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

CANDIDATES' ITEM RESPONSE ANALYSIS REPORT FOR DIPLOMA IN SECONDARY EDUCATION EXAMINATION (DSEE) 2020

711 DEVELOPMENT STUDIES

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FOREWORD

The National Examinations Council of Tanzania is pleased to issue the 2020 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. The 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 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 June/July, 2020 in 711 Development Studies' subject. The total of 2,810 candidates sat for the examination. 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 data show that performance of the candidates in this subject in 2020 examination is better compared to 2019 since there is an increase of performance by 0.76% as shown in the following table.

Year	Candidates Sat	Candidates Passed	Percentage (%)	Grades				
				A	B	C	D	F
2019	3,236	3,210	99.20	0	17	2,147	1,046	25
2020	2,810	2,790	99.96	1	332	2,205	252	1

The table shows that 2,790 (99.96%) candidates passed the examination. However, there was only one candidate who passed at A grade.

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 3.0 to 4.0 marks; average if the candidates' scores ranged from 2.0 to 2.5 marks and poor if the candidates scored from 0.0 to 1.5 marks. However, in section B, good performance ranged from 10.5 to 15.0 marks; average performance ranged from 6.0 to 10.0 marks and poor performance ranged from 0.0 to 5.5 marks.

These performances are presented in figures and the appendix using green, yellow and red colours respectively.

Generally, the presentation of this report provides the analysis of each question by giving an overview of what the candidates were required to do, the general performance and the reasons for their performance. At the end of analysis, it provides the conclusion and recommendations.

The performance of each topic is ranked as good, average or poor if the percentage of the candidates who scored 40 percent or above of the marks allocated to the question lies in the range of 70 - 100, 40 – 69 or 0 – 39 respectively. The attachment containing the percentage of candidates' scores in each question and topics is given in the appendix.

2.0 ANALYSIS OF THE CANDIDATES' PERFORMANCE IN EACH QUESTION

This part is divided into two sections as in the question paper. Section A analyses short answer questions while section B analyses essay questions. The detailed analysis is as follows:

2.1 SECTION A: SHORT ANSWER QUESTIONS

This section comprised ten (10) short answer questions where by the candidates were required to attempt all questions. Each question carried four (4) marks.

2.1.1 Question 1: Theories and Aspects of Development

The question required the candidates to use four points to show the way corruption undermines development in Tanzania. The question was attempted by 2,810 (100%) candidates of which 2,688 (95.7%) had scores ranging from 3.0 to 4.0 marks, 57 (2.0%) got scores that ranged from 2.0 to 2.5 marks and 65 (2.3%) had scores that ranged from 0.0 to 1.5 marks. The general performance of candidates in this question was good since 2,745 (97.7%) scored 40 percent and above as shown in Figure 1.
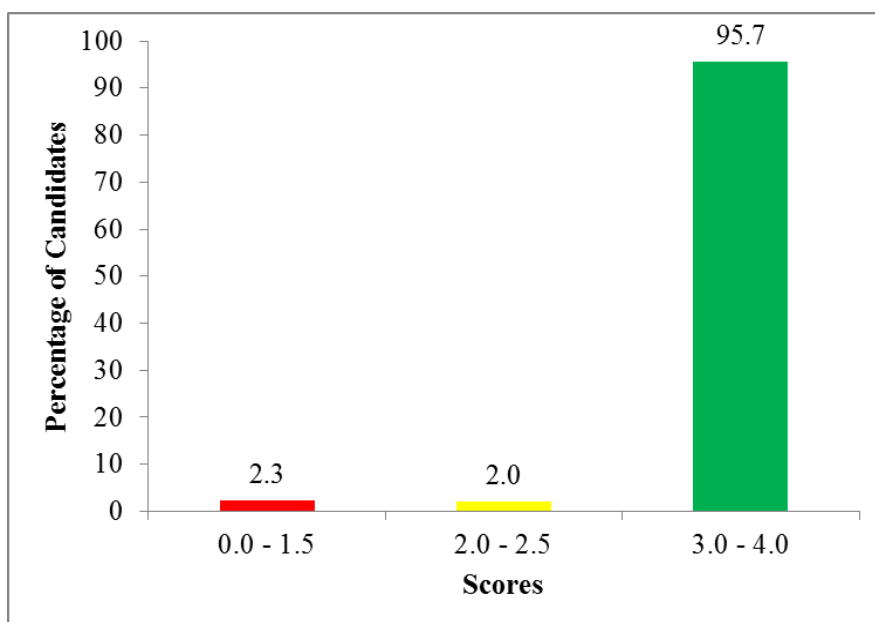
Figure 1: *Candidates' performance in question 1.*

The candidates whose scores ranged from 3.0 to 4.0 marks had adequate knowledge of the subject matter. They also understood the requirement of the question hence provided correct responses. However, the variation of marks in this cluster was due to the difference in the number of relevant facts presented by the candidates and repetitions. Extract 1.1 displays a sample of a response of a candidate who presented relevant points on the way corruption undermines development in Tanzania.

iii/ It leads to loss of government revenue, where by corrupt person or people they take large amount of government revenue for their benefit	
iv/ It leads to the government fail to perform other economic activities where by leaders do not perform their work effectively instead they are looking for their benefit	

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 responses which contained both correct and incorrect answers while other candidates failed to supply the required number of points.

On the other hand, the candidates who scored from 0.0 to 1.5 marks had weaknesses in language proficiencies while others did not provide the required number of points. The candidates who scored zero did not attempt the question. Examples of incorrect responses were: *through paying money to get something, through wanting chance, through wanted to be a leader* and *through provision of something and get something*. Extract 1.2 is a sample of a response from a candidate who responded poorly in this question.

1	The following are the how corruption undermine s development in Tanzania
	(i) Through over Utilization of national redures.
	(ii) Through find the some money.
	(iii) Through mis located or directed these budg-et planed to the sector and take them to his/her pocket money

Extract 1.2: A sample of a candidate's poor response in question 2.

2.1.2 Question 2: Theories and Aspects of Development

The question required the candidates to briefly explain two strengths of Marxist theory on social development. The question was attempted by 2,810 (100%) candidates of which 124 (4.4%) got scores that ranged from 3.0 to 4.0 marks, 642 (22.9%) had scores from 2.0 to 2.5 marks and 2,044 (72.7%) had scores that ranged from 0.0 to 1.5 marks. The data indicate that the performance of candidates in this question was poor since only 766 (27.3%) candidates scored 40 percent and above as shown in Figure 2.
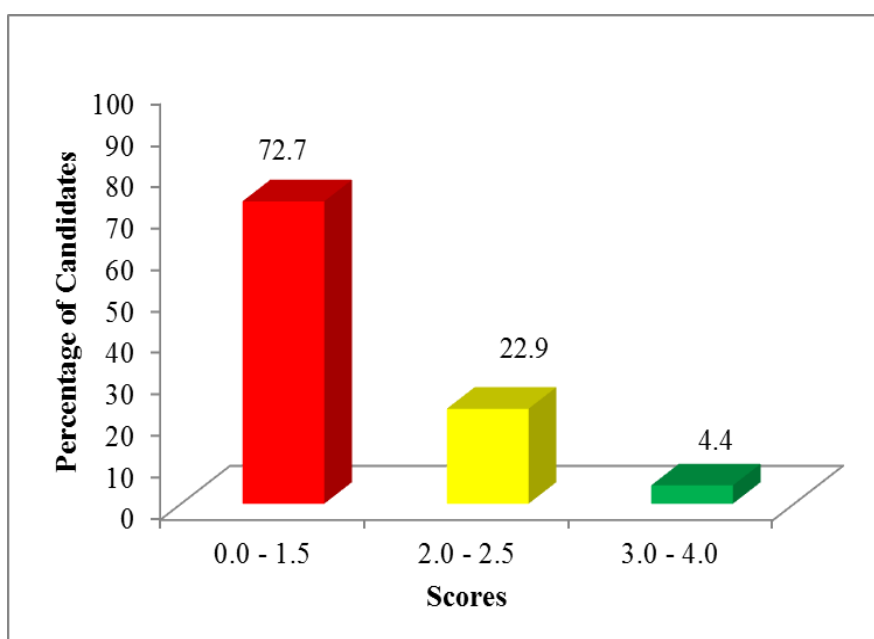

Figure 2: *Candidates' performance in question 2.*

The candidates whose scores ranged from 3.0 to 4.0 marks had good language skills and adequate knowledge of the subject matter. They also understood the requirement of the question hence briefly explained the strengths of Marxist theory on social development. However, some candidates could not score all marks because they were unable to fulfill the required number of points. Extract 2.1 is a sample from one of the candidates who explained well the strengths of Marxist theory on social development.

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

The responses of the candidates who got scores ranging from 2.0 to 2.5 marks had most of the answers not relevant to the question and failed to fulfill the required number of points.

The candidates whose scores ranged from 0.0 to 1.5 marks failed to understand the question and lacked knowledge regarding Marxist theory on social development. They provided responses such as: *it helps people to speculate the truth of problem facing, it helps make easily to discover the ground of knowledge to be used in the social development* and *he encourage that the government should employ people*. Extract 2.2 is a sample of a response from a candidate who failed to explain the strengths of Marxist theory on social development.

