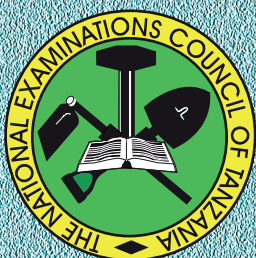


THE NATIONAL EXAMINATIONS COUNCIL OF TANZANIA



EXAMINERS' REPORT ON THE PERFORMANCE OF CANDIDATES CSEE, 2012

011 CIVICS (School Candidates)

THE NATIONAL EXAMINATIONS COUNCIL OF TANZANIA



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OF CANDIDATES CSEE, 2012**

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FOREWORD

This Examiners' Report on the performance of the candidates in Civics subject for the Certificate of Secondary Education Examinations (CSEE) 2012 provides some insight into some of the reasons that contributes towards the poor performance in this subject. Extracts of the candidates' responses from the scripts were analyzed in order to find out the reasons behind the poor performance.

The reasons noted for the poor performance include: complete lack of knowledge on the topics in the syllabus, partial understanding of the aspects of the syllabus, poor organization of essays and lack of English language skills.

The report was written to provide feedback to students, teachers, policy makers and other educational stakeholders, so that appropriate measures could be taken to improve the performance in this subject.

The National Examinations Council of Tanzania will highly appreciate comments and suggestions from teachers, students and public in general that can be used to improve future Examiners Reports. Each school is given a complimentary copy of the report; extra copies can be purchased from the Council. Information about cost and postage charges can be provided on request.

Finally, the Council would like to thank all the Examination Officers, Subject Teachers and all others who were involved in the preparation of this report. We would like also to express sincere appreciation to all the staff of the Department of Research, Evaluation and Data processing who analyzed the data used in the report.



Dr. Charles Msonde

Ag.EXECUTIVE SECRETARY

1.0 INTRODUCTION

This report analyses the Civics performance of the candidates who sat for the Certificate of Secondary Education Examination (CSEE) in 2012. The Civics paper covered the syllabus and was constructed as per the examination format which was revised in 2011.

There were 10 questions which were distributed in three sections namely A, B and C. Candidates were required to answer all the four questions in sections A and B and to choose any three out of six questions from section C. Questions 1 to 4 in sections A and B carried 10 marks each while questions in section C carried 20 marks each.

A total of 396,953 candidates sat for Civics examination in 2012 while the number of candidates in 2011 was 339155, reflecting an increase of the candidates by 17.04 percent. A total of 103,882 candidates, equivalent to 28.02 percent of those who sat for the Civics examination in 2012 passed.

The analysis on individual questions for the CSEE 2012 Civics Examination is presented in the next sections. The presentation highlights the requirements of each question, the way the candidates answered and the analysis of their responses. Extracts of the candidates' responses are inserted to illustrate the cases presented.

It is expected that this report will be useful to different stake holders such as prospective candidates, teachers, parents and educationists. It is also expected that the report will enable the teachers to improve the teaching and learning of Civics in a way that minimizes the students' misconceptions in the subject.

2.0 ANALYSIS OF THE CANDIDATES' PERFORMANCE PER QUESTION

2.1 Question 1: Multiple Choice Items

This question was compulsory and consisted of 10 multiple choice items derived from various topics of the syllabus. The candidates were required to choose one correct answer from the five alternatives given after each question item.

The performance in this question was moderate as 73.1% of the candidates who answered it scored between 1 to 5 marks. Only 0.2 % candidates were able to score all the 10 marks allocated for the question.

Items (ii), (vii), (viii) and (ix) were not answered correctly by most candidates. In item (ii), candidates were given a list of organs and were asked to choose one organ that oversees the day to day activities and makes decisions on matters concerning a village. Most candidates chose "*village government*" instead of "*village council*" which was the correct answer. It seems that candidates had the general understanding that the village government is in charge of all such activities in the village. This shows that most candidates had limited knowledge on functions of the village council.

In item (vii), candidates were provided with a list of legal instruments out of which they were supposed to select one which gives powers and responsibilities to leaders of a country. Most candidates chose "*the Executive*" instead of the "*Constitution*" perhaps because they thought it is within the executive that most leaders of the country are found.

