

**THE NATIONAL EXAMINATIONS COUNCIL OF TANZANIA**



**CANDIDATES' ITEM RESPONSE ANALYSIS REPORT FOR  
DIPLOMA IN SECONDARY EDUCATION EXAMINATION  
(DSEE) 2019**

**711 DEVELOPMENT STUDIES**

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## **FOREWORD**

The National Examinations Council of Tanzania is pleased to issue the 2019 Candidates' Items Response Analysis Report of the Diploma in Secondary Education Examination (DSEE) for Development Studies. This report intends to provide 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 course. This evaluates the effectiveness of the education system in general and education delivery in particular by analysing the candidates' performance. We believe that, candidates' responses to the examination questions is one of the indicators of what the education system was able or unable to offer to the student teachers in their two years of Diploma in Secondary Education.

In this report, issues which have influenced the candidates to answer the questions correctly/incorrectly have been analysed. The analysis shows that candidates with good performance provided appropriate responses as they were able to identify the task of each question and had enough knowledge on the subject matter and good mastery of English Language which is the language of instruction while candidates with poor performance lacked such qualities. The analysis of each question has been done whereby the strengths and weaknesses shown by the candidates in answering the questions have been analysed. We hope that the feedback provided through this report will enable the education 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.

Finally, the Council would like to thank all the examination officers, examiners and all others who participated in different capacities in the preparation of this report.

Dr. Charles E. Msonde  
**EXECUTIVE SECRETARY**

## 1.0 INTRODUCTION

This report aims at providing feedback about the performance of the candidates who sat for the Diploma in Secondary Education Examination in May, 2019 in 711- Development Studies' subject. The total of 3,236 candidates sat for the examination, out of whom 4,079 candidates studied using the University of Dodoma (UDOM) curriculum and 3,236 candidates used 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	Sat	Number of Candidates and Percentage (%)					
		Passed	Grades				
			A	B	C	D	F
ALL (DSEE)	7,315	7,247	1	399	4917	1930	66
		99.07%	0.00%	5.45%	67.22%	26.38%	0.90%
UDOM CURRICULUM (DSEE)	4,079	4,037	1	382	2770	884	41
		98.97%	0.00%	9.36%	67.91%	21.67%	1.00%
TIE CURRICULUM (DSEE)	3,236	3,210	0	17	2147	1046	25
		99.20%	0.00%	0.52%	66.35%	32.32%	0.77%

The Table shows that 3,210 (99.20%) candidates who used TIE curriculum passed the examination and 4,037 (98.97%) candidates who used the UDOM curriculum passed. However, there was only two candidates who passed at A grade.

In this report, the analysis of the performance in each question and topic is based on the candidates who sat for the examination using TIE curriculum only since the assessment for the candidates who pursued DSEE using

UDOM curriculum was short-lived and it ended in 2019. This choice is deemed important because examination reports are meant to give recommendations for future examinations.

The Development Studies paper had sections A and B. Section A consisted of 10 compulsory, short answer questions, while Section B consisted of six essay questions, from which the candidates had to choose four questions. Each question in Section A carried 4 marks, whereas, each question in Section B carried 15 marks. The performance in Section A was considered to be good if the candidates' scores ranged from 3 to 4 marks; average if the candidates got scores that ranged from 2 to 2.5 marks; and weak if the candidate scored from 0 to 1.5 marks. However, in Section B, good performance ranges from 10.5 to 15 marks; average performance ranged from 6 to 10; and poor performance ranged from 0 to 5.5. These performances are presented in figures and the appendix using green, yellow and red colours respectively.

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

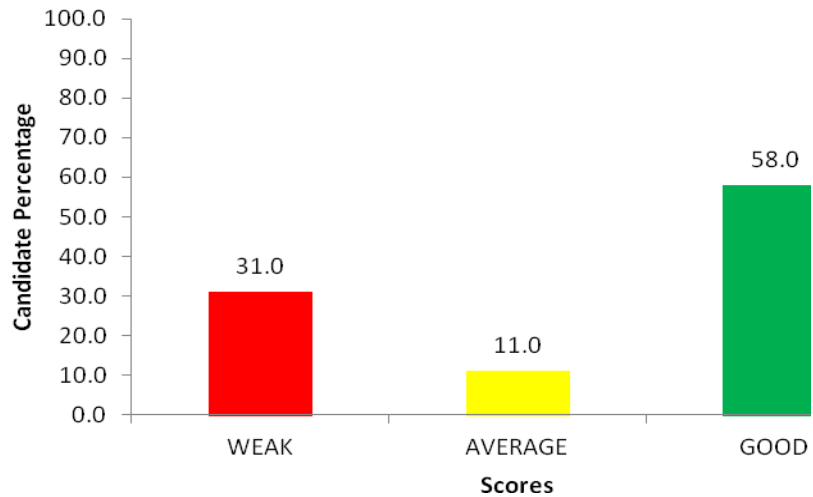
## **2.0 ANALYSIS OF THE CANDIDATES' PERFORMANCE IN EACH QUESTION**

### **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 name four types of unemployment according to Clark. The question was compulsory and was attempted by all 3,236 candidates who sat for the examination. Out of those, 1002 candidates (31%) got scores that ranged from 0 to 1.5 marks (poor performance) and 1,878 candidates (58.0%) had scores ranging from 3 to 4 marks, which was indicative of good performance. Those with average

performance, whose scores ranged from 2 to 2.5 marks, were 356 candidates (11.0%). The general performance for this question was average, since 2,234 candidates (69.0%) had scores ranging from 2 to 4 marks. Figure 1 summarises the performance of the candidates for this question.



**Figure 1:** Candidates' performance for question 1

The candidates whose scores ranged from 3 to 4 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 and well clarified responses such as *friction unemployment*, *structural unemployment*, *cyclical unemployment* and *hidden unemployment*. However, the variation of marks in this cluster was due to difference in the number of relevant facts presented by the candidates.

Of four types of unemployment according to Clark	
i) Structural unemployment.	
ii) Hidden unemployment.	
iii) Cyclical unemployment	
iv) Frictional unemployment.	

Extract 1.1: A sample of a candidate's good response in question 1

The candidates 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, one of the candidates named *seasonal unemployment*, *structure unemployment* *technological unemployment* and *friction unemployment*.

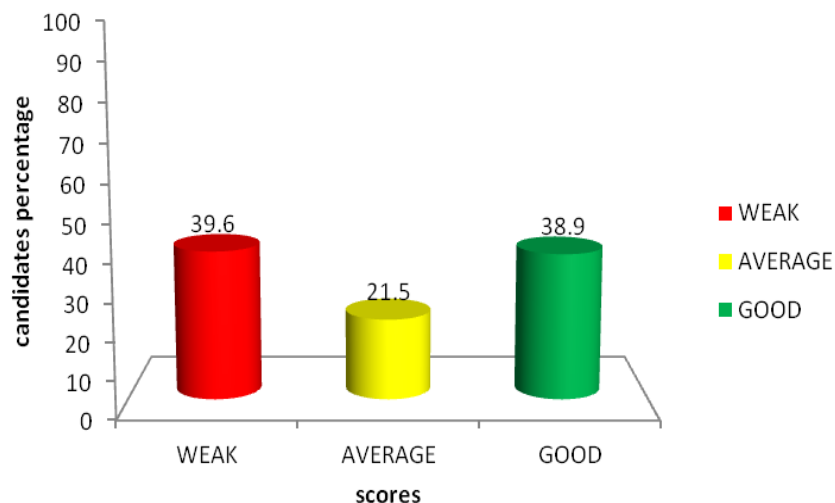
On the other hand, the candidates who scored from 0 to 1.5 marks had inadequate knowledge of the subject matter; some of them failed to understand the demand of the question. For example, one candidate named incorrect answers such as *social unemployment*, *classical unemployment*, *cultural unemployment* and *political unemployment*.

1	(i) social unemployment .
	(ii) classical unemployment .
	(iii) cultural unemployment .
	(iv) political unemployment .

Extract 1.2: A sample of a candidate's poor response in question 1

### 2.1.2 Question 2

This question was set from the topic "Theories and Aspects of Development". The candidates were supposed to list down four ways of avoiding risk behaviour that leads to HIV/AIDS infections. The question was compulsory and was attempted by all the candidates. Among them, 1,258 candidates (38.9%) got scores that ranged from 3.0 to 4.0 marks, which was good performance: 695 candidates (21.5%) had scores from 2.0 to 2.5 marks, which was average performance. Those with poor performance had scores that ranged from 0 to 1.5 marks; they were 1283 candidates (39.6%). The data indicate that the performance on this question was average, since 1,953 out of 3,236 candidates (60.4%) scores ranged from 2.0 to 4.0 marks. A summary of the candidates' scores is presented in Figure 2.



**Figure 2:** *Candidates' performance for question 2*

The candidates whose scores ranged from 3.0 to 4.0 marks demonstrated adequate knowledge of the subject matter and made correct interpretation of the question. These candidates managed to list down ways of avoiding risk behaviour that leads to HIV/AIDS infections such as *maintaining safe sexual intercourse by using condoms, avoiding blood transfusion from affected persons to unaffected one, avoiding sharing of sharp edged or pointed instruments like knives, razor blades, syringes, and avoid drug abuse* as shown in extract 2.1.

02	Four ways of avoiding risk behaviour that leads to HIV/AIDS infections are	
(02)		
	(i) Maintaining safe sexual intercourse by using condoms.	
	(ii) Avoiding blood transfusion from affected person to unaffected one.	
	(iii) Avoiding sharing of sharp edged or pointed instruments like knives, razor blades, syringes and;	
	(iv) Avoid drug abuse and misuse which lead to influence evils like rape and unsafe sexual actions.	

Extract 2.1: A sample of a candidate's good response in question 2

The responses of the candidates who got scores ranging from 2 to 2.5 marks showed that they had inadequate knowledge of the topic. The candidates could not score higher marks because some of their answers were not relevant to the question and failed to fulfill the required number of points.

The few candidates whose scores ranged from 0 to 1.5 marks failed to understand the question or lacked knowledge of the subject matter. For example, one of the candidates listed down the following responses: *guidance and counseling from the elders, cooperation in different activities, performing different activities and education*. Extract 2.2 is a sample of a response from a candidate who deviated from what the question required.