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

2.1.3 Question 3: Theories and Aspects of Development

The question required the candidates to list down four challenges facing the public sector in Tanzania. The question was attempted by 2,810 (100%) candidates of which 2,266 (80.6%) got scores that ranged from 3.0 to 4.0 marks, 456 (16.2%) had scores ranging from 2.0 to 2.5 marks and 88 (3.1%) got scores which ranged from 0.0 to 1.5 marks. The general performance of candidates in this question

was good since 2,722 candidates (96.9%) scored 40 percent and above as shown in Figure 3.
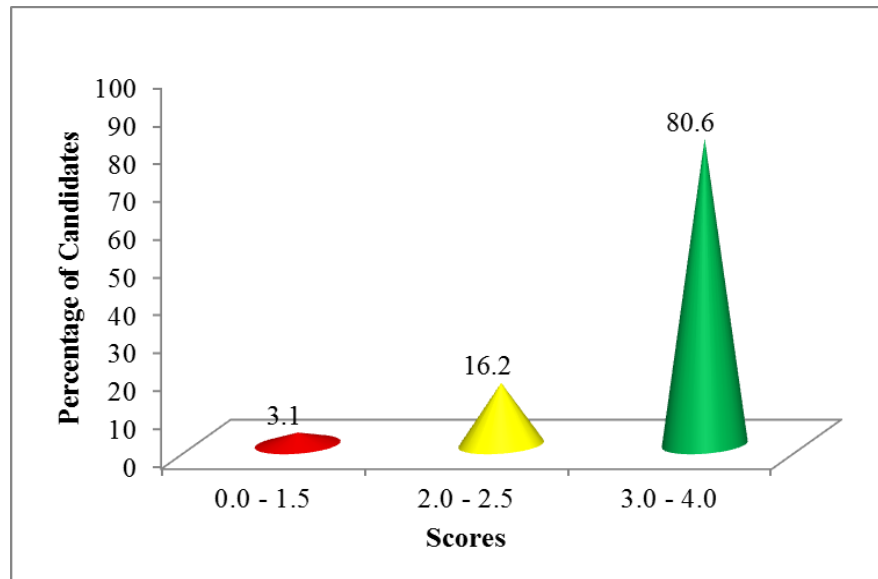

Figure 3: *Candidates' performance in question 3.*

The candidates whose scores ranged from 3.0 to 4.0 marks had ample knowledge of the subject matter. They also understood the requirement of the question hence provided relevant challenges facing the public sector in Tanzania. However, some candidates could not score all marks because they were unable to fulfill the required number of points or they had poor proficiency in English language thus they failed to present their points. Extract 3.1 displays a sample of a good response from one of the candidates.

3. The four challenges facing the public sector in Tanzania are:

i). Poor infrastructures for undertaking various activities.

ii). Poor government policies in financing and managing the sectors. Example low budget

iii). Corruption

iv). low level of science and technological application.

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

The candidates whose scores ranged from 2.0 to 2.5 marks had limited knowledge which made them provide insufficient points. Some of these candidates presented correct and incorrect responses.

On the other hand, candidates who had scores ranging from 0.0 to 1.5 marks failed to understand the question, lacked knowledge of the topic, had poor proficiency in English language and failed to fulfill the required number of points. Some of the candidates responded on irrelevant challenges such as: *language problem, lack of manual workers, economic depressions, lack of market, lack of experience* and *poor government support* to mention a few. Extract 3.2 is a sample of a response from a candidate who failed to list down challenges facing the public sector in Tanzania.

Extract 3.2: A sample of a candidate's poor response in question 3.

2.1.4 Question 4: Theories and Aspects of Development

The question required the candidates to briefly describe four skills needed when giving care and support to people infected with HIV/AIDS. The question was attempted by 2,810 (100%) candidates of which 534 (19.0%) scored from 3.0 to 4.0 marks, 962 (34.2%) scored from 2.0 to 2.5 marks and 1,314 (46.8%) scored from 0.0 to 1.5 marks. Generally, the performance of candidates in this question was average as 1,496 (53.2%) scored 40 percent and above as shown in Figure 4.
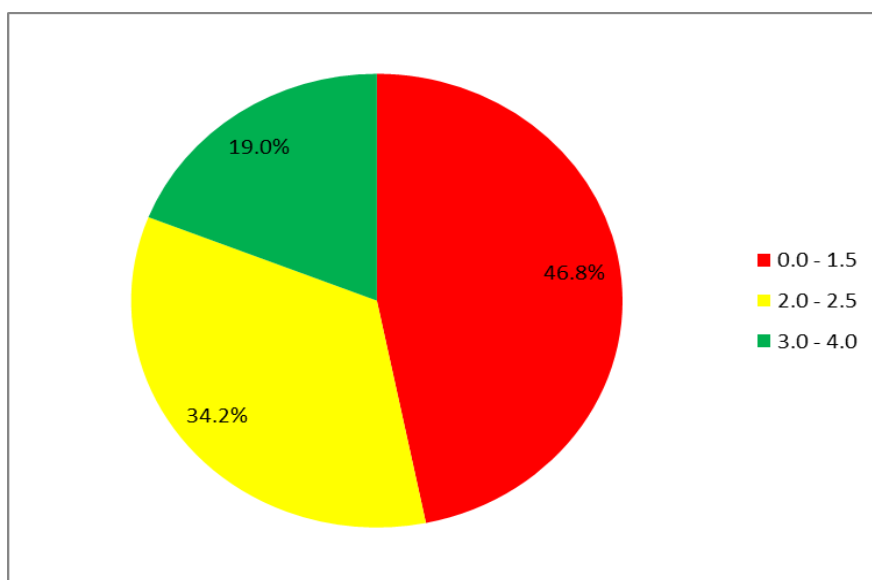
Figure 4: *Candidates' performance in question 4.*

Analysis of the responses from the candidates who scored from 3.0 to 4.0 marks revealed that they understood the question and had sufficient knowledge of the subject matter. However, variation of marks in this cluster was due to the difference in the number of relevant facts presented by the candidates. Extract 4.1 is a sample of a response from a candidate who described correctly the skills needed when giving care and support to people infected with HIV/AIDS.

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

On the other hand, some of the candidates who scored from 2.0 to 2.5 marks, mixed correct and incorrect answers while others gave one to two points which was contrary to the requirement of the question.

Furthermore, the analysis of the responses from the candidates who scored from 0.0 to 1.5 marks revealed that some of them gave only one correct point while the remaining were irrelevant responses. Other candidates could not write any point implying that they lacked knowledge of the concept asked. Examples of irrelevant responses were: *to avoid sexual*, *to use gloves*, *to be happy all the time* and *to provide education on how to measure HIV*. However, some candidates were not able to demarcate between counselling skills and skills needed when giving care and support to people infected with HIV/AIDS. Extract 4.2 is a sample of a response from one of the candidates who described counselling skills which was not the focus of the question.

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

2.1.5 Question 5: Theories and Aspects of Development

The question required the candidates to mention four measures which have to be undertaken in bringing gender balance in Tanzania. The question was attempted by 2,810 (100%) candidates of which 1,556 (55.4%) got scores that ranged from 3.0 to 4.0 marks, 719 (25.6%) got scores ranging from 2.0 to 2.5 marks and 535 candidates (19.0%) had scores that ranged from 0.0 to 1.5 marks. The general performance of the candidates in this question was good since 2,275 (81.0%) scored 40 percent and above as shown in Figure 5.
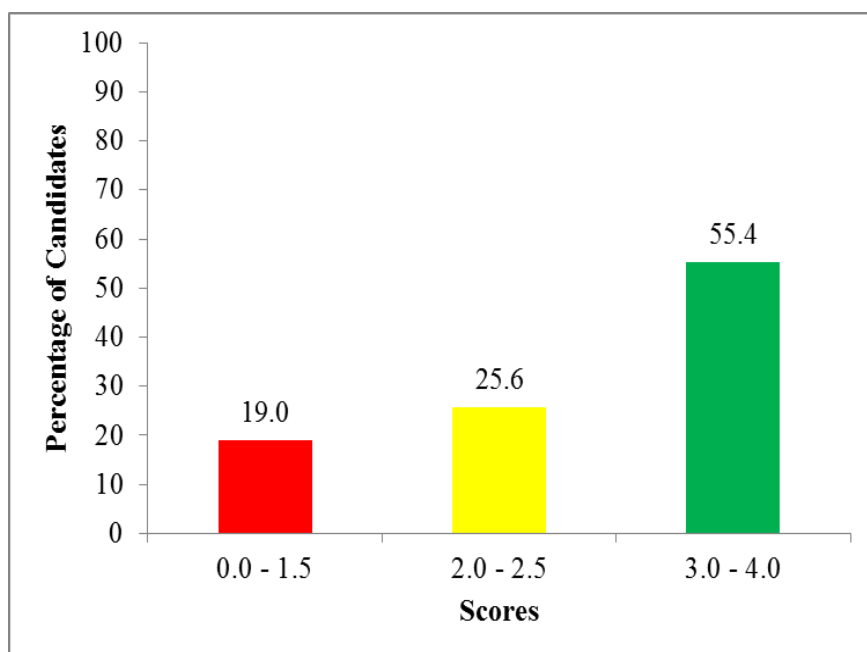
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Figure 5: *Candidates' general performance in question 5.*

The analysis of candidates' responses shows that, the candidates whose scores ranged from 3.0 to 4.0 marks had sufficient knowledge of the measures which have to be undertaken in bringing gender balance in Tanzania. They also understood the requirement of the question hence provided three to four correct responses despite their minor grammatical errors. Extract 5.1 presents a good response of a candidate who was able to mention four measures which have to be undertaken in bringing gender balance in Tanzania.

