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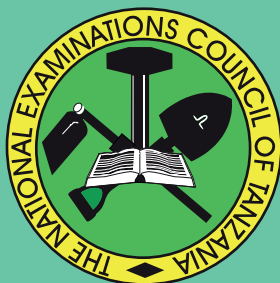

CANDIDATES' ITEM RESPONSE ANALYSIS REPORT FOR DIPLOMA IN SECONDARY EDUCATION EXAMINATION (DSEE) 2018

711 DEVELOPMENT STUDIES

THE NATIONAL EXAMINATIONS COUNCIL OF TANZANIA

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FOREWORD

The National Examinations Council of Tanzania is pleased to issue this book on the Candidates' Items Response Analysis Report on the Performance of candidates in Diploma in Secondary Education Examination (DSEE) 2018 on Development Studies. This report provides feedback to student teachers, tutors, parents, policy makers and the public in general on the performance of candidates.

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

The analysis presented in this report is intended to contribute towards understanding of some of the reasons behind performance of candidates. The report highlights some of the factors that made candidates perform the way they did. The feedback provided will enable the educational administrators, college managers, tutors and student teachers to identify proper measures to be taken in order to improve candidates performance in future examinations administered by the Council.

The National Examinations Council of Tanzania will highly appreciate comments and suggestions from tutors, student teachers and the public in general that can be used to improve future examiners' reports.

Finally, the Council would like to thank all the Examination Officers, Examiners and all others who participated in the preparation of this report.

Dr. Charles E. Msonde
EXECUTIVE SECRETARY

1.0   INTRODUCTION

This report on the performance of candidates aims at providing feedback about performance of the candidates who sat for the Diploma in Secondary Education Examination in May, 2018 in 711 Development Studies' subject. A total of 2181 candidates sat for the examination, out of which 1,274 candidates were using University of Dodoma (UDOM) curriculum and 907 were using the Tanzania Institute of Education (TIE) curriculum. The examination tested the candidates' competences in demonstrating positive attitudes towards ethics, values and integrity, applying life skills in dealing with social, economic and political challenges including cross-cutting issues such as HIV/AIDS, globalization, gender, drug abuse and corruption, promoting and protecting human rights including the rights of the child and rights of special groups and promoting individual ethics, values and integrity. The general performance of the candidates was good as the following Table shows.

Table: Performance   of   Candidates   in   Development   Studies Examination

Candidates Type	No. of Cand. Sat	Number of Candidates and Percentage (%)					
		Passed	Grades				
			A	B	C	D	F
All (DSEE)	2,181	2,120	0	99	1,155	866	60
		97.25	0.00	4.54	52.98	39.72	2.75
UDOM Curriculum (DSEE)	1,274	1,214	0	2	436	776	60
		95.29	0.00	0.16	34.22	60.91	4.71
TIE Curriculum (DSEE)	907	906	0	97	719	90	0
		100.00	0.00	10.71	79.36	9.93	0.00

The Table shows that all (100/%) candidates under TIE curriculum passed the examination and 95.29 percent of the candidates under the UDOM

curriculum passed. However, there was no candidate who passed at A grade in both categories.

Since the assessment for the candidates who are pursuing DSEE using UDOM curriculum is in transition; in this report, the detailed analysis was done on the performance in individual examination questions and topics based on the candidates who sat for examination using TIE curriculum only.

In TIE curriculum, the Development Studies paper had two sections: A and B. Section A consisted of 10 compulsory, short answers questions, while Section B consisted of six essay questions, from which the candidates had to choose four questions. Each question in Section A carried 04 marks, whereas, each question in Section B carried 15 marks. The performance in Section A, which had maximum of 4.0 marks in each question, is considered to be good if the candidates score from 3.0 to 4.0 marks; from 2.0 to 2.5 marks is considered average; and from 0.0 to 1.5 is considered poor. In Section B, good performance ranges from 10.5 to 15.0 marks; average performance ranges from 6.0 to 10.0; and poor performance ranges from 0.0 to 5.5. This performance is presented in figures and the appendix; the green colour signifies good; yellow signifies average; and red colour signifies poor.

The performance on each topic is ranked as poor, average, or good if the percentage of the candidates who scored 40 percent or above of the marks allocated to the question lies in the range of 0-39, 40-69, or 70-100 respectively. The report is intended to give feedback to the educational stakeholders on the performance of the candidates on each question by showing what the candidates were required to do as well as the strengths and weakness in their responses. Some extracts of answers, which show the candidates' responses, are provided for the respective questions.

2.0 ANALYSIS OF THE CANDIDATES PERFORMANCE ON EACH QUESTION

2.1 SECTION A: Short Answer Questions

2.1.1 Question 1

This question was set from the topic "Theories and Aspects of Development." It required the candidates to mention four strategies for human resource development in Tanzania. The question was compulsory and was attempted by all 907 candidates who sat for the examination; whereby 434 candidates (47.9%) scored from 0.0 to 1.5 marks, which was poor performance and 240 candidates (26.5%) scored from 3.0 to 4.0 marks, which was good performance. Those with average performance, who scored from 2.0 to 2.5, were 233 candidates (25.6%). The general performance on this question was poor, since 434 candidates (47.9%) scored from 0.0 to 1.5 marks. Figure 1 summarises the performance of the candidates on this question.
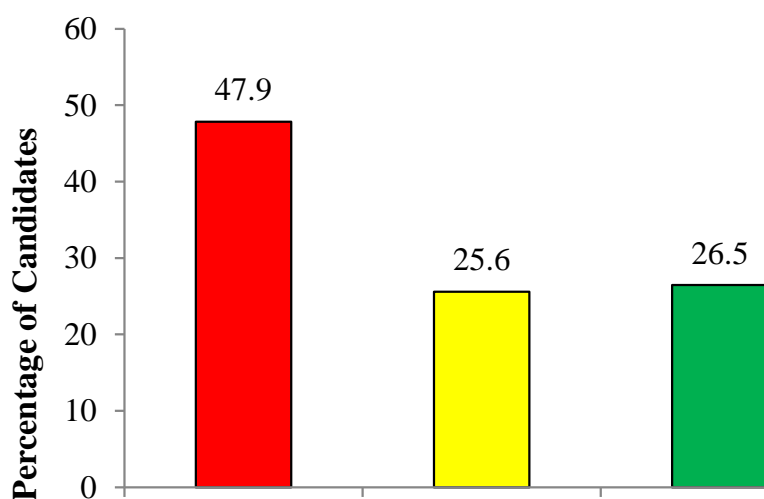

Figure 1: *Candidates' Performance on Question 1*

The 434 (47.9%) candidates who scored from 0.0 to 1.5 marks had inadequate knowledge of the subject matter; some of them failed to understand the demand of the question. For example, a candidate mentioned the types of resources, such as *land resource, forest resource, capital resource* and *educational resource*, instead of strategies for human resources development as the question asked.

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Extract 1.1 shows a sample of a response from a script of a candidate who failed to understand the question.

Extract 1.1

1.	(i). Land resource	
	(ii). Forest resource	
	(iii). capital resource	
	(iv). Educational resource	

Extract 1.1 shows the response of a candidate who failed to understand the requirement of the question and hence scored poorly.

The 240 candidates (26.5%) who scored from 3.0 to 4.0 marks showed proper understanding of the question. Those candidates showed that, they had adequate knowledge of the topic from which the question was derived and good language skills. Most of them provided correct responses such as *promotion of technical training to people, expansion of different schools, development of science and technology* and *formulation of good policies which supports human resource development*. However, the variation of marks in this group was due to the difference in the number of relevant facts presented by the candidates and the number of items required by the question. Extract 1.2 is an example of a good response provided by one of the candidates who attempted the question.

Extract 1.2

1.	Promotion of technical training to people so as to enable them acquire technical skills
	Expansion of different schools so as to accomo date large number of learners.
	Development of science and technology.
	Formulation of good policies which support human resource development strategies.

Extract 1.2 presents a good response from the script of a candidate who performed well in question 1.

On the other hand, the 233 candidates (25.6%) who scored from 2.0 to 2.5 marks had partial knowledge of the subject matter. Their responses contained both correct and incorrect answers. For example, a candidate, besides mentioning *expanding industries* and *encouraging the use of information technology* which were correct points, he/she mentioned *availability of skilled labour, availability of transport* and *communication* as strategies for human resource development; these were incorrect.

