



THE UNITED REPUBLIC OF TANZANIA  
MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY  
NATIONAL EXAMINATIONS COUNCIL OF TANZANIA



**CANDIDATES' ITEM RESPONSE ANALYSIS  
REPORT ON THE ADVANCED CERTIFICATE OF  
SECONDARY EDUCATION EXAMINATION  
(ACSEE) 2023**

**GENERAL STUDIES**



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## FOREWORD

The National Examinations Council of Tanzania is pleased to issue this Candidates' Item Response Analysis (CIRA) report on the 2023 Advanced Certificate of Secondary Education Examination (ACSEE) for General Studies. This report provides feedback to students, teachers, policymakers, curriculum developers and other education stakeholders on the candidates' performance in the ACSEE 2023 by analysing how the candidates responded to the examination items in this subject. The candidates' responses to the examination items are a strong indicator of what the educational system was able or unable to offer in their two years of Advanced Level Secondary Education.

The candidates' performance in the ACSEE 2023 for the General Studies subject was good as 95,163 (99.01%) of the candidates passed the examination. A comparison with the ACSEE 2022 shows an increase by 1.89 per cent from 82,078 (97.12%) candidates who passed in 2022. Those who passed the examination demonstrated adequate knowledge of the topics from which the questions were set. They correctly identified the requirements of questions, had skills in answering essay type questions and had high command of English language.

However, weak performance by some of the candidates was attributed to the lack of adequate knowledge of the sub topics from which the questions were set, failure to identify the requirements of the questions and lack of relevant skills in answering essay type questions. Furthermore, low proficiency in the English language contributed to this problem to some of the candidates. Lastly, failure to adhere to the instructions, especially on the number of questions to attempt and the required number of points, accounted for some candidates' weak performance.

The National Examinations Council of Tanzania expects that the feedback and recommendations provided in this report will provide insight into the challenges for which education stakeholders should take appropriate measures to improve teaching and learning of the General Studies subject. Consequently, prospective candidates will acquire the competences indicated in the syllabus for better performance in future examinations in this subject.

Finally, the Council appreciates the contribution of all who prepared this report.



Dr Said Ally Mohamed  
**EXECUTIVE SECRETARY**

## 1.0 INTRODUCTION

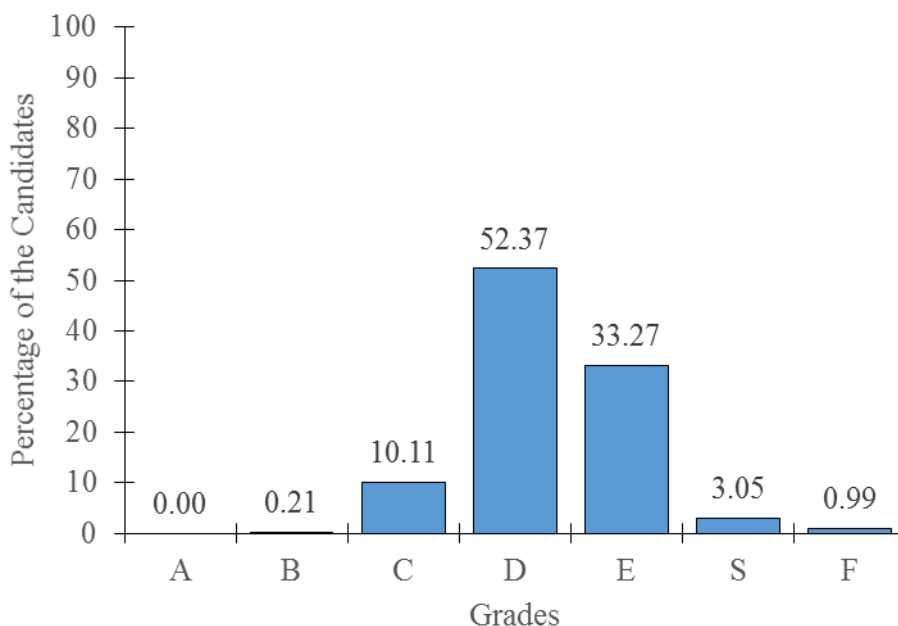
This report analyses the candidates' performance in 111 General Studies for the 2023 Advanced Certificate of Secondary Education Examination (ACSEE). The paper assessed the candidates' competences (knowledge, skills and attitudes) according to the 2009 Form Five and Six 111 General Studies Syllabus and to the 2019 revised Examination Format.

The paper contained seven (7) questions and required the candidates to answer only five of which, Question 1 was compulsory. All the questions were essay-type and each question carried 20 marks.

A total of 96,319 candidates sat for the 111 General Studies ACSEE in 2023. Among them, 95,163 (99.01%) passed. In 2022, 84,865 candidates sat for the ACSEE of whom 82,078 (97.12%) passed. This indicates an increase in both the performance by 1.89 per cent and the enrolment by 11,454 candidates in 2023 compared to 2022. Likewise, the general performance in this subject for the past four years from (2019 to 2022) has been improving from 94.43 per cent in 2019 to 97.12 per cent in 2022. Moreover, the quality of candidates' performance (per grade) has been improving considering that the number of candidates scoring D or above has been increasing in each grade while those scoring grades F, S and E has been decreasing (See appendix II). The candidates' performance in the 2023 ACSEE is illustrated in Table 1 and Figure 1.

**Table 1: Candidates' Performance in General Studies Subject in the 2023 ACSEE**

SEX	GRADES							PASSED	
	A	B	C	D	E	S	F	Number	%
M	0	113	4,792	27,499	18,152	1,699	546	52,255	98.97
F	0	87	4,926	22,837	13,826	1,232	401	42,908	99.07
T	0	200	9,718	50,336	31,978	2,931	947	95,163	99.01



**Figure 1:** *Candidates’ Performance per Grade in General Studies in ACSEE, 2023*

The analysis of the performance on each question is presented in this report. It highlights the requirements of each question as well as the strengths and weaknesses in the candidates’ responses. The percentage scores on each question are presented in graphs and charts. Furthermore, samples of good and poor responses, extracted from the candidates’ scripts, are presented to illustrate some cases.

The standard grading system used in the ACSEE is in seven categories, namely A, B, C, D, E, S and F, whereas A – S are pass grades. Grade A is awarded to a candidate whose marks range is (80–100) signifying excellent performance; B (70–79) very good; C (60–69) good; D (50–59) average; E (40 – 49) satisfactory; S (35 – 39) Subsidiary and F (0–34) Fail.

In this report, three score categories have been used to analyse the candidates' performance on each question. From 0 – 34 marks illustrates weak performance; 35 – 59 marks indicate average performance and 60 - 100 marks show good performance. The candidates’ performance in these categories on each question and topic is presented in coloured tables and charts. Green colour represents good performance; yellow represents average

performance; and red represents weak performance. A summary of the candidates' performance on each topic and question in the 2023 ACSEE is shown in Appendix I.

Finally, the report provides a conclusion and relevant recommendations to prospective candidates, teachers, parents and other education stakeholders for improving the teaching and learning of the General Studies subject, particularly the topics on which the candidates demonstrated average performance.

## **2.0 ANALYSIS OF THE CANDIDATES' PERFORMANCE ON EACH QUESTION**

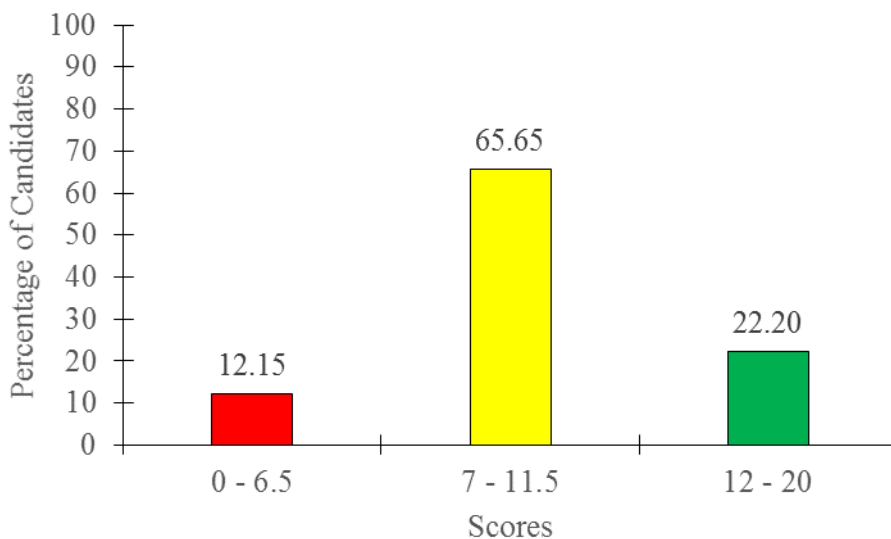
This section analyses the candidates' performance on each question. It shows the number of candidates who attempted each question and explains the quality of their responses. The candidates' performance on each question is categorized as good, average and weak.

### **2.1 Question 1: Democratic Process and Practices**

The question required the candidates to justify the following statement by giving six points: "Civic education is an important subject as it moulds people to be independent, analytical, critical and responsible citizens." The question was compulsory, and it tested their ability to evaluate the role of civic education in shaping peoples' behaviour.

A total of 96,319 candidates answered this question. Analysis shows that 12.15 per cent of the candidates scored from 0 to 6.5 marks; 65.65 per cent scored from 7 to 11.5 marks; and 22.2 per cent scored from 12 to 20 marks out of the 20 marks allotted to this question. Therefore, the candidates' performance on this question was good; the majority (87.86%) scored from 7 to 20 marks. Their performance is summarised in Figure 2.





**Figure 2:** *Candidates' Performance on Question 1*

The analysis of the candidates' responses shows that 22.2 per cent of the candidates scored from 12 to 20 marks. These correctly interpreted the demands of the question, demonstrated good mastery of essay writing skills and exhibited a good command of the English language. In the introductory part, for example, one of the candidates wrote: *Civic education refers to the process of raising citizens' awareness which equips them with ability to cope with the social, economic and political challenges in our daily life. It is provided by the government and civil society organisations.* Another candidate wrote: *the knowledge provided to the citizens for the purpose of preparing them to take part in civic as well as political life. It helps a citizen to competently face and deal with various problems encountered in the environment.*

Such relevant introductions suggest that these candidates knew that civic education provides knowledge to citizens to prepare them to take part in civic and political life. To prove this, they identified various platforms on which civic education can be provided, including Civil Society Organizations (CSOs), religious organizations, academic institutions, political parties and mass media. Such candidates knew that a good citizen in a democratic society has to perform certain responsibilities. Equally, he/she has rights to enjoy. They also knew that, to realise and enjoy such roles and rights every

citizen needs to be informed, and he/she must actively participate in social, political and economic life in the society.

In the main body, these candidates correctly justified how civic education is important in moulding independent, analytical, critical and responsible citizens. One of the candidates for instance, provided appropriate detailed justifications that *civic education develops the ability to voters to identify and choose good leader in elections, civic education helps youths to become self-reliant and entrepreneurs and civic education maintains and improves constitutional democracy*. The response suggests that the candidate was aware that civic education imparts knowledge to people and enables them to know the qualities of a good leader as well as the importance of participating in democratic processes such as voting and/or contesting in elections. Besides, such responses show that the candidate understood the importance of civic education in imparting youths with skills which will enable them to become self-reliant and successful entrepreneurs and consequently becoming independent citizens. Furthermore, the candidate knew that civic education equips citizens with the knowledge and ability to assess and judge whether the actions performed by their leaders are constitutional or not to take appropriate actions.

Similarly, another candidate with good mastery of the subject matter wrote: *civic education shapes citizens to respect human rights, It imparts the spirit of being responsible to youth, It promotes political and religious tolerance among people as well as promoting knowledge on the rule of law*. Such responses suggest that the candidate knew that civic awareness builds confidence and citizens' ability to defend their rights while respecting the rights of others. Besides, the candidate knew the importance of civic education in developing one's ability to bear with opposite religious and political ideologies. Likewise, the candidate realised its role in developing people's knowledge about rule of law which governs their daily activities. Moreover, the candidate knew that civic competent citizens are likely to respect laws and question any misconduct that violates the laws, including taking appropriate legal actions to defend the rule of law.

Generally, the analysis of the candidates' responses in this category indicates that they were knowledgeable about the essence of providing civic education, particularly its role in developing competencies and life skills. These skills

are necessary for making the right decisions on critical issues facing society and increasing volunteerism and hard-working spirit for development. They also knew that civic education is an essential tool that enhances democratic accountability of elected officials and improves government transparency.

Additionally, most of these candidates provided logical conclusions. For example, one of the them concluded by urging various stakeholders to increase effort in providing of civic education through formal and informal ways to promote the prosperity of individual citizens, families, society and the nation at large. The candidate stated that *civic education needs to be emphasized since it is very useful in our daily life. Apart from moulding youth to be responsible citizens, it leads to preparing learners for active adult life in a free society.*

Despite the good performance, the candidates' scores varied due to grammatical errors, the number of correct points and the ability to justify presented arguments. Extract 1.1 is a sample of the correct responses to the question.

1.	<p>Civic education refers to the knowledge, skills that is provided to citizens so as to be aware of their rights as well as responsibilities. Civic education can be provided by government Organizations such as schools, Non-Governmental Organizations like TAWKA or by the government itself such as through local government which is in direct contact with people. Civic education is an important subject because it educates citizens on various issues concerning the country as well as individuals at large. Also Tanzania is among of the country which provide civic education to its citizen through various means such as through mass media like radio, television or by conducting public meetings.</p> <p>"Civic education is an important subject for as it moulds people to be independent, analytical, critical and responsible citizens", the statement is true due to various advantages it provides including the following points:</p>
	<p>It helps to educate people on their rights and responsibilities, through civic education people are educated on various rights with which they have to be provided by the country or state. Such as freedom of expression, worship, right to live. This provides citizens with opportunity to live well in a country. Through this education people are even able to air their views or even question the government on their daily activities and hence make the state more accountable. Also individuals are educated on their responsibilities which they have to fulfill such as working hard so as to develop themselves as well as the country and helping others with needs.</p>

Act as a ground for training future leaders, through civic education good leaders are obtained. Education provided helps to educate people on various issues such as to be non-corrupt, non-selfish. All of these things help to create good leaders in a community. And also advise people on having the spirit of leadership such as through participating in various government activities, joining various political parties this helps to create good leaders. And also civic education provides people with knowledge on various leadership style especially which is based on democracy so as to rule well with no abuse of power. Hence civic education is an important subject.

It educate people on elections through civic education people are educated on importance of taking part in election. The education provided especially before and during the election period emphasize people on various issues such as the importance of voting so as to choose good leaders of their own wish. Also encourage people on taking part so as to be voted and be leaders this education emphasize people to have a spirit of leadership. Also above all, civic education emphasize people on observing peace and harmony throughout the election period and educate them on free and fair election. This helps to improve political system as well as number of people involving in politics, hence civic education is an important subject.