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

On the other hand, the candidates whose scores ranged from 2.0 to 2.5 marks presented correct responses. However, the weaknesses were on replicated facts and less number of required points.

Further analysis indicates that the candidates who scored from 0.0 to 1.5 marks had insufficient knowledge of the subject matter and poor proficiency of the English language. Some of them failed to understand the demands of the question, thus provided irrelevant points such as: *to have human right, through reproductive health to women, introducing pre entry program* and *in attendance the name of lady should be started and followed by the name of men*. Extract 5.2 is a sample of a response from one of the candidates who deviated from the demands of the question.

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

2.1.6 Question 6: Tanzania in Global Politics

The question required the candidates to elaborate the functions of the following United Nations organs: (a) ILO (b) UNESCO. A total of 2,810 (100%) candidates attempted this question. Among them, 374 (13.3%) had scores ranging from 3.0 to 4.0 marks, 506 (18.0%) got scores that ranged from 2.0 to 2.5 marks and 1,930 (68.7%) got scores ranging from 0.0 to 1.5 marks. Generally, the performance of candidates in this question was poor as 880 (31.3%) candidates scored above 40 percent as summarized in Figure 6.
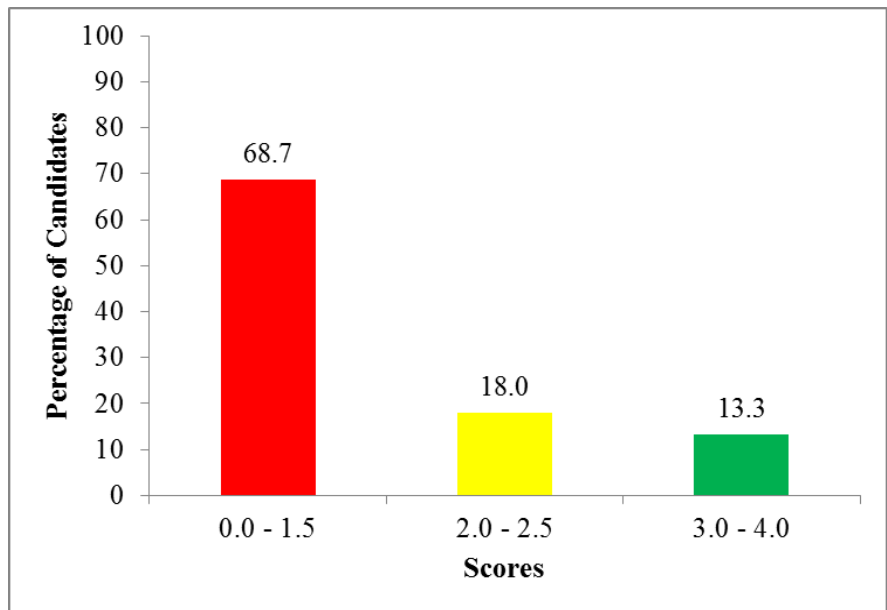
Figure 6: *Candidates' performance in question 6.*

Analysis of the responses from the candidates whose scores ranged from 3.0 to 4.0 marks show that the candidates understood the question and had adequate knowledge of the subject matter. However, variation of marks in this bunch was due to the difference in the relevance of facts presented by the candidates. Extract 6.1 is a sample of a response from one of the candidates who elaborated well the functions of ILO and UNESCO.

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

On the other hand, the candidates who scored from 2.0 to 2.5 marks had inadequate knowledge of the subject matter and therefore, they provided correct and incorrect responses.

Furthermore, the analysis indicated that the candidates who scored from 0.0 to 1.5 marks had inadequate knowledge on the United Nations agencies particularly ILO and UNESCO. These candidates failed to identify the requirements of the question and consequently provided incorrect responses. Examples of the incorrect responses include; *ILO: provides food to the nation and UNESCO protects human rights.* On top of that, most of the candidates' responses were characterised by errors of grammar and poor presentation of the points.. Extract 6.2 is a sample of a response from a candidate who had inadequate knowledge about ILO and UNESCO.

6	Function of ILO	
	i) To maintain piece and security	
	ii) To provide unite and solidarity in the nations	
	functions of UNESCO	
	i) To bring development in the country	
	ii) To maintain piece and security among nations	

Extract 6.2: A sample of a candidate's poor response in question 6.

2.1.7 Question 7: Tanzania in Global Politics

The question required the candidates to outline four principles governing the African Union (AU). The question was attempted by 2,810 (100%) candidates. Among them, 1,011 (36.0%) had scores ranging from 3.0 to 4.0 marks, 805 (28.6%) got scores that ranged from 2.0 to 2.5 marks and 994 (35.4%) had scores that ranged from 0.0 to 1.5 marks. The general performance of candidates in this question was average since 1,816 (64.6%) candidates scored 40 percent and above as shown in Figure 7.

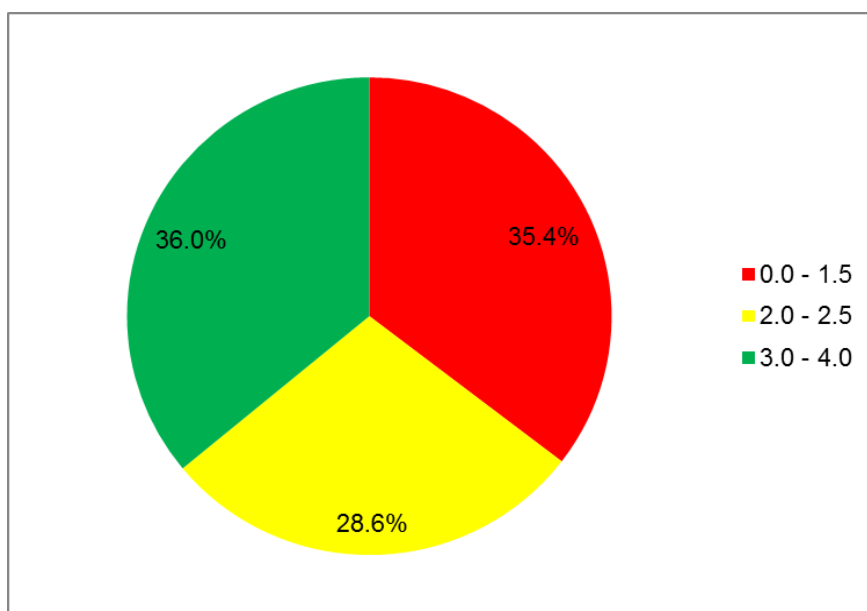**Figure 7**: *Candidates' performance in question 7.*

The candidates whose scores ranged from 3.0 to 4.0 marks had sufficient knowledge and good mastery of the topic. They also understood the requirements of the question hence outlined three to four principles governing the African Union (AU) correctly. However, the candidates' scores varied depending on the clarity of their responses. Extract 7.1 is a sample of a response from a candidate who was able to outline correctly the principles governing the African Union (AU).

7	i) No interference of any state or country in internal affairs of another Country among the membership.	
	ii) Peaceful resolution of Conflicts among the member State.	
	iii) Prohibition the use of force or threat in Solving conflict among the member States.	
	iv) Provision of educational for self reliance within the frame work of the union.	

Extract 7.1: A sample of a candidate's good response in questions 7.

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The candidates whose scores ranged from 2.0 to 2.5 marks mixed relevant and irrelevant responses which indicated that they had partial knowledge of the subject matter.

The candidates whose scores ranged from 0.0 to 1.5 marks lacked knowledge of the topic of Tanzania in Global Politics. Some candidates provided only one relevant point out of four while others misconceived the demands of the question, thus they provided incorrect answers. Examples of the responses were: *to improve infrastructure, multipartism system, free investment, to improve trade activities, to improve agriculture activities* and *to improve the level of science and technology*. Extract 7.2 is a sample of a candidate's response who failed to understand the requirements of the question.

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

2.1.8 Question 8: Government and Politics

The question required the candidates to use four points, to show the way political pluralism is practiced in Tanzania. The question was attempted by 2,810 (100%) candidates. Among them, 1,869 (66.5%) scored from 3.0 to 4.0 marks, 416 (14.8%) scored from 2.0 to 2.5 marks and 525 (18.7%) scored from 0.0 to 1.5 marks. Generally, the performance of candidates in this question was good as 2,285 (81.3%) candidates scored 40 percent and above as shown in Figure 8.

Figure 8: *Candidates' performance in question 8.*

The analysis shows that the candidates whose scores ranged from 3.0 to 4.0 marks demonstrated competency on the subject matter. They also understood the requirements of the question hence explained correctly three to four practices of political pluralism in Tanzania. However, the candidates' scores varied depending on the clarity of their responses. Extract 8.1 shows a sample of a response from one of the candidates with a good response on the practice of political pluralism in Tanzania.

