BARAZA LA MITIHANI LA TANZANIA

UCHAMBUZI WA MAJIBU YA WATAHINIWA WA MTIHANI WA KIDATO CHA NNE (CSEE) OKTOBA 2011 MKOA WA ARUSHA

Baraza la Mitihani la Tanzania
S. L. P. 2624
DAR ES SALAAM

JULAI, 2012

BARAZA LA MITIHANI LA TANZANIA

TAARIFA YA UCHAMBUZI WA MAJIBU YA MTIHANI WA KIDATO CHA NNE 2011 KATIKA MKOA WA ARUSHA

1.0 UTANGULIZI

Matokeo ya Mtihani wa Taifa wa Kidato cha Nne (CSEE) mwaka 2011 yaliyotangazwa na Baraza la Mitihani la Tanzania yanaonesha kuwa kati ya watahiniwa wa shule **336,301** waliofanya mtihani mwaka huo ni watahiniwa **180,216** sawa na asilimia **53.59** waliofaulu. Idadi hiyo ni kubwa ikilinganishwa na ya mwaka 2010, ambapo kati ya watahinwa **352,840** waliofanya mtihani kama watahiniwa wa shule ni watahiniwa **177,021** sawa na asilimia **50.40** waliofaulu. Hivyo kiwango cha ufaulu kitaifa kwa watahiniwa wa shule kimeongozeka kwa asilimia **3.19**.

Jumla ya watahiniwa **17,841** walifanya mtihani wa Kidato cha Nne, 2011 katika mkoa wa Arusha, kati yao watahiniwa **10,476** sawa na asilimia **58.72** walifaulu na watahiniwa **7,365** sawa na asilimia **41.28** walifeli mtihani huo. Takwimu zinaonesha kuwa ufaulu katika mkoa wa Arusha **umepanda** kwa asilimia **2.04** ukilinganisha na ufaulu wa mwaka 2010, ambapo watahiniwa **10,240** sawa na asilimia **56.68** walifaulu na watahiniwa **7,827** sawa na asilimia **43.32** walifeli mtihani huo. Ingawa takwimu zinaonesha kuwa kiwango cha ufaulu kimeongezeka bado kiwango hicho hakiridhishi kwani asilimia ya watahiniwa waliofeli ni kubwa. Aidha kuna changamoto ya ubora wa ufaulu kwani watahiniwa wengi waliofaulu wamepata Daraja la IV. Kati ya watahiniwa **10,476** waliofaulu, ni watahiniwa **2,129** sawa na asilimia **11.94** ndiyo waliopata daraja la I-III.

Hivyo ili kuuwezesha mkoa kubaini sababu za watahiniwa kutofanya vizuri kwenye mitihani yao, Baraza la Mitihani la Tanzania limefanya uchambuzi wa majibu ya watahiniwa kutoka katika baadhi ya shule za mkoa wa Arusha kwa lengo la kuonesha hali halisi ya majibu yao ambayo yanaathiri ufaulu. Baraza la Mitihani la Tanzania linaamini kuwa taarifa hii itasaidia Wakuu wa Shule na wadau wa elimu kuchukua hatua ambazo zitaimarisha ufundishaji na kupunguza tatizo linalojitokeza kwenye majibu ya watahiniwa na hatimaye kuinua ubora wa elimu nchini.

Aidha majibu ya baadhi ya watahiniwa waliofanya vizuri nayo yameambatanishwa ili kuonesha kuwa maandalizi yanapokuwa mazuri, watahiniwa wanaweza kujibu maswali kwa ufasaha hivyo kufanya vizuri katika mitihani yao.

2.0 DOSARI ZILIZOBAINIKA KATIKA MAJIBU YA WATAHINIWA

2.1 Watahiniwa Kuandika Vitu Visivyoeleweka

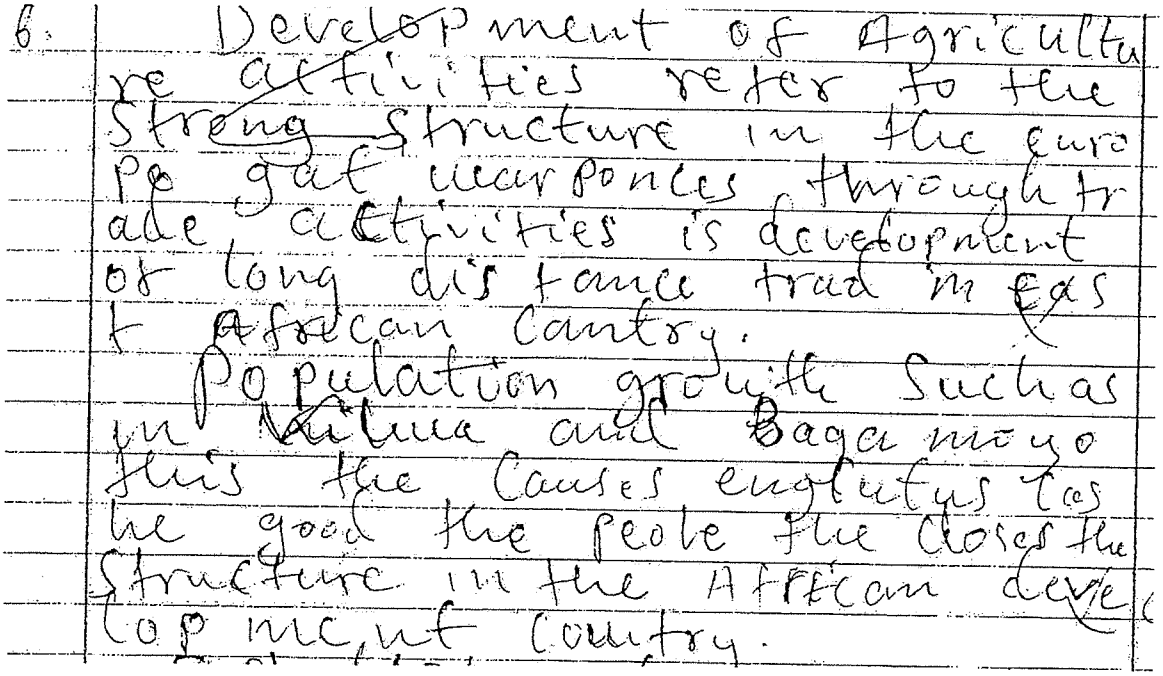
Uchambuzi unaonesha kuwa baadhi ya watahiniwa walishindwa kabisa kuandika sentensi zinazoeleweka katika kupanga hoja za kujibu swali. Watahiniwa hao waliandika maandishi ambayo yalikuwa hayana maana yoyote katika lugha ya kiingereza au Kiswahili. Dosari zilizobainika zimeainishwa kwa kutumia mifano ya masomo mbalimbali.

2.1.1 History

Mfano 1

Swali la 6 liliuliza *"Analyse eight impacts of coastal based long distance trade system on social, political, and economic development of East African societies during the 19th century"*. Sehemu ya jibu la swali hilo lilikuwa kama ifuatavyo:

Kielelezo 2.1.1A


6. Development of Agriculture activities refer to the strong structure in the europe gat weapones through trade activities is development of long distance trad in east African country.
Population growth Such as in Nyamwezi and Baganyo this the causes enfluty to be good the peole the closes the structure in the African development country.

Ni vigumu kuelewa alichokieleza mtahiniwa kwa kuwa maandishi aliyoandika hayana maana yoyote.

Mfano 2

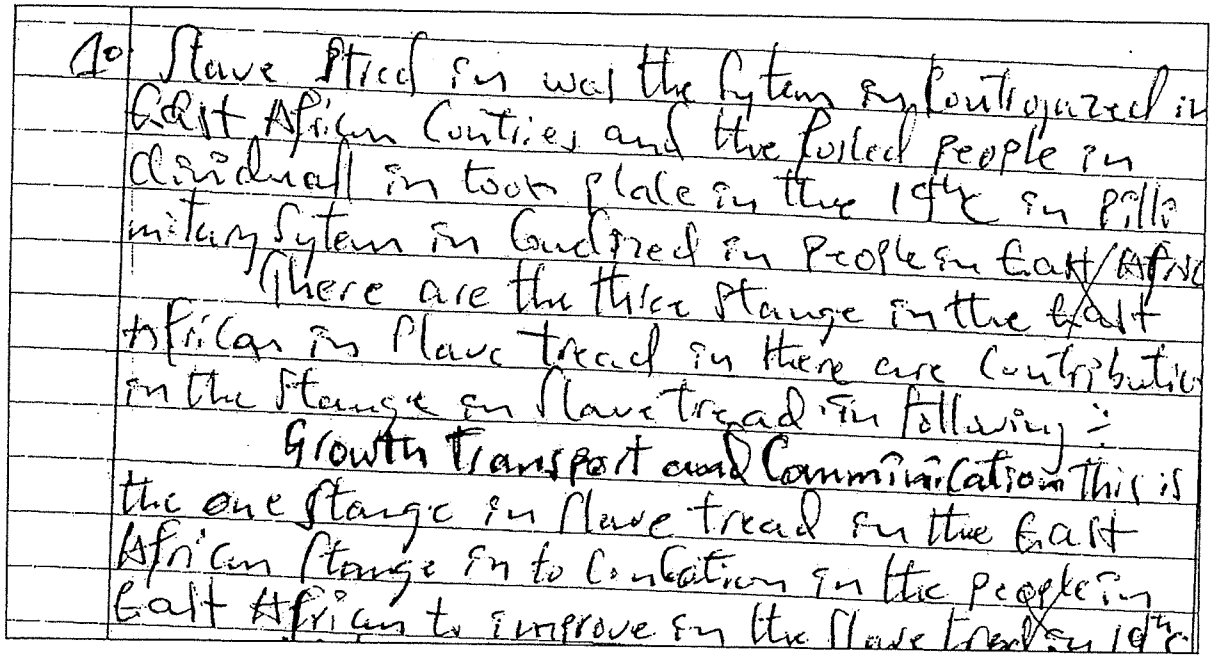
Mfano mwingine wa majibu yasiyoeleweka Katika swali hilo hilo la 6 ni wa majibu ya mmojawapo wa watahiniwa walioandika majibu yasiyoeleweka ambaye aliandika kama ifuatavyo:

6. *"Long distance trad was the trad which are usedbuying lang time people from one countries to another such as the buying and selling good and another. The following about the empact of coastal besed long distance trad system on social politicall and economically development of East Africa Societies during the 19th century."*

Mfano 3

Swali la 10 liliuliza *"discuss the three stages through which slave trade was abolished in East Africa during the 19th Century"*. Kama ilivyo katika Mfano 1 na 2, baadhi ya watahiniwa waliandika majibu yasiyoeleweka ambayo ilikuwa vigumu kuelewa walichotaka kueleza. Kielelezo kifuatacho kinaonesha sampuli ya sehemu ya jibu lisiloeleweka:

Kielelezo 2.1.1B

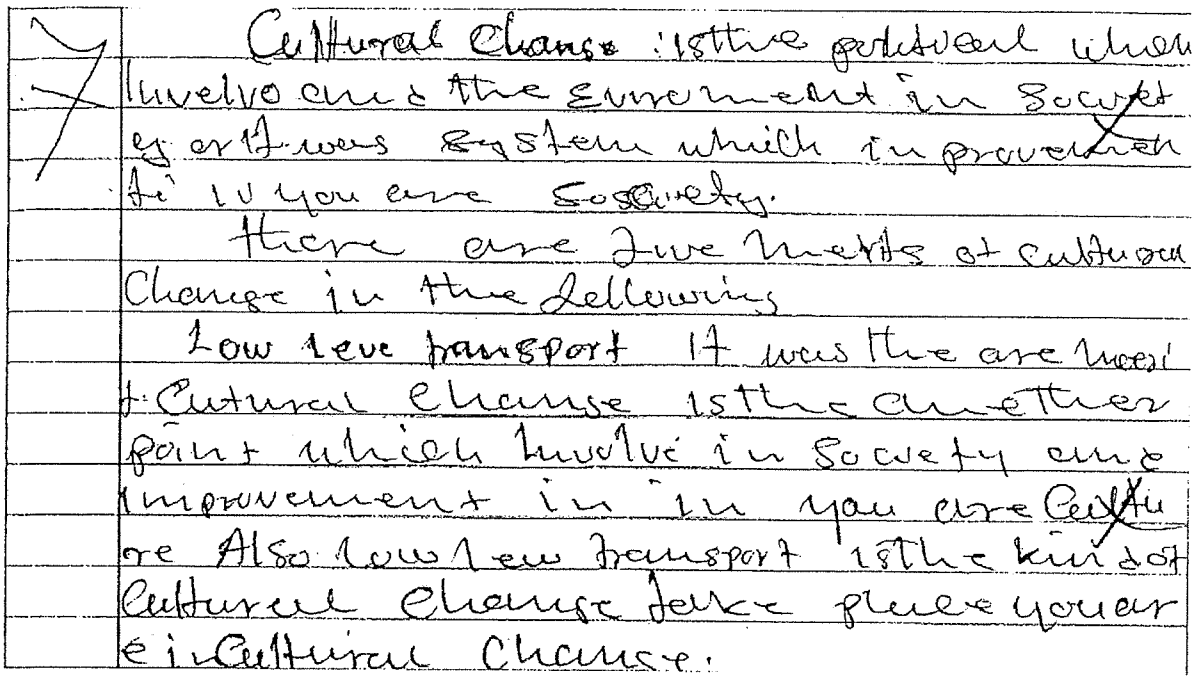


Jibu hili halieleweki hivyo siyo rahisi kwa mtahini kuelewa mtahiniwa ana maanisha nini.

