/her friend. A good number of candidates focused on personal life skills such as; *making decisions, self-awareness, critical thinking, self-esteem, self-worth, self-confidence and coping with emotions*. Another candidate misinterpreted the question and listed down steps for problem solving such as; *Initiation of mediation, gathering information, agreeing on solution, following to that plan to see and generating alternatives, formulating hypothesis, providing solution to a problem, observing the problem*.

Furthermore, other candidates, wrongly pointed out sources of life skills such as; *religion, friends, school, and parents*. Moreover, one candidate outlined elements of culture such as; *traditions, language, laws, clothing and norms*

and values. Another candidate listed down elements of proper behaviour like; *proper dressing, hardworking and care for sick and others*. Hence the candidates failed to differentiate between personal life skills and interpersonal life skills..

09.	<p>Life skill is the mental knowledge and ability used by a person to cope with environments. The following are the type of life skill which enable my friend to getting well.</p>
	<p>Family. Through family some one getting skill which enable him/her to survive or to be with ability to engage in different activities.</p>
	<p>School. At school student getting a skill, how to live in the society with people and maintain his/her life with harmony and love.</p>
	<p>Religious. Through religion people can change his/her behaviours through pastor or prophet who teach to be with proper behaviour due to their way you can be with a new skill.</p>
	<p>Neighbour. When you cooperate with neighbour you learn different things which help you to developed is skill or in mental skill.</p>
	<p>Society. Through society we can generate knowledge from one person to another person so society is very important to develop our skill.</p>
	<p>Finally, there different source of skill or different types of life skill which enable some one to maintain in in love respect and to be responsible for different economic activities.</p>

Extract 9.1: A sample of an incorrect response to question 9.

In extract 9.1 the candidate listed down the sources of life skills like schools, parents, religion, society and neighbours instead of types of life skills which can enable a friend to get along well with friends.

Furthermore, the candidate who scored from 1.5 to 3 marks (12.6%) demonstrated inadequate knowledge of social skills. Some of these candidates for example, could not figure out the distinction between personal life skills and interpersonal life skills. They listed down interpersonal life skills such as; *empathy, effective communication, negotiation* and personal life skills such as; *assertiveness and awareness*. Another major weakness in the responses of candidates in this category was repetition of points and failure to exhaust the required number of points.

On the other hand, a few candidates (4.2%) were able to score highly from 3.5 to 5 marks. These candidates were familiar with the appropriate social skills for a person who is not getting along well with his/her friend. They were able to point out interpersonal skills necessary for a healthy relationship among friends as; *ability to form friendship, building positive relationship, empathy, negotiation skills, peer resistance and effective communication skills*. A candidate who pointed out ability to form friendship for example was aware that lasting friendship is possible only in a situation whereby the people who are forming the friendship have something in common to share such as; carrier, hobbies etc. Likewise, a candidate who pointed out empathy as one of the important ingredient in promoting a healthy relationship was aware that empathy is useful in promoting a healthy relationship as it presupposes understanding other people's feeling and being concerned about their problems. A few candidates were able to identify the appropriate life skills recommended to a person who is not getting along well with his /her friends. Teachers and students should therefore revisit their teaching and learning strategies of the topic on Life Skills to contextualize it in the student's daily life experience.

9.	<p>For an individual to be able to successfully integrate with others in the society, he/she should have social life skills. The following includes some of the skills:</p> <p>i) Effective communication skills These enable an individual to effectively exchange information and ideas with others around him/her thus enable one to relate well with them.</p> <p>ii) Negotiation skills. These enable one to bargain with others and reach a conclusion that is beneficial to both. This enables one to protect their interests and care about a friend's as well.</p> <p>iii) Friendship (relationship) skills These enable an individual to form acceptable relationships with others around him/her. These enable one to relate with others positively.</p> <p>iv) Peer pressure resistance These skills enable one to cope with peer pressure and thus resist the negative influence and accept positive one. It enables one to filter out what he should or shouldn't do.</p> <p>v) Empathy This is the ability of one acknowledging another individual's problem and making effort to help him/her. This helps one to solve their problems as well as get along with others.</p>
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Extract 9.1: A sample of a good response to question 9

In extract 9.1 the candidate was able to recommend appropriate life skills to a friend who is not getting along well with friends as; negotiation skills, empathy, and peer pressure resistance.

2.10 Question 10: Economic and Social Development

The question instructed the candidates to propose to the urban authorities five ways to address the challenges facing the informal sector. The performance was weak as 56.2 percent of the candidates scored from 0 to 1 mark, 19.9 percent scored from 1.5 to 3 marks and only 23.9 percent scored from 3.5 to 5 marks. Figure 10: shows the performance of candidates in question 10.

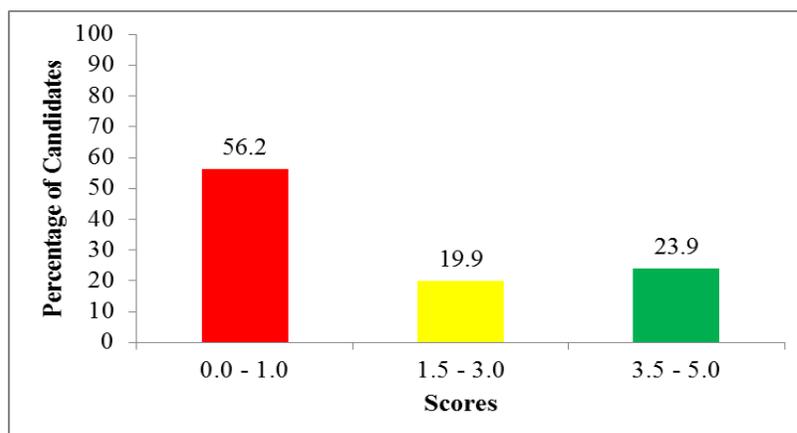


Figure 10: Candidate's Performance in Question 10

Figure 10 shows weak candidates' performance as 56.2 percent of the candidates scored from 0 to 1 mark.