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

On the other hand, the candidates who got scores ranging from 2.0 to 2.5 marks had limited knowledge of the practice of political

pluralism in Tanzania. Hence, they mixed relevant and irrelevant responses which made them score average marks.

Furthermore, the analysis indicates that some of the candidates whose scores ranged from 0.0 to 1.5 marks revealed insufficient knowledge of the subject matter while others failed to interpret the requirements of the question. For example, some candidates provided only one relevant point out of four points while others misconceived the demands of the question. Examples of such responses were: *to ensure unit, to maintain peace and order, to eradicate corruption, avoid bias* and *to maintain bill of right.* Also, the candidates' responses were characterized by errors of grammar due to poor proficiency in English language. Extract 8.2 is a sample of a response of a candidate who failed to show the way political pluralism is practiced in Tanzania.

Extract 8.2: A sample of a candidate's poor response in question 8.

2.1.9   Question 9: Government and Politics

The question required the candidates to identify four characteristics of the dictatorship government. The question was attempted by 2,810 (100%) candidates. Among them, 2348 (83.6%) had scores ranging from 3.0 to 4.0 marks, 318 (11.3%) got scores that ranged from 2.0 to 2.5 marks and 144 (5.1%) had scores that ranged from 0.0 to 1.5 marks. The general performance of candidates in this question was good since 2,666 (94.9%) candidates scored 40 percent and above as shown in Figure 9.
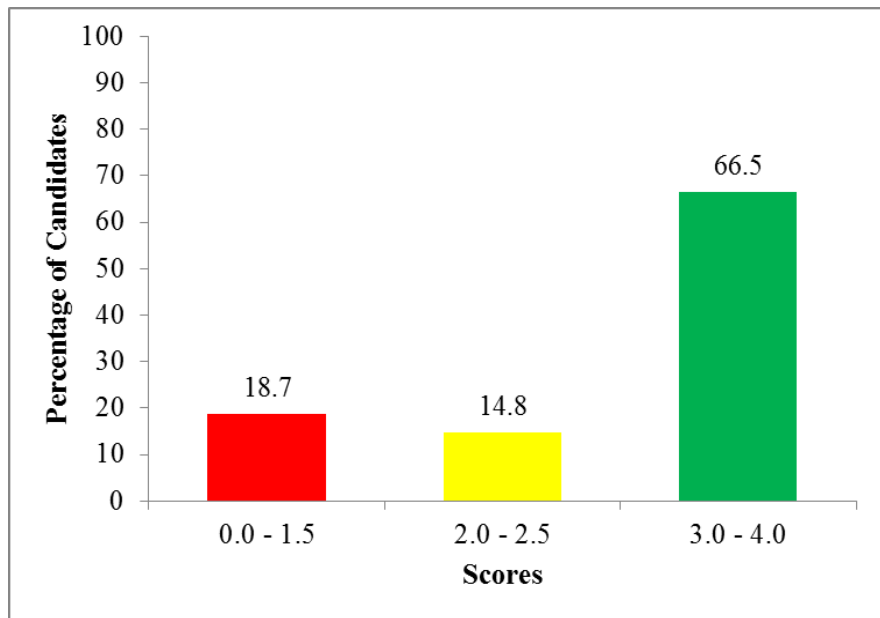
Figure 9: *Candidates' performance in question 9.*

The analysis indicates that, most of the candidates who scored from 3.0 to 4.0 marks managed to identify four characteristics of the dictatorship government. They also understood the requirements of the question hence provided three to four relevant points. The candidate's responses revealed sufficient skills in conveying correct points due to clarity presentation of the points. Extract 9.1 shows the response of a candidate who identified four characteristics of the dictatorship government.

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

The candidates whose scores ranged from 2.0 to 2.5 marks had insufficient knowledge of the subject matter; they mixed correct and incorrect responses.

On the other hand, the candidates whose scores ranged from 0.0 to 1.5 marks had insufficient knowledge of the subject matter. Others failed to interpret the requirements of the question while others identified less number of required points. Examples of such responses were: *presence of accountability, foster the economic development, there is no specific rule which guide people, there is no prime minister* and *foster the decision making.* Extract 9.2 is a sample of a response from one of the candidates who failed to identify four characteristics of the dictatorship government.

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

2.1.10 Question 10: Culture and Philosophy

The question required the candidates to use four points, to show the impact of negative cultural values in Tanzanian societies. The question was attempted by 2,810 (100%) candidates. Among them, 2,033 (72.4%) scored from 3.0 to 4.0 marks, 339 (12.1%) scored from 2.0 to 2.5 marks and 438 (15.6%) scored from 0.0 to 1.5 marks. Generally, the performance of candidates in this question was good as 2,372 (84.4%) candidates scored 40 percent and above as shown in Figure 10.
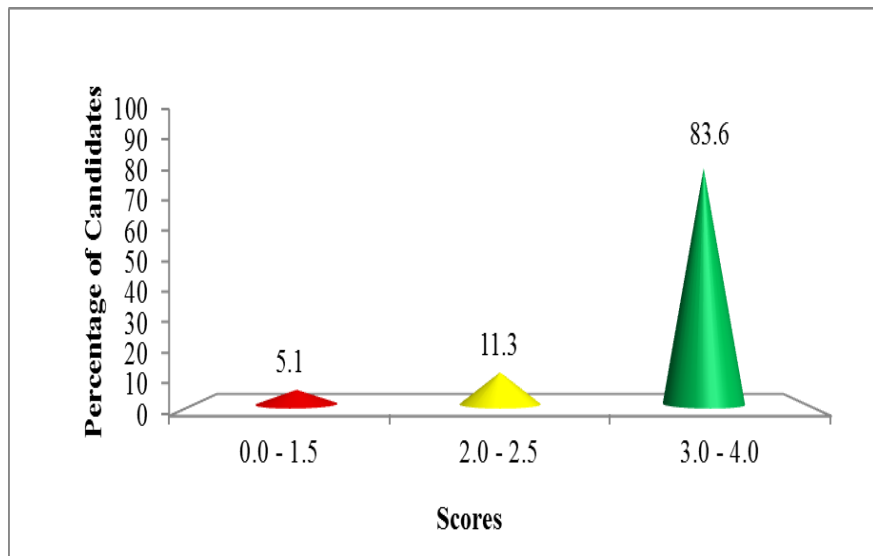
21
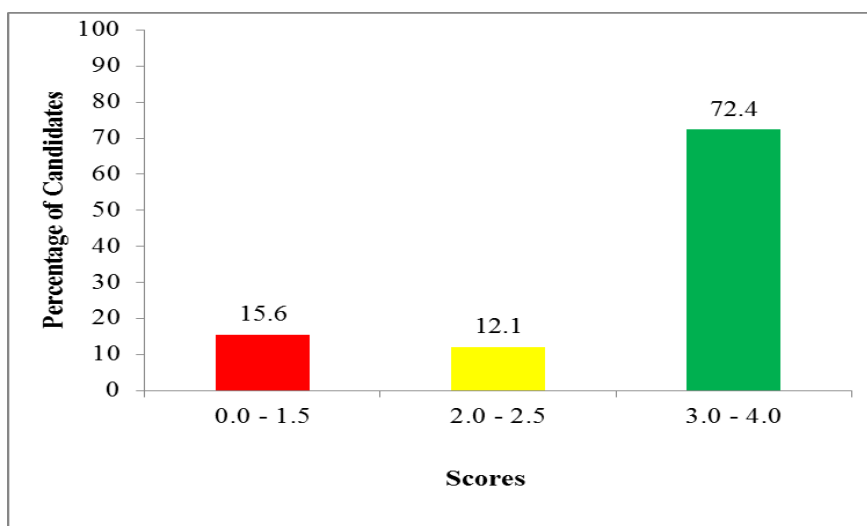
Figure 10: *Candidates' performance in question 10.*

The analysis shows that the candidates who scored from 3.0 to 4.0 marks understood the requirements of the question. They presented correctly three to four impacts of negative cultural values in Tanzanian societies. Extract 10.1 shows a sample from a candidate who provided four relevant impacts of negative cultural values in Tanzanian societies.

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

Furthermore, the analysis of the candidates who scored from 2.0 to 2.5 marks revealed that they had partial knowledge of the subject matter. Most of the candidates in this group managed to explain only two impacts of negative cultural values in Tanzanian societies while other candidates presented only two correct points out of four points.

The analysis also shows that the candidates whose scores ranged from 0.0 to 1.5 marks had several weaknesses. They failed to understand the demands of the question while others lacked knowledge of the subject matter. The candidates' responses were characterised by unclear meaning while others did not attempt this question. For example, some of the candidates provided the types of cultural practice in Tanzania instead of the impact of negative cultural values in Tanzanian societies. Additionally, the candidates' responses in this group were not related to the requirements of the question. Examples of their responses were: *decline of moral values, street children, women discrimination* and *killing of albinos.* Extract 10.2 is a sample of a response from one of the candidates who gave examples of bad cultural practices in Tanzanian societies which was not the focus of the question.

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

2.2 SECTION B: ESSAY QUESTIONS

This section comprised six (6) essay questions out of which the candidates were required to attempt any four (4) questions. Each question had a weight of 15 marks making a total of 60 marks.