2.1.2 Civics

Swali la 7 liliuliza *"There is almost unquestionable view that culture is dynamic. In the light of this statement, explain any five merits of cultural changes to Tanzanians"*. Sehemu ya jibu la swali hilo lilikuwa kama ifutavyo:

Kilelezo 2.1.2


7 Cultural Change : Is the period when involve and the Environment in Society or It was System which in prevention fi IV you are Society.
There are five merits of Cultural Change in the following
1 ow 1 eve transport It was the are most f. Cultural Change is the another point which involve in Society and improvement in IN you are Cultu re Also 1 ow 1 ew transport is the kind of Cultural Change force please your e i Cultural Change.

Ni vigumu kuelewa mtahiniwa alichokieleza kwani maandishi aliyoandika hayana maana yoyote.

2.1.3 Geography

Mfano 1

Swali 12 liliuliza *"Suggest the measures to be taken in order to reduce the effects of global climate change at national level"* Ifuatayo ni nukuu ya majibu yaliyotolewa na mmoja wa watahiniwa walioshindwa kujibu swali hilo. Majibu hayo yalionekana kama mkusanyiko wa maneno ambayo hayakuwa na maana yoyote.

> ***"Global climate** is the stuation of the climatic condition to change to be since of climatc cloba.*
> *The following are effects of global climate change at national level.*

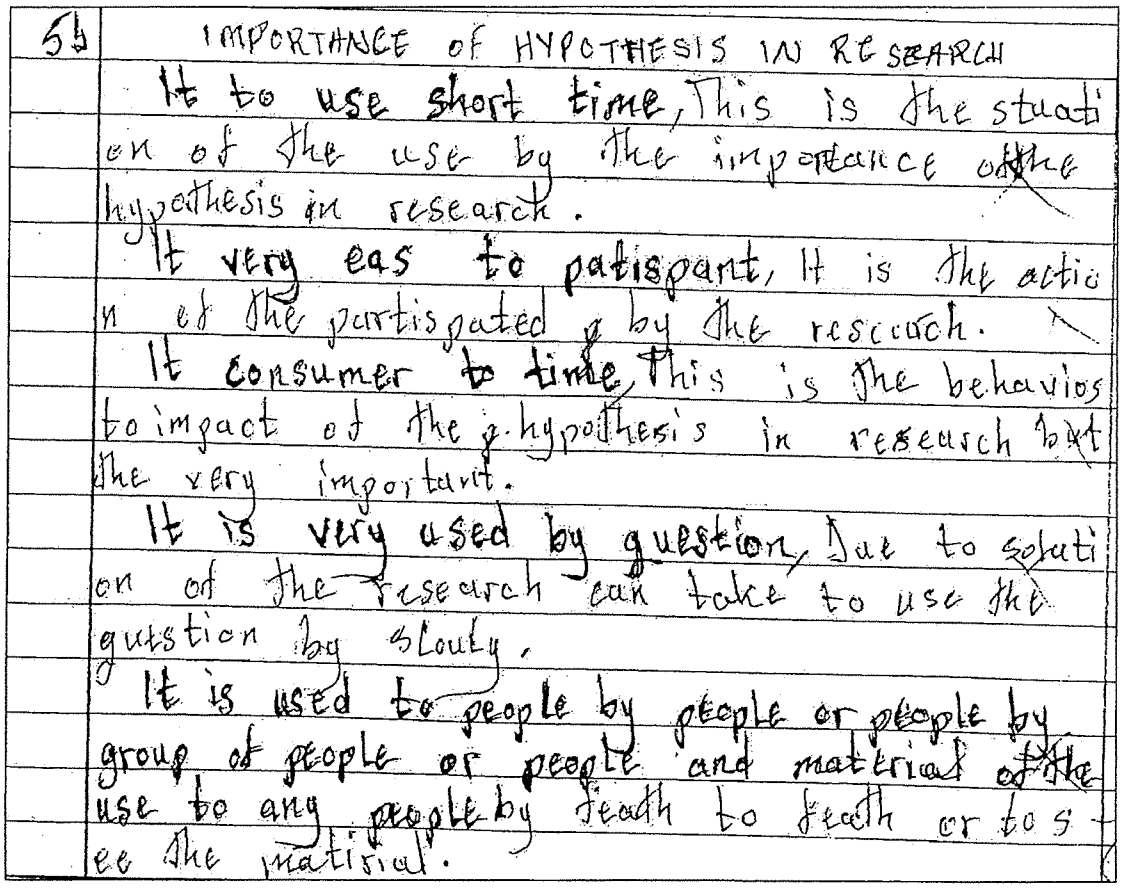
Noise polution, It is action of the potion of the noise on the mining to many the polution have to becomesof deseas.

Uandishi wa majibu ya aina hii huwapa shida sana wasahihishaji kwani hushindwa kuelewa mtahiniwa alikuwa anajenga hoja zipi.

Mfano 2

Swali la 5b liliuliza *"Explain four importance of hypothesis in research"*. Baadhi ya watahiniwa walishindwa kueleza faida za 'hypothesis' katika utafiti na kuandika majibu yafuatayo ambayo hayaeleweki.

Kielelezo 2.1.3

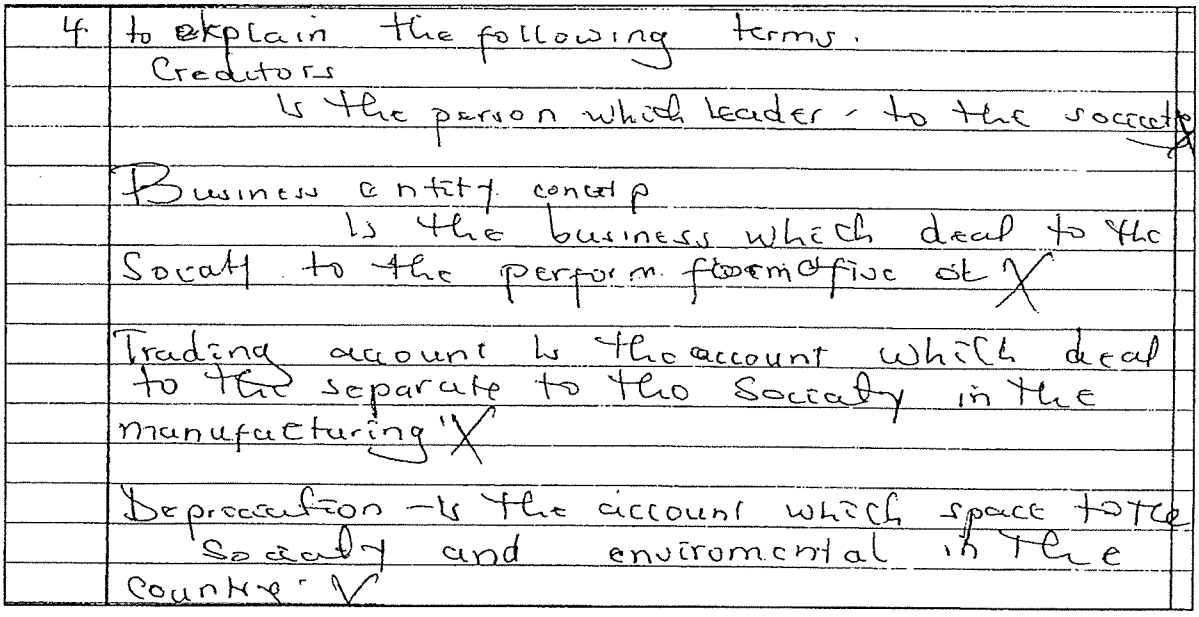

5b IMPORTANCE of HYPOTHESIS IN RESEARCH
It to use short time, This is the stuati on of the use by the importance of the hypothesis in research.
It very eas to patisipant, It is the actio n of the partisipated by the research.
It consumer to time, this is the behavios to impact of the hypothesis in research bat the very importarit.
It is very used by question, Dat to solati on of the research can take to use the gutstion by slouly.
It is used to people by people or people by group of people or people and matiriat of the use to any people by feath to feath or to s ee the matirial.

2.1.4 Book Keeping

Swali la 4 liliuliza *"Briefly explain the following terms; Creditors; Business entity concept; Trade discount; Depreciation; Accrual concept"*.

Uchambuzi uliofanyika unaonesha kuwa baadhi ya watahiniwa waliandika majibu ambayo ilikuwa vigumu kujua walitaka kueleza nini kama inavyoonekana katika kielelezo kifuatacho.

Kielelezo 2.1.4

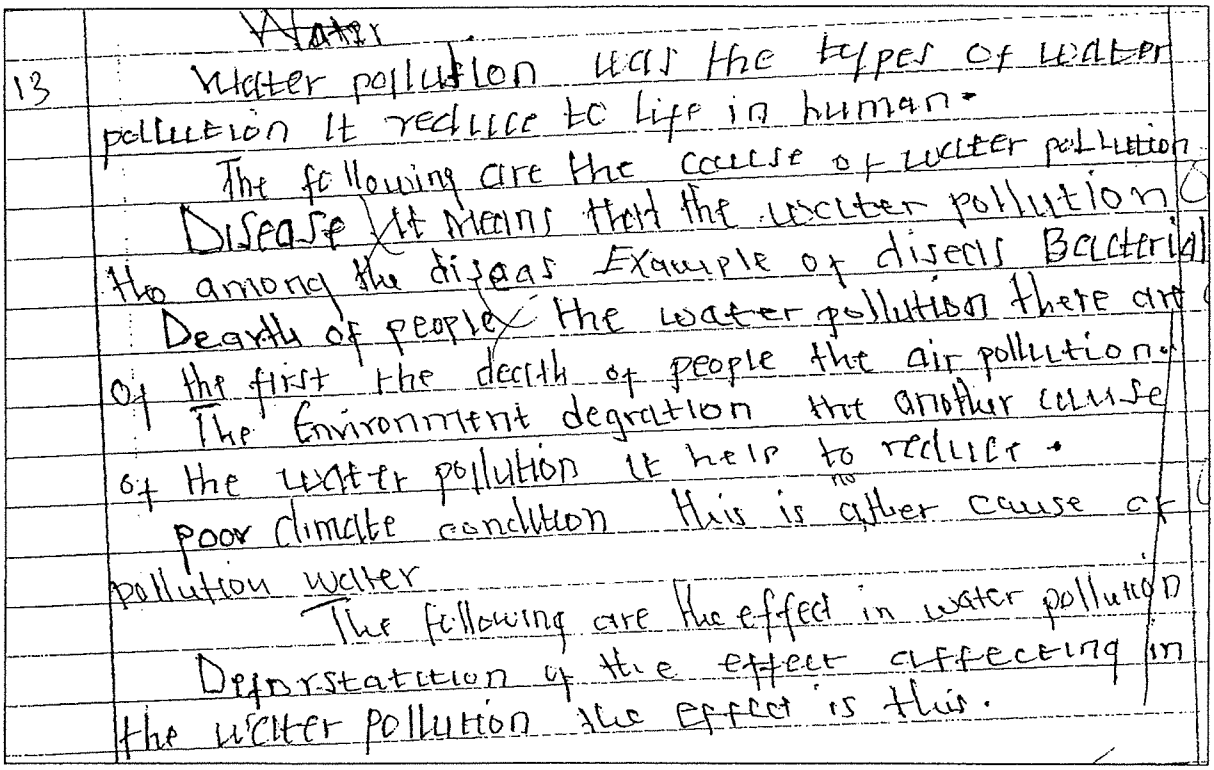

4. to explain the following terms.
Creditors
is the person which leader - to the society
Business entity concept
is the business which deal to the Society to the perform formation of
Trading account is the account which deal to the separate to the Society in the manufacturing
Depreciation - is the account which space to the Society and environmental in the country.