2.	Four ways of avoiding risk behavior that lead to HIV/AIDS infection.	
i/	Guidance and counseling from the elders or any other on the effect of HIV/AIDS.	
ii/	Cooperation in different activities	
iii/	Performing different activities such as exercise which may keep one busy.	
iv.	Education.	

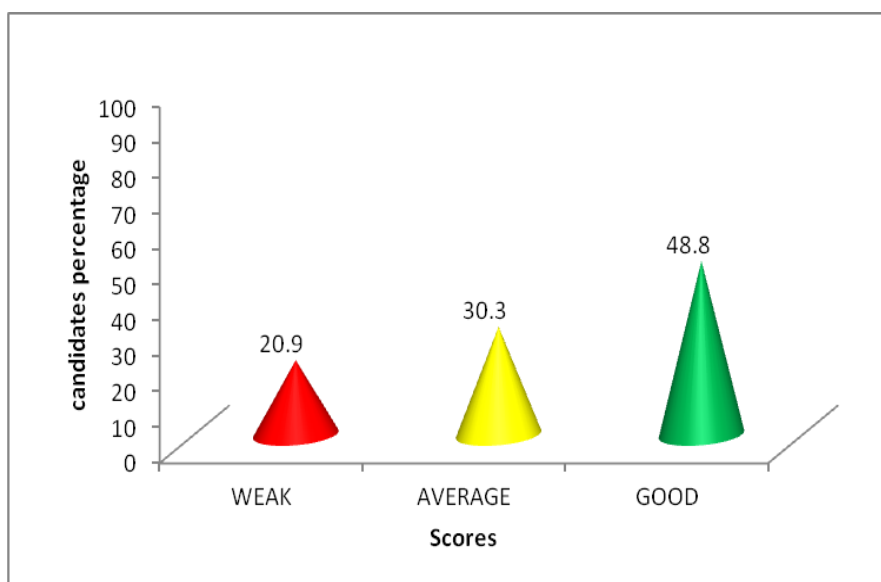
Extract 2.2: A sample of a candidate's poor response in question 2

### 2.1.3 Question 3

This question was set from the topic "Theories and Aspects of Development". The question had two parts (a) and (b). The candidates were required to give one distinction between the following basic concepts related to gender: (a) Gender equality and gender equity, (b) Gender and gender issues. It was a compulsory question. Thus all the 3,236 candidates who sat for the examination attempted it. The performance shows that 1,579 candidates (48.8%) got scores that ranged from 3 to 4 marks (good performance); 982 candidates (30.3%) had scores from 2 to 2.5 marks (average performance) while 675 candidates (20.9%) got scores which ranged from 0 to 1.5 (poor performance).

However, the general performance was good, since 2561 candidates (79.1%) scored from 2 to 4 marks. Figure 3 shows the performance of the candidates in this question.





**Figure 3:** Candidates' performance for question 3

The candidates whose score from 3 to 4 marks demonstrated adequate knowledge. They managed to distinguish those basic concepts related to gender. However, some of the candidates could not manage to score all marks because they were unable to fulfill the required number of points or they had problems in using English language to present their points. Extract 3.1 displays a sample of a response of a candidate who presented correctly the distinction of the concepts.

3	(a) Gender equality: This refers to the equal considerations between male and female in the society in terms of resources owning together with different opportunities example in access of education and decision making
	WHILE
	Gender equity: This refers to the principles of justice which inculcate gender equality in the society by ensuring equally considerations between male and female in different matters. Example in owning resources and even in equal access of education.

3	(b) Gender. This refers to the social differences between male and female in the community in terms of economic issues such as owning of resources (richness), social issues such as education, and even in politics such as leading others.
	WHILE
	Gender issues: This refers to all missions concerning with gender which people are aware of in the community such as gender discrimination, gender oppression, gender imbalance, and gender stereotype which all these tends to undermine women or female in the community in different aspects.

Extract 3.1: A sample of a candidate's good response in 3

The candidates whose scores ranged from 2 to 2.5 marks had limited knowledge which made them provide partially correct distinctions of the gender basic concepts especially. Some of the candidates defined gender issues as *the one that deals with both male and female issues concern of all aspects* and/or *gender issues are those programs which are related to gender in the society or community*.

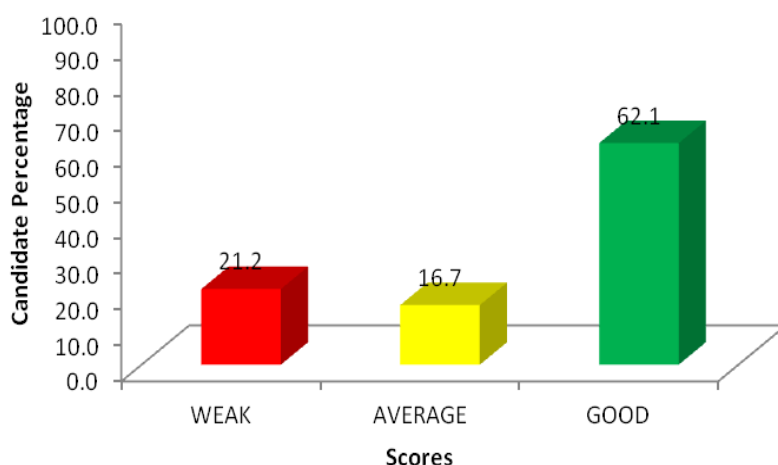
On the other hand, few candidates who had scores ranging from 0 to 1.5 marks failed to understand the question, while some of them lacked knowledge of the topic and others had problems in English language. Extract 3.2 is a sample of responses from a candidate who deviated from the question and hence scored poor marks.

3	<p>(i) Gender equality, leads about cooperation of the society, is in society and also to know the that all are equal in all works.</p> <p>(ii) Gender equity, brings about the right of all sex to be not undermines other.</p> <p>(b) (i) Gender, Brings about solidarity and cooperation in society.</p> <p>(ii) Gender issues, Bring awareness of male and female to know their rights and information about gender.</p>
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Extract 3.2: A sample of a candidate's poor response in question 3

#### 2.1.4 Question 4

This question was set from the topic "Theories and Aspects of Development". The candidates were supposed to enumerate four major efforts which can foster privatization in Tanzania. The question was compulsory and was attempted by all 3,236 candidates who sat for the examination. Among them, 687 candidates (21.2%) got scores that ranged from 0 to 1.5 marks (poor performance); 538 candidates (16.7%) had scores ranging from 2. to 2.5 marks (average performance) while 2,011 candidates (62.1%) got scores that ranged from 3 to 4 marks (good performance). The general performance for the question was good, since 1,225 candidates (78.8%) scored from 2.0 to 4.0 marks. Figure 4 summarises the performance for this question.



**Figure 4:** Candidates' performance for question 4

The candidates who scored from 3 to 4 marks provided relevant answers like *easy access for loans, formation of investment policies to favour Tanzanians, provision of fund for youth and women to invest and proper education and training of investments in Tanzania*. 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 repetition of points and problems in using English language to present their ideas. Extract 4.1 indicates a candidate who was able to enumerate major efforts which can foster privatization in Tanzania.

4	i) Easy access for Loans	
	ii) formation good Investment policies to favour Tanzanians	
	iii) Provision of funds for youth and women to invest	
	iv) Proper education and training of Investments in Tanzania	

Extract 4.1: A sample of a candidate's good response in question 4

The candidates whose scores ranged from 2 to 2.5 marks portrayed a number of limitations, which affected their performance. Such weaknesses included inability to meet the number of points

required, repetitions, and mixing both relevant and irrelevant points. For example, one of the candidates wrote *employment opportunities, improving living standard of people, improving science and technology, and improving infrastructure*. Another candidate wrote points like *encourage harmonious environment to the investors, to provide social services to the investors and to avoid tariff to manufacturing of goods*.

The candidates whose scores ranged from 0 to 1.5 marks, (weak performance) displayed inadequate knowledge of the concepts about privatization. They provided inappropriate responses, deviating from the demand of the question. For example, one candidate wrote about development sectors instead of enumerating the major efforts to be used to foster privatization in Tanzania which include improving operational efficiency of enterprises, expanding the role of private sectors in the economy, encouraging wider participation in the ownership of private investment relating to production and developing more policies for harmonious environment for privatization. Extract 4.2 shows a sample of a response from one of the candidates who deviated from the question demands.

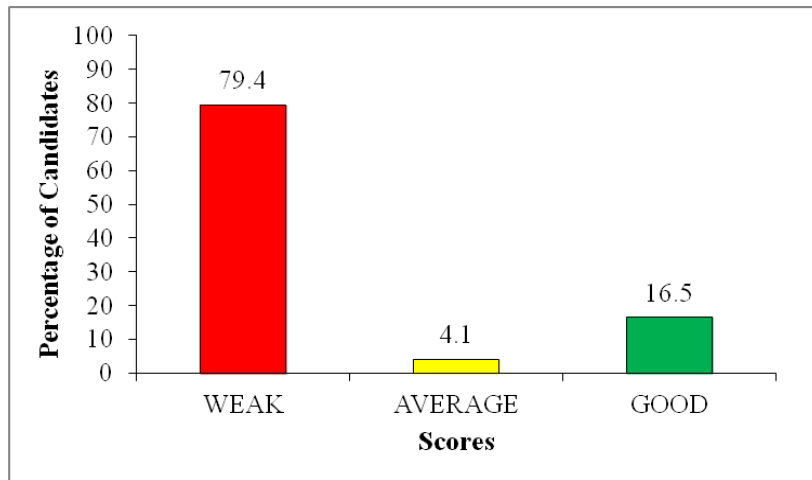
4	i) Education sectors	
	ii) Agriculture sectors	
	iii) Mining sectors	
	iv) Industrial sectors	

Extract 4.2: A sample of a candidate's poor response in question 4

### 2.1.5 Question 5

This question was set from the topic "Tanzania in Global Politics." It required the candidates to explain briefly four types of Tanzania's international relations. The question was compulsory and was attempted by all candidates (3,236) who sat for the examination. Out of them, 533 candidates (16.5%) scored from 3 to 4 marks (good performance); 135 candidates (4.1%) got scores ranging from 2 to 2.5 marks (average performance) while 2,568 candidates (79.4%) had scores that ranged from 0 to 1.5 marks (poor performance). The general performance for this question was poor,

since only 668 candidates (20.6%) got scores ranging from 2 to 4 marks as shown in Figure 5.



