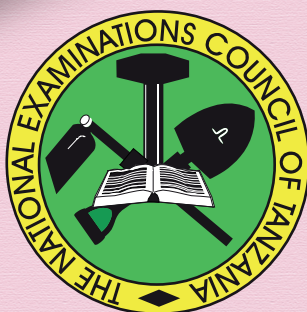


**THE NATIONAL EXAMINATIONS COUNCIL OF TANZANIA**



**CANDIDATES' ITEM RESPONSE ANALYSIS  
REPORT FOR THE CERTIFICATE OF SECONDARY  
EDUCATION EXAMINATION (CSEE) 2018**

**011 CIVICS**

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## TABLE OF CONTENTS

|   |    |
|---|----|
| FOREWORD.....   | iv |
| 1.0 INTRODUCTION.....   | 1  |
| 2.0 THE ANALYSIS OF THE CANDIDATES' PERFORMANCE IN EACH QUESTION..... | 2  |
| 2.1 Question 01: Multiple Choice Items .....                          | 2  |
| 2.2 Question 02: Matching Items .....                                 | 7  |
| 2.3 Question 03: Comprehension.....                                   | 12 |
| 2.4 Question 04: Short Answer Questions .....                         | 17 |
| 2.5 Question 05: Culture .....  | 22 |
| 2.6 Question 06: Poverty.....   | 29 |
| 2.7 Question 07: Democracy.....                                       | 34 |
| 2.8 Question 08: Government of Tanzania .....                         | 40 |
| 2.9 Question 09: Economic and Social Development.....                 | 48 |
| 2.10 Question 10: Human Rights .....                                  | 53 |
| 3.0 CONCLUSION:.....  | 61 |
| 4.0 RECOMMENDATIONS .....   | 62 |
| Appendix.....   | 64 |



## FOREWORD

The National Examinations Council of Tanzania is pleased to issue the Candidates' Items Response Analysis Report (CIRA) on the performance of candidates for the Certificate of Secondary Education Examination (CSEE) 2018 for Civics subject. This report gives feedback to students, teachers, policy makers, curriculum developers and other stakeholders on how the candidates responded on the examination items in this subject. The candidates' responses indicate the extent to which the topics were covered and understood by the candidates in their four years of Secondary Education.

The Certificate of Secondary Education Examination provides an evaluation of the effectiveness of teaching and learning of the four years of secondary education provision. The analysis presented in this report is intended to contribute toward the understanding of some of the reasons behind the performance of the candidates in Civics subject. This report highlights some of the reasons that made the candidates to perform well in some questions. Such factors include enough knowledge on the subject matter, ability to read and understand passages, right interpretation of the questions, good English command and essay writing skills. On the other hand, the report shows factors that made some candidates to score low marks in some questions, such factors include misinterpretations of the questions, lack of enough understanding on some topic(s), inability in comprehending information, lack of essay writing skills and poor mastery of English language. The detailed analysis of each question has been done and the strengths and weaknesses shown by the candidates in answering the question have been exposed. Moreover, sampled extracts from the candidates' scripts to illustrate the quality of the responses and Graphs which reveal how individual question was performed has been inserted.

The National Examinations Council of Tanzania believes that this feedback and the recommendations given in this report will enable various stakeholders to take appropriate measures to enhance the performance of the candidates in Civics.

Finally, the Council would like to thank the examinations officers, subject examiners and all individuals who participated in the preparation and processing of the data used in this report.



Dr. Charles E Msonde  
**EXECUTIVE SECRETARY**

## 1.0 INTRODUCTION

This report analyses the performance of candidates in Civics Examination for the Certificate of Secondary Education Examinations (CSEE) in 2018. The examination was derived from the syllabus and adhered to the Examination Format.

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

The candidates who sat for Civics CSEE 2018 were 360,405 of which 205,156 candidates equals to 57.25 percent passed. In 2017 a total of 317,673 candidates sat for Civics CSEE, of which 185,702 candidates equals to 58.75 percent passed. This indicates that there is an increase of 42,722 candidates equals to 11.86 percent and decline in the performance of candidates by 1.5 percent. The candidates' performance in Civics CSEE 2018 in comparison with that of 2017 is illustrated in the table below.

**Table 1**

| YEAR | GRADES |       |        |         |         | PASSED  |            |
|------|--------|-------|--------|---------|---------|---------|------------|
|      | A      | B     | C      | D       | F       | Number  | Percentage |
| 2017 | 17     | 1,877 | 61,985 | 121,823 | 130,382 | 185,702 | 58.75      |
| 2018 | 104    | 3,037 | 74,981 | 127,034 | 153,182 | 205,156 | 57.25      |

The analysis of candidates' performance in individual question is presented in the next pages. The analysis highlights the requirements of each question as well as the strengths and weaknesses of the candidates' responses. It was also realized that, some candidates responded to less than the required 7 questions which at any rate contributed to unpleasant performance. Some extracts from the candidates' answer sheets have been provided to illustrate the cases presented.

In this analysis the candidates' scores in each question are interpreted as follows: from 0 – 29 percent is considered as poor, from 30 to 64 percent as average performance and from 65 to 100 percent as good performance. These performances are shown by using different coloured figures and appendix. That is; green colour indicates the good performance, yellow

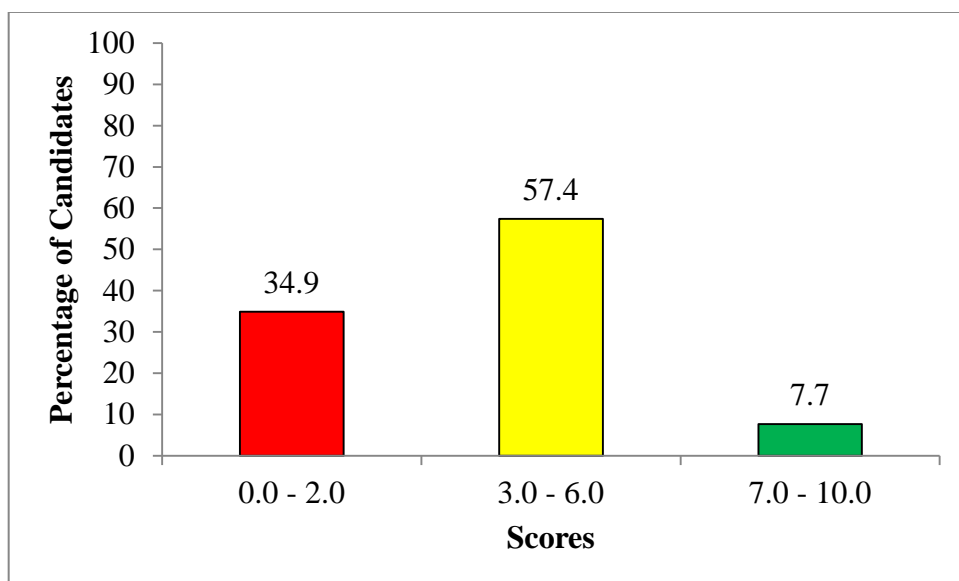
colour stands for an average performance and red colour represents the poor performance.

## 2.0 THE ANALYSIS OF THE CANDIDATES' PERFORMANCE IN EACH QUESTION

### 2.1 Question 01: Multiple Choice Items

This question was compulsory and it consisted of 10 multiple choice items (i - x) derived from various topics in the syllabus. The topics were; *Human Rights, Promotion of Life Skills, Economic and Social Developments, Globalization, Poverty, Family Life and Government of Tanzania*. In this question, for each of the items (i-x) candidates were required to choose the correct answer among the five given alternatives (A to E) and write it's letter besides the item number in the answer booklet(s) provided. The question was attempted by 360,405 (100%) candidates.

Generally, the analysis shows that the candidates' performance in this question was good. That is, 125,953 (34.9%) candidates scored from 0 to 2 marks, 206,833 (57.4%) scored from 3 to 6 marks and 27'619 (7.7%) scored from 7 to 10 marks out of the 10 marks allotted for this question as summarised in figure 1 hereunder.



**Figure 1:** The candidates' performance in question 1

The analysis of the candidates' item response is as follows;

In item (i) candidates were required to identify from the given alternatives, the kind of human rights abuse experienced by HIV/AIDS patients in Tanzania. The correct response was A "Stigmatization". The candidates who opted for the correct answer had good knowledge that stigmatization refer to the practice of treating someone unfairly by disapproving him/her on the basis of his/her condition. The candidates who were attracted by distractor B "Food taboos" were not aware that food taboos are societal prohibitions against consuming certain foods and beverages for variety of reasons. Moreover, candidates who were attracted to incorrect response C "Gender biases" did not realize that gender biases are conscious or unconscious preferences or prejudice towards one sex over the other with specific purpose. Option D "Gender stereo typing" also was not the correct answer because gender stereo typing refers to the way men and women are portrayed in the society. Lastly, option E "Gender discrimination" was also wrong because gender discrimination refers to the situation when one sex is treated less well because of belonging to that particular sex category.

Item (ii) required the candidates to identify a type of social life skill from the given alternatives which refers to the ability of a person to feel and share another person's emotion. The correct response was C "Empathy". The candidates who opted for incorrect responses A "self-esteem", B "Self-worth" and D "Self-assertive" failed to differentiate social life skills from the personal or self management life skills where as Self-esteem is a persons' ability to appreciate his/her self, Self-worth is the situation of a person to feel or believe that he/she is good and useful, and Self-assertive is the ability of a person to respond confidently to any situation. Finally, those who opted E "Love" were equally not correct because love is a complex set of emotions and mental states, behaviours, and beliefs associated with strong feelings of affection, protectiveness, warmth and respect for another person.

Item (iii) tested the candidates' knowledge on financial institutions in Tanzania. In this item, the candidates were required to identify the institution which represents the Social Security Scheme in Tanzania from the given five alternatives. The correct response was D "PSPF". The candidates who were attracted by incorrect responses A "NMB", B "CRDB", C "NBC" and E "TPB" failed to distinguish between banks and

social security schemes. They did not realize that, banks are financial institutions licensed to receive deposits, give loans and make currency exchange while, social security schemes are schemes imposed and controlled by the government in order to provide benefits to individuals, members of the community as a whole or particular group.

Item (iv) required candidates to choose from the given alternatives, the major pillars of the state. The candidates with adequate knowledge on the democratic governance of a state were able to choose the correct answer B “Executive, Legislature and Judiciary”. Candidates who opted A “Executive, Armed Forces and Legislature” and D “Executive, Armed Forces and Judiciary failed to understand that both options included Armed forces which is a state coercive instrument dealing with defense and security authorized by a sovereign state to use force and weapons to support the interest of the state. On the other hand, candidates who opted C “The President, Prime Minister and Chief Justice” and E “The President, The Speaker and the Prime Minister” did not realize that those options included individuals who belongs to different pillars of the State. For instance; the President and Prime minister are chief members of the executive, the Chief justice is the head of Judiciary and the Speaker is the head of Legislature.

Item (v) required the candidates to identify the type of personal life skills which make a person appreciate himself or herself from the given alternatives. Candidates who proved to have adequate knowledge on types of personal life skills chose the right response C “Self-esteem”. Candidates who opted other personal life skills did not realize that option A “Self-submissive” refers to willingness of a person to be controlled by other people and B “Self-assertive” is the ability to respond confidently to any situation especially in pursuing a particular goal. Additionally, option D “Self-awareness” is ability to recognize oneself as an individual and develop a clear perception of one's personality, including strengths, weaknesses, thoughts, beliefs, motivation, and emotions which allow that person to separate him/her self from the environment and other individuals and E “Self-aggressive” refers to a situation in which an individual behaves angrily or violently, which were equally incorrect responses.

Item (vi) required the candidates to choose one of the suitable decision making model in a family life from the given alternatives. The correct response was B “All members of the family participate”. These candidates proved to have adequate knowledge on family life and were aware of the roles individuals often have on decisions that ultimately draw on shared family resources. Those who opted for A “The father makes decision”, C “Father and mother share views” and E “The mother can decide on behalf of the father,” were wrong because this approach allows family decisions to occur as a result of the will of the person in the family with the most status or the authority as the case to most traditional families where decision making is vested in the father. Therefore, other members of the family are guided by what he says is right. Surprisingly, some candidates opted for D “Children can make decision” which is the worst thing to let it happen in a family. This is because children are less experienced, uninformed and too little to make mature decision as well as to assume such a responsibility. Their position in family decision making should remain to be airing out their interests which can be digested and mainstreamed in family decisions.

Item (vii) required the candidates to choose from the given alternatives one of the strategies which can be used to contain the challenges of globalization in Africa. The correct response was B “Formation of regional groupings in Africa”. Option A “Agreement with IMF conditionality’ was not correct because those conditionality are not friendly to African economies. This is because their imposition to African states has exposed intensive exploitation over African resources through privatization, increased debt crises due to unfriendly loan conditions and turned Africa as a dumping site as African products cannot compete with imported goods and services given the African level of technological development.

Moreover, those who opted for wrong responses, C “To increase Africa’s exports to Europe” and D “To increase cash crop production in Africa”, did not realize that both are not appropriate strategies because they are seriously affected by unequal exchange and price fluctuations in international trade. Thus, Africa cannot realize super profit out of it and excel economically. Finally, the candidates who opted for E “To introduce socialist economy in Africa” were unaware that, state economy proved failure to post colonial African states including Tanzania hence was abandoned during early 1990's. Again, to date there is no single Economic

system which has proved to be the best for economic development because both the socialist and capitalist economic systems have inbuilt weaknesses and are externally imposed to Africa.

