

THE NATIONAL EXAMINATIONS COUNCIL OF TANZANIA



**EXAMINERS' REPORT ON THE PERFORMANCE
OF CANDIDATES**

CSEE, 2013

**011 CIVICS
(School Candidates)**

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FOREWORD

This Examiners' Report on the performance of the candidates in Civics for the Certificate of Secondary Education Examination (CSEE) 2013 provides some insight into some of the reasons that contribute towards the poor performance in this subject. Extracts of the candidates' responses were analyzed in order to find out the reasons behind the poor performance.

The reasons noted for the poor performance include: lack of knowledge on the topics in the syllabus, inability to identify the tasks of the questions, poor organization of essays and poor English language proficiency.

The report provides feedback to students, teachers, policy makers and other educational stakeholders, so that they can take appropriate measures to improve the performance in this subject.

The National Examinations Council of Tanzania will highly appreciate comments and suggestions from teachers, students and the public in general that can be used to improve future Examiners Reports.

Finally, the Council would like to thank examiners and all people who were involved in the preparation of this report. We would like also to express sincere appreciation to the Department of Information and Communication Technology for the analysis of the data used in the report.



Dr. Charles E. Msonde
ACTING EXECUTIVE SECRETARY

1.0 INTRODUCTION

This report analyses the performance of candidates in Civics for the Certificate of Secondary Education Examination (CSEE) in 2013. The Civics Examination covered the syllabus and adhered to the examination format.

The paper had 10 questions distributed in three sections namely A, B and C. Candidates were required to answer all four questions in sections A and B and to choose any three out of six questions from section C. Section A and B carried 10 marks each while questions in Section C carried 20 marks each.

A total of 352, 373 candidates sat for Civics in 2013 of which 128,239 candidates' (36.42 %) passed. In 2012 the number of candidates who sat for the Civics examination was 396,953 out of which 103,882 candidates (28.02%) passed. This indicates that in 2013 the number of candidates who passed increased by 8.4 percent.

The analysis on individual questions is presented in the next sections. The presentation highlights the requirement of each question, the way the candidates answered them and the analysis of their responses. Extracts of the candidates' responses are inserted to illustrate the cases presented.

It is expected that the 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 teachers to improve the teaching and learning of Civics in a way that minimizes the students' misconceptions on the subject.

2.0 ANALYSIS OF THE CANDIDATES' PERFORMANCE PER QUESTION

2.1 Question 1: Multiple choice

This question 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. This question was compulsory and was attempted by 95.9 percent of all the candidates. The performance was not good as 3.1 percent scored a 0 mark while 85.9 percent scored from 1 to 5 marks. Only 11.0 percent scored from 6 to 10 marks.

Items (iii), (vii) and (viii) were not answered correctly by most candidates. In item (iii) the candidates were given a list of five different years from which they were required to identify a year the United Nations Organization (UNO) adopted the Universal Declaration of Human Rights. The correct option was 'C' 1948 but due to lack of knowledge most candidates selected different years including 1945 which is the year UNO was established.

In item (vii) the candidates were asked to choose from the given alternatives what is referred to as the ability of a person to analyze, evaluate and describe the quality of something, an action or decision. Most candidates opted for 'C' *problem solving* instead of the correct option 'D' *critical thinking*. Such misconception was caused by the failure of the candidates to differentiate between problem solving and critical thinking. Problem solving is concerned with the way a person or community deals with a difficult situation while critical thinking deals with the ability of an individual to analyze, evaluate and describe the quality of an action or decision.

Item (viii) required the candidates to identify the first important stage needed in order to make a healthy decision on any problem. The correct response was 'E' *to identify and clearly understand the challenge* but most candidates opted for 'B' *choose the best alternative solution*. Such candidates failed even to reason out that it is impossible to solve unknown problem. Other distractors 'C' *seeking guidance and counseling from peers*, 'A' *developing self-confidence* and 'D' *seeking advice from religious leaders* were opted by few candidates because they are not related in any way with the steps needed in order to make a healthy decision making.

The items which were performed well by candidates were items (i), (iv) and (x). Item (i) for instance, required the candidates to identify what is referred to as biological differences between men and women. The majority of the candidates managed to choose the correct answer 'A' *sex*. Other incorrect

alternatives such as *gender, gender analysis, masculinity and gender gap* were chosen by few candidates, which is an indication that the majority of candidates had enough knowledge on the subject matter.

Item (iv) required the candidates to identify the reasons for encouraging a culture of preventive care and maintenance of public property in Tanzania. The majority of candidates managed to choose the correct answer ‘E’ *it can reduce costs of repair and prolong the life span of property*. Other incorrect alternative were chosen by few candidates because they were not plausible.

Item (x) candidates were required to choose from the given alternatives the importance of preserving our national culture. The majority of candidates chose ‘C’ *is an expression of national identity and pride*. Other incorrect alternatives ‘A’ *is a tourist attraction* ‘B’ *is our historical heritage* ‘D’ *is an agent of socialization*. and ‘E’ *promotes our moral values* were chosen by few candidates because they were not plausible.

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 corresponding to the correct response beside the item number. List “A” had definitions or descriptions of concepts related to Democracy while List “B” contained various concepts and terminologies on democracy.

This question was compulsory; therefore it was attempted by 95.9 percent of all the candidates of which 26.7 percent scored a 0 mark, while 68.9 percent scored from 1 to 5 marks. Only 4.4 percent of candidates scored from 6 to 10 out of the 10 allotted marks for this question. Among the most poorly attempted items in this question were (iv), (vii) and (viii).