2.2.1 Question 11: Theories and Aspects of Development

The question required the candidates to analyse six factors which cause underdevelopment in Tanzania. It was opted by 2,787 (99.2%) candidates. Among them, 1,180 (42.3%) scored from 10.5 to 15.0 marks, 1,579 (56.7%) scored from 6.0 to 10.0 marks and 28 (1.0%) scored from 0.0 to 5.5 marks. Generally, the performance of candidates in this question was good as 2,759 (99.0%) candidates scored 40 percent and above as shown in Figure 11.
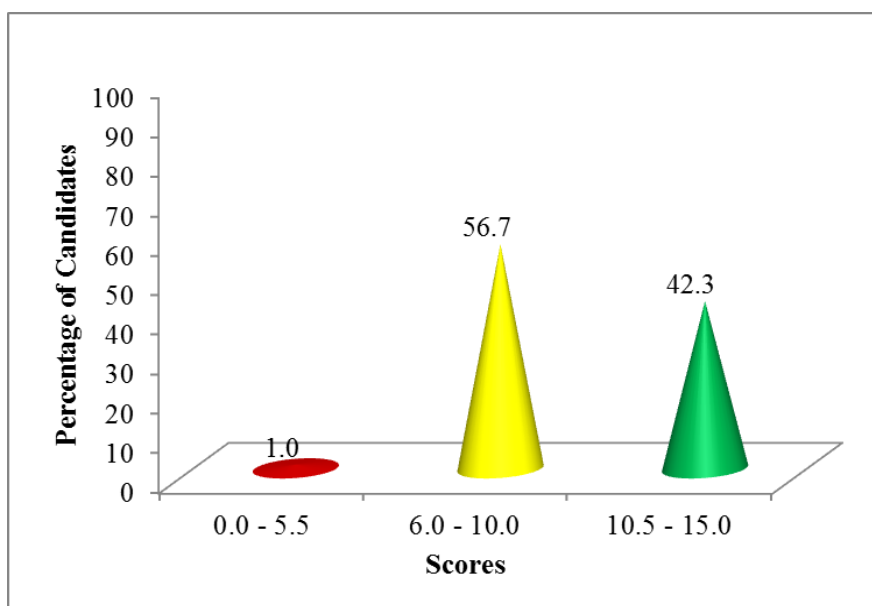
Figure 11: *Candidates' performance in question 11.*

The candidates whose scores ranged from 10.5 to 15.0 marks had adequate knowledge of the factors which cause underdevelopment in Tanzania. They also understood the requirements of the question hence provided relevant responses. However, variation of marks in this group was due to differences in the facts presented by the candidates and repetitions. Extract 11.1 is part of a sample of a candidate who analysed relevant factors which cause underdevelopment in Tanzania.

11. Underdevelopment:- Is the situation where by a state or an individual fail to progress in all aspect of life, including, social, economic, and political aspect especially when comparing to other nations or states. Tanzania in particular is one of the African countries which seems to develop slowly when comparing to other nations like Britain and America. The following are some of the causes which are of underdevelopment in Tanzania.

Low science and technology, this causes poor or low improvement in sectors like industrial and economic sectors, for example in Tabora region particularly Uyui district, people still using hand hoes, some do not use even fertilizer in maize cultivation but on the other hand, there is problem of power and low technology among Tanzanian in running industries. So seek help from later external actors like China for technological help which a country incurs a lot of money.

The impact of colonialism and neo-colonialism, According to walter Rodney on his book how Europe underdevelop Africa" explains that, exploitation among colonizing European states cause African countries to depend on them. Even the Tanzanian state under Britain also face the same problem. Example is SAP as Structural Adjustment program and World Bank as well as IMF accelerate dependency of Tanzania to European countries as acceleration of Neo-colonialism.
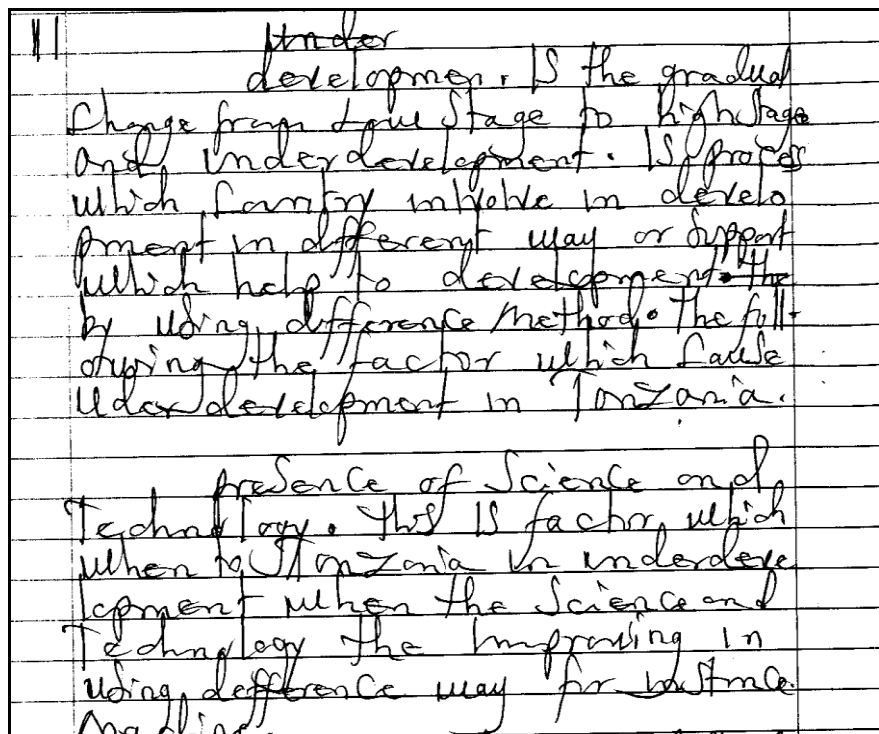
The impacts of natural calamities for example draught, floods and earthquake. Example of Earthquake in Kagera region and frequent floods in Dar es Salaam make the government to incur

11   setback the development in other sectors like Agriculture.

Diseases like HIV Pandemic and Covid-19, also accelerate underdevelopment in Tanzania. The Examples of HIV and Covid-19 made Tanzania to lose a lot of manpower as human resources as well as incur a lot of money to combat them. Thus our the issue of Corona which made is still continuing affects many people economically and socially.

Rapid Population growth, Example birth rate increase every year in Tanzania. Considering that the number or ration of dependent population below eighteen year is greater that working Population. Thus The government incur a lot of money to provide Social services. Example The government of John Joseph Magufuri introduced the policy of free Education.

Poor government Plan, also to some extent accelerate underdevelopment in Tanzania. Example the government does not put satisfactory priority in Agricultural Sector as our backbone of our economy like provide Subsides and loans.

Therefore, The government and Non-government Organizations (NGO's) shoul invest more in Science and technology and Agricultural sector so as to reduce the overdependence to Western Countries.

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

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Moreover, the candidates whose scores ranged from 6.0 to 10.0 marks had partial knowledge of the subject matter. Their responses had several weaknesses such as mixing correct and incorrect points, inability to comprehensively provide facts and relevant evidence to justify the facts. However, the scores in this category varied depending on the strength of the explanation. For example, some of the candidates failed to write correct introduction and conclusion with partial explanations of the points while others provided few points which lack clarity due poor proficiency in English language.

The candidates whose scores ranged from 0.0 to 5.5 marks had insufficient knowledge while others failed to understand the demands of the question, therefore, they wrote irrelevant introduction and mixed correct and incorrect answers. Some candidates misconceived between the factors which cause development and the factors which cause underdevelopment in Tanzania. Their responses were also characterized by poor essay organization skills. Extract 11.2 is a sample of a response from one of the candidates who analysed indicators of development which was not required by the question.

Improvement of industrial. presence of industrial the help to Tanzania to development in more because the industrial occur for instance John Pombe Magufuli emphasize in industrial in order to development.

Improvement of difference sector such as Agriculture, mining, fishing due to this factor the lead to use of development because is the involve in difference activities in production.

11. Am Improvement of social services. This is factor that lead to under development in Tanzania when the social service are good not make the difference. Investor for instance in company, in diaf.

Presence of political stability. This is factor that under development when the people in the country the live in peace and no conflict among of them.

Improvement of infrastructure. This is factor that cause to under development in Tanzania when the good infrastructure for instance road, railway.

Generally the factor which cause under development the same factor which undermine development in Tanzania, such, low level of science and technology, poor infrastructure, poor social service, nature calamities.

Extract 11.2: A sample of a candidate's poor response in question 11.

