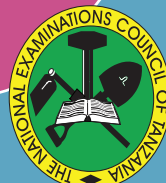




THE UNITED REPUBLIC OF TANZANIA  
MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY  
NATIONAL EXAMINATIONS COUNCIL OF TANZANIA



# **CANDIDATES' ITEM RESPONSE ANALYSIS REPORT ON THE DIPLOMA IN SECONDARY EDUCATION EXAMINATION (DSEE) 2021**

## **DEVELOPMENT STUDIES**



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NATIONAL EXAMINATIONS COUNCIL OF TANZANIA



# **CANDIDATES' ITEM RESPONSE ANALYSIS REPORT ON THE DIPLOMA IN SECONDARY EDUCATION EXAMINATION (DSEE) 2021**

**711 DEVELOPMENT STUDIES**

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## FOREWORD

The National Examinations Council of Tanzania is pleased to issue the 2021 Candidates' Item Response Analysis Report on 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 the candidates who sat for that examination.

The Diploma in Secondary Education Examination marks the end of Diploma in Secondary Education course. It evaluates the effectiveness of the education system in general and education delivery in particular at this level by analysing the candidates' performance. The candidates' responses to the examination questions is considered to be one of the indicators of what the education system was able or unable to offer to the student teachers in their Diploma in Secondary Education course.

In this report the analysis of each question has been done whereby the strengths and weaknesses shown by the candidates in answering the questions have been analysed. Factors which are likely to have influenced the candidates to answer the questions correctly/incorrectly have been examined. The analysis shows that candidates with good performance provided appropriate responses as they were able to identify the task required for each question and had enough knowledge of the subject matter and good mastery of the English Language which was used as the language of the examination. On the other hand, candidates with poor performance lacked such qualities.

The National Examination Council of Tanzania believe 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 Examinations Council of Tanzania would like to thank all the examination officers, examiners and all other stakeholders 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, 2021 in the Development Studies subject. The total of 2,096 candidates sat for the examination. The examination tested the candidates' competences in evaluating developmental processes at national and international level and make supportive judgements, demonstrating positive attitudes towards ethics, values and integrity, promoting and protecting human rights including the rights of the child and of special groups, promoting individual ethics, values and integrity and 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. The data show that the performance of the candidates on this subject in 2021 examination was better compared to that of 2020 as shown in the following table.

Year	Number of Candidates	Percentage of Candidates who Passed (%)	Grades				
			A	B	C	D	F
2020	2,810	99.96	1	332	2,205	252	1
2021	2,096	100	2	337	1,622	111	0

The table shows that 100% of the candidates passed the examination in 2021 and the performance increased by 0.04%.

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 was worth 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 candidate' scores ranged from 2.0 to 2.5 marks and poor if the candidates scored 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 categories of performance are presented in figures and the appendix using green, yellow and red colours to present good, average and poor performance respectively.

Generally, the presentation of this report offers 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 the analysis, it provides the conclusion and recommendations.

The performance on each topic is classified as good, average or poor if the percentage of the candidates who scored 40 per cent and above of the marks allocated to the question are in the range of 70 - 100, 40 - 69 or 0 - 39 respectively. The attachment containing the percentage of candidates' scores in each question and topic is given in the appendix at the far end of this report.

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

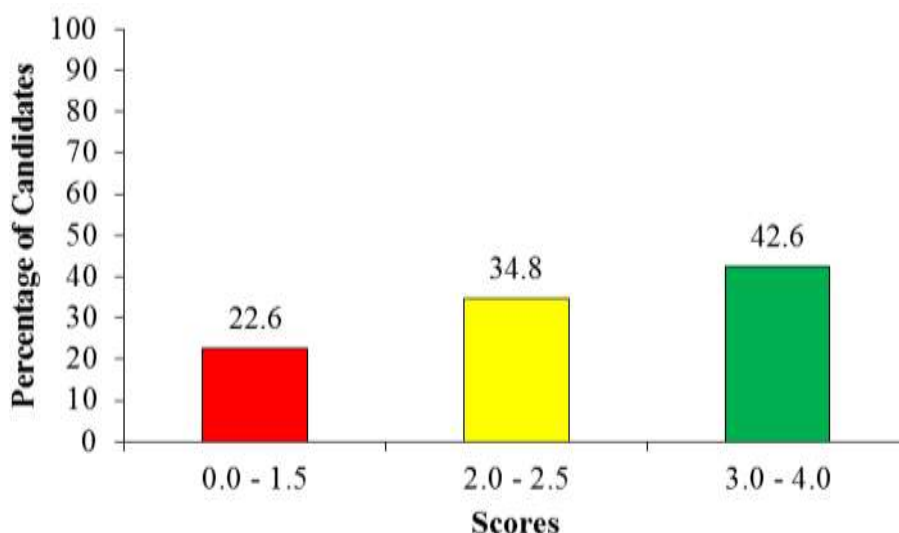
This part is divided into two sections A and B. Section A analyses short answer questions while section B analyses essay questions. The detailed analysis is as follows:

### 2.1 Section A: Short Answer Questions

This section comprised ten (10) short answer questions whereby the candidates were required to attempt all questions. Each question was worth four (4) marks.