In item (viii), candidates were issued with a list of alternatives from which to identify the major drawbacks to industrial prosperity in Tanzania. Most candidates chose "*shortage of raw materials, weak technological base and poor infra-structure*" instead of "*lack of capital, weak technological base and poor infra-structure*", those candidates lacked knowledge on the major drawbacks to industrial prosperity in Tanzania.

In item (ix), candidates were provided with a list of electoral systems from which to pick the type of electoral system used in Tanzania. Majority of the candidates wrote "*combined system*" instead of "*simple majority system*". It seems that the candidates associated the union of

Tanganyika and Zanzibar with the “*combined system*” which was wrong.

2.2 Question 2: Matching Items.

The question required the candidates to match the items in “List A” with the responses in “List B” by writing the letter of the correct response beside the item number. List A contained various issues on human rights, while List B had terminologies on human rights.

This question was compulsory. The performance of candidates was poor as 50.3 percent of candidates scored 0, 49.6 percent of the candidates scored between 1 to 5 marks. Only 3 candidates were able to score 9 marks out of the 10 marks allocated for this question. However, Items (i), (iv) and (ix) were the most poorly performed in this question.

Item (i) which was on “*The third generation of human rights*” was matched incorrectly with “*declaration*” and “*the African charter*”. The correct response was “*collective rights*”. The candidates might have missed the correct answer due to lack of knowledge on the historical background of human rights.

Item (iv) which was on “*The second generation of human rights*” was incorrectly matched with numerous wrong terms like “*ratification*”, “*individual rights*” and “*moral rights*”. The correct answer to this question was “*economic, cultural and social rights*”. Likewise, the candidates failed to give a correct answer due to lack of adequate knowledge of the concepts of human rights.

Item (ix) the statement “*a healthy environment is a human right*” was wrongly matched with many incorrect responses like “*ratification*”, “*persecution*” and “*collective right*”. The correct answer was “*Stockholm Declaration*”. Candidates failed to point out a correct answer due to lack of adequate knowledge on human right issues.

2.3 Question 3: Comprehension.

The question was based on a passage about “*the United Nations Organization (UNO) and the International Community*”. The candidates were required to read the passage and answer the questions that followed. The intention was to measure candidates’ ability to comprehend the information related to Civics content.

The question was compulsory and the performance was poor as 53.4 percent of the candidates scored 00 marks, while only 2.7 percent scored between 5 to 10 marks out of the 10 allocated marks for this question.

The poor performance in this question was due to lack of knowledge on the United Nations Organization and its activities, poor mastery of the English language and poor comprehension skills. For example In part 3(b) candidates were required to list down from their own understanding, the five permanent members of the UNO which have veto power. In this question many candidates provided a series of wrong responses like:

“Rwanda, Burundi, Somalia, Palestine and Israel” (candidate 1);

“Tanzania, Kenya, Uganda, Rwanda and Burundi”. (candidate 2).

“Mwalimu Julius K. Nyerere, Amani Abedi Karume, Milton Obote and Jomo Kenyata (candidate 3).

Based on the above responses, the first candidate simply picked from the passage (countries) where the UNO has been too passive in pursuing of peace in the world. The second candidate mistakenly listed down the countries which form the East African Community while the third candidate listed down former presidents of the East African countries. However, the correct answer to this question was: United States of America, United Kingdom, France, Russia and China.

Part (d)(i) demanded candidates to use their own knowledge to mention the city in which the headquarters of UNO is located. In answering this question some candidates provided wrong responses for example,

“Addis Ababa”, (candidate 1)

“Africa” (Candidate 2)

“Rwanda, Burundi and Somalia (candidate 3).

From the above responses the last two candidates did not mention cities but rather a continent and countries. The first candidate simply mentioned the former OAU headquarters (Addis Ababa). It is most likely that these candidates missed the answer (which was New York) due to lack of knowledge.

2.4 Question 4: Gender, Social and Economic Development.

This question was compulsory. It was divided into two parts namely (a) and (b). The performance was poor as 35.4 percent of candidates scored 0 mark. Those candidates failed to interpret the requirement of the question and gave answers that were completely irrelevant.