Majibu yaliyoandikwa katika kielelezo 2.1.4 ni mkusanyiko wa maneno ambayo hayana mtiririko na hata yakiunganishwa katika sentensi hayaleti maana yoyote.

2.1.5 Chemistry

Swali la 13 liliuliza *"Environment supports lives of all arganisms. Its pollution has led to some major catastrophic effects. Describe water pollution by analysing its causes, effects and the protective and remedial measures to be taken"*. Kielelezo 2.1.5 kifuatacho kinaonesha sehemu ya jibu la swali la 13.

Kielelezo 2.1.5


13 Water pollution has the types of water pollution it reduce to life in human.
The following are the cause of water pollution
Disease It means that the water pollution the among the diseas Example of diseas Bacterial
Dearth of people the water pollution there are of the first the death of people the air pollution.
The Environment degration the another cause of the water pollution it help to reduce.
poor climate condition this is other cause of pollution water
The following are the effect in water pollution
Deforstation of the effect affecting in the water pollution the effect is this.

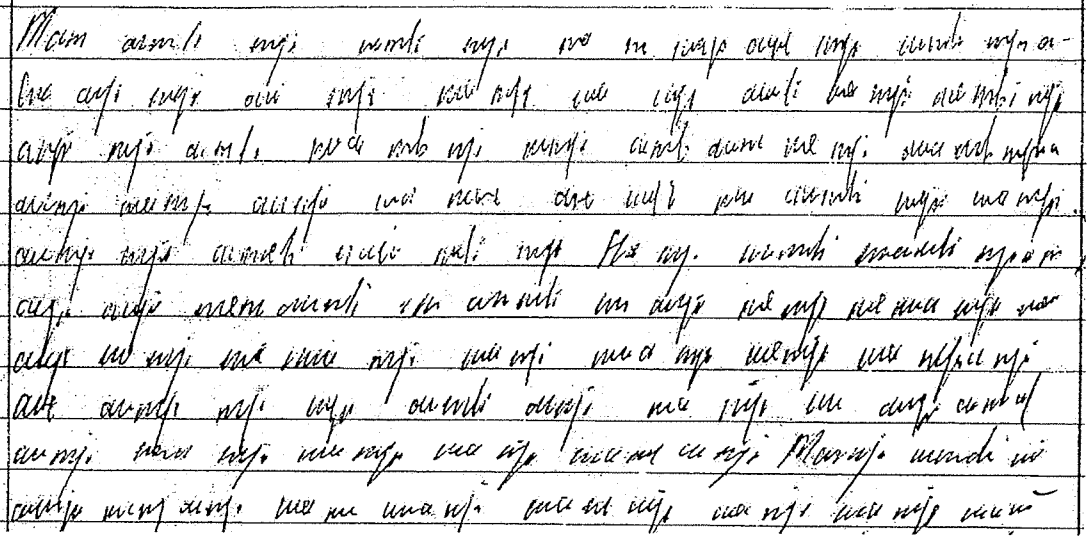
Katika Kielelezo 2.1.5 ni vigumu kuelewa mtahiniwa alikuwa anajenga hoja zipi kwani sentensi zake hazileti maana yoyote mfano *"Disease It Means that the water pollution the among the diseas..."*.

2.1.6 English Language

Mfano 1

Swali 11 liliuliza *"Discuss how European Colonization of Africa is portrayed in fourpoems of your choice"*. Sehemu ya jibu la swali hilo lilikuwa kama ifuatavyo:

Kielelezo 2.1.6A

Question Number	SUBJECT NAME ENGLISH LANGUAGE INDEX NUMBER
	

Uandishi wa majibu kama haya unafanya kazi ya wasahihishaji kuwa ngumu kwani siyo rahisi kuelewa mtahiniwa alichotaka kukieleza

Mfano 2

Swali la 10A liliuliza *"Write a composition of not less than 250 words with the title,* ***we should all strive to protect our environment so that it protects us***". Kama ilivyo katika mfano 1 baadhi ya watahiniwa waliandika majibu yasiyoeleweka. Ifuatayo ni sehemu ya majibu ya mmojawapo wa watahiniwa.

Kielelezo 2.1.6B

10A Envuro̊ment Is the word you are the main body has have from with. Was to alternatives although in the enviinment of race in clevelop ment. The was mother body to the environmerdy the following term to the meking joined the awaray e our depar ture to secretary we have nothing.

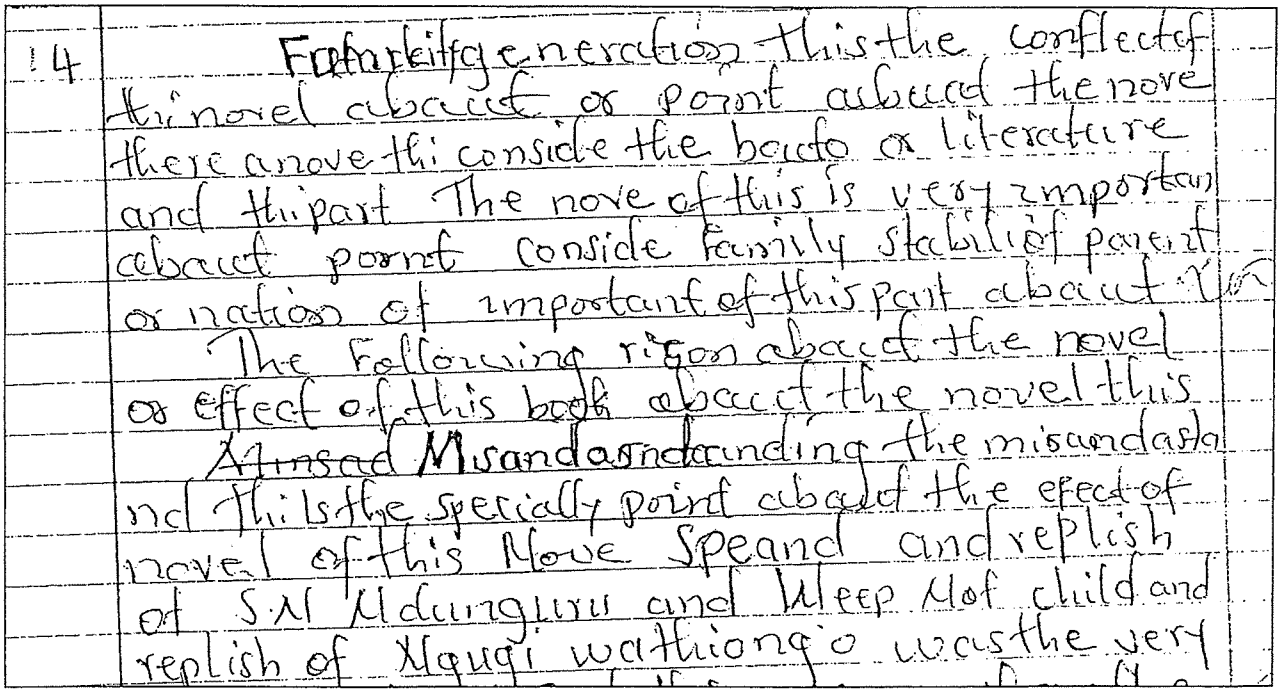
Day party have given anytime drop and fill free your chair teacher that aposation and enwironment it was Cabinet heard the public him enabling name to area

Majibu katika kielelezo 2.1.6B yanaonekana kama mkusanyiko wa maneno usio kuwa na maana yoyote na hivyo kufanya majibu ya mtahiniwa yasieleweke.

Mfano 3

Swali la 14 liliuliza *"With reference to any two novels you have read under this section, discuss things which you think are not good to be practiced with the future generations"*. Katika kujibu swali hili lililowataka watahiniwa kutumia vitabu viwili, baadhi yao waliandika majibu ambayo hayakuwa na mtiririko maalum hivyo walichokieleza hakikueleweka. Ona kielelezo 2.1.6C kifuatacho;

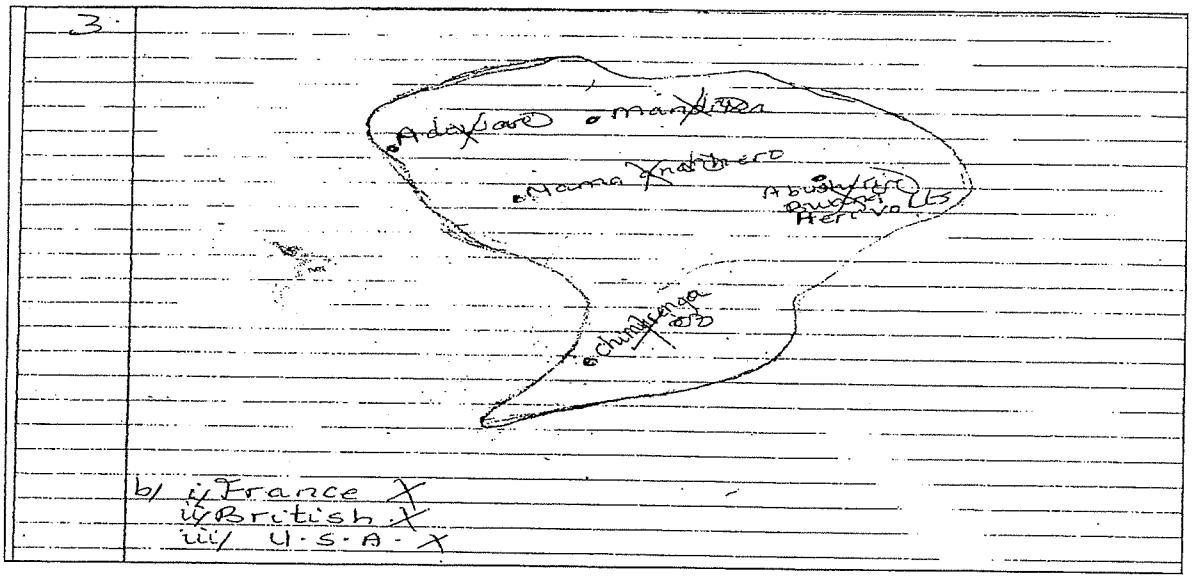
Kielelezo 2.1.6C



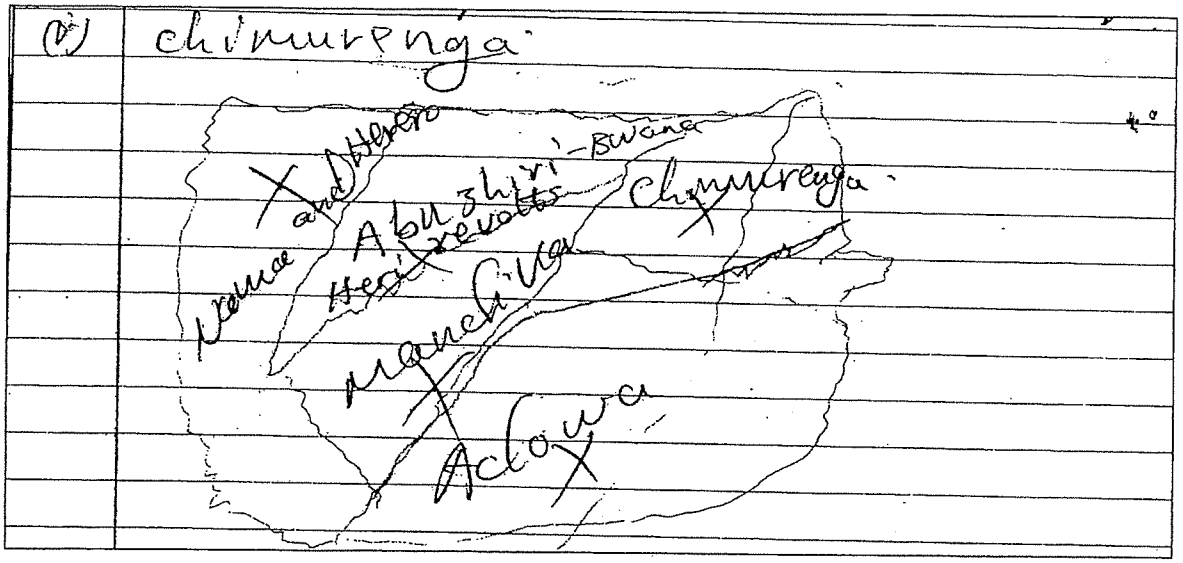
2.2 Watahiniwa Kukosa Stadi za Kuchora Ramani

Katika swali la 3 somo la **History** watahiniwa walitakiwa kuchora ramani ya Afrika na kuonyesha maeneo yafuatayo ambayo yalipinga ukoloni: (i) Nana and Herero (ii) Mandika (iii) Abushiri Bwana Heri (iv) Adowa na (v) Chimuranga. Watahiniwa wengi walichora michoro ambayo haikufanana na ramani ya Afrika na hivyo kutopata alama yeyote katika swali hilo. Vielelezo vifuatavyo vinaonesha mifano ya ramani hizo.

