THE NATIONAL EXAMINATIONS COUNCIL OF TANZANIA

CANDIDATES’ ITEMS RESPONSE ANALYSIS REPORT FOR THE ADVANCED CERTIFICATE OF SECONDARY EDUCATION EXAMINATION (ACSEE) 2017

111 GENERAL STUDIES
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FOREWORD

The Candidate Item Response Analysis report (CIRA) on the performance of candidates for Advanced Certificate of Secondary Education Examination (ACSEE), 2017 for General studies subject has been prepared so as to provide feedback to students, teachers, policy makers and other educational stakeholders on the candidates’ performance in this subject.

The Advanced Certificate of Secondary Education Examination marks the end of the two years of Advanced Secondary Education. This examination is a summative evaluation which, among other things, shows the effectiveness of the educational system in general and the education delivery system in particular. Essentially, the candidates’ responses to the examination questions is a strong indicator of what the educational system was able or unable to offer to the students in their two years of Advanced Secondary Education.

The report shows the factors for the candidates’ good/poor performance in General Studies by using statistical data on the candidates’ scores for individual question and the candidates’ responses. Besides that, sampled extracts from the candidates’ scripts have been inserted to illustrate the quality of the responses.

One of the most important observations of the ACSEE 2017 Candidates Items Response Analysis Report (CIRA) is the candidates’ insufficient knowledge of some topics from which questions were set. It is high time teachers and students alike to rearrange their teaching and learning strategies for better performance in future examinations administered by the National Examinations Council.

The Council expects that the feedback provided and the suggested recommendations in the conclusion of this report will enable various stakeholders responsible for education to take appropriate measures to enhance the performance of the students in General Studies.

Finally, the Council would like to thank the Examination Officers, Subject examiners and all individuals who participated in the preparation and processing of the data used in this report.

Dr. Charles E. Msonde
EXECUTIVE SECRETARY
1.0 INTRODUCTION:

This report analyses the performance of candidates in General Studies for the Advanced Certificate of Secondary Education Examination (ACSEE) in 2017. The General Studies Examination covered the syllabus and conformed to the Examination format.

This paper had 8 questions, distributed in four sections namely A, B, C and D. The candidates were required to answer five questions by choosing one question from each section and one question from any section. All the questions were essay-type and each question carried 20 marks.

The candidates who sat for the 2017 Advanced Certificate of Secondary Education Examination (ACSEE) in General Studies Examination were 63,055 out of which 39,802 (63.70%) passed while in 2016 a total of 64,858 sat for the same examination, out of which 46,202 (71.24%) passed. This indicates that the performance of the candidates has declined by 7.54 percent.

The performance of candidates in various grades is summarized in table 1

<table>
<thead>
<tr>
<th>SEX</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>S</th>
<th>F</th>
<th>PASSED</th>
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</thead>
<tbody>
<tr>
<td>M</td>
<td>0</td>
<td>0</td>
<td>11</td>
<td>954</td>
<td>11149</td>
<td>10730</td>
<td>15273</td>
<td>22854</td>
</tr>
<tr>
<td>F</td>
<td>0</td>
<td>0</td>
<td>30</td>
<td>1218</td>
<td>8905</td>
<td>6795</td>
<td>7404</td>
<td>16948</td>
</tr>
<tr>
<td>TOTAL</td>
<td>0</td>
<td>0</td>
<td>41</td>
<td>2182</td>
<td>20054</td>
<td>17525</td>
<td>22677</td>
<td>39802</td>
</tr>
</tbody>
</table>

The analysis of individual questions is presented in the various sections by highlighting the requirements of each question and the analysis of the strengths and weaknesses of candidates’ responses. Extracts of the candidates’ responses are inserted to illustrate some of the cases presented.

Three scores categories have been used for convenience of analysis of the candidates performance in each question, whereby scores ranging from 0 to 34 marks is referred to as a weak performance, 35 to 59 marks is average and 60 to 100 marks is good performance. The candidates’ performance in these categories is represented by colours, where the green colour has been used to show topics with good performance, the yellow to topics with average performance and the red colour shows topics with weak performance.

It is expected that the report will be useful to stakeholders, particularly the students, subject teachers and parents to improve the teaching and learning of
General Studies so as to minimize the students’ misconceptions on some of the topics.

2.0 ANALYSIS OF THE CANDIDATES’ PERFORMANCE PER QUESTION

This section analyses the performance of candidates in each question by indicating the number of candidates who attempted each question and explaining the quality of their responses and the various score groupings identified in the analysis.

2.1 SECTION A

2.1.1 Question 1: Philosophy

The question instructed the candidates to explain six major principles of Nyerere’s Ujamaa Philosophy. The question proved to be challenging to 24,708 (39.4%) of the candidates, who attempted this question as 93.4 percent scored from 0 to 6.5 marks of which, 13.1 scored a 0 mark. A few candidates (6.6%) scored from 7 to 13 marks and only 9 candidates were able to score from 12 to 13 marks out of the 20 allocated marks for this question. The candidates’ performance is summarized in Figure 1.

![Figure 1: The performance of the candidates for question 1](image)

The analysis of the candidates’ responses who scored a 0 mark suggests that, the candidates were not able to make a distinction between principles of the
Nyerere’s Ujamaa philosophy and the various policies which were put in place to implement the philosophy. As the result, some of the candidates misinterpreted the demands of the question by describing implementation of self-reliance policy. Other candidates explained the reasons for establishment of Ujamaa Villages such as provision of health services, provision of education, provision of security in the society and establishment of transport and communication system. Moreover, other candidates provided a mixture of irrelevant responses relating to socialism such as human dignity, socialist state should consist of workers; a socialist economy should be governed by agriculture and not finance, while others went astray by explaining aspects or components of the policy of education for self-reliance in Tanzania. Above all, an inadequate English language skill was another salient feature of the candidates’ responses. Extract 1.1 is the sample of a poor response from a candidate who went astray.