In Item (iv) the correct response for an electoral system best suited for a society which is diverse was ‘O’ *proportional representation* but most candidates incorrectly matched it with ‘D’ *multi-party democracy*. The candidates who selected this option demonstrated that they did not have knowledge on the types of electoral systems therefore they linked election with multiparty democracy by looking at the close relationship of the two terms without assessing the demands of the question.

Item (vii) which was on “equal opportunity for all adult citizens to vote and be voted for was to be matched with ‘H’ *Universal Suffrage* but most candidates incorrectly matched it with ‘E’ *Democracy*. Candidates went astray because probably they did not know the meaning of Universal Suffrage which is one of the important indicators of democratic elections.

In item (viii) which was on an electoral system whereby a candidate with the most votes, not necessarily majority is elected” was incorrectly matched with varied wrong responses. The correct answer was ‘*K’winners take all*. This indicates that majority of candidates lacked knowledge on the topic of democratic election.

2.3 Question 3: Comprehension

The Candidates were required to read the passage and then answer the questions that followed. The passage was about “Education for Girls in Tanzania”. The intention was to measure the candidates’ ability to comprehend information related to civics matters.

This question was compulsory and it was attempted by 95.9 percent of all the candidates. The score in this question were as follows: 9.5 percent scored a 0 mark, 77.2 percent scored from 1 to 5 marks and 13.3 percent scored from 6 to 10 out of the 10 allotted marks for this question.

One of the reasons for the poor performance in this question emanated from the tendency of candidates to respond to such questions by basing on what they know rather than what is in the passage. For example, in part 3 (d) the candidates were required to outline the challenges facing primary education in Tanzania according to the passage. One candidate wrote: (i) *Lack of teachers* and (ii) *Lack of laboratories* while the correct answers according to the passage were (i) *Underfunding* and (ii) *large class size*. Part 3 (e) candidates were required to give two reasons for the increased enrolment of girls and boys in the late 1980’s one candidate wrote:

- (i) *They were taking a girl as a person for only marriage, being a wife and take care of the children*
- (ii) *A boy was taken as a powerful person and he is the one who can start and make clan in the society.*

None of these responses were in the passage. The correct answer for part 3(e) was (i) *introduction of the universal primary education* (ii) *the enactment of the education Act of 1978 which gave government powers to enforce compulsory enrolment and attendance of girls and boys in schools.*

Another category of candidates provided irrelevant responses by copying some sentences or phrases from the passage which had no relevance to the question. For example, the following sentences were copied by a candidate from the passage as a response to part 3 (b):

The investment in education of girls can have the highest returns in Tanzania because it could contribute to the improvement of quality of life and enhances national development through increased economic production, improved hygienic nutritional practices as well as reduced mortality and better nutritional practices.

Another candidate copied the following sentence as a response to question 3 (d) on the challenges facing Primary education in Tanzania.

(i) The enactment of the Education Act of 1969 (ii) The act provided legal backing to ensure that children were not withdraw from school before completing the primary school cycle.

It is evident from these answers that the candidates who provided irrelevant responses had a problem of comprehending the content of the passage and were unable to assess whether what they wrote was actually answering the given question.

2.4 Question 4: Culture and Our Nation

This question was divided into two parts (a) and (b). It was attempted by 95.9 percent of all the candidates. The performance shows that 111,521 candidates (31.6 %) scored a 0 mark, 63.5 percent scored from 1 to 5 marks and only 4.9 percent were able to score from 6 to 10 out of the 10 allotted marks.

Part 4 (a) of the question required candidates to outline five traditions and customs which affect the reproductive health of women. The candidates who scored a 0 mark (31.6%) could not outline even a single custom or tradition. This indicates that candidates lacked knowledge of the customs and traditions which affects reproductive health of women in Tanzania.

Spelling mistakes was also noted as some candidates could not write some English words correctly, for instance, one candidate wrote *genital multiration* instead of genital mutilation and widow inheritance was misspelt *widor heritance*.

Moreover, candidates wrongly extracted portions of the passage in question three and presented them as a response to this question. For example, one candidate wrote: Children acquire gender role identity as a consequence of the differential treatment, expectations and reinforcements given to boys and girls by their parents, teachers and the society. Such a candidate decided to quote this sentence which is not the correct answer simply because it carries

the word gender which is related to the question. This indicates that the candidate lacked knowledge of the subject matter and failed to know the needs of the questions.

In part 4(b) of the question candidates were required to explain the significance of the national anthem by giving five points. Most candidates provided wrong and unrelated responses to the question. For instance, some explained the significance of the national anthem as: (i) *National Sovereignty* (ii) *Democracy* (iii) *multi-party system* (iv) *Colonialism* (v) *Politically* (vi) *national flag*, (vii) *national boundaries* others responded by writing verses of the national anthem *Mungu Ibariki Africa, Wabariki Viongozi wake. Hekima, Umoja na Amani Mungu Ibariki Africa na watu wake* while others wrote some verses of the famous song which is usually sung in many secondary school to inspire patriotism *Tanzania Tanzania nakupenda kwa moyo wote*. This is an indication that either candidates didn't know the significance of the national anthem or failed to identify the needs of the question.

On the other hand, few candidates (4.9%) were able to outline traditions and customs which affect women's reproductive health such as female genital mutilation, early and forced marriages, food taboos, bride price, widow inheritance and sex preference while in part 4(b) they explained the significance of the National Anthem such as the symbol of Tanzania's nationality and freedom, an identity of Tanzania for international recognition, expresses a sense of belonging to Tanzania and Africa, expresses solidarity and love among all Tanzanians with respect to their nation.