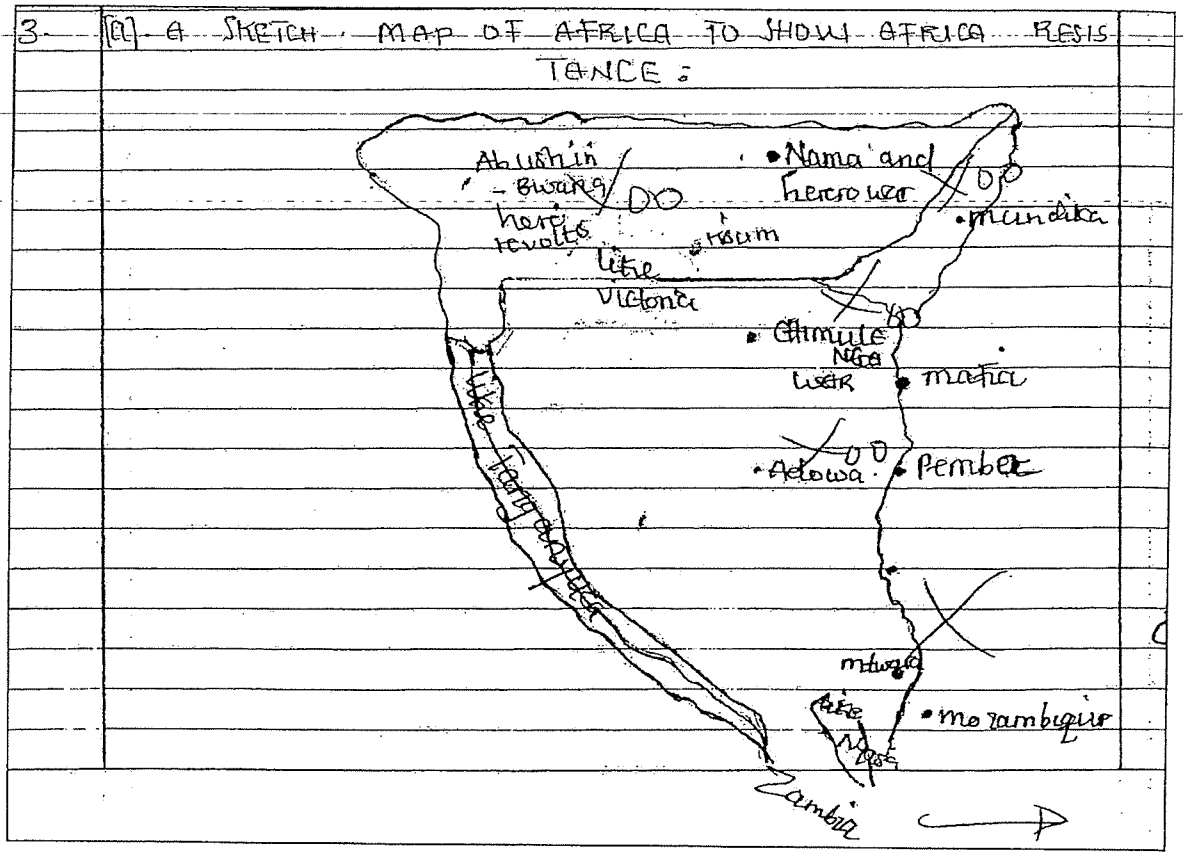
Kielelezo 2.2.1A



Kielelezo Na. 2.2.1B



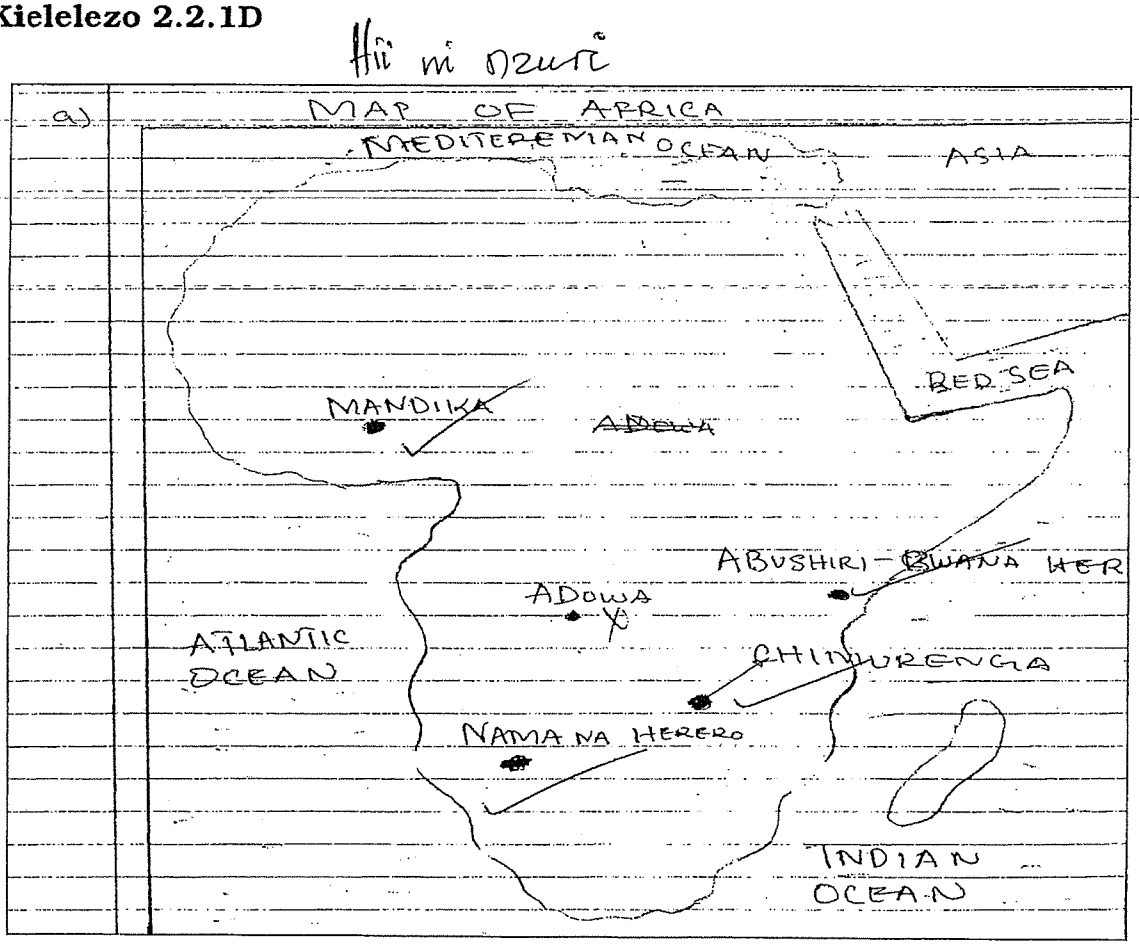
Kielelezo 2.2.1C



Kitendo cha watahiniwa kushindwa kuchora ramani ya Afrika ni jambo ambalo halikutarajiwa lijitokeze kwa watahiniwa wengi kwani katika shule nyingi ramani hizo huwekwa katika kuta za majengo ya shule na pia ni mada ambayo hufundishwa tangu wakiwa katika shule za msingi.

Hata hivyo wapo watahiniwa waliojibu swali hili vizuri kama inavyoonekana katika kielelezo 2.2.1D

Kielelezo 2.2.1D



Katika kielelzo 2.2.1D Mtahiniwa aliweza kuchora ramani ya Afrika na kuonesha baadhi ya maeneo yaliyokuwa na upindani dhidi ya ukoloni japo alishindwa kuonesha kwa usahihi eneo la Adowa.

2.3 Kuandika Majibu Yasiyokidhi Matakwa ya Swali

Katika usahihishaji wa mitihani ya taifa, watahini hubaini kuwa wapo watahiniwa ambao huandika maelezo yanayoeleweka lakini hayana uhusiano na matakwa ya swali. Tatizo kama hili linaweza kutokana na watahiniwa kutosoma swali kwa makini kabla ya kujibu hivyo, kujikuta wakipoteza muda mwingi kuelezea mambo yasiyohitajika ambayo hayawasaidii kupata alama zozote katika swali husika. Hali hiyo inaweza pia kusababishwa na mtahiniwa kutokuwa na ujuzi na maarifa yanayotakiwa katika kujibu swali husika na hivyo kuamua kuandika chochote anachoona kinafaa. Mifano ifuatayo inaonesha namna watahiniwa walivyoandika majibu yasiyoendana na matakwa ya swali katika masomo mbalimbali.

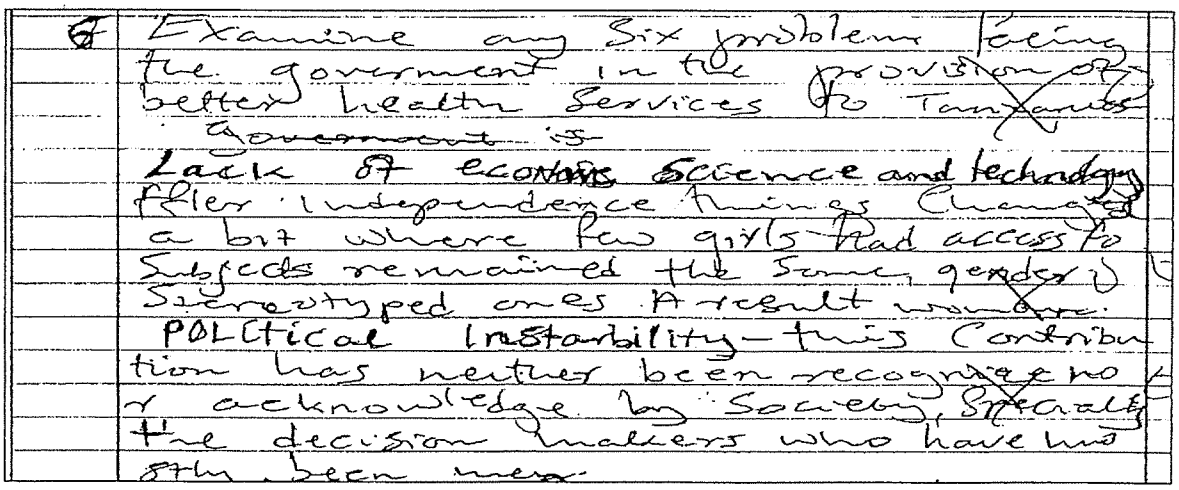
2.3.1 Civics

Mfano 1

Swali la 6 liliuliza *"Examine any six problems facing the government in the provision of better health services to Tanzanians".*

Katika swali hili baadhi ya watahiniwa walijibu kinyume cha matakwa ya swali kama vielelezo vifuatavyo vinavyoonesha;

Kielelezo 2.3.1A


6 Examine any Six problem facing the government in the provision of better health services to Tanzanians
Government is
Lack of economic science and technology after Independence things Changed a bit where few girls had access to Subjects remained the same, gender Stereotyped ones. A result women are.
POLitical Instability - this Contribution has neither been recognize nor acknowledge by Society, Specially the decision makers who have had 8th been men.

Majibu yaliyo katika katika kielelezo 2.3.1A hayakidhi matakwa ya swali kwani badala ya kueleza matatizo yanayoikabiri serikali katika utoaji wa huduma bora mtahiniwa ameeleza jinsi wanawake wanavyoonewa.

Mwongozo wa usahihishaji unaonesha muwa watahiniwa ~~watahiniwa~~ walitakiwa kwanza kueleza maana ya neno Healthy na kueleza matatizo yafuatayo:

(i) Shortage and brain drain of skilled medical personnel: such as doctors, Laboratory technicians, nurses and pharmacist:

(ii) Shortage of drugs and equipments like microscopes and x ray machines (just to mention few).

(iii) The rising cost of these services which does not correspond with the rate of economic growth and the introduction of the user fees or cost sharing in the provision of health services.