The candidate's performance was weak as 56.2 percent scored from 0 to 1, candidates in this category had numerous weaknesses ranging from lack of mastery of the subject matter, inability to identify the demand of the question and weak English language skills. The majority who misconceived the question focused on the challenges facing the informal sector. One candidate for example pointed out; *poor working equipment, poor infrastructure, lack of education, shortage of capital, absence of trade union organization, poor transport system, low pay and absence of permanent area where they can sell their products, diseases, low level of science and technology, lack of skilled labour, poor government support, lack of capital and poor infrastructure.* Another candidate in this category cited *corruption, poverty, low level of production, shortage of capital, poor utilization of resources, lack of market, lack of science and technology and lack of education.*

One of these candidates listed down the importance of studying Civics such as: *it helps to understand human rights, it helps to understand our culture, it*

helps to understand our responsibility, it helps to understand our nation, moreover, other candidates in this category pointed out the following; *poor per capital income, poor transport and communication, poor science and technology and poor infrastructure*. Another candidate in this category analyzed the contribution of formal and informal sector to socio-economic development by pointing out the following; *the provision of social services, bringing of foreign exchange, helps to facilitate opportunities to the people, it helps to provide employment and it helps to provide raw materials for our industries* On the whole, the performance of candidates in this category was weak due to lack of adequate knowledge of the subject matter compounded by inability to identify the demands of the question.

10	<p>CIVICS, is the study of responsibility of citizen ship of all countries</p> <p>The following are the propose to the urban authorities ways to address the challenges facing the informal sector are</p> <p>Food tobacco; this was the propose to urban authorities ways to address the challenges facing the informal sector of the society in Tanzania</p> <p>Female genital mutilation, this was the challenges facing the informal sector are female genital mutilation</p> <p>killing of twince; this was the propose to urban authorities ways to address the challenges facing the informal sector are killing of twince in a doc</p> <p>Bride price; this was the third propose to urban authorities ways to address the challenges facing the informal sector are bride price in the society of Tanzania.</p> <p>These four are the propose to urban authorities ways to address the challenges facing the informal sector are food tobacco, female genital mutilation, killing of twince, Bride price.</p>
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Extract 10.1: A sample an incorrect response to question 10

In extract 10.1 the candidate failed to address the demand of the question by pointing out negative socio cultural practices such as; female genital

mutilation, bride price and food taboos instead of ways to address the challenges facing the informal sector.

Furthermore, 19.9 percent of the candidates had average performance with scores ranging from 1.5 to 3 marks. The candidates' response in this category was characterized with a mixture of correct and incorrect points, failure to exhaust the required number of points and some repetitions of points. One candidate in this category for example referred to *providing loans* and *availability of capital* as two separate points while in fact the two points refers to the same thing.

On the other hand, 23.9 percent of the candidates had good performance by scoring from 4 to 5 marks. As opposed to candidates in other categories they were able to focus on the demands of the question by presenting clear and correct points. These candidates were able to suggest exhaustively solutions to challenges facing the informal sector such as; *to design and provide relevant education and training, provision of soft loans to help them undertake their business, provision of modern tools for their activities, provision of convenient places to settle and operate their business*. Another candidate explained the following; *construction of good transportation network from production area to market places, improving accessibility to health services including being covered by health insurance like National Health Insurance Fund (NHIF)*. Similarly, one of these candidates with adequate knowledge argued that *they should be recognized by the government by registering them in their businesses and designing business packages according to the needs*. Overall, these candidate's responses exemplified these candidates' adequate knowledge of the topic from which the question was set.

10.	i) Urban authorities should set up proper places for the members of informal sector to conduct their activities.
	ii) Urban authorities should provide education to the members of informal sectors which will enable them to improve their knowledge in conducting their activities or business.
	iii) Urban authorities should support the members of informal sectors by providing them with loans for running their business.
	iv) Urban authorities should ensure that the environment for these members of informal sector for conducting their business is proper and clean at all.
	v) Urban authorities should improve the transport systems which will enable these members of informal sector to move or transport their goods from one area to another.

Extract 10.2: A sample of a good response to question 10

In extract 10.2, the candidate was able to suggest ways to address the challenges facing the informal sector such as; their proper place for those in the informal sector to conduct their business, provision of credit facilities, clean environment for doing business, business education to those in the informal sector.

2.11 Question 11: Proper Behaviour and Responsible Decision Making

This question instructed the candidates to use five points to explain the effects of improper behaviour among students. The question was the most popular as 395,543 (90.4%) candidates attempted it and the performance in the question was good as 66.2 percent of the candidates scored from 4.5 to 15 marks out of which 50.6 percent scored from 4.5 to 9.5 marks, 15.6 percent scored from 10 to 15 marks and 33.8 percent scored from 0 to 4 marks. Figure 11 shows the performance of candidates in question 11.

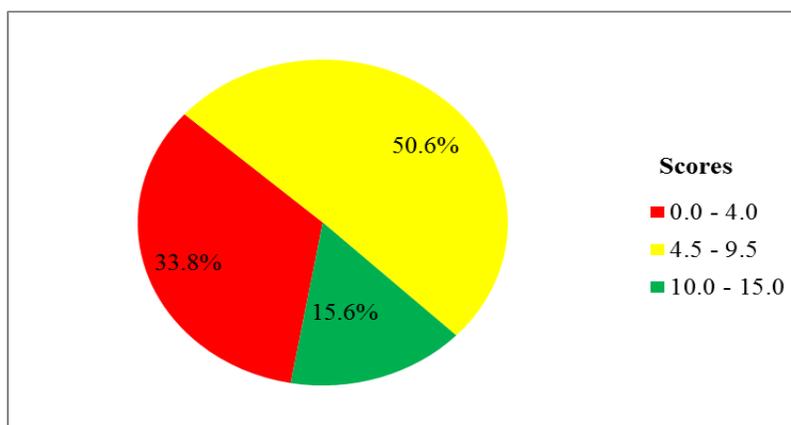


Figure 11: Candidates' Performance in Question 11

Figure 11 shows good candidates' performance as 66.2 percent of the candidates scored from 4.5 to 15 marks in question 11.