**Figure 5:** Candidates' general performance for question 5

The candidates whose scores ranged from 3 to 4 marks met the required number of points and manifested a good understanding of the topic in general and the question in particular. However, the accuracy of their responses differed from one candidate to another. The candidates in this group managed to explain briefly four types of Tanzania's international relations such as *political relations*, *economic relations*, *social relations* and *cultural relations*. Extract 5.1 presents a good response of a candidate who explained briefly the types of International relations in Tanzania.

5.	i Political relations - Is the cooperation of two or more countries in political matters
	ii Economic relations - Is the cooperation of two or more countries in economic matters. like Agriculture and industrial sectors
	iii Social relations - Is the cooperation of two or more countries in social matters like health and education matters.
	iv Cultural relations - Is the cooperation of two or more countries in cultural matters

Extract 5.1: A sample of a candidate's good responses in question 5

The candidates whose scores ranged from 2 to 2.5 marks understood the demands of the question; hence, they presented correct responses. However, their answers showed weaknesses, which hindered the candidates from scoring higher marks as they replicated facts and failed to meet the required number of points.

The inability to fulfill the required number of points and the general lack of knowledge characterized the responses of the candidates whose scores ranged from 0 to 1.5 marks. Also, problems in using English language hindered some candidates to understand the requirements of question. As a result, they deviated from the demands of the question. For example, one of the candidates explained various regional groupings and International organizations. Extract 5.2 indicates the response of the candidate who explained regional economic integrations and international organizations.

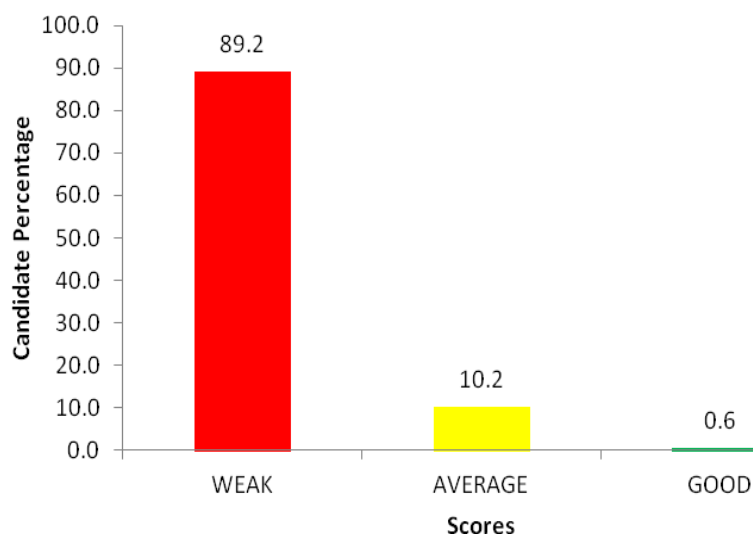
5.	DEAC: East African Community which include Tanzania, Kenya, Uganda, Burund and Rwanda.
	SADEC -
	UNO: United Nation organization it involves Kenya, Uganda, Tanzania, Malawi, Zanzibar, USA.
	AU: African united in it involves all country in Africa for example Tanzania, Uganda, Kenya, Malawi, Zanzibar, burund, Rwanda and south Africa.
	SADC - South Africa Democratic community it include south Africa, Tanzania, Uganda

Extract 5.2: A sample of a candidate's poor response in question 5

### 2.1.6 Question 6

This question was set from the topic "Tanzania in Global Politics". The task of the candidate was to give reasons as to why Tanzania

withdrew from the Common Market for Eastern and Southern Africa (COMESA). The question was compulsory and was attempted by all 3,236 candidates who sat for the examination. Among them, 21 candidates (0.6%) had scores ranging from 3 to 4 marks (good performance) and 328 candidates (10.2%) got scores that ranged from 2 to 2.5 marks (average performance) while 2,887 candidates (89.2%) got scores ranging from 0 to 1.5 marks (poor performance). Generally, the performance of the candidates for this question was poor because 349 candidates (10.6%) scored from 2 to 4 marks. Figure 6 summarises the performance for this question.



**Figure 6:** Candidates' performance for question 6

The candidates whose scores ranged from 3 to 4 marks demonstrated good understanding of the question and had knowledge on regional organizations; COMESA in particular thus provided responses like *multimembership, trade imbalance, failure to realize its goals and lack of seriousness among members*. However, some candidates failed to score 4 marks (the highest marks in this section) because they failed to provide quality answers and others repeated some of the points they made. Extract 6.1 is a response of a candidate who was able to give reasons which made Tanzania to withdraw from COMESA.



6	Reason for Tanzania withdraw from Common Market for Eastern and southern Africa are
(i)	Multmembership, Tanzania was a member of many regional intergovernmental like East Africa Community
(ii)	Trade imbalance, the lack of balance in the trade among the member cause Tanzania to withdraw
(iii)	Failure to realize its goals, Tanzania failed to realize the goals and success of COMESA
(iv)	Lack seriousness among the member, this also cause the Tanzania to withdraw from Common Market for Eastern and southern Africa

Extract 6.1: A sample of a candidate's good response in question 6

The candidates whose scores ranged from 2 to 2.5 marks had inadequate knowledge of the subject matter. This was reflected by their failure to meet the required number of points and lack of focus in answering the question. These weaknesses made the candidates give both relevant and irrelevant reasons for Tanzania to withdraw from COMESA. For example, one of the candidates wrote: *aim to reduce the regional membership and remain in SADC and EAC, the role played by Jakaya Mrisho Kikwete and failure to realize its goal.*

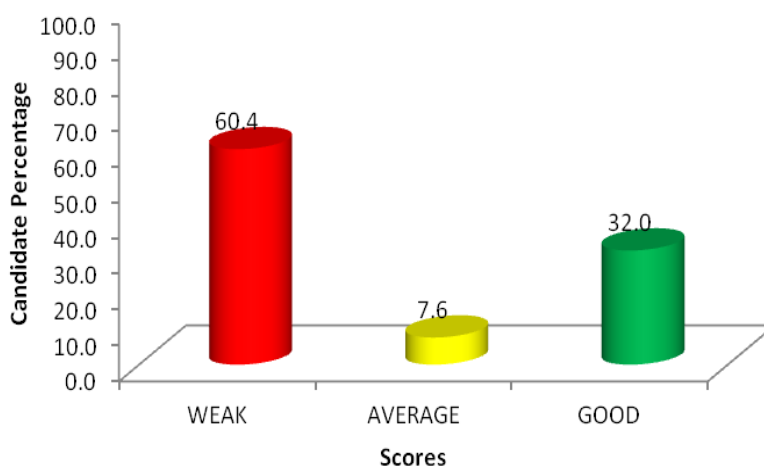
Majority of the candidates (89.2%) had scores that ranged from 0 to 1.5 marks. These candidates failed to identify the demands of the question and consequently provided incorrect responses. For example, one of the candidates outlined the reasons for the Tanzania to withdraw from COMESA when he/she wrote: *the misunderstanding and war between Tanzania and Uganda, the preservation of boundary disputes, lack of permanent member and absence of strong leadership which can elect and rule the relations.* Other reasons for such low scores included failure to meet the required number of points and inability of the candidates to express their ideas in English language. Extract 6.2 a sample of a response from a candidate who in addition to being incompetent in English language failed to interpret the needs of the question.

6.	The misunderstanding and war between Tanzania and Uganda.	
	The preservation of boundary disputes.	
	Lack of Permanent member.	
	Absence of Strong leadership which can elect and ruled the relations.	

Extract 6.2: A sample of a candidate's incoherent responses in question 6

### 2.1.7 Question 7

This question was set from the topic “Theories and Aspects of Development”. The candidates were required to outline four main categories of crimes in the society. The question was compulsory and was attempted by all 3,236 candidates who sat for the examination. Among them, 1,035 candidates (32.0%) got scores that ranged from 3 to 4 marks (good performance) and 245 candidates (7.6%) had scores that ranged from 2 to 2.5 marks (average performance) while 1,956 candidates (60.4%) had scores ranging from 0 to 1.5 marks (poor performance). The general performance for this question was poor since 1,280 candidates (39.6%) got scores that ranged from 3 to 4 marks. Figure 7 gives a summary of performance of the candidates for this question.



**Figure 7:** Candidates' performance for question 7

The candidates whose scores ranged from 3 to 4 demonstrated adequate knowledge of the subject matter and understanding the question. They managed to outline the main categories of crimes in the society such as *crimes against a person*, *crimes against property*, *crimes against morality* and *crimes against state*. However, those who failed to score all the marks allocated for this question had problems in using English language to express their ideas. Extract 7.1 is an example of a response from a candidate who was able to outline the main categories of crimes.

7.	(i) Crimes against personal eg. suicide	
	(ii) Crimes against property like theft	
	(iii) Crimes against moral like prostitution, drug abuse.	
	(iv) Crimes against state like making riots, protecting the prisoners.	

Extract 7.1: A sample of a response of a candidate who had adequate knowledge of the topic

The candidates whose scores ranged from 2 to 2.5 marks had adequate knowledge of the main categories of crimes. However, they could not score high marks due to their failure to meet the required number of points and repetition of points. Besides that, some of the candidates' responses were characterized by both correct and incorrect answers. For example, one of the candidates outlined *crimes against the state*, *crimes against a person*, *national crimes* and *general crimes*.

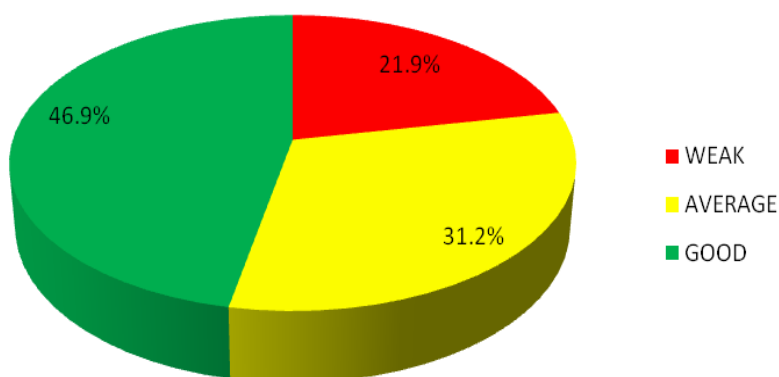
Inadequate knowledge and inability to understand the question led 1,956 (60.4%) candidates to get scores ranging from 0 to 1.5 marks. Some candidates in this category failed to provide the required number of points. Other candidates failed to grasp the requirements of the question, thus instead of outlining four main categories of crimes in the society, they outlined social evils such as *terrorism*, *poching*, *drug abuse* and *prostitution*. Extract 7.2 is a sample of a candidate's response who failed to understand the requirements of the question.