It helps to promote good moral values, moral values nowadays in our society are increasing at a great rate this is by the civic education provided to people. Civic education educate people on the importance of having good behaviours in the society and to others such as discouraging the use of drugs by educating people on their impacts, use of good language to others, being honest all of this tend to increase the good behaviours in our society and hence reducing moral decay. Hence through that there is the reduction in crimes rate, peace and harmony exists, and development. Hence civic education is a good subject to people in a given country.

Civic education emphasize people on working hard and having cooperation, there is a large increase in development due to the spirit of hard working which is obtained from civic education. It emphasize people to be hard workers and not depending on being employed with the government as it provides business train hence this reduce unemployment in the country. Also educate people on the importance of working in a teamwork since it increase the efficiency of work and increase in the accurate of what is being done, and hence promote development.

**Extract 1.1:** A Sample of the Relatively Correct Responses to Question 1

In Extract 1.1, the candidate managed to justify how Civic education prepare citizens to be independent, analytical, critical and responsible.

In this question, 65.65 per cent of candidates scored from 07 to 11.5 marks, indicating that they had relatively adequate knowledge about civic education. Most of them understood the demands of the question, but various factors prevented them from scoring higher marks. First, their introductions contained unclear definitions, and they were partially elaborated. Moreover, some candidates could not define the key terminologies. One of the candidates, for example, wrote: *Civic education is the education whereby an*

*individual person acquires it to develop himself/herself.* This candidate's definition narrowed the wide-ranging role of civic education in preparing independent, analytical, critical and responsible citizens. The candidate was supposed to know that that civic education creates awareness among citizens, which enables them to address different challenges and conditions for the betterment of an individual citizen, the society, and the nation at large. Besides, another candidate defined education as *the transfer of knowledge from one generation to another* contrary to the demands of the question which required them to evaluate the importance of civic education. Such definitions imply that the candidates had partial knowledge about the concept of civic education. Therefore, their responses got an average marks.

Another reason for the average marks was the repetition of some points. For instance, one candidate wrote: *Civic education helps to promote peace within a country* separately from *civic education ensure security among members.* This candidate did not know that the concepts of peace and security are used interchangeably to refer to the harmonious situation which exists due to the provision of civic education among citizens. Likewise, another candidate presented points such as *civic education helps to understand how to fight against poverty* and *helps to know how one can develop* as distinct points. Such candidate did not know that the two points had similar meanings about the skills taught to citizens so that they can actively participate in community development activities.

Moreover, some candidates mixed up correct points with irrelevant ones. For example, one candidate elaborated fewer correct responses such as *civic education helps to understand the responsibilities of citizens* and *it improves moral behaviour* but mixed them with irrelevant points such as *civic education helps to understand how to drive vehicles, road sign, safety* and *civic education helps to prevent the right of refugees.* This candidate was not knowledgeable about the correct notion that civic education equips citizens with the knowledge of proper road usage so that they can be safe when using the road, but it does not provide driving skills or prevent the rights of refugees. The candidate was supposed to know that civic education helps people to acquire knowledge which enables them to understand, respect and protect human rights, including the rights of special groups, such as refugees.

Conversely, candidates who scored marks, ranging from 0 to 6.5, demonstrated serious weaknesses in their responses. These candidates failed to identify the requirements of the question, had inadequate organisational skills, failed to elaborate on the presented points, had excessively repeated points, presented fewer than the six required points as well as failed to write relevant introductions and/or conclusions. For instance, in the introduction one of the candidates confused the concept of civic education with Civics subject by explaining that *civics is the situation whereby people can be able to learn life skills*.

Equally, another candidate defined General Studies as *a multidisciplinary course* instead of civic education. Yet, another candidate poorly defined a responsible citizen as *duties that done by the citizen that belong to a country*. The same weakness was observed when one of the candidates defined philosophy as *the general that is concerned with study of universe and life. It can be divided into metaphysics, logic, epistemology and axiology*. Similarly, another candidate defined civic education as *the study which deals with speculation of all realities of everything*. These candidates failed to distinguish the concepts of General Studies, Civics, philosophy and responsible citizen from civic education. Moreover, they failed to recognise that General Studies differs from other concepts since this subject enables student to learn, in a general manner, a wide range of issues prevailing in society as well in the academic world.

Conversely, Civics refers to the study of rights and duties of a citizen and a responsible citizen is a person who fulfils his or her obligations as a member of a particular country. These candidates, therefore, did not know that a responsible citizen is a product of the provision of civic education whereas Civics and General Studies are subjects taught at the Ordinary and Advanced levels of secondary education to of impart civic education.

In the main body, these candidates demonstrated a poor understanding of the subject matter. Most of them revealed variability in their responses since they failed to understand the requirements of the question. One candidate, for example, explained the rights and responsibilities of citizens as *citizen have right and duties to defend the country against enemies, participate effectively in political matters like meetings, citizens are responsible for protecting and*



*maintaining human rights, contribute to the rise of national income through taxation and participate actively in economic issues.*

Other candidates, explained contents relating to knowledge obtained from studying Civics in schools. For example, they wrote: *by studying civics we understand national events, we understand the national anthem, we know our national flag, we become conversant with our government structure and politics.* Likewise, other candidates misinterpreted the question task to mean the importance of studying Philosophy. One of them wrote: *it helps to understand the existence of man, it is the mother of all subject, it helps to judge what is right or wrong, help to boost up social services like education, helps to direct people towards success, and it develops people enquire mind and critical thinking.* Such responses show that the candidates did not know that philosophy focuses on the speculation about the reality of existence, nature, critical thinking and truth in the world, contrary to civic education which intends to prepare patriotic, independent, critical and responsible citizens.

Additionally, some candidates mistakenly focused on the qualities of education for self-reliance as founded by Mwalimu Julius Kambarage Nyerere. One of the candidates, for example, stated that: *education should reflect the rural life, pupils should start school at the age of 7, education should be provided to all, every level of education should be complete by itself not means to next level, students should learn by doing practical, should develop confidence and self-reliance.*

Another challenge noted in these candidates' responses was gross repetition of points. For instance, one of the candidates wrote: *it helps to promote human rights, it helps individual to exercise freedom of expression, helps in provision of rights, provide awareness about right to live and makes people respect others people rights* as five separate points. This candidate was not aware that all these points reflected the importance of civic education which is to create awareness of human rights which enables a person understand his or her rights and develop readiness to promote, protect and respect the rights of others. Similarly, another candidate treated similar points such as *it helps to reduce dependence ratio, getting employment, improving living standard and eradicating poverty* as four discrete points. This candidate did not know that, when a person is employed, he or she can earn a salary to fight against

poverty and improve the living standard. Hence, a person will not depend on others for necessities and services.

Moreover, some candidates fewer than the six required points; for example, one of them wrote only two points: *it helps to stimulates new ideas about a certain problem in the society, and it helps in the development of interpersonal skills like empathy and sympathy*. What is more, few other candidates skipped though it was compulsory. Hence, they scored zero out all the 20 marks. Analysis also shows that most of the candidates could not communicate in the English language and failed to understand the demands of the question. Such weaknesses adversely prevented them from scoring above 6.5 marks. Extract 1.2 is a sample of their responses.

Civic Education; This refers to the transferring of information from one people to other people. One giving education is known as Teacher and one receiving it is known as student. Civic Education can be categorized into two major groups including Formal Civic Education and that of Informal Civic Education.

The following are the reasons for why Civic Education seems to be important to citizens.

It is more practical than theory; Civic Education involves reality. Example or experiment. One doing it it is really understood what is being represented. Rather than that of which based on theory.

It uses reality and present things. Example one making pots soil water are present so one performing it make it to be independent. Since specimens ~~are~~ or tools are present without learning theoretically by example.

It does not consume time; Civic Education in performing it does not consume time since one focusing in one thing. Example in making furniture few time are used in representing.

It involves creativity; One way of using skills for representing something. Example in making furniture. Example Table or chair one can

<p>Come with new idea in Representing That furniture That make he/she to be Independent, Analytical and Responsible citizen.</p> <p>It is specific; Way to be focus on one straight or target work. Civic Education It is specific since one learning It is focus in one work without learning other work. Example One may focus in making Furniture or Pots.</p> <p>It involve all people Illitary and letary people; Any one can done or be Educated in civic Education since all member including skulled or unskulled can done since after gaining skul can apply It Example in Tailoring.</p> <p>It is static; Way in which does not change as time goes It remain. as it was. Example in farming Education in civic does does not change If way of solving problem is using pesticides does not vary.</p> <p>Generally; Civic Education It is Important subject As it encourage Many people to be Responsible citizen without depending from other since cause to develop self awareness on Critical and Analytical skills.</p>
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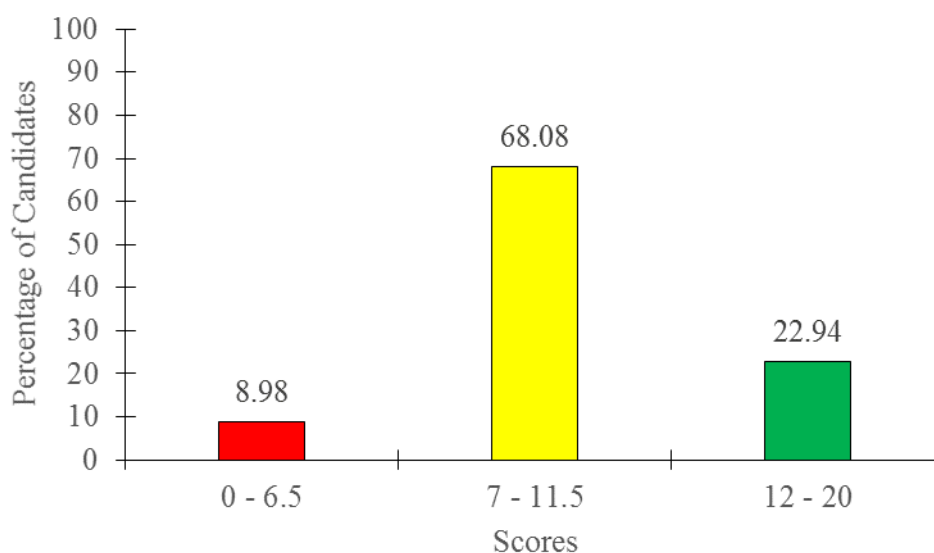
Extract 1.2 A Sample of Incorrect Responses to Question 1

In Extract 1.2, the candidate presented the characteristics of practical education instead of justifying the role of civic education in preparing independent, analytical, critical and responsible citizens.

## 2.2 Question 2: Life Skills

The question tested the candidates' ability to analyse the major causes of immoral values among Tanzanian youths. It provided the scenario that *in recent years some parents and guardians have been complaining about immoral values among the Tanzanian youths*. Then, it tasked them to analyse six major causes of the problem among Tanzanian youths.

This was the most attempted question among the optional questions. It was selected by 95,047 (98.68%) of all the candidates. The performance on this question was good since 8.98 per cent scored from 0 to 6.5 marks; 68.08 per cent scored from 7 to 11.5 marks; and 22.94 per cent scored from 12 to 20 marks. Their performance on this question is summarized in Figure 3.



**Figure 2:** Candidates' Performance on Question 2

Analysis revealed that 22.94% per cent of the candidates had adequate knowledge about moral values and scored from 12 to 20 marks. They correctly analysed the major causes of immoral values among Tanzanian youths. Their responses indicated a logical flow of ideas, and they observed essay-writing rules. For example, one of these candidates defined immoral values as *the corrosion of positive moral elements such as respect, obedience and honesty and flourishing of undesirable values such as dishonest, disobedience, as well as improper dressing*. Such a response suggests that the candidates were knowledgeable about good values such as honesty, respect,

integrity, cooperation, commitment and caring. They also know the key indicators of wide spread immoral behaviours among the Tanzanian youths. These included excessive drinking, incivility, indiscipline and aggressive behaviours.

In the main body, the candidates presented relevant points on the major causes of immoral values among the Tanzanian youths. For instance, one of candidates wrote: *The negative influence of science and technology, influence from peers and working environment* as well as *failure to abide to religious teachings*. This candidate knew that the development of Information and Communication Technology has some negative impact on our society. For instance, youths who have been addicted to social media spend too much time sharing, listening, reading and watching contents which influence them to develop immoral behavioural acts like drug abuse, prostitution and homosexuality. They also knew that immoral values among youths such as excessive drinking and smoking, are accelerated by immoral peers, bad friends and workmates. Furthermore, they knew that working in challenging and risky environment like bars and tough physical works influences our youths to engage in drinking, smoking, abusing drugs, prostitution and using dirt language. Likewise, these candidates knew that religious teachings play a great role in shaping and maintaining youths' good behaviour. They further understood that, if youths are not attached to such teachings, they end up committing sins like prostitution, stealing, dishonesty and even killing.

Moreover, one of the candidates pointed out other causes of immoral values, such as *the abandonment of African culture, social injustice* and *weak law enforcement*. The candidate knew about the growing tendency of despising African traditional values among the Tanzanian youths and glorifying of western cultural values like gay rights, drug abuse, improper wearing styles and disrespecting elders. Furthermore, they knew that social injustice leads to classes, hence the existence of marginalized and disadvantaged groups who are likely to engage in illegal and violent activities. Besides, such candidates knew that obeying the laws ensures fair treatment of people and shapes people to behave well. Conversely, a poor implementation of the laws provides the room to engage in immoral acts.

Another candidate correctly gave the causes of immoral values as *poor parental/guardian care, severe poverty* and *unemployment*. Such a candidate knew that a parent/guardian as the first kids' teacher is responsible for

teaching them good behaviour. In so doing, parents/guardians normally encourage good values and discourage the bad ones right from the beginning. Failure of parents/guardians to fulfil this crucial responsibility results in the development of immoral acts like disrespect, deceptions, drinking and smoking among youths. Likewise, the candidate was knowledgeable about the social and economic hardships caused by poverty which usually force the youths to engage in immoral acts like stealing and illegal businesses.

Moreover, these candidates concluded their essays logically. For instance, one emphasised the need for collective efforts in combating immoral values among Tanzanian youths for the betterment of the next generation. This candidate wrote: *Its right time for the youths, families, the society, non-governmental organizations and the government to fight immoral values. Future prosperity of the nation depends to the current generation, the time is now, we must work for the next generation.* However, these candidates' performance varied due to slight grammatical errors and the quality of explanations. Extract 2.1 shows a sample of the correct responses from a script of one of these candidates.

Immoral values are values that are not accepted in the society. Immoral values lead to moral value erosion. Moral value erosion refers to the decline of moral values in the society. Examples of immoral values are homosexuality, prostitution, drug abuse, engaging in robbery, alcohol drinking and others. The following are the causes of immoral values among the Tanzanian youths;

Poor parental care and guidance to the youths. One of the major causes of immoral values in the society is poor parental care and guidance. Most of the youths have poor family upbringing or parental care, as a result they end up in engaging in bad morals like robbery. Example, in some families parents do not have time to sit with their children guiding and teaching them on how to behave well, as a result the children are found to have bad habits or immoral values.