The candidates who scored from 10 to 15 marks (15.6%) were not only well versed with the impact of improper behavior among the students but also had a plausible introduction and conclusion. One candidate in the introduction for example explained that: *Improper behaviour is the kind of behaviour that is morally unacceptable to all member of the family, community or society.* Another candidate provided a comprehensive introduction by explaining that *improper behaviours are the behaviours which are not acceptable in the society or a given community. They are unworthy and cause lots of damage. Improper behaviour is a result of poor parental guidance and bad peer pressure influence to a large extent. This leads to behaviours include drug abuse, robbery, theft, lying, disrespecting elders and irresponsible sexual behaviours. These behaviours have a great effect to the society and community at large.* One candidate was able to supply all the required number of points as follows: *It accelerates misunderstanding in the family,*

community or other institution, have exposed many youth to health hazards, it exposed innocent students to various types of crimes, it causes adolescent pregnancies among students, it leads to psychological trauma among students, it accelerated poverty among students and their families, it leads to untimely death and increase of costs to the family, society and government.

Furthermore, in the conclusion part a good number of candidates in this category were able to come up with a good conclusion by suggesting some of the solutions to improper behaviour. One candidate for example concluded by stating that; *Improper behaviour has many consequences not only to students but also to the society at large. Therefore, they should be eradicated from the society for instance by parents providing guidance and care, imposing strict laws and seeking guidance and counseling from psychologists or religious leaders.* Generally this category of candidates did not only demonstrate mastery of the subject matter but also had organizational skills in terms of adhering to essay writing rules coupled with English language skills.

11.	
	Improper behaviours are the behaviours which are not acceptable in our society. For example drug abuse, lack of respect to elders, prostitution and not properly dressing. It can be caused by inheritance, poor parental care and influence from peer pressure.
	The following are some of the effects of improper behaviour among students:
	It leads to the spreading of diseases such as HIV/AIDS. For example when a student engages in behaviours like alcoholism or drug abuse he/she may loose conscious and do sexual intercourse and this may lead to spread of AIDS or when he or she shares syringes with the infected person may lead to spread of these diseases so they need to avoid these behaviours.
	Also, It may lead to poor performance due to laziness of the student and engaging

11.	himself or herself with alcoholism and drug abuse. This may lead to even school drop out because the student may be much addicted to these improper behaviour and not attending school hence he or she may be chased away from school. Example the students who are addicted to drugs usually drop out from school.
	It may also lead to early pregnancies this is for the girls. for example when one girl is influenced by the friend to use alcohol and be a prostitute the girl may be influenced and start engaging herself in those behaviours thus leading her to get pregnancy which is unwanted and this may lead to school drop out, not being accepted by the parents, and the society in large. so this should be avoided.
	It may cause a student to have bad reputation and this causes a person to not be accepted by the society and sometimes they may be lonely and ending up committing suicide. for example if a student is a drug addict and he/she gets AIDS through shared syringes and if the news are spread to the society may lead a person to no longer be respected and this causes bad reputation in the society.
	It leads to increase of dependancy, increase of poverty and underdevelopment of the country. For example when a student becomes a drug addict he or she still depends on parents the student may be stealing money from the parents so that they can buy drugs thus leading to poverty and when he or she gets diseases through sharing of instruments may be ill thus increasing dependancy of the family and this leads to underdevelopment at large and this is all caused by the improper behaviour of student.
11.	Lastly, these improper behaviours must be eradicated from our society by punishing the ones who do the improper behaviours, also provision of education to all the people in the society, parents must teach their children good morals so as to prevent them from these behaviours also the children must avoid bad friends.

Extract 11.1: A sample of a good response to question 11.

In extract 11.1, the candidate was able to explain the impact of improper behavior the candidate argued that it leads to poor academic performance, spread of diseases such as sexually transmitted diseases and early pregnancy etc.

Furthermore, the candidates with average marks ranging from 4.5 to 9.5 marks (50.6%) had sufficient knowledge of the subject matter because their responses were characterized with the following; a mixture of correct and incorrect responses, repetition of points, failure to exhaust the required number of points while others presented an incoherent introduction or conclusion. One candidate gave the following with a lot of repetition; *improper behaviour is a source of conflict within a family and improper behaviour is the source of family instability*. This was the same point repeated. Another candidate discussed about *poor performance in school* in one paragraph and *students failure in examinations* in the next paragraph. This kind of repetition led to attaining lower marks for candidates in this category.

On the other hand, 33.8 percent of the candidates scored from 0 to 4 marks. These candidates had numerous weaknesses in terms of mastery of the subject matter. They were unable to identify the demands of the question, had poor introduction and conclusion and inadequate English language skills. Most of these candidates misinterpreted the question and explained the causes of improper behavior of the students. One candidate for example discussed the causes of improper behavior such as; *poor parental care, bad peer influence, influence of technology and poverty, age changes, mass media and corruption*. Other candidates who misinterpreted the question gave the elements of improper behavior such as; *lack of respect, Lack of discipline, Lack of confidence and Lack of proper dressing and bad language*.

Furthermore, one candidate in this category presented some of the alternatives in question 1(iii) such as; *to impress parents, to impress the maintenance teacher, to avoid punishment and to prolong the life span* as responses to this question. In a similar vein, other candidates in this category only wrote the task of the question. Generally most of the candidates in this category lacked knowledge on the topic from which the question was set. Some of these candidates did not understand fully the task they were expected to address in this question as a result such candidates did not score beyond 4 marks.

11.	<p>Improper behaviour is any law full activity that a person does to earn living it can be mental or physical activities or is observed as great deal of industrious delligent effort and endurance accompanied with sex-discipline. The following are the effects of improper behaviour among students.</p> <p>To impress the maintenance teacher we hard for things about and plan for that will lead use to happiness succes or will being the path to success is hard work. There is no short cut no easy way we are all looking for values that can guide us in our lives.</p>
	<p>To impress parents we want to make sense of what we do and why we do it we are hoping that our lifes purpose will lead use to success and eventually to happiness and peace of mind.</p>
	<p>To avoid punishment from teachers recently the government has taken serious efforts to encourage every edult and abled Tanzania to work hard not just for personal but also for national development are effort taken to provide education to majority of citizen from primary level to tertiary level.</p>
	<p>To prolong the life span of properties the numerous provide education to majority of citizens from vocational training centres intend to offer patriotism whether improid to survive to amuse ourselves and we also want to make actualization increase production contributes to tax which is importance for to government deliver good services. this only possible if there is use of commitment among the citizens.</p>

Extract 11.2: A sample of an incorrect response to question 11.