In item (viii); the candidates were required to choose the root cause of poverty which is beyond the control of the government of Tanzania among the given alternatives. The correct response A “Unequal exchange in international trade” was opted by candidates who were aware that Tanzania as a developing country has limited ability to compete with developed countries in production and exportation of goods and services. On the contrary, candidates who opted for B “Communicable disease”, C “Rapid population growth rate”, D “Mismanagement of public funds” and E “Ignorance of the people” lacked knowledge on the causes of poverty particularly which can be eradicated by internal initiatives of the country.

Item (ix) demanded candidates to choose from the given alternatives, the reason which explain why most Tanzanians cannot access the credit facilities offered by commercial banks in Tanzania. The right response was E “They are discouraged by high interest rate”. Candidates who were attracted to incorrect response A “They lack culture of saving” were wrong because saving is income not spent thus has nothing to do with eligibility to access credit facilities. Likewise, options B “They lack information on credit facilities” and C “They lack education” were also not correct because one can seek and access credit facilities related information any time when in need. Again, lack of information and education is not a criterion for being eligible to access a credit facility. Lastly, option D “They lack insurance cover” were not aware that, no credit facility is disbursed to creditors without being insured and even those who qualify to access credit facilities still a good number of them do not access credit facilities due to high interest rate which is charged by those banks.

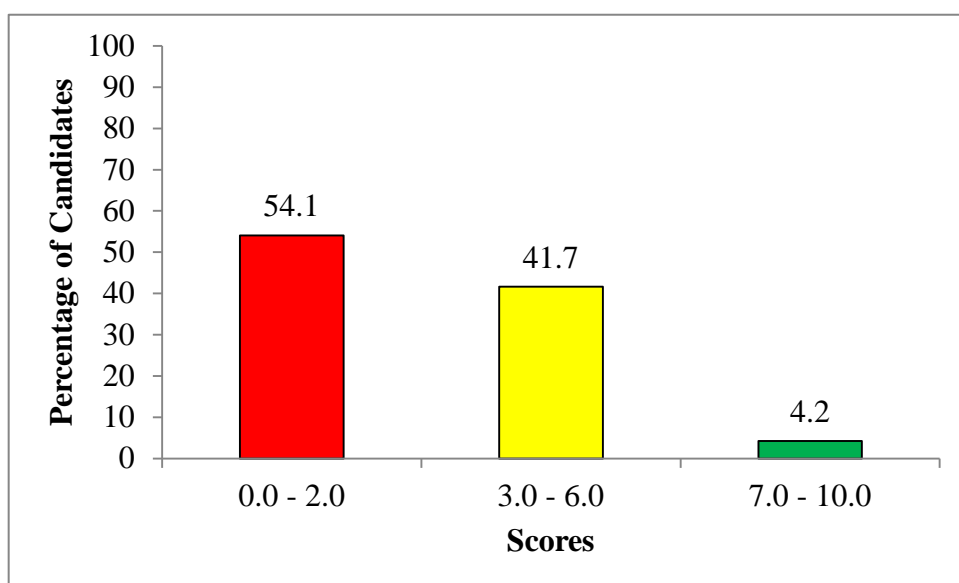
Item (x) instructed the candidates to choose from the given alternatives, the source of Local Government revenue which was abolished in Tanzania. The correct answer was E “Development levy”. The candidates who got it right demonstrated good knowledge on the current sources of local government revenue. However, the candidates who opted for A “Levies”, B “Central government subsidy”, C “Property tax” and D “License fees”



were not aware that these options are sources of local government revenue which are still operating in the country.

## 2.2 Question 02: Matching Items

The question required the candidates to match the items in List A with the correct response in List B by writing the letter of the corresponding response besides the item number in the answer booklet provided. List A had definitions and descriptions of the concepts related to the topic of Democracy while List B contained various concepts and terminologies of Democracy. The question was attempted by 360,405 (100%) candidates and its performance was average as 194,944 (54.1%) scored from 0 to 2 marks, 150,208 (41.7%) scored from 3 to 6 and only 15,253 (4.2%) candidates scored from 7 to 10 marks. The performance in this question is illustrated in figure 2.



**Figure 2:** *The candidates' performance in question 2*

The analysis of the candidates' performance indicates that items i, iii, v, vii and ix were well done by most of the candidates while items ii, iv, vi, viii and x were poorly performed by a good number of the candidates.

Item (i) required the candidates to identify the correct response from List B that matches with a political system whereby citizens elect people to serve

in parliament and executive positions. The correct response F “Representative democracy” was selected by candidates who had adequate knowledge on the types of democracy. However, other candidates confused between a political system which involve people to choose their leaders and the democratic governance systems thus, wrongly matched it with responses D “Parliamentary system of government” and J “Presidential system of government”. For example, a parliamentary system of the Government is a system of democratic governance of a state where the executive derives its democratic legitimacy from its ability to command the confidence of the legislature and it is also held accountable to the parliament. In parliamentary countries, the voters elect the members of parliament and then members of parliament elect the head of the government. Differently, the presidential system of the government is a democratic and republican system of the government where a head of government leads an executive branch that is separate from the Legislative branch. For example, in presidential countries, the executive is elected by voters and it is not responsible to the legislature, which cannot in normal circumstances dismiss it.

In item (ii) the candidates were required to identify the correct response from List B which matches with a form of representative democracy where by ministers are also members of the parliament. The correct answer was D “Parliamentary system of government”. The candidates who matched it correctly had an understanding that, a parliamentary system of governance is a system of democratic governance of a state where the executive derives its democratic legitimacy from its ability to command the confidence of the legislature and it is also held accountable to the parliament. However, many of the candidates matched it with F. “Representative democracy”, H “Direct democracy” and I “Multiparty democracy”. Such candidates were not aware that Representative democracy is a political system in which few citizens are elected to represent others in councils, parliament and executive positions. Those who opted H “Direct democracy” failed to understand that direct democracy is a type of democracy in which all adults and eligible members participate directly in decision making on matters brought for discussion. This type of democracy depends very much on the existing conditions and the size of the communities. The candidates who wrongly matched it with options F. “Representative democracy”, H “Direct democracy” were not aware that, both direct and representative democracy

are types of democracy basing on how people participate in decision making process. Again, those who opted I “Multiparty democracy” were equally wrong because multiparty democracy is a form of representative democracy in which multiple political parties exist and have a chance of leading the government. This system provides voters with the choice of candidates, parties and policies to vote for. In general, this indicates that candidates in this category were unable to differentiate between types of democracy and the democratic governance systems.

Item (iii) demanded the candidates to match a political system which promotes government accountability and transparency with the correct option from List B. The candidates with adequate knowledge on the importance of the multiparty political system were able to match it correctly with the right response I “Multiparty democracy”. These candidates were aware that, the opposition political parties normally challenge the government in power and its ruling party in attempting to win the electorates that they can do better than the ruling party. In so doing, the political system is bound to improve. On the contrary, other candidates wrongly matched it with H “Direct democracy” and M “Rule of law”. The candidates who matched it with H “Direct democracy” did not know that, direct democracy is a type of democracy in which every adult citizen is eligible to participate directly in making decisions on matters which are likely to affect their lives and it is suitable to a small geographical area with small population unlike representative democracy. Equally, those who opted for M “Rule of law” were wrong because rule of law is a principle of democracy which insists that the law should be equally, fairly and consistently enforced to all members regardless of their social, political and economic status, race, sex and ethnic belonging.

In item (iv) the candidates were required to identify from List B, a response which correctly matches with an electoral system whereby seats are allocated according to the percent of popular votes obtained in an election. The candidates, who demonstrated a good knowledge on the types of electoral systems, matched it with the correct response N, “Proportional representation”. Contrarily, some candidates matched it with other incorrect responses such as K “Simple majority votes” and I “Multiparty democracy”. These candidates were not aware that simple majority vote is the electoral system in which, whichever candidate or a party is selected by

achievement of the simple majority votes wins. That means a candidate or a party which receives a majority of a popular vote, or a plurality of the popular vote less than 50 percent but more than any other candidate, takes all of the electoral votes. It is commonly known as winner-takes-all or first past the post. Similarly, multiparty democracy is a political system in which more than one political party exists and operates legally in a state. Generally, the selection of the incorrect responses indicates that those candidates lacked adequate knowledge on different democratic concepts and issues.

In item (v) the candidates were required to match from list B a response which refers to a form of government which can remain in power as long as force can retain it. Most of the candidates identified the correct response A “Dictatorship”. These candidates had good understanding on the meaning and characteristics of dictatorship form of the government which among other things does not give room to citizens to put in office a government of their choice. However, some candidates matched the item with wrong responses C “Universal suffrage”, E “Referendum”, L “Pressure group”. These wrong matches indicate that they were selected as the guess work because they are neither forms of governments nor closely related with dictatorship. For instance, universal suffrage is a right of all eligible adult citizens to vote in political election regardless of property ownership, income, race, or ethnicity. A referendum is a direct vote in which an entire electorate is invited to vote on a particular issue or proposal. Finally, a pressure group is a group of people organized to influence public and especially government policy but not to elect candidates to office rather than in the interest of a particular cause.

Item (vi) demanded the candidates to identify a response from list B that matches with a form of representative democracy whereby the parliament and cabinet are independent organs. Some candidates selected the correct response J “Presidential system of government”. Such candidates had adequate knowledge and ability in differentiating the democratic governance systems of a state which relate to forms of representative democracy. Majority of the candidates who went astray matched the item with D “Parliamentary system of government” and F. “representative democracy”. Those who opted D “Parliamentary system of government” did not know that in parliamentary system of government the executive and

legislature are fused together where by the executive originates or derives its democratic legitimacy from the parliament and it is responsible to it. Likewise, option F “representative democracy ”was equally wrong because it refers to a type of democracy whereby different groups in the community elect persons to represent them and give them power to decide on their benefit. Additionally, the words representative democracy in the item could have made these candidates to be attracted to opt that response as a guess work.

Item (vii) required the candidates to select a response from list B that matches with the rights and freedoms granted to all people in the country’s Constitutions. The candidates who gave the correct response O “Bill of rights” demonstrated good knowledge about Human rights. On contrary, some candidates selected wrong responses like G “The Judiciary” and M “Rule of Law”. These candidates were not aware that judiciary is the organ of the state which interprets and dispenses justice in the country while, rule of law is the principle of democracy which essentially means all people are equal before the law.

Item (viii) required the candidates to identify the correct response from list B that matches with a voting system which give people an opportunity to decide on a certain issue. The correct response E “Referendum” was selected by candidates who proved to have adequate knowledge on the meaning of referendum that, it is an official and a direct vote in which an entire electorate is invited to vote on a particular issue or proposal. Wrong options like B “Political Party”, I “Multiparty democracy and K “Simple majority votes” were selected by some candidates with limited knowledge on different voting systems which exist in the world. For example, candidates who opted for B “Political party” did not realize that it is a group of people who are legally organized together so as to take control of the government. Option I “Multiparty democracy” was irrelevant to that item because, a multiparty democracy is a political system in which more than one political party legally operate in a state with the purpose of participating and winning elections to form a government. Likewise, option K “Simple majority votes” was not relevant due to the reason that simple majority vote is an electoral system in which voters indicate on a ballot the candidate of their choice and the candidate who receives the most votes wins as commonly known as winner-takes-all.

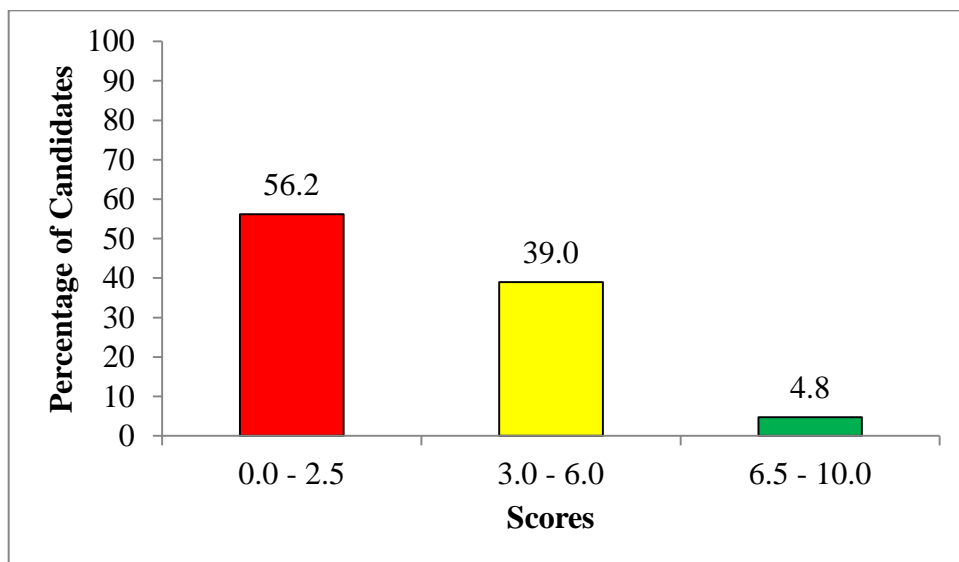
Item (ix) required the candidates to match from list B a correct response which match with a form of democracy suitable to a small geographical area. The candidates who chose the correct response H, “Direct Democracy” were able to differentiate it from indirect democracy which is suitable in the societies which are large in population and in geographical areas. However, most candidates who lacked that knowledge wrongly matched it with F “Representative democracy” and I “Multiparty democracy”. Representative democracy was incorrect match because it is a kind of democracy where by the people elect few individuals who will make decisions on their behalf in decision making bodies of the country. Likewise, multiparty democracy refers to a political system in which people's opinions, interests and demands are aggregated and mainstreamed into the government policies and plans through the political parties.