2.1.2   Question 2

This question was set from the topic "Theories and Aspects of Development." The candidates were supposed to enumerate four causes of crimes. The question was compulsory and was attempted by all the 907 candidates who sat for the examination. Among them, 733 candidates (80.8%) scored from 3.0 to 4.0 marks, which was good performance; and 137 candidates (15.1%) scored from 2.0 to 2.5 marks, which was average performance. Those with poor performance scored from 0.0 to 1.5 marks; they were 37 candidates (4.1%). The data indicate that the performance on this question was good, since 733 out of the 907 candidates (80.8%) scored from 3.0 to 4.0 marks. A summary of the candidates' scores is presented in Figure 2.
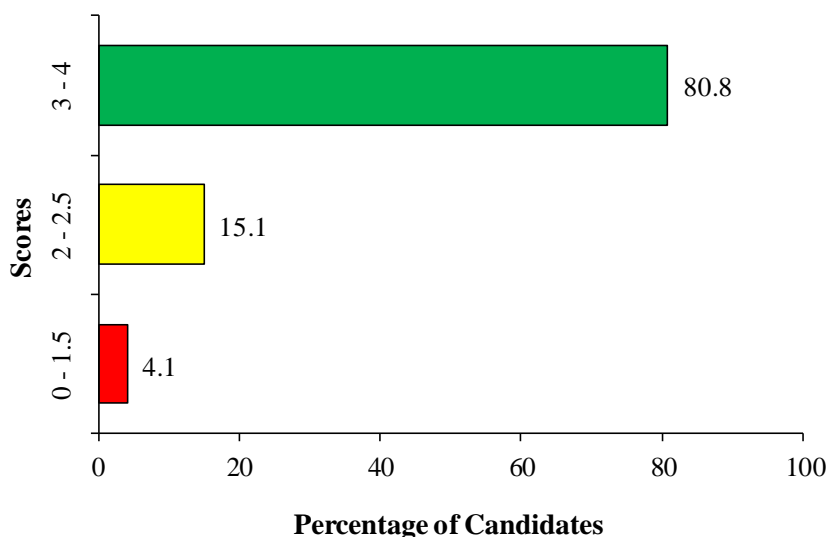
Figure 2: *Candidates' Performance on Question 2*

The majority of the candidates who scored from 3.0 to 4.0 marks demonstrated adequate knowledge of the subject matter and correct interpretation of the question. These candidates enumerated the causes of crimes by giving correct points such as *unemployment, drug abuse, poverty and improvement of science and technology.* Extract 2.1 is an example of a good response to the question.

Extract 2.1

Extract 2.1 indicates a sample of a well presented work of a candidate on causes of crime.

The responses of the candidates who averagely scored from 2.0 to 2.5 marks showed that they had some knowledge of the topic. Nevertheless, the candidates could not score higher marks because their answers were not relevant to the question. Examples of such answers were *economic hardship, huge population, inherits or nature and insecurity.*

The few candidates who scored from 0.0 to 1.5 marks failed to understand the question and lacked knowledge of the subject matter. For example, one of the candidates said crimes are *due to deforestation, mining activities, overgrazing* and *industrialization*; however, these are factors for environmental degradation. Extract 2.2 is a sample of a response from the script of a candidate who did not understand the question.

Extract 2.2

Extract 2.2 is a sample of a response from a candidate who deviated from what the question required.

2.1.3 Question 3

This question was set from the topic "Theories and Aspects of Development." In this question, the candidates were required to identify four strategies for empowering the youth and the disabled in Tanzania. It was a compulsory question. It was thus attempted by all the 907 candidates who sat for the examination. Results showed that, 569 candidates (62.7%) scored from 3.0 to 4.0 marks, which

was good performance; and 264 candidates (29.1%) scored from 2.0 to 2.5 marks, which was average performance. Those with poor performance scored from 0.0 to 1.5 marks. These were 74 candidates (8.2%). The general performance was good, since 569 candidates (62.7%) scored from 3.0 to 4.0 marks. This is summarised in Figure 3.
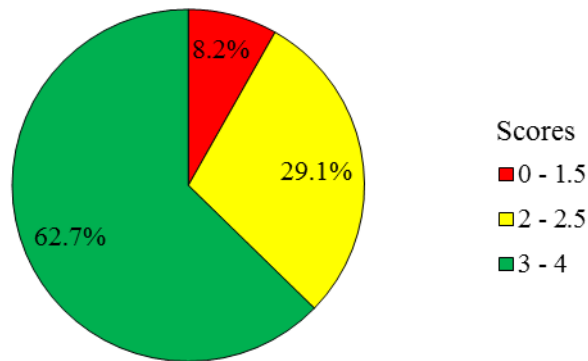
Figure 3: *Candidates' Performance on Question 3*

The candidates who scored from 3.0 to 4.0 marks demonstrated adequate knowledge. They managed to identify the strategies of empowering the youth and the disabled in Tanzania. For example, some of the responses given were *provision of free education*, *fund*, *policy* and *laws to guide and protect them and creating good environment which will help them to work*, as shown in Extract 3.1.

Extract 3.1

3	Identify four strategies of empowering the youth and disabled in Tanzania	
	(i) Provision of free Education to them.	
	(ii) Provision of funds to them so that they can emply them solves.	
	(iii) Provision of Policy and laws which guild and protect youth and disabled.	
	(iv) Creating good environment which will help them to work for their own.	

Extract 3.1 displays a sample of a response of a candidate who presented correctly the strategies for empowering the youth and the disabled.

Those candidates who scored from 2.0 to 2.5 marks identified few relevant strategies amongst irrelevant ones. Examples of such irrelevant responses were *education, provision of basic needs; protection of their rights and bring them to school.* Another weakness of this group included repeating points.

Few candidates who scored 0.0 to 1.5 marks failed to understand the question, while some of them lacked knowledge of the topic. For example, a candidate identified the importance of empowering the youth and disabled instead of the strategies for empowering the youth and the disabled in Tanzania. This is shown in Extract 3.2.

Extract 3.2

3. (i) It helps them to find the good living condition

(ii) It helps them to Participate in the building country economy

(iii) It Make easy to youth and disabled to be Manage to live without be dependenly after Empower

(IV) It helps youth to Manage and to live a good life

Extract 3.2 is a sample of responses from candidate who deviated from the question, hence scored poor marks.

2.1.4 Question 4

This question was set from the topic "Theories and Aspects of Development." The candidates were supposed to give four points to show how Adam Smith's economic ideas are applicable to the Tanzanian economy. The question was compulsory and was attempted by all the 907 candidates who sat for the examination. Among them, 590 candidates (65%) scored from 0.0 to 1.5 marks, which was poor performance; and 183 candidates (20.2%) averagely scored from 2.0 to 2.5 marks. Those with good performance scored from 3.0 to 4.0 marks; they were 34 candidates (14.8%). The general performance on the question was poor, since 590 candidates (65.0%) scored from 0.0 to 1.5 marks. Figure 4 summarises the performance on this question.
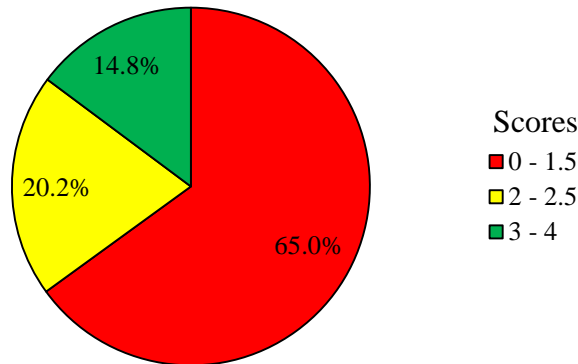
Figure 4: *Candidates' Performance on Question 4*

Irrelevant answers by the majority of the candidates made them score from 0.0 to 1.5 marks. The candidates in this category displayed inadequate knowledge of the concepts of Political Economy and Underdevelopment. They provided inappropriate responses, deviating from the demand of the question which was the applicability of Adam Smith's economic ideas to the Tanzanian economy. For example, one of the candidates wrote the ideas of Nurkse's vicious circle of poverty such as *low capital*, *low investment*, *low productivity* and *low income* instead of showing how applicable the ideas of Adam Smith are to the Tanzanian economy, as the question demanded. Extract 4.1 presents the response of a candidate who inappropriately answered it.

Extract 4.1

Extract 4.1 shows a sample of a response from one of the candidate who wrote ideas of Nurkse's vicious circle of poverty instead of Adam Smith economic ideas to the Tanzanian economy.

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The candidates whose scores ranged from 2.0 to 2.5 marks portrayed a number of limitations, which hindered them from score highly. Such weaknesses ranged from inability to meet the number of points required, repetitions, and mixing both relevant and irrelevant points.

The candidates who scored from 3.0 to 4.0 marks provided relevant answers like *competition*, *division of labour*, *taxation* and *free trade.* These candidates had adequate knowledge of the subject matter and clear understanding of the demand of the question. However, the strengths of their responses varied due to a number of limitations such as absence of basic facts and repetition of points. Extract 4.2 is an example of a good response to this question.

Extract 4.2

Extract 4.2 indicates a candidate who was able to mention four points showing how Adam Smith's economic ideas are applicable to the Tanzanian economy.