In figure 11.2, the candidate failed to identify the impact of improper behavior among the students and provided irrelevant responses such as; to

impress parents, to avoid punishment from teachers and to impress the maintenance teacher.

2.12 Question 12: Our Nation

The question instructed candidates to use five points to educate the community on the importance of national festivals in Tanzania. The question was attempted by 340,213 (77.8%) candidates and the performance of the candidates in this question was average as 50.3 percent of the candidates scored from 4.5 to 15 marks out of which 40.9 percent scored from 4.5 to 9.5 marks, 9.4 percent scored from 10 to 15 marks and 49.9 percent scored from 0 to 4 marks. Figure 12 shows the performance of candidates in question 12.

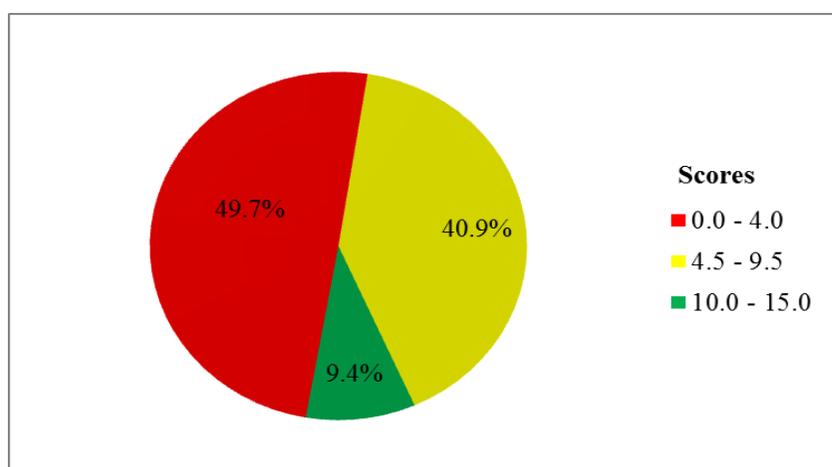


Figure 12: Candidate's Performance in Question 12

Figure 12: shows average performance of the candidates in question 12 as 50.3 percent of the candidates scored from 4.5 to 15 marks.

The candidates that performed well getting scores in the range of 10 to 15 marks (9.4%) were few but the quality of their responses showed mastery of the subject matter and good organizational skills. They gave a plausible introduction and conclusion and had a coherent flow of ideas. In the main body they clearly presented the importance of national festival to include: *celebrating together enhance social cohesion among Tanzanians, they help leaders and citizens to be aware of problems in the society, they provide an opportunity for citizens to meet and share experience and knowledge, during these events leaders give important information to the public. They mark important events in our country, they promote freedom of worship, they*

promote national culture, promote international relations and recognition, they bring sense of patriotism and they promote national development through trade.

12.	<p>National festivals are special events on days on which important national events are celebrated or commemorated. National festivals include civic festivals such as union day commemorated on 26th April every year and Religious festivals such as Christmas celebrated on 25th December every year. They are very important to the nation and individuals. The following are the importance of national festivals:</p> <p>Appreciation to national heroes.</p> <p>National festivals serve as days on which the national leaders and heroes of the past are remembered for their great deeds and service to the country. For example Mwalimu Nyerere is remembered on 14th October every year for his outstanding and visionary leadership. Also on 25th July every year the soldiers who died defending our country from Idi Amin are remembered for their bravery. Thus national festivals promote appreciation</p> <p>Pass history to young generations.</p> <p>National festivals also provide opportunity for passing the important historical events and history of the nation to the young generation who were absent at the time. For example on 26th June and April every year the history of how Panganyika and Zanzibar united to form Tanzania is remembered and passed on to the young generation. This helps them to be</p>
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12.	<p>aware on their country. Thus national festivals are very important</p> <p>Promotes unity and cooperation in the nation. National festivals also help to ignite or light a spirit of unity in the nation and promote love. For example on 26th April every year the union of Tanganyika and Zanzibar is remembered and celebrated. This helps to remind the people the reasons for uniting in the first place therefore forming strong bonds between the Tanzanians. Therefore national festivals help to promote peace and unity among people in the nation.</p> <p>National festivals promote the national culture. On national festivals societies in the country are given a chance to display their culture through traditional dances "Ngoma". For example on Independence day on 9th December every year various societies perform traditional dances. Also Sebaya day provides a display of crafts from various societies for example Makonde carvings. Thus festivals promote and preserve our national culture.</p> <p>National festivals promote faith to believers. Religious festivals such as Christmas on 25th December, Eid-el-Fitr, Hari Maulid and Easter provide days on which the Christians and Muslims in the country get to meditate and</p>
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12.	reflect on the religious significance of those festivals. For example on Easter Christians remember how Jesus died for their sins thus they repent. Therefore the National festivals promote faith to the believers.
	In conclusion, national & festivals are very important to our nation and thus it is important for each and every citizen to respect and uphold the festivals celebrated in the nation both civic and religious so as to promote peace, unity and love among people in the nation.

Extract 12.1: A sample of a good response to question 12

In extract 12.1 the candidate was able to explain the importance of national festivals such as; appreciation of national heroes, transfer important history to the next generation, promoting national unity, cohesion and cultural values.

Furthermore, 40.9 percent of the candidates who scored from 4.5 to 9.5 marks had sufficient knowledge of the subject matter although their responses were characterized by; correct and incorrect points, sketchy introductions and conclusions and repetition of some points. One candidate, for example argued that *national festivals promote unity of people* in the first paragraph and *national festival is a source of national cooperation* in the next paragraph these two points refer to the same thing. Similarly, one candidate stated that *national festivals bring unity and solidarity among Tanzanians*, *national festivals increase participation of people* and *national festivals bring people together* as if they are independent points whereas it is the same point. Generally most of the candidates in this category failed to exhaust the required number of points. They mixed incorrect and correct points and repeated points .hence these candidates did not score marks beyond 9.5 marks.