Item (x) required the candidate to match from list B a response which refers to an organized group of people with the intention of influencing government decision or certain policies. The candidates with adequate knowledge on the role of pressure and interest groups provided the correct response L “pressure group”. However, many candidates who lacked that knowledge mistakenly matched the item with A “Dictatorship” and B “Political Party”. Option A “Dictatorship” was not a correct response because a dictatorship is an authoritarian form of government in which one person or a small group of people posses absolute power without effective constitutional limitations. Dictators are associated with no party or a weak party, little mass mobilization, and limited political pluralism. Candidates who opted for B “Political Party” were equally wrong as they failed to distinguish the motives of political party which is to take control of the government from that of pressure group which is to influence public policies within the country with no intention of seizing the political power.

### **2.3 Question 03: Comprehension**

The question was compulsory and was based on the passage about Gender discrimination in the society. The candidates were instructed to read the passage carefully and then answer questions that followed. The question intended to measure the candidates’ ability in comprehending the information related to Civics content particularly gender issues. It was done by 360,405 (100%) candidates.

It was averagely performed as 202,437 (56.2%) candidates scored from 0 to 2.5 marks, 140,836 (39%) scored from 3 to 6 marks and only 17,132 (4.8%) scored from 6.5 to 10 marks out of 10 allotted marks to the question. The candidates' performance is summarized in figure 3 hereunder.



**Figure 3:** *The candidates' performance in question 3*

Item 3(a) instructed the candidates to suggest a suitable title for the passage. The correct titles of the passage were; *“GENDER DISCRIMINATION IN THE SOCIETY”* or *“THE INFLUENCE OF CULTURE IN GENDER DISCRIMINATION”*. The candidates who provided the correct titles demonstrated good skills in answering comprehension questions. However, those who failed to suggest the right title responded basing on their own understanding rather than looking at the major theme of the passage. Examples of wrong titles recommended by some candidates were; *“HUMAN RIGHTS”*, *“GENDER VALUES”*, *“BOYS AND GIRLS ARE EQUAL”*, *“THE OUR CHILDREN”*, *“CHILDREN”*, *“EDUCATION”* and *“GOOD BEHAVIOUR”*.

Other candidates who did not understand what the passage was about copied some sentences or phrases from it which had no relevance to the question and presented them as their titles. For instance, some of sentences copied by candidates were; *“The girl child is discriminated even before she is born”*, *“Bearers of children and temporary member of the*



*family*” and *“child discriminated”*. Such responses indicate that some candidates lacked skills in identifying the main focus of the passage.

Item 3(b) required the candidates to use two points to show how the girl child is being perceived in a society. The correct responses were (i) *Bearers of children* (ii) *Temporarily members of the family*. The candidates who managed to give proper responses demonstrated their proficiency and skills in interpreting concepts in a comprehensive passage.

Differently, some candidates failed to show how the girl child is being perceived in a society according to the passage. These candidates lacked skills in comprehending contents of the passage. For example; some of them copied irrelevant sentences from the passage and wrote them as their answers such as *“keep quite my child you will grind for me”*, *“you will bring me water and fire wood”*, *“Limited chance to education”*, *“Right to inherit land or family property”*, *“Birth of a baby boy”*, *“You will protect me”*, *“keeper of property”* and *“Bearers of clan name”*. The notable ones were those who skipped this part and those wrote only the item number or few irrelevant words as the answer to the item. Such candidates’ responses are an indication that they did not understand the requirements of this item.

In item 3(c) candidates were required to define gender role according to the author. A good number of candidates were able to define gender role as one candidate wrote *“socially defined responsibilities or activities boys or girls or men and women are expected to perform in a particular society”*. Candidates’ best response in this item might be fueled by their ability to comprehend the passage content and to transfer knowledge covered in class about various gender concepts. As well, some candidates were not able to define gender role as they associated it with socialization. One candidate for example, defined gender role as *“the process by which children learn to behave in a way that is acceptable in the society which is influenced by cultural norms, beliefs and values of a given society”* while the other ones defined it as *“the process of encouraging good cultural values, norms and attitude to children”*. Furthermore, other candidates could not write comprehensible English sentences hence copied some sentences from the passage and presented them as answers for this item. For instance, one candidate defined Gender role as *“keep quite my child you will grind for*

me” and another candidate wrote *“adult learn to be men or women without questioning”*.

Item 3(d) required the candidates to explain in two points why the birth of a baby boy is highly celebrated as compared to that of a baby girl. The candidates who understood the passage correctly managed to point out the correct responses like: (i) *The society believes that boys are bearers of a clan name* (ii) *Boys are permanent members of the family while girls will get married and join another clan* (iii) *Boys are pillars of strength, heirs and keepers of property*. On the other hand, a sizable number of candidates were not able to provide relevant responses to this item. Some candidate for instance, wrote (i) *Girls will grind her family*. (ii) *“The song for boys is quite different with the song for girls”* and (ii) *“keep quite my child you will protect me”*. Others could not write legible English sentences and the notable category were the ones who completely omitted the item. This indicates that, those candidates lacked skills to scrutinize the information from the passage thus, they ended up replying basing on what they know and not what was in the passage.

In item 3(e) candidates were required to explain three ways in which the girl child rights are undermined. Candidates with skills in tackling comprehension questions were able to list down the correct responses which were (i) *Limited chance to education, training and personal development*. (ii) *Unequal access to resources* (iii) *Cultural and religious beliefs*. On the other hand, the candidates who failed to comprehend the demands of the question wrote a variety of irrelevant responses. One candidates for instance, listed down negative social cultural practices which undermine women like; (i) *“Female genital mutilation”* (ii) *“Forced marriage”* and (iii) *“Early marriage”*. Other candidates pointed out example of human rights like (i) *“Right to education”*, (ii) *“Right to work”* and (iii) *“Right to decision making”*. Additionally, the other candidate suggested ways which can be used to empower women such as (i) *“To give women education”* (ii) *“To provide employment to girls (women)”* (iii) *“to give women loans”*

Generally, candidates whose performance were impressive demonstrated high competence in reading, comprehending information, answering questions and ability to interpret the concepts from a given passage. Above

all, their English language skills were impressive. Extract 3.1 below is an illustration of a candidate who provided relevant responses.

### Extract 3.1

|    |  |  |
|----|--|--|
| 3. | a) <u>GENDER DISCRIMINATION.</u>   |  |
|    | b) Girls are viewed as   |  |
|    | 1) bearers of children.  |  |
|    | 2) temporary members of the family.  |  |
|    | c) According to the author gender roles means the system where girls and boys are assigned to specific roles by their parents. |  |
|    | d) Because in most societies boys are viewed as  |  |
|    | 1. Pillars of strength and keepers of property   |  |
|    | 2. Bearers of clan name.   |  |
|    | e) 1. Girls have limited chances to education, training and personal development.  |  |
|    | 2. They are also denied the right to inherit land or family property.  |  |
|    | 3. Unequal access to resources, cultural and religious beliefs.  |  |

Extract 3.1 is an illustration of the candidate's good responses. The candidate was able to provide a good title for the passage and relevant responses in each item.

On the other hand, the candidates who scored poorly demonstrated weakness in grasping the message of the passage and low ability of answering comprehension questions. Above all, they had poor mastery of English language; thus they could not understand the requirements of the question. The majority of them ended up uplifting some sentences from the

passage and treated them as their answers to the questions asked. Extract 3.2 is an illustration of a poor response in this question.

### Extract 3.2

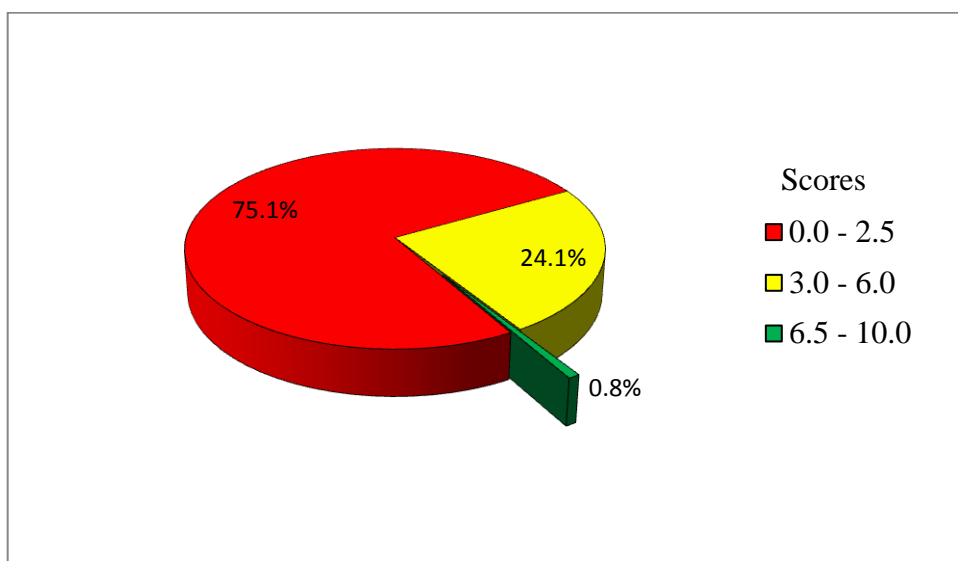
|   |   |  |
|---|---|--|
| 3 | (a) GENDER QUALITY  |  |
|   |   |  |
|   |   |  |
|   | (b) - girl child is discriminated even before she is born for some culture              |  |
|   | - girl child have no decision making for you are other family                           |  |
|   |   |  |
|   | (c) Gender role is the type of gender which a equal more of man and women of the family |  |
|   |   |  |
|   | (d) - The song for boy child  |  |
|   | - Koo quite my child you will build for me  |  |
|   |   |  |

Extract 3.2: A part of candidate's poor response explained in poor English. The candidate failed to provide relevant answers related to the comprehension items.

## 2.4 Question 04: Short Answer Questions

The question was compulsory and had two parts (a) and (b). Both parts featured from the topic of Government of Tanzania. Part (a) required the candidates to list down five sources of the Central Government Revenue and in Part (b) candidates were instructed to outline five functions of the Judiciary.

The question was attempted by 360,405 (100%) candidates and their performance was poor as 270, 807 (75.1%) scored 0 to 2.5 marks, 86,773 (24.1%) scored 3 to 6 marks and only 2,825 (0.8%) candidates scored 6.5 to 10 marks. Figure 4.1 illustrates the candidates' performance in this question.



**Figure 4.1:** *The candidates' performance in the categories of poor, average and good scores.*

In part (a) candidates were required to list down five sources of the central government revenue. Many candidates were not able to provide correct responses as a result they wrote a diversity of irrelevant responses. For example, one candidate listed different sectors of production such as “*industrial sector, Agriculture sector, mining sector and transport*”. Another one, embarked on the factors for production like “*land, labour, capital, tools and raw materials*”. Others listed down different political concepts such as “*dictatorship, political party, Judiciary and constitution*”. Moreover, other unrelated responses provided by the candidates were, the functions of parliament as one candidate pointed out “*to make law, to discuss the annual budget, to discuss the performance of each ministry and to amend laws*”.

Furthermore, some candidates outlined the pillars of the state which are the “*Executive, Judiciary and Legislature*” while others listed the members of cabinet such as “*President*” and “*Prime minister*”. Surprisingly, some candidates went far listing abbreviations of banks found in Tanzania such as BOT, NMB, NBC and CRDB. Additionally, some candidates omitted this part though it was compulsory. Such irrelevant responses indicate that most candidates had limited knowledge on the subject matter. Extract 4.1 is an illustration of a candidate's irrelevant responses in this item.

### Extract 4.1

|    |                    |  |
|----|--------------------|--|
| 04 | a) i) Executive    |  |
|    | ii) Judiciary      |  |
|    | iii) Legislature   |  |
|    | iv) President      |  |
|    | v) Prime ministers |  |

Extract 4.1: A sample of the candidate's response who listed down organs of the state and some members of the executive instead of sources of the central government revenue.

On the other hand, some of the candidates were able to provide correct answers by listing down different sources of the central government revenue such as *"Loan borrowing, Dividends from parastatals, Taxes, Grants, Licenses, Charges from the provision of Government services and Duties"*. Extract 4.2 is a sample from a script of a candidate who provided relevant responses.