**Extract 1.1**

<table>
<thead>
<tr>
<th>1.</th>
<th>Nyerere’s Ujamaa Philosophy</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>based most on education. It is beco</td>
</tr>
<tr>
<td></td>
<td>use most of Tanzanians are uneduc</td>
</tr>
<tr>
<td></td>
<td>ated. The principles of his philosophy</td>
</tr>
<tr>
<td></td>
<td>are as following:</td>
</tr>
<tr>
<td></td>
<td>Racial difference in school</td>
</tr>
<tr>
<td></td>
<td>should be abolished. In Ujamaa</td>
</tr>
<tr>
<td></td>
<td>philosophy every one have the right</td>
</tr>
<tr>
<td></td>
<td>and not special one. This was</td>
</tr>
<tr>
<td></td>
<td>succeeded because the racial difference</td>
</tr>
<tr>
<td></td>
<td>were abolished</td>
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<tr>
<td></td>
<td>Education for adults. Both</td>
</tr>
<tr>
<td></td>
<td>people should get education and</td>
</tr>
<tr>
<td></td>
<td>thus he establish the education</td>
</tr>
<tr>
<td></td>
<td>for the adult which are not</td>
</tr>
<tr>
<td></td>
<td>get the education before.</td>
</tr>
<tr>
<td></td>
<td>High education. People engaging</td>
</tr>
<tr>
<td></td>
<td>in higher education as he wants</td>
</tr>
<tr>
<td></td>
<td>development for his people. For examp</td>
</tr>
<tr>
<td></td>
<td>ple presence of institution, college</td>
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<tr>
<td></td>
<td>and universities.</td>
</tr>
<tr>
<td></td>
<td>Tools. Using of tools in school</td>
</tr>
<tr>
<td></td>
<td>are also principle of Nyerere Ujamaa</td>
</tr>
<tr>
<td></td>
<td>a philosophy. People enable to</td>
</tr>
<tr>
<td></td>
<td>make tools and making tools</td>
</tr>
<tr>
<td></td>
<td>the knowledge available.</td>
</tr>
</tbody>
</table>
Extract 1.1 is a sample of a poor response from a script of a candidate who argued that Nyerere’s Ujamaa philosophy was based on education.

Additionally, the candidates who scored from 1 to 6.5 marks could not precisely focus on the demands of the question as they outlined few relevant points with irrelevant introduction, conclusion and repetition of points characterizing their responses, coupled with inadequate English Language skills. All in all, the below average scores are indicative of the candidates’ lack of knowledge of the subject matter.

On the other hand, the few (6.6%) candidates who scored from 7 to 13 marks demonstrated a relatively adequate knowledge of the major principles of Nyerere’s Ujamaa philosophy. Some of the major principles of Nyerere’s Ujamaa philosophy which featured in their responses include; absence of exploitation, collective ownership of the major means of production, existence of democracy and belief in the fundamental equality of all people. Nevertheless, they could not score higher marks because of inadequate elaboration of all the required number of points and repetitions. Only 9 candidates were able to score from 12 to 13 marks, which were the highest scores for the candidates in this question. On the whole, this question was attempted by a few candidates and the performance was dismally poor. Teachers are encouraged to put more effort in their teaching and learning strategy of this topic, to reverse the downward trend performance of the candidates which has been experienced for two consecutive years.
2.1.2 Question 2: Life Skills

The question instructed the candidates to use six points to show how different life skills can enable an individual person solve his/her social and economic challenges in a society. The question was attempted by 39,402 (62.8%) and the performance was as follows: 67.9 percent of the candidates scored from 0 to 6.5 marks, 26.2 percent scored from 7 to 11.5 marks and only 5.9 percent scored from 12 to 17.5 marks of the 20 marks allocated for this question. Generally, the performance was weak as only 32.1 percent of the candidates were in the score range of 7 to 17.5 marks. The candidates’ performance is summarized in Figure 2.

![Bar chart showing the percentage of candidates' performance in question 2](chart.png)

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

The candidates who scored a 0 mark (4.8%) lacked knowledge of different life skills, hence provided a series of irrelevant responses such as solving problems by reading different books, consulting the expert and guidance and counselling. Others misinterpreted the question to mean technical skills like; knowledge of building, knowledge of drawing, skills of carpenter, life skills of fishing and life skills of tailor. Besides that, one candidate for example, discussed advantages of life skills such as providing employment to people, it is the source of unity, reduces poverty, it promotes social services and it provides peace and love. On the other hand, one candidate cited dancing music, getting sleep and watching games as the life skills. Another notable
weakness was the candidates’ inability to construct grammatically correct sentences hence leading to unclear, meaningless or incorrect arguments. Extract 2.1 is a sample of an irrelevant response of a candidate.

Extract 2.1

Extract 2.1 is a sample of a poor response of a candidate who went astray by pointing out stages of conducting research.
Likewise, the candidates who scored from 1 to 6.5 marks did not have adequate knowledge of the subject matter. Hence, their responses were characterized by a mixture of correct and incorrect responses. Some of them could not observe essay writing rules while others provided a skeleton of points. Due to inadequate knowledge of the topic, some of the candidates’ paid more attention to one aspect of life skills such as problem-solving techniques and ignored other important aspects of life skills which could have enabled them to score higher marks. Other candidates provided a mixture of stages in problem-solving techniques and stages of conducting research such as problem identifications, formulating hypothesis, data interpretation, mediation and finding alternative solutions and choosing the best solutions out of many solutions.

Furthermore, the candidates who scored from 7 to 11.5 marks (26.2%) demonstrated a relatively good knowledge of the different life skills but they lacked exhaustive elaborations of the required points and above all, repetition of some of the points characterized their responses. One candidate for example, provided a sketchy description of empathy as the way people have changed according to the situation in order to help another one to be with peace, but he/she failed to elaborate how empathy can enable an individual solve his/her social and economic challenges.

On the other hand, some few (5.9%) candidates were able to score from 12 to 17.5 marks because they focused more on the demands of the question. Such candidates were able to identify life skills such as negotiation skills, peer resistance, empathy, forming positive relationship, assertiveness, critical thinking, effective communication, creative thinking, self-reliance and self-awareness skills, and how such skills can enable an individual person to solve his/her social and economic challenges in a society. The candidates were also able to provide a good introduction and conclusion, coupled with coherent presentation of arguments. Extract 2.2 is the sample of a good response from the script of a candidate.
<table>
<thead>
<tr>
<th>2.</th>
<th>Life skills refer to the skills which enable an individual to live well in the society. These skills can be divided into two parts which are personal or individual skills and interpersonal or social skills. These skills are very important for everyone since they promote good living in the society. Life skills can enable an individual person solve his/her social and economic challenges in the society, and this can be supported through looking for the following skills.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Negotiation skills</td>
<td>There are the skills which can be found among the social skills. These skills are very important and helpful since they assist an individual to agree on a certain issue or decision without compromising or going against the second party. These skills help individuals to be able to make choices and find solutions about various issues which have been very crucial. Negotiation skills also help an individual to develop good relationships with the second party (another person) when decisions are made without going against one’s principles. Thus help to solve conflicts in the society.</td>
</tr>
<tr>
<td>Peer resistance</td>
<td>These are skills which enable individuals to be able to stay away from negative influence which is as a result of friends, relatives, or neighbours. These skills enable an individual person to be aware of the bad company or good company available which will help in reducing risky behaviours. Through peer resistance skills an individual is able to stay away from bad company which involve in risky behaviours for example, drinking alcohol, prostitution, murder, drug abuse.</td>
</tr>
</tbody>
</table>
Empathy: These are skills which enables individuals to feel concerned about other people's problems. These skills are very important, because they help individuals to be able to feel concerned about other people's problems and help them. This helps to reduce poverty in the country, since many individuals who experience bad economic condition will be assisted with aid examples such as food, shelter, clothes, and other social services.