2.1.5 Question 5

This question was set from the topic "Tanzania in Global Politics." It required the candidates to list four challenges facing the United Nations Organization (UNO). The question was compulsory and was attempted by all the 907 candidates who sat for the examination. Whereas 667 candidates (73.5%) scored from 3.0 to 4.0 marks, which was good performance; 163 candidates (18%) scored averagely from 2.0 to 2.5 marks. The candidates with poor performance scored from 0.0 to 1.5 marks; they were 77 candidates (8.5%). The general performance on this question was good, since

667 candidates (73.5%) scored from 3.0 to 4.0 marks as shown in Figure 5.
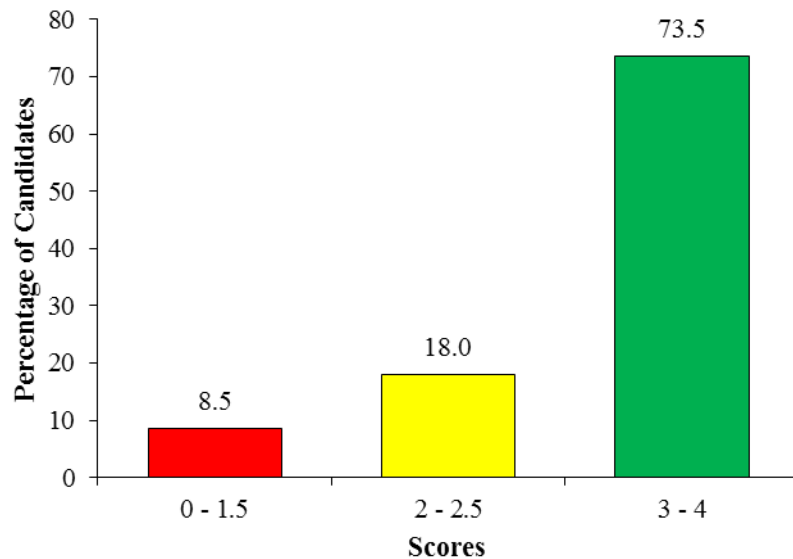
Figure 5: *Candidates' General Performance on Question 5*

The candidates who scored from 3.0 to 4.0 marks met the required number of points and manifested a good understanding of the question and of the topic. The accuracy of their responses differed from one candidate to another due to repetition of points. In addition, those who scored 4.0 marks were more knowledgeable about the UN mandate and its affairs. The candidates in this group managed to name the challenges facing the UN as *existence of war throughout the world*, *mass poverty among Asian countries*, *insecurity and fear caused by terrorism* and *armament and unstable economy.* Extract 5.1 exemplifies good responses to this question.

Extract 5.1

> 5. Four challanges facing UNo.
>
> (a) Existance of war throughout – the world
>
> (b) Mass poverty among Asian countries African Countries and Carribian Countries
>
> (c) Incecurity and fear caused by terrism and armament production in European and Asian Countries
>
> (d) Unstable world economy – characterized by Mass Unemployment.

Extract 5.1 presents a good response of a candidate who correctly listed four challenges facing the UN.

The candidates who scored from 2.0 to 2.5 marks understood the demands of the question; hence, they presented correct points. However, their answers showed weaknesses, which hindered the candidates from scoring higher marks. They replicated facts and failed to fulfill the required number of points.

Their inability to fulfill the required number of points and the general lack of knowledge limited the candidates' performance from 0.0 to 1.5 marks. Extract 5.2 shows a sample of a poor response to the question.

Extract 5.2

Extract 5.2 is a sample of a poor response. The candidate listed some of the challenges facing Regional Integrations in Africa instead of challenges facing UNO.

2.1.6 Question 6

This question was set from the topic "Tanzania in Global Politics." The task of the candidate was to outline four problems facing the current East African Community (EAC). The question was compulsory and was attempted by all the 907 candidates who sat for the examination. Among them, 531 candidates (58.5%) scored from 3.0 to 4.0 marks, which was good performance; and 249 candidates (27.5%) scored averagely from 2.0 to 2.5 marks. The candidates with poor performance scored from 0.0 to 1.5 marks; they were 127 candidates (14%). Generally, the performance of the candidates on this question was good, because 531 candidates (58.5%) scored from 3.0 to 4.0 marks. Figure 6 summarises their performance on this question.
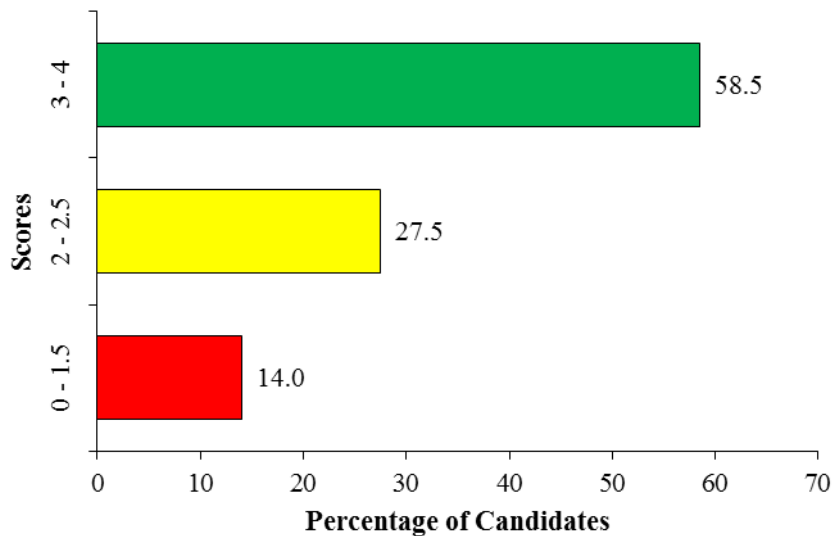
Figure 6: *Candidates' Performance on Question 6*

The candidates who scored from 3.0 to 4.0 marks demonstrated a good understanding of the question and had knowledge of the problems facing the current East African Community. For example, one of the candidates outlined *difference in level of economy*, *crisis in Burundi*, *poor infrastructures* and *difference in currency value.* However, some candidates failed to score 4.0 marks (the highest marks in this section) because they repeated some of the points. Extract 6.1 is a sample of good responses provided by one of the candidate.

Extract 6.1

Extract 6.1 is a response of a candidate who managed to outline all four problems facing the current EAC.

The candidates who scored from 2.0 to 2.5 marks showed lack of adequate knowledge of the subject matter. This was reflected by

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their failure to fulfill the required points and lack of focus in answering the question. These weaknesses made the candidates outline irrelevant points to the problems facing the current East African Community.

A few candidates (14%) scored from 0.0 to 1.5 marks. These candidates failed to identify the demands of the question and consequently provided incorrect responses. For example, one of the candidates outlined the reasons for the collapse of the former EAC as *different language in Tanzania*, *Kenya and Uganda*, *occurrence of war between Tanzania and Uganda*, *different ideologies example Tanzania under capitalism, Kenya under socialism*, and *Uganda under socialism and capitalism* instead of the challenges of the present EAC. This is probably due to his/her inadequate knowledge of the topic leading to such factual errors. Other reasons for such low scores included failure to meet the required number of points, inability of candidates to express themselves in proper English, and confusing the former EAC with the present EAC. Extract 6.2 is a sample of an incoherent response due to incompetence in the English language.

Extract 6.2

Extract 6.2 a sample of a response from a candidate who failed to meet required number of points and had difficulty in the English language.

2.1.7 Question 7

This question was from the topic "Government and Politics." The question had part (a) and part (b). The candidates were required to define the term *government* in part (a) and to mention any three functions of the government in part (b). The question was compulsory and was attempted by all the 907 candidates who sat for the examination. Among them, 822 candidates (90.6%) scored from 3.0 to 4.0 marks, which was good performance; and 54 candidates (6.0%) with average performance scored from 2.0 to 2.5 marks. Those with poor performance scored from 0.0 to 1.5 marks; they were 31 candidates (3.4%). The general performance on this question was good, since 822 candidates (90.6%) scored from 3.0 to 4.0 marks. Figure 7 gives a summary of the performance of the candidates on this question.
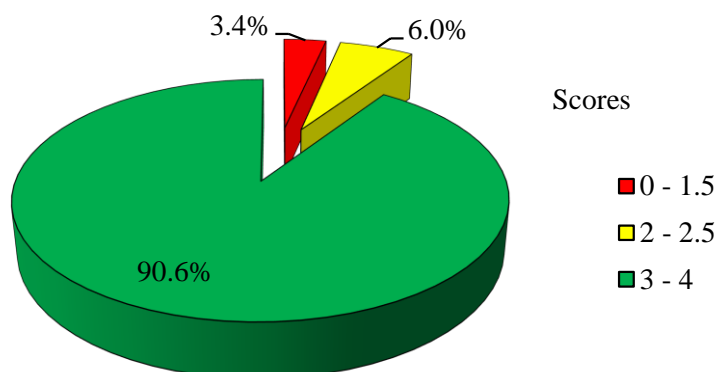
Figure 7: *Candidates' Performance on Question 7*

The candidates who scored from 3.0 to 4.0 demonstrated adequate knowledge of the subject matter and understood the question. They managed to define and mention the functions of the government such as *to maintain peace and security*, *to provide social services*, *to protect human rights* and *to collect revenues*. Extract 7.1 is a sample response of a candidate who had adequate knowledge of the topic.