On the other hand, 49.7 percent of the candidates who scored from 0 to 4 marks had numerous mistakes ranging from lack of knowledge of the subject matter, inability to identify the requirements of the question, failure to

observe essay writing rules and inadequate English language skills. In the introduction part most of these candidates failed to define national festivals. One of these candidates defined national festivals as *the symbol of a nation that shows the different things in the country.*

Most of these candidates in this category failed to distinguish between national festivals and other national symbols. Some of the candidates described various national symbols and their importance such as: *the national anthem, the national flag, the national currency and the Coat of the Arm.* One candidate for example discussed the components of the Coat of Arm such as: *the two human figures, two elephant tusks, the Uhuru torch and the national motto Uhuru na Umoja.* Another candidate in this category discussed the importance studying Civics such as; *to understand human rights, to understand road safety, to understand human rights, to understand law in the constitution, it helps to understand our nation, it helps to understand our culture, it helps is understand human rights, it helps to understand our family, it helps to our government* while the focus of the question was on national festivals.

Another candidate in this category explained various national festival days such as: *it show Nyerere day, it show Karume day, it show farmers day* but failed to establish the importance of those festivals to Tanzania. Another candidate in this category focused his/her discussion on the institutions that promotes and preserve national culture such as; *it helps the national sports council, it helps the national Art council, it helps the film censorship board, it helps the department of museum, it help the tourism board.* These were alternatives selected from question 1(v) (multiple choice item questions)..

12	<p>National festivals, is the group of people who have some culture economy and history. Are the following importance of national festivals which are:</p> <p>Uhuru Torch, this was the importance of national festival in a community which together at the properties and weakness in department of maintenance and care to department in your Tanzania.</p> <p>Elephant task, this was the national anthem in Tanzania which to propose a government school of maintenance peace and order in the community to likely to be incurred due to failure of timely maintenance and care of properties in the school.</p> <p>National anthem, this was the importance of national festivals in Tanzania you can achieve free and fair election and weakness in the department of maintenance to be well is friend.</p> <p>National flag, this was the importance of national development training centre and intend supported teams to work toward in the community.</p>
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Extract 12.2: A sample of a poor response to question 12

In extract 12.2 the candidate failed to identify the importance of national festivals and listed down national symbols such as; the national anthem, national flag, Uhuru torch etc.

2.13 Question 13: Culture

The question instructed the candidates to explain in five points the loss which is likely to be incurred due to failure to do timely maintenance and care for the properties in the school. This question was least attempted as it was opted by only 74,241 (17%) candidates. The performance in this question was weak as 65.4 percent of the candidates scored from 0 to 4 marks, 27.2 percent scored from 4.5 to 9.5 marks and only 7.4 percent scored from 10 to 15 marks. Figure 13 shows the performance of candidates in question 13.

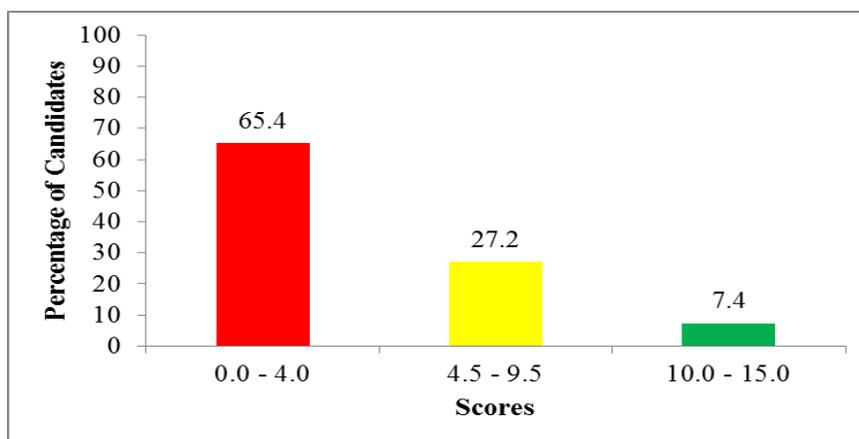


Figure 13: Candidate's Performance in Question 13

Figure 13: shows weak performance of the candidates in question 13 as 65.4 percent of the candidates scored from 0 to 4 marks.

The candidates with weak scores from 0 to 4 marks (65.4%) had the following weaknesses including; lack of knowledge of the subject matter, incoherent flow of ideas, failure to observe essay writing rules and misinterpretation of the question. One candidate misinterpreted the question by discussing measures to contain and instill a culture of proper care of school property. Another candidate in this category suggested ways of dealing with students who spoil school property such as; *corporal punishment to those who destroy school property, expulsion from school those who damage or destroy school property, payment of compensation to damaged property, enforcing strict school regulations to protect school property*. Likewise, another candidate in this category discussed how to enhance *security around the school, to protect property and to provide education to the students on the importance of taking care of property*. There

were some candidates in this category who analyzed the causes for the deterioration of the school properties by pointing out; *presence of bad school leadership, carelessness of students, and absence of strict rules*. This was also done by another candidate who explained *lack of storage facilities, lack of a professional storekeeper, lack of proper records of school property and lack of a regular system of verification of property*.

Furthermore, another candidate discussed the importance of studying Civics such as; *it helps to understand our life skills, it helps to understand our environment, it helps to understand our human rights and it helps to understand our culture*.

12:	<p>Maintenance; is the situation where by the keeping things or maintaining and manage thing when using. The following are the loss likely to be incurred due to failure of timely maintenance and care of the properties in the school.</p> <p>Heavy punishment they are provide. this where by when the student they are find to maintain the timely and properties they are provide heavy punishment to them. do that this are the loss likely to be incurred due to failure of timely maintenance and care of the properties in the school.</p> <p>Chasing away to the school; this where by when a student was failed to maintenance can chase away to the school. do that this are the loss likely to be incurred due to failure of timely maintenance and care of the properties in the school.</p> <p>Payed the money for ther thing. which have destroy. this where by the student if they have destroy the things they where been told to pay the money do that this are the thing loss likely to be incurred. due to failure of timely maintenance and care of the properties in the school.</p> <p>Teaching how to maintenance and care of the properties in the school; do that this are the loss like to use the teacher can teaching the students how to use it and maintenance of timely and care of the properties in the school.</p> <p>Teaching the importance of maintenance and care of properties, this where by teaching the importance of maintenance and care of properties and time have advantages do that this are the loss likely to be incurred due to failure of timely</p>
13	<p>maintenance and care of the properties in the school</p> <p>Generally, the teacher they should to teach the student the importance of maintenance and timely and care of the properties in the school and the student they should not destroy the properties of the school.</p>

Extract 13.1: A sample of a candidates' poor response in question 13

In extract 13.1 the candidate pointed out measures to promote maintenance of school properties such as punishment to those who destroy property,

expulsion from school, compensation to damaged property and education to maintain school property instead of loss likely to be incurred due to failure of timely maintenance and care of school property.