Forming positive relationships: Through these skills, individuals are able to form relationships which are very beneficial to their lives. Such relationship enables individuals to share ideas, happiness, development, etc. which such relationship is fruitful and helps individuals to be successful in solving their economic problems and social through interaction with different people who have positive attitude and avoid conflict.

Assertiveness: These are personal skills which help an individual to know what he/she needs and to take necessary steps in achieving it. Assertiveness skills enable individuals to accomplish their goals, to know their mistakes, also enables individuals to develop positive attitude towards development. Assertiveness helps individuals to be able to solve challenges such as failure, disappointment.

Self-awareness: These refer to skills which enable individuals to know more about themselves. These skills help individuals to solve social and economic which may have occurred. Self-awareness enables individuals to avoid risky behaviors such as prostitution, drug use, bad company and so on. Since now they have
2.2 SECTION B
2.2.1 Question 3: International Affairs

The question instructed the candidates to examine six challenges facing COMESA in achieving its objectives in Africa. The question was attempted by 45,540 (72.6%) candidates of which, 47.7 percent scored from 0 to 6.5 marks, 48.2 percent scored from 7 to 11.5 marks and only 4.1 percent scored from 12 to 17.5 marks. Generally, the performance was average as 52.3 percent of the candidates were in the score ranges of 7 to 17.5 marks. The performance of the candidates is summarized in Figure 3.

![Figure 3](image)

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

The candidates who scored a 0 mark (1.0%) failed to identify the demands of the question by pointing out the objectives of COMESA such as free market economy, free movement of people, development of transport and communication and environmental conservation instead of challenges facing COMESA in achieving its objectives in Africa. One candidate explained different advantages of COMESA, to include: *it accelerate employment opportunities, it foster international cooperation, it promote countries development and facilitate environmental conservation*. Additionally, another candidate in this category explained *existence of corruption, high illiteracy rate, environmental degradation, irresponsible leadership and high population growth*, as challenges facing COMESA. Extract 3.1 is a sample of an irrelevant response from the script of a candidate.
Extract 3.1

3. COMESA is an organization started in African countries where it is referred as the Commission, where member states of South Africa, South Africa was among member states of COMESA in such a way that the main objective was to bring up African countries together to design joint African trading activities were conducted together this accelerated unity among member countries in Africa, where they formed the currency so as to make trade beneficial to all member countries.

The following are achievements of COMESA:

- Improvement of transport and communication systems that were influenced by trading activities where air transport was improved so as to allow easy transportation of manufactured goods to marketplace places.
Extract 3.1 is the sample of a response from a script of a candidate who discussed advantages of COMESA, contrary to the demands of the question.
Likewise, the candidates who scored from 1 to 6.5 marks (47.7%) had superficial knowledge of the subject matter as evidenced by the poor quality of their essays manifested through a mixture of correct and incorrect points, lack of elaborations and failure to observe essay-writing skills. One of the candidates for example, mixed challenges facing COMESA, such as language problems, political instability with causes of political instability like dictatorship, and conflict between leaders. Besides that, repetition of some points was equally another drawback to some of the candidates’ performance. Such points include political instability and existences of civil wars. Above all, inadequate English language skills adversely affected the candidates’ performance.

On the other hand, a moderate number of candidates (48.2%) scored from 7 to 11.5 marks, which is an indication that they had a relatively adequate mastery of the subject matter and good organizational skills, in terms of adhering to essay-writing rules and providing a relevant introduction and conclusion. They were able to provide some relevant points on the challenges facing COMESA in achieving its objectives in Africa, like lack of common currency, nationalism and environmental hazards such as floods and hunger. However, they could not score higher marks because of repetitions, inability to exhaust all the required points and lack of comprehensive elaborations for some of the points.

However, a few candidates (4.1%) were able to score from 12 to 17.5 marks. This category of candidates was more focused in tackling the question. They were able to give a relevant background information concerning COMESA such as its origin, membership and the founding date. Secondly, they examined the challenges facing COMESA such as *language problems, political instability, existence of heavy debt burden, lack of common currency, diseases and nationalism*. Additionally, a good number of candidates in this category were able to write coherent English sentences and good organizational skills. Nevertheless, scores of candidates in this category varied depending on the quality of essay for each individual candidate. Actually, only one candidate in this category scored 17.5 marks. Extract 3.2 is an illustration of a good candidate’s response.
COMESA This is an integrated economic organization that was formed in 1993 to replace the Preferential Trade Area (PTA). The member states are the countries of Eastern Africa and Southern Africa. The headquarters are in Zambia. The aim of COMESA is to help the member states so as they can achieve their goals. Despite of the aims of COMESA it has experienced a lot of challenges. The following are the challenges of COMESA in achieving its goals.

The problem of language: Language has been the problem facing COMESA. This is due to the existence of several languages such as Kiswahili, French, and English. Due to the different of language among the member states, the implementation of their goals have become difficult.

Nationalism: This is also the problem facing COMESA. The leaders of COMESA have been giving priority to their countries leaving others aside, due to such problem implementation of objectives have become difficult due to favoritism.

The existence of Neo-colonialism: Also this is the problem facing COMESA in achieving its objectives. The external powers have dominated Africa indirectly in the form of Neo-colonialism, due to that external force they force the COMESA in some issues such as politics, economy and socially, so this become a challenge.
Extract 3.2 is a good response from the script of a candidate who was able to explain the challenges facing COMESA such as political instability, diseases, nationalism, Language problems and existence of heavy burdens of debt.
2.2.2 Question 4: International Affairs

The question instructed the candidates to explain six principles of Tanzania’s foreign policy. The question was attempted by 25,414 (40.5%) candidates and the performance was dismally poor as 78.4 percent of the candidates scored from 0 to 6.5 marks (below average score category), 19.8 percent scored from 7 to 11.5 marks and only 1.8 percent were able to score from 12 to 18 marks. The candidates’ performance is summarized in Figure 4.