7.	i) Terrorism.	
	ii) Locking.	
	iii) Drug Abuse.	
	iv) Prostitution.	

Extract 7.2: A sample of a candidate's incorrect response in question 7

### 2.1.8 Question 8

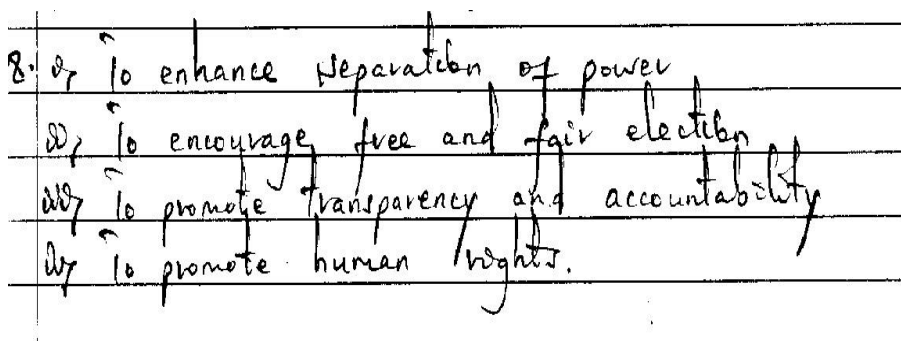
This question was set from the topic “Government and Politics”. It required the candidates to point out four roles of government in the democratic process. The question was compulsory and was attempted by all 3,236 candidates who sat for the examination. Among them, 1,517 candidates (46.9%) had scores that ranged from 3 to 4 marks (good performance), 1,011 candidates (31.2%) got scores ranging from 2 to 2.5 marks (average performance) and 708 candidates (21.9%) got scores which ranged from 0 to 1.5 marks (poor performance). The general performance for this question was good, since 2528 candidates (78.1%) got scores ranging from 2 to 4 marks as shown in Figure 8.



**Figure 8:** Candidates' performance for question 8

The candidates whose scores ranged from 3 to 4 marks demonstrated adequate knowledge of the subject matter. They

correctly interpreted the question. Apart from difficulty in using English language, they provided good answers such as *to provide education to the people about democracy, to support different political parties involved in campaign, to protect human rights and to create conducive environment for election*. Extract 8.1 shows a sample of a candidate who correctly responded to the question on the roles of government in the democratic process.



Extract 8.1: A sample of a candidate's good response in question 8

Some of the candidates got scores ranging from 2 to 2.5 marks. They had a problem in using English language to express their ideas while others mixed-up correct and incorrect responses. For example, one of these candidates pointed out the following responses: *to regulate the law, to ensure free and fair election, to maintain liberation of mass media and to regulate transparency and accountability*.

The 708 candidates (21.9%) whose scores ranged from 0 to 1.5 marks had inadequate knowledge of the topic as they failed to understand the requirement of the question and lacked focus in answering this question. One of the candidates, for example wrote: *pointed out composition to judiciary which supervises the role of law, also deal with law breakers, composition to legislature which are responsible to make law and composition to executive*. Additionally, the majority of the candidates failed to provide correct answers. Instead, they gave answers which included *providing civic education, inclusion of bill of rights in the constitution, enhancing press freedom and ensuring conducive environment to civil society organizations and promote people's participation through them*,

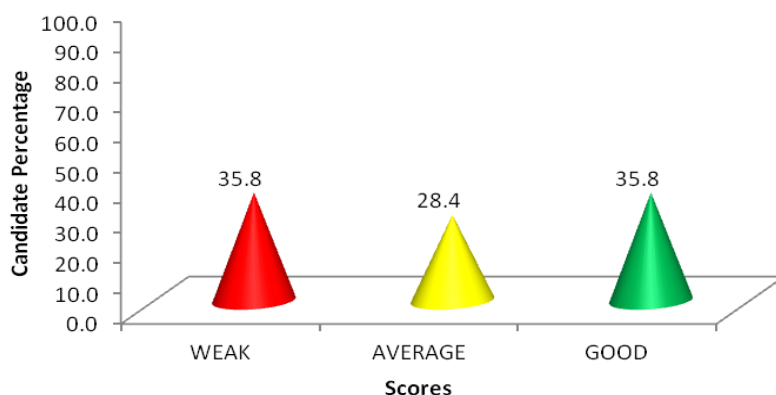
leading to scoring low marks. Extract 8.2 is a sample of a candidate's response who failed to interpret the question correctly.

\$	is composition to judiciary which supervise the role of law, also deal with law breakers	
	is composition to legislature which are responsible to make law also to make amendment of law and to make budget	
	is composition to executive	

Extract 8.2: A sample of a response from a candidate who failed to interpret the question correctly

### 2.1.9 Question 9

This question was set from the topic “Citizenship and Human Rights”. The question had parts (a) and (b). The candidates were required to define the term Human Rights in part (a) and to enumerate three major categories of Human Rights in part (b). The question was compulsory and was attempted by all 3,236 candidates. Among them, 1,160 candidates (35.8%) got scores which ranged from 3 to 4 marks (good performance), 918 candidates (28.8%) had scores which ranged from 2 to 2.5 marks (average performance) and 1,158 candidates (35.8%) got scores ranging from 0 to 1.5 marks (poor performance). The general performance for this question was average since 2,078 candidates (64.2%) got scores ranging from 2 to 4 marks as shown in Figure 9.



**Figure 9: Candidates' performance for question 9**

The candidates who had scores ranging from 3 to 4 marks managed to define Human Rights and to enumerate three major categories of Human Rights and displayed adequate knowledge of the topic. Some of their correct responses were (a) *Human rights refers to the situation whereby in a country citizen or people were given their rights in various issue.* (b) *Political rights, social rights, and economic rights.* However, some of them could not score the highest marks because they failed to provide the required number of points. Extract 9.1 shows the response of a candidate who defined and enumerated the four main categories of Human Rights.

9	(a) Refers to the situation in a country whereby citizen or people <sup>were</sup> given their rights in various issue.	
9	(b) Political rights refers to the situation whereby a person was given a right to participate in political activities. Social right: Is a kind or categories which a person was given a social right for example right to worship Economic right: Is a category of right which a person had given economic right such as to own property.	

Extract 9.1: A sample of a candidate's good response in question 9

The candidates whose scores ranging from 2 to 2.5 marks had partial knowledge of the subject matter. Their responses were characterised by both correct and incorrect answers. In addition, poor proficiency in English language limited them to attain more than 2.5 marks in this question. For example, one of the candidates managed to define the concept “Human Rights” in part (a) as *the basic rights that every person is required to have in the world regardless of the race, nationality and place* but in part (b) this candidate enumerated wrongly the major categories of human rights as *right to life, right to equality and right to freedom of conscious* instead of civil and political rights; social, cultural and economic rights, and collective rights.

The candidates who had scores ranging from 0 to 1.5 marks lacked knowledge of the subject matter. For that reason, they interpreted the question incorrectly. For example, one of the candidates defined the concept as: (a) *Human Rights as all rights which are supposed to be obtained by the human being*. In part (b), the candidate enumerated the specific group rights such as *individual rights, workers’ rights and women rights* instead of civil and political rights; social, cultural and economic rights; and collective rights as shown in extract 9.2.

9	a: Human Rights, refers to the all rights which are supposed to be obtained by the human being a good example of the human right are right to live, right to vote or being voted or right to express them self	
	b: I/ Individual human right	
	II/ Workers human right	
	III/ Women human right	

Extract 9.2: A sample of a candidate’s poor response in question 9

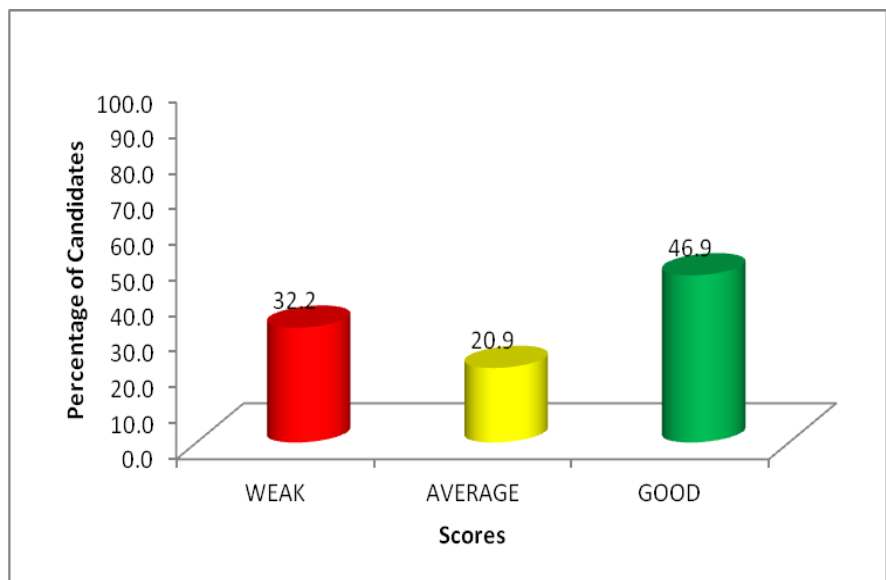
### 2.1.10 Question 10

This question was set from the topic “Culture and Philosophy”. The question had four parts (a), (b), (c) and (d). The candidates were required to define Empirical Knowledge in part (a), Revealed Knowledge in part (b), Authoritative Knowledge in part (c) and



Rational Knowledge in part (d). The question was compulsory and was attempted by all 3,236 candidates who sat for the examination. Among them, 1,518 candidates (46.9%) had scores that ranged from 3 to 4 marks (good performance), 677 candidates (20.9%) got scores ranging from 2 to 2.5 marks (average performance), while 1,041 candidates (32.2%) got scores ranging from 0 to 1.5 marks (poor performance).

The general performance for this question was average since 2,195 candidates (67.8%) got scores that ranged from 3 to 4 marks. Figure 10 summarises the candidates' performance for this question.



**Figure 10:** *Candidates' performance for question 10*

The candidates whose scores ranged from 3 to 4 marks demonstrated adequate knowledge of the subject matter and clearly understood the question as they managed to define the epistemological terms given in the question. Extract 10.1 shows a sample of a candidate who defined well the epistemological terms provided.