Furthermore, 27.2 percent of the candidates had average scores from 4.5 to 9.5 marks. These candidates had inadequate knowledge of the subject matter although they understood the demands of the question. These candidates did not score higher marks due to repetition of some points, failure to provide exhaustive elaboration of points, inability to supply a plausible introduction and conclusion. One candidate for example, discussed the *increase of school/government expenditure and leads to the unnecessary cost* as two different points while they are actually the same point. Likewise, another candidate stated that *it leads to occurrence of injuries and it leads to loss of life/deaths* as two different points whereas they are same point.

On the other hand, 7.4 percent of the candidates had good performance with the scores ranging from 10 to 15 marks. The good candidate's performance was attributed to adequate knowledge of the subject matter, ability to identify the demands of the question, good flow of ideas coupled with a plausible introduction and conclusion. In the introduction for instance, one candidate defined the key term maintenance and care of the property as; *the process of taking care of properties so as to ensure that they last longer*. Likewise, another candidate defined maintenance as; *regular checking and repair of properties so as to keep them in good state*. In the main body, the candidates were able to explain the loss likely to be incurred due to lack of timely maintenance and care of the public properties in the school like; *outright damage or destruction of property, may lead to loss of life, contributes to additional maintenance cost, leads to environmental destruction, may prove difficulties in selling, may endanger sustainable development and it may lead to loss of culture*. It can generally be summarized that the candidates had adequate knowledge of the subject matter from which the questions was set. The ability to supply a plausible introduction and conclusion was an added advantage which enabled them to score good marks.

Maintenance of the properties is a situation of making a protective environment for the properties to get to make sure that they are not destroyed. Maintenance of properties is of a great advantage and importance and the maintenance of the properties can be done through reversibility theory which involves returning the properties to the original way and conservation theory which allows changes to the properties. Some of the loss which can be incurred due to failure of timely maintenance and care of school properties include the following:-

Decrease the durability of the properties. This means decreasing the life span of the properties. For example the books and buildings. Due to failure of maintaining the school properties it is very likely for the school properties to lose the life span by being decreased. and hence making the properties to stay for a shorter time. For example the school desks, buildings of the schools like classes and teachers staff.

Increase the cost of repairing damaged properties. This means that the cost of repairing the properties is increased because the properties will be easily destroyed.

3) hence increases the cost of repairing the properties that could be in good condition if clearly kept. Example the cost of repairing the moneroohts, electricity system and the water supply system.

Reduce the value of the properties. This means that the value of the goods and properties becomes low and sometimes it becomes valueless. For example the playground. When there is no maintenance of the properties it is very true that the value of the properties is decreased and reduced abruptly. For example the value of the chairs, the desks, tables and the school as well.

Easy destruction of the properties. This means that when the maintenance is not observed the properties are prone to destruction. Due to the poor maintenance of the properties the properties can be of low quality hence can be easily destroyed by other agents of destruction. For example wind and water; hence they become of no use. For example the destroyed tanks of water, classes, teachers' staffroom and the destruction of the buildings.

Decline of the school. This means the end of the sector of providing education to the people, when there is no maintenance of properties the school can end up declining due to lack of facilities to be used for teaching hence reducing the provision of services to the people. For example provision of education may decline due to lack of classes, staff rooms and the play ground.

conclusively, maintenance of properties should be maintained because it has many advantages to the people like increasing the durability of the properties, increase the value and quality and reduce the cost of repairing. so the people should practice maintaining their properties.

Extract 13.2: A sample of a good response to question 13

In extract 13.2 the candidate was able to identify the loss likely to be incurred due to failure to do timely maintenance and care of the properties in the school such as decrease of the durability of the property, increased cost for repairing and decline of the value of the property.

2.14 Question 14: Democracy

The question instructed the candidates to explain in five points how he/she can achieve free and fair election in his/her school government election. A total of 309,577 (70.8%) candidates opted for the question. The performance in this question was weak as 63.1 percent scored from 0 to 4 marks, 32.5 percent scored from 4.5 to 9.5 marks and only 4.4 percent scored from 10 to 15 marks. Figure 14 shows the candidate's performance in question 14.

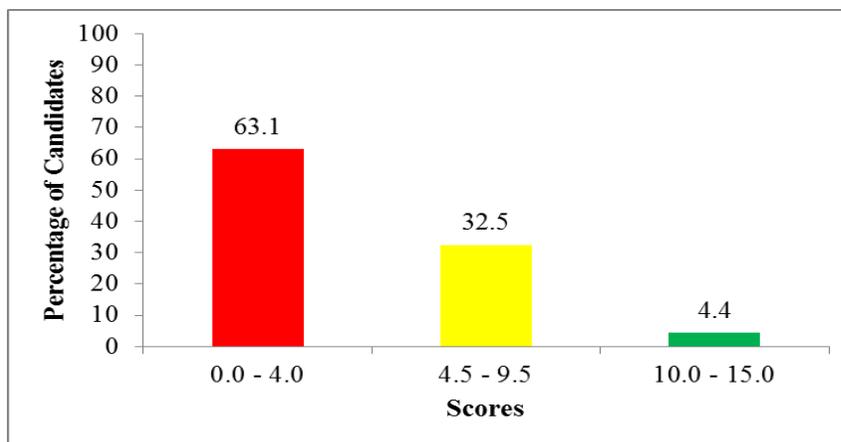


Figure 14: Candidate's Performance in Question 14

Figure 14: shows weak performance of the candidates as 63.1 percent of the candidates scored from 0 to 4 marks.

The candidates who scored 0 to 4 marks (63.1%) failed to contextualize the conditions for a free and fair election in a school environment and misinterpreted the question. One candidate for example discussed the qualification of voters such as; *members of Tanzania, should have 18 years and above, able to make decision, and he/she should have good mental.* Another candidate focused on the principles of democracy such as *presence of multipartism, presence of bill of rights, presence of rule of law, presence of election campaign and presence of economic freedom.* One candidate also discussed the electoral process such as; *register voter who want to vote, provide time for campaign, provide equal treatment, announce date of election and announce results* to be the basic tenets of a free and fair elections.