(iv) Violation of the Medical Ethics and Regulations;

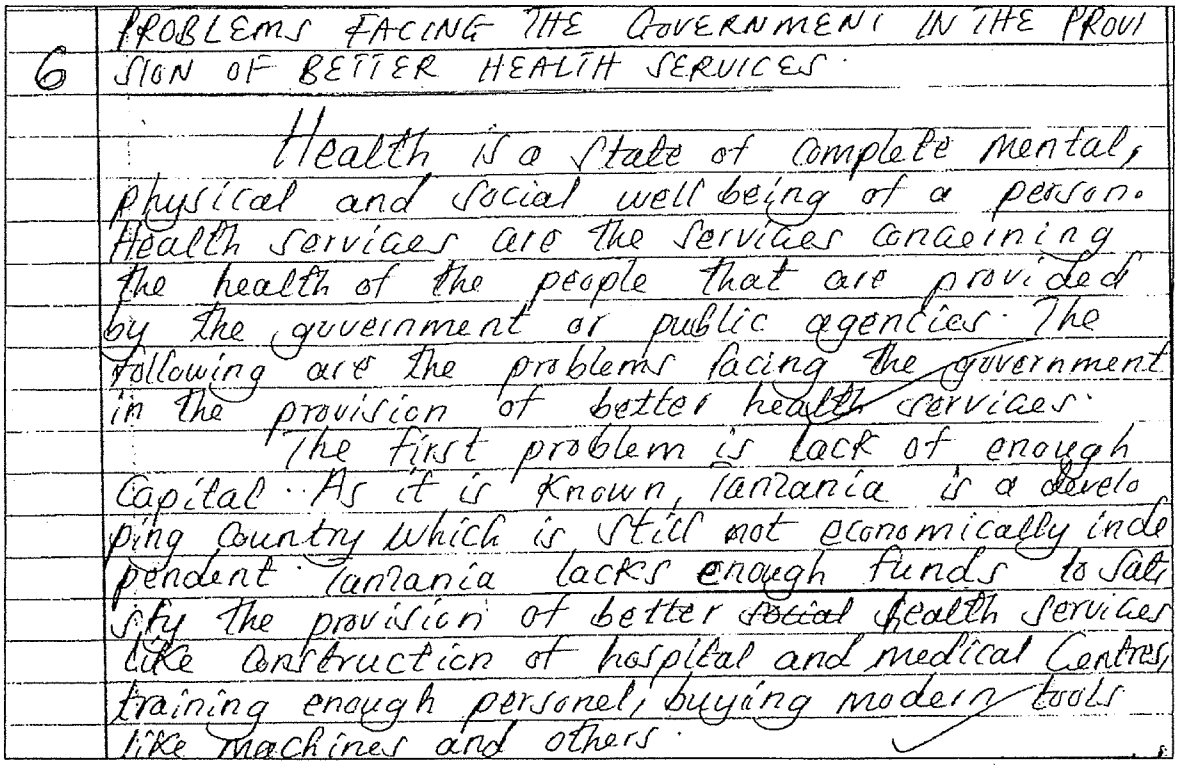
(v) *Shortages/ lack of water and power supply such as solar and electricity.*

(vi) *Distribution of some of the hospitals and health centres. Hospitals and health centres are spacily distributed in Tanzania*

Mfano 2

Kielelezo kifuatacho kinaonesha mfano wa majibu mazuri yaliyotolewa na baadhi ya watahiniwa. Katika kielelezo 2.3.1B mtahiniwa ameonesha mambo yanayokwamisha utoaji wa huduma bora za Afya;

Kielelezo 2.3.1B



6 PROBLEMS FACING THE GOVERNMENT IN THE PROVISION OF BETTER HEALTH SERVICES.

Health is a state of complete mental, physical and social well being of a person. Health services are the services concerning the health of the people that are provided by the government or public agencies. The following are the problems facing the government in the provision of better health services.

The first problem is lack of enough capital. As it is known, Tanzania is a developing country which is still not economically independent. Tanzania lacks enough funds to satisfy the provision of better social health services like construction of hospital and medical centres, training enough personel, buying modern tools like machines and others.

Kielelezo 2.3.1B kinaonesha sehemu ya baadhi ya majibu ya mtahiniwa ambaye ameeleza matatizo yanayoikumba serikali katika utoaji wa afya.

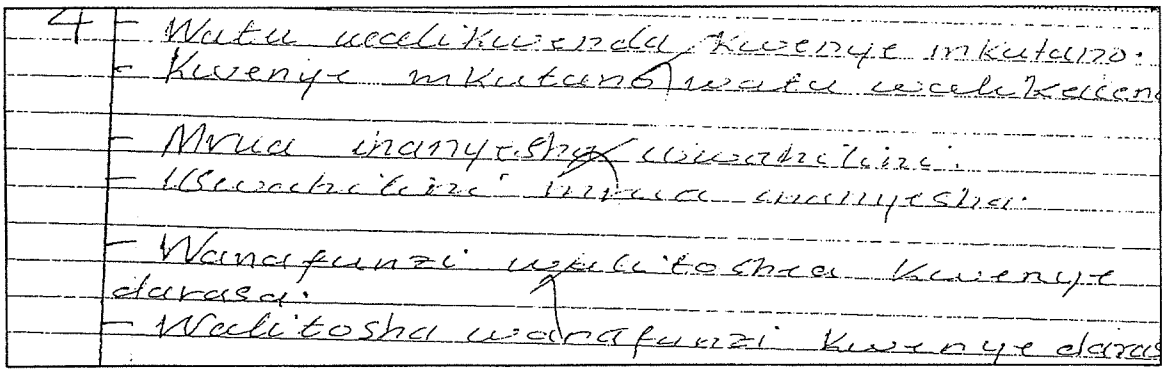
2.3.2 Kiswahili

Mfano 1

Swali la 4 lilimtaka mtahiniwa kutumia maneno 10 ya Kiswahili katika kufafanua kauli kuwa "lugha ina tabia ya kuchukua maneno kutoka lugha nyingine ili kukidhi mahitaji yake kimsamiati". Baadhi ya watahiniwa walishindwa kufafanua kauli hiyo, na kujibu kinyume

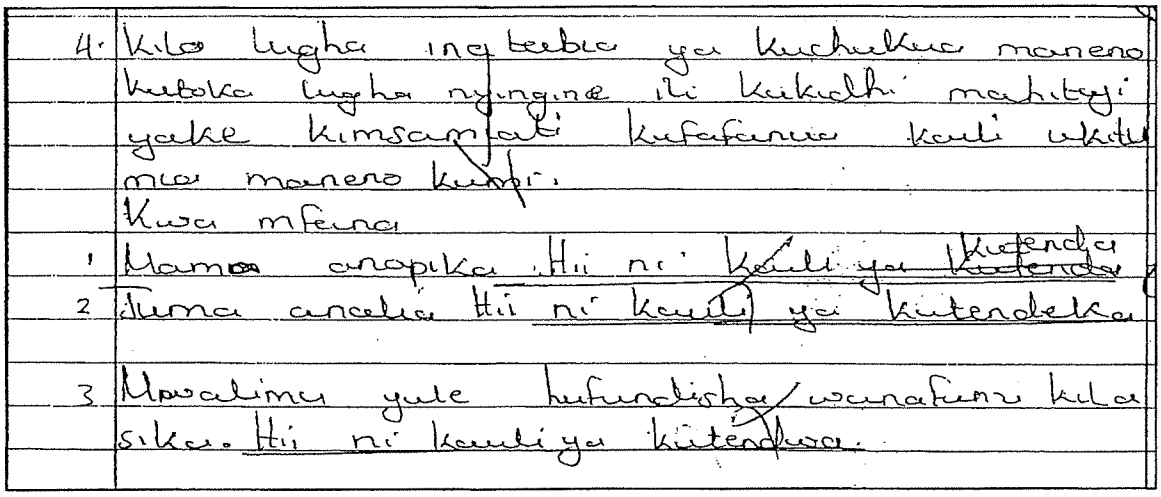
cha matakwa ya swali kama inavyoonekana katika vielelezo vifuatavyo;

KIELELEZO NA. 2.3.2A



Majibu yaliyo katika kielelzo 2.3.2A yanaonesha kuwa mtahiniwa hakuelewa matakwa ya swali.

Kielelezo 2.3.2B



Katika vielelezo 2.3.2 A & B watahiniwa wametunga sentensi na sio kuonesha maneno kumi yaliyochukuliwa kutoka katika Lugha nyingine ili kukuza misamiati katika lugha husika.

Hata hivyo wapo watahiniwa ambao walijibu swali hilo kwa usahihi kwa kutaja maneno kumi ya Kiswahili yaliyochukuliwa kutoka lugha nyingine kama inavyoonekana katika vielelezo vifuatavyo;

Kielelezo 2.3.2C

4. Tafsiria maana tano (10) ya Kiswahili ambayo unayapata kutoka lugha nyingine.

(i) Neno shule tunapata kutoka latika lugha ya kijerumani

(ii) Neno katibu tumelipata / kutoka kutoka lugha ya kiarabu

(iii) Neno shati kutoka katika lugha ya kingereza

(iv) Neno leso kutoka katika lugha ya kifaransa

(v) Neno pamba kutoka katika lugha ya kihindi

Majibu haya yanaonesha kuwa watahiniwa walielewa matakwa ya swali na pia walikuwa na ujuzi na maarifa ya somo husika.

Mfano 2

Katika swali 15 watahiniwa walitakiwa kueleza muundo wa soga na kutunga soga kama kipera cha hadithi. Baadhi ya watahiniwa walitunga hadithi ya kawaida ya kufikirika kama ilivyooneshwa katika kielelzo 2.3.2E

Kielelezo 2.3.2E

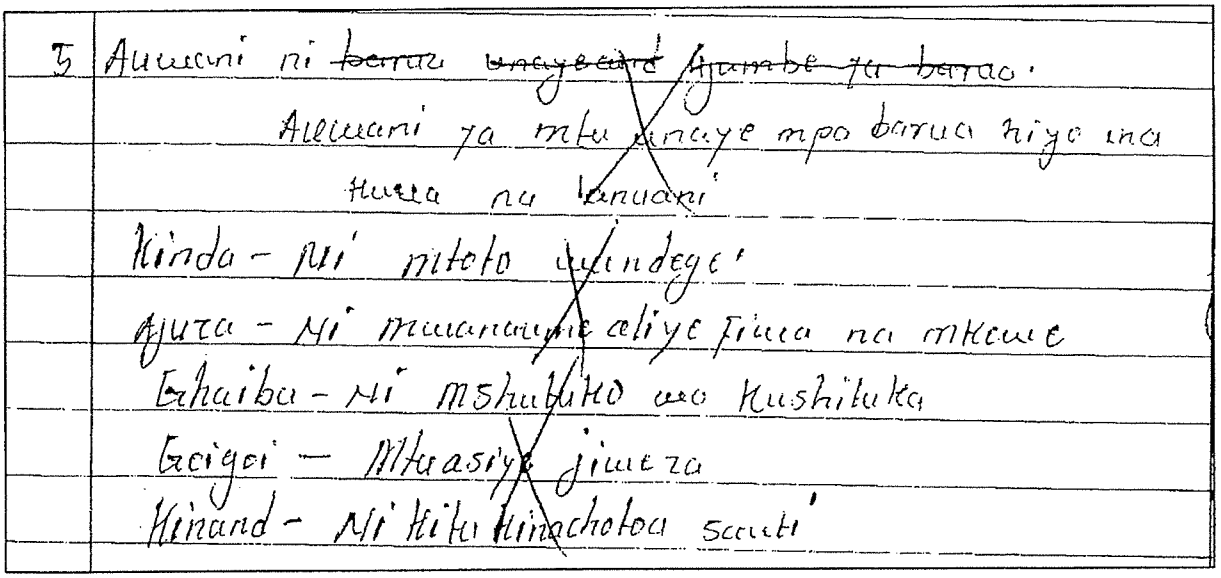
15. Soga - ni hadithi fupi zisimuliazo sinazoh usisha binadamu, wanyama na viumbe hai na visivyo hai.

Hapo zamani zakale kulitokea na kijiji kimoja chenye watu na wanyama wan aofuguwa. na wasiofuguwa. Situ moja mama moja akatoka kijiji kwao anaenda kijiji cha a jirani: Sasa huyo mama alikuwa myamzib akajisikia kuyapungua alipojisikia kuyapungua aliendo kwenye pango akajipungua mtoto wa kiti kwa bahati mbaya Simba alikuwa ani aishi kwenye pango lile. Simba alipotudi pangoni alimkuta yule mama pangoni mwa ke akaanshu-naye'

Mfano 3

Swali la 5 lilimtaka mtahiniwa kupanga maneno aliyopewa kama yanavyoonekana katika kamusi na kisha kuelezea maana ya maneno hayo kwa kutoa mfano mmoja wa sentensi kwa kila neno. Katika kujibu swali hili kuna baadhi ya watahiniwa ambao walishindwa hata kupanga maneno kwa usahihi kama yanavyotakiwa kupangwa katika Kamusi ya Kiswahili. Katika hali ya kawaida kamusi huanza na herufi za mwanzo (A-Z). Lakini baadhi ya watahiniwa hawakuzingatia kanuni hiyo.