#### 2.1.1 Question 1: Culture and Philosophy

The question required the candidates to differentiate the terms (a) *Customs* and *Norms*, (b) *Axiology* and *Logic*. The question was attempted by 2,096 (100%) candidates. The general performance of candidates on this question was good since 1,622 (77.4%) scored 2.0 to 4.0 marks as shown in Figure 1.



**Figure 1:** *Candidates' performance on question 1.*

The data in figure 2 shows that 42.6% of the candidates scored 3.0 to 4.0 marks. Those who scored high marks (0.1%) understood well the requirement of the question and had adequate knowledge of *Culture and Philosophy* that helped them to differentiate the terms. The majority of the candidates in this category showed their understanding of the terms especially *customs*, *axiology* and *logic*. However, they failed to score all the marks allotted

because they were able to partly explain the terms as required especially the term *norms*.

The data also shows that 34.8% of the candidates scored 2.0 to 2.5 marks. The candidates in this category had limited knowledge of the terms especially *customs* and *norms* which made them provide insufficient explanations and irrelevant examples. They managed to differentiate well the terms *axiology* and *logic*, but they failed to distinguish the terms *customs* and *norms*.

On the other hand, a few candidates (22.6%) scored 0.0 to 1.5 marks. Those who scored zero (5.5%) failed to understand the question, lacked knowledge of the topic and had poor English Language proficiency. There were also candidates who confused between *customers* and *customs*. However, some of the candidates incorrectly described *logic* as the study of natural materials like sun and moon. One of the candidates described logic as *the type of philosophy deals with art and beauty*. Another candidate described *customs* as *the among of the element of culture that follow by production of culture in society*, *norms* as *the element deal with naming*, *axiology* as *the study of existed for example what is ideal* and *logic* as *the study of natural material for example sun, moon*. There were also other incorrect responses such as: *customs* one among of the element of culture which concern tradition culture, *norms* are element or component of culture which involve customs and tradition belief which practice in society, *axiology* is the study of reality and *logic* is the branch of philosophy that represent thinking. Extract 1 exemplifies the responses of candidates in this category.

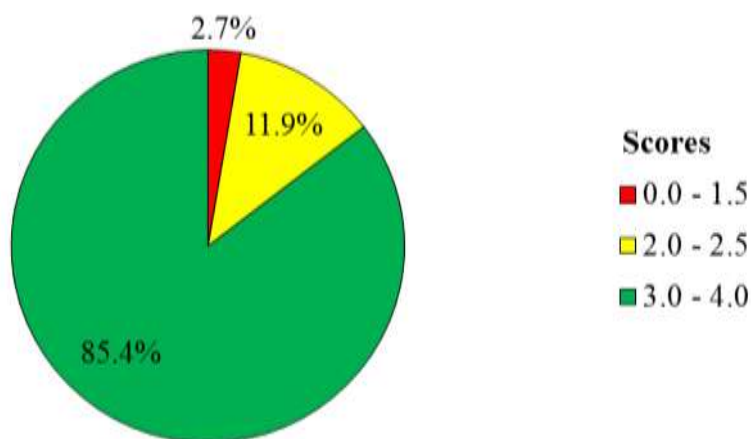
1.	⑥ . Axiology deals with nature of the universe while logic deals with the reality and truth.
	⑨ Customs
	Are the one who provides services .
	while
	Norms
	Are the one who receive services.

Extract 1: A sample of the incorrect responses to question 1.

In extract 1 the candidate provided irrelevant descriptions of the terms instead of differentiating them.

### 2.1.2 Question 2: Theories and Aspects of Development

The question required the candidates to identify four indicators of development. The question was attempted by 2,096 (100%) candidates. The performance of candidates on this question was good since 2,039 (97.3%) scored 2.0 to 4.0 marks as shown in Figure 2.



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

Figure 2 show that 85.4% of the candidates scored 3.0 to 4.0 marks. Those who scored all the marks (74.3%) were able to identify four indicators of development. Some identified indicators of development such as: *increased literacy rate, advanced science and technology, high life expectancy, grow of per capita income, increased employment opportunities, improved provision of social services and increased food security*. The marks for the candidates varied due to differences in the candidates' abilities in using the English Language to present the content. Extract 2.1 is a sample of responses of candidates in this sort.

2	(a) High per capita Income	
	(b) High life expectancy to the people	
	(c) High literacy rate	
	(d) Good provision of social services like education, health and electrical as well as the water supply	

Extract 2.1: A sample of the correct responses to question 2.

On the other hand, 11.9% of the candidates scored 2.0 to 2.5 marks. Most of them demonstrated inadequate knowledge of the indicators of development thus their responses had some weaknesses such as: failure to exhaust the required number of points, having mixed correct and incorrect points and repetitions of some points. For example, one of the candidates provided correct points such as: *improvement of social services* and *growth of science and technology*. However, the candidate also included also incorrect points such as: *life expectancy* and *gross national production*.