Likewise, another candidate discussed advantages of democracy; *improve good governance, improve social services, provide multipartism, improve*

consolidation, provide peace and security. One of these candidate offered advice to the contestants in the school government election as follows to educate the students on the importance of free and fair election, to educate students the disadvantage of force or violence election, teachers should ask the behaviour of that students who are going to be a leader and advice students the effects of not having free and fair election. Other candidates focused their discussion on the qualities of a good leader such as; should be honest, should be smart, should listen to the problems facing people, should have confidence and should be pleasant.

Moreover, a number of these candidates failed to supply the required number of points and elaboration was sketchy characterized by irrelevant points these candidates had poor English language skills and failed to observe essay writing rules. Generally the candidates who scored low marks lacked adequate knowledge of the topic from which the question was set. These candidates were supposed to apply their knowledge of the principles of free and fair election to their local school environment. Teachers should try as much as possible to link teaching and learning of Civics topics to the student's daily life experience and immediate environment.

14	<p>Election; This is the process where by a person is chosen by vote at a particular time and a given National or societies. The following are the achievements and fair election at school government election as follows:</p>
	<p>Improvement of academic performances; Through school government election which held on free and fair election can be achieved on the academic performance is improved.</p>
	<p>Maintenance of discipline; the discipline of student are maintained well which lead students to have good performance and cooperation.</p>
	<p>Stimulate a hard working; moreover student can be stimulated to work hard on their studies on forming groups, and others.</p>
	<p>Stimulation of cooperation; also this election lead student to be cooperate to gether so as to maintain their academic performance on speaking English programs. also per students can are participate fully to gether.</p>
	<p>Maintenance of peace and unity; However, all student are the same, they unit to gether so as to be developed on their studies. In order to be performed well.</p>
	<p>All in all; In addition; through free and fair election people at a particular nation or societies so as to maintain this election people or student must be equally, participate to gether through democratic election.</p>

Extract 14.1: A sample of a poor response to question 14

In extract 14.1, the candidate failed to identify the conditions for free and fair elections in the school by pointing out the advantages of free and fair

election such as; improved academic performance, students work hard, increased students discipline and maintenance of peace and unity.

Furthermore, the candidates who scored from 4.5 to 9.5 marks (32.5%) had relatively good mastery of the subject matter. However, they did not score beyond 9.5 marks because of repetition of points, providing a mixture of irrelevant and relevant points, inability to exhaust all the required points and they provided inadequate elaborations. One candidate for instance, explained; *equal chance in campaign, periodic election, secret ballot box*, which are correct points with incorrect points such as *existence of multipartism*. This candidate was not aware that the question focused on the election in a school context.

On the other hand, few candidates (4.4%) who scored from 10 to 15 marks were able to apply their knowledge of basic conditions for a free and fair election in a school context. Some of these candidates for example, were able to elaborate various points like; *free and fair campaigns, abiding by the set of codes of conduct, equal opportunity to all candidates, secret ballot, and transparency, creation of free flow of information to candidates, absence of threats and intimidation to voters and establishment of independent and impartial electoral committee*. Moreover, their exceptional performance was reinforced by a plausible introduction and conclusion and use of coherent sentences.

14.	<p>Free and fair elections is the process of voting and choosing leaders of peoples choices under free and fair terms to all the people. Free and fair elections is one of the major indicators of democracy. Democracy is a system of government whereby all the people of a country vote to elect their representatives. Free and fair elections can be achieved in the school government elections. The following are the waysby which free and fair elections can be attained in school:-</p> <p>Introduction of free and fair campaigns in the school; The campaigns conducted in the school should be free and fair, this is whereby the candidates to be elected by the students must conduct campaigns for a fixed time before the elections. These campaigns must not undermine one candidate from another candidate by any means, for example through corruption and many other factors. These candidates must conduct campaigns all over the school by airing out their what they will do to their people when they are given a chance of being</p>
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14. the leaders in the school government. This aspect will enhance free and fair elections in the school.

Forming an independent organ or committee for conducting election process; To ensure free and fair elections in the school, the school administration should form an independent organ or committee for conducting and overseeing the election process in the school if it is free and fair. This committee can be formed by teachers who will be specialized in overseeing the elections conducted in the school. This will help to achieve free and fair elections in the school.

Ensuring students participation in the election process; All the students of the school should participate equally in voting and electing the leaders of their own choices. This is through voting and attending to the campaigns of their candidates that they choose to elect in the school government. By encouraging students participation, then the fair and fair election in the school will be achieved.

The elections should be conducted after a fixed period of time or interval; To enable free and fair elections in the school, these elections should be conducted after a fixed interval for example one year. When the leaders have finished their time, then they are supposed to step down and new leaders of the school to be chosen in the next year. This will help to promote free and fair elections in the school.

Introducing a secret ballot system; This is a system whereby every student cast his or her votes secretly. The choice of electing a leader of your own need is secret. No one is to know who and to whom you have casted your vote. Secret ballot is conducted during time for polling. Secret ballot encourage peaceful competition among the candidates.

14.	Therefore, free and fair elections in the school can be achieved by observing certain measures as some shown. Free and fair elections are important in the school as they promote a peaceful environment for choosing leaders and also enables a student to chose a leader of his or her own choice without being forced by other students. Free and fair elections can be attained by encouraging democracy in the school campus.
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Extract 14.2: A sample of a good response to question 14

In extract 14.2, the candidate was able to identify the conditions necessary to achieve free and fair election in a school context such as secret ballot box, periodic election, independent election committee, free and fair campaign and inclusive election to all students.