![Figure 4: The performance of the candidates in question 4](image)

The concept of foreign policy proved elusive to the candidates who scored a 0 mark (8.4%) as manifested by a diversity of irrelevant responses. One candidate for example, defined foreign policy as the policy which is used by Tanzania government for different functions. The foreign policy which started at 2015 by the new President which is “HAPA KAZI TU” which means each people of Tanzania should make job........ Another candidate erroneously defined foreign policy as, the policy which introduced from external country and become adopted to the internal country to be applicable for example policy of multipartism is the foreign policy and become useful in Tanzania. Other candidates associated the principles of Tanzania’s foreign policy with principles of democracy like free and fair election, rule of law and good governance. Similarly, one candidate explained the principles of foreign policy as provision of free education to all people, the government stimulated the growth of industries, reduce excessive corruption, also reduce non-employers
the programme of checking certificates for those employed in the government. Other candidates pointed out the requirements and conditions for foreigners (i.e. non Tanzanian citizens) to enter and stay in the country like; any foreigner from other country should enter in the country legally, should agree to follow the rules of Tanzania's government, should have 21 years and above, should not allowed to vote and should pay bills (taxes), foreigner required to discipline avoid involve in crimes, must be come for a certain activities. Inadequate English Language skills was also another defining feature of the candidates’ responses. Extract 4.1 is the sample of a poor response from the script of a candidate.
Tanzania policy is the policy which used by Tanzania government for different function. The foreign policy started at 2015 by the new president while being the state that "HAPA KAZI TAY", which means each people of Tanzania should make job & no one who become laziness, so due to having this policy hope principle used to stimulate that policy for example:

Provision of education to all people especially Ordi

ary level: The education was mobilized due to that policy which make all Tanzania young get education from from the country. Therefore due to foreign policy may create reduce the number of ignorance in the nation.

Also the government are stimulated the growth of Industry in Tanzania. Due to the presence of new policy it stimulate the development of industries. Because due to say that the government is for industries it create the industries to be back to the country for more gain or income to the country.

Also reduce the non-employees! The program of checking Certificate for those who employed it reduce a lot of number who were non-workers to our country so their policy is stimulate the equal right to every body.

Also reduce the high excessive corruption! The people whose corrupted in order to get a job but be now deny for those who have the certificate and are qualified are getting job, so it reduce the excessive for corruption of among of the leader in the government.

Also providing social service equally. The social service now deny are given equal, because even bit a person who have no Money makes served in different aspects. So the especially in health they equal are backup.
Extract 4.1 is the sample of a response from a candidate who went astray by discussing the current government slogan HAPA KAZI TU as the cornerstone of Tanzania’s foreign policy.

Likewise, a sizable number of candidates (70%) scored from 1 to 6.5 marks. Such a low score presuppose lack of adequate knowledge of Tanzania’s foreign policy, manifested through failure to exhaust the required points and lack of clarity. Lack of organizational skills in terms of adhering to essay-writing format and lack of plausible introduction and conclusion was also noted in this category of candidates. Nevertheless, some of them superficially pointed out the principles of Tanzania’s foreign policy such as promotion of good neighbourliness, sovereignty, promotion of African unity and defence of freedom.

Furthermore, the candidates with scores ranging from 7 to 11.5 marks were few (19.8%). This category of candidates had a relatively adequate knowledge of the subject matter, with sufficient English language skills and good essay organization, in terms of adhering to essay rules. However, they could not score higher marks due to failure to exhaust all the required points and inadequate elaborations.
On the other hand, very few (1.8%) candidates scored good marks (from 12 to 18 marks). The candidates in this category were familiar with the concept of foreign policy hence being in a better place to delineate the principles of Tanzania’s foreign policy. For example, one of the candidates mentioned *defence of freedom, promotion of good neighbourliness, promotion of African unity, support of the United Nations and sovereignty as principles of Tanzania’s foreign policy*. Besides that, the candidates provided coherent arguments and good organizational skills in terms of a relevant introduction and conclusion. Extract 4.2 is a sample of a good response from the script of the candidate.
Tanzania’s foreign policy refers to principles and systems established by Tanzania government in order to promote social, political, and economic relations with other countries. Tanzania is a country with well-developed bilateral and multilateral relations. The implementation of Tanzania foreign policy is mostly concerning the diplomatic (ambassadors) and ministry of foreign affairs. In which ambassadors represent Tanzania abroad through the principles of foreign policy. The following are principles of Tanzania’s foreign policy.

1. Safeguard of the national sovereignty, territorial, and political independence. The main aim of foreign policy is to promote good relations without deserting the national independence as it guards and protect the national borders and looking for the political independence without interference from other external powers.

2. Promotion of freedom, justice, human rights, and democracy as one of the role of foreign policy of Tanzania by enhancing equality, freedom, justice with the umbrella of democracy. By doing this the policy promote and protect human rights and freedom of the people together with good integration. Ensure the good neighbourliness. This is by enhancing good bilateral and multilateral relations under different economic and political integration. Example SADC, EAC, and COMESA. All, it involve the protection of borders to
Extract 4:2 is a sample of a good response. The candidate was able to explain the principles of Tanzania’s foreign policy.
2.3 SECTION C
2.3.1 Question 5: Democratic Process and Practices

The question instructed the candidates to assess in six points how human right abuse is experienced in Tanzania. The question was attempted by 44,821 (71.5%) candidates and the performance was dismally poor as, 73.5 percent scored from 0 to 6.5 marks, 25.4 percent scored from 7 to 11.5 marks and only 1.1 percent scored from 12 to 17 marks. The candidates’ performance is summarized in Figure 5.

![Figure 5: The candidates’ performance in question 5](image)

The candidates who scored a 0 mark failed to identify the demands of the question and others lacked knowledge of the subject matter. For example, one of the candidates who deviated from the demands of the question pointed out the causes of corruption such as provision of low salaries, lack of motivation and poverty as forms of human rights abuse in Tanzania. Another candidate went astray by discussing the impact of human rights abuses as conflicts between people and the government, political instability resulting from political conflicts between political parties, it leads to death of people because people’s rights are not observed, spread of diseases example HIV/AIDS after being raped, abuse of human rights may lead to presence of terrorism and it leads to gender discrimination. Similarly, other misconceptions of human rights abuses were noted, whereby a candidate discussed the advantages of human rights as it promote peace and unity, promote democracy, promote national economy and promote employment.
Other interesting responses were put forward by one candidate who associated occurrence of social problems with human rights abuses. Such social problems include, corruption, unemployment, drug abuse, increase of prostitution, increase of robbery, lack of education which leads to problem of street children. All these evils according to him/her are due to lack of basic needs which is a human rights abuse. In addition to that, the problem was aggravated by inadequate English language skills.