Further analysis of the candidates' responses shows that a few candidates (2.7%) scored 0.0 to 1.5 marks. Those who scored zero (0.6%) either failed to understand the question or provided responses that were incorrect which indicates that they lacked knowledge of indicators of development. Some candidates in this category did not exhaust the required number of points. For example, one of the candidates wrote incorrect responses about factors of production such as: *land, capital, labour* and *entrepreneurship*. Other candidates gave the general statements of the indicators of development without identifying the key term(s) which are *advanced/advancement* or *improved/improvement* or *increased/increasing* to mention but a few. They identified points like *life expectancy, literacy rate, social services, per capita income, population, dependency ratio* and *science and technology*. Extract 2.2 provides a sample of the responses of candidates in this category.

2.	Indicators of development	
1.	low per capita income	
2.	Free movement of people	
3.	labour force/presence of labour force	
4.	energy consumption	
5.	land for productivity	

Extract 2.2: A sample of the incorrect responses to question 2.

In extract 2.2, the candidate identified factors of production and provided irrelevant points instead of identifying indicators of development.

### 2.1.3 Question 3: Tanzania in Global Politics

The question required the candidates to briefly explain four duties of ambassadors when they represent Tanzania abroad. The question was attempted by 2,096 (100%) candidates. The general performance on this question was average since 1,014 (48.4%) scored 2.0 to 4.0 marks as shown in Figure 3.

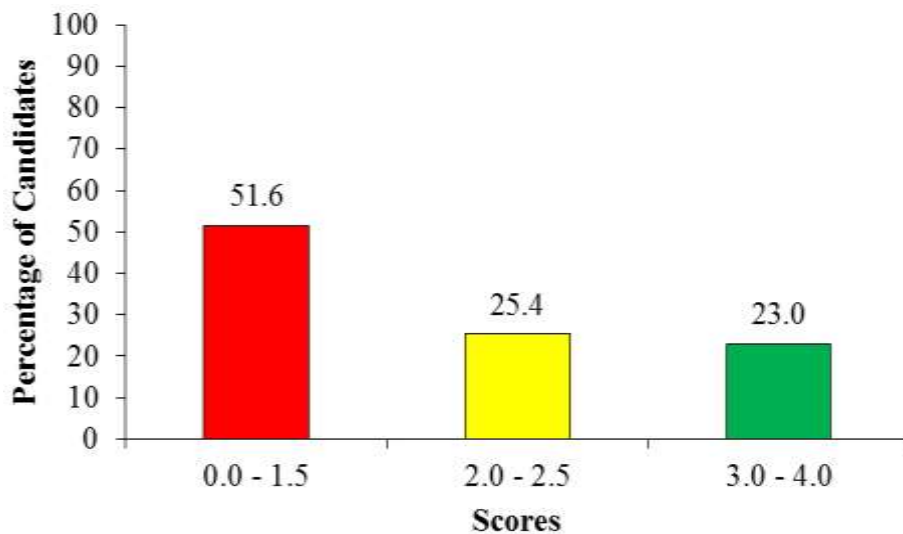


Figure 3: Candidates' performance on question 3.

The data in figure 3 indicates that 51.6% of the candidates scored 0.0 to 1.5 marks. Those who scored zero (27.7%) lacked knowledge of the duties of ambassadors. Despite providing partial explanations, some candidates had partial knowledge of the duties of ambassadors and did not supply the

required number of points and displayed insufficient understanding of the topic. For example, one of the candidates wrote responses such as: *provision of health services, provision of education services, provision of security and provision of loans*. Also, English Language proficiency and failure to interpret the question were the major problems to most of the candidates in this cluster. For instance, one of the candidates failed to interpret the question hence they came up with irrelevant responses such as: *school sector, church sector, in the family and through seminar*. Another candidate responded incorrectly by writing: *to meet with foreign leader, to negotiate agreement and treaties, to oversee foreign projects and monitor foreigner visit from his/her mother country Tanzania*. These weaknesses led them to attain few marks. Extract 3.1 shows a sample of responses of candidates in this group.

3'	i/ Good moral value. Ambassadors when they represent Tanzania abroad they showing how African they live with good behavior.	
	ii/ Working hard. Ambassadors when they represent Tanzania abroad it showing on how Tanzania country they are worked hard.	
	iii/ Cooperation. Ambassadors when they represent Tanzania abroad they showing how Tanzania country they were cooperated together in different sectors like agriculture sectors and industrial sectors so as to improve the economic development of Tanzania.	
	iv/ peace, Love and solidarity. Also Ambassadors when they represent Tanzania abroad they showing how African they live with peace, love and solidarity where by all people they were responsible to follow it or to live with that life situation.	

Extract 3.1: A sample of the incorrect responses to question 3.

In extract 3.1, the candidate explained the characters of ambassadors instead of explaining the duties of ambassadors when they represent Tanzania abroad. Moreover, the candidates faced language barrier as they attempted to express themselves.