Extract 7.1

7(a) Government is the System which have few people who use foundamental laws and principles to supervise all people in the Country in socially, economically and culturally.

(b) (i) Provision of Social Services. example water supply, electricity supply
(ii) Encouraging Security to the people;

(iii) Infrustructure Construction; example roads, railways which people use in transportation of raw materials and gods

> Extract 7.1 is an example of a response from a candidate who had good knowledge and thus managed to define the term *government* and correctly mentioned the functions of the government.

The candidates who scored from 2.0 to 2.5 marks had adequate knowledge of the government and its functions. However, they could not score high marks due to their failure to fulfill the required number of points and repetition of points. Some of them managed to clearly define the term *government* but failed to mention its functions.

Inadequate knowledge and inability to understand the question led 31 (3.4%) candidates to score from 0.0 to 1.5 marks. Some candidates in this group also failed to fulfill some of the requirements of the question. Extract 7.2 is a sample from a script of a candidate who failed to fulfill the requirements of the question; the candidate did not respond to some sections. He/she skipped section (a) of the question. In addition, the candidate mentioned the three branches of the government instead of the functions of the government.

Extract 7.2

7.	b) Functions of the government.	
	→ Executive function	
	→ Judiciary function	
	→ Legislative / Legislature function.	

Extract 7.2 is a sample of a response by a candidate who mentioned the branches of the government instead of the functions of government in 7(b). The candidate also failed to define the term *government* in 7(a).

2.1.8 Question 8

This question was set from the topic "Citizenship and Human Rights." It required the candidates to state four benefits of civic education to the Tanzanian citizens. The question was compulsory and was attempted by all the 907 candidates who sat for the examination. Among them, 836 candidates (92.2%) scored from 3.0 to 4.0 marks, and 37 candidates (4.1%) scored from 2.0 to 2.5 marks. Those who scored from 0.0 to 1.5 marks were 34 candidates (3.7%). The general performance on this question was good, since 836 candidates (92.2%) scored from 3.0 to 4.0 marks as shown in Figure 8.

Figure 8: *Candidates' Performance on Question 8*

The candidates who scored from 3.0 to 4.0 marks demonstrated adequate knowledge of the subject matter. They correctly interpreted the question. They provided good answers such as *civic education helps to know our citizenship and nationality*, *to know how to plan for economic development*, *helps to know people's rights*, *to determine the whole system of the Tanzanian government*, etc. Extract 8.1 is a sample response from the script of a candidate who performed well.

Extract 8.1

Extract 8.1 shows a sample of a candidate who correctly responded to the question on the benefits of civic education to the Tanzanian citizens.

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The candidates who scored from 2.0 to 2.5 marks, some of them repeated their points while others mixed-up correct and incorrect responses. For example, one of these candidates wrote the following correct answers: *to educate Tanzanians about their responsibilities in political matters* and *to educate people on human discrimination*. However, the candidate also wrote *protecting people*, which was incorrect.

The 34 candidates (3.7%) who scored from 0.0 to 1.5 marks had inadequate knowledge of the topic and lacked focus in answering this question, leading to scoring the marks. Extract 8.2 is a sample of a response from a candidate who scored poor marks in this question.

Extract 8.2

Extract 8.2 is a sample of a candidate's response who failed to state four benefits of civic education as required by the question.

2.1.9 Question 9

This question was set from the topic "Citizenship and Human Rights." The question required the candidates to identify four challenges facing human rights practices in Tanzania. The question was compulsory and was attempted by all 907 candidates. Among them, 474 candidates (52.3%) scored from 3.0 to 4.0 marks, which was good performance; and 304 candidates (33.5%) had average performance, scoring from 2.0 to 2.5 marks. Those with poor performance scored from 0.0 to 1.5 marks; they were 129 candidates (14.2%). The general performance on this question was

good, since 474 candidates (52.3 %) scored from 3.0 to 4.0 marks as shown in Figure 9.
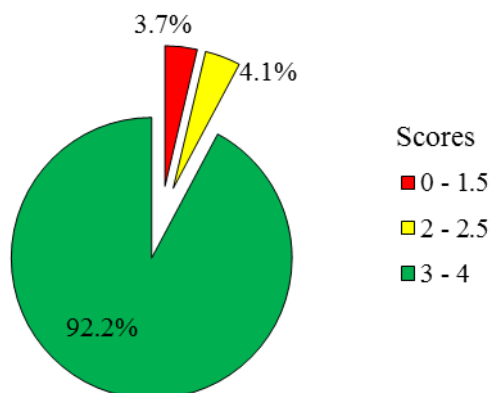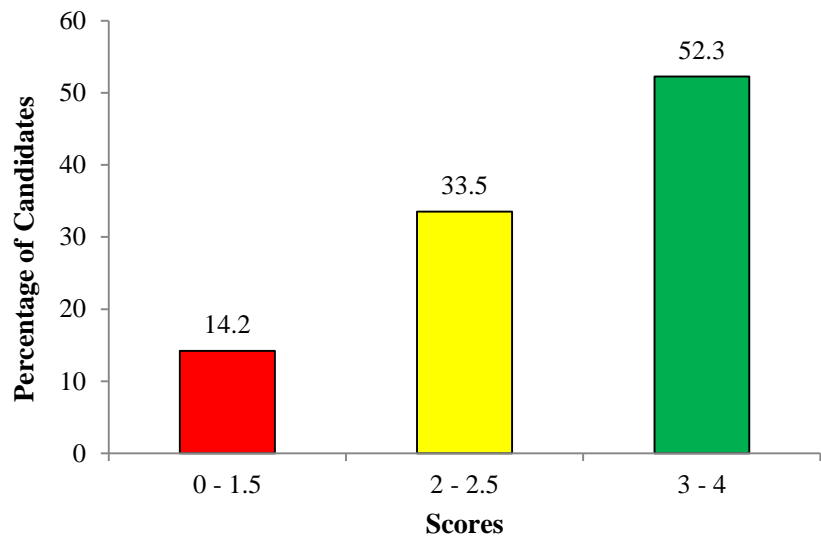

Figure 9: *Candidates' Performance on Question 9*

The candidates who scored from 3.0 to 4.0 marks managed to identify the challenges facing human rights practices in Tanzania and displayed adequate knowledge of the topic. Some of their correct responses were *traditional practices*, *illiteracy* and *bureaucratic systems*. However, some of them could not score the highest marks because they failed to provide the required number of points. Extract 9.1 is an example response by a candidate who provided a good response to this question.

Extract 9.1

9	i	Local cultural belief. example widow inheritance.	
	ii	Lack of education and awareness to the society on human right.	
	iii	Un edequate human personal resource who propagate about human right and its importances.	
	iv.	Corruption.	

Extract 9.1 is an example response by a candidate who managed to identify four challenges facing human rights practices as required by the question.

The candidates who scored from 2.0 to 2.5 marks demonstrated inadequate knowledge of the topic. Some of them had partial knowledge of the subject matter. Their responses were characterised by both correct and incorrect answers. In addition, poor proficiency in English limited some of them from attaining more than 2.5 marks in this question.

The candidates who scored from 0.0 to 1.5 marks lacked knowledge of the subject matter and incorrectly interpreted the question. For example, one of the candidates wrote the importance of human rights practices as *it helps for solving problems*, *it makes friendship among the users*, *it helps to simplify some issues* and *it destructs the culture* instead of the challenges facing human rights practices in Tanzania as required by the question. Extract 9.2 is a good example.

Extract 9.2

09 i) It he for the solving problems.
ii) It make friendship among the user.
iii) It help to simplify some issues.

iv) It destruct the culture.

Extract 9.2 shows the response of a candidate who wrote the importance of human rights practices in Tanzania instead of the challenges facing human rights practices.