Likewise, the candidates whose scores ranged from 1 to 6.5 marks lacked focus on the demands of the question. Some of them paid more attention to the negative socio cultural practices in our society such as female genital mutilation, wife inheritance, early marriage and forced marriages, bride price and wife beating. Consequently, they could not score higher marks because they omitted other important points. Actually, all the negative socio-cultural factors were embodied in one point. Furthermore, some of them outlined a mixture of correct and incorrect points on how human rights abuse is experienced in Tanzania without bothering to organize an introduction or conclusion. Extract 5.1 is a sample of an irrelevant response from the script of a candidate.
5 Human right abuse is the misuse of power for private gain.

Human right abuse is most challenge occur in Tanzania where by majority of leaders use their power to undermine their citizen.

The following is how human right abuse is experienced in Tanzania:

Provision of low salaries to the workers, this make the worker to be hunger while working much and gaining low salary thus involving in corruption process.

Also Willingness of people this occur where the peoples are willingly to be abused since they have their need with something. For example, have a patient or sick will willing pay a bribe so as to get a chance to enter to a doctor, thus is experienced.

Absence of heavy punishment to the human right abusers. Absence of punishment lead / enhance much on abuse of human right since they know they are free from will be punished thus is mostly experienced.

Lack of motivation to worker, is another source which experience human right abuse since workers are not motivated they work hard without paid anything thus will decide to abuse human right and hence is experienced.

Bad administration, human right abuse is experience by bad leadership, the leader we choose are not accountable they only want powers for their benefits not considering citizen's rights.
Extract 5.1 is the sample of a response from a candidate who discussed causes of corruption like low salaries, lack of motivation, bad administration and poverty contrary to the demands of the question.

On the other hand, the candidates who scored from 7 to 11.5 marks demonstrated a relatively adequate knowledge of the subject matter and had a better focus on the demands of the question. However, they could not score higher marks because some of the candidates in this category paid more attention to issues concerning women’s oppression such as wife inheritance, bride price, female genital mutilations and discriminations in decision making, which rendered most of their points as repetitions.

The few (1.1%) candidates who scored from 12 to 17 marks had sufficient knowledge of human rights abuses experienced in Tanzania. Such a good performance was possible probably because the question called for practical experience of human rights abuses in Tanzania, in which case, well informed candidates were able to transfer their daily life experience to address the demands of the question hence being in a better position to score higher marks. They were able to assess various forms of human rights abuse in Tanzania by pointing out the killing of albinos, forced and early marriages, child labour, mob justice, cruelty against children, extra-judicial killings, discriminations of people living with HIV/AIDS, corruption and women trafficking. Besides that, organization skills and coherent English sentences was another attribute to their good performance. Extract 5.2 is a sample of a good response from the script of a candidate.
5. Human rights are the fundamental rights that all human beings are born with. According to the Universal Declaration of Human Rights, which was passed in 1948, man is by virtue free from all kinds of torture and slavery from the other and everyone is equal before the law. This is of importance than the other. The declaration recognized some human rights such as the right to life and property ownership, freedom of worship and association. In Tanzania, it is one among countries that experience human rights abuse through the following ways:

- **Killing of albinos.** In Tanzania, the people who are lacking skin colour pigment commonly known as Albinos are viciously killed. This is due to superstitions belief that when you take an Albino’s part of the body to a witchdoctor a person will get rich, rich than usual. When you clip an Albino’s part in a zone numerous minimum will erupt. This is experienced mostly in the interior of Tanzania in regions such as Shinga, Ya and other human rights abuse.

- **Child Labour:** In Tanzania is where you will find children of age five and above who is supposed to be at school but he or she is busy doing works for obtaining a little wage for his or her survival. Example, in areas where they do quarrying of rocks such as Chunya is where you will find a boy and girl coming heavy stones on their hands to the areas where they have to be broken down. This is a human right abuse since children need to be educated in schools.
5. Killing of women with red eyes. In Tanzania, women with red eyes who are subjected to heavy smoke in the kitchen through cooking with firewood are killed mercilessly under the wrong notion that they are witches that is if their eyes are turning red. This may be experienced in regions such as Dodoma in the rural areas where many elderly women are completely burnt with fire and their houses by claiming that they are witches, thus human rights abuses.

Mob violence. In Tanzania, a number of people are put to arrest and torture before any legal proceeding. Example, when one is caught as a thief in the street, before him or her, being taken to the police for questioning, he or she is put under the custody of the angry mob who either stone him to death or look for a vehicle tire and kerewe and burn the victim to death. Such actions may be seen in major cities such as Dar es Salaam and Mwanza.

Severe punishment and torture from the police and other state apparatus. A number of people have been reported dead in prisons not because of poor hygiene or lack of daily meal diet but because of getting heavy beatings from the police in charge of them. These people are whipped, flogged and humiliated in every possible way leading to health complications such as brain fracture and lung failure that eventually leads to the death of people. Human rights abuses in Tanzania. Misuse of power by government officials.
2.3.2 Question 6: Democratic Process and Practices

The question instructed the candidates to describe six major functions of Tanzania Commission for Human Rights and Good Governance. The question was attempted by 21,310 (34.0%) candidates and their performance was poor, as 94.9 percent scored from 0 to 6.5 marks, 5.0 percent scored from 7 to 11.5 marks and only a few (0.1%) scored from 12 to 13.5 marks out of the 20 allocated marks for this question. The candidates’ performance is summarized in Figure 6.
The candidates who scored a 0 mark (7.5%) lacked knowledge of the functions of the Commission for Human Rights and Good Governance. One candidate for example, focused his/her discussion on the corruption prevention strategy by pointing *provision of mass education about corruption, enactment of strict laws against receiving or taking bribe and punish those who take bribe*. Such misleading arguments were hinged on the belief that the mandate of the Commission for Human Rights and Good Governance and those of the Prevention and Combating of Corruption Bureau (PCCB) were similar while in fact this is not the case. Other candidates explained the pillars of democracy which include; free and fair election, separation of power and multipartism. On the other hand, other candidates associated the functions of the Commission with those of the judiciary and the appointing authority of high ranking government officials. One candidate for example, stated that *it punishes criminals; appoint the Attorney General and Chief justice*. As a matter of fact, punishing law breakers and other criminals is the jurisdiction of the judiciary, the role of the Commission is to investigate and advise the government in all issues concerning human rights and good governance in Tanzania. Extract 6.1 is a sample of the response from the script of a candidate who failed to address the demands of the question.
Corruption in Tanzania. Corruption refers to the illegal use of public resources for private gains. It includes two types: petty corruption and grand corruption. Also, there are different forms of corruption, such as bribery, bureaucratic, graft, patronage, cronyism, nepotism, kickback, and unwholly allowances.
Extract 6.1 is a sample of the response of a candidate who went astray by associating the functions of the Tanzania Commission for Human Rights and Good Governance with those of the Prevention and Combating of Corruption Bureau.