### Extract 4.2

|       |   |  |
|-------|---|--|
| 4. a) | Central government revenue is the money collected by the government from its people to engage and administer national or state objectives. The following are the sources of the Central government revenue:                           |  |
|       | i. Collection from direct and indirect taxes. Direct taxes include the money deducted directly from the incomes of people and Indirect taxes are the money collected from the consumer goods. (It is added as Value Added Tax "VAT"). |  |
|       | ii. Fines and licences. The Central government collects money from the people who have gone against the set-up laws through the fines charged and also people pay for their licences/ permits to prevail existence.                   |  |

|  |
|--|
| iii. Loan borrowing. The central government receives money from external developed countries or through international financial institutions like the World Bank (WB) and the International Monetary Fund (IMF).   |
| iv. Grants and Foreign aid. The Central government receives money from donor country with no repays or interests. But these grants and aids are usually accompanied by conditions that lead to the widening of the world market.                                       |
| v. Profits from parastatals. Parastatals are the business enterprises that the government owns shares with the private sector. The profits earned from these enterprises are taken to the government's account (Exchequer account) and used in development activities. |

Extract 4.2 is a sample from a script of the candidate who provided relevant responses.

In part (b) the candidates were required to outline five functions of the Judiciary. Some candidates could not establish the distinction between the functions of the Judiciary and those of other pillars of the state organs such as Legislature and Executive. One candidate for example, presented functions of the Legislature such as *"to ask questions to the minister concern for clarification, to debate issues, to amend law and to discuss year budget"* to mean functions of the Judiciary. Other candidates copied responses from list B in the matching item question and presented them as their answers to this item. For example, one candidate wrote *"political party, referendum, rule of Law, bill of rights and pressure groups"*. Furthermore, another candidate pointed out different political concepts like *"Prime Minister, Executive, Local Government, Central Government and Parliament"*. On the whole, it is evident from the sampled responses that a good number of candidates faced difficulties in making distinctions between the functions of the Judiciary and the legislature. There is a need for teachers to explain clearly to students the distribution of powers of the



three government organs. Extract 4.3 is an illustration from one of the candidates whose responses were irrelevant.

### Extract 4.3

|       |   |  |
|-------|---|--|
| 4b    | Function of the Judiciary.                                    |  |
| (i)   | To make the laws.   |  |
| (ii)  | To discuss the annual budget of the country on a given year.  |  |
| (iii) | To amend the laws.  |  |
| (iv)  | To ask the government for clarification of different matters. |  |
| (v)   | To discuss the performance of each ministry.                  |  |

Extract 4.3 A sample of the candidate's response who outlined functions of the legislature instead of the functions of the judiciary.

On the other hand, some candidates proved their mastery of the subject matter by outlining such functions of the Judiciary as *“it interprets the law of the land, it ensures individual rights are not abused, it resolves disputes among the people, it support the development and improvement of the law in the country and Acts as the custodian of the law”*. These candidates demonstrated a good command of English Language and ability to clearly articulate the demands of the question. Extract 4.4 is an illustration of one of the good response in this question.

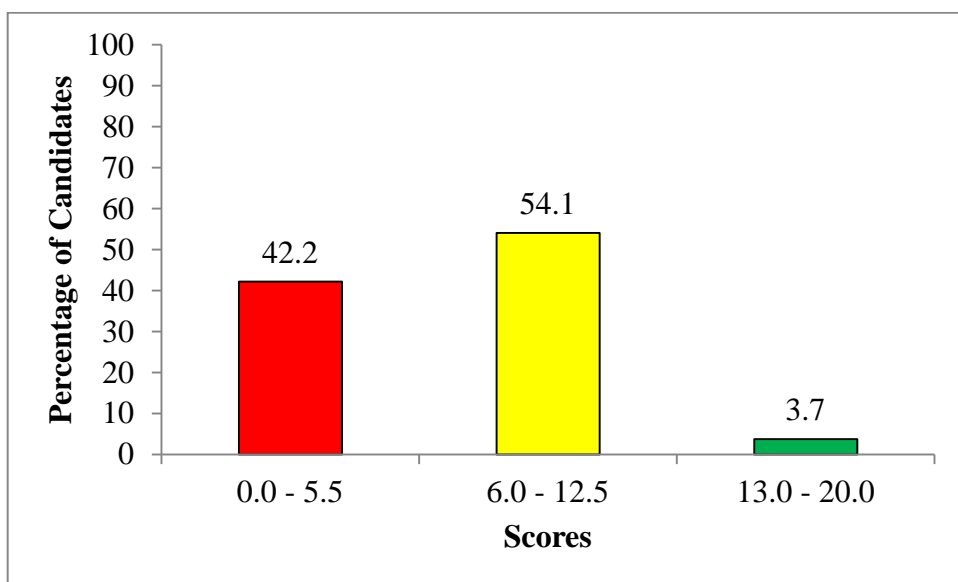
## Extract 4.4

|        |  |  |
|--------|--|--|
| 4. (b) | Functions of Judiciary:  |  |
|        | i/ <u>Settling disputes and conflicts among citizens.</u>  |  |
|        | Judiciary has the role of ending conflicts between citizens; by provision of judgement.                            |  |
|        |  |  |
|        | ii/ <u>Interpreting laws.</u>  |  |
|        | The judiciary of Tanzania has the role of interpreting constitutional laws so that they can be understood.         |  |
|        |  |  |
|        | iii/ <u>To ensure that the parliament does not make law against constitution.</u>                                  |  |
|        | It also has the role to oversee parliamentary law making process to ensure that laws are not against constitution. |  |
|        |  |  |
|        | iv/ <u>Protection of human rights.</u>   |  |
|        | Judiciary protects human rights by punishing the criminals and returning one's properties.                         |  |
|        |  |  |

Extract 4.4 is a part of a candidate response who provided relevant responses.

## 2.5 Question 05: Culture

This question required the candidates to analyze six cultural values that encourage gender discrimination in Tanzania. The question was done by 235,223 (65.3%) candidates; whereby 99,367 (42.2%) scored from 0 to 5.5 marks, 127,061 (54.1%) scored from 6 to 12.5 marks and 8,795 (3.7%) scored 13 to 20 marks. With regard to that analysis, this question was averagely performed, as 135,856 (57.8%) candidates scored from 6 to 20 marks as illustrated in figure 5 hereunder.



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

Few candidates (3.7 %) were able to score 13 to 20 marks. They had good mastery of the subject matter on the influence of culture on gender and ability to observe essay writing rules. In their introduction, majority of the candidates provided the detailed definition of Gender discrimination like *“a situation in which someone is treated less well because of their sex, usually when a woman is treated less well than a man”*. Furthermore, in the main body, they managed to analyze the cultural values that encourage gender discrimination in Tanzania like *“Female genital mutilation, sex preference, practice of inheriting properties, bride price, widow inheritance, forced/early marriages, wife beating, women cleansing, initiation ceremonies, un equal domestic chores and food taboos”* as noted from their scripts. However, they failed to score all 20 allotted marks due to inability to provide exhaustive elaborations of their points and repetitions of some few points. Some of the candidates could not provide all the required number of points in their main body. Extract 5.1 represents one of the relatively good responses in this question.

## Extract 5.1

|    |   |
|----|---|
| 5. | <p>cultural values are the aspects that are considered acceptable and good in the society. Although cultural aspects are meant to be good and acceptable there are some negative cultural aspects or values that are not good since they enhance or encourage gender discrimination. Gender discrimination is the situation where one gender is favoured compared to the other one. And in most cases nowadays the gender that is mostly exploited is the woman (female). The following are the cultural values that enhance gender discrimination.</p> <p><u>Female Genital Mutilation</u>; This is the negative cultural value that majorly involved the partial or total cut off or removal of the clitoris from the female's genitalia. This is mostly done for non-medical reasons. It is mostly practised in areas like Dodoma, Arusha, Manyara and Morogoro. These areas are mostly famous for the activity and thus they believe that this act controls the woman's sexual appetite. This is not true and it has many negatives like spread of diseases like AIDS, death due to excessive blood loss and psychological problems. It is considered gender discriminative since most of the time it affects women from their physical, mental to psychological well being. This undermines a woman and favours males.</p> <p><u>Wife or widow inheritance</u>; This is a negative cultural value that involves the process of a dead widower's relative inheriting the left behind widow. The woman in this case gets easily exposed to diseases like AIDS. Also it denies a woman her rights, that is property ownership of the things that she acquired through hard work with her husband. Example of this societies are like Kungu where women have no say to matters that conflict their rights. They inherit women to the husband's relatives or anyone that the clan chooses for her. This makes</p> |
|----|---|

|   |  |  |
|---|--|--|
| 5 | <p>a woman feel inferior. Hence this cultural value must be eradicated as it promotes gender discrimination.</p> <p><u>Food taboos</u>; These are negative cultural values in which a certain sex or gender is restrained from eating a certain type of food for traditional reasons majorly. In here we see that women are alienated from eating good and nutritious foods like pork, meat or chicken eggs. This affects them at a high percent since a woman needs to have a well balanced diet and its essential for her child's growth if pregnant. For example in societies that practise this are like Mosai where by a woman sets food before her husband, waits for him to finish and she eats the left over from his plate in the kitchen. This also is a cultural value that encourage gender discrimination.</p> <p><u>Polygamy</u>; This is a negative cultural value whereby a man marries more than one wife at the same time. In this case it brings gender discrimination because here the man controls the family in a way he wants. He is unable to make decisions among his wives and through this we see that it brings about conflict and at the end the woman is the one at the inferior. This brings about also easy spread of diseases mostly sexual ones like AIDS. A woman also will not be given priority in decision making openly signifying gender discrimination. Its mostly practised in Kanya societies where a man has many wives and is unable to take care of the family and at last the burden all lays on the woman.</p> <p><u>Forced and Early marriages</u>; Forced marriage is a situation where one gets married out of his or her own free will. Early marriage happens when one is married while he or she is still under the age of 18 years. The victims of this situation mostly are women. They get married either forcibly or before their age. Forced marriages result into conflicts in the societies where as the early marriage results into many negatives</p> |  |
|---|--|--|

|   |   |  |
|---|---|--|
| 5 | like death during delivery due to immature organs and also easy spread of diseases. This practice encourages gender discrimination because women are not given their rights to make their own decisions that conflicts their rights and have a great impact in their lives. This is mostly witnessed in coastal societies where many girls get married at very tender ages; and hence many of them end up dying or left as single mothers in poverty if the properties acquired are taken.  |  |
|   | Bride price: is the amount of money or property that is paid to get one's hand in marriage. It's also known as dowry. This is mostly paid by the man to a woman unlike in other countries like India where it is paid to a man's family by a woman. This cultural aspect or value enhances gender discrimination once a woman is attracted by the advantage that she is bought by money. For example of the societies are like Marasai societies and Sukuma societies where the women who get married and become wives are beaten and forced to bear many children in the account of paying back the money or the property that is spent on them during paying dowry. |  |
|   | Hence, we see that these cultural practices bring about gender discrimination between male and female and they can be eliminated by creating organisations to protect human rights especially women's rights like TAMWA and TAWA. Other ways can be through empowering them by providing education and reduce the male's superiority complex by enhancing the spirit of competition between them.   |  |

Extract 5.1 A sample of a good response. The candidate clearly analyzed the cultural values that encourage gender discrimination in Tanzania.

The candidates who scored from 06 to 12.5 marks demonstrated both weaknesses and strengths in their responses. Some of them had relatively good organizational skills, adhered to essay writing rules, demonstrated good English language proficiency and facts on cultural values that encourage gender discrimination in Tanzania. However, these candidates could not score higher marks due to repetition of some points. For example, one candidate pointed out “*forced marriage*” as one of the point and “*early marriage*” as another different point while, another one treated

*“female genital mutilation”* and *“women circumcision”* as two separate points while both points mean the same. Furthermore, other candidates provided relevant points but their elaborations were not exhaustive enough to merit higher scores. Likewise, others could not write good introduction and conclusions.

The candidates who scored from 0 to 5.5 marks proved several weaknesses in their responses. The striking problems experienced by a good number of candidates in this category were misinterpretation of the demands of the question, lack of knowledge of the subject matter, poor organizational skills and incoherent English Language sentences. Some candidates for example, misunderstood the question to mean institutions which influence gender relations in Tanzania such as *“religion, family, education, work Places, learning institution and traditional institution”*. Unpredictably, other candidates analyzed the problems facing different sectors in Tanzania; for example one candidate used the following points: - *“lack of capital, poor transport and communication, lack of raw materials, lack of education and poor technology”*.

Furthermore, there were candidates who misinterpreted the question demand to mean elements of culture like *cloth, tradition, art and craft and language*. Under the same category, some candidates provided a mixture of irrelevant responses by analyzing points such as *“corruption, unity, employment, love, exploitation, improve ideology, lack of economic and improve of referendum”*. Above all, the quality of candidates' works in this category was affected by their inability to provide sound introduction and conclusion, failure to adhere to essay writing rules to some of them as some candidates could not write either the introduction or conclusion, and poor flow of ideas and argumentation. Extract 5.2 illustrate this case in point.