2.1.10 Question 10

This question was set from the topic "Globalization." It required the candidates to enumerate four characteristic of globalization. The question was compulsory and was attempted by all the 907 candidates who sat for the examination. Among them, 472 candidates (52.0%) scored from 3.0 to 4.0 marks, which was good performance; and 223 candidates (24.6%) had average performance, scoring from 2.0 to 2.5 marks. Those who poorly scored from 0.0 to 1.5 marks were 212 candidates (23.4%). The general performance on this question was good, since 472 candidates (52.0%) scored from 3.0 to 4.0 marks. Figure 10 summarises the candidates' performance on this question.
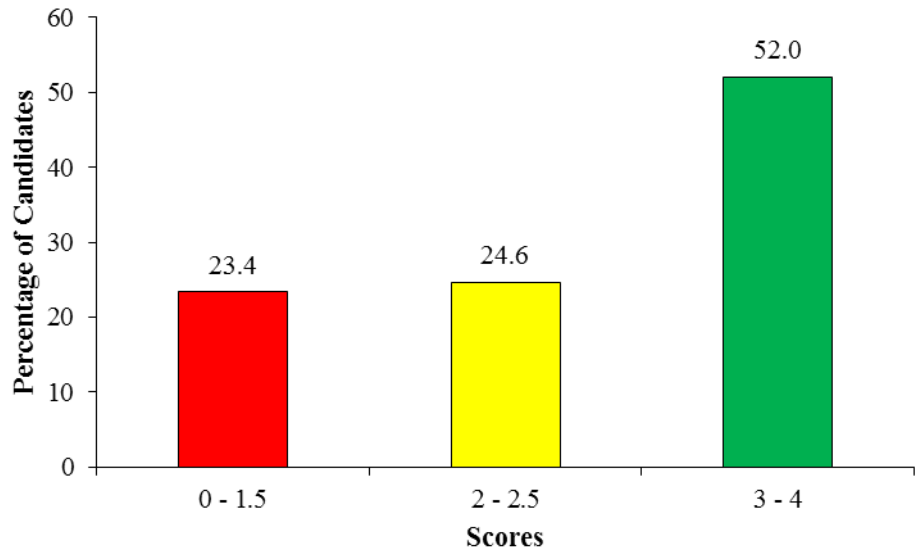
Figure 10: *Candidates' Performance on Question 10*

The candidates who scored from 3.0 to 4.0 marks demonstrated adequate knowledge of the subject matter and clearly understood the question. They thus managed to enumerate characteristics of globalization as *free market and free movement of capital*, *free movement of people* and *advancement of science and technology*. However, few of them failed to score high marks because of repeating points. Extract 10.1 is an example response by a candidate who performed well.

Extract 10.1

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(i) Advancement of science and technology;
Globalization is characterized by the advancement of science and technology, which make people to be more advanced also.

(ii) Free trade
Globalization involves free trade from one country to another in the world market

(iii) Free movement of people
Globalization involves free movement of people from one place to another or from one country to another

(iv) Improvement of transport and communication system which helps people to make global interactions.

Extract 10.1 shows a sample of candidates who enumerated four characteristics of Globalization as required by the question.

The candidates who scored from 2.0 to 2.5 marks had partial knowledge of the topic. In addition, they failed to provide the required number of points besides repeating points. For example, apart from the correct responses, one candidate also wrote *industrialization* and *improved development*, which are incorrect.

The candidates who scored from 0.0 to 1.5 marks generally lacked adequate knowledge of the subject matter. This led them to lose focus in addressing the question. Therefore, they provided inappropriate responses. For example, one of the candidates wrote *creativity*, *widely*, *applicability* and *cooperatively* as characteristics of globalization, as shown in Extract 10.2.

Extract 10.2

10.	i/ Creativity.	
	ii/ widelly	
	iii/ Applicability.	
	(iv) conyerctively.	

Extract 10.2 shows a poor response from the script of a candidate who lacked knowledge of globalization.

2.2 SECTION B: Essay Questions

2.2.1 Question 11

This question was set from the topic "Theories and Aspects of Development." It required the candidates to analyse three challenges facing Tanzania in achieving sustainable development and suggest three ways to overcome such challenges. The question was optional; it was thus attempted by 835 candidates. Among them, 567 candidates (67.9%) scored from 6.0 to 10.0 marks, which was average performance; and 247 candidates (29.6%) had good performance, scoring from 10.5 to 15 marks. Those with poor performance scored from 0.0 to 5.5; they were 21 candidates (2.5%). The overall performance on this question was average, since 567 candidates (67.9%) scored from 6.0 to 10.0 marks as summarised in Figure 11.
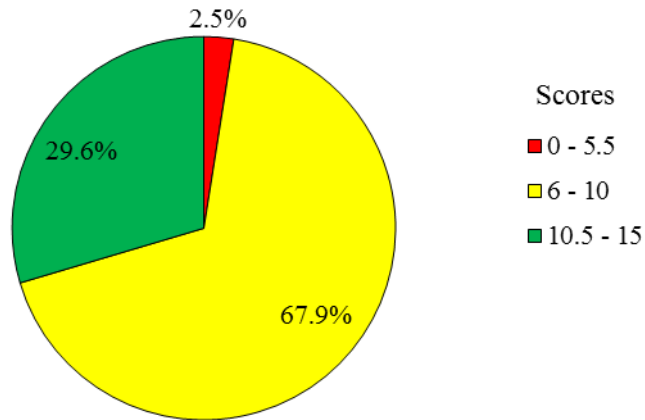
Figure 11: *Candidates' Performance on Question 11*

The candidates who scored from 6.0 to 10.0 marks had adequate knowledge of the topic, and good skills in essay writing and organization. However, the variation of marks attained stemmed from inability to comprehensively provide facts and relevant evidence to justify the facts. For example, one candidate mentioned *poor climate condition*, *poor infrastructures* and *poor utilization of natural resources.* The candidate, however, failed to justify these points; thus, scored averagely.

The candidates who scored from 10.0 to 15.0 marks had adequate knowledge of the topic. They also displayed good essay writing skills. They managed to analyze the challenges and strategies in achieving sustainable development in Tanzania. For example, one candidate wrote *low level of science and technology, poor infrastructure and low capital* as challenges, whereas *the ensured good transport and communication*, and *improved science and technology* as strategies for achieving sustainable development in Tanzania. Extract 11.1 presents a response of a candidate who managed to analyse the challenges facing Tanzania in achieving sustainable development.

Extract 11.1

11. Development This is the process of development from one stage to another it can be from poor stage to better stage in all aspect such as economically, socially, and politically, It help people to save their life for getting better living standard, sustaina-ble development in Tanzania facing with the various challenges, but there is way to overcome it, The following are the challenges:-

Low level of science and Technology; The development of the countries need more to have good science and Technology for the better advance, Thus Tanzania we faced with the problem of science and Technology, thus it can take so long Time to eleviate and develop.

Poor infrastructure; This is the challenge facing Tanzania until today due to the fact That we have poor road for better Transportation of goods and services such kind of problem hindered The development of the countries like Tanzania.

Low capital; This is the challenge which faced Tanzania for achieving Their goals due to the fact That even few Things, which used to acumulate capital faced with corrupt people forexample Escrow, Epa and so forth hindered the development.

Apart from challenges There are ways to overcome such challenges as follows;

To ensure good Transport and communi-cation; government acumulating tax Through road and increase the government ennoue.

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11 | for the purpose of developing even other sector from road taxes.

To ensure good infrastructure; when the infrastructure is good the problem of developme nt can be well for some extent and not solved totaly because there are many problem facing the issue of development such as Road, railway if it can be well implemented it can reduce the challenges of development.

To improve in science and Technology, it order to eleviate for some extent the challenge of development science and Technology can be the source of solving it due to the fact that can easier to secure markets of goods and even services.

All in all the development of the country like Tanzania, it can be Solved by public or indivi dual for the purpose of improving such as the development of the country Starting from the citizen means the lower level due to the main producer of economic in many country such to develop is possible when You have good planning and implementation.

Extract 11.1 shows a response by a candidate who managed to analyse the challenges facing Tanzania in achieving sustainable development and the strategies for overcoming such challenges.

As for the candidates who scored from 0.0 to 5.5 marks, they had inadequate knowledge of the subject matter; they failed to provide relevant introduction and conclusion, besides having poor proficiency in English. Accordingly, they wrote unclear sentences and phrases. For example, one of the candidates failed to give strategies to overcome the challenges; instead, he/she gave strategies as simply antonym of what was presented as challenges e.g. "lack of focus" as challenge and "have focus" as a strategy. Extract 11.2 is a sample of a poor response to the question.

Extract 11.2

11	Development: Refers to the improvement of standard of living in all sphere of life such as economically, socially, politically. development it is a continous process and can be down-up processes, due to the factor such as lack of capital, lack of raw materials, poor education and other related factors. The following are the factors challenging facing Tanzania in achieving sustainable development.

Lack of focus, Most of Tanzanian are not they don't have a focus for development, they do not save money for future.

Wrong belief, Most of Tanzanian they have wrong belief towards development, they believe that wealth people are lucky.

Dought, Most of people in Tanzania are poor due to fear, they don't believe if they can do as others who have done. The following are the ways which can be used to overcome the challenges above.

Have a focus, being with a focus can help someone to move from low level of development to another level, and this is accompained by money saving and investment.

Elimination of wrong belief, wrong belief should be eliminated so as to develop, believery that anything

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11	is 'possible when you struggle and no
	one was born wealth but being
	wealth is created.
	Remove of doubt, Doing activities
	confidently can lead into development,
	so once you perform confidently and you
	believe success must occur hence
	development.
	concalusively, development is wide
	term and is undermined by various things,
	but for development we should cooperate
	and bring to place ideas together so as
	to solve the challenges which hinder our
	& country development however the
	government should establish various insti-
	tution or encourage the private sector
	for much provision education concerning
	development.

Extract 11.2 represents a candidate who failed to provide clear clarifications to defend his/her points hence scored poorly.