10	(a) Empirical knowledge. This is the knowledge obtained through the use of sense organs. Knowledge may be obtained by using eyes to see, ears, skin to sense.
	(b) Revealed knowledge Is the kind of knowledge obtained by reading Holy books example Bible and Quran.
	(c) Authoritative knowledge. Is the kind of knowledge obtained by listening speech of famous people and reading books of famous people. Example a speech from Mwalim Julius Kambarage Nyerere.
	(d) Rational knowledge. Is the type of knowledge obtained by reasoning. Reasoning might be deductive or inductive reason. A person may reason from general to specific or specific to general so as to obtain knowledge.

Extract 10.1: A sample of a candidate's good response in question 10

The candidates who got scores ranging from 2 to 2.5 marks had partial knowledge of the topic. In addition, they failed to define all the terms as required. Some of the candidates managed to define two or more of the epistemological terms correctly and the other terms were incorrect. For example, one candidate defined the terms as follows: (a) *Empirical knowledge refers to the type of knowledge which is obtained through sense organs such as hearing, seeing, smelling and tasting*, (b) *Revealed knowledge refers to the type of knowledge which is obtained through spiritual belief or religion*, (c) *Rational knowledge refers to the type of knowledge which is obtained through experts*, and (d) *Authoritative knowledge refers to the type of knowledge that obtained through learning*.

The candidates whose scores ranged from 0 to 1.5 marks generally lacked adequate knowledge of the subject matter. This made them lose focus in addressing the question. Also, the candidates with weak performance failed to meet the question requirements.

Therefore, they provided inappropriate responses. For example, one of the candidates defined (a) *Empirical knowledge is the knowledge that obtained from environment*, (b) *Revealed knowledge is the knowledge that obtained from passing various information*, and (c) *Authoritative knowledge is a knowledge that found from authorities*. Extract 10.2 shows a poor response from the script of a candidate who failed to define the epistemological terms provided.

10a	Empirical Knowledge is the knowledge that obtain from environment.	
b	Reveal Knowledge is the knowledge that obtain from passing various information	
c	Authoritative Knowledge is a knowledge that found from authorities	

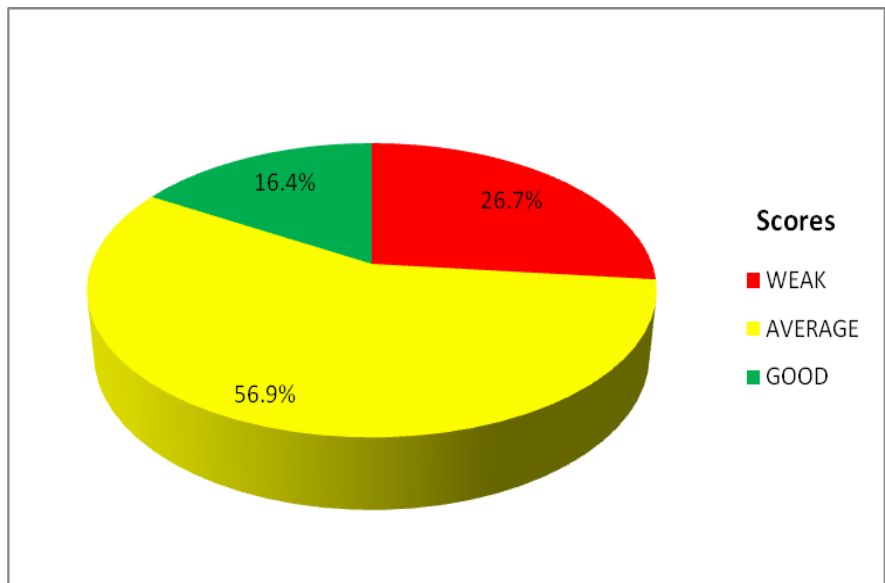
Extract 10.2: A sample of a candidate's poor response in question 10

## 2.2 SECTION B: Essay Questions

### 2.2.1 Question 11

This question was set from the topic "Culture and Philosophy". It required the candidates to elaborate five factors which hinder promotion of national culture in Tanzania. The question was attempted by 2,405 (74.3%) candidates. Among them, 1,367 candidates (56.9%) scored between 6 and 10 (average performance) and 395 (16.4%) candidates had scores ranging from 10.5 to 15 marks (good performance) and 643 candidates (26.7%) got scores that ranged from 0. to 5.5 marks (poor performance).

The overall performance in this question was good, since 1,762 candidates (73.3%) scored 6 to 15 marks. Figure 11 summarises the performance of the candidates for this question.



**Figure 11:** *Candidates' performance for question 11*

The candidates who scored 10 to 15 marks had adequate knowledge of the topic. They also demonstrated good essay writing skills. They managed to elaborate five factors which hinder promotion of national culture in Tanzania such as *lack of fund, globalisation, colonial legacy, lack of support from government and low science and technology*. Extract 11.1 is a response of a candidate who explained the factors hindering the promotion of national culture.

11	<p>Culture refers to the way people of certain Community, Society or certain Country behave are living. Culture Combined the many issues that includes dressing style, food habits, language. Normally Culture characterized with different characteristics such as Culture is adaptive, Complex, dynamic. Also There are types of Culture such as intellectual Culture, modern, foreign and traditional Culture. In order to promote national Culture there are several efforts done such as in 1962, The ministry of sport and youth are formed, promotion of Ki swahili to a national language, formation and adaptation of education for self-reliance. The following are factors which hinder promotion of national Culture in Tanzania such as,</p> <p>Lack of fund to run all programmes that are formed in order to promote the national Culture in Tanzania, there due to lack of fund (capital) create room for policy to be unimplemented effectively, so due to lack of fund that are needed to every policies. For example Ministry of Sports and youth need Capital from Government to run the programmes so when they lack ed become unimplemented.</p> <p>Globalisation, Soon after the wind of globalisation meet in Tanzania and the promotion of national Culture to be low because Tanzanian people got vari-</p>
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11	<p>us issues from globalisation in term of culture, economically up to political issues. For example dressing style, language speaking as well dancing changed soon after the introduction globalisation, so people they changed their originality on other aspects and lead the promotion of national culture in Tanzania to be poor in implementation.</p> <p>Colonial legacy, Tanzania soon after independence up to now practices all issues that are planted with colonialist. For example language used in secondary school is planted with British and not a culture of Tanzania. So due to preservation of issues which put legacy from colonialist become a factor which hinder the promotion of national culture in Tanzania.</p> <p>Lack of Support from Government and Tanzanian (people) themselves, among the factor is tendency of Tanzanian peoples. to prefer, to like the issues of outside rather than issues occur in Tanzania. For example they like American dressing style, hearing style instead of wearing Kanga and Mitenge which is the dressing or natural dressing. So due to this lead to the hindered promotion of national culture in Tanzania.</p> <p>Low Science and technology that enables that enables to preserve</p>
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11 and promoting our national Culture in Tanzania. There are in Tanzania still existing remained with poor technology on how can advertise our Tanzania Culture in order every Tanzanian to understand the benefits of promotion of Culture.

Apart from various factor which hinder promotion of national culture in Tanzania, also Government played roles for creating National sports Council, forming National museums and archives, formation of film board, also formation of Media Council Tanzania as well promoting Kiswahili to be National language and instruction ~~at~~ in school, both effort done for aims of promoting of national Culture in Tanzania.

Extract 11.1: A sample of a candidate's good response in question 11

The candidates who scored 6 to 10 marks had adequate knowledge of the topic and good skills in essay writing and organization. However, some of their weaknesses included inability to comprehensively provide facts and relevant evidence to justify the facts. For example, one candidate mentioned *colonial legacy, globalisation, inappropriate policy on culture, language barrier and social stratification*. The candidate, however, failed to justify these points; thus, they had average performance.

The candidates who scored 0 to 5.5 marks, had inadequate knowledge of the subject matter. They failed to provide relevant responses, introduction and conclusion and had poor English proficiency. Such candidates provided irrelevant responses. For example, one of the candidates failed to elaborate factors which hinder promotion of national culture in Tanzania including colonial legacy, ignorance, low level of science and technology, lack of enough funds, globalization, etc. Instead the candidate wrote *gender stereotype, early marriage, female genital mutilation, decision making* and *wife inheritance* as shown in extract 11.2.

11	<p>Culture is the totality of people ways of life that compatible to the human life. The culture of Tanzania have different element that facilitate to survival like language and communication, tradition, customs and value and craft and tools. The following are the factors which hinder promotion of national culture in Tanzania.</p> <p>The gender stereotyping; This hinder the de-promotion of nation culture due to the factor that there some fixed idea and image that people create in the society which does not any reality example their have activities that performed by women and men like domestic activities like cooking, fetching water and there other for women like strong job hence this hinder promotion of culture hence people should change the attitude that all gender should participate in different activities.</p> <p>Early marriage and forced marriage; These are the factor that hinder promotion of national culture in Tanzania because some tribe example Sukuma and masai force her or his children to take marriage under 18 years for the purpose of gain wealth and gain cows instead to send those children to school. Hence the government should prohibit that culture in order to bring development in our country since if there have a person who get education facilitate well utilization of natural resources in our country.</p>
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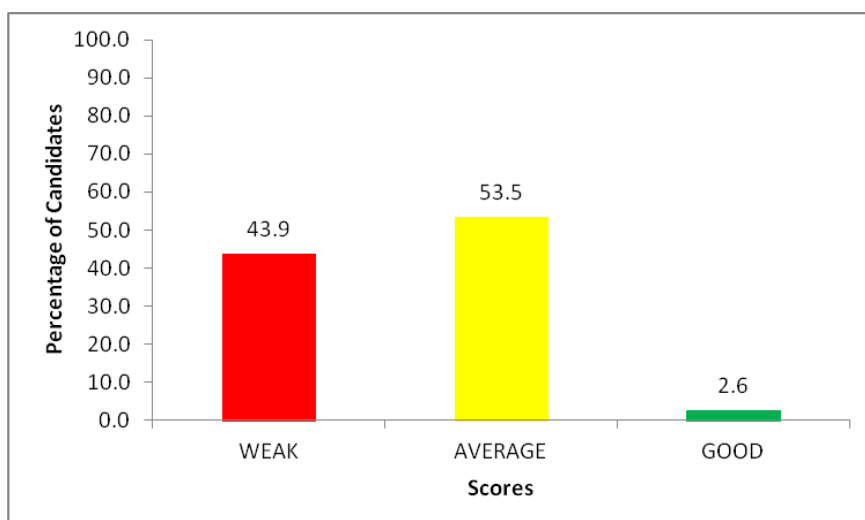
11	<p>Female genital mutilation; This is the culture factor that hinder promotion of national culture in Tanzania due to the factor that the remove of organ part of reproduction bring the negative impact like bleeding during the delivering of mother and painful to the scar through this can cause loss of life and create inferiority complex to the one who circumcise hence fail to participate free in various action activities that lead development example part that removed clitoris.</p> <p>Decision making; The most of culture in Tanzania does not provide enough change to the women to participate on making decision in various sectors example access the resource once the man death the most women denial to own the wealth/land. Hence this situation undermine the promotion of national culture in Tanzania.</p> <p>Wife inheritance; The situation which involve heritage of wife as the factor that hinder promotion of nation culture in Tanzania because it may lead the spread of sexual transmitted disease and conflict among the society since the <del>wife</del> one who inherited free bad due to that may she dislike to be marriage to the <del>poor</del> person who do not want from her heart. Hence it very crucial to stop it that culture</p>	
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11	Generally national culture is very important to people of Tanzania since it use as identify of Tanzania people, it bring cooperation among the people, shaping behaviour and create employment instead there have various culture that hinder hence in order to reduce the government should enact law and provide education to the society about the impact of these culture practice.
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Extract 11.2: A sample of a candidate's poor response in question 11