Misuse of mass media; This is one of the causes of immoral values. The misuse of mass media mostly electronic devices like telephones and laptops, has accelerated moral value erosion, since the youths copy what other people, mostly western countries do. Example; Mass media has accelerated the rate of homosexuality in our societies and also poor dressing style. These are mostly done by people from western countries like Europe, but Tanzanians have copied them.

Failure to abide by the religious rules and principles; Immoral values among the youths can be caused by failure to abide by the religious rules and principles. Most of the youths do not obey the rules that have been provided by the religious leaders. Example, the holy books like Qur-an and Bible, teach people or the youths to have good moral values and avoid bad moral values like stealing, homosexuality and others, but the youth do not obey these rules, as a result they end up engaging in bad behaviour.



<p>Engaging in bad peer groups: Sometimes peer groups or friends can influence somebody to have bad moral values. Some people do not choose good friends to stay with who can advise him or her on various important matters. Example, Some peer groups can influence another person to engage in various immoral values like homosexuality, prostitution, drug abuse, theft and robbery. So, bad peer groups can cause immoral values among the youths in the society.</p>
<p>Poverty; Another cause of immoral values among the youths in the society is poverty. Some of the youths are very poor as they do not have any means or way to overcome poverty, like self employment or engaging in various economic activities, as a result they decide to engage in bad habits so as to earn a living. Example, poverty among girls and ladies has accelerated prostitution in the country as they sell their bodies and get money for their survival.</p>
<p>Generally; Despite having the causes of <del>more</del> immoral values, there are various measures to overcome the problem which are, ensuring good parental care to the youth, provision of education to the youth, ensuring employment opportunities to the youth, abiding by the religious rules and several others.</p>

**Extract 2.1** A Part of the Correct Responses to Question 2

Furthermore, 68.08 per cent of the candidates with moderate performance scored from 7 to 11.5 marks. Analysis shows that they had some knowledge of moral values, and they focused on the demands of the question. However, they could not score above 11.5 marks for various reasons. Some of them provided unclear introductions; for instance, one candidate wrote: *Immoral values are the actions whereby one behaves against the community guidelines or against the society agreed norms of behaviours.* This candidate had partial understanding of moral values but lacked supportive examples of immoral values. Hence, they could not score full marks.

Furthermore, other candidates provided less than the six required points. For example, one of these candidates presented only three well-elaborated points required. These points were: *poor upbringing of children by parents*, *advancement of science and technology* and *peer pressure*.

Another weakness among the candidates with average performance was the mixture of correct and incorrect responses and the lack of detailed responses and explanations. One candidate, for instance, listed three causes of immoral values among the youths and explained three effects of such immoral values, namely *bad peer groups*, *poverty*, *lack of education*, *immoral values leads to orphans*, *lead to increase of street children* and *uses of drugs*.

Moreover, some candidates' responses were characterized by repetitions. For instance, one of the candidates presented the effects of immoral behaviour such as *improper use of mass media* and *science and technology* as distinct points while they both refer to the same theme. Such a candidate did not know that, firstly, mass media like television, computers and social media are products of the development of science and technology particularly Information and Communications Technology. Secondly, they did not know that, when Information and Communications Technologies and social media are misused, they may result in moral decay. Similarly, another candidate listed comparable points such as *bad friends* and *peer group* as separate points. This candidate did not know that *bad friends* was similar to *peer group*. This situation stemmed from the poor command of English.

Further analysis shows that 8.98 per cent of the candidates who attempted this question scored from 0 to 6.5 marks. Their responses revealed that they lacked the knowledge about moral values, and the majority could not understand the demand of the question. Furthermore, the responses of these candidates lacked or had inappropriate introductions and/or conclusions whereas others just outlined points without elaborations. For example, one of the candidates defined *moral values as the motivation of something* instead of defining immoral values as the wearing away and removal of the positive moral elements such as honesty, respect for others, integrity and obedience. Moreover, other candidates mixed correct with incorrect points whereas others presented less than the required number of points, coupled with irrelevant elaborations.

The candidates also failed to communicate in English leading to several misconceptions in their responses. For instance, one of the candidates cited different examples and indicators of immoral behaviours like *prostitution, homosexuality, drug abuse, use of abusive language, theft and robbery* as well as *bad dressing style*. These responses indicate that the candidate lacked clear knowledge about the causes of immoral values and failed to distinguish indicators of immoral values from their causes.

Similarly, other candidates wrote irrelevant responses such as *irresponsibility, corruption, crimes, dishonest, disobedience, hostility, rudeness and aggression*. Others even explained the effects of immoral values. For example, one of the candidates wrote: *Immoral values increase number of orphans, it also increases number of street children and causes youths to misuse drugs*. Furthermore, another candidate stated that *immoral values may lead to irresponsible sexual behavior, it may cause the spread of diseases and it cause youth to be drunkards*.

Yet, other candidates analysed the natural and biological factors accelerating immoral values among youths. One candidates, for example, outlined *genetic influence, personal desire* and *biological sex*. The candidate did not know that immoral behaviors are not biologically inherited, rather they are acquired during the socialization process. The candidate did not know that a person may develop immoral values by associating himself/herself with bad friends or peers, lacking proper parental care, copying bad moral values from the mass media and abandoning religious teachings. These factors greatly affected their marks which did not exceed 6.5. Extract 2.2 is a sample of the incorrect responses to this question.

2. Immoral Values: Are those values prohibited in our country which go against the human human right and violate the moral values. These include Circumcision, Corruption, urdu Inheritance kill or albino and others. The followings are the major causes of Immoral values among the Tanzania youth.

Customs belief, In Tanzania there are several customs and in a particular tribes in which they practise which they believe are good they are good to do so this customs may lead to the causes of the immoral values such as killing of the albino, or Circumcision, Female genital mutilation, Superstition and others which lead to practise in youth.

Belief of being rich, Some people practise the immoral values due to the belief that they will become the rich person. For example some of the people decided to cut the body part of the albino the since they believe that they will become the rich person.

Traditional health care or treatments, Some of the customs they believe that when you decided to do female genital mutilation in the youth women they will decrease the rate of the poor prostitution and decided to cut their crotions which they believe that decrease the rate of

at sexually intercourse. So this may  
 cause the death of the youth since  
 the more blood are lost in the  
 body of the youth during the cutting  
 ceremony of the female for the party  
 called Ujuzi.

Polygamy; This is the prohibited  
 of being with the more than one  
 lover. In many society they make  
 they preferred to many not less than  
 not less than one wife. So this cause  
 them to marry the youth women. So  
 this cause the problem of the  
 Immoral Values.

Brice price; In many Custom of  
 Tanzania they prefer to use brice  
 price as the means of thank for the  
 parents when someone love her child.  
 So this lead to the youth marriage,  
 which involve the life of the  
 youth as a wife.

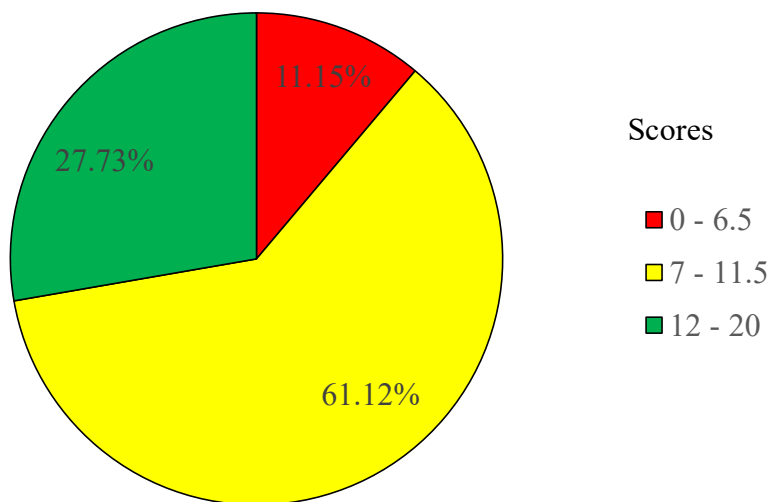
Ignorance; In our country  
 there are so many Custom which they  
 are less ignore they did not well  
 get the education about the  
 Immoral value that they preferred  
 for the youth. This cause the  
 major problem among the  
 Tanzanian youth.

**Extract 2.2** A Sample of the Incorrect Response to Question 2

In Extract 2.2, the candidate equated some cultural practices with moral values instead of analysing the major causes of immoral values among Tanzanian youths.

### 2.3 Question 3: Contemporary/Cross-cutting Issues in Tanzania

The question tested the candidate's ability to explain the effects of corruption in Tanzania. It required the candidates to validate in six points the statement that *Corruption is a threat to the development and prosperity of any country* by referring to Tanzania. Most of the candidates, 91,566 (95.07%) selected this question. The data shows that 11.15 per cent scored from 0 to 6.5 marks; 61.12 per cent scored from 7 to 11.5 marks; and 27.73 per cent scored from 12 to 20 marks. The highest score on this question was 18 marks out of the 20 marks allotted for the question. Accordingly, their general performance on this question was good since 88.85 per cent scored from 7 to 18 marks. Their performance is summarized in Figure 4.



**Figure 4:** *Candidates' Performance on Question 3*

Competent candidates scored from 12 to 20 marks. These candidates demonstrated good organizational skills and mastery of the English language. Hence, they correctly interpreted the demands of the question and wrote good introductions, main bodies as well as conclusions. One of the candidates, for example, wrote: *Corruption is an illegal act of using public or private office and resources for personal benefits. This entails the abuse of power, misuse of public funds, receiving money or anything valuable illegally for someone to obtain your favour or privilege.* Likewise, another candidate defined corruption as *the act of misusing the public fund and offices for private or*

*personal gains. Corruption is of two types that is grand and petty corruption. It can be in a form of bribe, patronage, grafts, kickback, nepotism and even sexual corruption.* These responses suggest that the candidates had adequate understanding of corruption, an illegal practice aiming at personal gain. They also had knowledge of the types of corruption, namely petty and grand corruption as well as various forms of corruption, namely bribery, kickbacks, nepotism, sexual corruption, graft and patronage.

In the main body, the candidates correctly presented valid arguments about the threat of corruption to development and prosperity of the country. One candidate wrote: *Corruption has led to embezzlement of public resources, unequal access to social services and retardation of economic growth.* This candidate knew that the misuse of public resources limits financing community development projects such as the construction of infrastructure, poverty alleviation programmes and water projects. The candidate was also aware that poor infrastructure, poor social services like education and health care, and the decrease in revenue collection due to corruption tend to hinder social and economic growth.

Another candidate explained other effects of corruption writing: *Corruption undermines democracy and the rule of law; it weakens legitimacy and trust on public institutions; and corruption increases government burden of expenditures.* These responses indicate that the candidate was knowledgeable about the development and prosperity of our country. These entail ensuring democratic practices such as the rule of law, holding regular and periodic elections, maintaining transparency and accountability, observing equality before the law, providing freedom of speech and observing human rights. The candidate also knew that corruption may deny voters the right to elect their leaders, violate individual rights and freedoms, and tarnishes the country's image as well as its reputation. The candidate also knew that, in a corrupt system, the government is likely to spend more money on overstated costs of implementing projects for the government officials to earn illegally. Besides, projects involving the construction of roads, health centres and school classrooms may be completed to a low standard. Hence, they may require rehabilitation within a short time.

Similarly, another candidate wrote: *Corruption hinders local or foreign investment, corruption lead to leakage of sensitive government information*

and *it has led to environmental destruction*. Such appropriate responses indicate that, if government officials make decisions based on their gains corruption will affect the decisions on the type and quality of investment projects. Corrupt officials, for example, in the institutions responsible for protecting the environment remain silent and inactive instead of enforcing regulations to protect the environment.

Moreover, these candidates provided valid conclusions. For instance, one candidate concluded: *Corruption is one of our enemies to development and prosperity. The government should strengthen the war against it by fully engaging the public and other stakeholders. Public education is also important to create public awareness of the impact of corruption on all aspects of life*. However, the variation of candidates' scores in this category was due to the ability to present comprehensive argument, clarity of their explanations and the number of correct points given. Extract 3.1 is a sample of the correct responses to this question.



3. Corruption refers to the act of using public or private offices for personal gain. Corruption can be of different forms such as nepotism, kick backs, fraud, embezzlement and also sex corruption. In our country corruption is a threat to the development and prosperity of our country because it affects the allocation of resources. There are some causes of corruption which are low payment to public officials, inadequate social services, poverty and lack of education to some citizens. But

The following are the threats of corruption to the development and prosperity of our country.

Corruption leads to misallocation of resources both at public and private sector; this is because corrupt officials usually use the resources from either public or private sector for their own gain. Due to this the resources that could have led to development activities and prosperity are misallocated for their own purposes than for the good of the majority. This in turn influences the prevalence of poverty to the one who are poor and maximum collection of wealth to the people who are rich.

Corruption leads to the increase in crimes and immoral activities; this is because corruption causes prevalence of poverty to some people and hence in order to live the people engage themselves in immoral activities such as prostitution, drug trafficking and other crimes such as theft and robbery. This hinders the development and prosperity of our country because of the act of the minority which affects the majority.

3. Corruption undermines democracy and rule of law; this is because corrupt officials cannot be made accountable of their actions because they are the one at higher level deciding on many matters concerning the government. This also hinders democracy as there is no freedom for the people to live equally in the society without no one being above the law.

It leads to violation of human rights; this is because if corruption is conducted to the public sector there will be delay of special and important services to the citizens and also people will be denied their rights to freedom and expression. This hinders and violates human rights in our country. Example of public sector where corruption is prevalent in our country include education institutions, health institutions and electricity institution.

Corruption discourages productivity and innovations; this is because most of the people engaging themselves in corruption do not work for legal gaining and instead they only use shortcuts for their personal gain. Due to this there will be poor production and innovation because the people do not utilize their potentials for our country's development and prosperity.

Corruption discourages creativity and invention (investment); this is because the people cannot utilize fully their mind to create new ideas and knowledge that can be of greater importance for the development

3 and prosperity of our country. It also discourages investment from both internal private sector and external investors because they fear of getting more loss than profit. This hinders development in our country. Example Richmond company which was a ghost agreement.

Conclusively for our country to develop and prosper the government must ensure people are educated about the impacts of corruption on both social political and economic development of our country. Also long time workers should be changed so as to avoid corruption since they are familiar with the place and also punishment should be given to all officials who are proved to be corrupt.