2.2.2 Question 12

This question was set from the topic "Theories and Aspects of Development." It required the candidates to propose six strategies which can be used to solve the problem of unemployment in Tanzania. The question was optional; it was thus attempted by 841 candidates. Among them, 661 candidates (78.6%) scored from 6.0 to 10.0 marks, which was average performance; and 96 candidates (11.4%) had poor performance, scoring from 0.0 to 5.5 marks. Those with good performance scored from 10.5 to 15.0 marks; they were 84 candidates (10%). The general performance on this question was average, since 661 candidates (78.6%) scored from 6.0 to 10.0 marks, as shown in Figure 12.
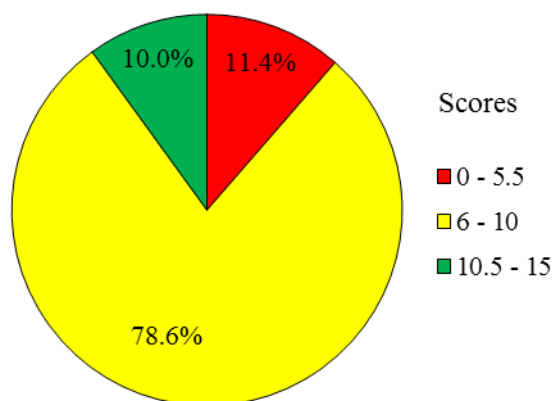
33

Figure 12: *Candidates' Performance on Question 12*

The responses by the majority of the candidates who had average performance (i.e. from 6.0 to 10.0 marks) suggest that they had adequate knowledge of the topic, but they could not score higher marks due to unclear elaborations and repetition of the points.

The responses of the candidates who scored from 0.0 to 5.5 marks were characterised by lack of focus, repetition of points and failure to correctly justify the points provided. For example, one of the candidates wrote *provision of capital*, *provision of loans*, *government to provide enough education*, *improvement of infrastructure*, *provision of social services* and *encouraging hardworking*. The candidate explained *provision of capital* in the first paragraph as one of the strategies that can be used to solve the problem of unemployment. In the next paragraph he/she mentioned *provision of loans* as a different strategy. In addition, misinterpretation of the question, inability to provide relevant introduction and conclusion, and incoherent English sentences noticeably affected the candidates' performance on this question. Extract 12.1 is a sample from the script of a candidate who responded poorly to the question.

Extract 12.1

Extract 12.1 indicates a response from the script of a candidate who failed to provide clear arguments to defend the points hence failed to score higher.

The candidates who scored from 10.5 to 15.0 marks demonstrated adequate knowledge of the subject matter and correctly interpreted the question. They managed to express their ideas, define the concept of *unemployment* as well as show clearly the strategies that could be applied to solve the problem in Tanzania. Such strategies were *provision of education*, *provision of loans*, *economic diversification* and *improvement of science and technology*. These candidates also demonstrated relevant essay writing skills, including

writing good introductions, main body, and conclusions. Extract 12.2 is illustrative.

Extract 12.2

12.

Unemployment is the situation whereby an Individual or group of people lack job job opportunity. A lot of the youth in the country do not have any kind of work to do, something which has made the development of the country to dealine. The following are the strategies which can be used to solve the problem of unemployment in Tanzania.

Provision of education. A lot of people lack enough education to qualify to any kind of job. They lack the required skills and knowledge. People should have enough education so that they can be able to compete in the field of employment. The education provided can be either Vocational or formal education

Provision of loans to youth and other people in the society. A lot of people in the country are very poor they cannot stand for themselves unless enpowered. The government should provide loans for them to start different projects and to be able to employ themselves Intead of depending the government.

Job creation; the government should employ the strategies of creation of job opportunities. For example should try to come up with a plan in order the youth to have anything reasonable to do. Support them to do handcraft by giving them all necessary equipments.

Economic diversification. People and the government at large should not only depend on one economic area for example agriculture they should also look at other areas which can bring employment for example industries. When people concentrate on other economic areas job opportunities will expand.

Improvement of science and Technology of the country. This will enable to create alot of job opportunities because alot of experties will be needed among the youth for example those who will have the knowledge of running different machine will be employed.

Enacting strict laws which will be able to control those people who are corrupted and misuse public resources to be punished. Some leaders are very Corrupt they do not want to offer anyone job unless you give him something. This has made alot of people to be jobless.

Apart from the solution there are also problems which can be brought by people who are not employed for example increase in crimes prostitution It can lead to political instability.

Extract 12.2 illustrates a sample response by a candidate who responded well to this question.

2.2.3 Question 13

This question was set from the topic "Theories and Aspects of Development." It required the candidates to explain six roles of the public sector in bringing development to Tanzania. The question was optional. It was attempted by 750 candidates. Among them, 632 candidates (84.3%) scored from 6.0 to 10.0 marks, which was average performance; and 80 candidates (10.7%) had good performance, scoring from 10.5 to 15.0 marks. Those with poor performance scored from 0.0 to 5.5 marks; they were 38 candidates (5.1%). The general performance on this question was average,

since 632 candidates (84.3%) scored from 6.0 to 10.0 marks, as shown in Figure 13.
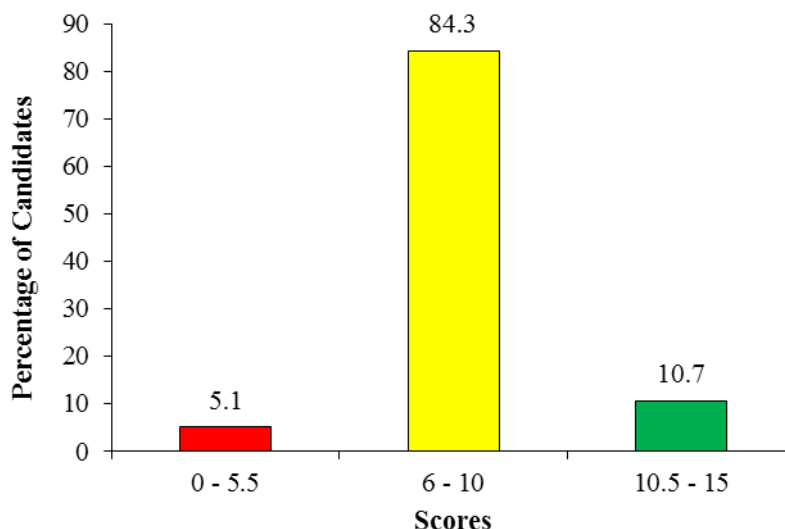
Figure 13: *Candidates' Performance on Question 13*

The candidates who scored from 6.0 to 10.0 marks demonstrated adequate knowledge of the topic, and good essay writing skills. However, these candidates showed a number of inadequacies such as lack of focus in addressing the question, repetition of answers and provision of inadequate detail to justify their answers.

The candidates who scored from 10.5 to 15.0 marks demonstrated adequate knowledge, good essay writing skills. They managed to explain the roles of the public sector correctly. Moreover, they provided adequate examples in their essays. These candidates clearly explained the role of the public sector as *provision of foreign currency through tourism*, *improving social services*, *provision of employment opportunities*, *ensuring quality education*, *improving infrastructures* and *increasing national income.* However, few candidates failed to provide specific examples to support some points. They also gave insufficient explanations, which hindered them from scoring 15.0 marks. Extract 13.1 shows a response by candidate who attained good marks on this question.

Extract 13.1

13 Public sectors, refers to those sectors that are owned by the government. They are controlled by the laws laws and principles that formulated by the government. Examples of these public sectors are Educational sector, Health, economic sectors like Tanzania Revenue Authority, Bank of Tanzania, Tourism sector and agriculture sectors. The following are roles of public sectors in bringing development in Tanzania.

Firstly they provide foreign currency, these are some sectors that provide foreign currencies in Tanzania, for example tourism sector and Mining sectors. Through these sectors the government of Tanzania has increased her income by selling valuable minerals like Gold, Tanzanite and Diamond, and also from the tourists from different countries who come to visit different national parks like Serengeti and Mikumi.

Also they improve social services, through these sectors social services are well improved for example health services and water services

13 are well improved to those areas which are seen by Mining Centres and those who live around or near different national parks. This is because there are special fund which is provided to us to support different social activities in the society.

Another they provide employment opportunity, it is true that public sectors provide employment to the people, for example there are some people who employed in mining sector, tourism sector and also education sector. This will lead to the improvement of living standard of the people and hence bringing development in our country.

Not only that but also improvement of infrastructure, the public sectors also through its finance that provided, they contributed much on the improvement of infrastructure for example the road from Iringa to Dodoma and also the rail way of standard gauge from Dar es Salaam to Mwanza. This rail it constructed by using our own finance so this is how those public sector bringing development in Tanzania.