## 2.2.2 Question 12

This question was set from the topic "Tanzania in Global Politics." It required the candidates to analyse five principles that guide the United Nations (UN) members. The question was optional. Thus only 583 candidates attempted it. Among them, 312 candidates (53.5%) scored 6 to 10 marks (average performance), 256 candidates (43.9%) scored 0 to 5.5 marks (poor performance) while only 15 candidates (2.6%) scored 10.5 to 15.0 marks (good performance). The general performance for this question was average, since 327 candidates (56.1%) scored 6 to 15 marks, as shown in Figure 12.



**Figure 12:** Candidates' performance for question 12

The candidates who scored 10.5 to 15 marks demonstrated adequate knowledge of the subject matter and correctly interpreted the question. These candidates also demonstrated relevant essay writing skills including writing good introduction, main body, and conclusion. However, some of the candidates failed to score all the marks allocated due to the fact that they were weak in using English language to express their ideas. Some of the principles analysed that guide the United Nations (UN) Members are: *every member is a sovereignty state, each nation shall exercise her disputes, each member state of the United Nations shall provide assistance whenever it is asked to do so, each member state of the United Nations shall report to the united nations security council whenever it detects violation of human rights to countries which are not member of it and a member state of the united nations also shall refrain from it whenever it detects that the principles of the united nations failed to be observed by the organization.* Extract 12.1 illustrates a sample response by a candidate who responded well to this question.

12	<p>UN, is an abbreviation for the United Nations, which was formed in 1945 after the failure of the league of nations.</p> <p>The following are the principles of the united Nations.</p> <p>Every member is a Sovereignty state. This is the principle of the united Nations under its Charter which it recognizes the Sovereignty of its members as states.</p> <p>Each nation shall exercise her</p>	
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12-	disputes that is internal affairs or matters without any interference of the external forces unless there is a violation of human rights	
	Each member state of the United Nations shall provide assistance whenever it is asked to do so. For example; When Omer Al-Beshir attended the summit in Africa Unit meeting held in South Africa, United Nations ordered South Africa to detain him,	
	Each member of the United Nations shall report to the United Nations Security Council whenever it detects violation of human rights to countries which are not members of it.	
	A member state of United Nations shall refrain from it whenever it detects that the principles of the United Nations failed to be observed by the organization.	
	The United Nations shall promote human rights, and use a peaceful means to dispute conflicts in the world.	

12-	Conclusively, from the elaboration there above, these are the principles of the United Nations as illustrated in the United Nations Charter.	
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Extract 12.1: A sample of a candidate's good response in question 12

The responses by the candidates who had average performance (i.e. 6 to 10 marks) suggested that such candidates 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 majority who scored 0 to 5.5 marks demonstrated by lack of focus, repetition of points and misinterpretation of the question. The candidates had limited knowledge about United Nations (UN). For example, one of the candidates wrote the principles of democracy such as *citizen participation, human rights, rule of law, transparency and accountability*, and *free mass media* instead of the principles that guide member states which include all members shall settle their international disputes, all members shall give the United Nations assistance in any action, the organization shall ensure that states which are not members of the United Nations act in accordance with these principles, all members shall fulfill in good faith the obligations assumed by them in accordance with the charter and the charter shall not intervene the matters which are essentially within the domestic jurisdiction of any state.

In addition, inability to provide relevant introduction and conclusion and incoherent English sentences affected the candidates' performance for this question as shown in extract 12.2.

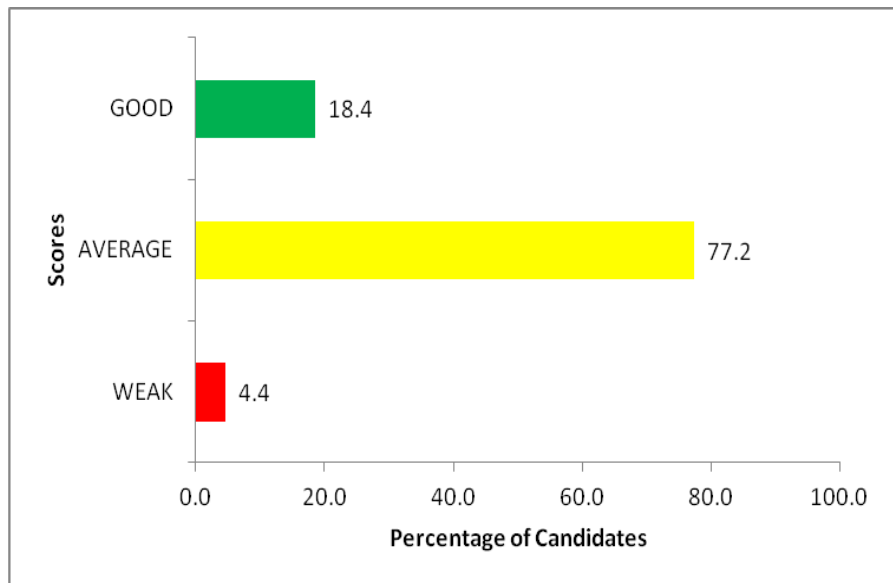
12.	United Nation (UN) ; Is the relationship between one country and the other country in a particular area or society or country or Refer to the relations between two or more countries in a certain area.	
	The following are the principles guiding United Nations (UN) member	
	Citizen participation; It is necessary for the United nation member to participate in different activities or in decision making in order to acquire knowledge, ideas and skills from different people in order to undergo the kind of development among United Nation members.	
	Human rights; The United Nation (UN) - involves to the protection of human rights among the - United Nation (UN) members no one is above the law - it is necessary to protect the rights of the others in all - spheres of man's life individually, socially, economically - and politically in a particular area.	
	Rule of law; The United Nation (UN) no one is above the law it is necessary to follow all - principles among the United Nation (UN) members in order to undergo good government policy of a country and the other.	

12.	Transparency and accountability; Where by it is necessary for the United Nations members to be transparent and accountable in order to enhance peace and harmony among the member states but it is necessary to be transparency and accountable in all spheres of life such as socially, politically, economically and culturally in order to acquire development of a particular country (UN) member.	
	Free mass media; It is necessary for the (UN) United nations to free information from one generation to the others like Newspaper, Magazine, and Television or Radio which indicate the relations between two countries.	
	Generally United Nation (UN) members it's necessary for them to participate in different activities - in order to promote the development like improvement in science and technology among the united nations.	

Extract 12.2: A sample of a candidate's poor response in question 12

### 2.2.3 Question 13

This question was set from the topic "Government and Politics." It required the candidates to describe five merits of political pluralism in Tanzania. The question was optional. It was attempted by 2,330 candidates. Among them, 1,799 candidates (77.2%) scored 6 to 10 marks (average performance), 429 candidates (18.4%) scored 10.5 to 15 marks (good performance) and 102 candidates (4.4%) scored 0. to 5.5 marks (poor performance). The general performance on this question was good, since 2,228 candidates (95.6%) scored 6 to 15 marks as shown in Figure 13.



**Figure 13:** *Candidates' performance for question 13*

The candidates who scored 10.5 to 15 marks demonstrated adequate knowledge and good essay writing skills. They managed to describe merits of political pluralism correctly. Moreover, they provided adequate examples in their essays. These candidates explained the merits of political pluralism in Tanzania such as *it promotes free and fair election, create unity and solidarity, promotes democracy, it allow free mass media and promote development of the country*. However, a 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 indicates a candidate who was able to describe the merits of political pluralism in Tanzania.

13.	<p>Political pluralism: is the state where by a country have more than one political party. Tanzania is a country with political pluralism as it has more than one political party that are chama cha Mapinduzi CCM, chama cha Demokrasia na Maendeleo Chadema and other parties.</p> <p>political pluralism has merits in Tanzania as follows.</p> <p>It promote free and fair election: The political pluralism in Tanzania has play a great function in allow free and fair election as every citizen has got chance to choose a leader of his or her choice during the period of election and due to that democracy has being applied in Tanzania.</p> <p>Create unity and solidarity: Due to the presence of political pluralism in Tanzania there have being unity and solidarity among the member of Tanzania as they are free to participate in various activities such as social matter, political matter and economic matter.</p> <p>Promote democracy: Through political pluralism in Tanzania there have being application of democracy as people are free to perform various activities within the country such as decision making. Listening various information from the parliament through mass media. thus promotion of democracy due to the presence of political pluralism.</p> <p>It allow free Mass Media: Through the presence of political pluralism Tanzania has allow alot of mass media that give out various information from the government such as discussion in the parliament. All this are performed due to the presence of political pluralism in Tanzania.</p>	
13.	<p>Promote development of the country: political pluralism has also allow the development of the country in various sector both public sector and private sector. Each leader who enter into power come with slogans that allow the development of the country.</p> <p>Generally political pluralism is very important in any country as it stimulate democracy in the country but every thing has got merits and demerits the following are some of political pluralism demerits. It sometimes cause conflicts during election, sometimes people are not willing to select leaders from other political parties instead they select from the ruling party.</p>	

Extract 13.1: A sample of a candidate's good response in question 13



The candidates who scored 6 to 10 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, repetition of some answers and provision of inadequate detail to justify their answers.