**Extract 3.1** A Sample of the Correct Response to Question 3

The candidates who scored from 7 to 11.5 marks (61.12 %) demonstrates both strengths and weaknesses. They had some knowledge about the threats that corruption poses to the development and prosperity of our country. Their responses prove that they understood the requirement of the question but they could not score above average marks for various factors as follows: Some some did not clearly elaborate on some points, whereas others wrote unclear introductions or conclusions. Furthermore, repetitions of few points and numerous grammatical errors prevented some candidates from scoring above 11.5 marks. For instance, one candidate defined corruption *as illegal way in which people use to get or gain profit*. Likewise, another candidate defined: *corruption refers to the situation whereby someone gives or receives something*. Such candidates were supposed to know that not every illegal activity for gaining profit or act of receiving or giving something is corruption. Such activities can be termed as such only if they involve the misuse of public or private office for personal gain or receiving favour in any kind.

Regarding repetitions, one candidate gave such points as *it distracts efficiency of work, lack of active human resource and we get unqualified*

*workers*. The candidate failed to realise that all points were alike because when corruption is used to secure job a opportunity, it may allow employing incompetent workers, without the necessary skills to work efficiently. Likewise, another candidate wrote similar points like *corruption leads to political instability* and *it may lead to coup de 'tat*. This candidate did not know that, when corruption is rampant, it may force people to protest against the government; hence, *coup de 'tat* may occur. Moreover, other candidates wrote: *it increases dependency, it creates debts to the people and the government* and *it may lead to the decline of economy by bringing poverty*. Based on these repetitions one can reasonably assert that the candidate did not know various effects of corruption; Normally, corruption affects a government' ability to collect revenues. Therefore, it will lack funds for investing in various development project, leading to decline of the economy. Alternatively, government will be forced to find other sources of funds including asking for loans from internal or external sources.

Similarly, other candidates provided both correct and incorrect responses. For instance, one of them correctly argued *Corruption leads to embezzlement of public funds; it leads to unequal distribution of natural resources; and corruption leads to lack trust among government leaders*. Thereafter, this candidate wrote incorrect points: *Corruption increases diseases* and *it bring loss of workers*. This candidate failed to understand that diseases and loss of workers may be caused by multiple factors such as workers negligence, poor observation of professional codes of conduct and other natural factors. Another example is *Corruption leads to poverty, leads to conflict and injustice* and *it leads to loss of the government revenues by not paying tax* along with irrelevant responses which were related to indicators of social and economic development such as *increase per capita income, availability and utilization of resources* and *social services*.

Conversely, 10,214 (11.15%) of the candidates scored from 0 to 6.5 marks. Their poor performance was triggered by inability to organize ideas logically and failure to understand the demands of the question. Other factors involved presenting few correct points, gross repetitions of points, poor mastery of English Language and failure to follow essay format. In some cases, the candidates' responses to this question were incomplete. Some of these candidates wrote the introduction only, and others wrote just the points without the introduction, conclusion or elaborations. For example, one

candidate wrote only a single sentence introduction by explaining that, *corruption is the system whereby people misuse office*. Another candidate also explained that *corruption refers to the fees or pleasure given to an individual for a specified purpose*. These responses show that the candidates lacked knowledge of the *Contemporary/Cross Cutting Issues in Tanzania*, corruption, in particular. A knowledgeable candidate about corruption is expected to know that corruption entails, among other purposes, a bribery provider or receiver to satisfy self-interests or be favoured in return.

Regarding the misconception, some of the candidates faced difficulties in differentiating effects from areas where corruption practices are experienced. One candidate, for instance, identified such areas like *in a transportation, in employment, in (legal) cases, to get good services and to early marriage*. Similarly, other candidates focused on the effects of corruption on an individual and family, such as *it leads to conflict in family; it leads to death; it leads to dependent person; may make one poor and lack of social service*. Another candidate added: *it causes problems during election, lead to unemployment and make one to lose election*.

Furthermore, another candidate went off topic and discussed the causes of corruption, like *absence of strong laws, presence of unstable leaders, poor government support, poor government policy and presence of poverty* instead of showing how corruption poses a threat to the development and prosperity of the country. A similar challenge was noted among candidates who elaborated points which relate to the factors for underdevelopment. For instance, one candidate listed: *low availability of education, presence of poor governance, lack of work, poor science and technology and immoral cause*. Likewise, another candidate wrote *poor infrastructure, unemployment, lack of good administration and lack of skills*.

Despite the threats corruption poses to the development and prosperity of a nation, some candidates wrongly supported acts of corruption. One of the candidates argued that *it leads to get knowledge and education, it leads to good treatment, it leads to improve transport and communication, increase investors and softening procedures* instead of discussing the effects of corruption. The candidate did not know that corruption is a serious problem that should not be supported in any way. Moreover, some candidates provided irrelevant introductions and conclusions. For instance, one

candidate introduced the essay as follows question by arguing that *corruption is the process whereby different people done by different sector*. Another one concluded: *The explanations above shows the reference of corruption as a threat to development and prosperity of a nation*. Extract 3.2 presents an incorrect response by one of these candidates.

Corruption is a threat to the development and prosperity of any country because involves the receiving and giving among those corrupts so that corruption example in Tanzania, many people were corrupt especially the leaders. The following are the causes of corruption:

Lack of patriotic leader, the leader of our country were not patriotic because many leaders are very interested in building their families and not country so that cause the underdevelopment of the country like Tanzania example leaders are not patriotic for sure.

Poor law of combating corruption, the corruption cause the threat of development and prosperity of any country because of the poor law of combating corruption because if the law will be good the corruption will finish but because of the poor law cause the underdevelopment to the country.

Selfishness, the corruption caused by the selfishness because leaders are selfish due to building their societies and not country so that led to the occurrence of underdevelopment and unprosperity of any country especially Tanzania many leaders are very selfish to the country.

Lack of clear separation of power, the corruption caused by the lack of clear separation of power because if there is clear separation of power any leader will fight for their position so that lack of clear separation of power cause corruption

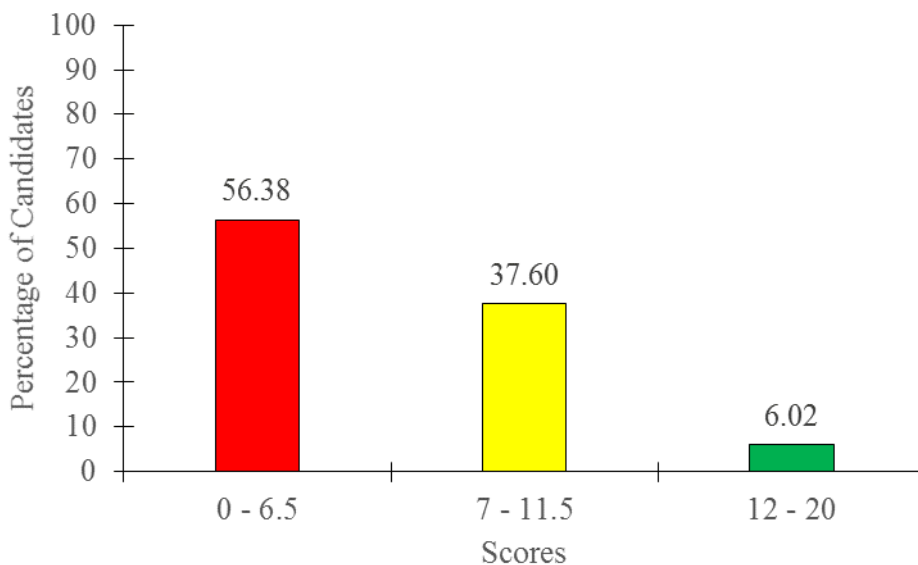
3	<p>Lack of transparency and accountability the corruption is a threat to the development and prosperity of any country because of the lack of transparency and accountability people are unaccountable due to fight for their life and not country example are the leaders of now days are unaccountable.</p> <p>Absence of ethnic leader, the corruption is a threat to the development and prosperity of any country because of absence of ethnic leader in the country and to cause underdevelopment in the country especially Tanzania there is no ethnic leader who sacrifice for fighting the development of our country.</p> <p>Generally the corruption led to the occurrence of conflicts and underdevelopment among the people also increase of poverty to the country and increase of social crimes.</p>
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**Extract 3.2:** A sample of the Incorrect Response to Question 3

#### 2.4 Question 4: Philosophy and Religion

The question tested the candidate's ability to explain how the ideas of Plato and Aristotle have influenced the development in Tanzania. It stated *the social, economic and political development of many African states have been influenced by multiple factors including different philosophical ideas*. The question required them to use six points to support the statement by focusing on how Plato's and Aristotle's philosophical ideas have influenced development in Tanzania. This was one of the least attempted questions; only 27,029 (28.06%) candidates attempted it. Among them 15,240 (56.38%) scored from 0 to 6.5 marks; 10,163 (37.60%) scored from 7 to 11.5 marks; and 1,626 (6.02%) scored from 12 to 20 marks. Generally, their performance on this question was average since only 11,789 (43.62%) of the candidates

scored from 7 to 20 marks whereas, 15,240 (56.38%) scored zero. Their performance on this question is illustrated in Figure 5.



**Figure 5:** *Candidates' Performance on Question 4*

The analysis done indicated that 56.38 per cent of candidates scored from 0 to 6.5 marks. These candidates had several weaknesses. They failed to identify the requirement of the question, and most of them either lacked or had insufficient knowledge of philosophical ideas; of Plato and Aristotle. For example, one of these candidates provided an incomplete introduction by defining *socialism as the mode of production by which all major means of production are owned by the government*. This introduction indicates that the candidate did not understand the requirement of the question which was to show the roles of Plato and Aristotle's ideas in Tanzania's development.

Another candidate wrote the etymological meaning of philosophy without providing explanations: *philosophy means love and wisdom*. Likewise, candidate defined philosophy as *the way of people to leave in the society that help people to have a principle of conduct*. Another candidate defined philosophy in the introduction as *the systematic and scientific study of the world*. These inappropriate introductions indicated that the candidates had insufficient knowledge about Plato's and Aristotle's historical backgrounds as well as their philosophical ideas for example, on the nature of state, economy, education, democracy, rule of law, constitution and ethics.



In the main body, some candidates repeated similar points in answering the question. For instance, one of the candidates wrongly treated *establishment of rule of law* and *establishment and promotion of democracy* as different points. According to Aristotle, rule of law is to make men good and righteous, above all, to save the interest of people. Thus, the constitution of Tanzania promotes democracy through the rule of law.

Conversely, some of the candidates provided incorrect points, contrary to the demands of the question. For instance, some of them focused on functions of government; one of them wrote: *to ensure better provision of social services, to promote good behaviour, to encourage peace and harmony, and protect the human rights*. This candidate failed to link the impact of Plato and Aristotle philosophical ideas to the development of Tanzania. Other candidates misinterpreted Plato's and Aristotle's philosophical thoughts to mean the principles of Tanzania's philosophy. For instance, one candidate wrongly wrote *respect, peace, unity, work, love and freedom*, instead of showing how Plato's and Aristotle's philosophical ideas have developed Tanzania.

Similarly, other candidates explained the importance of Tanzania's philosophy. For example, *it has promoted unity; it has led to peace; it has promoted work and development; it has promoted equality among the people in the country; it has promoted love among the people and it has promoted sovereignty*. These responses reveal that candidates faced difficulties in distinguishing the Tanzania's philosophy from Plato's and Aristotle's philosophical ideas.

Other candidates went off topic by writing the overall importance of philosophy to a human being. For example, one candidate wrote: *it helps in solving various problem; help to understand the existence of man; help to know the principle of norms; it helps to bring core discipline in the society; it helps to guide the various research and it help in critical thinking*. These responses show that the candidate had superficial understanding of different ideas of philosophers and their effects on Tanzanian society. Additionally, other candidates provided ideas and roles of philosophers other than Plato and Aristotle. For instance, one candidate concentrated on explaining the roles of Mwalimu Nyerere in Tanzania's development and emancipating Africans, such as *he promoted our culture; he introduced free education; he participated in the development of OAU; he introduced agriculture, and struggled for African liberation*. Thus, the candidate knew about philosophy

but failed to separate Nyerere's roles from Plato's and Aristotle's philosophical ideas.

Likewise, other candidates misinterpreted the demands of the question and wrote about the influence of socialism on Tanzania's development. One of these candidates, for example, provided the following points: *it stimulated industrial development, stimulated hard working, stimulated unity, led to political stability and avoided dependency syndrome*. Similar points from emerged another candidate. These include *encourage hard working, encourage unity and cooperation, helps to promote equality, encourage respect among people, promote self-reliance and promote good consumption of resources*. These candidates did not know that Tanzania adopted socialism after Arusha Declaration in 1967 as *Ujamaa* manifesto for its political, social and economic development but it started losing its influence in the late 1980s.

Some of the candidates related Plato's and Aristotle's philosophical ideas with religious tolerance. One of the candidates, for example, wrote: *Religious tolerance refers to the side-by-side co-existence of different and various beliefs and values* and added: *that allows one to be able to worship whatever they believe in*. However, they were supposed to explain the philosophies of Plato and Aristotle in the introduction. This candidate proceeded by providing the importance of religious tolerance, such as *it has promoted peace and security; it has opened room for investment; it has promoted the freedom of worship and it has promoted economic growth*. Moreover, other candidates discussed issues about democracy. For instance, one candidate, identified features of a democratic society such as *good governance, transparency, human rights and equality*. These responses show that they lacked knowledge about philosophical ideas specifically those of Plato and Aristotle.

Other weaknesses in these candidates' responses were mixing correct and incorrect points, poor command of English and inability to apply essay writing skills and providing irrelevant conclusions. One of the candidates, for example, wrote: *provision of rewards, practical subject and nationalization*. Likewise, the other candidate concluded by listing the philosophical ideas of Mwalimu Nyerere, such as *socialism, self-reliance, equality, government ownership of property, absence of exploitation, absence of corruption and peace*, contrary to the demands of the question. Extract 4.1 is a sample of the incorrect responses to the question.

The social, economical and political development has been influenced much by the philosophical ideas. For instance, many African countries have been influenced by many factors including philosophical ideas. Tanzania's development in economic, social and politics is due to influence of Plato's ideas. Different Plato's ideas were adopted by Tanzania towards its development. The following are the Plato's ideas that influenced Tanzania's development.

State should formulate policies. Plato suggested that the government policies must be provided by the state. The state is the one to sit down and set up different policies which will help to lead its people and make them active members in different matters. Also, the policies must aim at attaining development. By doing so, there will be development.

Market failure - The issue of market failure, is that the government must intervene in setting up the prices of commodities and different goods. It must facilitate trade activities due to the fact that trade activities is a key for development of any nation. So the government must arrange the prices of goods and find markets for the produced goods in the country.