Like wise they ensure provision of education, it is true that public sectors encourage education provision in, through construction of different education infrastructure like classrooms, laboratories and provision of different teaching facilities like books. Through finance from these sectors different problems that faced education are reduced like problem of desks,

13	Also improvement of national income, through through he use different taxes that collected by the Tanzania revenue authority from these sectors, the income of national is widely increased, because these sectors nowadays are productive and not dependent.
	Even though these sectors have contributed in development, also they faced with different problems like poor budget from the government, lack it is enough experts to run these sectors and also technological backwardness.

Extract 13.1 indicates a candidate who was able to explain all six roles of public sector in bringing development in Tanzania.

The candidates who scored 0.0 to 5.5 marks manifested a number of weaknesses, such as lack of focus in answering the question and poor essay writing skills. For example, one of the candidates failed to write an essay; instead, he/she outlined the facts with poor justifications. Extract 13.2 shows a sample of a poor essay organization from the script of a candidate who responded poorly to this question.

Extract 13. 2

13	i/ To provide tte better social services to tte all members of tte Community.	
	ii/ To create an employment opportunities	
	iii/ To provide aids for those who are unable to afford the basic needs eg food	
	iv/ To Improve the Infrastructure in Terms of transport and Communication network	
	v. /to educate Society on various cross cutting Issues like diseases, and other issues Concerns to the society	

Extract 13.2 shows a poor response from the script of a candidate who failed to justify the responses and lacked essay writing skills.

2.2.4 Question 14

This question was set from the topic "Tanzania in Global Politics." It required the candidates to examine six motives for the transformation of the Organization of African Unity (OAU) to the African Union (AU). The question was optional. It was attempted by 78 candidates out of the 907 who sat for the examination. Among the 78 candidates, 71 candidates (91%) scored from 0.0 to 5.5 marks, which was poor performance; and the remaining 7 candidates (9%) had average performance, scoring from 6.0 to 10.0 marks. The overall performance on this question was poor, since 71 candidates (91%) scored from 0.0 to 5.5 marks. The question was based on facts; it required the candidates to provide the years of the establishment of the OAU and AU as well as the motives for the transformation from the OAU to AU. This might explain why many candidates skipped this question. Figure 14 shows the performance of candidates on this question.
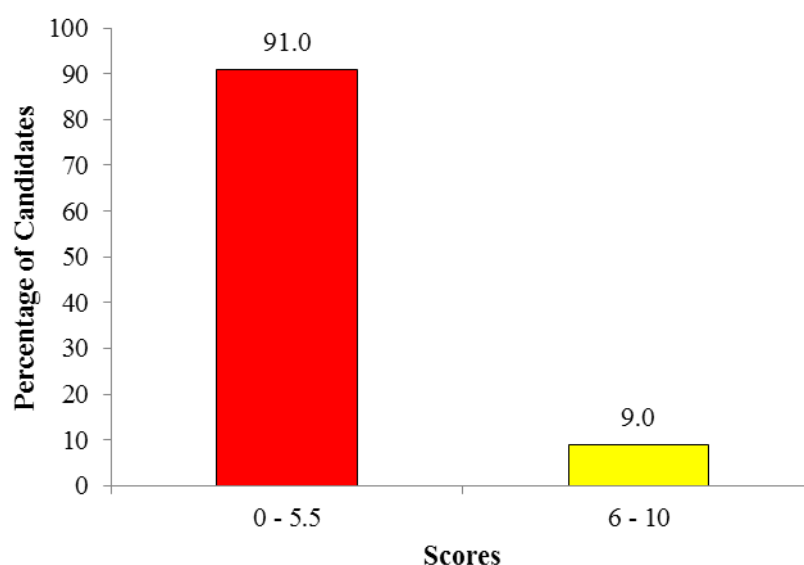
Figure 14: *Candidates' Performance on Question 14*

The candidates who scored 0.0 to 5.5 marks failed to meet the requirement of the question. They lacked adequate knowledge of the subject matter; some of them misinterpreted the motives for transformation as the motives for the establishment. This was contrary to the requirement of the question. For example, some candidates wrote *to eradicate colonialism*, *to promote individual health* and *decolonization*; these were the motives for the establishment of OAU. Some candidates scored correctly only in the introduction part. In addition, these candidates manifested poor proficiency in the English language; and poor skills in essay writing. They focused only on the points required, but paid no attention to the quality of their answers. Extract 14 is illustrative.

Extract 14

14 ' Organization of African unity is an organization that found in African country. The following are the motives for the transformation of the organization of African unity (OAU) to the African union.

To correct the policy which have weaker; this because they seen that the policy weaker hinder the achievement in their development.

To have same voice in UN; this because they want to have their power in this UN.

To have independent economy; this because the former policy can fail to push the independence economy.

To solve African problem; this can made to have the save place to bring the problem of their countries.

> Extract 14 shows that the candidate failed to provide strong arguments to defend his/her points. Therefore, he/she scored low marks.

The candidates who scored from 6.0 to 10.0 marks demonstrated adequate knowledge of the topic. They examined some of the motives for the transformation from the OAU to AU. Examples are *to achieve greater unity and solidarity among African countries, to achieve global competition in political and socio-economic integration* and *promoting sustainable development in Africa.* However, these candidates failed to score higher marks since they failed to provide basic facts such as the years in which the OAU and AU were established. They also failed to justify their answers.

2.2.5 Question 15

This question was set from the topic "Government and Politics." It required the candidates to explain six points on the importance of good governance in national economic development. The question

was optional, and it was attempted by 700 candidates. Among them, 515 candidates (73.6%) scored from 6.0 to 10.0 marks, which was average performance; and 129 candidates (18.4%) had good performance, scoring from 10.5 to 15.0 marks. Those with poor performance, who scored from 0.0 to 5.5 marks, were 56 (8%). The general performance on this question was average, since 515 candidates (73.6%) scored from 6.0 to 10.0 marks. Figure 15 summarises the candidates' performance on question 15.
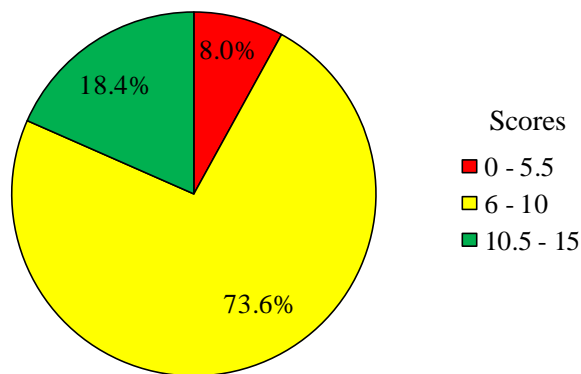
Figure 15: *Candidates' Performance on Question 15*

The candidates who scored from 6.0 to 10.0 marks demonstrated adequate knowledge of the topic and successfully showed the importance of good governance in national economic development. However, a number of responses lacked clear elaborations, while some of them had poor introductions and conclusions; all these lowered their scores.

The candidates who scored from 10.5 to 15.0 marks had adequate knowledge of the topic and good essay writing skills. Additionally, coherent English sentences contributed to their good performance. A number of the candidates managed to explain the importance of good governance in national development. Some of the correct points provided were; *promotes security*, *improvement of infrastructures*, *development of science and technology* and *availability of employment opportunities.* Extract 15.1 illustrates this.

Extract 15.1

15. Good governances is all principles teacn guide or goveiner all responsibility of the Goverment in the State. or country, The good govenances is indicated by, presences of accun tebility and Transparent, openes, Rule of law Free and Feuir election, Bill of right and effectiveness- the presences of good govenances in any Nation of influence the na tional economic development.

The following are the importances of good governances in National Economic development.

It promote security to the people on the society, that Means in any National the presences of security a very important in influence the development in economic rea or becaus the cities May be free in doing any productive activities like Trade Without any Fear, hence influence the National Economic development.

It promote unity and solidanity among Member of the nation where by the peo ple May unite to do any activities in any place by co-operate to each other or through this it May influence the National Economic development becaus the area where there a disunity, no development that May occur.

Improvement of Influstructures especially Transport and communication system where by the society May communi cate and transfer from one place to another

15 For any purpose example Trade and other activities which usual the development May occur early. So the good governances of ensure that the Transport and Communication are being developed or improved so that to influence development in their countries

It influence the development of Economic sectors Example Agriculture, Trade, mining and Industrial sectors by allowing people to participate in different activities which Mainly help the development to occur. but also the governances May provide aids or loans to their people in order to participate in different activities early like in Agriculture sectors.

It emphasis on development of Science and Technology; This Means if there is Good governance in the Nation May emphasis in development of Science and Technology by constructing the industries in their Nation hence Economic development occur.

It promote Employment opportunities to their citizens; In any Nation if there is good governance if which there are occurrence of employment opportunity to their people so that to influence development to occur because When people May employed their development also May occur early.

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15	Good governances May occur through the presences of Free and Fair elections but also the presences of accura tebility and Transparency

> Extract 15.1 is a response from a candidate who managed to meet the demand of the question by giving out all six importance of good governance in national economic development.