2.5 Question 5: Economic and Social Development

The question required the candidates to analyse six strategies which can be employed to speed up industrial development in Tanzania. 49.2 percent of all the candidates opted for this question whereby 16.6 percent scored a 0 mark, 73.9 percent scored from 1 to 9 out of 20 allotted marks and only 9.5percent scored from 10 to 20 out of 20 allotted marks for this question.

Examiners noted that most candidates lacked knowledge on the subject matter and hence failed to meet the demands of the question, they analyzed irrelevant strategies such as self-confidence, problem solving, labour in development and production of quality material. Other candidates misinterpreted the strategies for speeding up industrial development in Tanzania with the factors of production such as raw materials, labour, land and energy consumption. Extract 5.1 shows one of the candidate who failed to meet the demands of the question.

Extract 5.1

5. Industrial development in Tanzania It was the major force of development Public property should be encouraged in Tanzania because it can reduce costs of repair and prolong the life span of the property. and there is no interest on credit facilities extended to members.

Self-Confidence the ability of a person to analyse, because evaluate and describe the quality of something an action or decision is referred to maintain industrial development in Tanzania when facilities foreign currency

problem Solving one of the advantages to solve problems or solving and credit Cooperative Societies in our Industrial Saccos over other financial institutions. Its members are allowed to maintain their saving in foreign.

Revolution in information and communication and technology are which important point is true because the major point driving force of information Technology in Tanzania Technology is poor.

labour in development Nations Exactive and ability Something where by a premium Cooperation to Collaboration in industrial and development repair Condition necessities prolong the life.

To provide Unemployment The first stage to present industrial an agent to make the situation the ingrees the house Socialization agent Credit power and development

To produce qualities Material any
 Industrial must be to produce good ma-
 terial because many Industrial have
 no qualities national income labour
 force and manage to Conservation in was
 producer to promote are moral values
 Conclusion Many Industrial in Tanzani-
 a to development must be to produce
 qualities material and Currency is
 low However development Industrial
 is high my decision Special for me
 my point is true.

In extract 5.1 shows the candidate who lacked knowledge on the subject matter and failed to meet the needs of the question. Above all the essay had serious grammatical errors.

Only 9.5 percent of the candidates who attempted this question managed to score 10 marks and above out of the 20 allocated marks. The candidates were able to point out the strategies of speeding up industrial development in Tanzania such as improvement of transport and communication system, improvement and application of advanced science and technology, support from the government in terms of availability and accessibility to loans, inviting investors to the industrial sector, availability of markets, reliable power supply, reduced importation of foreign goods. Extract 5.2 represents a sample of a candidate who responded well on this question.

Extract 5.2

5 Industries are the producers of products. In Tanzania Industrial development is slow due to some reasons. In order to speed up Industrial development in Tanzania the following strategies must be employed.

Facilitate importation of science and technology. The government should import science and technology from developed countries like America and China. Through the importation of science and technology industries will use mechanized machines in production and this will lead to the production of goods of high quality. This will therefore facilitate the speeding up of industrial development in Tanzania.

Provision of loans, the government should extend loans to the industries so as they can be able to get some raw materials needed. The government should provide these loans to the local industries. This will help the industries to get raw materials in which finished goods are produced from and this will help in the development of Industries in Tanzania.

Provide good transport and communication system. The government should provide good transport and communication system because this will help in selling or marketing our goods even outside the country and in the end our Industries will develop. Through communication the Industries will be able to communicate with the buyers.

Ensure reliability of power supply. Our country is faced with a great problem of poor power supply this has become a great obstacle in production in Industries therefore the government should ensure that there is good and reliable power supply so as to facilitate production in Industries. This will also promote the speeding up of Industries in Tanzania.

5	<p>Provision of skilled labour. Industries should make sure that it employs people who are well trained and professional. This will help in effective production since the skilled labour will provide and control machines in a required manner. This will in turn lead to the speeding up of Industrial development in Tanzania.</p> <p>Reduce Importation of goods from other countries. The country should stop or reduce the Importation of products from abroad and use that money to develop local Industries. This will enable people to buy products or goods from our country and therefore through this the Industries in our country will develop.</p> <p>The government plays a great role in all this development but the people in Tanzania should also start using goods produce in our country so as to develop our local industries.</p>
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Extract 5.2 the candidate managed to meet the demands of the question. He /she was able to analyse the strategies which can be employed to speed up industrial development in Tanzania such as reliable power supply, availability of loans and improved science and technology.

2.6 Question 6: Culture

The question required candidates to show six efforts made since independence to promote and preserve national culture in Tanzania. 107,065 candidates (29.2%) of the candidates attempted this question, of which 58.6 percent scored a 0 mark, 39.3 percent scored from 1 to 9 out of the 20 allotted marks and only few candidates (2.1%) scored 10 marks and above out of 20 allotted marks for the question.

Most of the candidates who attempted this question lacked knowledge on the subject matter and were unable to identify the demands of the question. For example one candidate defined national culture as the culture which is naturally in the country. In the main body he/she gave irrelevant responses arguing that national culture has been promoted and preserved through good leadership, provision of education, overcoming poverty and expression of

national identity and pride. Moreover, some candidates pointed out problems encountered by Tanzania since independence such as bad weather, low level of science and technology, diseases, natural hazards, illiteracy and accumulated poverty. These responses indicate that candidates lacked knowledge of the subject matter. Extract 6.1 is an illustration of one of the candidate who went astray.