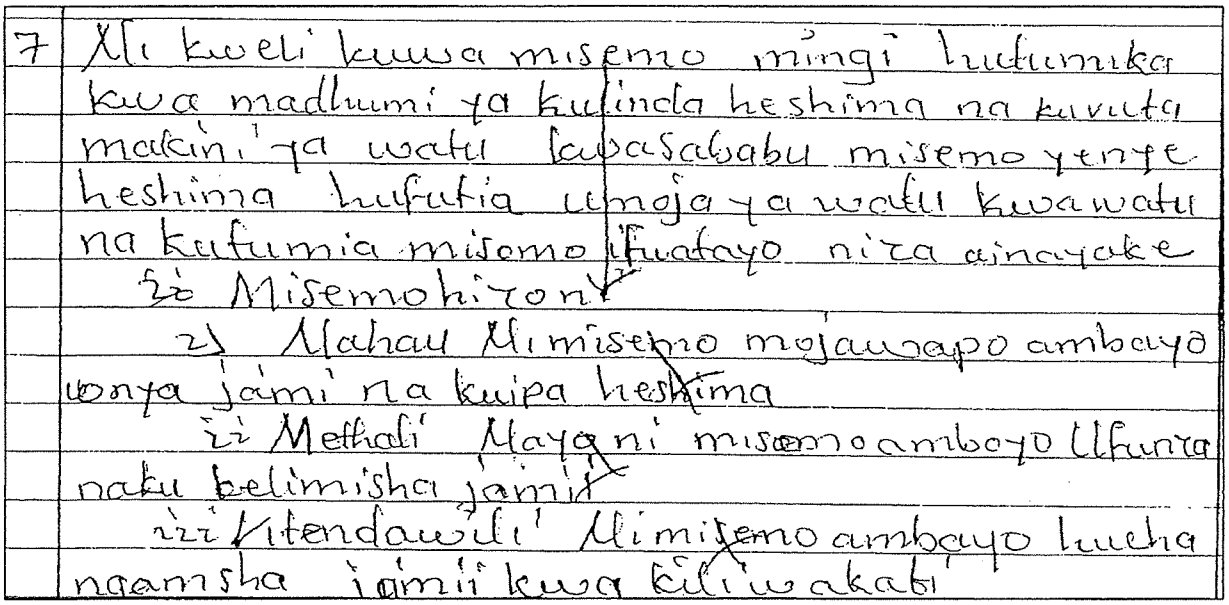
Kielelezo 2.3.2F



Mfano 4

Katika swali la 7 watahiniwa walitakiwa kutoa mifano na maana ya misemo inayotumika kwa dhumuni la kulinda heshima na kuvuta makini ya wasikilizaji. Baadhi ya watahiniwa walishindwa kujibu swali hili na badala yake wameelezea maana ya semi mbalimbali kama inavyoonekana katika kielelezo hiki.

Kielelezo 2.3.2H

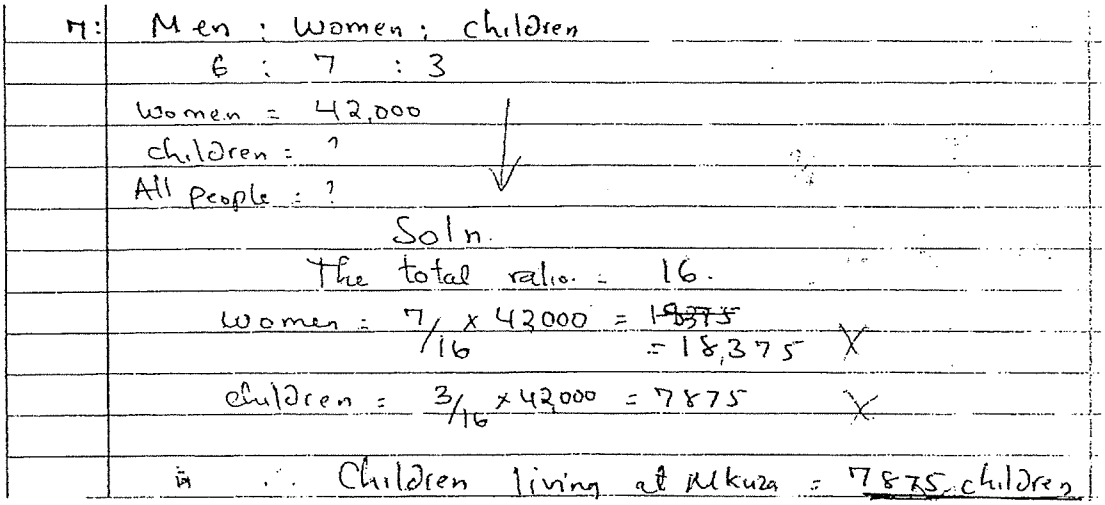


Aidha kuna baadhi ya watahiniwa wameweza kujibu swali hili vizuri na kutoa mifano na maana ya misemo inayotumika kwa dhumuni la kulinda heshima na kuvuta makini ya wasikilizaji kama walivyotakiwa, kama inavyooneshwa katika kielelezo kifuatacho.

2.3.3 Basic Mathematics

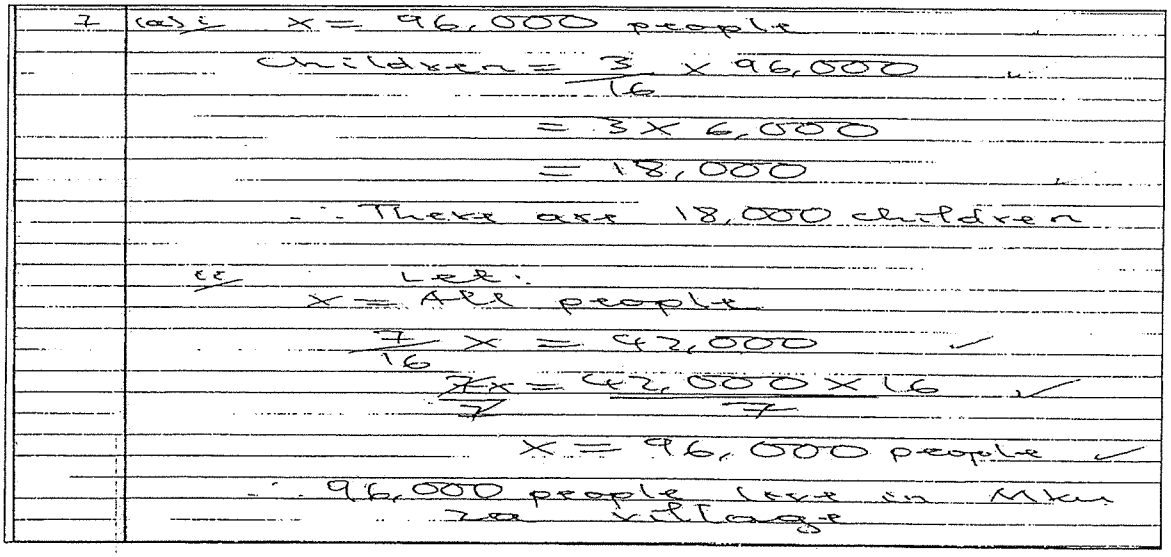
Swali la 7(a) watahiniwa walitakiwa kukokotoa idadi ya (i) watoto (ii) watu wote katika kijiji cha Mkuza kwa kutumia uwiano uliotolewa 6: 7: 3 wa wanaume: wanawake: watoto. Aidha **Kipengele 7(b)** kiliwataka watahiniwa kukokotoa idadi ya wanawake wa kijiji hicho iwapo idadi ya wanawake 42,000 ni asilimia 20 ya idadi ya wanawake wote wa kijiji hicho miaka 10 iliyopita. Watahiniwa walio wengi walishindwa kuainisha mahitaji ya swali la 7 na kuishia kuonesha njia zisizoendana na matakwa ya swali Kama inavyoonekana katika kielelezo 2.3.3:

Kielelezo 2.3.3A



Hata hivyo wapo watahiniwa wachache walioweza kutumia maarifa ya mada ya **Ratios and Proportions** kujibu swali la 7 ilivyotakiwa kama inavyojidhihirisha katika mfano wa jibu la mtahiniwa mmoja lifuatalo;

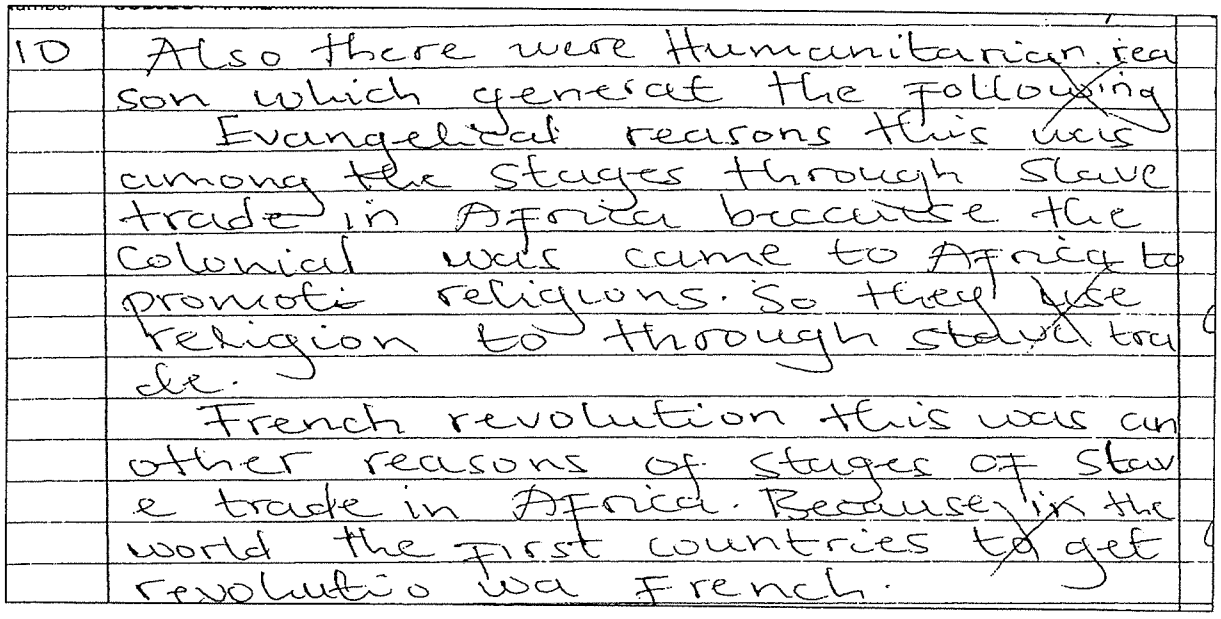
Kielelezo 2.3.3B



2.3.4 History

Katika swali la 10, watahiniwa walitakiwa kujadili hatua tatu zilizopitiwa kukomesha biashara ya utumwa Afrika Mashariki katika Karne ya 19. Katika kujibu swali hilo baadhi ya watahiniwa waliandika sababu za kukomesha biashara ya utumwa Afrika Mashariki kinyume na matakwa ya swali. Kielelezo namba 2.3.4 kinaonesha sampuli ya jibu la mtahiniwa mmojawapo;

KIELELEZO NA. 2.3.4A



10 Also there were Humanitarian reason which generat the Following Evangelical reasons this was among the Stages through Slave trade in Africa because the Colonial was came to Africa to promoti religions. So they use religion to through slave trade.

French revolution this was an other reasons of Stages of Slave trade in Africa. Because in the world the First countries to get revolutio wa French.

Katika kielelezo 2.3.4A mthiniwa anajadili sababu za kukomeshwa kwa biashara ya utumwa Afrika Mashariki badala ya kueleza hatua kama swali lilivyomtaka ajibu.

Hata hivyo wapo watahiniwa walioweza kujibu swali hili kwa usahihi. Katika jibu la mtahiniwa mmojawapo ambalo sehemu ya jibu lake imeoneshwa katika kielelezo namba 2.3.4B mtahiniwa alieleza hatua zote zilizopitiwa katika ukomeshaji wa biashara hiyo na alieleza sababu za kushindwa kwa hatua moja kabla ya kwenda kwenye hatua nyingine.

Kielelezo 2.3.4B

10. Slave trade was the type of trade where by Africans were bought and sold as commodities by Europeans. People from both western and eastern part of Africa were enslaved and taken to plantations and mines in America, Reunion and Mauritius. Also, at that time Zanzibar became the major slave market in the world. This trade started with Arabs in 4th century to 19th century when it was abolished.