Trade unions, Plato suggested that there must be trade unions whereby people with common goals can organize themselves so that they can deliver their problems and some difficulties to the government in order that they can be solved easily.

for instance (WT (Chama cha watumwa Tanzania),
CHODAWA, TUKTA and other organizations and
unions have been organized together so that they
solve different problems thus face easily.
Maintenance of peace and order. The
state is responsible in maintaining peace and
order. For development to come there must
be peace and harmony first. Without peace and
harmony no development. The government has
got different task forces such as police, sungu
sungu and Mgambo. So they make sure that
there is peace and order in the country in
order that other activities can proceed.
Construction and maintenance of infrastructure.
The state must make sure there is good infrastru
cture such as roads, railways and airways.
In Tanzania this have been implemented to some
extent due to presence of good roads, there are
good railways such as standard gauge railways.
So there is implementation of construction and maint
enance of infrastructure towards development
in Tanzania.
Pension to the retired workers. Plato
suggested that there must be pension to the
retired workers. In Tanzania the average age
for a worker to retire is 60 years plus. So any
worker after getting retired he/she is given
some amount of money that will help him or
her having better living standards with his or
her family and perform other business and
developmental activities.

**Extract 4.1 A Part of Incorrect Responses to Question 4**

In Extract 4.1, the candidate explained the roles of a state in bringing the country's development instead focusing on how Plato's and Aristotle's philosophical ideas influence development in Tanzania.

Besides, analysis indicates that the candidates whose score ranged from 7 to 11.5 marks possessed adequate knowledge about the influence of Plato's and Aristotle's philosophical ideas on development of Tanzania. They also had some mastery of the English language and managed to apply essay writing rules. However, their scores were affected by several weaknesses, such as failure to provide logical introductions. For example, one candidate wrote: *Development is the improvement of a country from lowest stage to the highest stage. The development should happen in different sectors. The following are on the how philosophical ideas influence the development of Tanzania.* Another one wrote: *Socio, economic and political development refers to the positive changes in the said areas such as education system, leadership style, levels of education for someone to contain for someone to contain for president position and provision of leisure time.* These responses were unsatisfactory because they focused on development, but not Plato's and Aristotle's ideas.

Furthermore, in the main body, some candidates provided both correct and incorrect points. For instance, one candidate wrote: *It has promoted the free education provided by the government and constitution protection,* which were correct and then added *influenced the political instabilities, it has made people lazy, it had affected the development of different productive sectors in our country,* which were wrong. This candidate did not know that Plato and Aristotle initiated the specialization of work, and they advocated for an ideal state, which among other things, focused on ensuring that the state is protecting peoples' security, social, economic and political welfare to realize the good life.

Moreover, other candidates wrote few points than required, with insufficient explanations. For instance, one of the candidates wrote only four points instead of the six required. The candidate wrote: *They laid down qualities of leaders who lead the country; they laid down leadership code of ethics; influenced and promoted development and nationalization and private property* which affected their performance. Some of the candidate repeated some points as one of them treated *leadership code of ethics, leadership code of conduct and moral behaviour* as separate points. However, they all refer to good behaviour among leaders entrusted with office. Another candidate treated *respect of law, rule of law and constitution* as different points. However, they all stem from Aristotle's philosophical thinking on the importance of the constitution.

Conversely, analysis shows that the 1,626 (6.02%) of the candidates scored from 12 to 20 marks. These candidates provided relevant responses to the question. They managed to give logical introductions and conclusions. One of the candidates, for instance, explained in the introductory part that *Plato and Aristotle were ancient Greek thinkers. Their philosophical ideologies originated from Socrates a teacher of Plato. Ideas, such as the nature of state, economy, education, democracy, rule of law, importance of constitution and ethics have influenced the development of different countries.* Similarly, another candidate wrote: *Plato and Aristotle are classical philosophers who lived in Ancient Greek. Their philosophical ideas had great contribution to social, economic and political development in the world.* These introductions prove that the candidates knew that Plato and Aristotle were famous Ancient Greek philosophers. Their ideas have influenced different aspects of development in the world, Africa and Tanzania in particular.

In the main body, some candidates correctly explained the influence of Plato and Aristotle philosophical ideas. One of the candidates, for instance, presented the following points in one paragraph: *The role of the state in the provision of services especially education and private and state ownership of properties* in the next. This candidate knew that the adoption of *Ujamaa* as African socialism through the Arusha Declaration of 1967 was the outcome of Plato's belief that communalism is a reliable model for state development. Hence, it discouraged private ownership of properties. The candidate also knew that Tanzania shifted to the mixed economy by adopting privatization and public-private-partnership in the 1990s to save the weakening economy. Moreover, the government of Tanzania has taken the responsibility of offering free education at primary and secondary school levels. It also offers soft loans to higher learning students to prepare self-reliant and patriotic individuals. Moreover, the candidate knew that Plato's and Aristotle's ideas that the government should take the leading role in the provision of education.

Another candidate wrote: *The influence of Aristotle's constitutional democracy, gender equality and leaders' ethics and moral behaviour.* These responses show that the candidate knew that the Constitution of the United Republic of Tanzania embraces the rule of law as suggested by Aristotle to ensure justice. Likewise, the government of Tanzania promotes ethical behaviour among public leaders through the establishment of laws and institutions. For example, the establishment of the leadership code of ethics

Act No. 13 of 1995 and Prevention and Combating Corruption Bureau (PCCB) in 2007 to ensure leaders do not abuse their powers. The candidate also knew that Plato advocated equality in the provision of opportunities between men and women, and Tanzania is promoting gender equality through affirmative action. Several gender equality initiatives have been observed in Tanzania. These include special seats for women in the parliament and councils and providing scholarships to girls. Other initiatives are lowering admission cut-off points for female students and allowing women to inherit property as provided in the Land Act No.4 and the Village Land Act No.5 of 1999.

Moreover, other relevant responses were noted from the candidate who fully explained *the importance of constitution, specialization of work and provision of leisure time to citizen*. This candidate knew that Tanzania observes the rule of law and the separation of powers, among its three pillars in order to ensure checks and balance. The candidate also knew that Plato proposed the ideal state to be governed by philosophers (the golden class), the productive class (silver class) to work for the state production and development and the protective class (iron class) to defend the rulers, workers and the state. Likewise, Tanzania adopted the system of work specialization in various organizations to promote efficiency at work. Lastly, the candidate articulated that Aristotle proposed that people should be taught how to spend their holiday/leave time constructively after hard work so as to live well, develop reasoning and conduct for self-evaluation, which differentiates man from animals. In the same vein, the government of Tanzania grants rights to take leave for holidays to different types to its workers in order to promote their commitment to work.

Besides, their well-elaborated points, the candidates provided relevant conclusions. For example, one of the candidates wrote: *Plato's and Aristotle's philosophical ideas have great influence in developing different political, social as well as economic models worldwide*. Another candidate wrote: *philosophical ideas of great philosophers are vital, since they form core of other subject, facilitate speculation and encourage critical thinking*. Such plausible conclusions suggest that these candidates had good understanding of how Plato's and Aristotle's philosophical ideas have influenced the socio-economic development of many African countries, including Tanzania. However, the candidate's scores varied depending on the clarity and strength

of their arguments. The highest score was 19 out of the 20 allotted marks for this question. Extract 4.2 is a sample of the correct responses to the question.

<p>Plato and Aristotle's ideas on the importance of having a constitution to maintain law and order has been realised and applied in Tanzania. Tanzania has the Constitution of the United Republic of Tanzania, which contains laws that govern the whole country. These laws are used to pass judgements in legal courts to wrongdoers, and provide a means of obtaining order over conflicts. This has brought about development in the nation.</p> <p>Furthermore, their ideas on the need for leisure time have been implemented in Tanzania. They proposed the importance of leisure time so as to allow one to apply all that he or she has learnt, and to allow time for personal developments. For example, in Tanzania, there are many holidays recognised internationally, and working and schooling institutions also provide holidays.</p> <p>Another idea that has brought development is on the importance of education in any state. They formulated that an educated society is likely to be more civil and orderly than an uneducated one.</p>	
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This idea has been implemented by Tanzania and has greatly influenced development. For example, Tanzanian government gives free primary education and very cheap secondary education to enable its citizens to qualify for high paying jobs and to have enough knowledge to partake in developmental processes.

Ethics and morality was another idea given by both Plato and Aristotle. They brought forth that a country whose people have ethics are more likely to be willing to participate in development. Also, ethics will lower crime rates and give positive room for development. Tanzania has applied this ideology in its systems. For example, Tanzania has been battling immorality, especially among the youth, and is teaching ethics even in schools.

Plato and Aristotle also gave ideas on the economy. They said that for the economy to run smoothly, there should be sufficient capital allocated, together with good money circulation and monitoring. The government should also provide incentives to workers. Tanzania has applied all these ideas and it has yielded development. For example, Tanzania has Bank of Tanzania, BOT, which monitors all the money circulating in the country.

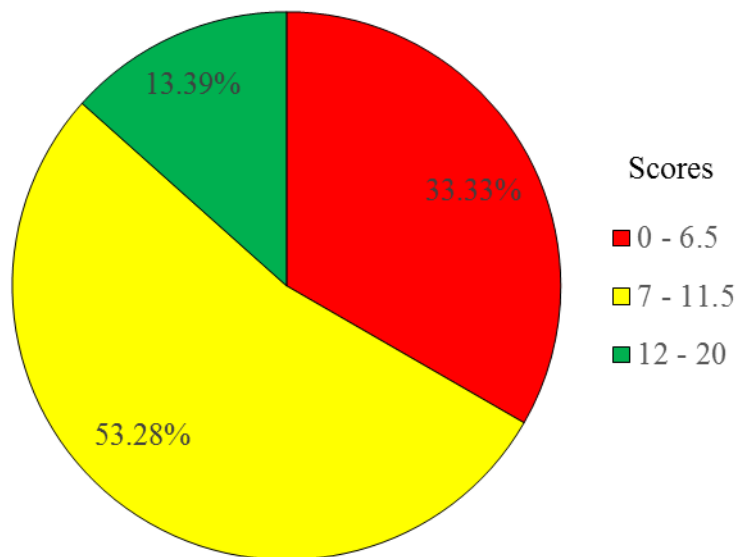
Despite Plato and Aristotle, being ancient philosophers, their ideas are still helping to bring development even in current ages, thus showing their great importance to be implemented in countries.

Extract 4.1 A Part of the Correct Responses to Question 4

## 2.5 Question 5: Science and Technology in Development

This question tested the candidates' ability to analyse the roles of the government in promoting the development of science and technology in our country. The quotation stated as follows: *As many governments struggle to develop and improve their respective technological capacity, the same is applied in Tanzania.* Then, it required them to analyse six roles of the government in promoting the development of science and technology in Tanzania.

This was one of the most attempted questions as 90,961 (94.44%) of all the candidates selected it. Analysis shows that 30,315 (33.33%) of the candidates scored from 0 to 6.5; 48,468 (53.28%) candidates scored from 7 to 11.5; and 12,178 (13.39%) scored from 12 to 20 marks. Therefore, their performance on this question was good since 66.67 per cent scored from 7 to 20 of the 20 allotted marks. Figure 6 illustrates candidates' performance on question 5.



**Figure 6:** Candidates' Performance on Question 5

Analysis shows that, 13.39 per cent of the candidates scored from 12 to 20 marks. The candidates had the following strengths: their responses demonstrated a logical flow of ideas and utilized the essay writing rules. They also provided relevant points coupled with detailed elaborations. Additionally, they wrote legible English sentences. They managed to analyse the roles of the government in promoting the development of science and technology in Tanzania. For example, one of the candidates introduced his or her response by explaining that *science is a systematic, organized and coordinated body of knowledge derived from precisely observation of facts and experimentation. Also, technology is putting science into practice, it refers to application of science in order to make things happen.* Another candidate provided a detailed introduction as follows: *science is the body of knowledge obtained from accurate observation of facts and experimentation of those facts while technology implies the application of science.* Then, the candidate added more clarification to address the demands of the question: *developing science and technology of any country requires initiative of the government as the main stakeholder. This is needed to increase invention and innovations in various sectors like education, health care, transport and communication, agriculture and industry.* This candidate knew that the government's initiatives to develop science and technology are vital to the development of strategic sectors such as education, industries, agriculture, health as well as transport and communication. The candidate also knew that these sectors are crucial for the socio-economic prosperity of the nation. Hence, they urged the government to nurture these sectors.

In the main body, these candidates correctly identified the requirements of the question. One candidate, for instance wrote: *Provision of fund for research and technological development, creation of good policies and provide vocational and technical education.* This candidate knew that the development of science and technology needs research to generate scientific knowledge. It also helps learners and experienced scientists to invent, discover new ways of doing things and improve the existing ones. Likewise, the candidate knew that the prosperity of science and technology depends on the presence of technocrats. Thus, the government has to invest in technical education. Such candidates knew that the best approach is to start from primary to tertiary education, establish many vocational training colleges, and ensure that pupils and students are learning by doing. Lastly, the candidate knew that, the 1985 national policy for science and technology

does not address the current requirements of critical changes in technology. Hence, it should be reviewed by considering various initiatives made by individuals, private sectors and government in developing science and technology.

Other candidates correctly asserted: *Encourage the use of products made in Tanzania, motivating local scientists and reducing technological dependence from other countries.* This candidate was knowledgeable about the necessity of buying and using our local products. Thus, the government of Tanzania has to encourage innovation and inventions by individuals/local technocrats and firms. This can be done adhered through the provision of subsidies which will lower the costs of production, permits and supply. It will also lower the price of the products and encourages consumers to buy them. As a result, it may lead to the advancement of science and technology in Tanzania. Besides, the candidate knew the positive effects of reducing technological dependence from abroad. Based on this, the government needs to import only technologies that are highly needed but not available in the country. In this regard, local and appropriate technology will be promoted as indigenous scientists and craftsmen will continue to improve their innovative capacities. Lastly, this candidate knew that motivation and human resource allocation in science and technology are vital. Therefore, the government has the role of motivating scientists by supporting their programmes. It is also important to allocate and retain professional scientists, innovators and investors in training young scientists and doing scientific research.

Apart from that, these candidates managed to wind up their essays with apposite conclusions. Some of them explained challenges, importance or further suggestions aimed at increasing efficiency in promoting the development of science and technology. One candidate, for example, concluded: *Therefore, apart from the role of the government, individuals and private sectors also should be engaged in the initiatives of development and improvement of science and technology in Tanzania. Likewise, other triggering factors like reliable power and water supply must be maintained for the sake of improving science and technology.* Such responses suggest that the candidates knew that developing and improving technological capacity in a country is essential for increasing invention and innovation to accelerate effectiveness and efficiency in various sectors like industry, transport and communication, agriculture, education and health care. This, in

turn, will facilitate social and economic growth in the country. However, despite their good performance, the candidates' scores varied due to differences in grammatical errors, quality of examples and the weight of their arguments. The highest score on this question was 19 marks, out of the 20 allotted marks. Extract 5.1 is a sample of the correct responses to the question.