Extract 6.1

6.	National Culture, IS the culture which
	is Naturally in the country given for example
	Tanzania have their own Culture, Kenya
	have they own Culture also in Uganda have
	their own Culture that they Mostly are
	practised.
	The following are the efforts that
	made Since independence to promote and
	preserve National Culture in Tanzania
	Good Leadership, due to this Leader
	ship also can lead to the effort that
	Made to promote and preserve National Culture
	that Leaders are Make for Special fund for
	aiming in National Culture. So that also
	this can lead to that.
	Provision of education, Also to preserve
	National Culture is Major source of a Capital
	income of the country that can bring develop
	ment to the people. due to that by
	preserving National Culture Now days education
	is increased.

	overcoming poverty, due to overcoming
	poverty The Country given especially in
	Tanzania Many are the poverty people that
	they Lead to Cannot to Maintain their basic
	Need due to that the overcoming poverty
	is now faced on it
	Expression of National Identity and pride
	Where by due to this also is Lead as
	Nation Identity to the foreigners who are are
	for Tour purpose.
	Agent of socialization

In extract 6.1 the candidate failed to define national culture and to show the efforts made since independence to promote and preserve national culture in Tanzania. Additionally his/her essay had no conclusion.

On the other hand, few candidates (2.1%) whose quality of their essays were good managed to show the efforts made since independence to promote and preserve national culture in Tanzania such as the creation of the National Kiswahili Council, Tanzania Film Company, The National Sports Council and the Museums. The creation of all these institutions aimed at promoting and preserving national culture. In their conclusion they showed obstacles that hinder the promotion of our national culture, for example colonial legacy and low level of science and technology. The extract 6.2 below is an example of one of the candidate whose essay was well organized and had relevant responses.

Extract 6.2

6	<p><u>Culture</u></p> <p>Promotion of culture is the combination of efforts made by the people under their government to enhance the growth of ^{existing} culture which has to be practiced in a nation. In Tanzania the efforts of promoting and preserving our culture started in 1962, where by Kiswahili started to be used within our country. So as to promote and to preserve our culture different efforts have been taken, most of that efforts are:</p> <p>The National Kiswahili council, after attaining independence in Tanzania, the government established Kiswahili council in order to promote the use of this language within and outside the country.</p> <p>Tanzania films Company, the government of Tanzania established this company so as to record or to store information which existed past time for the future generation benefits, for example the history of independence and war between Uganda and Tanzania.</p> <p>Archives, these are the places where private and public records are kept, the government of Tanzania after getting independence established archives so as to store informations which happened long time ago for example information about union.</p> <p>The National Sports council, this council was established in order to control all matters about sports for example provision of sports equipments like balls and provision of medals. This helps to bring people together within our country.</p> <p>Museams, these are the places or buildings where historical informations and objects of different things for example tools used with our</p>
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6	elders are preserved. This helps the present and future generation to know how our elders lived. Examples of areas where museums are found is Musoma and the National museum in Dar es Salaam.
	The National festivals council, this council was established in order to celebrates about the important events that occurred last period for example Nyerere day and Karume day. Also this council has been formed so as to promotes and preserve our culture by knowing what our leaders said and conducted for the benefits of the public.
	Apart from the efforts taken by Tanzania government to promote and to preserve our culture there are some factors that acts as obstacles for the promotion of our culture for example colonial legacy, low level of science and technology, bad leadership and shortage of capital.

In extract 6.2 the candidate was able to show the efforts made by Tanzania since independence to promote national culture. In the conclusion he/she pointed some obstacles facing such efforts.

2.7 Question 7 : Proper behaviour and Responsible Decision making

The question required the candidates to examine six root causes of improper behavior among the youth in Tanzania. The question was popular as it was attempted by 207,161 candidates (56.4%) of which 16.1 percent scored a 0 mark , 76.3 percent scored from 1 to 9 out of the 20 marks allotted for the question and only 7.6 percent of the candidates managed to score from 10 to 20 marks.

It was noted by the examiners that most candidates listed down types of improper behavior like drug abuse, prostitution, drinking alcohol, crimes and segregation instead of pointing out the root causes of improper behavior. Furthermore, some candidates wrote unrelated responses to the question demands such as gender bias, development in society, polygamy, respect, poor culture and no security. Such irrelevant responses indicate candidates'

lack of knowledge of the subject matter and failure to identify the demands of the question. The following extract is a good example of the candidate who failed to meet the demands of the question.

Extract 7.1

7. Behaviour is the way in which people live in the society. There are two types of behaviour which are proper behaviour and improper behaviour. Proper behaviour is the behaviour which is acceptable in the society like proper dressing, respect to the elders while improper behaviour is the behaviour which is not acceptable in the society. The following are the causes of improper behaviour.

Disrespect of parents and other elders; the childrens of nowadays they have no respect to their elders. A child of today he/she can see you passing across their street or home but he will not greet you he will remain quite as if you and him have the same age.

The use of Abusive languages; childrens of nowadays the even doesn't feel shy when they talking bad things which are not acceptable to the society. They can insult even their elders.

Improper dressing nowadays according to the globalization childrens and other elders changing the way of dressing clothes. They just wearing shortskirts, wigs and even they put cosmetics to their faces.

Fighting is being caused among by two people who are misunderstanding each other. Nowadays people are fighting for boyfriend and girlfriend so this introduce bad behaviour to the society.

Taking allrate drugs like alcohol, cocaine, marijuana this is being caused by bad friends group and peer pressure can involve someone to enter this bad behavior and lastly

Prostitution nowadays people does not want to perform in socio-economic activities inorder to get development they just selling their body inorder to get money so as to afford her needs.