Part (a) of the question required the candidates to show their understanding on *early marriages* and explain briefly its four effects, instead of defining early marriages as “*marriages where one (or both) of the couples is/are below 18 years of age*”, some candidates defined it wrongly, for example, one candidate defined it as “*the process of anyone inheritance of wife or husband*”. Another one defined “*early marriage is the type of constitution which accord of marriage in development*” “*early marriage is a type of marriage which contain one sex fore example male and male---*”

Some candidates came up with wrong responses on the effects of early marriages like “*Poor government policies to produce immature children....; it is no technology Can cause gender discrimination*”. In both cases it implies that those candidates lacked knowledge on early marriages and their effects in the society.

In part (b) candidates were required to explain the main five functions of the Central Bank of Tanzania (BOT). Many candidates did not attempt this part of the question. Yet even few who attempted it provided incorrect responses, including functions like: “*To establish economic projects...*” “*To provide help to the disabled.....*”, “*It invests the other thing.....*”. Such responses were irrelevant to the question. In addition to that, the language used was poor grammatically. With such responses one can conclude that the candidates had little knowledge on the functions of the Central Bank.

2.5 Question 5: Democracy

This was the optional question which required candidates to examine six conditions for free and fair election, basing on the contention that most countries in the world hold general elections but the challenge remains on the extent to which a particular election is free and fair.

It was among the most extensively omitted questions as only 12.8 percent of the candidates answered it. More over even the performance of the candidates on this question was not good as 35 percent of those who attempted it scored a 0 mark.

The candidates who scored 0 mark provided responses which were not related to the demands of the question. They discussed the effects of free and fair elections. One candidate copied paragraph 3 of the passage in question 3 and presented it as a full response to the question. The following extract is a good example of candidates who failed to identify the required tasks for the question.

Extract 5

5. Free and fair election: is election done freely and fairly by the government.
conditions for free and fair election.
i) it bring peace and love to a certain country because it election has been done freely and fairly without depending on one end but has depended on all ends.
ii) Development of the country: a country develops because its election has been done freely and fairly that every one wishes to rise her/his country because it is in a state of peace and they love one another.
iii) cooperation: free and fair election lead to cooperation of people because they have peace in one of another and love each other a state that makes them works together without quarrelling with one another.

In the above extract the candidate scored '0' out of 20 marks. In the main body, instead of examining the conditions for free and fair elections, he/she discussed the effects of free and fair elections..

On the other hand, 0.2 percent of candidates scored between 14 and 18 marks out of the 20 marks allotted for the question. The candidates who scored high marks on this question were able to adhere to the essay writing rules, correctly pointed out the conditions for free and fair elections like equal ground for each candidate to express oneself, equal access to the mass media by all competing parties, transparency

in the whole election, the police to provide protection to all political parties and the National Electoral Commission to work independently.

2.6 Question 6: Our Nation

The question required candidates to elaborate the importance of studying civics. Compared to other optional questions in section C, this question was attempted by the majority of candidates (66.9 percent) out of which 14.2 percent scored a 0 mark out of the 20 marks allotted for the question.

Candidates who scored 0 mark either misinterpreted the question or did not know the correct answers required. For example, some presented the categories of human rights instead of the importance of studying civics. They mistakenly pointed out Civil and political rights, cultural rights individual right, moral rights and collective rights'

Extract 6

6 Civics Is the branch of science which deal with the study of human being.

There are six points to elaborate importance of studying Civics Those are

Civil and political rights. Is the rights of majorite drawbacks to industrial prosperity in Tanzania include of person

Cultural right Is the health environment is human ri of It help to maintain cultural identity

Individual rights Is the many societies traditional folk tales and songs continue to have importance mainly and the property.

Moral rights Is the generation of social group of people living together with their own government.