The formation of the Human Rights Inquiry Board on the basis of the right to receive information is a development in Tanzania. The purpose of the Commission was to establish and establish conditions for the need for the inquiry board, with the establishment of due diligence and other procedures. This initiative was established after the introduction of corruption and combating corruption. To prevent and combat corruption, the major anti-corruption institutions have been given a repudiation role, reducing the effects of corruption caused by the institutional framework.
Likewise, the majority (87.4%) of the candidates had scores ranging from 1 to 6.5 marks, a score bracket which is indicative of superficial knowledge of the functions of the Commission for Human Rights and Good Governance. The responses of candidates in this category were characterised by a mixture of correct and incorrect responses, lack of elaborations of the points, failure to observe essay writing skills and repetitions of some points. One of the candidates for example, argued that among the functions of the Commission is to provide humanitarian assistance to the refugees, orphans and victims of hunger, provide basic social service to citizens and provide accessible scholarships to girls. Such a candidate probably associated the functions of the United Nations High Commission for Refugees and the functions of the Commission for Human rights and Good Governance in Tanzania.

However, some few (5.0%) candidates had a relatively adequate knowledge of the functions of the Commission for Human rights and Good Governance by scoring from 7 to 11.5 marks. They provided some relevant points on the major functions of the Tanzania Commission for Human Rights and Good Governance such as provision of education to the public on human rights; provides alternative dispute resolution, advises the government on the issues related to human rights and handles people complaints on issues of human rights. However, they could not score higher marks because of repetition of some points and inadequate elaborations for some of the points.

On the other hand, very few (0.1%) candidates scored from 12 to 13.5 marks after providing relevant background information on the Tanzania Commission for Human Rights and Good Governance and explaining the functions of the Commission such as handling individual complaints concerning the violation of human rights, educating the public on human rights, overseeing the supervision of democratic processes, providing mediation and conciliation and advising the government and other public organs on human rights. The candidates also observed essay writing rules including coherent English sentences and good organization skills. On the whole, such a good performance by a small number of candidates (0.1%) is the testimony that a lot needs to be done by teachers to promote students’ awareness on such an important organ which deals with the protection and promotion of human rights in Tanzania. Extract 6:2 Illustrates this case.
The following are major six functions of the Tanzania Commission for Human Rights and Good Governance. This are as follows:

1. To receive and handle the complaints that are given about violation of human rights. This organization makes sure that all complaints that are asserted in the country on violation of human rights are well listened and handled as well as the step taken to make sure that kind of violation will be no longer exist. Example it can be complain about discrimination a women and children.

2. To provide advice to the government. This also is among the function of this organization since once there is violation of human right in the country this organization advice the government on what to be taken so as to make sure that there will be equality among people in the country. Example this commission may advise the government to make law towards those who will violate human right so that they will be punished severely do be example.

3. To provide mediation on human right. If that Tanzania Commission for Human Rights and Good Governance ensure that every one respect and uphold the rights that are given by the state and make sure that once someone violate the human right are being reported quickly to the responsible organ for action to be taken.
Extract 6:2 is a sample of a relatively good response of a candidate who described the major functions of the Tanzania Commission for Human Rights and Good Governance.
2.4 SECTION D
2.4.1 Question 7: Science and Technology in Development

The question instructed the candidates to analyse six major contributions of science and technology in a developing country like Tanzania. This question was popular to many candidates as 60,965 (97.2%) of them attempted and the performance was good with 69.3 percent scoring from 7 to 17 marks, 30.7 percent scored from 0 to 6.5 marks, of which only 0.5 percent scored a 0 mark. The candidates’ performance is summarized in Figure 7.

Figure 7: The candidates’ performance in question 7

The candidates who scored from 12 to 17 marks (6.7%) were able to interpret and identify the demands of the question by defining science and technology in the introduction part and analyse the major contributions of science and technology in a developing country like Tanzania such as improvement of social services, improvement of information technology, improvement of the infrastructure, development of agriculture, proper utilization of natural resources and development of local industries. Besides that, the candidates were able to demonstrate a good flow of ideas with relevant examples to show the contribution of science and technology in various aspects of development of the country. Extract 7.1 is a sample of a relevant response from the script of a candidate.
**Extract 7.1**

7. Science and technology refer to knowledge, skills and ideas which are naturally generated to human-being in order to innovate and develop various scientific experiments for the development of the society. Science and technology are inseparable things to things because it works together. Development of science and technology in the world has influenced to several developments in terms of economy, social and politics. In Tanzania, science and technology have the following major contributions:

Improvement of infrastructures: Science and technology has led to improvement of infrastructures like roads, railways, airports and harbours. Due to innovation of new modern tools which are used in construction of roads and railways, science and technology in Tanzania has improved infrastructure. For instance nowadays due to development of science and technology there is strong and quality roads and bridges. A good example is Kigamboni bridge.

Development of agriculture: Science and technology contribute to the development of agriculture due to modern tools used. For instance in developing countries like Tanzania, agriculture sector has been improved due to the use of fertilizers, machines like harvest machine, tractors and irrigation machine. All these modern farming methods came as the result of science and technology.

Simplification of work: Science and technology in developing countries like Tanzania has contributed to simplification of work through innovation of machines like computer which replaced the human labour and reduced the time of performing a work.
Extract 7.1 is a sample of a response of a candidate who was able to analyse the major contributions of science and technology in a developing country like Tanzania.

Likewise, a sizable number of candidates (62.6%) had average performance by scoring from 7 to 11.5 marks. Such a performance is an indication of a
relatively adequate knowledge of the topic on Science and Technology in Development. However, they could not score higher marks because of inadequate elaborations and irrelevant examples of the contributions of science and technology in the developing country like Tanzania. Moreover, repetitions of some points also adversely affected their performance. One of the candidates for example, suggested improvement of social services in one of the paragraphs and then in the next one suggested presence of health services.