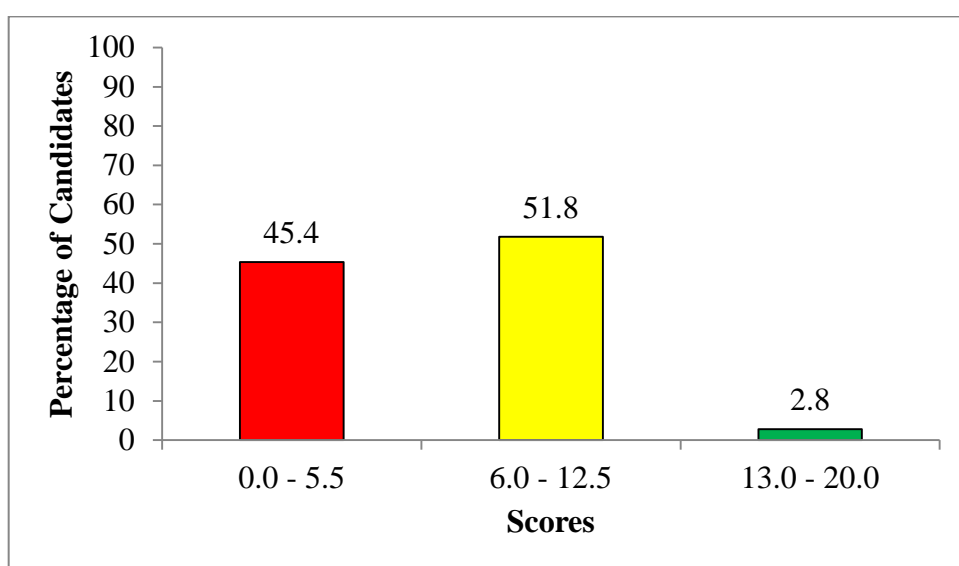
## Extract 5.2

|    |   |
|----|---|
| 5: | <p>Culture refers to the total way of life in human beings. There are two types of culture are namely, Material culture and non-material culture. The following are the cultural values that encourage gender discrimination in Tanzania.</p> <p>Language refers to the communication between two people or two groups, this we have see in the society, for example there is a some one who has a diseases of HIV and AIDS and we say every where and every person we know that person who has that diseases is feeling bad because of people our language say at the society if we see him or her. So, this is the cultural value that encourage gender discrimination in Tanzania.</p> <p>Clothing refers to the process of wearing a clothes of our culture of your country wants. This we have see in our society, there is a person who followed the cultural from our country to wear longskirt or long dresses but other we came to give another short dresses if we say we do not want is not our friend. So, this is the cultural value that encourage gender discrimination in Tanzania.</p> <p>Tradition, this we have see other people we follows our tradition but if we came people of another country were going to change our tradition and other people of our tradition were giving another group and we say there is gender discrimination time we caused your self. So, this is the cultural value that encourage gender discrimination in Tanzania.</p> <p>Art and crafts, this we have see alot of people if we continou to follow our arts and crafts if there is other people came to go against and we caused gender discrimination in the family. So, this</p> |
| 5: | <p>is the cultural value that encourage gender discrimination in Tanzania.</p>  |

Extract 5.2 is a sample of the candidate's poor response who analyzed elements of culture contrary to the demands of the question.

## 2.6 Question 06: Poverty

The question required the candidates to show six indicators of poverty in Tanzania given the statement that “despite her abundant resources, Tanzania is still considered as a poor country”. This was the popular question as 321,671 (89.3%) candidates attempted it where as 145,992 (45.4%) scored from 0 to 5.5 marks, 166,617 (51.8%) scored from 6 to 12.5 marks and 9,062 (2.8%) scored from 13 to 20 marks. Generally, the performance in this question was average in the logic that 175,679 (54.6%) candidates scored from 6 to 20 marks. The candidates’ performance in this question is illustrated in figure 6 bellow.



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

Few (2.8%) candidates were able to score marks ranging from 13 to 20. These candidates were able to address the demands of the question by providing relevant points coupled with exhaustive elaborations. Above all, they wrote legible English sentences and observed essay writing rules. For example, one candidate defined poverty as “*the state of not being able to obtain basic needs like food, shelter and clothes*”. Furthermore, in the main body, they went on presenting indicators of poverty in Tanzania like “*food insecurity, low level of science and technology, low life expectancy, poor access to basic services, low literacy skills, high infant and maternal mortality rate, low per capital income, poor infrastructure, low energy*

consumption, high maternal death and unemployment.” Meanwhile, the variation in their scores was due to the level of exhaustiveness in their elaborations and repetition of some of their points. For example, one candidate pointed out “poor infrastructure” in one paragraph and in the next paragraph presented “poor transport and communication” as two different points while are one and the same. Hence, they could not score all the twenty marks for this question. Extract 6.1 represents one of the candidates with relatively good responses.

### Extract 6.1

|   |  |
|---|--|
| G | poverty is the state of being unable to obtain basic needs such as food, shelter and clothes. The following are the indicators of poverty in Tanzania.   |
|   | High birth rate, In developing countries like Tanzania population increase at uncontrolled rate this is due to lack of education about family planning and poor traditional beliefs that having many children in the family there are some children or each child is born with his/her own luck. This is one among the indicator of poverty. |

Illiteracy rate, in developing countries like Tanzania many people cannot read and write, this is because Tanzanians have no resources to afford their education to their population just because of being poor.

Life expectancy of the people, In Tanzania the number of years to which a person is expected to live is very low. This is because most of the people suffer from shortage of food, supply of balanced diet, therefore this indicates that our country Tanzania is still poor.

Daily food supply or intake, In developing countries like Tanzania the daily food intake by a person is very low. For example most of the people in Tanzania take food or meal one per day, this indicates that there is poverty in our country Tanzania.

per-capita income, this is the average income of a person in a given year. It is lower in our country since most of the people do not have any task to do, thus why the possibility of getting money is very low.

Mortality rate and health status of the people, In our country Tanzania the mortality rate (death) and poor health among the people is very high because, many people in our country are living in unimproved living conditions also many people

|   |   |  |
|---|---|--|
| 6 | have poor health which has lead to the spread of diseases such as Malaria, typhoid, cholera which can be prevented by conserving our environment.   |  |
|   | Therefore, poverty can be minimized by the following To change the system of education, to reduce Debt crisis, to promote the use of science and technology and to control rate of population growth. |  |
|   |   |  |
|   |   |  |
|   |   |  |
|   |   |  |
|   |   |  |
|   |   |  |

Extract 6.1 A sample of a relatively good response.

The candidates who scored from 06 to 12.5 marks demonstrated a good knowledge on identifying the question demand and good organizational skills in terms of adhering to essay writing format. They also had a reasonable mastery of the English Language though could not exhaust all the relevant points. In some candidates' essays, repetitions of some points were noted. Additionally, others could not exhaust all the required points and elaborations while some lacked good introduction and conclusion.

Marks ranging from 0 to 5.5 were scored by all candidates who associated the demand of the question with different cross cutting issues like *"Corruption, Drug abuse, terrorism and frequent accidents"* and those who dwelt on the causes of poverty in developing countries such as *"unequal exchange in international trade, external debt, natural calamities and poor cultural practice"*. Likewise, other candidates deviations included those who explained the strategies to alleviate poverty in Tanzania like *"improve literacy rate, improve employment opportunity, improvement of the level of science and technology, prevention of diseases and improvement of agriculture sector in Tanzania"*, and those who provided a mixture of irrelevant points such as *"free movement of people, poor agriculture methods, family life and mismanagement of government fund"* instead of the indicators of poverty in Tanzania.

Apart from being wrong, other candidates' responses in this category were characterized by mentioning of the points without giving explanations or giving partial explanations to fewer points and mixing up few correct responses with incorrect responses. Above all, some candidates' responses

were affected by lack of relevant introductions and conclusions, gross repetition of points and inadequate language skills. These limitations hindered such candidates from scoring above 5.5 marks as illustrated in Extract 6.2 below.

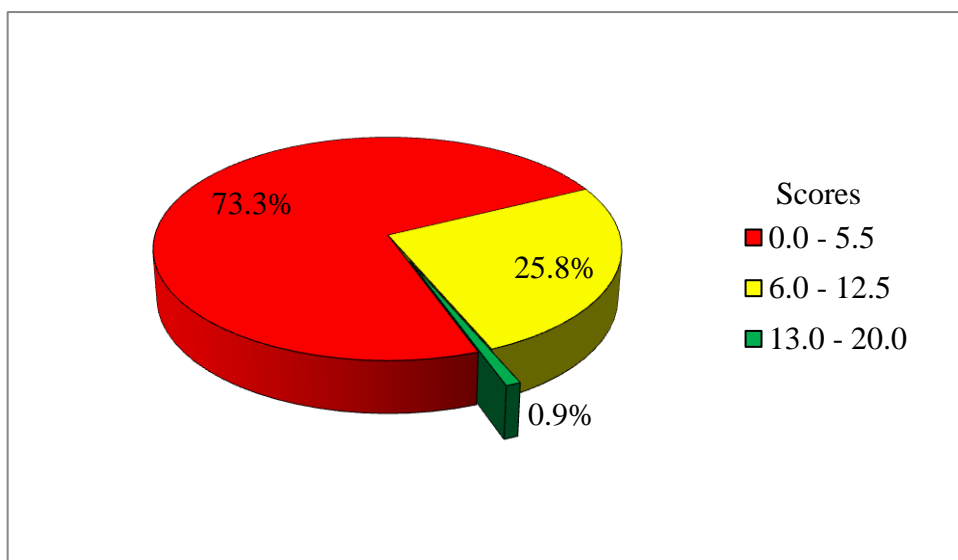
### Extract 6.2

|    |   |  |
|----|---|--|
| G. | <p>Poverty refers to The state of being poor. The united republic of Tanzania is still considered as a poor country because of the following indicators :-</p> <p>Frequent accidents, refers to unpleasant actions that occur while transporting people or good from one place to another through land, Air or water. In Tanzania <del>there</del> there have been accidents that kill alot of people who are required to build the nation. For Instance The Steger of MV Nyerere in 2018 <del>may</del> where about 200 people died.</p> <p>Terrorism, refers to an illegal act of capturing citizenry secretly especially the rich citizenry by the unknown groups/individuals. This hinders the coming of foreign investors to our country.</p>  |  |
|    | <p>Drug abuse. Drug Abuse is an illegal act of selling, buying or using illegal drugs. These drugs affect the healthy of the human population hence decrease the population of the country. This deprives the country with labour to facilitate development of the country.</p> <p>Corruption. Refers to illegal misuse of the public funds. It include nepotism, Extravagance where public leaders misuse the public funds for their personal gain. In Tanzania these cases are plenty. For Instance The issue of Tegeta, From 2014, The Issue of Makinikia, The Issue of Rikimani, Since 2006.</p> <p>Conclusively, Tanzania is still a poor country although the present Government have come up with a new policy "TANZANIA IS AN INDUSTRIALIZED COUNTRY" this may help to reduce the poverty of our country.</p> |  |

Extract 6.2 A sample of a poor response by the candidate who went astray discussing various cross cutting issues in Tanzania.

## 2.7 Question 07: Democracy

The question required the candidates to use six points to validate the statement that "To a great extent election in Tanzania is democratic, free and fair". It was one of the less popular questions as it was attempted by only 71,571 (19.9%) of all candidates. The question was poorly performed whereby 52,481 (73.3%) scored 0 to 5.5 marks, 18,425 (25.8%) scored from 6 to 12.5 marks and only 665 (0.9%) candidates managed to score from 13 to 20 marks. Figure 7.1 summarizes the performance of candidates in this question.



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

A zero mark was inevitable to candidates who provided a series of irrelevant responses which were totally not in line with democratic election in Tanzania. Such deviations include those who focused their explanations on the importance of a democratic election like; "*citizen show their emotional feelings to their leader, a leader express the problem of his/her citizen, help a citizen to choose a leader who can fulfill his promise and help citizen to choose non corrupt leaders*" and those who embarked on the principles of democracy such as "*separation of powers, accountability, transparence, constitution, free and fair election and rule of law*". Other candidates deviations included those who explained the types of democracy such as; "*direct democracy and indirect democracy*" and those who went

further by providing a mixture of irrelevant responses like “*peace and budget, it maintains government support, maintain good behavior, country stable economical and social and political*”.

Candidates whose marks ranged from 1 to 5.5, their responses had the following qualities; some provided both fewer relevant points and examples, others were able to identify the required points but they were inhibited by lack of sufficient elaborations due to language inefficiency. Additionally, gross repetition of points was the common problem in the responses of some candidates whose knowledge on the subject matter was very limited. Extract 7.1 is a sample of a poor response from the candidate's script.

#### Extract 7.1

|    |  |
|----|--|
| 7. | Democracy. Is the government of the people where by people are rule by law. Also democracy is the government of the people for the people by the people. Democratic government - this is the government which convacting human right and free and fair election. |
|    | The following are the principles of democratic governmenty.  |
|    | Accountability. The leader should be accountable for his/her job by to do his work. Example the leader of School or head master must make sure his School and students are perfomed well   |
|    | Transparency. The leader must tell his people by call them into the meeting and tell them about the uses of money, the development of that place. Example the leader tell his people about the process of water supply into the village                          |
|    | free and fair election. The people must have free and fair election by to vote, to be leader, the fair of saying idies. Example the leader get the ideas from othe person  |
|    | The promise of the leader must done. The leader must done it promise to his people, example the leader promising about water supply there fore must done the water supply.   |



|  |                                      |  |
|--|--------------------------------------|--|
|  | must be aware with bad ideas         |  |
|  | which can lead his country to under  |  |
|  | develop so he must choosing the good |  |
|  | people which can advice him.         |  |
|  | Rules are done by laws. The leader   |  |
|  | and judicial must make sure all      |  |
|  | rule are done by law without to      |  |
|  | undermine the weaker people.         |  |
|  | There fore our Tanzania must         |  |
|  | have good policy which can stand     |  |
|  | to truth and to lead people in good  |  |
|  | way.                                 |  |
|  |                                      |  |
|  |                                      |  |

Extract 7.1 A sample of incorrect response from one of the candidates. The candidate explained the principles of democracy

Furthermore, candidates who scored 6 to 12.5 marks had a relatively good mastery of the subject matter as a result they were able to provide some relevant points on the factors which make Tanzanian election to be democratic, free and fair such as “*universal suffrage, free and fair campaigns, political parties have equal access to mass media and presence of multiparty politics*” Also, some candidates managed to provide relevant introductions and conclusions and they had a reasonable competence in constructing coherent English sentences. However, they could not score beyond 12.5 marks because of the repetitions of some points, inability to exhaust all the required points and lack of exhaustive elaborations to some of the points.