Further analysis shows that 25.4% of the candidates scored 2.0 to 2.5 marks. These candidates understood the question and explained some duties of ambassadors. However, they were not able to exhaust the required number of points. Some of them mixed up correct and incorrect responses. Such responses show that the candidates had partial knowledge of matters related to international relations. Moreover, their English Language proficiency hindered some of the candidates to express themselves clearly about the duties of ambassadors. For example, one of the candidates provided correct points such as: *to keep record of Tanzanians in those countries* and *to give assistance to Tanzanians in those countries when needed*. However, the candidate included incorrect points such as: *to determine the companies and private sector present within the countries* and *keep record of treaty signed by the national to his/her national for development*.

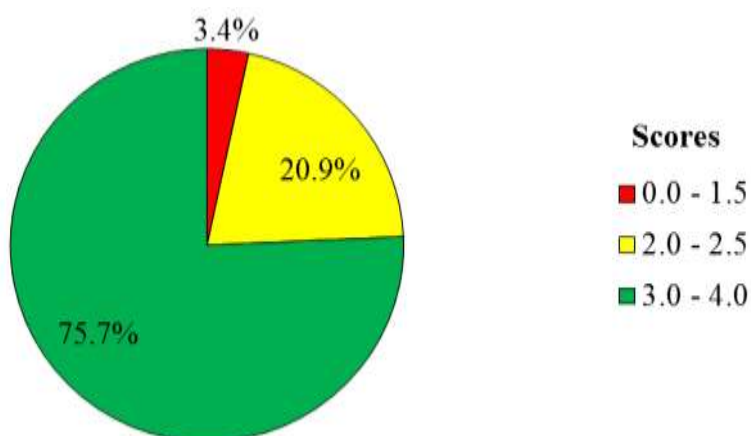
On the other hand, 23.0% of the candidates with knowledge of international relations matters scored 3.0 to 4.0 marks. Those who scored all the marks allotted (4.8%) were able to briefly explain the duties of ambassadors when they represent Tanzania abroad. Majority of the candidates in this group pointed out various duties of ambassadors such as: *to make preparations of the trips of Tanzanian leaders in the foreign country*, *to give Tanzanians assistance when needed*, *to represent Tanzanians in the countries where they are posted*, *to popularise Tanzanian affairs such as: tourism and convince foreigners to come and invest in Tanzania* and *to promote and maintain Tanzanian relations with international organisations such as: UNO, AU and EAC*. The variation of scores however, was caused by the candidates' incongruences in presenting their responses in the English Language, repetition of points and mixing relevant and irrelevant responses. The analysis also indicates that they understood the question and demonstrated mastery of content. Extract 3.2 is a sample of the responses of candidates in this group.

03.	i) To invite investors from outside to invest in Tanzania.	
	ii) To organize the tourist from the country where he or she is posted to come in Tanzania.	
	iii) To make the preparation for the president if he/she is going to that country.	
	iv) To ensure the security of people who live from that country who are Tanzanians for example - students.	

Extract 3.2: A sample of the correct responses to question 3.

#### 2.1.4 Question 4: Tanzania in Global Politics

The question required the candidates to outline four objectives of the Common Market for Eastern and Southern Africa (COMESA). The question was attempted by 2,096 (100%) candidates. The performance of candidates on this question was good since 2,024 (96.6%) scored 2.0 to 4.0 marks as shown in Figure 4.



**Figure 4:** Candidates' performance on question 4.

Figure 4 indicates that 75.7% of the candidates scored 3.0 to 4.0 marks. Those who scored full marks (30.2%) had adequate knowledge of The Common Market for Eastern and Southern Africa (COMESA). They also understood the question hence they provided correct responses. Most of candidates were able to outline the objectives of COMESA such as: to

*promote and facilitate co-operation of the member countries, to harmonize development strategies policies and plans within the region, to encourage cooperation in monetary terms, to establish joint industrial and agricultural institutions, to trade much easier within the region, reducing tariffs and building a strong economic base for its members.* Variation of marks in this assortment was due to candidates' failure to supply the required number of points and their repetitions in providing some points. Extract 4.1 provides a sample of responses of the candidates in this cluster.

04.	(i). To create Joint Industrial and Agricultural Institutions aimed to increase production in the sub-regions.	
	(ii). Harmonize and co-ordinate development strategies policies and plans within the regions.	
	(iii). To make Trade much Easier by reducing and eventually eliminating tariff between the member states.	
	(iv). To Promote and facilitate co-operation in the member country in Trade, Industry, Transport and Communications.	

Extract 4.1: A sample of the correct responses to question 4.

On the other hand, 20.9% of the candidates scored 2.0 to 2.5 marks. They understood the requirements of the question and therefore provided some relevant points. However, they had partial knowledge of COMESA hence they presented both correct and incorrect points. Some of the candidates failed to score higher marks due to replication of facts and supplying less number of the required points. For example, one of the candidates provided correct points like: *to promote co-operation of the member countries in agriculture and to promote free trade within the region through reducing tariffs.* However, the candidate also included incorrect points such as: *to reduce some African countries to be independent and to fighting against the disease eg HIV/AIDS.*

Further analysis indicates that a few candidates (3.4%) scored 0.0 to 1.5 marks. Those who scored zero (0.6%) demonstrated lack of knowledge of COMESA and had poor English Language proficiency. Some of the candidates failed to understand the question, and so provided unrelated objectives such as: *to bring high employment to people, to simplify availability of raw materials in country, to promote free movement among the traders, to provide food and to protect the African dignity*. Another candidate responded incorrectly by writing: *to maintain environment conservation, to combit against HIV/AIDS, to store the food and to doing the different thing eg trade*. Not only that but also provided responses such as: *cost sharing, privatization, to overcome dependence from other countries and to create integration among the people towards problem solving* were given by some of the candidates. Extract 4.2 is a sample of incorrect responses of candidates in this category.