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2.2.2   Question 12: Theories and Aspects of Development

The question required the candidates to examine the role of education in promoting human resource development in Tanzania since 1970s. It was opted by only 680 (24.2%) candidates. Among them, only 13 (1.9%) scored from 10.5 to 15.0 marks, 398 (58.5%) scored from 6.0 to 10.0 marks and 269 (39.6%) scored from 0.0 to 5.5 marks. Generally, the performance of the candidates in this question was average as 411 (60.4%) candidates scored 40 percent and above as shown in Figure 12.
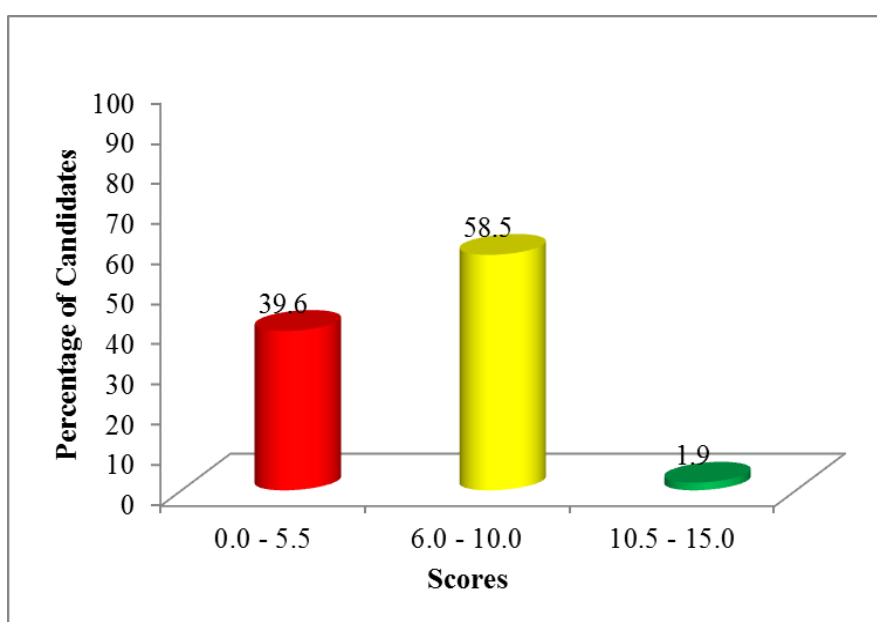
Figure 12: *Candidates' performance in question 12.*

The candidates who scored from 10.5 to 15.0 marks demonstrated adequate knowledge of the subject matter and correctly interpreted the question therefore, giving relevant responses. They demonstrated good essay writing skills including writing a good introduction, main body and conclusion. Extract 12.1 is a sample of a response from one of the candidates who examined correctly the role of education in promoting human resource development in Tanzania since 1970s.

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12) Human resource development refers to the framework to the expansion of human capital within an organization for the development of both its individual and an organization to achieve performance development. Education Things which make human to be a resource is skill, interest, Knowledge and Attitude. Therefore education had a good role in promoting human resource development in Tanzania since 1970s due to different policies which where introduced:

Education for self reliance of 1967 This was a policy established during Arusha declaration by the first president of Tanzania Mwl. J. K. Nyerere who believes on education for productive work. The aim of this was to integrate theoretical knowledge to productive manual work. Therefore due to this lead to the promotion of human resource hence development of individual and the community as it shakes people from their resignation to know what to do for themselves and for the community

Through the Universal Primary Education and Musoma resolution in (UPE) 1974. This policy of education also was established for the aim of training people so as they can work as teacher in different primary schools so as they can harvey knowledge to the children to become useful membership to the society. Also the education was emphasizing in relating theories with the real life situation in their village.

Also through the Tanzania Education o Training policy of 1995. This was the policy which was introduced so as to improve the expansion of both formal and nonformal education within the country. Also through decentralization of Regional, district and ministry of education to be responsible in managing

12. education Also it aimed at improving science and technology due to the establishment of vocational education and training so as people can earn different knowledge hence contribute to different economic activities.		

Also through the National policy high education policy of 1999 This is the policy which was made for the purpose of improve the quality of education through acquiring high skills and Knowledge which lead to the development of human resources. The high education were in ternary levels both colleges and universities.

Through the National Employment policy of 1990 2000. This was the policy which was made to ensure that all people who undergoing training should be employed in various economic activities so as they can get value for their life. As well as increases government revenue.

Therefore the above were the roles of education in promoting human resources development in Tanzania since 1970's as establishment of Universal primary education (UPE) and Musoma revolution in 1974, establishment of Tanzania Education and Training policy of 1995, also through the establishment of National high education policy of 1999 as well as the establishment of the National employment policy of 19 2000.

Extract 12.1: A sample of a candidate's good response in question 12.

Furthermore, the candidates who scored from 6.0 to 10.0 marks understood the demands of the question. Some candidates outlined the responses instead of illustrating the points. Moreover, some candidates provided fewer points contrary to the demands of the

question while others repeated points which revealed inadequate knowledge of the subject matter. The scores varied depending on the lucidity of the elaboration of the points.

The candidates whose scores ranged from 0.0 to 5.5 marks lacked focus and misinterpreted the question. The candidates had limited knowledge of the role of education in promoting human resource development in Tanzania since 1970s. For example, one of the candidates wrote principles of environmental conservation instead of the roles of education in promoting human resource development in Tanzania. In addition, inability to provide relevant introduction, conclusion and coherent English sentences affected the candidates' performance in this question. Extract 12.2 is a sample of a response from one of the candidates who analysed principles of environmental conservation which was not required by the question.

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

2.2.3 Question 13: Tanzania in Global Politics

The question required the candidates to explain six challenges facing Common Market for Eastern and Southern Africa (COMESA) towards achieving its objectives. It was opted by 2,302 (81.9%) candidates. Among them, 688 (29.9%) scored from 10.5 to 15.0 marks, 1,530 (66.5%) scored from 6.0 to 10.0 marks and 84 (3.6%) scored from 0.0 to 5.5 marks. Generally, the performance of candidates in this question was good as 2,218 (96.4%) candidates scored 40 percent and above as shown in Figure 13.

Figure 13: *Candidates' performance in question 13.*

The candidates who scored from 10.5 to 15.0 marks demonstrated adequate knowledge of the topic. They also understood the requirements of the question hence explained the relevant challenges facing COMESA towards achieving its objectives. Moreover, the candidates demonstrated competency in essay writing. However, the scores were determined by clarity of explanations and adequate examples given. Extract 13.1 is part of a sample of a response from one of the candidates who explained relevant challenges facing Common Market for Eastern and Southern Africa (COMESA) towards achieving its objectives.

13 and this reduce the effectiveness example Tanzania was Member of Comt common market for Eastern and Southern Africa Aa and East Africa Community before.

lack of enough fired and poor Management Common Market for Eastern and southern Africa lacks enough fired to organise and pto to manage the organization and this result to ineffectiveness of the organization
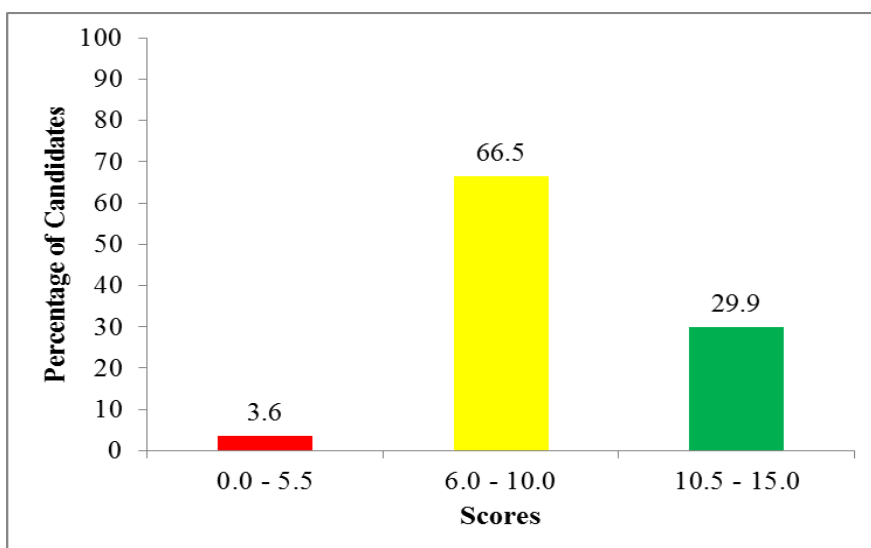
Extract 13.1: A sample of a candidate's good response in question 13.

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 had inadequacies such as lack of focus, repetition of some answers and provision of inadequate details to justify their answers.

The candidates who scored from 0.0 to 5.5 marks manifested a number of weaknesses such as limited knowledge, lack of focus in answering the question, poor proficiency in the English language as well as misconception of the demands of the question. For instance, one of the candidates who attempted this question defined COMESA as *a big market which makes people to get employment and development*. Besides that, some candidates ended up with only definitions; this may be attributed to poor time management or insufficient knowledge of the subject matter. Extract 13.2 is a sample of a response from one of the candidates who responded poorly in this question.