Moreover, the responses of the candidates who scored from 1 to 6.5 marks (30.7%) were characterized by lack of focus on the demands of the question and superficial elaborations of the few correct points. In addition to that, repetition of points was another defining feature of the candidates’ responses, as one of the candidates for example, pointed out improvement of the social services like education in one paragraph and in the next he cited improvement of hospitals and water supply. Such repetitions adversely affected the candidates’ performance. Similarly, inadequate English language skills also undermined the candidates’ ability to comprehensively put across their arguments.

On the other hand, the few (0.5%) candidates who scored a 0 mark misinterpreted the demands of the question by providing a diversity of irrelevant responses such as measures of improving science and technology in Tanzania like presence of skilled labourers, presence of funds, availability of chances to study abroad and good privatization policy. Other candidates pointed out the negative effects of science and technology such as moral decay, environmental pollution, unemployment and laziness. Similarly, another candidate discussed how Tanzania can transfer technology from other countries as through training people abroad, privatization and investment, turnkey operations, through licensing and industrial espionage. Some of the candidates’ responses showed a modicum of knowledge of the topic on Science and Technology but failed to focus on the demands of the question. Other notable weaknesses were inadequate English language skills and inability to observe essay writing rules. Extract 7.2 is a sample of an irrelevant response from one of the scripts of a candidate.
Technological transfer is the situation of transferring knowledge and ideas from one country to another. It can be done through domestic or international technological transfer. Technology is the major contribution of science and technology in developing countries like Tanzania.

Through training people abroad, examples include training people abroad for the issue of gases due to that can lead to develop and expand the science and technology within our country.

Through privatization and investment, examples include foreign people from outside the country can be invested in agricultural and industrial sectors due to this, many workers can acquire skills and how to operate machines and how to manufacture goods.

Through building infrastructure, examples include in physical construction, many workers can operate different modernization machines which can help to simplify their work, due to this, can lead to develop in the issue of science and technology.

Through licensing, examples like TPA during the process of broad and off. Read the goods from the abroad can acquire different steps on how goods or products can be used, and what the effects of this product to human beings like lotion.

Through industrial espionage, examples like the broth company can employ the professional people from abroad or worked in chemical laboratory during the production of soft drink like soda and water, due to that many novice can be acquired.
Extract 7.2 is the sample of a response from a script of a candidate who went astray by discussing means through which science and technology can be transferred from one country to another.

2.4.2 Question 8: Contemporary /Cross cutting issues-Environmental issues

The question instructed the candidates to demonstrate six precautionary measures that Tanzania can adopt to overcome drought. The question was attempted by 46,270 (73.8%) candidates whose performance was good as 60.4 percent scored from 7 to 11.5 marks, 5.4 percent scored from 12 to 16.5 marks, 34.2 percent scored from 0 to 6.5 marks, of which only 0.3 percent scored a 0 mark. The candidates’ performance is summarized in Figure 8.

![Figure 8: The candidates’ performance in question 8](image-url)
The candidates who were more focused in addressing the demands of the question were few (5.4%) and their scores ranged from 12 to 16.5 marks. They suggested precautionary measures that can be adopted to overcome drought in Tanzania such as promotion of the irrigation systems, the government to enforce the existing regulations and laws, afforestation and reforestation programmes, massive education to pastoral communities on the importance of reducing number of livestock, alternative sources of energy and growing food crops that can sustain short rainy seasons. Besides that, these candidates demonstrated ability to coherently present their arguments with good organizational skills in their essays. Nevertheless, they could not score all the 20 marks because of repetitions and inadequate elaborations of some points. Extract 8.1 is an illustration of a candidate’s good response to this question.
Extract 8.1

Drought refers to a natural disaster which results from extreme dryness of the land surface. Drought makes the land to be dry hence unable to support plant growth. This leads to food shortage hence famine. This situation deteriorates the land and makes it unproductive. The precautionary measures that Tanzania can adopt to overcome drought are as follows:

1. Afforestation and reafforestation. These processes involve the planting of trees. Trees are very essential in the environment since they are a source of rain due to evapotranspiration processes. This will facilitate precipitation thus enabling to keep the land saturated with water hence avoiding drought conditions and promote crops and food cultivation.

2. Mass environmental education should be provided so as to promote awareness on environmental conservation. The knowledge on environmental conservation will help the people in the country to conserve the environment and avoid unnecessary cutting down of trees which results to drought conditions in the country. This education will give them enron-
8. Mental conservation skills such as the use of proper farming methods and proper waste management in the environment.

Putting emphasis on the use of alternative sources of energy instead of only depending on fuel wood and charcoal. The other alternative energy sources are such as solar energy and hydroelectric power energy. This will reduce dependence on charcoal which results from cutting down of trees hence drought. The excessive dependency on forest resources results to cutting down of trees hence causing drought. Therefore such uses should be reduced.

Establishment of irrigation schemes. This is through construction of dams whereby by this there will be frequent supply of water to facilitate in making the environment saturated with water all the time. This will help to reduce the danger of occurring of drought in the country. Constant supply of water helps to keep the environment free from the occurrence of drought.

Population control measures: When an area is overpopulated by people, they tend to clear the land for settlements. This results to cutting down of trees and therefore leading to drought conditions. Therefore population control policies should be formulated so as to control the occurrence of rapid population growth, leading to pressure for land causing environmental destructions and causing drought.

Proper farming methods. Proper farming
Extract 8.1 is the sample of a response from a script of a candidate who was able to point out relevant points such as afforestation and reforestation programmes, destocking and alternative source of energy.

Moreover, (60.4%) of the candidates performed averagely by scoring from 7 to 11.5 marks. They could not score higher marks because of inadequate elaborations and repetitions of some points. One of the candidates, for example, suggested restriction of deforestation as one of the precautionary measures that Tanzania can adopt to overcome drought and in the next paragraph he/she pointed out encouragement of afforestation. Besides that, some of them were not able to provide plausible definitions of drought in the introduction part of their essays.

On the other hand, the candidates whose scores ranged from 1 to 6.5 marks did not have adequate knowledge of the subject matter. They provided sketchy responses which were characterised by a mixture of correct and incorrect responses and repetition of some points. One candidate for example, discussed about reafforestation in one paragraph and afforestation in the next paragraph. Another equally repetitive point was avoiding overutilization of natural resources such as forests and avoiding deforestation. Last but not
least, some of the candidates could not provide plausible introductions and conclusion.