In the above extract the candidate scored 0 out of the 20 marks. The candidate went astray by focusing on the categories of human rights instead of elaborating the importance of civics

Only 0.2 percent of those who attempted it scored between 13 and 18 out of the allotted marks. The candidates who performed well were able to define Civics as the study of human rights and responsibilities of citizen, the governance and environment in which our society is found. Furthermore, they elaborated the importance of studying Civics such as preparation of the youth to become good members of their societies and creation of awareness on governance issues and democratic values.

2.7 Question 7: Social and Economic Development

The question required the candidates to explain six major problems facing the informal sector in Tanzania basing on the fact that the informal sector is one of the fast growing sectors in the economy.

The question was attempted by 37.1 percent of the candidates, whereby 12.5 percent scored a 0 mark and only 0.1 percent of the candidates scored between 14 to 17 marks out of the 20 allotted marks for this question. Examiners noted that most candidates failed to meet the demand of the question since the majority discussed the importance of the informal sector such as it promoting technology, producing goods and services and assisting in marketing. The following extract is an example of a candidate who failed to identify the demand of the question.

Extract 7.1

7 SECTION C

The informal sector is one of the fast growing sectors in economy. The explain six major problems facing the informal sector in Tanzania.

Sector is the fast economy and social economic. the mode

It promote technology: technology by we is using and element are services informal sector in Tanzania

It produced good and services: This informal sector were well established permanent members having organizations community national.

It assists in marketing: this increased technology and technique were by using information

The candidate in the 7.1 extract scored '0' out of 20 marks. The essay had no introduction; in the main body he/she provided the importance of the informal sector instead of the problems facing it.

The quality of the essays in the category of candidates with the score above 14 marks (0.1 percent) was good because they were able to define the informal sector and identify the major problems that face the informal sector in Tanzania such as shortage of markets, lack of viable loans, poor infrastructure and lack of proper places for members of the informal sector to conduct their activities. The following extract is an example of candidates who performed well.

Extract 7.2

1. Informal sector is the section of private sector which does not follow strict rules and ways which laid down by the government for controlling it. Example of informal sector in Tanzania is carpentry. It is true that the informal sector is one of the fast growing sector in economy in Tanzania but it is faced with several problems as follows:-

Poor transport and communication system, in most areas of Tanzania country transport facilities like railways and roads are not well improved and in other areas there is no permanent roads this is barrier to the informal sector development because the traders fail to move from their selling place to the areas where they can buy commodities for selling to their customers, and also communication is a problem because the traders fail to know the new system of production.

Lack of enough fund, people who engage in several activities which is among of informal sector lack enough fund such as capital which can help them to buy different requirement for the increase of production example buying of electrical sewing machine and use the old sewing machines which do not help them to work efficient.

Lack of required place for conducting their activities, the informal sector members lack right place for conducting their activities example machinists lack right place for working this makes them to keep on moving from one place to another for searching customers which makes them to become tired and work poor work on another day.

Illiteracy, most of informal sector members are uneducated so they do not have enough knowledge for conducting well their activities and organising the other factors of production which makes them to perform badly in

7. their activities and produce goods of low quality and lack of customers which lead to decline of informal sector.

Lack of internal and external market for selling products produced by informal sectors members, the informal sectors faced with the problem of market, because the government do not support them in finding market for their goods, the members of informal sector produce many products but there is no customers this leads to decline of informal sector in Tanzania.

Low level of science and technology, example the informal sectors do not have good and advanced machines for production this makes the production to become difficult because there is high need of human power which makes a person to be tired and produce less production than producing higher production than using machine and the product produced can be of low quality and lack market.

In general formal sector in Tanzania if it is well improved can lead to development, individual development and national development, several ways can be used to develop informal sectors such as provision of loans to informal sector members, improvement of infrastructures encouraging the use of advanced tools and equipment and setting right area for the informal sector members for conducting their activities.

In extract 7.2 the candidate was able to define informal sector correctly before proceeding to identify the six major problems that face the informal sector in Tanzania. All the six points were so clearly mentioned and elaborated as per the essay requirements. In his/her conclusion he/she suggested several ways of improving the informal sector.

2.8 Question 8: Globalization

The question required candidates to show the socio-economic demerits of globalization in Tanzania basing on the contention that the debate on the merits and demerits of globalization sometimes generate more questions than answers.