The above points are causes of improper behaviour to the society which are not acceptable. My view are If the government could provide a semina about the effects of improper behavior people they will change. Improper behaviour have the following effects: unwanted pregnancies and Early marriage.

In extract 7.1 the candidate misinterpreted the demands of the question. He/she examined types of improper behavior instead of the root causes of improper behaviour.

On the other hand, the candidates who scored from 10 to 17 out of the 20 allotted marks (7.6%) were able to define improper behavior as actions which are not morally accepted by members of the family or society. In the main body they were able to examine the root causes of improper behaviour such as peer group's pressure, lack of employment, poverty, lack of education, lack of parental care and the development of science and technology (globalization). Extract 7.2 illustrates this case.

Extract 7.2.

7	<p>Improper behaviour are those action which are not morally accepted by the member of a family or societies example prostitution, drugs abuse and lack of discipline in the society or family.</p> <p>The following are root causes of improper behaviour among the youth in Tanzania:</p> <p>Peer groups or pressure is the one of the causes of improper behaviour like the use of drugs, terrorism which someone do because of influence from his or her group.</p> <p>Lack of Employment also is the causes of improper behaviour because if someone have no any job he or she decides to make things which are improper to the society example robbery or theft.</p> <p>Poverty also is the one of the causes of improper behaviour like prostitution due to family poverty so someone especial girls decide to conduct prostitution in order to get her basic necessities.</p> <p>Lack of Education that gives many youth in Tanzania also can cause improper behaviours like rape which many youth especial Male conducts in order to satisfy their needs without knowing the effects of rape in the society.</p>
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Lack of parental Care also can cause improper behaviour due to may be someone have no parents so due to lack of parents he or she decides to do the things which are improper in the societies example prostitution and robbery.

Development of Science and Technology (Globalization) also can made youths to improper behaviour is due to imitations of things from internet and other sources of Information and that lead the youth to change in case of wearing styles like many girls wear a shameful cloth like miniskirts which may influence someone to rape her.

Generally I conclude that Improper behaviours are not good at all because it have a lots of effects and I advise the people of Tanzania especially youth to escape from bad peer groups, to follow the religious teaching in order to minimize improper behaviour to our societies and government should punish those law breakers like the one who use drugs abuse.

Extract 7.2 is a sample of a relatively good essay. The candidate managed to point out some root causes of improper behaviour such as peer group pressure, poverty, lack of parental care and the influence of globalization.

2.8 Question 8 : Economic and Social Development

The question required candidates to suggest six measures for addressing the challenges facing the private sector in Tanzania. A total of 115,798 candidates (31.5%) attempted this question, of which 27.6 percent scored 0 mark, 63.5 percent scored from 1 to 9 marks and only 8.9 percent scored from 10 to 20 out of the 20 allocated marks for the question.

Most candidates failed to differentiate between “challenges” and “measures” hence they provided challenges such as poor government support, lack of capital, poor transport and communication, lack of markets, high taxes charged by the government and lack of skilled labour. Such responses were irrelevant to the question. Extract 8.1 below is a sample of a candidate who failed to identify the task of the question.

Extract 8.1

8	<p>Private sector is a category in a country in which major means of provision of goods and services are not owned by the government. Private sectors include educational, health, financial institutions and many others. The private sector helps much in the development of Tanzania. Though growing fast the private sector faces a lot of challenges. These challenges are as follows:</p> <p>Poor or lack funds, private sectors donot have enough money and funds to enable them to run their activities swiftly. Hence it still fails to provide more qualified and enough goods and services as desired by the people. Thus they are not run very well.</p> <p>Poor management and administration of the private sectors. Most of the private sector donot lead the private sectors well and lead to misuse of funds which were to be used in provision of services and goods. For example most of the private schools donot have good administration to enable students to be well disciplined hence failure.</p> <p>Moreover private sectors face poor provision of social services like electricity and water. This sometimes hinders production especially in sectors like industries education and others as they fail to get good services to enable easily run the private sectors.</p>
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Also private sector face the challenge of poor science and technology which is required for fast and easy production of goods and services to the people. For example some of plantations use hand hoes in production instead of tractors for easy and fast cultivation. Also many farms (private ^{owned} farms) depend on rain for growth of plants instead of irrigation.

Furthermore private sector face the challenge of few skilled labour which are required to help in proper supervision of running the sectors, this is due to the poor education system which doesnot produce qualified and skilled people to run such sectors for example teachers in schools.

Also ^{problem of} poor market, most private sectors lack market for its goods as they are considered by people to be very expensive and of poor quality as the enterprenures aim at getting high profit yields in which people donot afford to buy. For example Private schools ^{need} have high school fees to be paid for a student to study there, also banks have high interest rates on loans. Hence this hinders its market.

Conclusively private sectors should be helped in assessing the challenges it faces so it can enable the provision of goods and required services. This can be by improving social services, provision of funds, creation of market and others. If the challenges and problems are assessed it will enable private sectors to operate properly and lead to development.

In extract 8.1 the candidate failed to address the demands of the question as a result in the main body he/she discussed the challenges facing the private sector such as problem of the market, lack of funds, lack of skilled labour and poor technology.

The quality of the candidates' responses who were able to score from 10 to 20 out of the 20 allotted marks was good. They were able to suggest the measures of addressing the challenges facing the private sector in Tanzania such as provision of loans, building of better transport and communication systems, importation of better science and technology, proper government support and tax reduction. Extract 8.2 illustrates a candidate whose essay addressed the demands of the question.