On the other hand, marks ranging from 13 to 20 were scored by candidates who provided factual arguments and appropriate examples. They elaborated more clearly the factors which validate that election in Tanzania is democratic, free and fair such as; “*universal suffrage, competent and non-corrupt election officials, free and fair campaigns, political parties have equal access to mass media, presence of free and fair coercive apparatus and presence of multiparty politics*” This indicates that, they had sufficient knowledge on the subject matter and they were more focused on the demands of the question. However, inability of some of them to provide sound introductions and conclusions, repetitions of few points, variation in

clarity, failure to exhaust the required points and explanations, limited them from scoring all the 20 marks of this question. Extract 7.2 presents a sample of one of the relevant response.

### Extract 7.2

|    |  |  |
|----|--|--|
| 7/ | <p>To a great extent elections in Tanzania is free and fair. Free and fair election is the election in which people or citizens choose candidates of their own choice <del>at</del> without being forced or subjected to external influence or pressure. There are several factors in which elections in Tanzania are free and fair through doing various researches on some of the elections which have taken place at the past and also recently. The following are some of the reasons to validate this statement</p> <p>Political competition of various political parties - In Tanzania elections include political competition which is done among political parties which choose representatives to vote for majority votes from voters to take control of the government. Various political parties participate, political parties like CUF, CHADEMA, CCM, and many other thus through this people get wider choices on who to choose depending on interests of the people or through policies campaigned by various political parties during election campaigns thus there is not one political party participate in the election to be voted for, because it will be like non-democratically since for election to be free and fair, there must be more than one political party registered for election.</p> <p>Free mass media - In Tanzania elections are free and fair since all mass media magazines, newspapers, radios, televisions and radios are free to all political parties even those independent. Privatised mass media are not allowed to be used</p> |  |
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| 07 | <p>by the ruling party in power to serve its interests only. All political parties are free to use any mass media to campaign and allow citizens to know their major goals and policies in order to win votes from citizens, since most citizens choose a political party which meets their aspirations and wishes and not a corrupt party which wants to monopolize the government for self benefits satisfaction. Thus independent media like ITV, TBC, Taifa private owned like radio tumaini and other local media to open and free to all</p> <p>Universal suffrage and inclusive → The election in Tanzania at a great extent is free and fair since it's inclusive to large mass population in taking part in voting and also it all people who have reached a right age of voting, 18 years and above have a right to vote thus promotes universal suffrage and thus becomes fair to all without depending on race, ethnic, culture or sex all people in the country who are 18 years and above vote without any pressure though illiterate people are awarded since some don't know the procedures to be followed when voting and some don't know how to read and write thus it becomes difficult to handle such kind of people and also mentally retarded people are excluded</p> <p>Free Electoral commission → The commission responsible for supervising and organising elections (NEC (National Electoral Commission)) is free since for one to join or be a member of NEC he or she shouldn't be a minister, or member of parliament, also should not be a leader of any</p> |  |
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67 political party or holding any kind of office, The NEE should be free in order to make sure that there are no biasness or favouritism. This hence or enhance fair results without excluding miscounting votes or adding votes to any given political party due to interest of any member of NEE to a certain political party. Thus NEE supervises strictly and make sure there is no any fraud circumstance that may affect the election process or results such as force and pressure or monopolization of votes. Thus this enhance that the elections are free and fair.

Free ~~coercive~~ coercive apparatus or force:

The ruling party isn't allowed in Tanzania to use police or army to intimidate the voters or surge force or pressure the voters to vote for the ruling party in order to win majority votes and form a government or remain in power. This incident is taken as power monger and also abuse of power in order to continue remaining on power and mismanage the funds for self benefits than national development. Election <sup>becomes</sup> democratic when there is smooth transfer of power from one person or political party to another. Thus the coercive instruments should be free, in order to make sure that the election is not done by force to be free and not destroy the suitable <sup>environment</sup> or comfortability of the voters to vote for.

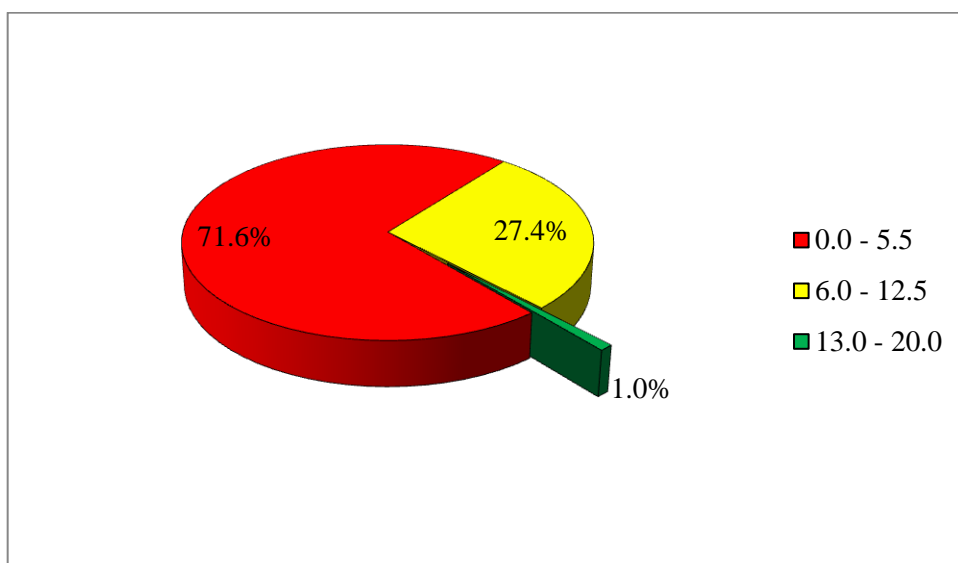
Abiding to code of conduct and agreeing on the results: The election taking place in Tanzania is free and fair, since most contestants or candidates chosen as representative of certain political party obey and abide to the agreed code of conduct made by the NEE (National Electoral Commission).

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| 67 | <p>since this maintains or limits the behaviours of the candidates when contesting and even campaigning, candidates are limited to abusive language and intimidation, giving gifts and money to the voters as a way of gaining majority votes, using pressure and force. The candidates are supposed to use normal convincing words and should act upon what they promise to their citizens in order to stay in power and not losing power in next elections to come. Also political parties ought to agree on the results announced by the NEC as a winner who takes all the votes to form the government, there shouldn't be sabotage, or giving opinions of not agreeing on the results.</p> <p>generally the elections promote democracy and good governance, smooth transfer of power, enable people to choose leaders peacefully, <del>not</del> promote referendum to discuss on specific important issues, promote noble multi party government</p> |
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Extract 7.2 represents a relatively good response provided by one of the candidates.

## 2.8 Question 08: Government of Tanzania

This question required the candidates to examine six major functions of local governments in Tanzania. The question was attempted by 113,652 (31.5%) candidates and it was poorly done. The performance analysis shows that 81,332 (71.6%) scored 0 to 5.5 marks, 31,197 (27.4%) scored from 6 to 12.5 marks and only 1133 (01%) candidates scored from 13 to 20 marks. The performance in this question is summarized on figure 8.1 hereunder.



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

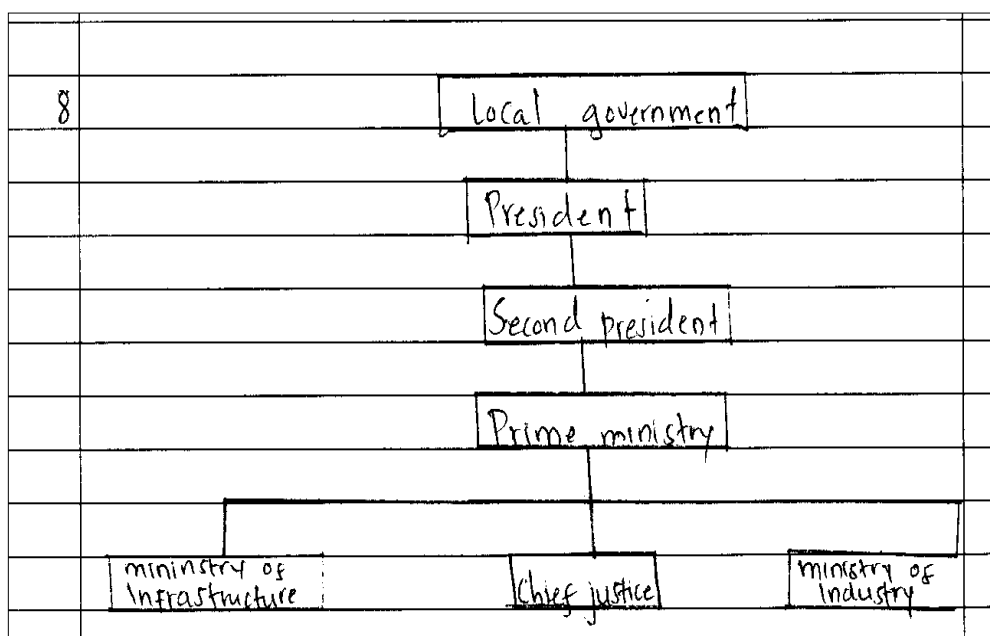
The candidates who scored from 0 to 5.5 marks demonstrated weaknesses in their responses. Such candidates lacked knowledge on subject matter, failed to fulfill the demands of the question, had poor organization skills, incoherent English Language sentences and they failed to follow essay writing rules.

It has been noted that, candidates whose scores ranged 0 to 5.5 marks (71.6%) failed to interpret the demands of the question. As a result, they supplied a diversity of irrelevant responses. Some candidates for example, associated the functions of local governments with the functions of legislature as one candidate for example, pointed out *"making laws, advising the government, amending laws and approving the national budget"*. Other candidates focused on the principles of democracy such as; *"transparency and accountability, bill of rights, rule of law, free and fair elections and political tolerance"* while others suggested strategies to attain economic development like; *"improve industrial sector, improve agriculture sector, improve market of commodities and improve infrastructure"*. Unfortunately, some candidates interpreted the question as pillars of the state by explaining points such as *"Executive, Judiciary, Legislature, president and parliament"*. Similarly, others misinterpreted the question to mean problems facing African countries such as *"lack of*

*education, disunity among people, poor infrastructures, unemployment, traditional beliefs and corruption"* contrary to the demand of this question.

Apart from being wrong, some candidates' responses in this category were featured by poor writing skills as one candidate responded by drawing a chart instead of presenting his/her answers in an essay format. Other noted weaknesses were inability to provide valid introduction and conclusions, a mixture of relevant and irrelevant points, lack of relevant descriptions to few correct points given and many grammatical errors. This indicates that, the language of communication was also a problem to these candidates. In general, this explains why candidates in this category were not able to attain marks above 5.5 out of 20 allotted marks. Extracts 8.1 and 8.2 illustrates such a case in point.

### Extract 8.1



Extract 8.1. A sample of a candidate who failed to observe essay writing format

## Extract 8.2

8. Local government. This is the situation where by it is informal in the country. but most of people usually they want to use it while it is destruct our culture in our country Tanzania. The following are the functions of local governments in Tanzania.

Lack of education this means that most of the people in the country especially in urban areas are not educated well they destroy our culture through local government where by in Tanzania some of the people are not educated enough which they can help in Tanzania it is nothing only.

Disunity among people in the society people they are living by fighting for each other things which is not helping them in both economically and socially they can not develop something in our society most people they believe in local governments at they end they end up fighting for each other.

poor Infrastructures, such as roads, rail way and others through local government they can not develop something where by most of the they fail to transport from one place to another place for their trades and other activity in Tanzania so it is very difficult to know it

Unemployment It is other problem which affect people through local government most of the people are unemployed because local government producing



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| 8. | nothing to do in a certain society where by most of the people they stay in poorly condition due to lack of employment.  |
|    | Traditional beliefs; also other functions of local government where by most of the people in Tanzania they believe in superstition where by at the end they became in conflict due to lack of civic education which it could help them from one place to another place where by most of the people are uneducated. |
|    | Corruption also corruption can cause a problem in the society where by most of people use corruption in local government because it is not improving any development rather than central government where by people they plan for future life.   |
|    | Also Functions of local government in the society it is like an problem where by does not producing something else which can help people to move from one place to another.  |

Extract 8.2: A sample of incorrect response from one of the candidates

Candidates who scored marks ranging from 6 to 12.5 marks (27.4%) demonstrated a relatively good knowledge on democratic election but they did not score higher marks because of inadequate elaborations and repetition of some points. For instance, some of the candidates suggested the *maintenance of law and order* in one paragraph and *peace and security* in the next paragraph as two different points while are one and the same. Again, some candidates did not exhaust all the required points while others were not able to provide plausible introductions and conclusions.