13	The following challenge common market comea for East Africa "comea" level of government support, government not support to given loans for development those market Poor ideology between member, all member have the same ideology poor technology, this Facilitate negative effect due to market not good
	poor infrastructure, like road and railways for the purpose of transfer goods from industry to the market poverty for member of comesa, this lead to them unable to make market better and attract to the customs Price fluctuation, also this common challenge, face comesa There fore 'comesa' provide - positive impact to the country all terrif should be over thrower

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

2.2.4 Question 14: Theories and Aspects of Development

The question required the candidates to use six points to show the way women are oppressed in Tanzania. It was opted by 2,187 (77.8%) candidates. Among them, 1,376 (62.9%) scored from 10.5 to 15.0 marks, 798 (36.5%) scored from 6.0 to 10.0 marks and 13 (0.6%) scored from 0.0 to 5.5 marks. Generally, the performance of candidates in this question was good as 2,174 (99.4%) candidates scored 40 percent and above as shown in Figure 14.
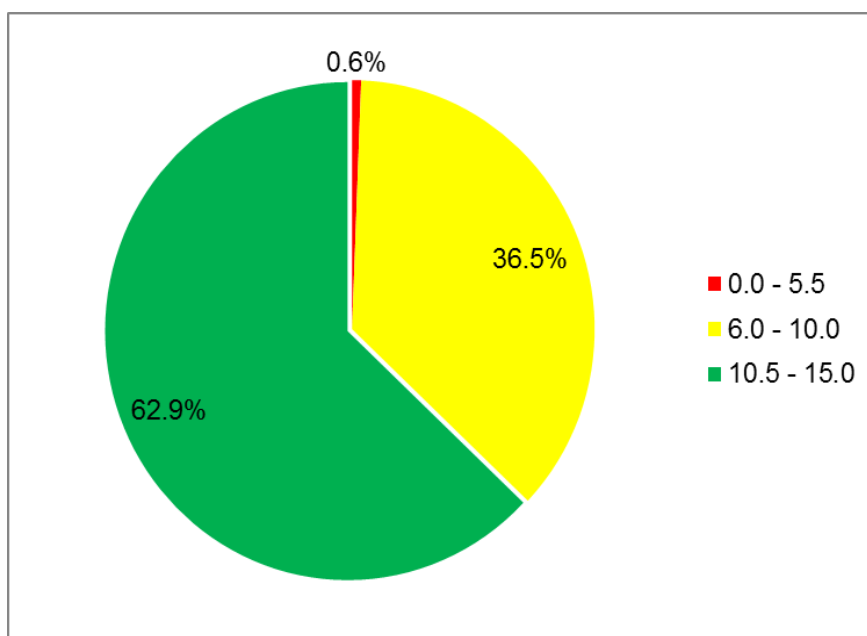
Figure 14: *Candidates' performance in question 14.*

The candidates who scored from 10.5 to 15.0 marks had adequate knowledge of the topic and correct interpretation of the question. They gave relevant explanations on how women are oppressed in Tanzania. Extract 14.1 is part of a sample of a response from one of the candidates who was able to show clearly the way women are oppressed in Tanzania.

| 14. | Women oppression is the situation in which wo-men can be treated unfair. Most women in our so-cieties are treated unfair due to Local beliefs. This is how women are oppreved in Tanzania; They have no right to engage in discussion ma-king; In our country women they have no voice in any sector, they potrayed as a weak person who don't know anything, Men they have sound to all families and any sector. | |

	Female Genital Mutilation (FGM); Also women are ~~opre~~ oppressed due to the bad believe which are introduced in some societies. There is some societies women must be circumscized, this situation It cause painful to women and it lead them to loose a lot of blood during the prouss of birth and sometimes it cause death to them.	
	They have no right to get Education; In other society they believe that girls are not able to get education, their role is to get marriage and to near children the right of getting education is for boys only which is not true all people have a right of getting education without Looking their sex.	
14.	Early Marriage; Also in other societies girls get Marriage in small age, under 18 this may cause complication during birth, and It cause death to them sometimes while she get a child, this is because of her age, and this is happen to them due to lack of education to the people.	
	They have no right to own Land; In our country women have no right to own land, this is due to poor believes, they believe that Land is owned by Men only and not women, this may cause women to fill inferior and ~~isol~~ weak in the society.	
	Forced Marriage; Also alot of parents nowdays the force their children to get marriage, this may lead them to feel bad to engage in marriage while others they get education, this happens due to poverty, parents need Money to fullfill their needs that it is why they forced their children to get marriage while they don't want to do so.	

Extract 14.1: A sample of a candidate's good response in question 14

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The candidates who scored from 6.0 to 10.0 marks had adequate knowledge of the topic. They explained how women are oppressed in Tanzania but they failed to provide relevant examples. Moreover, few of them failed to provide the required number of points demanded by this question.

Furthermore, some candidates who scored from 0.0 to 5.5 marks failed to interpret the question, they gave the strategies for empowering women instead of showing how women are oppressed in Tanzania. Other candidates had inadequate knowledge of the subject matter and poor proficiency in the English language. Others had poor essay writing skills and scored correctly only in the introduction. Examples of their responses were: *women have no thinking capacity on their life*, *are dependent*, *failing to volunteer in leadership*, *have low education* and *have no cooperation with other people*. Extract 14.2 is a sample of an irrelevant response from one of the candidates.

Providing with education; women have been provided with education in the country compared with d'past, nowadays women can are treated equaly with mens.

By enacting strict laws, Strict laws was enacted by the government to avoid any oppression of humans especially men who beats their wifes. The law prevent women from any bizarres and oppresitions which are harsh to them.

By employing to the different sectors, Women also are oppressed by employing being employed in different sectors in the country example in education system, Heath sector and other private sectors. employment helps women to became self dependence or to become indepenent co to each other.

By providing with their organisations, in Tanzania women are provided with their organisations which control the objectives and rights of Women example of are (TAMWA) Tanzan ia Media Women Association (and (TAWLA)

14 Tanzania Women Layers Associations

Therefore these are the ways in which Tanza nia oppresse Women in Tanzania. These in clude basic needs, being a leader, providing with education, by enacting strict laws, employ ment, and providing with their organisation s.

Extract 14.2: A sample of a candidate's poor response in question 14.

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2.2.5 Question 15: Government and Politics

The question required the candidates to use six points to explain the importance of rule of law in a Democratic country like Tanzania. It was opted by 2,049 (72.9%) candidates. Among them, 187 (9.1%) scored from 10.5 to 15.0 marks, 1,783 (87.0%) scored from 6.0 to 10.0 marks and 79 (3.9%) scored from 0.0 to 5.5 marks. Generally, the performance of candidates in this question was good as 1,970 (96.1%) candidates scored 40 percent and above as shown in Figure 15.
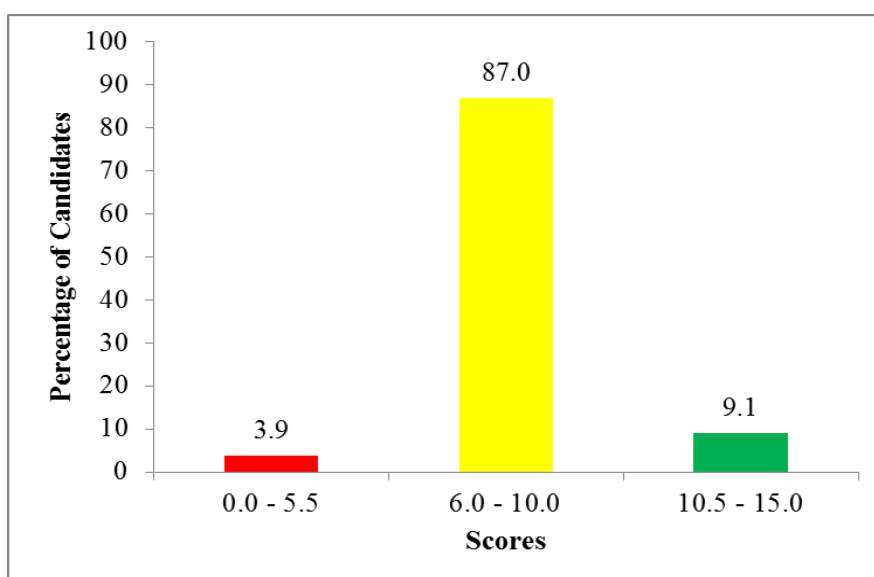
Figure 15: *Candidates' performance in question 15*

The analysis shows that candidates who scored from 10.5 to 15.0 marks had adequate knowledge of the topic and understood the requirements of the question. They appropriately explained the importance of rule of law in a Democratic country like Tanzania. Extract 15.1 is part of a sample of a response from one of the candidates who explained correctly the importance of rule of law in a Democratic country like Tanzania.

Promotion of human rights, Rule of law helps in promotion of human right because no one is above the law, the citizen lives on their rights with out any abuses, and for the one who abuse the someone right the law will take place eg. right to worship.

Freedom of speech, The one importance of Rule of law it gives citizen a freedom of speech in a Democratic election, a citizen speech/express what he/she want to say.

Introduction of multipartism, also the presence of Rule of law led to to the presence of real multipartism in some of democratic counties like Tanzania There is many political parties like CHADEMA, CCM, CUF, ACT WAZALENDO and so on.

Freedom to vote and to be voted, Rule of law is very important in demo-cratic country like Tanzania because it give freedom to vote for someone

15 whome you want and to be voted.

Equal Provision of social services, Rule of law maintain equal provision of social services to the citizen, The governm ent provide equal social services in Urban and Rural areas like, Schools, hospitals and dispensaries.

Generally, Rule of law is very - important in promotion and protection of human rights.

Extract 15.1: A sample of a candidate's correct response in question 15

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The candidates who scored from 6.0 to 10.0 marks demonstrated to have adequate knowledge of the topic and explained the importance of rule of law in a Democratic country like Tanzania. However, a number of responses lacked clear elaborations. Moreover, some of the candidates repeated points, failed to understand the limitations of the question and others gave poor introductions and conclusions.