It was attempted by 37.1 percent of the candidates, out of which 20.5 percent scored a 0 mark. Most candidates (76.8 percent) who attempted this question scored low marks (less than 10 marks out of the 20 allocated marks) because they did not understand the demands of the question thus ended up giving irrelevant responses. They provided merits rather than demerits of globalization as demanded by the question. They pointed out provision of social services, facilitation of science and technology; development of infra-structure and provision of markets. The following extract is an example of candidates who failed to understand the demands of the question.

Extract 8.1

Globalization is the situation of all globalization in the country. The following are the social-economic demerits of globalization:

Provision of social service. This was the social-economic demerits of globalization because people was provision of social service in the country.

To improve nestack this was the demerits of globalization in the society because people was improve nestack of the society was solve the nestack in the country.

To Prove Communication this was the demerits of globalization in the country.

In extract 8.1 the candidate deviated from the demand of the question by pointing out among other things the provision of social services as one of the demerits of globalization,

Examiners also noted that some of the responses were written in point form which did not reflect what was required. Extract 8.2 illustrate such a case.

Extract 8.2

- *It helps people to obey their cultural values.*
- *Helps people to come wealthy.*
- *Reduces the sense of personal esteem.*
- *Increases productivity and comfort ability of life.*
- *Shortage of raw material weak technological base and poor infrastructure.*

In extract 8.2 the candidate did not write an essay he/she has just outlined the importance of life skills instead of the demerits of globalization.

2.9 Question 9: Proper Behaviour and Responsible Decision Making.

The question required candidates to describe nine elements of proper behaviour in a society.

The question was attempted by 33.1 percent of candidates out of which 28.6 percent scored a 0 mark. The reasons behind such a poor performance was that most of the Candidates failed to understand the question demands by describing the benefits resulting from proper behaviour such as helping to live well in the society without quarrel, helping to have good relation with other people . Others described elements of culture like arts, language, laws. On the other hand, some of the candidate's essays were not only too short but also the responses were irrelevant which is an indication that the candidates lacked knowledge in the specified area. The following extract illustrates such a case.

Extract 9.1

9. Element of proper behavior in a society;
- i) Arts; This it help in a Society because there is proper of the Society.
 - ii) Customs; This it help by the people and other Country.
 - iii) Language; This it help to understanding him/ Self herself of the Society.
 - iv) Laws; This it help to decline of the government of the people.
 - (v) Cooperation; This is the cooperation by the the cultural, Society by the

In extract 9.1 the candidate scored '0' out of 20 marks. The candidate not only lacked essay writing skills but also deviated from the demand of the question hence mentioned and described elements of culture like "Arts, Language, Law and Cooperation instead of describing the elements of proper behaviour,

Extract 9.2

9. proper behaviour is the way of being safe in the way of living that you living depending on the way you respond the necessary things that support to respond.

The following are the element of proper behaviour in a society.

it help to live well in society without quarrel. In there it seems that if you have proper behaviour you can live well and any place that you want to live because you have good behaviour you can live with everyone and any place.

It help to have ~~ret~~ good relation with that people surrounding you. In this it help to have good relation with that people who surrounding you and help to live in good way of life without misunderstanding in the society that surround you.

In Extract 9.2, the candidate scored '0' out of 20 marks. The introduction was not clear due to language problem. Worse still, instead of describing the elements of proper behaviour in the main body, he/she dealt with benefits resulting from proper behaviour.

Only 0.1 percent managed to score between 13 to 19 marks out of the 20 allotted marks. The candidates who performed well were able to define proper behaviour as the behaviour that is morally acceptable in a given community or society. In the main body the candidates described the elements of proper behaviour as: hard working, use of good language, Co-operation. Finally, they concluded their work by showing that proper behaviour reduces conflicts in the society and ensures economic, social and political development.

2.10 Question 10: Social and Economic Development

The question demanded candidates to identify and explain six factors required for economic development.

It was attempted by 61.3 percent of the candidates of which 17.1 percent scored a 00 mark out of the 20 marks allocated for this question.