4.	i/H aimed at improving the local currency of different countries.
	ii/H aimed at reducing the effect caused by world war II led to Great economic depression
	iii/H aimed at creating or providing financial support to all African countries
	iv/H aimed at creating balance of power among the member countries

Extract 4.2: A sample of the incorrect responses to question 4.

### 2.1.5 Question 5: Tanzania in Global Politics

The question required the candidates to list eight organs of the African Union (AU). A total of 2,096 (100%) candidates attempted this question. The general performance of the candidates on this question was poor since only 15 (0.7%) scored 2.0 to 4.0 marks as shown in Figure 5.

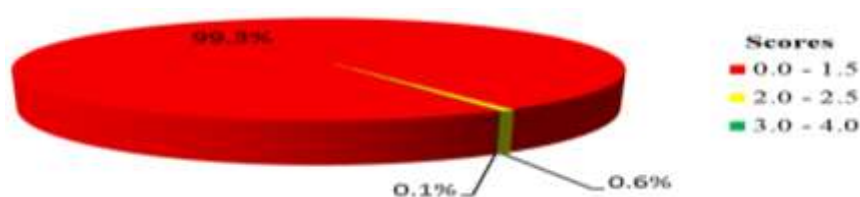


Figure 5: Candidates' performance on question 5.

The analysis in figure 5 indicates that this was the most poorly performed question in this examination since 99.3% of the candidates scored 0.0 to 1.5 marks. Majority of the candidates in this sort (79.8%) scored zero. Their poor performance is attributed to lack of knowledge of the organs of the African Union (AU). Some of the candidates failed to interpret the actual demand of the question hence provided irrelevant responses. For example, one of the candidates enlightens the countries which are members of AU such as: *Tanzania, Kenya, Uganda, Burundi, Rwanda, North America, South America, Malawi and Mozambique*. Another candidate wrote: *UNICEF, UNHCR, TANESCO, FAO, WHO, WB, IMF and EAC* instead of the organs of AU which include: *The Assembly of the Union, the Executive Council, the Pan-African Parliament, the Court of Justice, the specialist technical committees, the economic social and cultural committees; the financial institutions and the permanent representative committees*.

Furthermore, there was also another candidate who wrote irrelevant responses such as: *the head of states governing body council, the council of ministers of foreign affairs, the secretarial, the African development bank, the peace and security committee and the committee of ministers of the member states*. Other incorrect responses provided by candidates were: *to ensure peace and security of the countries, to reduce dependence to the developed countries, to create cooperation among the member of African Union and to ensure the development of infrastructure*. There were also incorrect responses such as: *security organs, human right organs, economic organs, socially affair organ, political organ and parliament organ*. Not only that but also: *constitution of the organization, members of the organization, cabinet of the organization, presidents, prime presidents, minister, prime minister and leaders* were incorrect responses mentioned by some of the candidates. Extract 5.1 exemplifies the responses of candidates in this sort.

5i/	COMESA	
ii/	ECOWAS	
iii/	Arusha Declaration	
iv/	SADC	
v/	UNO	
vi/	<del>HA</del> COARI OF ARM	
vii/	UHURU TORCH	
viii/	UHURU NA UMWOSA	

Extract 5.1: A sample of the incorrect responses to question 5.

In extract 5.1, the candidate listed regional communities and some other irrelevant responses to the question instead of listing the organs of the African Union (AU).