	<p>To formulate and implement various policies which will promote science and technology; the government should formulate favourable policies which facilitate science and technology development like investment policies so as more investors to come in the country. Also maintain political stability so as people may have ample time to research and come up with better skills. Currently the country uses "Tanzania ya Viwanda" which has really initiated a boost on the science and technology like more machines in agriculture sector.</p>	
	<p>To encourage the use of local tools than foreign ones; Tanzania has its own aspect in the view of tools like hoes, tractors which are made inside. By doing it will encourage more people to be innovative and creative and promote science and technology. Example in agriculture there is a better</p>	

5 germicide made in Tanzania.

To reform the education curriculum and system of the country; the education system is still theoretical in nature thus limiting the ability of people to become creative in anything. There should be class activities on creating various things like cars, toys and later on become very great experts thus promote science and technology. Therefore the government should just adjust this immediately for early enjoyments.

To discourage excessive importation of things from abroad; the materials created by local industries usually lack market thus leads to discouraging the experts. Due to this the industries become collapsed. Thus, the government is responsible for keeping a limit of goods imported into the country so as to create a market for the local goods. Example the government may just lower the value of the foreign exchange to discourage imports.

To ensure proper allocation of resources; the government should make sure that resources such as funds are well utilized by the society without the event of corruption by the public officers. This will encourage the purchase of machines and other tools to use in the production activities of the country. Also those learners like engineers should be kept at their correct positions to effectively promote technology and science.

5.	<p>To motivate the local scientists and support them; the government should at least show support by giving them scholarships in which later on share that knowledge in our country. Also through appreciating various innovations presented to them and awarding them. By doing so many scientists will work hard to innovate something in the country. Example various new medicines are innovated in Tanzania the government gives them permit to do business and sell them.</p> <p>In conclusion; the government has so many duties so the best way is to set a special group of people who will be showing support and monitoring such activities of science and technology. Though the government should be ready to bare the consequence of it like unemployment, overutilization of resources, political instability and so on.</p>
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Extract 5.2 A Part of a Correct responses to Question 5

Furthermore, 53.28 per cent of the candidates scored averagely from 7 to 11.5 marks. This performance suggests that the candidates had relatively adequate knowledge about the topic of Science and Technology in Development. They also had some mastery of the English language and good essay writing skills. However, the quality of their responses was not satisfactory due to several weaknesses. For instance, some of their introductions contained inadequately defined concepts and, in some cases, they lacked relevant explanations or supportive examples. Moreover, others presented wrong introductions. For example, one candidate wrote: *Development of science and technology refer to the gradual movement of technology from lower class into middle class and high class.* Another candidate inadequately defined only science as *a systematic study of facts resulting from coordinated observation and experimentation* instead of defining both science and technology. Another

candidate did not distinguish science and technology from and philosophy by writing that *science and technology refers to the organized investigation of realities or truth*. Additionally, other candidates presented fewer than the six points required. For example, one candidate provided only three points: *provide education and skills, enacting good policies and improving transport and communication*.

Furthermore, repetition of some points was observed in the responses. For instance, one candidate argued that the *government should provide training; the government should establish technical schools and the government review education curriculum* as three separate points while those points refer to the same idea. In a similar vein, another candidate wrote the *provision of fund to scientists, to provide loans and establishment of financial institutions to support investors* as three distinct points while they both focus on fiscal assistance to local scientists, craftsmen and technocrats. Additionally, some candidates mixed correct and incorrect responses. For example, one candidate wrote relevant ways to develop science and technology such as *the government should motivate people, train scientists abroad and emphasizes on the use of local goods*; then he/she added *imitating from foreign countries and importing experts from outside the country*. This candidate failed to distinguish between the roles of the government in promoting the development of science and technology in Tanzania from the ways of technology transfer. Another candidate provided relevant points, such as *establishing technical schools, investing in scientific research and providing incentives to local scientists*. However, he/she mixed them with irrelevant points about the functions of the government, such as *to ensure presence of good social services, security and collect tax*. Generally, such weaknesses prevented such candidates from scoring above 11.5 marks.

Conversely, 30,315 (33.33%) of all the candidates who attempted this question scored from 0 to 6.5 marks. Among them 427 (1.41%) scored zero. These candidates did not understand the demand of the question and lacked knowledge about science and technology. Hence, they failed to address the question. For example, one candidate introduced the essay as *science is the study of nature and realities also technology is the transfer of knowledge from developed nations to developing one*. This candidate failed to distinguish the concepts of science and technology, philosophy and technology transfer. Another candidate maintained that *development of*



*science and technology is the changes in technology from lower stage to high stage.* Such responses show that these candidates failed to grasp the demand of the question and had limited knowledge of the subject matter.

Besides, other candidates' responses were mainly dominated by irrelevant contents. One candidate, for instance, pointed out *environmental conservation, provision of social services, ensuring human rights, democracy and maintenance of peace and security.* This candidate was supposed to focus on the roles of the government in promoting the development of science and technology.

Another notable misconception was from a candidate who provided different techniques applied in transferring technology by listing points such as *privatization, encouraging and welcoming foreign investors, industrial espionage and importing foreign experts.* Another one wrote: *through forming close relationship with developed countries, signing treaties with developed countries and asking permits and licenses.* Likewise, other candidates associated it with the importance of science and technology, contrary to the demands of the question. One candidate, for example, wrote: *enable the government to improve infrastructure, to rise production, provision of social services and helps citizen to employ themselves.* Similarly, other candidates wrote: *The improvement of agriculture sectors, environment conservation, improving mining sectors, employment opportunities, online banking and online shipping.* Another candidate listed points like *improving industrial sector, introducing new machines such as tractors, improvement of health sector, getting of advanced weapons, enhances government revenues and helps to simplify work.*

Additionally, the candidates who from 1 to 6.5 marks demonstrated several weaknesses in their responses. These include difficulties in communicating in English. This situation affected their ability to explain the presented points adequately. Others demonstrated poor organization by mixing correct points with incorrect points. Moreover, unnecessary repetitions of some points characterized the essays, besides weak introductions and conclusions. In most cases, they could not exhaust all the required correct points to score above 6.5 marks. Extract 5.2 illustrate.

Government is an Administration organ of the state. Also, government is combined with three organs which are executive, judiciary and legislature, and those organs each one has special responsibilities in a nation so as to complete the role of government. The following are the roles of the government in promoting the development of science and technology in Tanzania.

To make laws. This is a crucial role made by the government through legislature whereby the parliament representatives are creating and forming several laws so as to control the country. For example, the rule of law made by the legislature.

To discuss the budget of the year annually. This is conducted in the parliament under the leadership of the Money and Finance Ministry where by a report of expenditure and income is presented in the parliament so as to plan another budget for another year.

To supervise all natural resources. This is a role which is conducted by the government through executive whereby all resources like minerals, natural forests, water bodies and national parks are supervised by executive so as to improve social welfare.

To provide social services. Through the budget discussed in the legislature also executive is involved to improve social services where there was prior provision and establishments where there was no such as schools, hospitals and electricity resources.

To enforce the law. Because the parliament has already enacted the law so single task of judiciary is to supervise those laws are working as aimed by the government that why our law stated that no one above the law, and all people are equal. So failure to obey these law there is curb to solve several cases.

To protect human rights and freedom of people. The government through judiciary have a task to emphasizing on respect of human rights and freedom of people from different social evils like corruption, killing of elders and albinos. So the government ensuring the security to its people in a certain area.

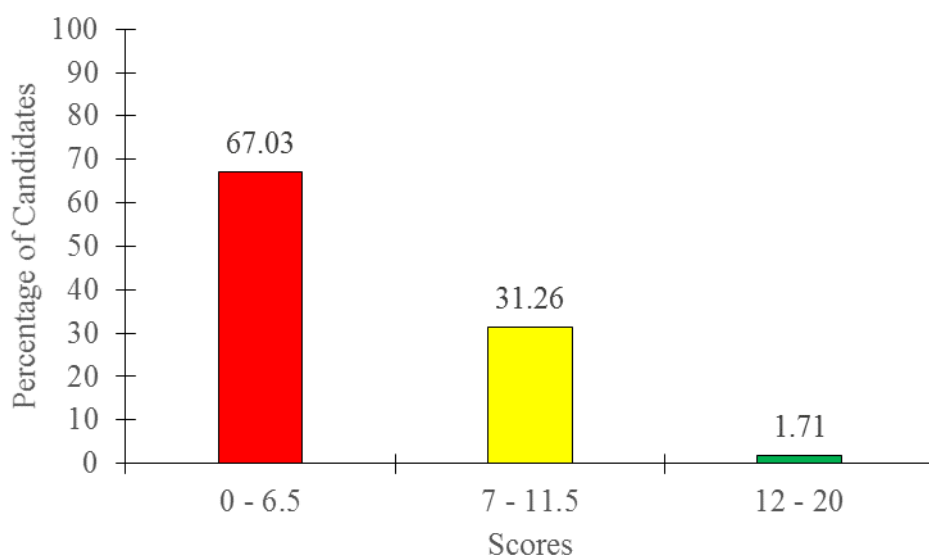
Therefore, the government is more need in any country because it involves in many duties as showed by but it must be democratic government not non-democratic government because of observing the rule of law, respecting human rights, and maintaining peace and order.

Extract 5.2 A Sample of the Incorrect responses to Question 5

In Extract 5.2, the candidate confused the roles of the Tanzanian government in promoting the development of science and technology with the general functions the government.

## 2.6 Question 6: International Affairs

This question tasked the candidates to assess the effectiveness of United Nations High Commission for Refugees (UNHCR) in assisting refugees with reference to the ongoing conflicts within and among African countries. This was to be done in the light of the scenario that *the United Nations High Commission for Refugees (UNHCR) is charged with a role of providing protection and assistance to refugees*. This was the challenging and most skipped question since only 18,144 (18.84%) of the candidates attempted it of whom 12,162 (67.03%) scored from 0 to 6.5 marks; 5,672 (31.26%) scored from 7 to 11.5; and only 310 (1.71%) scored from 12 to 20 marks. Analysis shows that their performance on this question was weak since 5,982 (32.97%) of the candidates scored from 7 to 20 marks, out of the 20 allotted marks. The candidates' performance on this question is illustrated in Figure 7.



**Figure 7:** *Candidates' Performance on Question 6*

Analysis shows that most of the candidates (67.03%) scored from 0 to 6.5 marks of whom 1,107 (6.1%) scored 0.5 mark or less. Those who scored below 1 mark revealed a complete lack of knowledge about the United Nations agencies like UNHCR. Such candidates wrote incorrect responses which featured misconceptions. Likewise, the candidates' responses had grammatical errors, and some of the candidates mentioned points without elaborating them in an organized way.

Some of them misinterpreted the question to mean the challenges facing refugees. One of the candidates, for example, pointed out points like *lack of social services, death among refugees, poor assistance to refugees, poor security to refugees, lack of food supply and conflicts*. Other candidates explained the causes of the rise of refugees. For instance, one of the candidates wrote: *War, civil conflict, famine, natural disasters and catastrophies*. Another one wrote: *Corruption, poverty, lack of cooperation, lack of good leadership and lack of political tolerance*. This candidate did not know that the UNHCR has key roles to perform during those situations, such as to protect the victims of wars, disasters and conflicts.

In addition, other candidates linked the question demands with the factors related to either the maintenance of peace and stability or the principles of democracy. For example, one candidate mentioned *free and fair election, religious tolerance, absence of regionalism and good governance*. These candidates did not know that facilitating peace within or among nations is not among the responsibilities of UNHCR. However, the existence of peace and security contributes to addressing the influx of refugees.

Additionally, some candidates scored poor marks because they failed to distinguish the responsibility of UNHCR from the factors which may strengthen regional integrations. For instance, one of the candidates explained: *introduction of proper foreign exchange, introduction of single communicating language, introduction of single dominating currency, promoting annual meeting for member countries, emphasizing on the importance of regional integrations and improving regional economic investment*. Likewise, other candidates focused on explaining the responsibilities of the government to its citizens such as *the provision of education, provision of employment, provision of infrastructure and maintaining security to its people*. Furthermore, those candidates explained the achievement of a responsible government and negative effects a country hosting refugees would face. They stated that *it has reduced the number of death, it has led to the decrease of illiteracy, it has created employment, refugees camp can lead to shortage of land in a particular locality and environmental deterioration or degradation*.

Such candidates further explained the impacts of government maladministration instead the effectiveness of the UNHCR in protecting and assisting refugees. One candidate, for example, provided the following points: *lead to underdevelopment, lead to decline of production, lead to classes, lead to exploitation and lead to disintegration*. Likewise, another candidate wrote: *it leads to conflict and misunderstanding, it leads to political instability, lead*

*to massive migration of refugees and lead to corruption. Another example, comes from a candidate who presented the following points: increase of crime rates, decline of tourism, poor collection of revenue and death of some people. These candidates did not know that some effects of poor leadership like armed conflicts may lead to the influx of refugees and they have nothing to do with the roles of the UNHCR. Another candidate also suggested how to prevent the problem of refugees. Such a candidate wrote: Eradication of poverty in sub-Saharan countries, provision of education to people, provision of employment opportunities, formation of strict laws and to avoid tribalism among the people in the countries.*

Besides, most of these candidates scored from 1 to 6.5 marks due to several weaknesses. For instance, in the introduction part most of them failed to give clear details about the UNHCR. For example, one of the candidates defined UNHCR *as the institution that deal with the refugees by long term is the United Nations High Commission for Refugees. This deal with the rate of the refugees when they live in camp. These institutions introducing after the independence and they have the role to make sure there are good living condition for refugees.* Such a candidate lacked adequate knowledge about the UNHCR a subsidiary organ of the United Nations (UN) established by the United Nations General Assembly to promote the rights of refugees, provide material support and join forces with other countries to solve refugees' problems. Such a weakness affected the plausibility of their introductions.

Some of the candidates did not score above 6.5 marks because they mentioned points without clear explanations, mixed correct and incorrect points, provided an insufficient number of points, writing grammatical errors, demonstrating inadequate English language skills and repeating some points. For instance, one candidate responded: *Provision of shelter, food, water, places for temporally settlement and clothes to refugees.* He/she considered these as separate points; however, these points denote humanitarian assistance. This, in turn, contributed to their poor performance on this question. Extract 6.1 is illustrative of such incorrect responses.

6. United Nations High Commission for Refugees, is the group of identity card which providing by government by follow Instructional in the particular area, UNHCR, It is occur in different country because poor or lack of government support and lack of peace in the country is this It can help people to migrate from one country to another country so to maintain peace and security in the country. The following are the effectiveness of (UNHCR) in protecting and assisting the refugees which are:

Promote peace and security, through, United nations high commission for refugees It promote peace and security among them because some of people they find Identity card in order to have peace and security in their family and other situation.