Extract 8.2

8	The private sector refer to the sector which is under private ownership, as it does not owned by the government. The private sector can be categoried into two types, these are informal private sector and formal private sector. Informal private sector is the kind of sector which does not follow strictly rules and principles laid down by the government in order to undertake their activities for example street vendors, village masons and carpenters, but formal private sector is one of the private sector which follows strictly rules and principles laid down by the gover
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8 nment in order to undertake their activities for example school, dispensary and even banks. The following are the six measures to address the challenges facing the private sector in Tanzania as follow;

The government should provide enough funds to the private sector. The private sector always faces with lack of enough funds. Thereby the government should take measures of providing enough capitals in order to enable the private to grow and develop well. For example street vendors, masons, banks, and private schools and dispensaries fail to develop well just because of lack of proper funds.

To improve transport and communication networks, The private sector such as informal sector and formal face by lack of transport and communication networks, thereby the government of Tanzania should take measures of improving transport and communication networks such as roads, railways, ports and harbours in order to address the challenge of transport and communication to private sectors.

To provide enough education on how to improve improve their activities, The government should provide education to the private sector's owners in order to know how to improve their sector. Since education is very important thing for the development of any sector, thereby the education should be provided to the private sector especially informal and formal sectors in Tanzania.

To improve level of science and technology in private sector, The government of Tanzania should take step of improving science and technology by introducing modern tools and equipments to be used in private sector in order to develop those sectors. High level of science and technology can help to develop private sector especially informal and formal private sectors.

8 To improve the market in Tanzania, The private sector faces with problem of proper market that is why it does not develop well. Thereby the government of Tanzania should take measure of improve the market in order to permit the investment of private sector. The proper market is needed in order to improve the development of private sector in Tanzania.

To prepare conducive environment and planned environment to the private sector, private sector especially informal sector is facing with the problem of lack of conducive and planned environment, thereby the government of Tanzania should take measure of preparing the planned and conducive environment for the private sector in order to ensure the development of those sectors in Tanzania.

Thereby the government of Tanzania should consider the measures to be taken in order to improve the private sector such as education, market and improvement of science and technology so as to ensure development in our country.

In extract 8.2 the candidate provided a relatively good introduction and in the main body pointed out some measures of addressing the challenges facing the private sector such as provision of capital, improvement of transport, communication, science and technology.

2.9 Question 9 : Gender

The question required the candidates to examine four institutions which undermine women in Tanzania. This was the least attempted question since only 85,609 candidates (23.3%) attempted it of which 64.3 percent scored a 0 mark, 27.6 percent scored from 1 to 9 out of the 20 allotted marks and only 8.1 percent scored from 10 to 20 out of 20 allocated marks.

Examiners noted that most candidates (64.3%) failed to meet the demands of the question by discussing the measures of liberating women such as provision of education to women, provision of loans and grants, abolition of bad cultural customs, equal ownership of property to men and women and

others discussed traditions and customs which undermine women such as female genital mutilation, forced marriage; inheritance of widows and polygamy. Extract 9.1 illustrates such a case.

Extract 9.1.

The struggle against women discrimination and oppression is facing many challenges in Tanzania.

The struggle against women discrimination and oppression is facing many challenges in Tanzania. The institutions which undermine women in Tanzania are:

Female Genital Mutilation (FGM): This is caused many society many social this is the challenge in Tanzania.

Forced marriage: Due to other society they forced their children to be a marriage.

Bride price: It is the cause of challenges in Tanzania when the people given bride price they sell their children like a cow and other.

Polygamy: Due to the man who have more than one wife they cause the challenges in Tanzania.

So the struggle against women discrimination and oppression in Tanzania. So this institutions which undermine women in Tanzania.

In extract 9.1 the candidate failed to meet the needs of the question. He/she discussed traditions and customs such as female genital mutilation, forced marriage, bride price and polygamy instead of institutions such as the family, traditional, religious and the decision making bodies. Above all, the candidate lacked English language skills.

Likewise, another category of candidates who scored a 0 mark discussed the institutions which promotes and fight for the welfare of women in Tanzania. Such institutions are Tanzania Media Women Association (TAMWA), Tanzania Women Lawyer Association (TAWLA) and Wanawake na Maendeleo (WAMA). Such irrelevant responses indicate that the topic on gender issues is not exhaustively taught. Extract 9.2 represents a sample of a candidate who failed to meet the requirement of the question.

Extract 9.2

9.	<p>Women discrimination and oppression refers to the situation in which female gender is treated harshly and not given equal chance. This includes ^{not given} accessibility of resources such as Land and properties, not given equal chance at School. Through discrimination and oppression many institutions have been formulated in order to empower women. The following are the institutions which undermine women in Tanzania :-</p> <p>Firstly TAMWA (Tanzania Medical Women Association) this deals with the reproductive health of women where by it gives knowledge upon food taboos and fertility where by it enables women to get nutrition food so that they can deliver babies well also the regulation of fertility so that to avoid diseases that face a child such as HIV/AIDS.</p> <p>However TAWLA (Tanzania Women Lawyer Association), this institution deals with the women right where by it enables women to access things such as house, Land and cars when their husband have dies. This is because in many societies women inheritance of spouse is taking place although widows are not even willing to do that and because lawyers in the court can defend that oppression and discrimination can not be there since a woman is given a chance to defend the properties and also security is given by the court so that a woman can not be undermined.</p>
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Moreover WAMA (Wanawake na Maendeleo), this is an institution that motivates women toward hard working so that men can not oppress and discriminate them in the society. This is giving enough knowledge to people especially women on how to take loans from the banks so that they can employ

9. themselves in order for not staying at home waiting for a man to bring things like a goal keeper. Through this institution development have been achieved.