The candidates who scored 0 to 5.5 marks manifested a number of weaknesses such as lack of focus in answering the question, limited knowledge as well as misconception of the question. For instance, one of the candidates who attempted this question wrote: *promote creativity, active participation in decision making, political stability, conservatism and strong decision*. Extract 13.2 shows the response of a candidate who deviated from the demands of the question.

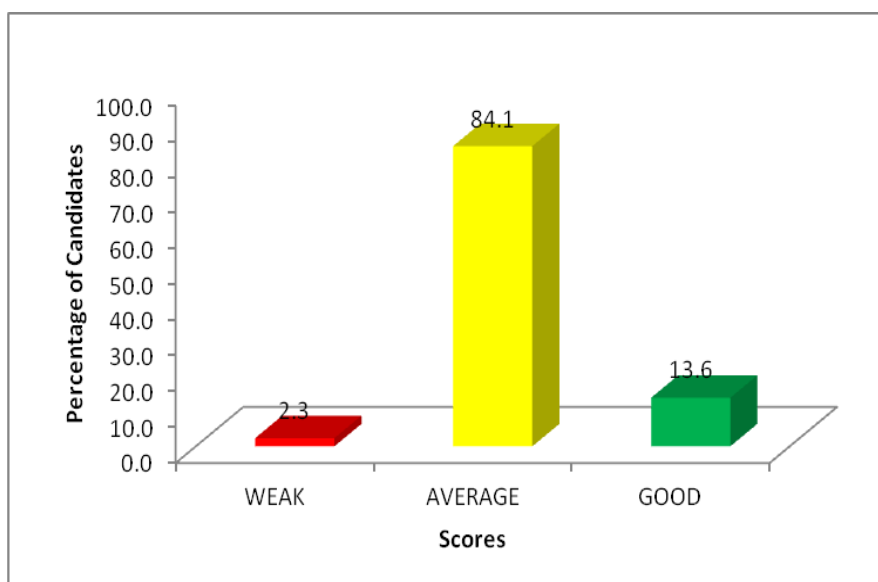
13.	<p>Political pluralism refer to the society or community which interact and share common idea, beliefs, norm and conduct or sometime may be interaction of different people from different society and share common idea, beliefs, norms and conduct. The following are the benefits of the pluralism which are:</p> <p>Promote Creativity and innovation, through interaction of people from different society they have different ideas that result to creative in their society and introduce new skills</p> <p>Active participation in decision making, through consultation process in decision making so every member of the society is given opportunity</p>
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	to participate in decision and come up with the solution.	
	Political stability, through pluralism system there no conflict that may arise in the society so that the society remain as island of peace and safe.	
	Conservation in culture, through sharing of common belief and norms language the citizen of political pluralism society had more difficult to change their culture so that they maintain their culture and preserve it.	
	Strong decision making, through active participation, in decision making and accountability and responsibility of citizen this result to active and strong decision making and implementation.	
	Therefore political pluralism society is usefull and beneficial to the development of society but also have some challenge or demerit such as difficult to control, some may arise conflict during decision making, time consume or wastage time, this wastage of time during make consultation with member of community.	

Extract 13.2: A sample of a candidate's poor response in question 13

#### 2.2.4 Question 14

This question was set from the topic "Citizenship and Human Rights". It required the candidates to explain in five points the importance of citizenship. The question was optional. It was attempted by 2,575 candidates out of 3,236 who sat for the examination. Among them, 60 candidates (2.3%) scored 0 to 5.5 marks (poor performance), 2,165 candidates (84.1%) scored 6 to 10 marks (average performance) and 350 candidates (13.6%) scored 10.5 to 15 (good performance). The overall performance for this question was good, since 2,515 candidates (97.7%) scored 6 to 15 marks. Figure 14 shows the performance of candidates for this question.



**Figure 14:** Candidates' performance for question 14

The candidates who scored 10.5 to 15 marks had adequate knowledge of the topic and good essay writing skills. Additionally, coherent English sentences contributed to their good performance. In this category, a number of candidates managed to explain the importance of citizenship such as *provide identity of an individual, helps in provision of individual rights, helps in access to social services, easy in obtaining opportunities in economic sectors, and helps in protection of individuals* as shown in extract 14.1.

14	<p>Citizenship Is the situation of being a Member of a certain state or country either by birth, by descent or by naturalization. citizenship is very important to a person so as to live in peace and harmony in your country. There are various benefits or merits of citizenship that are</p> <p>Provide identity of an individual, citizenship identifies a person as a legal member of a certain country, and that identity can be obtained by birth, by descent or naturalization, so citizenship is important to everyone as it identify a person if he/she is a Tanzanian, American or any other country.</p> <p>Helps in provision of individual rights, citizenship helps one to acquire or access the respective rights that he or she deserve as a citizen</p>
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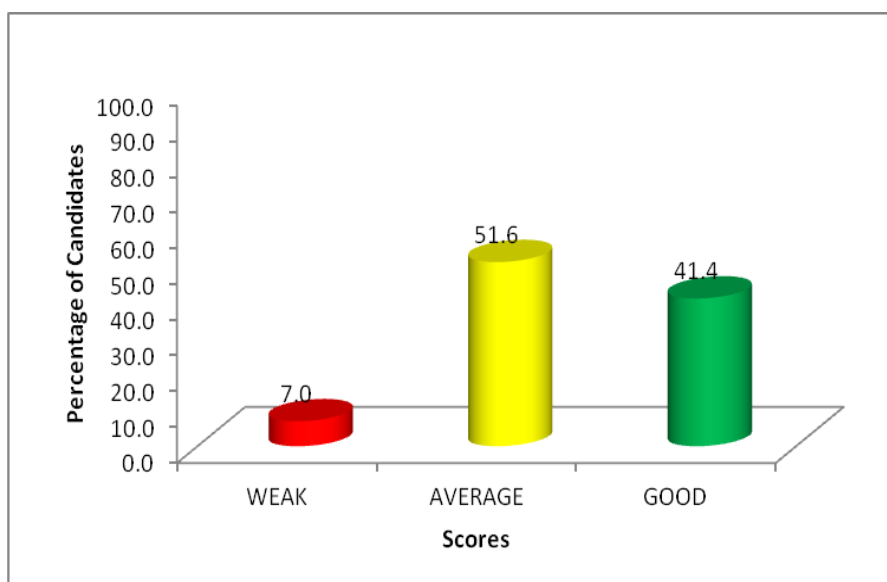
14	<p>of that country, if one does not have citizenship or has but not of that country will be treated differently and considered as a no one but if one has will be treated with respect and protected according to his or her rights.</p> <p>Citizenship helps in accessing the social services in the community without any quarrel or disturbances unlike the one without citizenship, so it is important to have citizenship so as to acquire the services like health, education and other social services.</p> <p>Easy in obtaining opportunities in economic sectors like job opportunity, investment, productions if you have citizenship but you don't do not have no one will trust you and give you the chance to invest or work with them, so citizenship promote opportunities in various economic sectors.</p> <p>Citizenship helps in protection of individual as a member of certain country, to participate in political issues either to vote or be voted, also citizenship helps people to abide with rules and regulations of the country also to defend them when they have troubles in other countries. So citizenship is very crucial to everyone.</p> <p>To sum up, there are few challenges in citizenship matters, as one can be a citizen of more than one country can lead to disrespect the other country because the laws are not the same, also criminals can enter one country due to corruption in the process of getting citizenship of certain country. So the whole process of attaining citizenship must be managed well.</p>	
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Extract 14.1: A sample of a candidate's good response in question 14

The candidates who scored 6 to 10 marks had adequate knowledge of the topic. They explained some of the importance of citizenship. However, these candidates failed to score higher marks since they failed to clarify their points and provide relevant examples. They focused only on the points required but paid no attention to the quality of their responses. Moreover, a few of them failed to meet the required number of points demanded by this question.

Moreover, the candidates who scored 0 to 5.5 marks failed to meet the requirement of the question. Some of these candidates lacked adequate knowledge of the subject matter while others to meet the required number of points. For example, one of the candidates





**Figure 15:** *Candidates' performance for question 15*

The candidates who scored 10.5 to 15 marks had adequate knowledge of the topic and good essay writing skills. Also, their coherent English sentences contributed to their good performance. These candidates managed to evaluate the effects of globalisation to developing countries by giving points like; *improvement of science and technology, movement of people, employment opportunities, culture destruction, improvement of trade and rise in terrorism*. Extract 15.1 is a response from a candidate who managed to evaluate five effects of globalisation in developing countries.

## 15. EFFECTS OF GLOBALISATION

Globalisation - is the situation/ process where there is increase of inter connectedness and removal of barrier of communication. In which people share and exchange ideas / goods world wide through the use of internet / mass media

Is the increase of science and knowledge which makes the world to look as the small village through sharing of information easily in the world

Example Through the use of computer, Telephone

It started in the mid of 19th century after the discovering of the industry in Europe.

The following are the effects of globalisation to developing countries

**Improvement of science and Technology:** Globalization has lead to the improvement of science and technology due to the discover of new devices example the use of computer, Telephone in developing countries is among of the effect of Globalisation.

**Mass flow of people / Movement of people:** Due to the Globalization it has raised the movement of people from one country / nation

to another due to the Removal of barriers of communication: Example The discovery of ships, vehicle, Air planes it help much people to travel from one nation to another easily and in a short period of time.