It source of income in the country, United nation high commission for refugees It source of income because when refugees should be renew every year through the amount of money in the country so this is source of income in the country:

It lead development of the country, This It can lead to the development of the country because It encourage people to planning any thing which lead the development of the country in some of the development in the country and influence people to lead the country,

6.	It can lead increase of crimes in the country, United Nations High Commission for refugees It can lead increase of crimes in the country because some of them can start bad behaviour which can affect the culture of the country in the country: so this
	It to influence people to adapt bad behaviour in the societies of country:
	It can cause increase of population, That company can cause the increase of population in different sectors for example in providing employment this It can lead many population and can cause lack of employment in the country and the end days cause conflicts in the country:
	It can lead poverty, is the situation where by a person does not afford the basic need for example of basic needs food, clothes and shelter, this It can lead poverty because high population of people in the country is this It can cause people to lack to afford their basic needs:
	Generally, United National High Commission for Refugees, It cause different things in the country so this It can lead the development of the country in the some of several sectors like in industrial and agricultural sectors. It can development well in the country:

**Extract 6.1** A Sample of the Incorrect Response to Question 6

In Extract 6.2, the candidate associated the effectiveness of the UNHCR in protecting and assisting refugees with the benefits and challenges of refugees to host country.

The candidates (31.26%) with average knowledge about the subject matter scored from 7 to 11.5 marks. Such candidates managed to identify the



requirements of the question, and they had adequate mastery of English. They also observed essay writing rules by providing the introduction, main body and conclusion. However, they did not score above 11.5 marks due to several weaknesses in their responses. These included failure to provide the required number of points. One candidate wrote: *Provision of food, shelter and clothes, protection and promotion of refugees rights and fighting against diseases*. Likewise, another candidate provided only three points: *It has provided food and clothes; it has provided treatment for sick refugees and it helps refugees to return to their home land*.

Analysis reveals that another reason for the candidates' average performance on this question was the repetition points. For instance, one candidate wrote: *Provision of social services to the refugees, provision of supportive materials like blanket and provision of food and shelter to refugees* as three different points. However, they all referred to humanitarian support. Moreover, another candidate treated *provision of health services* and *provision of education* as different points. However, both points refer to social services.

Furthermore, some of the candidates mixed correct and incorrect responses. They elaborated some correct responses such as *provision of food to refugees, provision of settlement, provision of shelter and clothes* but supplemented them with irrelevant responses, such as the *UNHCR helps in provision of religion teaching services* and *helps in provision of land*. Likewise, another candidate wrote *the UNHCR ensure availability of food to refugees; they facilitated in the provision of health services, and the UNHCR facilitate in the introduction of refugees' centers*. Then they added incorrect responses such as *they facilitated in the provision of security in tourist centers, and it helped in maintaining peace keeping military troops*.

Conversely, the data revealed that 1.71 per cent of the candidates had good performance. They scored from 12 to 20 marks. Such candidates demonstrated the ability to assess the effectiveness of the UNHCR in protecting and assisting refugees and to present their ideas logically. Moreover, they provided relevant introductions and conclusions. For instance, one of them defined the UNHCR as *the UN agency with the role of protecting and assisting refugees, displaced and stateless people, established by United Nations General Assembly in 1950 with headquarters in Geneva Switzerland*. Another candidate wrote: *United Nations High Commission for Refugees was established as a UN agency with the duty to protect and assist refugees, displaced and stateless people in voluntary repatriation or resettlement. It was established in 1950. Its headquarters are in Geneva*.

Such appealing introductions suggest that the candidates knew that the UNHCR is one of the UN agencies established by the General Assembly in 1950. They also knew that the agency's mandate was to assist and protect refugees, forcibly displaced communities and stateless people. They were also knowledgeable about the responsibility of the agency to assist refugees in voluntary repatriation to their home countries or help them seek for local integration in the host country or resettlement in the third countries.

In the main body, they clearly assessed the effectiveness of the UNHCR in providing protection and assistance to refugees. For instance, one of the candidates provided the following responses: *UNHCR has been providing humanitarian assistance to refugees, fighting against diseases and repatriation of refugees.* This candidate knew that the UNHCR's role is to provide humanitarian assistance to refugees. The UNHCR has been providing emergency shelter, food and care for the refugees' camps in different countries like Kenya, Uganda, Namibia, Zambia, Ethiopia and Tanzania. Examples of the refugees' camps in Tanzania include Nduta, Mtendeli and Nyalugusu.

The UNHCR has also been responsible for fighting diseases and protecting refugees from such diseases. Besides, the candidate knew that the agency has made efforts across West and Central Africa to protect millions of people, including refugees, from corona virus pandemic. The UNHCR also continued to distribute materials and relief acts to the displaced people despite the challenges brought about by the COVID-19 outbreak. Likewise, such candidates were knowledgeable that the UNHCR has facilitated refugees to return voluntarily to their original countries by providing transport and special financial packages and financing income generating projects, farm tools and seeds. The agency did so in 2014 when Somali refugees were repatriated from Kenya to Southern Somalia. In 2015 Rwandans also voluntarily returned home from Tanzania.

Another example was noted from the candidate who presented wrote: *The UNHCR has been giving protection to refugees, assisted to integrate refugees to look for other countries where refugees could settle temporarily or permanent.* This candidate knew that the UNHCR has also ensured protection to vulnerable refugee groups such as women, children and old people, who need to be taken care of so that they can feel safe. They also knew that the UNHCR has successfully helped refugees who willingly wished to become permanent members in their countries of asylum inside and outside the African continent. For example, among refugees from the Democratic

Republic of Congo and Somalia have been resettled in the United States of America, Australia and Canada.

Generally, these candidates managed to assess the effectiveness of the UNHCR in protecting and assisting refugees. They understood the requirements of the question. Their responses manifested the use of appropriate essay writing skills and English Language. However, some of them did not score full marks on this question because they did not support their responses with concrete examples. Others did not sufficiently explain some points. The highest score was 16. Extract 6.2 is a sample of the correct responses by one of the candidate.

United Nations High Commission for Refugees is among the organization within the United Nations which deals with the welfare of refugees. It was formed as the sub-organisation during the formation of UN.

The following are the effectiveness of UNHCR in protecting and assisting the refugees, these include:-

Establishment of safe camps for refugees; The UNHCR help to create the safe camps in the countries with peace and order so as to protect the refugees and ensuring that they are in safe place from wars and other factors which can cause insecurity. For example; UNHCR has created camps for refugees such as Nduta camp in Kigoma and Ngara camp in Kagera, these were used to protect refugees from Burundi and Rwanda as well as DRC.

Provision of social services to the refugees; The UNHCR is responsible to make sure that all refugees in the world they get proper social services as they are finding for peace. The social services provided are given freely to the refugees provided that the refugees are well registered and known as the refugees. Example; UNHCR provides the social services such as water supply, health and education to refugees.

Provision of humanitarian assistance to refugees: The UNHCR has the role of ensuring that it assist refugees on the important assistance which enable the refugees to sustain their lives and live comfortable in their respective camps, for example; UNHCR provide assistance such as domestic utensils, vessels of carrying water, bed sheets among others

Provision of further health treatment to the injured refugees: The UNHCR help to provide the treatment to people who were injured during the wars in their countries, these enable to reduce the rate of death of the refugees caused by lack of treatments, for example; UNHCR in cooperation with the red cross it provide the free first aid and further treatment of the disease and injuries encountered by the refugees.

Help to provide transportation of the refugees to the peaceful nations: The UNHCR has the role of ensuring that all people such as women, children and elders who do not have the ability to run against war, are being taken to the safe nations, this help to reduce the death of people which occur during wars and conflicts. For example; During the conflict in Burundi which occurred in 2015, UNHCR helped to transport refugees from Burundi to the camp of Nduta in Tanzania.

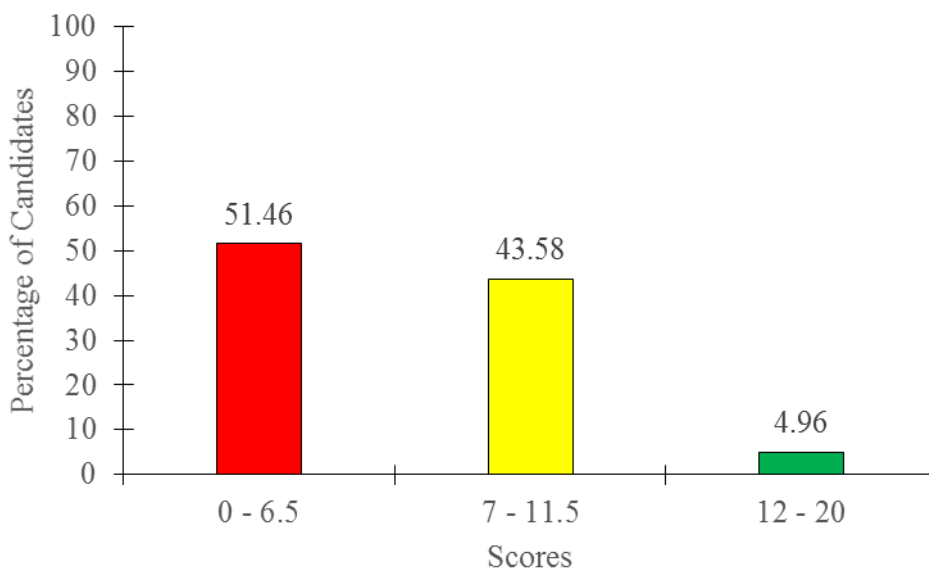
Therefore, UNHCR has the great role of promoting the welfare of the refugees in the world, also it make sure that it influence peace making among various countries so as to reduce the number of refugees in the world.

Extract 6.2 A Part of a Relatively Correct Responses to Question 6

## 2.7 Question 7: International Affairs

The question tested the candidates' ability to suggest six measures to promote effective and efficient East African Community based on a statement *The current global trend in regional cooperation entails closer and stronger social, political and economic cooperation.*

Most of the candidates 60,870 (63.2%), answered this question. The question was challenging to most of the candidates since 31,322 (51.46%) scored from 0 to 6.5 marks; of whom 1,044 (1.72%) scored from 0 to 0.5 marks. Furthermore, 26,528 (43.58%) of the candidates scored 7 to 11.5 marks, and only 3020 (4.96%) candidates scored from 12 to 20 marks on this question. The highest score was 18 out of the 20 allotted marks. Generally, the question was averagely performed since 48.54 per cent scored from 7 to 20 marks. The candidates' performance is illustrated in Figure 8.



**Figure 8:** *Candidates' Performance on Question 7*

A few candidates (4.96%) scored from 12 to 20 marks. These candidates correctly interpreted the question and provided the required responses. Moreover, they demonstrated good essay writing skills, covering the introduction, main body and conclusion. For example, in the introductory part, one of these candidates defined the East African Community (EAC) *as an association of countries from Eastern Africa. It was established on 7<sup>th</sup> July 2000, currently has Tanzania, Kenya Uganda, Rwanda, Burundi, Democratic*

*Republic of Congo and South Sudan as member states. Its headquarters is in Arusha-Tanzania.* Another candidate wrote:

The current East African Community (EAC) is a political and economic integration of Eastern African States established on 7<sup>th</sup> July 2000 following the revival of the former EAC which collapsed in 1977. Currently the community has seven member states which include Kenya, Tanzania, Rwanda, Burundi, Uganda, Democratic Republic of Congo and South Sudan.

Such appropriate responses suggest that some of the candidates adequately understood the topic of International Affairs particularly multilateral cooperation. Such candidates correctly traced the evolution of EAC and knew that the current East African Community resulted from the revival of the former East African Community which collapsed in 1977. They further understood that the current East African Community has seven member states and managed to list all the member states.

In the main body, these candidates correctly proposed measures to promote an effective and efficient East African Community. They further provided appropriate and detailed elaborations and supported their arguments with valid examples. One of the candidates, for instance, provided the following points *Maintenance of peace and harmony, ensuring reliable power supply and equipping citizens in member states with capital and skills.* This candidate knew that peace and harmony are key factors for the prosperity of the East African Community as they promote free movement of people, goods and services. They further proposed that a peaceful environment encourages more production and development in the region.

The candidates also knew that, for the East African Community to be effective and efficient, there should be reliable infrastructure such as power supply infrastructure. The development and improvement of the industrial sector and an effective exploitation of natural resources in the region largely depend on stable and reliable power supply. Such candidates also knew that the effectiveness and efficiency of EAC could be promoted by productive people. Hence, East Africans should be equipped with appropriate skills to grab the available opportunities.

Likewise, other candidates correctly wrote: *Create conducive environment for internal and external investment, promote awareness among East African people on social and economic issues, harmonization of policies and*

*improvement of transport and communication.* These responses indicate that they had adequate knowledge about this topic, particularly the importance of internal and foreign direct investments in agriculture, industries and mining. The candidates were also knowledgeable about the importance of disseminating basic and relevant information to East Africans. Such information could be about social, political, economic, technological issues, as well as the functioning of some EAC institutions. The aim is to promote awareness of the community and create a sense of belonging.

Besides, the candidate was aware that harmonization of fiscal, trade and investment policies will create equal and fair ground for all member states in all aspects. The candidates also knew that effective means of transport and communication such as road networks, harbours and communication systems encourage movement of people, goods and services as well as information exchange across the region. Therefore, it will stimulate trade and industrial development.

Regarding the conclusion part, the candidates who performed well on this question provided logical conclusions. For instance, one of these candidates concluded: *Leaders of East African States should build a sense of trust among themselves and avoid selfishness as the prosperity of EAC depends on their togetherness.* He or she further argued: *The creation of effective and efficient East African Community is possible if leaders will build trust among themselves so as to overcome nationalism hangover because the people of East Africa depend on their leadership vision.*

Generally, these responses showed that these candidates had adequate knowledge about the East African Community (EAC) and appropriate measures to make EAC more effective and efficient. However, their scores varied due to inadequate elaborations of some points, unclear examples and minor linguistic errors. Extract 7.1 is a sample of the candidate's correct responses to the question.