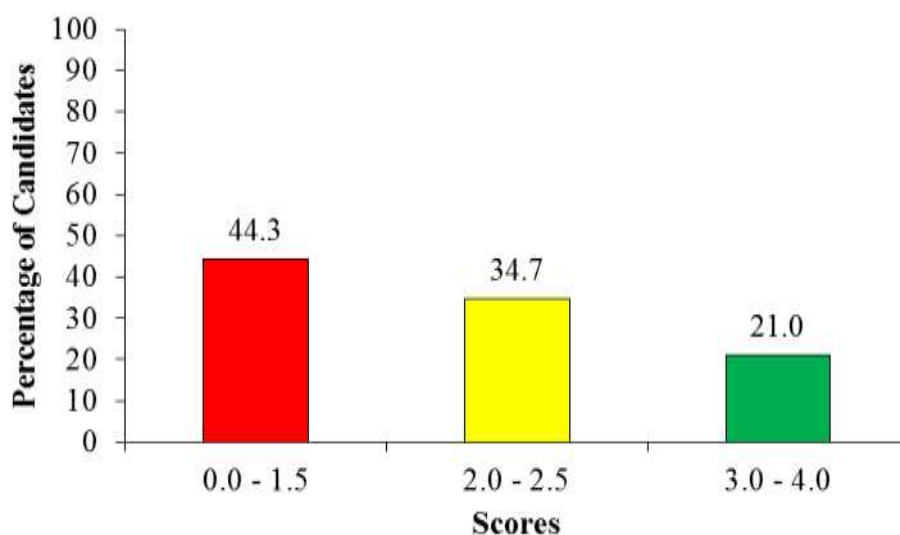
Further analysis of the responses shows that a few candidates (0.7%) scored 2.0 to 4.0 marks. Those who scored 2.0 to 2.5 marks (0.6%) had insufficient knowledge of the African Union. They provided relevant responses with inadequate points. A few candidates (0.1%) who scored 3.0 to 4.0 marks had adequate knowledge about *Tanzania in Global Politics* especially on the organs of the African Union. They pointed out the organs of the African Union such as: *The Specialised Technical Committee, the Executive Council, the Pan-African Parliament, the Court of Justice, the Commission, the Assembly of the Union, the Permanent Representatives' Committee, the Economic Social and Cultural Committee and the Financial Institutions*. Extract 5.2 is an example of the responses of candidates in this category.

5	i/ The assembly of African Union	
	ii/ The executive council	
	iii/ The commission	
	iv/ The Pan African Parliament	
	v/ The court of Justice	
	vi/ The permanent representative committees	
	vii/ The specialized technical committees	
	viii/ The economic and social cultural council	

Extract 5.2: A sample of the correct responses to question 5.

### 2.1.6 Question 6: Government and Politics

The question required the candidates to show four similarities between the government and political parties. The question was attempted by 2,096 (100%) candidates. The general performance of candidates on this question was average since 1,168 (55.7%) scored 2.0 to 4.0 marks as shown in Figure 6.



**Figure 6:** *Candidates' performance on question 6.*

The data in Figure 6 shows that 44.3% of the candidates scored 0.0 to 1.5 marks. Analysis of their responses also shows that 10.0% of the candidates scored zero due to insufficient knowledge of the similarities existing between the government and political parties. Some of the candidates had problems in using the English Language that compelled them to provide only one correct point while the remaining ones were irrelevant. For example, one of the candidates gave the points such as: *both help in directing what to do, both lead to conduct nation, both are used to form the parliament and both help in improving science and technology*. Some other incorrect responses were: *both shapes the behaviour of people, both have the main leader, both they need members, both increase the government revenue, both have power to the citizens, both involve the parliament and both are facing challenges such as: lack of enough fund*. Other candidates had problems in interpreting the question hence they provided differences instead of similarities as shown in Extract 6.1.

6.	i) Government is the body or institution which is responsible for enactment of laws and enforcing against individuals. It is responsible for the the protection of human rights provision of social services while Political party is the group of people organized to gether with their common goal and policy whose interest is to control power or govern the state.
	(ii) Government provides services to its people while political party does not provide services to its people.
	(iii) Government is the general body constituting several political parties while Political it may be a part or sub-part of the government.
	(iv) Government is an integral part / or is formed by the ruling party while Political party may or may not be a ruling party.

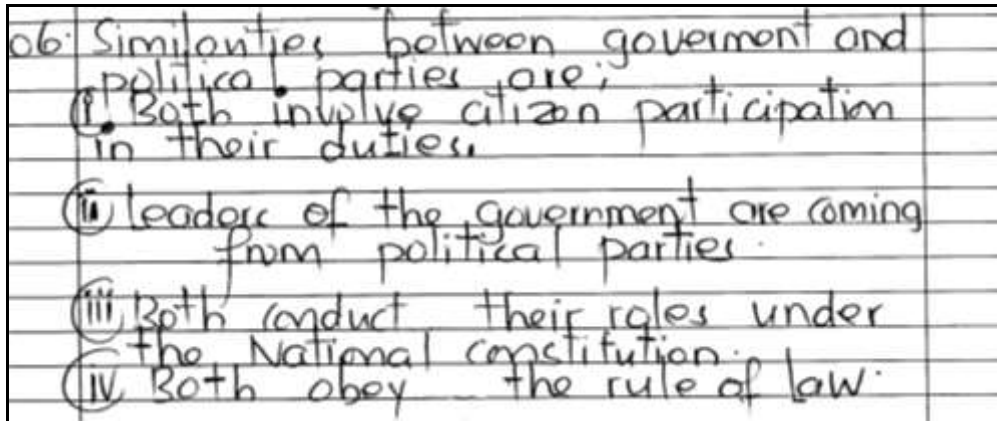
Extract 6.1: A sample of the incorrect responses to question 6.

In extract 6.1, the candidate provided the differences between government and political parties instead of their similarities.