15 **Employment opportunities:** Apart from the movement of people also globalization has helped much people from different places to get an employment due to different skills and sectors found Example Professional people from china can come to Tanzania and ask for a job, even people from Tanzania can ask for employment in other places and get it example Engineers, doctors, Teachers are employed in different places over the world due to the globalization

**Culture destruction:** also globalization has lead to the culture destruction. This is due to the introduction of new culture to other places example When people from Europe / America, came to Africa, example Tanzania most of people they think that American are better than African so young sisters, Brothers try to look and copy to be like whites in wearing tallang styles example using English rather



	Then our local languages. This is how culture are destroyed due to globalization.
13.	<p><b>Improvement of Trade:</b> Apart from culture also globalization has helped much to the trading and commerce because nowadays we are able to exchange goods from one country to another easily, example through the use of internet, through phones, online, social media even due to the transport system because railway, long vehicle are improved due to the globalization.</p> <p><b>Rise of terrorism:</b> Apart from the trade also the globalization also have lead to the occurrence of terrorism due to the rise of science and technology now days, they use high techniques in which they can cause are large problem example Alshaba, and other terrorist who use high skills and knowledge to conquer different organisation.</p> <p><b>Improvement of Transport and Communication:</b> Globalization have helped much in the improvement of transport and communication which help people to move from one place to another easily, example building roads, using express vehicle, also in communication through the use of social media example</p>

15.	<p>• Generally there are several effect of globalization positive and negative have are some of them example, Free trade, Free movement of people, but also there are negative effect like cultural destruction and terrorism.</p> <p>Globalization have helped much in the development of third world countries but the government should be care with those problem which are caused with development.</p>
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Extract 15.1: A sample of a candidate's correct response in question 15

The candidates who scored 6 to 10 marks demonstrated adequate knowledge of the topic and evaluated the effects of globalisation in developing countries. However, a number of responses lacked clear elaborations: Moreover some of the candidates repeated points, gave poor introductions and conclusions. All these lowered their scores. For example, one of the candidates wrote: *destruction of culture, laziness of people, destruction of environment, moral decay and unemployment.*

On the other hand, the candidates who scored 0 to 5.5 marks had limited 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 with English language problem wrote the following: *science and technology, advancement in education, high competition, source of conflict and political instability* as shown in extract 15.2.

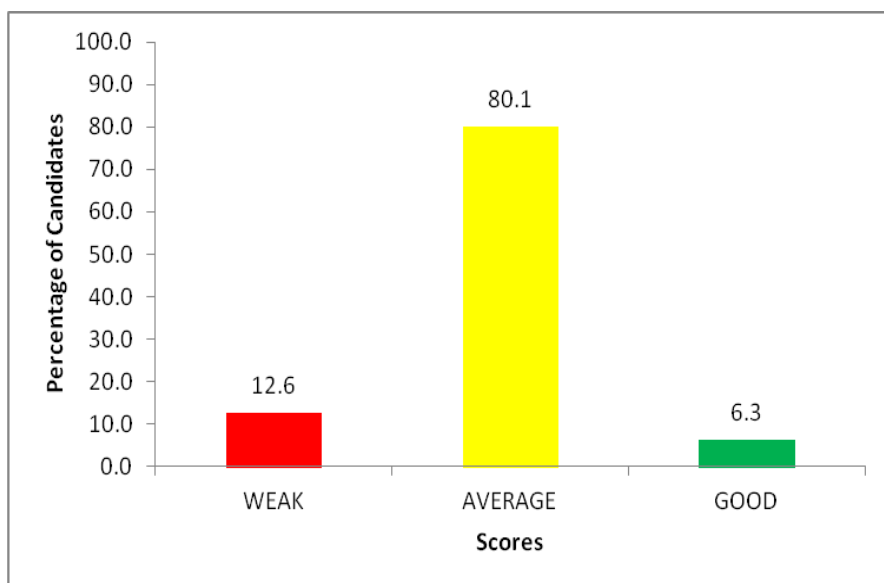
15.	Globalisation; is the process by which businesses or other organization develop international. The following effects of globalisation to developing countries are.	
	Lack of science and technology; This is the effect of globalization should be the business is a poor because of science and technology is are poor effect science and technology because people you not good behaviour tradition	
	Advancement in education; Also the effect of globalization it advancement in education in developing countries because of globalization	1
	High competition; Also globalization in developing countries it make should many competition in developing it cause effect of globalization.	
	Also is the source of conflict because the some countries have many job & live to make market in radio or TV CD same day people you have phone globalization it make effect in developing countries	
	Also political instability, this is the effect of globalization to developing countries because the political instability is the source of developing.	1
	In generally, globalization is the effect of countries because you have many things have not good in society.	

Extract 15.2: A sample of a candidate's poor response in question 15

### 2.2.6 Question 16

This question was set from the topic “Theories and Aspects of Development”. It required the candidates to show the validity of the statement *Development is indicated both socially and materially* by providing three points for social indicators and two points for material indicators. The question was optional. It was attempted by 1824 candidates. Among them, 1,462 candidates (80.1%) scored 6 to 10 marks (average performance), 133 candidates (6.3%) scored 10.5 to 15 marks (good performance) while 229 candidates (12.6%) scored 0 to 5.5 marks (poor performance).

The overall performance on this question was good since 1595 candidates (86.4%) scored 6 to 15 marks as shown in Figure 16.



**Figure 16:** Candidates' performance for question 16.

The candidates who scored 10.5 to 15 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 to validate the statement that *Development is indicated both socially and materially* by giving out correct points as follows: Social indicators such as *high number of literacy rate, presence of employment opportunities and presence of good social services* and material indicators such as *good housing*

condition and improvement of infrastructures. Extract 16.1 is a sample of a response by a candidate who validated the statement clearly.

16	<p>Development To the gradual change from lower stage to high stage in all aspect of <del>life</del> life including Social, political, Cultural and economic aspect. So development is indicated both socially and materially, so due to that the following are social indicator of development;</p> <p>High number of literacy rate; This is among of - Social indicator of development, due to presence of high number of literacy rate example in Tanzania - result to the development of the country, since this can make people to engage in self- business which can contribute to the development.</p> <p>Presence of employment opportunities; Also this is social indicator of development in Tanzania, &amp; so due to presence of employment opportunities can result to the development since act as the source of income.</p> <p>Also presence of good social services such as education service, health services, electricity and water supply; This also is social indicator of development especially in Tanzania, so through provision of good social services indicate that the country is developed.</p> <p>Not only that but also the following are material indicator for the development with reference to Tanzania;</p> <p>Good housing condition; This is among of material indicator for development especially in Tanzania, presence of good housing condition example good buildings, indicate that the country is developed since is among of material indicator for development.</p>
16	<p>Also improvement of infrastructures; Also is the material indicator for development especially in Tanzania, so due to improvement of infrastructures such as road, communication lines and railway line indicate that the Tanzania is developed.</p> <p>Generally development in order the country to develop must have the following factors for development, availability of land, availability of raw materials, availability of labour, availability of enough capital as well as availability of market and good government support.</p>

Extract 16.1: A sample of a candidate's good response in question 16

The candidates who scored 6 to 10 marks had adequate knowledge of the topic. However, they could not score all the marks allocated because of weaknesses such as failure to clarify their points, inability to comprehensively exhaust the required points and repetition of points.

Besides that, the most noticeable weaknesses displayed by the candidates who scored 0 to 5.5 marks were inadequate knowledge of the subject matter, incoherent English language, insufficient number of points and inability to provide relevant justification for the answers. Moreover, some candidates failed to differentiate between social and material indicators as shown in extract 16.2.

16.	Development is the gradual change from low stage of living to the highest stage of living. This can be socially, economically or politically. Development can be indicated socially and materially. In term of social the following are the indicators of development:- Life expectancy of people, the high life-
16	expectancy of people can easy determine the development status in social aspect. Because when there is high life expectancy of people they will increase production. Illiteracy rate, another indicator of development is by looking if the number of illiteracy increase or decrease. If the number decrease we can now say that there is development in the country. Moneyprity rate, here we look on the flow of money starting to an individual up to the national level. Also if the rate of flow of money increased we can say there is development at all.

Extract 16.2: A sample of a candidate's poor response in question 16

### 3.0 ANALYSIS OF CANDIDATES' PERFORMANCE PER TOPIC

The Development Studies (711) examination had 16 questions which were set from all six topics in the syllabus. The general performance of the

candidates was good because out of the six topics, the candidates demonstrated good performance in five topics and average performance in one topic. The topics in which the candidates showed good performance were *Globalization*, *Government and Politics*, *Theories and Aspects of Development*, *Citizenship and Human Rights* and *Culture and Philosophy*. The topic in which the candidates showed weak performance was *Tanzania in Global Politics*.

The best performance of candidates was in question 14 particularly in the topic *Citizenship and Human rights* in which 2,515 out of 2,575 candidates (97.7 %) scored 6 to 15 marks. The topic “*Government and Politics*” which comprised question 13 ranked second, since 2,228 out of 2330 candidates (95.6%) scored 6 to 15 marks. Moreover, the topics “*Globalization*” which consisted of question 15, *Theories and Aspects of Development* on which questions 16, 3 and 4 were based and *Culture and Philosophy* which comprised question 11 had good performance. Other topics had average performance. Such topics included “*Theories and aspect of development*” which comprised questions 1 and 2, *Citizenship and Human rights* (question 9), *Culture and Philosophy* (question 10) and *Tanzania in Global Politics* (question 12). The topics which had poor performance were “*Tanzania in Global Politics*” which consisted of question 5 and 6 as well as “*Theories and Aspects of Development*” which comprised to question 7.

#### 4.0 CONCLUSION AND RECOMMENDATIONS

##### 4.1 Conclusion

The performance of the candidates in DSEE 2019 Development studies (711) examination was generally good. The 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 some candidates were challenged by various questions due to 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 to keep themselves abreast with global and local events.
- (b) Tutors should encourage student-teachers to always read and identify the demands of the question requires before attempting it.

## Appendix

### THE SUMMARY OF PERFORMANCE OF CANDIDATES BY TOPIC

S/N	Topic	2018				2019				
		Question Number	Performance in Percentages		Remarks	Question Number	Performance in Percentages		Remarks	
			40 percent or more	Average			40 percent or more	Average		
1	Government and Politics	7	96.6	94.3	Good	8	78.1	86.9	Good	
		15	92			13	95.6			
2	Citizenship and Human Rights	8	96.3	91.1	Good	9	60.4	79.1	Good	
		9	85.8			14	97.7			
3	Culture and Philosophy	16	90.8	90.8	Good	10	67.8	70.6	Good	
						11	73.3			
4	Theories and Aspects of Development	1	52.1	79.4	Good	1	69.0	68.8	Average	
		2	95.9			2	60.4			
		3	91.8			3	79.1			
		4	35			4	78.8			
		11	97.6			7	39.6			
		12	88.6			16	86.4			
		13	95							
5	Globalization	10	76.6	76.6	Good	15	93.0	93.0	Good	
6	Tanzania in Global Politics	5	91.5	62.2	Average	5	20.6	29.1	Poor	
		6	86			6	10.8			
		14	9			12	56.1			