The analysis of candidates' responses reveals that, candidates who scored 13 to 20 marks had sufficient English language skills and demonstrated good organizational skills in terms of adhering to essay writing format. Above all, they were able to articulate the demands of this question by

examining the major functions of local governments in Tanzania. For example, in the introduction one candidate defined local government as “*a ruling system which is formed at grassroots level and assist the central government in administrative functions*”. In the main body, candidates came up with argument to justify their responses such as “*coordination and regulation of projects and plans, advancement of social and economic development according to policy, charging fees and licenses, collecting and proper utilization of resources, making by law for their local policies, promotion of social and economic welfare and wellbeing of all people within the area of jurisdiction and maintenance of law and order*”. This is an indication that candidates had knowledge on the subject matter. However, some did not exhaust all the required points and others were not able to provide detailed elaborations of some points. Hence, they could not score all the agreed 20 marks. Extract 8.2 illustrates this point.

### Extract 8.3

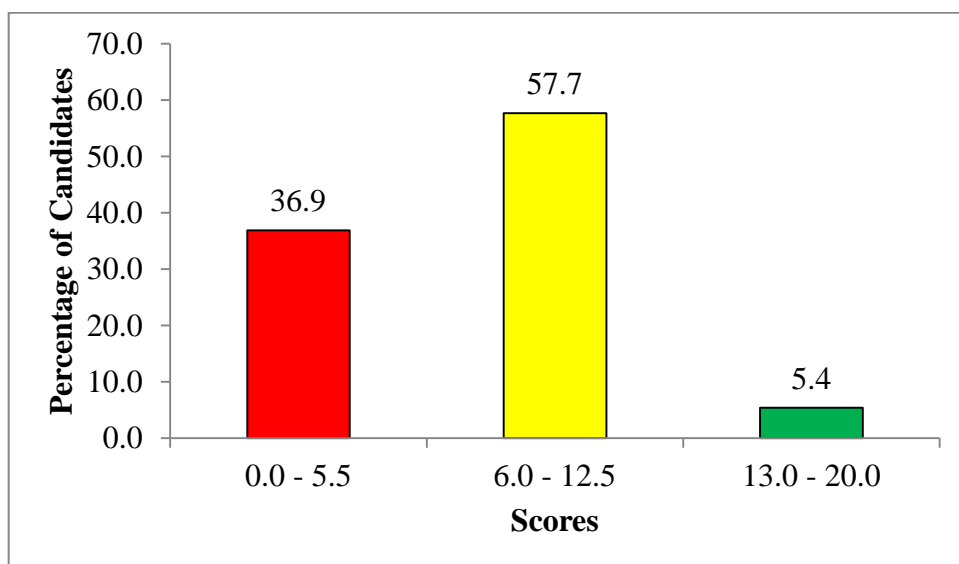
|    |   |  |
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| 08 | <p>Local government is the ruling system which is formed at grassroots level and assist the central government in different administrative functions. The local government consist of the village government, Ward government, District council, Municipal council and City council. The village government is the smallest unit of the local government and it is where there is direct participation of citizens in making decision. The local government has the following functions</p> <p>Making by-laws, these by-laws are the rules and principles which a set up by the local government in order to control/govern a certain area. These by-laws govern a small area unit like town/city at large. for example the local government in Moshi Town has set by laws which will maintain the cleanliness of the city. The by-law state that "If any one throw any rubbish across the town he/she will pay 50,000/- Tsh as a punishment".</p> <p>Maintain peace and order, the local government of Tanzania has the function of maintaining peace and order. for example most of the Village government in Tanzania have started an organization of people which is known as "Sungusungu" in which it's responsible in maintaining peace and order to the people in the village together with provision of security among the villagers.</p> <p>Collection and utilization of revenue, the local government of Tanzania have the</p> |  |
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| 8 | <p>function of collecting and utilization of revenue in their respective places. This means that the local government should ensure that there is effective collection and proper utilization of revenue to their respective areas like town, municipal and city council.</p> <p>Promote social and economic welfare of the people, the local government of Tanzania has the function of promoting social and economic welfare of its people through provision of different social services and improvement of social services on their respective areas like towns, ward, village and cities.</p> <p>The local government of Tanzania has the function of furtherancing social and economic development of the society in accordance to the national policies. This means that the local government should help the society in social and economic development according to the policies of the country.</p> <p>To regulate, maintain and co-ordinate different projects, plans and programmes of the society, the local government of Tanzania has the function of regulating, maintaining and co-ordinating different projects, plans and programmes that are established in their areas in order to allow quick development of the society.</p> <p>Generally, the local government of Tanzania apart from those functions it create a link between the citizens and the central government.</p> |  |
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Extract 8.3: A sample of correct response from one of the candidates.

## 2.9 Question 09: Economic and Social Development

The question required the candidates to suggest six measures which can be used to improve the agricultural sector in Tanzania. The question was attempted by 244,178 (67.8%) candidates where as 90,044 (36.9%) scored from 0 to 5.5 marks, 140,864 (57.7%) scored from 6 to 12.5 marks and only 13,270 (5.4%) scored from 13 to 20 marks. This means the performance was average as 154,134 (63.1%) candidates scored from 6 to 20 marks. The candidates' performance in this question is summarized in figure 9.



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

The quality of the candidates' responses with marks ranging from 13 to 20, had sufficient knowledge on the subject matter and they grasped the demands of the question by elaborating such points as: *“provision of capital or subsidies to farmers, encouraging investment in agro-processing industries, encouraging large scale investment in agriculture, provision of agricultural extension services, improvement of transport and communication system, and government construction of modern storage facilities”*. They were also able to provide relevant introductions, clear elaborations of point in the main body and conclusions, Apart from that, slight grammatical problems like spelling mistakes, and variation in clarity of their elaborations of points, limited them from scoring all the allocated

20 marks. Extract 9.1 is a sample of a relatively good response from the script of a sampled candidate.

### Extract 9.1

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| 9. | <p>Agriculture refers to the practise of growing crops and keeping of livestock at a given area. Agriculture is the backbone of the economy of Tanzania, it farms 80% of Tanzania's economy. This means that most people in Tanzania have employed themselves as the peasants of food crops and some as agricultural officers. However, the agricultural sector is facing a lot of challenges and problems which can be improved by the following:</p> <p>Improvement of infrastructures; Infrastructures such as roads, railways and motorways need to be improved in order to facilitate efficient transportation of raw materials from the production place to the place of consumption and manufactured goods to the place of consumption. This will create an efficient trade that will encourage farmers to engage more and more in production of crops and beef (livestock) products. Example, the government is planning to establish the standard gauge so as to establish flow of goods.</p> <p>Improvement in science and technology; Science and technology should be improved especially on the use of quality and efficient tools for production that will increase the quantity and value of crops produced. Example, use of sophisticated machines such as tractors and combined harvesters, encourage efficient production compared to local tools such as hand hoes, thus it should be encouraged among farmers.</p> <p>Mass education should be given to farmers on proper methods of farming such as terracing, strip cropping and crop rotation. Such practises will enable farmers to get high yields of crops hence boosting up the country's economy. Example, the government nowadays is appointing agricultural extension officers who provide education to villagers in rural areas who practise agriculture.</p> |
|----|--|

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| 9. | <p>Governmental support should be offered to farmers'. The government should provide farmers with capital which can be used to buy various agricultural supplies such as fertilizers, insecticides and weedicides that is important in maintenance of crops and livestock hence leading to high yields. Example, the government should allocate some money in the annual budget to deal with financing small scale farmers.</p> <p>Availability of reliable market should be improved, Most farmers are discouraged from continuing with production since their goods are normally given low prices hence they are sold at lower prices in the world market. Also, most farmers lack a reliable market, to where they can sell their products. Hence the government should ensure a reliable market for farmers which will boost up their development. Example, recently the world market determined the price of a cash crop 'cashew nut' to be lowered to 2200/= which forced the president to stop the farmers from selling the crop until the price <sup>riser</sup> again so as they can attain maximum profit.</p> <p>Provision of enough land and store places for crops to the farmers should be encouraged so as to prevent land conflicts among pastoralists and farmers. The store places such as silos will also help in preservation of crops from any damage before processing or export. Example, the government should work upon land conflicts among the pastoralists and farmers in Kilosa, Morogoro so as to enable them to participate fully in agricultural production.</p> <p>To sum up, The government should invest much in agriculture so as to boost up the nation's economy in Tanzania since most Tanzanians rely on agriculture for sustaining their family's economy and needs.</p> |  |
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Extract 9.1 is an example of the candidate who was able to suggest the measures which can be used to improve agricultural sector in Tanzania.

Moreover, candidates whose scores ranged from 6 to 12.5 marks identified the requirements of the question and demonstrated reasonable knowledge on the measures to improve the agricultural sector in Tanzania. However,

the quality of their responses had limited points, unnecessarily repetitions of the points, wrong examples and in most cases their explanations were not exhaustive enough to merit good scores. One candidate for example, treated repeated points as two separate points, that is: *“Government should provide capital to farmers”* and *“government should support farmers”* then *“the use of modern technology”* and *“the use of good farming tools”*.

The analysis of the candidates' responses shows that, marks ranging from 0 to 5.5 were scored by the candidates who mentioned points without giving explanations or explained a fewer relevant points and those who fragmented the point into several sub points. The notable ones were those who scored a zero mark which proved both their inability to address the demands of this question and insufficient knowledge on the subject matter. Some candidates for example, deviated from the demands of the question by pointing out the importance of agriculture such as *“Source of money, source of food, source of government revenue and source of employment”*. Other candidates stipulated the problems facing agricultural sector in Tanzania like; *“low level of Science and technology, lack of capital, poor government support, poor marketing, shortage of labour, poor infrastructure and lack of education”*. In another instance, one candidate outlined the bad farming practices like; *“deforestation, bad fishing methods, shifting cultivation and bush fire”*. In summing, no candidate in this category was able to excel above 5.5 marks. Extract 9.2 is the sample which illustrates those who performed poorly in this question.



## Extract 9.2

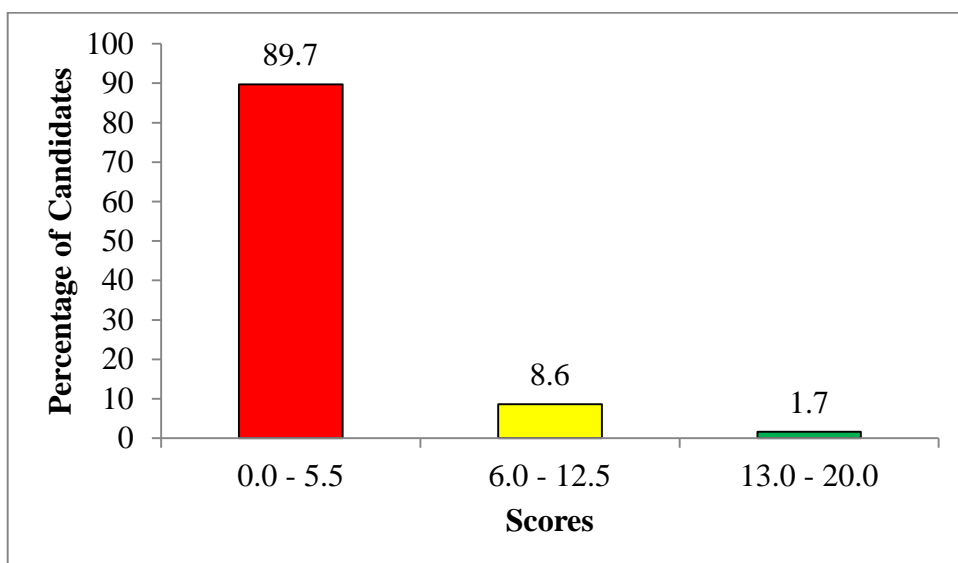
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| 9 | It lead to Source of Income: This                 |  |
|   | is because due to presence of agricultural-       |  |
|   | sector people they get income when they           |  |
|   | to sale grains like Maize or Animals like         |  |
|   | Cow and goats, so this help to reduce poverty.    |  |
|   | It lead to Source of employment:                  |  |
|   | This is because through agricultural sector       |  |
|   | people they get employment which help             |  |
|   | to them to get basic needs like food              |  |
|   | and shelter by getting employment of making       |  |
|   | or doing activities in the farms like harvesting. |  |
|   | It help to reduce poverty: This is                |  |
|   | because when people are conduct agricultural      |  |
|   | sector so it is simple to get money -             |  |
|   | which used in different business and also         |  |
|   | by providing employment to the people             |  |
|   | also it is simple to reduce poverty among         |  |
|   | citizens in our nation or country.                |  |
|   | It help people to get basic needs:                |  |
|   | This is because when people they doing            |  |
|   | agricultural sector so it is very simple          |  |
|   | to get basic needs like food in cultiv-           |  |
|   | ating crops like food Maize and also in           |  |
|   | keeping domestic animals like Cow goats           |  |
|   | which are the source of food.                     |  |

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| 9 | <p>It help to Increase development: When- people are doing agricultural sectors like farming and keeping domestic animals So it is Very Simple to Increase Our development - In Tanzania</p> <p>It help to reduce Crimes: Agricultural Sectors also it help to reduce poverty <del>bec</del> Crimes in our Country because when people are doing agricultural activities like farming and keeping domestic animals So it is simple people to get Money So it reduce number of robberies in our Country.</p> <p>Therefore those above are the benefits which was getted from agricultural - Sector So in order to Increase agricultural sector in our Country it is better when - The government of Tanzania are educate all young/youths in our Country in order to do Agricultural Sector</p> |  |
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Extract 9.2: A sample of irrelevant response. The candidate presented the importance of agriculture contrary to the demands of the question.