For the candidates who scored poorly the main reason was wrong interpretation of the question. For instance, instead of explaining the factors for economic development some identified and explained the factors which hinder economic development. The following extract illustrates such a case.

Extract 10.1

10. Identify and Explain six factor required for economic development.

Economic development is the situation of development in economical for example in undeveloped country like Tanzania, Kenya, Burundi. So the following are factor required for economic development.

Lack of enough capital, Actual this happen in undeveloped country because they don't have enough money to contribute their ^{sector} ~~trade~~ for example mining sector, Agriculture sector and so on so this may be facilitate the development economic development.

Poor infrastructure like Road, Railway and so on. This may be factor which contribute the factor for ^{economy} development, So this is the factor which required for economic development like Tanzania and other undeveloped country.

In extract 10.1 the candidates scored 0 out of the 20 marks allotted for the question because she/he failed to address the demand of the question. The candidate explained factors hindering economic development. Instead of factors required for economic development.

Only 0.7 percent scored between 14 to 19 marks out of the 20 allocated marks. The candidates who performed well were able to follow the essay rules properly, presented their responses in a well argued manner, and able to point out correctly the main factors for economic development like capital, land, raw materials, labour,

presence of technology and good governance. The following extract is an example.

Extract 10.2

10.	<p>Economic development refers to the increased ability of a country in provision of goods and services to the people and reducing foreign dependency. It is indicated by factors such as high per capita income, energy consumption, tools and equipments used in agriculture to mention but a few. Factors for econo</p> <p>Factors for economic development are; Capital, land, raw materials, labour (skilled and unskilled), technology and political stability. Each of these factors is explained below as follows.</p> <p>Capital. This refers mainly to the amount of money needed to start a business. For economic development to take place there should be capital that has to be invested in machinery, raw materials and human labour. It is due to lack of capital, mainly that most African countries are still poor. Capital is therefore necessary for economic development.</p> <p>Land. This is a three dimensional body on the earth's crust on which all human activities take place. Land is very necessary for economic development as it is on which people can conduct agriculture, establish an industry or any other economic schemes which have a significant contribution in economic development.</p>
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Raw materials. These are semi processed goods that are used in industries for production of finished goods. They include agricultural materials and minerals. The availability of raw materials shall ensure the survival of industries which are the backbone of economic development in any country in the world. A country with many active industries is considered to be developed and economically powerful. Examples: Germany and Japan.

Labour availability. Labour refers to human power required for running various activities in various economic schemes such as industries. It can be either skilled (intellectual) or unskilled (non-intellectual). Labour, and sometimes Both skilled and unskilled labour are necessary for economic development.

Presence of high technology. These Technology is used in industries for running various machines. The presence of high technology ensures high productivity which is a vital factor for economic development.

Political stability. It is obvious that people can't work while a war or a fight huge fight is going on somewhere in a country or in that particular place where there are economic projects such as industries. Therefore, political stability is necessary for economic development as it ensures a peaceful environment where economic activities can take place to bring economic development.

To crown it all, for economic development to occur there must be conditions (factors) for it to occur. Such conditions are such as those mentioned above including others such as good government policy and high literacy level.

In extract 10.2 The essay had both a good introduction and conclusion. In the main body the candidate was able to point out correctly the main factors for economic development the language which was used was impressive.

3.0 CONCLUSION

Basing on the analysis of the performance in each question, the percentage of candidates who scored below 50 percent of the total mark in most questions was high. Most of the candidates' essays were below the expected standards in terms of content, organization and language.

The questions which were not performed well featured in the following topics: Human rights, Gender, Economic and Social Development and Democracy. Generally some of the candidates' responses were contrary to the skills tested, which is an indication of lack of knowledge in the specified areas.

4.0 RECOMMENDATIONS

In order to improve the performance of the candidates it is therefore recommended that;

- a) Teachers should put more emphasis on coaching students on how to identify the task in the given question.
- b) Teachers ensure complete and thorough coverage of the topics which are stipulated in the syllabus.
- c) Students on their part should use English Language in their day to day school life so as to improve their language proficiency.
- d) The government should take deliberate measures to make sure that the essential teaching and learning materials are available to all secondary schools.