<p>The East African community is one among the regional integrations and cooperations in Africa. It has several member states including Tanzania, Kenya, Uganda, Rwanda, Burundi, South Sudan. Its history can be traced long before in the year 1967 which it was firstly established by three heads of states of Tanzania, Kenya and Uganda who are Julius Nyerere, Jomo Kenyatta and Milton Obote respectively. It declined and was reestablished again in the year 2000 by Benjamin Mkapa of Tanzania, Daniel Arap Moi of Kenya and Yoweri Museveni of Uganda. Since then the East African Community has progressively expanded and received new member states like Rwanda, Burundi and South Sudan.</p> <p>Measures that can be taken to promote an effective and even more successive East African community are:</p> <p>Improving and promoting construction of infrastructures and facilities: The East African community should work deliberately to build, construct and also improve the present infrastructures in its region such as roads, railways and other facilities. This will promote and facilitate greater movement and mobility of people goods and services hence increase activities such as trading, transaction and expansion of markets within the East African community. This will help to improve economic integration.</p> <p>Improving and promoting industrialization: The industrial sector is a great deal and has a great contribution in bringing about development. The member states should work on developing industries that help utilize raw materials from agriculture instead of exporting them. This goes hand in hand with the improving of quality and quantity of products produced</p>	
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by the industries such as textile or cloth making, production of quality building materials like cement and pavements and more.
Promote political stability among member states. There should be regulation and control of instabilities involving political matters of the countries example settlement of disputes and political rivalries in Uganda and Kenya and abolishing civil wars in South Sudan. This will promote peace and security and allow member states to effectively participate fully in the regional integration or cooperation. This then promotes effective East African community.
Ensuring availability and harnessing of reliable energy sources: The East African community members need to ensure supply of reliable energy sources and Electricity. This can be through hydroelectric power plants, natural gas energy, geothermal energy and many other options so as to improve various sectors that need energy in production such as industries and trading activities. This will also help domestic and home usage and avoid unclean source of energy such as firewood and charcoal that deplete the environment.
Promoting development of science and technology: The member states should influence and apply science and technology in development sectors such as agricultural production and modern ways and tools such as machines in industries and health facilities so as to improve the growth of productivity and also enhance service provision that is safe and beneficial for country growth. Ensuring management of time and resources in production and increase quality hence provide room for economic growth. Furthermore promoting

creativity and innovation on science and technology among youth so as to develop the country as well as self reliance and entrepreneurship to the youth.
Ensuring economic diversification and specialization also help in improving productivity and facilitating economic growth. The economic diversity could be useful in increasing economic integration and help the East African community to rely on different economic sectors example industries, agriculture, tourism, trade, and many others distributed among the member states of the community and discourage dependence on one sector only.
In conclusion, the society or people should also be educated and there should be a rise of awareness of the society on the benefits of east African community and how can one effectively utilize the economic and social opportunities available so that to increase participation of people and development or enjoyment of the economic integration.

**Extract 7.1** A Sample of the Correct Responses to Question 7

Furthermore, the data reveal that 43.58 per cent of the candidate had average performance; they scored from 7 to 11.5 marks. These candidates had some knowledge about International Peace and Understanding specifically, the role of United Nations. Although, they understood the demands of the question, these candidates scored averagely because of various weaknesses as described below.

In the introductory part, for example, some candidates did not describe key terms such as *Regional Cooperation* and *the East African Community*. One candidate defined Cooperation instead of Regional Cooperation as *the way in which people interact or countries interact economically, socially and politically*. Another candidate defined regional cooperation as *the situation of African countries to become in the relationship which bases on the different kind of impacts such as social, political and economic factors*. Such

candidates' responses could not score full marks because they demonstrated the candidates partial understanding of regional cooperation. The candidates were supposed to write that it refers to the political and institutional mechanisms that countries in a general geographical region devise to find and strengthen common interests as well as promote their national interest through mutual cooperation and dialogue. Likewise, most of these responses mentioned the East African Community, which was the focus of the question.

Furthermore, candidates' responses involved the presentation of similar points in different paragraphs. One of the candidates, for example, treated *maintenance of peace and security* as a different point from *promotion of political stability*. This candidate did not know that promoting political stability facilitates the maintenance of peace and security in member countries as well as the community at large. Another candidate in this category considered the point of *having strong joint effort to fight against diseases* and *improving the provision of social services like education and health services* two independent points. This candidate failed to realize that social services provision includes health services, which aim to ensure good health among people especially by fighting diseases. Similarly, another candidate distinguished *the community need to ensure good transport and communication network in member countries* from *the community need to ensure good infrastructure such as roads, bridges and alike are constructed*. This candidate did not know that the transport network comprises infrastructure like roads as well as transport and communication inclusively.

Another weakness involved mixing correct and incorrect points. For instance, one candidate correctly wrote *ensuring the prevalence of peace and security in the community, ensuring economic development of the community through developing transport and communication, combating corruption and diseases among East African citizens*. However, he/she also wrote: *Ensuring independence of all African states from colonial domination and ensuring trusteeship members of the community*. Such a candidate did not score full marks, because they were not aware that East African countries are independent from colonial domination and that the Community was mainly dealing with social, political and economic development issues.

Additionally, another candidate in this category wrote correct measures such as *improving the provision of social services like education and health*

*services, developing industrial sector by ensuring reliable power supply and developing good transport infrastructure.* However, he/she mixed them with irrelevant responses like *provision of machines to simplify work and promoting free trade area.* Moreover, some of them failed to provide all the required points, clear elaborations or appropriate conclusion. Generally, such weaknesses prevented them from scoring above 11.5 marks.

Conversely, more than half of the candidates who attempted this question (51.46%) scored from 0 to 6.5 marks. Among them 1,044 (3.33%) candidates could not score above 0.5 mark. These candidates faced challenges in understanding the requirements of the question. They lacked knowledge about regional cooperation, particularly the East African Community. Furthermore, their responses demonstrated poor organizational skills. Similarly, their conclusions did not meet the demands of the question.

Some candidates in this category provided inappropriate introductions. For instance, one of the candidates poorly defined the term “cooperation” as *the means the national unity of countries found in certain areas politically.* Such a response also demonstrated the candidate’s poor proficiency in English. Similarly, other candidates wrongly defined the term “globalization” as *the process of making the world to appear like a single village through the use of modern technology.* Another candidate defined globalization as *the improvement of science and technology based in social. Political and economic.* These candidates were distracted by the presence of the word *global* in the first sentence of the question.

Likewise, other candidates introduced their responses by referring to the former East African Community which lasted for ten years, from 1967 to 1977. One candidate, for example, defined it as *this is an organization which was formed by different countries namely Tanzania, Kenya and Uganda in 1967.* He/she argued further: *The main leader of this issue or organization is Mwl. J.K. Nyerere.* This candidate was not aware that the question targeted the contemporary East African Community formed in 2000.

With regard to the main body, such candidates ended up presenting irrelevant points. For instance, some candidates confused measures with the objectives of the East Africa Community. One candidate, for example, wrote: *To promote environmental conservation, to promote good governance, to*

*promote unity, sustainable utilization of resources, to fight against diseases and promote unity.* Moreover, another candidate wrongly focused on the achievements of the East African Community: *It has taken military to Democratic Republic of Congo, increase interrelation, increase of good infrastructure, and increase of trade.*

Likewise, other candidates focused on different forms or types of economic relations applied by regional integrations. For instance, one of the candidates presented: *Free trade area, custom union, common market, and an economic union* instead of proposing measure to promote an effective EAC. Moreover, some other candidates went astray by explaining various concepts relating to democracy. One of the candidates, for example, explained principles of democracy, such as *the rule of law, promotion of human rights, transparency and accountability.* Likewise, some candidates focused on life skills. For instance, one of the candidates explained interpersonal and personal skills, such as *self-awareness, control of emotions, critical thinking, reducing peer pressure and proper use of internet.*

Furthermore, some of the candidates explained different philosophies. One candidate, for example, explained elements of Tanzania philosophy like *unity, peace, love, work, equality and sovereignty.* Similarly, other candidates went astray by explaining concepts related to environmental issues. For example, one candidate, suggested irrelevant measures such as *to control bush fire, to control deforestation, to educate people about conserving environment, to encourage reforestation and afforestation, to use alternative sources of energy and prevent chemicals and dust from the industries.* Another candidate added: *Avoidance of the use of charcoal, population control, to preserve water bodies and to avoid deforestation.* Then, the candidate concluded the essay by showing some causes of global warming, as follows: *This phenomenon is caused by different factors like cutting down trees, the industrial and vehicle smoke in the atmosphere and other causes which finally lead to the general increase in temperature.*

Finally, the analysis done revealed that some of the candidates who scored from 1 to 6.5 had partial knowledge about the East African Community, and some of them failed to understand the demands of the question. Although, some of them managed to write correct points, they failed to elaborate the points thoroughly. Moreover, others mixed the correct points with incorrect

ones. These weaknesses largely attributed to their poor mastery of English. Hence, these candidates could not score above 6.5 marks on this question. Extract 7.2 is a sample of the poor responses to this question.

<p>Global warming refers to the increase in temperature of the earth's surface. Air pollution is caused by different gases like cutting down of trees, the industrial and vehicles smokes in the atmosphere and other causes which it finally leads to the general increase in temperature. The following are the measures to control the occurrence of global warming:</p> <p>Avoid deforestation. We should avoid the process of cutting down of trees in order to the leads of existence of high rainfall due to the favorable climate provided in that a given area - by doing that will makes our environment to be safe.</p> <p>Provision of education. The Government, private sector and Non Governmental Organisations (NGOs) should give the education to citizens about how the big impact can occur due to the increase in temperature in the atmosphere as the area with us we live.</p> <p>Avoidance of <sup>the</sup> use of charcoal and firewoods. There are products from trees so that in order to harvest it you should cut down the trees so as to avoid the shortage of rainfall in our surrounding environments at all. This also will lead to make our environment safe.</p> <p>Control smokes from industries and vehicles. The moving vehicles and industry they produce the poisonous gas which is carbon monoxide, and chloro fluoro carbon (CFC) which it depleat the ozone layer so as to fail to filter the ultra violet radiations from the sun.</p>
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Population control. That is due to avoidance
of high amount of people to put their settlement
and to live in one area in order to avoid
the disturbance of the people lives near those
areas surrounded in order to control the direct
ultra violet radiation.
To preserve our water bodies. Through water
locks used to regulate the temperature of
the earth such that will lower it and control
to become suitable and favorable for it to
be used by living organisms including animals
and human beings.
Generally, the Government, private
sector and Non Governmental Organisation
should provide enough education to people
so that to keep store the use of charcoal
and fire woods because it's abundant.

Extract 7.2: A Sample of the Incorrect Responses to Question 7

In Extract 7.2 the candidate misunderstood the requirements of the question. He/she explained the measures to prevent global warming. However, the question required them to propose measures to promote an effective and efficient East African Community.



### 3.0 ANALYSIS OF CANDIDATES' PERFORMANCE ON EACH TOPIC

The 2023 ACSEE General Studies paper had 7 questions set from six topics covered in both Form Five and Six syllabus. The analysis of candidates' performance in each topic shows that four topics had good performance while two topics had average performance. The topics with good performance were *Life Skills* (91.02%), *Contemporary/Cross cutting Issues* (88.85%), *Democratic Process and Practices* (87.86%) and *Science and Technology in Development* (66.67%). The topics with average performance were *Philosophy and Religion* (43.62%) and *International Affairs* (40.76%).

A comparative analysis of candidates' performance in both 2022 and 2023 ACSEE shows that the candidates performance on the topic of *Science and Technology in Development* has significantly improved from weak in 2022 to good in 2023 whereas the performance on the topic of *International Affairs* has dropped from good in 2022 to average in 2023. Likewise, the topic of *Philosophy and Religion* also improved from weak in 2022 to average in 2023. Conversely, the performance on *Democratic Process and Practices*, *Life Skills* and *Contemporary/Cross-cutting Issues* has remained good, Appendix I shows.

The candidates with good performance demonstrated adequate knowledge of the subject matter, ability to interpret the requirements of the question, good command of English, use of logical arguments and good organizational skills. However, the noted weak performance stemmed from the lack of in-depth knowledge of some topics from which the questions were set, inability to interpret and identify the requirements of the questions, poor command of English language by some candidates and failure to apply essay writing principles. Besides, some candidates mentioned points without sufficient elaborations, gave fewer relevant points and repeated some points. With regard to the poorly performed topics, all stakeholders should make effort to address the observed challenges.

#### **4.0 CONCLUSION**

The candidates' performance in the General Studies subject in the 2023 ACSEE was good, as 95,163 (99.01%) of the candidates passed the examination. In comparison to the 2022 ACSEE where a total of 82,078 (97.12%) candidates passed, the performance has increased by 1.89 per cent in 2023. The analysis of the candidates' performance responses to various questions indicates that most of the candidates scored 35 per cent or above. This performance indicate that the candidates had adequate knowledge of the respective topics and subtopics from which the questions were set. They understood the requirements of the questions, had skills in answering essay questions and adequate command of English language.

Analysis further indicates that, despite the encouraging performance, much efforts are needed to address the shortcomings observed such as the candidates lack of in-depth knowledge about the measures to promote the effectiveness and efficiency of the East African Community, the roles of the United Nations' Agencies like the UNHCR in maintaining world peace and understanding, and the influences of different philosophical ideas particularly Plato and Aristotle on the development of various African states (See Appendices). These sub-topics were not well understood by most of the candidates who attempted the questions. Other problems noted were the inability to explain some points adequately due to the candidates' low proficiency in the English language, mixing of correct and incorrect points, lack of essay writing skills and the failure to observe examination instructions.

## 5.0 RECOMMENDATIONS

To improve candidates' performance in the General Studies subject, the following are recommend:

- (a) Teachers should put more emphasis on teaching and learning strategies suggested in the syllabus, particularly for the topics or sub topics in which the candidates' performance was average. They should use learner centered strategies such as group discussion, question and answers and debates in teaching and learning the philosophical ideas of ancient, medieval and contemporary philosophers and their application in Tanzania today. They should do the same in teaching international cooperation as well as the assessment of the United Nations' Agencies for the candidates to develop mastery of the subject matter. Remedial sessions are also important.
- (b) Regular in-service training, seminars, and workshops should be provided to General Studies teachers in order to enhance their competences and mastery of General Studies' topics, especially on the current issues. This training will enhance their skills in preparing and administering quality test items and examinations to prospective candidates in the future national examinations. This training will bridge the gap in the candidates' inability to respond correctly to some questions.
- (c) School-based assessments should enrich prospective candidates' ability and confidence in responding correctly to National Examination questions. It is therefore expected that the prospective candidates will not skip questions. They will acquire essay-writing skills and develop the ability to identify tasks of the questions, contrary to what has been observed among some candidates in the 2023 ACSEE.
- (d) Reading a variety of sources like journals, newspapers, supplementary books, and internet sources should be encouraged among students to widen their knowledge and skills in addressing various General Studies topics. This practice will enhance their mastery of General studies topics.

- (e) Schools should initiate an English language proficiency programme to help candidates understand the requirements of the questions and respond clearly and exhaustively using English language. Among other strategies, students' class presentation can enhance this programme.

**Candidates' Performance on Each Topic in the 2023 General Studies  
ACSEE**

S/N	Topic	Question number	The percentage of candidates who scored 35% or above	Remarks
1	<i>Life Skills</i>	2	91.02	Good
2	<i>Contemporary/Crosscutting Issues</i>	3	88.85	Good
3	<i>Democratic Process and Practices</i>	1	87.86	Good
4	<i>Science and Technology in Development</i>	5	66.67	Good
5	<i>Philosophy and Religion</i>	4	43.62	Average
6	<i>International Affairs</i>	6 and 7	40.76	Average

## Appendix II

### Graphical Comparative Analysis of Candidates' Performance for Grade in the General Studies Subject from 2019 to 2023