In contrast, 34.7% of the candidates scored 2.0 to 2.5 marks. Some of the candidates had partial explanations and others failed to supply the required number of points. For example, one of the candidates wrote: *they both follow the national constitution and they both tend to serve the interest of citizens* which were correct responses. However, the candidate included incorrect responses such as: *they are both supervised by human being and they are both under the parliament.*

Furthermore, 21.0% of the candidates scored 3.0 to 4.0 marks. Those who scored full marks (0.9%) had adequate knowledge of government and political parties and good English Language proficiency. Most of the candidates in this category provided similarities such as: *they both influence political opinion, they both promote democracy, they both provide human*

*democratic virtue of tolerance, they both provide political socialization, they both enable people to live in peace and harmony and both are guided by the constitution. Extract 6.2 is a sample of responses of candidates in this category.*



Extract 6.2: A sample of the correct responses to question 6.

### 2.1.7 Question 7: Theories and Aspects of Development

The question required the candidates to briefly explain four relationships between development and environment. The question was attempted by 2,096 (100%) candidates. The general performance of the candidates in this question was average since 1,172 (55.9%) scored 2.0 to 4.0 marks as shown in Figure 7.

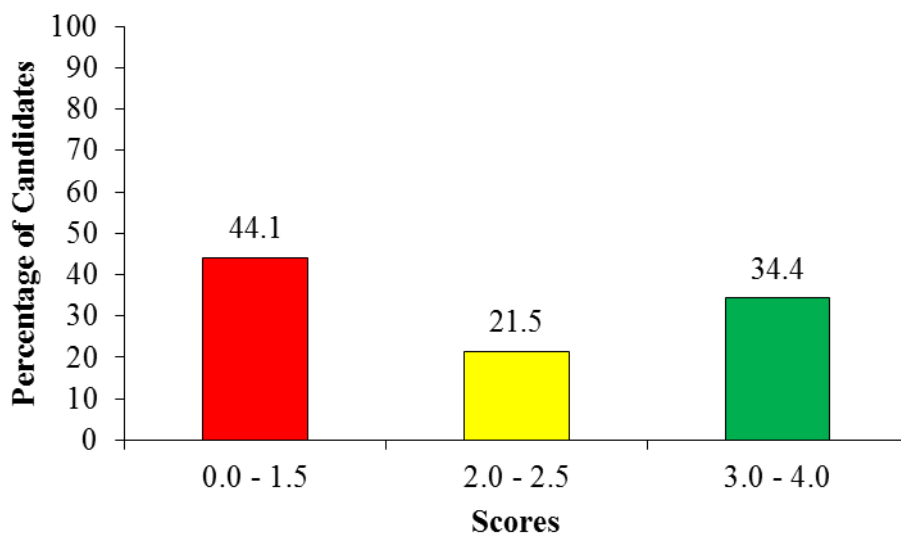


Figure 7: Candidates' performance on question 7.

Figure 7 reveals that 44.1% of the candidates scored 0.0 to 1.5 marks. Those who scored zero (25.5%) displayed poor understanding of the subject matter, demonstrated failure to understand the question and had poor English Language proficiency. For example, one of the candidates provided irrelevant points such as: *environmental degradation, over utilization of resources, over population and shortage of land*. Another candidate wrote: *it depends on presence of enough capital, it depends on presence of labour, both provide good social services, and both provide employment to people*. There was also another candidate who wrote: *development lead to environmental pollution, both preserves the resource, both control overpopulation and both preserve the soil degradation*. Extract 7.1 is an example of the responses from a candidate who lacked knowledge.

7. The following are relationship between development and environment:	
1) Both show infrastructure	
2) Both show transport and communication network.	
3) Both show science and technology	
4) Both show climatic changes.	

Extract 7.1: A sample of the incorrect responses to question 7.

Further analysis shows that 21.5% of the candidates scored 2.0 to 2.5 marks. These candidates had limited knowledge of the topic hence presented both relevant and irrelevant points. Some of the candidates failed to score higher marks by providing less number of the required points. One of the candidates for example, provided correct points such as: *environment provides construction materials and environment provides land for development*. However, the candidate included also incorrect points such as: *development and environment depend in each other such as labour and development and environment depend in each other due to entrepreneurship*.

Furthermore, 34.4% of the candidates scored 3.0 to 4.0 marks. Those who scored full marks (8.8%) demonstrated good mastery of the topic about *Theories and Aspects of Development*. Candidates in this category managed to point out the correct relationships between development and environment like: *resources from the environment play different roles in different economic sectors like agriculture, mining, tourism, etc., environment*

provides construction materials, fuel woods, medicine, water and food and environment provides resources for human development such as: land, minerals, forests and water. Good English Language proficiency helped them to express clearly the points. Extract 7.2 is a sample of the responses of the candidates in this category.