Furthermore TACAIDS, this is an institution that deals with education where by it enables women to protect their children concerning education and diseases by doing so women are able to be taken to the hospital by their men during pregnancy and also girls are taken to school so that to gain knowledge like boys.

To wind up women discrimination and oppression in Tanzania has been facing many challenges but through different institutions it has been abolished due to the education provided through different advertisement in television and radios against women. By doing so women are given enough chance at school and in the society. Therefore the government should give enough support to the institutions such as TANWA, TAWLA, WAMA and TACAIDS which by harder so that to bring equality in the society.

In extract 9.2 the candidate went astray by examining the institution such as TAMWA, WAMA and TAWLA which promotes the welfare of women. Besides that, the essay contained some factual errors whereby the long form of TAMWA was referred to as Tanzania Medical Women Association instead of Tanzania Media Women Association and TACAIDS was erroneously referred to as an institution which deals with girl child rights in Tanzania.

However, few candidates (8.1%) who scored from 10 to 20 out of the 20 allocated marks were able to address the needs of the question in well organized essays by examining the institutions which undermine women in Tanzania such as religious, educational, traditional and work places. Extract 9.3 serves as a testimony to this good performance.

Extract 9.3

Q9. Women discrimination is the situation where by women are treated harshly and are denied from getting their rights, while women oppression is the domination of women. There are some cultural practice which undermine women like polygamy, female genital mutilation and Forced marriage. The institutions, which mostly have put emphasis on women discrimination and oppression are as follows:

Religious institutions; It is true that in both religions that is christian and Muslim considers women are unable people, this is according to the quran and Bible where a woman is not supposed to hold any position in the church inreably men are more preferable in churches and Mosque, hence women continue to be left out in holding positions, also a muslim is allowed to have more than one wife that is polygamy, hence discrimination and oppression continue.

Education instilutions; It is also true that even in education boys are more preferable than girls. For example in science subjects like physics, Mathematics, Bidogy and chemistry are for boys but subject like Kiswahili are for girls therefore this shows that there is discrimination to girls, and also women learn more about cooking and sewing activities where most boys are engineers and doctors this shows that there is high oppression on of girls and women in education.

Work place; It is true that even in working place women continue to be discriminated and oppressed because the one who employers prefer more men than women because women are

09. on the risk of getting pregnancies and hence make production on her sector to stop. Also discrimination occurs to the employers to ask for sex for those girls who want to be employed due to that has lead to few women on working areas.

Also, Traditional institutions and family; In many Traditions in Tanzania for example the Maasai conducts female circumcision hence those girls become anxious due to the pain they get hence cannot participate on studies and even their spirit to compete with boys is lost, also in Many families prefer to use more boys on studies than girls because girls will be married and will not help her family anymore therefore girls continue being left out in education sector.

To sum up, The government should set sum plans to prevent women discrimination like preventing all the negative cultural practices, forming women social organizations, Improving rural areas, Allowing them to own properties and resources and also to make the society civilized and that women are able people this will help to reduce women oppression.

In extract 9.3 the candidate managed to examine institutions which undermine women in Tanzania. The candidate concluded the essay by suggesting measures to address the challenges. However, the essay had some grammatical errors.

2.10 Question 10: HIV/AIDS

This optional question required candidates to elaborate six socio-economic impacts of HIV/AIDS to people in Tanzania. 180,284 candidates (49%) selected the question, of which 8.3 percent scored from 10 to 20 out of the 20 allocated marks, 76.5 percent scored from 1 to 9 out of the 20 allotted marks, and 15.2 percent of the candidates scored a 0 mark.

Candidates who scored a 0 mark (15.2%) lacked knowledge on the subject matter and misinterpreted the question. In the introduction the majority could not write HIV as The Human Immune Deficiency Virus instead many wrote it wrongly as Human immunity virus.

In elaborating the impact of HIV/AIDS some candidates went astray and explained the positive impact associated with the spread of HIV/AIDS such as promotion of health education, provision of employment to people, increase of health centre and nutritional practice.

Other candidates misinterpreted the question by pointing out the mode of transmission of HIV/AIDS such as sexual intercourse, blood transfusion and sharing razor blades. The extract 10.1 below shows a sample of a candidate who failed to meet the requirements of the question.

Extract 10.1

INDEX	SUBJECT NAME	INDEX NUMBER
10	<p>HIV/Aids this means Human Immunity virus and Aids is Acquired Immunity deficiency syndrome.</p> <p>Socio economic this is improvement of Socia from lower to higher development.</p> <p>Following are the Socio Economic Impacts of HIV/Aids to people in Tanzania.</p> <p>It promote healthy Education among the people have to learn about the HIV/Aids how spread, how to control how to prevent. This help people to get and to know how to improve their health.</p> <p>It provide employment to people. people are get employment through hospitals, dispensary, group of people have educate the HIV/Aids. This contribute the development of Tanzania due to have shop of medicine.</p> <p>It may lead to Increase health Central. There are the Central which are help to victim of HIV/Aids like hospital, dispensary and other Central.</p> <p>It may lead to Nutritional practice people are gaining knowledge due to direction of doctors. know to know the each kind of food and its function so that it helps and keep a career for those who are not have HIV/Aids to practice to eat balance diet.</p>	

10 It may lead to Increase special group centre. This are the centre which are people who have not able him or her self to acquire social services like, education, security against disease, daily food supply. But through HIV/AIDS help people to get those social services.