## 2.10 Question 10: Human Rights

The question required the candidates to show six efforts made since independence to promote and protect Human rights in Tanzania. The question was opted for by fewer candidates and it was poorly performed. A total of 30,774 (08.5%) candidates attempted this question and the performance was as follows: 27,613 (89.7%) scored 0 to 5.5 marks, 2,649 (8.6%) scored 6 to 12.5 marks and only 512 (1.7%) was able to score 13 to 20 marks. In summing, only 3,161 (10.3%) of the candidates who attempted this question were able to score marks ranging from 6 to 20. The candidates' performance is summarized on Figure 10 below.



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

The question proved to be very challenging to most candidates as 89.7% scored 0 to 5.5 marks. Such low scores presuppose the superficial knowledge on the efforts made since independence to promote and protect Human rights in Tanzania and this could be the major reason which made most candidates get scared to attempt this question. As a result, those candidates came up with a diversity of irrelevant responses. One candidate for example, explained the importance of Human rights such as; *"Human rights limit government powers and actions to its people. Human rights are foundation of freedom, justice and peace, Human rights encourage peoples participation and Human rights makes leaders accountable and responsible to the people"* while, other candidate suggested the measures taken to preserve and promote Tanzanian culture like *"Introduction of National sport Council, Introduction of National festivals, Introduction of national archives and Introduction of National Arts Council"* to mean the efforts made since independence to promote and protect Human rights in Tanzania.

Likewise, other candidates interpreted the question as the negative social cultural practices that lead to gender discrimination such as; *"Early marriage, Food taboos, Female genital mutilation and Women discrimination"*. Some kept on describing the fundamental freedoms like

“Freedom of Speech, Freedom of movements, Freedom of association and Freedom of Worship”. Others went astray by outlining the national symbols such as “Uhuru torch, National anthem and National festival”.

In a similar vein, candidates’ responses were also characterized by lack of either introduction or conclusion or both, mentioning points without clear elaborations, mixing up correct and incorrect responses and ungrammatical sentences. At any rate, the above limitations prevented candidates in this category to score above 5.5 out of 20 allotted marks. Extract 10.1 below is an example of an irrelevant response from a candidate’s script.

### Extract 10.1

|    |   |
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| 10 | <p>Human rights is the basic unity of right in our life also in our country. The following are the effort made since Independence to promote and protect human right in Tanzania.</p> <p>Discrimination of women and children, This is the situation where by people can discriminate women through sharing of idea for making so this is the effort made since Independence to protect and promote human right in Tanzania.</p> <p>Female genital mutilation, This is the process of cutting the organ of women this mean critics of women example of society which can doing this thing like gogo people, suluma people and hehe people also people of shinganga.</p> <p>Killing of albino, This is the one among of effort made since Independence to promote and protect human right in Tanzania because people they killing albino in order to get development in they are life but it is not true but this can protect human right.</p> <p>Stigmatization, this is the one among of effort made since independence to promote and protect human right in Tanzania, because people they stigmatized women and people who living with HIV/AIDS also people which are poverty - so this it protect human right.</p> <p>Right for own property, This is the situation where by people they protect for own property example women they don't allowed to right own property example.</p> |
|----|---|

10 Human rights is the basic unity of right in our life also in our country. The following are the effort made since independence to promote and protect human right in Tanzania.

Discrimination of women and children, This is the situation where by people can discriminate women through sharing of idea for making so this is the effort made since independence to protect and promote human right in Tanzania.

Female genitalia mutilation, This is the process of cutting the organ of women this mean cutters of women example of society which can doing this thing, tet like gogo people, suluuma people and hehe people also people of shinyanga.

Killing of albino, This is the one among of effort made since independence to promote and protect human right in Tanzania, because people they killing albino in order to get development in they are life but it is not true but this can protect human right.

Stigmatisation, this is the one among of effort made since independence to promote and protect human right in Tanzania, because people they stigmatized women and people who living with HIV/AIDS also people which are poverty - so this it protect human right.

Right for own property, This is the situation where by people they protect for own property example women they don't allowed to right own property example.

|    |  |
|----|--|
| 10 | land, houses and cattle so this can protect and promote human right in our society. polygam, this is the <del>stability</del> process of men marry women than one. so this is the effort made since independence to promote and protect human right in Tanzania because it can cause disease like HIV/Aids. so this can protect and promote human right in Tanzania. |
|    | Therefore in order to bring development in our Tanzania county we should stop bad thing because it cause development through education. The government can support to provide education for people in order to bring development   |

Extract 10.1 is a sample from a script of the candidate who provided irrelevant responses.

Conversely, the candidates who scored from 06 to 12.5 marks demonstrated both strengths and weaknesses in their responses. Some of them had good organizational skills in terms of adhering to essay writing format and good communication skills. They had relatively good knowledge on the efforts made in Tanzania to promote and protect human rights since independence as they gave some correct points. For example, one candidate pointed out; *“Establishment of Laws which allows non-governmental organizations to operate and run their activities smoothly, presence of free mass media and freedom of religious activities”*. However, their scores varied from one individual candidate to another depending on the scope of illustrations of their points, coherence of ideas, repetitions of some few points and the plausibility of the introduction and conclusion.

The analysis of candidates' responses has revealed that, the candidates whose scores ranged from 13 to 20 marks, precisely focused on identifying the efforts made since independence to promote and protect human rights in Tanzania like; *“Establishment of the Commission of Human Rights and good Governance, recognizing and including human rights in the*

*constitution of 1977 of the United Republic of Tanzania, Establishment of Multiparty system of governance, The court of law is given the final say on legal matters, accepted and complied with international obligations on human rights such as the UN Universal Declaration of Human Rights of 1948, freedom of religious activities, including human rights education in the national curriculum, allowed establishment of mass media and the establishment of laws which allow non-governmental organizations to operate and run their activities smoothly".* They also demonstrated good and logical organizational skills, and provided both relevant introductions and conclusions. One candidate for example, provided the following introduction: *Human right refers to all things which every individual is entitled to without any ones interference. Promoting and protecting human rights refers to efforts made in making sure human rights are provided to all people in the country. In Tanzania human rights have been greatly promoted and protected as follows.* Despite such a colourful performance, the divergence of the candidates' scores was due to slight grammatical errors, lack of vivid examples in some cases and the weight of their arguments as well. Extract 10.2 is a sample of a relevant response from the script of a candidate.

## Extract 10.2

|    |  |  |
|----|--|--|
| 10 | <p>Human rights are all the basic things which are entitled to all human beings to be enjoyed. Human rights help to promote equality, peace and fairness. Human rights are universal and it is an obligation for everybody to respect and value rights of every individual. Promotion and Protection of human rights is a day to day effort that has been done and is still done in various ways. The following are some of the efforts which have been made to promote and protect the human rights since independence;</p> <p>The government has included the Bill of Rights in the constitution, the Bill of Rights is a list of all the things which are entitled to citizens. Thus through including it in the constitution it ensures that all people value and respects each aspect of Human rights entitled to every individual. This makes it supreme without giving a chance for any individual to go against the Bill of right or abuse it in any way. Thus this ensures that individuals rights are respected.</p> |  |
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|----|--|
| 10 | <p>The government has led up to the Commission of Human rights, this commission is an important organ that is responsible for promotion and protection of human rights. This commission values and respect peoples rights and thus ensure that people's right are enforced so as to promote equality, fairness and peace. Through the responsibilities and duties done by this commission peoples rights are valued protected and well respected.</p> <p>The court of law has the final say on all legal matters, this suggests that no one has any authority to punish criminals, or kill suspected criminals, rather only the court is given the authority to punish people according to the law. This helps to ensure that nobody is above the law, and that nobody abuses others' rights. Thus this ensures tranquility and maintainance of law and order in a way that even individuals' rights are protected.</p> <p>Tanzania is a signatory to various International Obligations on human rights, these International Obligations demand that all signatories or territories of which Tanzania is among should respect and value human rights as Internationally declared. Thus Tanzania by being a member has no choice but rather to act as the International Human aspects Rights aspect declares. This has helped to ensure that the country promotes and protect human rights.</p> <p>The government allows Non-Governmental Organizations to operate in the country, (NGOs) are provided with a permit to operate in the country, in their operations they help to educate the mass especially special groups on their rights, importance and their values so that they can claim them when they are denied or abused. Some of these organisations include Tanzania Women Lawyer Association (TAWLA), TANWA and TGNP.</p> |
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|    |   |
|----|---|
| 10 | <p>The government allows for multiparty system of government. Multiparty system allows for various political parties to operate in the country. This helps to promote accountability of leaders and prevent abuse of power. Multiparty system allows citizens to have freedom of choice to choose government of their choice through elections. This helps to ensure that people practice their freedom of expression, freedom of choice on who is to take over the government and rule them. This helps to enhance democracy thus human rights are protected and well exercised by the individual members of the country.</p> <p>In a nutshell the Government of Tanzania has made various efforts in attempt to promote and protect human rights. This has helped to foster peace and harmony since the rights of every individual citizens are respected and well protected.</p> |
|----|---|

Extract 10.2 is a sample of the candidate's correct response. The candidate identified the efforts made since independence in protecting and promoting human rights in Tanzania.

### 3.0 CONCLUSION:

The candidates' performance in Civics subject CSEE 2018 indicates a downward trend as 205,156 candidates equals to 57.25 percent passed while in 2017 stood at 58.75 percent which is equivalent to 185,702 candidates.

Evidences from the Candidates' Items Responses Analysis (CIRA) suggest that, the candidates' performance in most topics in this subject was average as majority of the candidates were able to score from 30 percent and above in 7 (70%) questions out of 10. The performance in question 1 was good as 65.1 percent of candidates passed. The question was derived from the topics of *Human Rights, Promotion of Life Skills, Economic and Social Developments, Globalization, Poverty, Family Life and Government of Tanzania*. This shows that the candidates were able to choose the correct answer from the given alternatives.

The questions which were averagely performed were question 9 (63.1%) which featured from the topic of *Economic and Social Development*, question 5 (57.8%) from the topic of *Culture*, question 6 (54.6%) from the topic of *Poverty*, question 3 (43.8%) passage about topic of *Gender* and question 2 and 7 (36.8%) both from *Democracy*.

The questions which the candidates had poor performance were question 4 and 8 (26.79) both from the topic of *Government of Tanzania* and question 10 (10.3%) which was set from the topic of *Human rights*. The major reasons noted for the poor performance include: Lack of an in-depth knowledge of those topics, inability to interpret and identify the demands of the question, inadequate skills in answering comprehension questions, poor English language proficiency and failure to adhere to essay writing format. Additionally, some candidates' poor scores were due to mentioning points without explanations, giving fewer relevant points and gross repetition of points particularly in questions 5, 6, 7, 8, 9 and 10. Against these poorly performed topics, all educational stakeholders are needed to take efforts towards overcoming these challenges.

#### **4.0 RECOMMENDATIONS**

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

- (a) Teachers should employ a variety of teaching and learning techniques to inspire students' interests in the Civics subject especially the topics which were poorly done (Human rights and Government of Tanzania). The suggested techniques are; group discussions, use of guest speakers, brainstorming, use question and answers and charts.
- (b) Prospective candidates are advised to attempt the required number of questions and avoid repeating points.
- (c) Prospective candidates should be guided and taught how to identify the demands of the question and to respond to specific questions. For example, how to write good and meaningful introduction, main body and conclusion in essay questions..

- (d) Schools should initiate a special English language programmes to enable the students to improve their English language competence.
- (e) Prospective candidates should be encouraged and guided to read various sources of Civics subject such as books, news papers, journals and papers especially those related to Human rights and government of Tanzania.

## Appendix

### ANALYSIS OF STUDENTS PERFORMANCE QUESTION WISE

| SN | Topic   | Question number | The percentage of students who scored 30% and above | Remarks |
|----|---|-----------------|---|---------|
| 1  | Promotion of Life Skills, Government of Tanzania, Poverty, Economic and Social Development, Human Rights and Globalization. | 1               | 65.1%   | Good    |
| 2  | Economic and Social Development   | 9               | 63.1%   | Average |
| 3  | Culture   | 5               | 57.8%   | Average |
| 4  | Poverty   | 6               | 54.6%   | Average |
| 5  | Comprehension - Gender  | 3               | 43.8%   | Average |
| 6  | Democracy   | 2 and 7         | 36.3%   | Average |
| 7  | Government of Tanzania  | 4 and 8         | 26.7%   | Weak    |
| 8  | Human Rights  | 10              | 10.3%   | Weak    |