In East Africa there were three stages into which abolishment of slave trade passed through. These are; Moresby, Hamerton and Frere treaty.

In the first stage which was Moresby treaty, British signed a treaty with the Sultan Seyyid Said who was the ruler of Zanzibar by that time. The treaty was signed in 1822 which entailed agreements of not selling and involving in slave trade away from sultan's dominion. Thus, slave trade was only allowed within his dominion. This treaty, ultimately failed because of much wealth which the sultan obtained from the trade. He therefore decided to violate the agreement and went on selling the slaves in and out of his dominion.

Kielelezo kinaonesha mfano wa watahiniwa walioweza kuandika majibu sahihi ya hatua zilizopitiwa na kuonesha makubaliano yaliyofikiwa katika kila hatua ya kukomesha biashara ya utumwa.

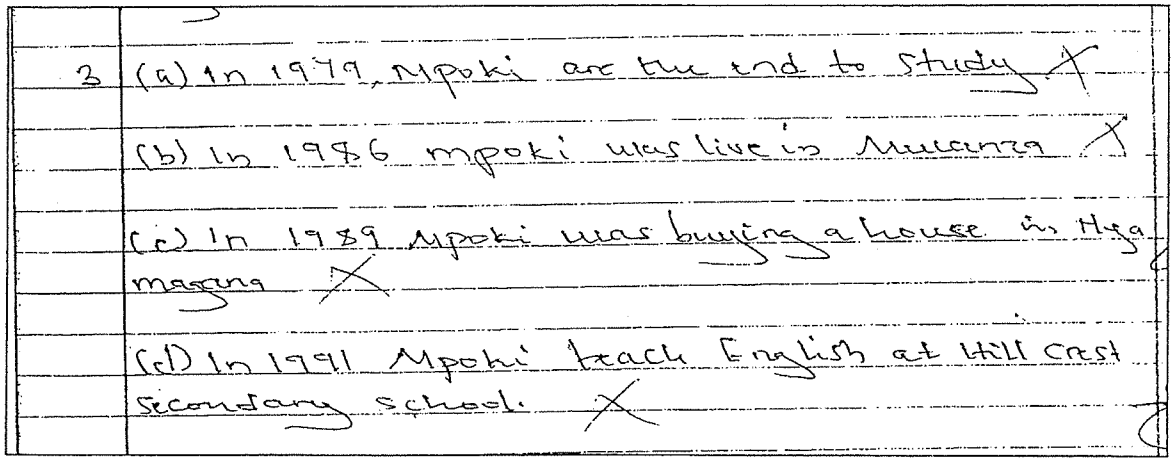
2.4 Watahiniwa Kukosa Maarifa na kushindwa kujibu maswali ipasavyo

Uchambuzi wa majibu ya watahiniwa umeonesha kuwa baadhi ya watahiniwa walishindwa kujibu maswali kwa kukosa maarifa ya somo au mada husika. Watahiniwa hao walishindwa kujibu hata yale maswali ambayo yalionekana kuwa rahisi Mifano ya majibu ya watahiniwa hao katika masomo mbalimbali ni ifuatayo:

2.4.1 English Language

Swali la 3 liliwataka watahiniwa kukamilisha sentensi kwa kutumia wakati sahihi kwa kuzingatia vidokezo walivyopewa kuhusu historia ya maisha ya Mpoki. Baadhi ya watahiniwa walionekana kushindwa kuonesha matumizi ya nyakati mbalimbali katika sentensi pamoja na kuwa mada ya matumizi ya nyakati imekuwa ikifundishwa mashuleni na kujirudia tangu elimu ya msingi. Vielelezo vifuatavyo vinaonesha sampuli ya majibu hayo.

KIELELEZO NA. 2.4.1A


3 (a) In 1979, Mpoki are the end to study ✗

(b) In 1986 mpoki was live in Mwanza ✗

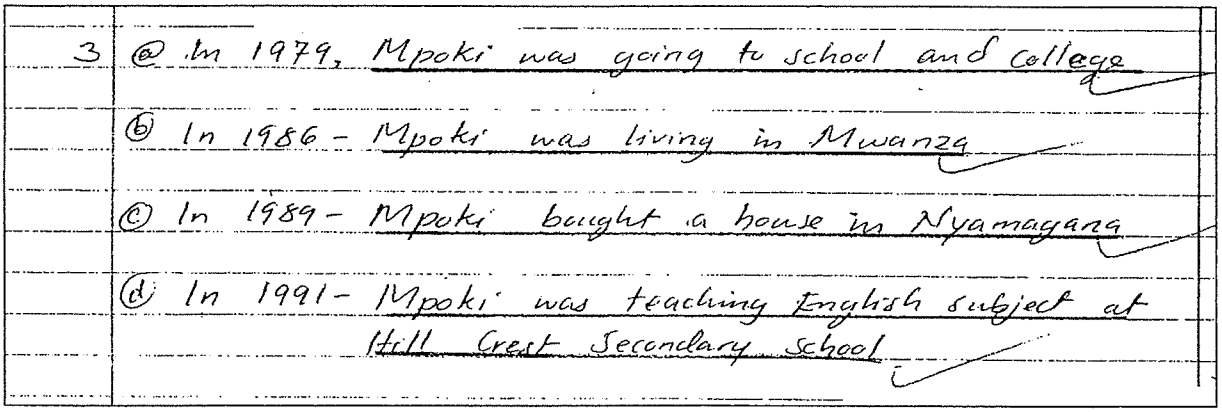
(c) In 1989 Mpoki was buying a house in Hega magana ✗

(d) In 1991 Mpoki teach English at Hill Cast Secondary school ✗

Katika kielelezo 2.4.1 A watahiniwa wameshindwa kuonesha matumizi sahihi ya wakati.

Hata hivyo baadhi ya watahiniwa walionesha ujuzi wao katika mada hiyo kwa kujibu kwa usahihi swali hili. Watahiniwa hao waliweza kutumia vigezo walivyotakiwa kuonesha na kutumia wakati sahihi kama inavyooneshwa katika kielelezo 2.4.1C kifuatacho;

Kielelezo 2.4.1B


3 (a) In 1979, Mpoki was going to school and college
(b) In 1986 - Mpoki was living in Mwanza
(c) In 1989 - Mpoki bought a house in Nyamagana
(d) In 1991 - Mpoki was teaching English subject at Hill Crest Secondary School

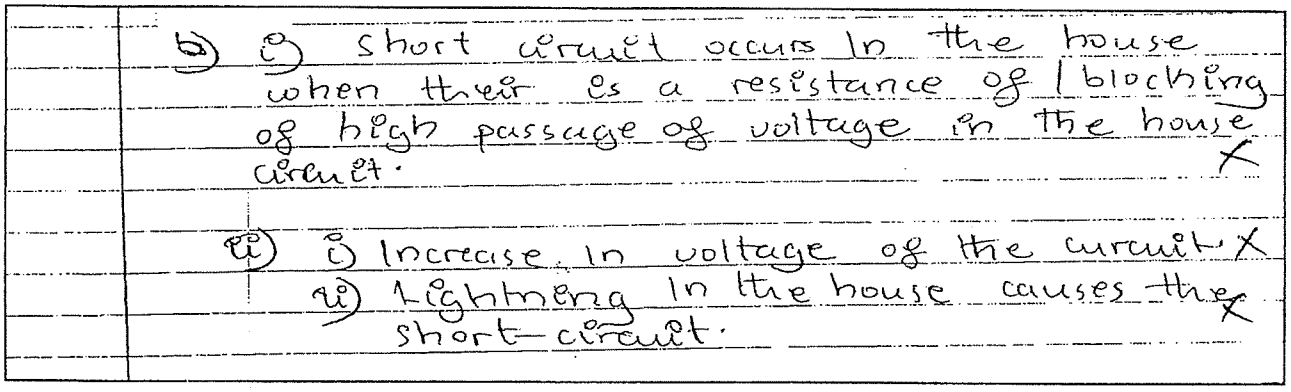
2.4.4 Physics

Katika somo la Physics watahiniwa walionekana kukosa Maarifa ya kutosha katika baadhi ya mada walizoulizwa na hivyo kushindwa kujibu maswali. Mfano

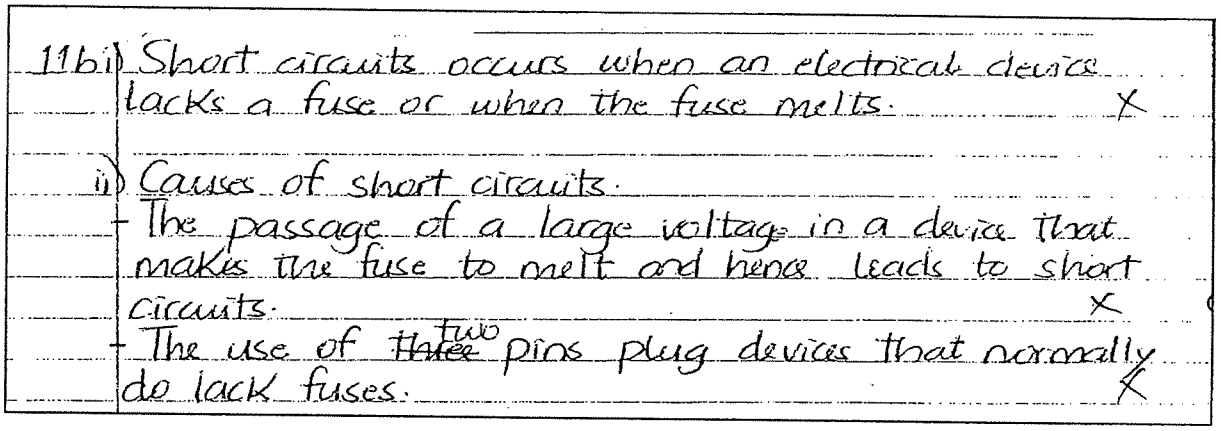
Swali la 11(b)(i) liliuliza *"state how shortcircuit occurs in a house"* na katika swali 11b(ii) watahiniwa waliulizwa *"Mention two causes of electrica short-circuit"*.

Ifuatayo ni mifano ya sampuli za majibu hayo ya watahiniwa walishindwa kujibu swali hili kwa usahihi.

Kielelezo Na. 2.4.4A

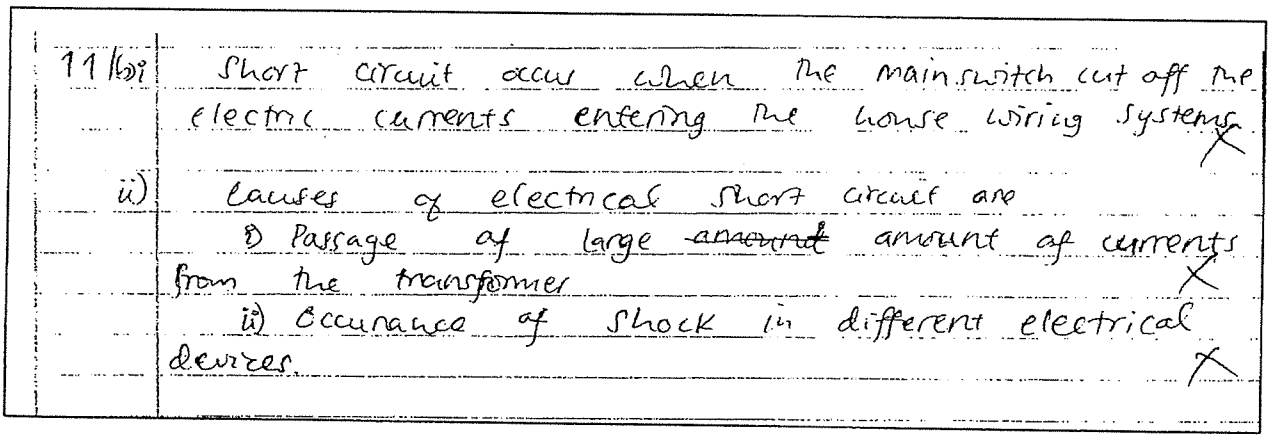

(b) (i) Short circuit occurs In the house when ther es a resistance of / blocking of high passage of voltage in the house circuit. X
(ii) (i) Increase In voltage of the circuit. X
(ii) Lightning In the house causes the short-circuit. X

Kielelezo Na 2.4.4B


11bi) Short circuits occurs when an electrical device lacks a fuse or when the fuse melts. X

ii) Causes of short circuits.
- The passage of a large voltage in a device that makes the fuse to melt and hence leads to short circuits. X
- The use of ~~three~~ two pins plug devices that normally do lack fuses. X

KIELELEZO NA 2.4.4C


11bi Short circuit occur when the main switch cut off the electric currents entering the house wiring systems. X

ii) Causes of electrical short circuit are
i) Passage of large ~~amount~~ amount of currents from the transformer X
ii) Occurance of shock in different electrical devices. X

Majibu ya watahiniwa hawa yanaonesha kuwa hawana maarifa ya kutosha ya jinsi 'short circuit' inavyoweza kutokea na hawajui vitu vinavyoweza kusababisha 'short circuit'.