Furthermore, the candidates who scored from 0.0 to 5.5 marks had limited knowledge of the subject matter. They had weaknesses such as repetition of points with insufficient explanations. Examples of responses provided were: *it helps in consumption of income, it is very periodical, it is free and independent organ, it is very inclusive* and *everyone is above the law*. Extract 15.2 is a sample of a response from one of the candidates who responded poorly in the question.

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

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2.2.6 Question 16: Globalization

The question required the candidates to propose five sustainable strategies for dealing with the effects of globalization in Tanzania. It was opted by 1,218 (43.3%) candidates. Among them, 124 (10.2%) scored from 10.5 to 15.0 marks, 1,025 (84.2%) scored from 6.0 to 10.0 marks and 69 (5.7%) scored from 0.0 to 5.5 marks. Generally, the performance of candidates in this question was good as 1,149 (94.3%) candidates scored 40 percent and above as shown in Figure 16.
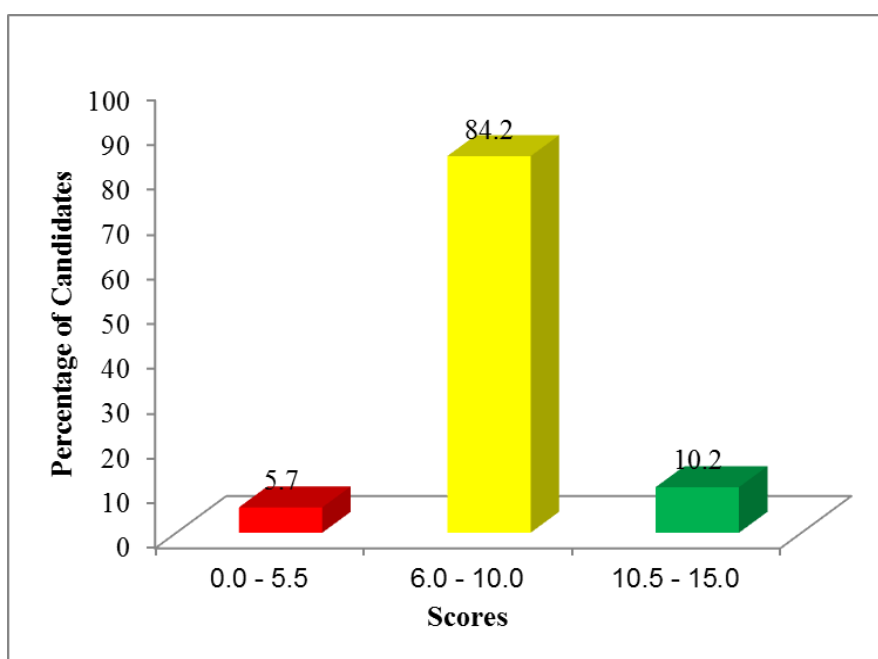
Figure 16: *Candidates' performance in question 16.*

The candidates who scored from 10.5 to 15.0 marks demonstrated a good understanding of the question and had sufficient knowledge of the theme of globalization in relation to Tanzania. These candidates also understood the requirements of the question. They were also aware of the sustainable strategies for dealing with the effects of globalization in Tanzania. Extract 16.1 is a sample of a response from one of the candidates who managed to propose five relevant sustainable strategies for dealing with the effects of globalization in Tanzania.

16. Globalization, Refers to the interconnection between social, economic and political aspects. Globalization have different features which include, strong partnership between private sector and public sectors, spread of knowledge of exchange, cultural intergration, Globalization started in United states of America and other developed countries to developing countries. The following are the sustainable strategies for dealing with the effects of globalization in Tanzania which include;

Provision of Education especially to the youth. The government should provide education to the youth about the impact of globalization and encourage them to participate to work hard rather than depending on internet to search for bad things. Example to take their own culture rather than outside like wearing style and good manner.

Improvement of Agriculture activities. This means that every people must participate in Agriculture production in order to get their own product rather than depend on outside product. Example youths must participate effectively in production activities in order to make development of the country.

Advancement of science and technology. Also the government should improve technology and scientific methods of production and manufacturing of goods rather than depend on other developed countries. Example improvement of machine in industries, good scientific methods of agriculture can support development of the country.

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16	Discourage fake product which enters in the country. This also can support the problem of globalization that the country should play a part to discourage fake product and to use product which is within the coutry and avoid the product with chemicals which can affect peoples in all aspects.	
	Encourage good prope Improvement of Infrastructures. This can support people from rural areas to move to urban to sell their goods which is produced within the country and through Infrastructures can support to make development of the country rather than depend globalization hence support youth to be active in different aspect. Example social and Economic aspects. Therefore, beside the government to deal with globalization still there are different problems which faces like low level of science and technology, poverty, Unemployment, poor infrastructures, poor production activities which become the problem for globalization to move in the country and people engage with it and live with globalization hence become challenges.	

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

The candidates who scored from 6.0 to 10.0 marks had adequate knowledge of the topic. However, they had weaknesses such as: failure to clarify the points, inability to comprehensively exhaust the points they made and repetition of some points.

On the other hand, the candidates whose scores ranged from 0.0 to 5.5 marks had limited knowledge of the subject matter. Some candidates outlined few correct points while others failed to understand the requirements of the question, therefore provided

irrelevant responses. For example, some candidates gave the effects of globalization in Tanzania instead of the sustainable strategies for combating the effects of globalization. Extract 16.2 is a sample of a response from one of the candidates who wrote effects of globalization in Tanzania which were not correct.

16	Globalisation, refers to the intergration and Interaction of the people in the world or to make world as village. The following are the effects of globalisation to Tanzania.
	Increase moral decay. this means that the globalisation in Tanzania increase moral decay because the level of education of people of Tanzania is law so they coppy the writen way of dressing and other wrues which were bad to them so through globalisation to in Tanzania increase moral decay.
	Spread of disease, the people of Tanzania they did not know the intention of European so they did not use the sexual indacos which hinder the spread of HIV/AIDS ect which can cause death of people.
	Political instability among the country; this means that the kind of war in the country is bad effects which hinder the understanding of the people because the people lack peace Unity and love in the country.
	Unemployment. This mean that the Introduction of machine they replace human labour, to the machine which were Introduced replace human labour

| 16 | It lead environmental destruction; this means that if the people from come outside and enter in the country like Tanzania they destruct their environment because the waste product was increase | |
| | Therefore, Apart from the effects of Globalisation in Tanzania there are positive effect of globalisation like development of Industries, Development of trade, Increase of production, and development of cities. | |

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

3.0 ANALYSIS OF CANDIDATES' PERFORMANCE PER TOPIC

The analysis of the candidates' performance in DSEE 2020 shows that the candidates had good performance in four topics which are: *Globalization (94.3%), Government and Politics (90.8%), Culture and Philosophy (84.4%)* and *Theories and Aspects of Development (76.9%)*. Moreover, the performance was average in one topic which is *Tanzania in Global Politics (64.1%)*. The questions which were performed well are: 1, 3, 4, 5, 7, 8, 9, 10, 11, 12, 13, 14, 15 and 16. Two questions were poorly performed. These are 2 and 6. The candidates' performance in each topic is summarised in the appendix.

4.0 CONCLUSION

The analysis of the questions as well as the topics covered has shown that the overall performance of the candidates in Development Studies paper for (DSEE) 2020 was good. The analysis further shows that the candidates with good performance were able to identify the tasks of the questions, had sufficient knowledge of the subject and good proficiency in the English language. Moreover, the analysis revealed that the candidates with average performance manifested inadequate knowledge of the subject, inability to

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interpret the questions, poor proficiency in the English language and poor transfer of knowledge.

5.0 RECOMMENDATIONS

In order to maintain 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 pamphlets, reports, internet, journals and recorded events in video home system (VHS), video compact disc (VCD) or digital versatile disc (DVD) on United Nations missions in various parts of the world. They should also insist them to read websites, magazines, newspapers, textbooks and reference books for current news to keep themselves abreast with developmental theories, global issues and local events.

(b)   Tutors should also help student-teachers to improve their proficiency in the English language. Also they have to teach the student-teachers essay writing skills and how to identify the requirements of essay questions.

(c)   Tutors are advised to conduct competence based continuous assessments during teaching and learning process. This will help them to ensure that the objectives are assessed and individual student teachers are continually assessed to get evidences of what they understand and what they do not, hence enabling tutors to take actions before their students sit for final examinations.

SUMMARY OF THE CANDIDATES' PERFORMANCE IN DEVELOPMENT STUDIES SUBJECT

S/N.	Topic	Question Number	Performance in Each Question (%)	Average Performance Per Topic (%)	Remarks
1.	Globalization	16	94.3	94.3	Good
2.	Government and Politics	8	81.3	90.8	Good
		9	94.9		
		15	96.1		
3.	Culture and Philosophy	10	84.4	84.4	Good
4.	Theories and Aspects of Development	1	97.7	76.9	Good
		2	27.3		
		3	96.9		
		4	53.2		
		5	81.0		
		11	99.0		
		12	60.4		
		14	99.4		
5.	Tanzania in Global Politics	6	31.3	64.1	Average
		7	64.6		
		13	96.4		