3.0 COMPARISON OF CANDIDATES' PERFORMANCE TOPIC WISE IN 2019 AND 2020

Comparative analysis of candidates' performance in Civics subject for two consecutive years; CSEE 2019 and CSEE 2020 indicates improvement in candidates' performance in five topics and lower performance in six topics. The topics which registered good performance in 2020 include: Multiple choice questions from different topics of the syllabus actually improved from (83.9%) in 2019 to (86.9%) in 2020; Poverty in 2019 (79.3%) and in 2020 (83.4%), Proper Behavior and Responsible Decision Making in 2019 (5.0%) and in 2020 (66.2%), Globalization in 2019 (34.6%) and in 2020 (51.9%) and Economic and Social Development in 2019 (40.2%) and in 2020 (47.5%). The following topics: Road Safety (83.2%) and Human Rights (66.7%) registered good performance in 2020 though they were not given prominence in CSEE 2019.

On the other hand, the topics which registered weak performance in CSEE in 2020 as compared to CSEE 2019 included; Promotion of Life Skills where the performance declined from (55.4%) in 2019 to (16.8%) in 2020, Our Nation in 2019 (75.7%) and in 2020 (50.3%), Culture in 2019 (55.4%) and in 2020 (34.6%), The Government of Tanzania in 2019 (33.1%) and in 2020

(30.3%), Democracy in 2019 (44.6%) and in 2020 (36.9%) and Comprehension in 2019 (83.8%) and in 2020 (76.7%). Figure 15: shows comparison in performance of candidates for two years; 2019 and 2020.

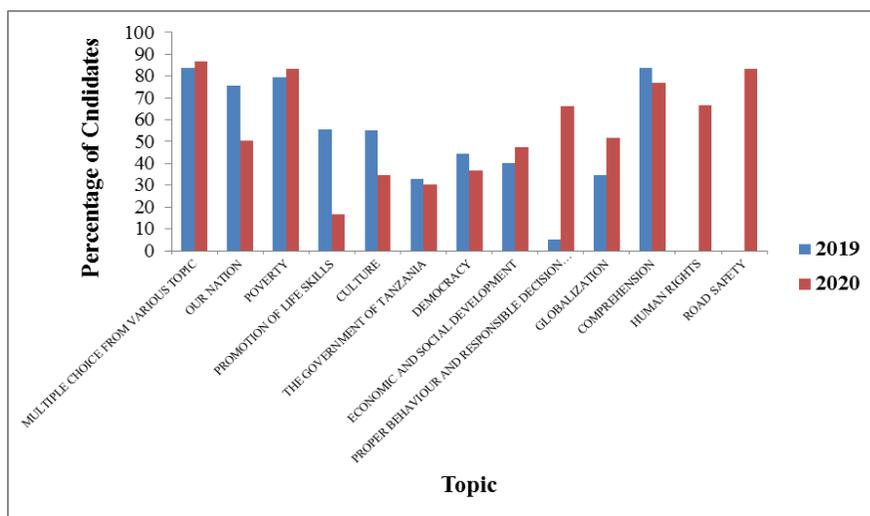


Figure 15: The performance of candidates in each topic in CSEE 2019 and CSEE 2020

Figure 15 shows that there is considerable improvement in the candidates performance in the topic of *Proper Behavior and Responsible Decision making* from (5.0%) in CSEE 2019 to (66.2%) in CSEE 2020. In contrast, the performance of candidates in the topic *Promotion of Life Skills* dropped from (55.4%) in 2019 to (16.8%) in 2020.

4.0 CONCLUSION

The performance of candidates in the CSEE 2020 Civics examination shows that a total of 286,731 candidates, equals to 65.83 percent passed the examination. The candidates who passed had adequate knowledge of the topics from which the questions were set, they were able to identify the demands of the questions, had skills in answering questions related to the passage, demonstrated good English language skills and had essay writing skills. However, there were some candidates with inadequate mastery of the subject matter in some topics and sub topics who had difficulties in interpreting and identifying the demands of the question. Some of the candidates lacked skills of answering comprehension questions, had poor command of the English language and failed to adhere to essay writing rules.

5.0 RECOMMENDATIONS

In order to improve the performance of the students in the topics which registered weak and average performance, the National Examinations Council of Tanzania recommends the following;

- (a) Teachers are encouraged to use the role play teaching and learning strategy, a guest speaker and debate when teaching the topics on *the Promotion of Life Skills and Democracy* so as to enable the students to internalize social life skills and democratic values. Besides that, teachers should guide students in groups to discuss case studies on how to work with others, how to effectively communicate and form friendship. Such cases studies should be presented in class by each group for discussion.
- (b) Teachers are encouraged to use the think, pair and share method and guide student to carry a library research on the effects of *Globalization* to Tanzania after which students in groups will do a classroom presentation on the advantages and disadvantages of globalization. Besides that, teachers are encouraged to guide students to conduct a debate on the said topic.
- (c) The teaching and learning of the topic of *Our Nation* should involve group work whereby students will have opportunity to brainstorm on the importance of various national festivals. Furthermore, teachers are encouraged to make use of calendar which shows the dates of public holidays and pictures which capture significant events of our national festivals.
- (d) Teachers are encouraged to use question and answer teaching and learning strategy, group work and brainstorming when teaching the topic *Economic and Social Development and the Government of Tanzania*.
- (e) Teachers are encouraged to guide students to do group work and brainstorming when teaching the topic *Culture* and sub topic *Preventive Care and Maintenance of Personal and Public Property*. Besides that, teachers are encouraged to invite a guest speaker to give a talk on preventive care and maintenance.

ANALYSIS OF CANDIDATES' PERFORMANCE IN EACH TOPIC

S/N	Topic	Number of questions	The percentage of candidates who scored 30 percent and above	Remarks
1	<i>Family life, Work, Culture, Gender, Government of Tanzania, Economic and Social developments, Democracy, Responsible Citizenship and Human Rights</i>	1	86.9	Good
2	<i>Poverty</i>	7	84.0	Good
3	<i>Road safety</i>	5	83.2	Good
4	<i>Comprehension</i>	3	76.7	Good
5	<i>Human rights</i>	6	66.7	Good
6	<i>Proper behavior and responsible decision making</i>	11	66.2	Good
7	<i>Globalization</i>	4	51.9	Average
8	<i>Our nation</i>	12	50.3	Average
9	<i>Economic and Socio Development</i>	8	47.5	Average
		10		
10	<i>Democracy</i>	14	36.9	Average
11	<i>Culture</i>	13	34.6	Average
12	<i>Government of Tanzania</i>	2	30.3	Average
13	<i>Promotion of Life Skills</i>	9	16.8	weak