The candidates who scored from 0.0 to 5.5 marks lacked knowledge of the subject matter. They demonstrated weaknesses such as repetition of answers, poor essay writing skills, insufficient details, and lack of focus. For example, one candidate wrote pillars of democracy instead of the importance of good governance in national economic development. Some of the points provided were:

> Free and fair election, freedom of worship, free movement of people, freedom of mass media and multiparty system instead of ensuring government revenue collection, good provision of social services, ensure peace and security, attracting foreign investors and promotion of human rights.

Extract 15.2 is a sample of poor response.

Extract 15.2

15	The importance of good governa nce in National economic developme nt is the following. Free market, free mrk they help to develop our national econo mic because people they do move frome one market to another in or der to seach good market of owned our goods either helped to develo p our National economic. free and fair election, they help to develop our National econo mic because People are free to

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is asked the question to ur leader even to know how the resourses are used.

freedom of worship, it help to develop the National economic becau se the people fear to bad behaviour then do thing which is good so the freedom of worship they help to develop the National economic development.

free movement of people, the movement of people they help to develop ou National economic because if the people move from one to anothe r they copy the style of living & how others they do inorder to develop our nation.

freedom of mass media, they he lpe to develop our National economic becouse they promote many things which help to develop our National economic example freedom of mass media, they expless they the goods which making so other country if they love they come and by so National economic they develop.

Multiparties, the presence of multiparties they help to develop the national economic because the people our free to choose the party which lead ruled inorder to develop our National economic developme nt example.

Extract 15.2 is a response from a candidate who scored lower marks because of providing irrelevant points, repetitions, and insufficient details.

2.2.6 Question 16

This question was set from the topic "Culture and Philosophy." It required the candidates to elaborate six efforts undertaken to promote and preserve our culture. The question was optional, and it was attempted by 413 candidates. Among them, 319 candidates (77.2%) scored from 6.0 to 10.0 marks, which was average

performance; and 56 candidates (13.6%) had good performance, scoring from 10.5 to 15.0 marks. Candidates with poor performance scored from 0.0 to 5.5 marks; they were 38 candidates (9.2%). The overall performance on this question was average, since 319 candidates (77.2%) scored from 6.0 to 10.0 marks as shown in Figure 16.
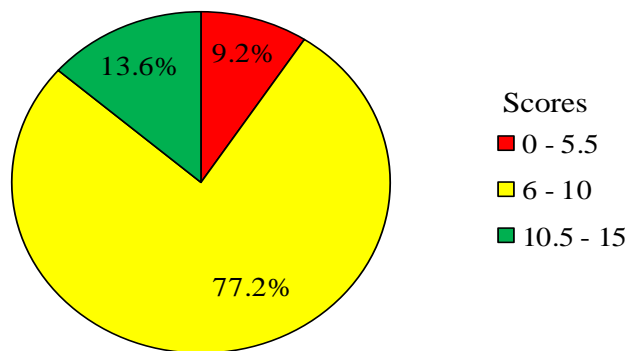

Figure 16: *Candidates' Performance on Question 16.*

The candidates who scored from 6.0 to 10.0 marks had adequate knowledge of the topic. However, they could not score full marks because of weaknesses such as inability to comprehensively exhaust the required points and repetition of points.

The candidates who scored from 10.5 to 15.0 marks demonstrated good understanding of the question and had sufficient knowledge of the topic. These candidates managed to write and justify their answers. Most of them were able elaborated the six efforts undertaken to promote and preserve our culture by giving out points like *establishment of museum*, *improvement and promotion of language*, *establishment of national and traditional festival* as well as *establishment of national sports and council*. Extract 16 is a sample of good response in this question.

Extract 16

16. Efforts Undertaken to promote and Preserve our culture.

Culture is the totally way of living or is the way of living of a particular society. In Tanzania there are different ways of living in different tribes and society.

Culture is involves different element like language, Arts, Taboos, Customs, Traditional and Sports and games. Culture are the tool of identify and expressing people like Style. Culture it used to promote language and used to express people way of dressing, type of food they use and different traditionalactivities.

The following are effeat taken to promote and preserve our culture:

First, provision of Special places which are used for sports and games. These places are sele selected to protect and preserve spoots and games which are involves in culture activities.

Second, Improvement of language. language as a media of communication must improved well in order to simplity communication and to identify people like kiswahili in Tanzania

Improvement of national dressing. In order to improve and preserve culture the national dress must be encourage in the people in a particular society like masai" they dressing way are all known by different people in different part of the world.

Improvement of Arts and Crafts. people whoare involving who involving in different art activities are supposed to be encourage by the people in the society. And their work must be

16	protected and stored at a specific places in order to preserve their work in a society..
	Encouragement for people who are involved in different drama activities and painting activities in order to improve their work. Due to that encouragement they can produce more and good activities which can exist for long which can identify and promote a nation which are involved.
	Government support for those people who are involved in promoting traditional activities like painting, store teller and those who are sing and dance traditional songs. They are should be promoted and preserve their work in the tape recorder and different filems.
	There for to promote and preserve culture the are many of reason to make it in order to promote and preserve it in different ways like provi sion of special places, government support and encoura gment for those arts people

Extract 16 is a sample of a response by a candidate who responded well to this question by elaborating six efforts undertaken to promote and preserve our culture.

The most noticeable weaknesses displayed by those who scored from 0.0 to 5.5 marks were inadequate knowledge of the subject matter, insufficient number of points and inability to provide relevant justification for the answers. However, the candidates responded to the question by considering their various cultures. This lead to variation in marks.

3.0   ANALYSIS OF CANDIDATES PERFORMANCE ON EACH TOPIC

The Development Studies (711) examination had 16 questions which were set from all the six topics in the syllabus. The general performance of the candidates was good because out of the six topics, the candidates demonstrated good performance on five topics and average performance on one topic. The topics on which the candidates showed good performance were *Government and Politics (94.3%), Citizenship and Human Rights (91.1%), Culture and Philosophy (90.8%), Theories and Aspects of Development (79.4%),* and *Globalization (76.6%).* The topic on which the candidates showed average performance was *Tanzania in Global Politics (62.2%).*

The best performance of candidates was on question 11 from the topic of *"Theories and Aspects of Development"* on which 814 out of 835 candidates (97.6 %) scored from 6.0 to 15.0 marks. Their performance on question 7 from the topic of *"Government and Politics"* ranked second, since 876 out of 907 candidates (96.6%) scored from 2.0 to 4.0 marks. Also the candidates' performance was good on questions 1, 2, 3, 12 and 13 from the topic *"Theories and Aspects of Development,"* questions 5 and 6 (*Tanzania in Global Politics*), questions 8 and 9 (*Citizenship and Human Rights*), question 10 (*Globalization*), Question 15 (*Government and Politics*) as well as question 16 (*Culture and Philosophy*), while candidates had average performance on question 14 from the topic *Tanzania in Global Politics*, and performed poorly on question 4 from the topic "*Theories and Aspects of Development*."

4.0   CONCLUSION AND RECOMMENDATIONS

4.1   Conclusion

The performance of the candidates in DSEE 2018 Development studies (711) examination was generally good, since 100 percent scored 40 percent and above. These candidates with good performance demonstrated adequate knowledge, good organizational skills and good understanding of the topics from which the questions were set. However, the analysis revealed that the candidate's responses to various questions showed challenges in answering the questions; these included lack of adequate knowledge of some topics such as *"Theories and Aspects of Development* and *Globalization".* In relation to *Tanzania in Global Politics*, the

candidates' performance manifested inadequate knowledge, inability to focus and interpret the questions, as well as poor proficiency in the English language.

4.2 Recommendations

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

(a) Tutors should encourage student-teachers to read extensively a variety of textbooks, journal articles, and newspapers for current news, instead of memorizing notes from the modules provided in the classroom.

(b) The Ministry of Education, Science and Technology or the concerned institution (Tanzania Institute of Education (TIE) should revise the Development Studies course to include current issues from international affairs and address issues in different organizations that have since changed, such as the UN which was popularly known as the UNO.

(c) Tutors should train student-teachers to read and identify what the question requires before they start attempting it.

(d) Tutors should be given regular in-service training and seminars in order to acclimatize themselves with some of the challenging topics in the syllabus. Such topics are Tanzania in Global Politics, Theories and Aspects of Development, and Globalization.

THE SUMMARY OF PERFORMANCE OF CANDIDATES BY TOPIC

S/N	Topic	Question Number	Performance in Percentages		Remarks
			40 percent or more	Average	
1	Government and Politics	7	96.6	94.3	Good
		15	92		
2	Citizenship and Human Rights	8	96.3	91.1	Good
		9	85.8		
3	Culture and Philosophy	16	90.8	90.8	Good
4	Theories and Aspects of Development	1	52.1	79.4	Good
		2	95.9		
		3	91.8		
		4	35		
		11	97.6		
		12	88.6		
		13	95		
5	Globalization	10	76.6	76.6	Good
6	Tanzania in Global Politics	5	91.5	62.2	Average
		6	86		
		14	9		