It may lead to provision of social services. Those people who are not have HIV/AIDS are get social service depend on them self but victim of HIV/AIDS depend from outside the country like American America are gives the help to people who suffering from HIV/AIDS and other disease by given them the social services like education, health services and others.

Therefore the HIV/AIDS are the specially group which should give them encourage for life and help them to support their life. To promote education more about HIV/AIDS give them hope and so on.

In extract 10.1 the candidate misinterpreted the question by explaining the positive impact associated with the spread of HIV/AIDS such as provision of social services, increase of special group centre's, nutritional practice and provision of employment. Besides that, the English language used was not impressive.

On the other hand, candidates who scored from 10 to 20 marks (8.3 %) were able to articulate relevant points such as stigmatization, constraints to the government resources, loss of manpower, increased poverty and their essays were well organized. The extract 10.2 represents a sample of a candidate who responded well on this question.

Extract 10.2

10. AIDS is the disease which is caused by virus known as HIV where as, AIDS stands for "Acquired Immuno Deficiency Syndrome" and HIV stands for "Human Immunodeficiency Virus". The disease is so pandemic that the global cries on how to cure it since has got no specified medicine. It's true that HIV/AIDS is a threat to future prosperity of many nations.

The following are the Social economic impacts of the HIV/AIDS to people in Tanzania

The increase of death rates; It has been observed that most of people dies of AIDS thus increase the number of misfortunes in our nations. Also the death is increased due to the fact that the disease is incurable. Hence we need to make sure that people prevent themselves from AIDS.

Increase in economic Stagnation; This is due to fact most of youngs who are national productives die of AIDS thus creating economic Stagnation and wide Spread of poverty in our families. Moreover the economic Stagnation becomes the problem to the state.

Increase of Street childrens; These are children who lives in streets and most of them are the ones whose their mother lost their lives during delivery due to HIV/AIDS infections as the result the child had no where to go rather than living in streets.

Also increase in family Conflicts; Where as most of the family members become ~~infer~~ in Conflicts on trying to find the one who has spread the disease to the other one in the house. This is due to the fact that the disease is also spread by unsafe sexual intercourse thus if any one in marriage become unfaithful there is great possibility of transferring HIV/AIDS infection in the family.

10. Also^{*} the disease increases the state of dependence; This is due to the fact that most of people who suffer from HIV/AIDS becomes dependent to their family member since they can not work on their own for employment on manure workers thus making the family unstable.

Last but not least there is the increase in the Stigmatization; This is caused by the fear that if you stay with the people who lives with HIV/AIDS you will also be infected. Thus people who lives with HIV/AIDS faces a lot of Segregation by other people. However this is not true because the disease is not spread by shaking hands, eating or sitting with the people who is infected.

Conclusively; the disease is-caused by Sharing of Sharp tools, having unsafe Sexually intercourse with the one who is infected, through blood which is unsafe being transfused, as well as from the infected mother to the child during or after birth. Thus we should not Stigmatize the people living with HIV/AIDS. We need to Support them on that dreadful moment.

In extract 10.2 the candidate elaborated the impact of HIV/AIDS in Tanzania such as increase of street children, increase of death rate and stigmatization.

3.0 CONCLUSION

Basing on the analysis of the candidates' performance in each topic tested in the examination, the percentage of candidates who scored 40 marks and above in each question was low (see appendix A). The only question with a relatively good performance (40.9%) was a multiple choice question (question 1) followed by question 3 (comprehension) whereby 38.9 percent of candidates scored 40 marks and above. It is evident from the report that most candidates' responses were below the expected standards in terms of content, organization and language. Also some of the candidates failed to

score high marks because they were not able to identify the requirement of the questions and a good number of candidates lacked knowledge of the subject matter. It can, therefore be concluded that almost all the tested topics in the examination namely; Culture, Gender, Our Nation, Democracy, Economic and Social Development, Proper behaviour and Responsible Decision Making and HIV/AIDS were not performed well.

3.1 RECOMMENDATIONS

In order to improve the performance of candidates in this subject it is recommended that:

- (a) Teachers should exhaustively teach the topics stipulated in the syllabus.
- (b) Students should be encouraged to speak and read a variety of books written in English in order to improve their language proficiency.
- (c) Teachers should spend more time in imparting knowledge and techniques to students on how to identify the tasks in a given question. This will help the candidates not to give wrong and unrelated responses.
- (d) The candidates should read carefully the examination questions in order to be in a position to identify the requirement of the questions.
- (e) Civics clubs and inter-schools debating clubs should be encouraged so as to promote and broaden students' knowledge on pertinent national, cross cutting issues and international issues.
- (f) School administration and managers should avail to schools adequate and relevant Civics teaching and learning materials.

ANALYSIS OF CANDIDATES PERFORMANCE IN EACH TOPIC

011 Civics

S/N	Topic	Question number	The percentage of candidates who scored 40 and above marks	Remarks
1	A Multiple Choice question from 8 topics	1	40.9	Average
2	Democracy	2	14.4	Weak
3	Comprehension	3	38.9	Weak
4	Culture and Our Nation	4	15.4	Weak
5	Economic and Social Development	5	20.3	Weak
6	Culture	6	3.7	Weak
7	Proper Behaviour and Responsible Decision Making	7	16.6	Weak
8	Economic and Social Development	8	16.1	Weak
9	Gender	9	12.4	Weak
10	HIV/AIDS	10	18.1	Weak