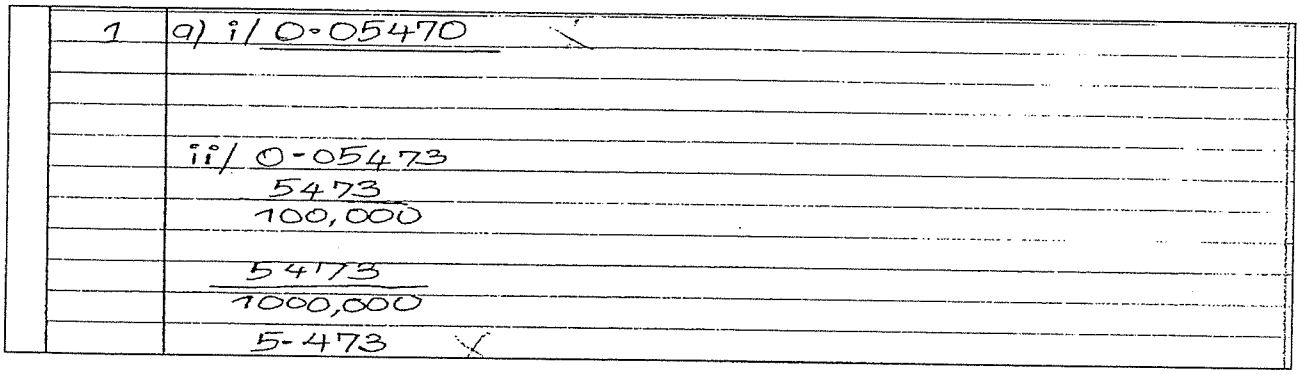
2.4.5 Basic Mathematics

Katika somo la Basic Mathematics, watahiniwa walishindwa kufanya vizuri katika kujibu mada mbali mbali zilizoulizwa ikiwemo mada ya namba ambayo hufundishwa tangu msingi kwa mfano;

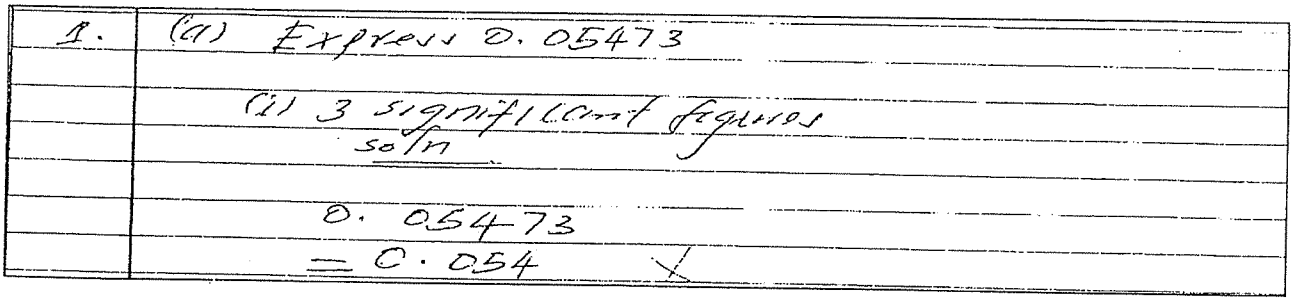
Katika **Swali la 1(a)** watahiniwa walitakiwa kuandika namba 0.05473 katika (i) tarakimu 3 aushi (ii) viwango 3 vya desimali (iii) 'standard form'. Kipengele 1(b) cha swali hilo kiliwataka watahiniwa kutafuta thamani ya mlinganyo $\frac{0.0084\times1.23\times3.5}{2.87\times0.056}$ na kuandika jibu la mwisho katika sehemu rahisi. Watahiniwa wengi walishindwa kujibu swali la 1 kwa usahihi kwani walikosa maarifa ya msingi katika mada ya namba ambayo hufundishwa toka shule za msingi. Baadhi yao walinakili namba zilizokuwa kwenye swali

na kuziandika kama jibu na wengine waliandika majibu yasiyo na uhusiano na swali lililoulizwa. Ifuatayo ni mifano ya majibu ya watahiniwa:

KIELELEZO NA. 2.4.5A

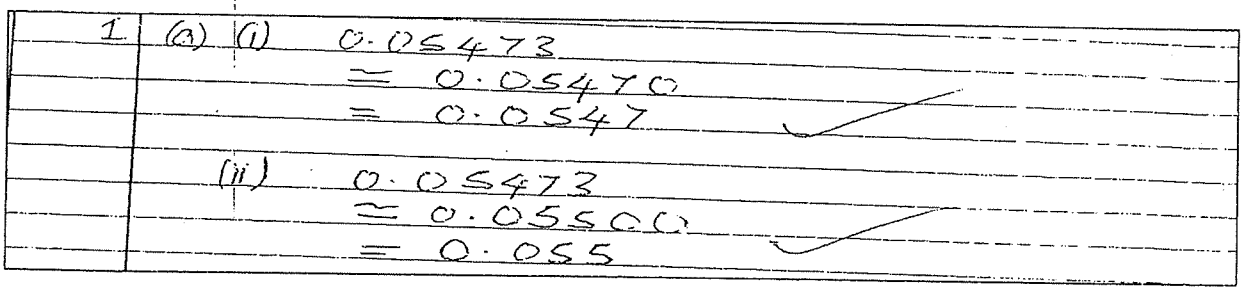


KIELELEZO NA. 2.4.5B



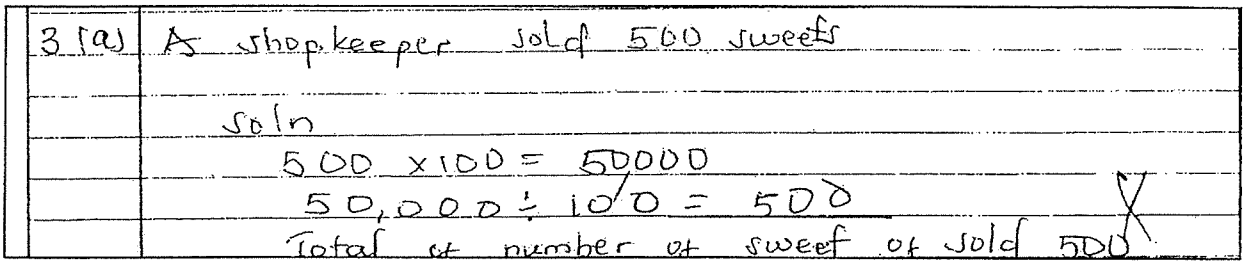
Hata hivyo wapo watahiniwa wachache walioweza kutumia maarifa na ujuzi walioupata katika mada ya Namba kujibu swali la 1 ipasavyo. Watahiniwa hao waliweza kuonesha hatua zote kwa usahihi hadi kufikia jibu na kazi zao zilikuwa nadhifu kama inavyojihirisha katika mfano wa jibu lifuatalo:

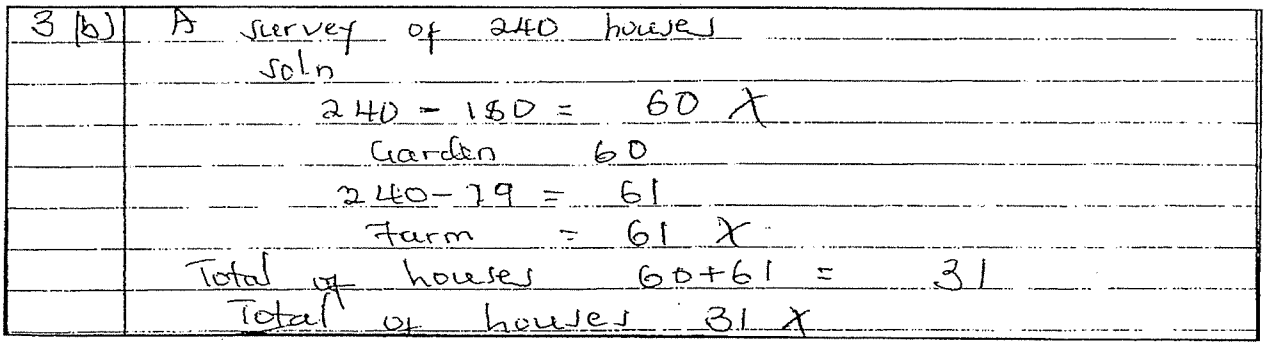
KIELELEZO NA. 2.4.5C



Katika Swali la 3(a) watahiniwa walitakiwa kusoma na kutafsiri swali walilopewa (word problem) katika lugha ya kihesabu na kisha wajibu swali

lililoulizwa. Katika kipengele 3(b) watahiniwa walitakiwa kutafsiri swali walililopewa kwa kutumia 'set notations' au 'venn diagrams' na kisha kujibu swali. Watahiniwa walio wengi walishindwa kubaini mahitaji ya swali na hivyo waliishia kunakili namba zilizojitokeza katika swali na kisha kutoa majibu yasiyokuwa na uhusiano na mahitaji ya swali, kama inavyojionesha katika kielelezo kifuatacho;





2.5 Kushindwa Kujibu Kabisa Maswali ya Mitihani

Baadhi ya watahiniwa walishindwa kabisa kujibu maswali, hivyo wakandika namba za maswali au wakanakili swali bila kuandika kitu chochote.

3.0 Hitimisho

Baraza la Mitihani la Tanzania limeona kuwa upo umuhimu wa kuandaa taarifa hii kwa lengo la kuwawezesha wadau kuona sampuli za majibu wanayoyatoa watahiniwa katika mitihani yao. Ni dhahiri kuwa watahiniwa wa aina hii wanakuwa hawana maarifa na stadi zinazotakiwa. Aidha, wapo watahiniwa ambao hutoa majibu yasiyoendana na swali jambo linaloonesha kuwa ama hawakuelewa swali au hawana maarifa ya somo husika na hivyo kuamua kuandika chochote. Uchambuzi wa ufanyikaji wa mitihani ya Taifa umebainisha maeneo ambayo bado yanahitaji kuwekewa mkazo katika kukuza taaluma katika mkoa wa Arusha.

Kwa ujumla dosari hizi zote zinaashiria kuwepo kwa matatizo ambayo yanatokana na namna watahiniwa wanavyojifunza na kufundishwa shuleni. Hivyo Baraza la Mitihani linapendekeza mambo yafuatayo yafanyike ili kuboresha elimu na kuinua kiwango cha ufaulu:

(i) Uongozi wa Shule ufuatilie mahudhurio darasani ya walimu na wanafunzi pamoja na kusimamia ufundishaji. Ili kuweza kubaini mbinu zinazotumika katika uanzishaji wa mada/kuwafundisha na kukazia maarifa darasani.

(ii) Halmashauri za Wilaya zihakikishe shule zinapatiwa vifaa vya kutosha vya kujifunzia na kufundishia. Aidha ukaguzi uimarishwe na changamoto zinazoibuliwa na Wakaguzi zipatiwe ufumbuzi.

(iii) Bodi za shule husika ziweke mikakati maalumu yenye lengo la kuleta maendeleo ya kitaaluma.

(iv) Walimu watumie mbinu mbalimbali katika ufundishaji kulingana na mahitaji ya wanafunzi ili kuwawezesha wanafunzi kujifunza vyema.

(v)Wazazi wahakikishe watoto wanapata mahitaji yao muhimu ili kuwezesha kushiriki kikamilifu katika kujifunza. Aidha ufuatiliaji wa maendeleo ya watoto hao kitaaluma na kimaadili ufanyike ili kuwasaidia kupata elimu inayotarajiwa.

(vi) Mikakati mizuri inayotekelezeka iwekwe ili kuhakikisha Wanafunzi wanaandaliwa vema kabla ya kufanya mitihani ya Taifa. Ni muhimu kuhakikisha muhtasari (syllabus) wa somo linalofundishwa unafuatwa kikamilifu.

Ni matarajio ya Baraza la Mitihani kuwa mifano iliyotolewa katika taarifa hii itawezesha mkoa kuweka mikakati ya kuinua kiwango cha ufaulu. Kila mmoja atimize wajibu wake ili katika Mtihani wa Kidato cha Nne 2012 mkoa wa Arusha uweze kuwa na asilimia ya ufaulu iliyo juu ya ufaulu wa kitaifa.