The few (0.3%) candidates who scored a 0 mark lacked knowledge of the subject matter and consequently deviated from the focus of the question’s demands. One of the candidates for example, explained how to eradicate poverty as provision of employment to the people, provision of education, investment, establishment of industries, fighting against corruption and the local government should encourage the citizens to work hard. Another candidate went astray by defining drought as a situation whereby the country lack the basic needs like food, shelter and clothes. In the main body, the candidate pointed out to provide loans, to provide business education, enhance market, to reduce tax, to provide employment opportunity and give support to entrepreneurs. Besides that, some of the candidates in this category failed to organize their points in an essay format and could not write coherent English sentences. Extract 8.2 is a sample of an irrelevant response.

**Extract 8.2**

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8.2 Drought is the situation where countries lack the basic need like food, shelter and clothes. This problem can controlled by taken the precautionary the following measure in Tanzania. To adapt to overcome by two ways:

1. To provide the loans, the Tanzania government should be taken this measure in order to overcome the drought because citizen after getting this loans he or she know what is done to solve this problem.

2. To provide the business education, also the Tanzania government should be taken this measure by provide government different business education. The aim to overcome the drought. Example by establishment the shop, to enhance market. After give the loans the citizen know which work is done so the government taken this measure to enhance market for buying and selling their good for not eradicate drought.

To reduce the tax, is the another precautionary measures that Tanzania can adapt to overcome drought because if
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the tax has a high value the trader can lose the mode of selling goods and this way can lead the drought in Tanzania, So the government should be reduce tax. To provide employment opportunity, also the government should be give the chance of employment in order to eradicate rise of drought because if every person has a work this way lead good development and this way to reduce drought.

The Tanzania government give support for entrepreneurs by giving support those who have low capital. Example food traders this measure help to reduce and eradicate drought in Tanzania country.

Government should be ensure that every person has a acceptable work the aim to increase production and to eradicate by combating the question of drought.

Extract 8.2 is the sample of an irrelevant response of a candidate who defined drought as lack of basic needs such as food, shelter and clothing. The candidate suggested provision of loans, employment opportunity and reductions of taxes.

3.0 ANALYSIS OF CANDIDATES’ PERFORMANCE PER TOPIC

An analysis of the candidates’ performance in each topic for the ACSEE 2017 General Studies subject indicates that two topics had good performance, one average and three had weak. The topics which had good performance were; Science and Technology in Development for question 7 ranking first with 69.30 percent of the candidates who scored an average of 35 marks and above and Contemporary/Cross Cutting issues for question 8 ranked second (65.80%). Likewise, the topic in which the candidates had an average performance was International Affairs (36.95%) for question 3 & 4.
On the other hand, the topics with weak candidates’ performance were; Philosophy (6.6%) for question 1, Democratic Process and Practise (15.80%) in question 5 & 6 and Life skills (32.10%) in question 2. The candidates’ performance is summarized in the appendix.

Comparative analysis of the candidates’ performance in ACSEE 2016 and ACSEE 2017 indicate that the candidates’ performance in the topics of Science and Technology in Development and Contemporary/Cross cutting issues was good in the two consecutive years, though in ACSEE 2017 the quality of performance in the said topics slightly declined (see the attached appendix). On the other hand, the topic on International Affairs had average candidates’ performance for two consecutive years, while in the topic of Philosophy and Religion, Democratic Process and Practise and Life Skills for two consecutive years had been weak.

4.0 CONCLUSION AND RECOMMENDATIONS

4.1 CONCLUSION

The performance of candidates in ACSEE 2017 General Studies was good as 63.70 percent of the candidates passed, though it declined by 7.54 percent when compared with the ACSEE 2016 performance. The candidates had adequate knowledge and skills in the respective topics from which the questions were derived. However, evidence from the analysis of the candidates’ responses in various questions indicates lack of an in-depth knowledge of some topics such as Philosophy, Democratic Process and Practise and Life Skills. Another equally serious problem was inability of some candidates to interpret the questions, aggravated by inadequate English language skills.

Weak candidates’ performance in the aforesaid topics has been observed for two consecutive years in the ACSEE (2016 & 2017). The downward trends of the candidates’ performance for the two years suggest that teachers should re-think their teaching and learning strategies of the challenging topics. This can be effectively done by employing a variety of techniques such as inviting guest speakers and study visits to promote students’ interest in the subject.
4.2 RECOMMENDATIONS

In order to improve the performance of the prospective candidates in this subject, the following should be considered:

(a) Teachers should administer regular tests and examinations of acceptable standards in line with the syllabus and the National Examinations’ format so as to reinforce students’ knowledge of the topics in which the candidates’ performance was poor. Such topics include; Philosophy, Democratic Process and Practices and Life skills.

(b) Teachers should pay more attention to teaching and learning strategies suggested in the syllabus, particularly for the topics in which the candidates’ performance was poor.

(c) The Ministry of Education, Science and Technology and other educational stakeholders should organize seminars and workshops for General Studies teachers in order to improve their skills and knowledge in the subject.

(d) A special English language improvement program be initiated by the Ministry of Education, Science and Technology or the schools management to improve English language competency of the students.

(e) Teachers should encourage students to read extensively a variety of textbooks, journals and newspapers instead of memorising notes provided in the classroom.

(f) The Ministry of Education, Science and Technology or the concerned institution should supply schools with teaching and learning materials (books, academic video and films) so as to improve the quality of teaching General Studies in schools.
### Appendix

**COMPARISON OF CANDIDATES’ PERFORMANCE IN EACH TOPIC FOR ACSEE 2016 AND ACSEE 2017**

<table>
<thead>
<tr>
<th>S/n</th>
<th>Topic</th>
<th>Number of questions</th>
<th>The percentage of candidates who scored an average of 35 and above</th>
<th>Remarks</th>
<th>Number of questions</th>
<th>The percentage of candidates who scored an average of 35 and above</th>
<th>Remarks</th>
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<tbody>
<tr>
<td>1</td>
<td>Contemporar y/crosscutting issues-Environmental issues.</td>
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<td>Good</td>
<td>1</td>
<td>65.80</td>
<td>Good</td>
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<td>International Affairs</td>
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<td>57.15</td>
<td>Average</td>
<td>2</td>
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<td>Average</td>
</tr>
<tr>
<td>4</td>
<td>Life skills</td>
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<td>Weak</td>
<td>1</td>
<td>32.10</td>
<td>Weak</td>
</tr>
<tr>
<td>5</td>
<td>Democratic Process and Practice</td>
<td>2</td>
<td>23.10</td>
<td>Weak</td>
<td>2</td>
<td>15.80</td>
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