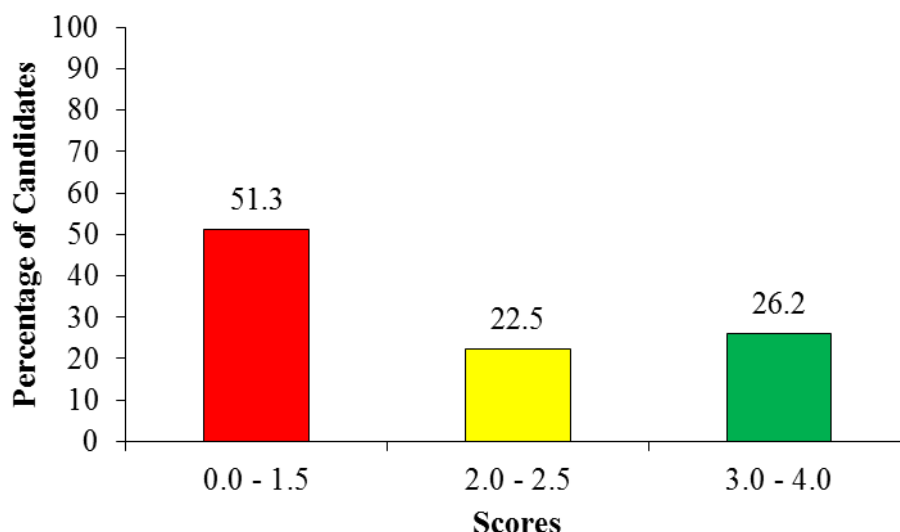
	Environment provide area for cultivation and keeping animals. These cause the person to develop by gaining money from selling the products.	
	Environment provide attractive places or things to tourism; example, Mauntain Kilimanyaro in Tanzania a beauty of environment which had brought a lot of money from the tourists which brings development to our country.	
	Environment provide water bodies for fishing and Navigation by navigating from one place to another leads the grow of knowledge skills also by fishing we get food and money which brought development in social and economic.	
	Environment provide area for settlement, investment, and infrastructure. This cause us to be developed in transport as well as use use on it and for economic development.	

Extract 7.2: A sample of the correct responses to question 7.

### 2.1.8 Question 8: Citizenship and Human Rights

This question had two parts, (a) the candidates were required to define the term ‘citizenship’ and in part (b) the candidates were required to differentiate between citizenship by registration and citizenship by birth as applied in

Tanzania. This question was attempted by 2,096 (100%) candidates. The general performance of candidates on this question was average since 1,020 (48.7%) scored 2.0 to 4.0 marks as shown in Figure 8.



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

The analysis in Figure 8 shows that 51.3% of the candidates scored 0.0 to 1.5 marks. Those who scored zero (3.4%) lacked knowledge of the concept of citizenship. Poor performance of candidates is associated with failure to understand the question and not having enough knowledge relating to *citizenship*. They were not able to explain correctly the terms while others mixed up between *citizenship by registration* and *citizenship by birth*. One of the candidates wrote *Citizenship by registration as the kind of citizen whereby all parents are born with a country of which a child born as applied in Tanzania*. Other responses given by one of the candidates were: *Citizenship it refers to the right of people to live well and be owned on the nation which can own and live well and peace. Citizenship by registration is the type of registration which given to a people by registration from outside while citizenship by birth is the type of citizenship which is occurs by birth on the nation to be the member and own of the nation*. Another candidate responded as follows: *Citizenship is the combination of citizen of registration, birth and citizen by efescent. Citizen by registration involves people from different country while citizenship by birth involves people within the country*. Extract 8.1 is a sample of the responses of the candidates in this cluster.

8. a)	Citizenship is the state member in a certain community or society.	
b)	Citizenship by registration is the type of citizenship which are member in a certain community or society in Tanzania but birth in other country.	
	while	
	citizenship by birth is the type of citizenship which are birth Tanzania and state member in a certain community or society in Tanzania.	

Extract 8.1: A sample of the incorrect responses to question 8.

On the other hand, 22.5% of the candidates scored 2.0 to 2.5 marks. They had some good and poor responses in responding to this question. In part (a), most of the candidates failed to define correctly the term *Citizenship*. For example, one of the candidates defined citizenship as *a process of identifying a person who belongs to a particular country*. In part (b), some of the candidates managed to explain correctly either citizenship by registration or citizenship by birth. One candidate, for example, wrote *Citizenship by registration is the right of a people to belong at a particular country after being registered from the other country*. This is an indicator that they had limited knowledge either of subject matter or poor mastery of the English Language.

Moreover, 26.2% of the candidates scored 3.0 to 4.0 marks. Those who scored full marks (12.8%) had sufficient knowledge of the concept of citizenship. Majority of the candidates in this category understood the question and were competent in *citizenship*. In part (a), they defined *Citizenship as a legal membership of a person to a certain country*. In part (b), most of the candidates managed to differentiate between citizenship by registration and citizenship by birth as applied in Tanzania as: *Citizen by registration is acquired through application to the Ministry of Home Affairs and granted only to the immigrants or applicants from Commonwealth countries and a female applicant who is married to a Tanzanian even if she does not come from a Commonwealth country*. Whereas, *Citizenship by birth/natural citizenship is acquired when a person is born in the country*

where her/his parents reside. Extract 8.2 is an example of the responses of candidates in this category.

8.	(a) Citizenship: Refers to the condition of belonging to a particular state and have the right of a legal citizen either by birth, registration, decent or by naturalization.
	(b) Citizenship by registration means adopting citizenship by being registered in that particular country while, Citizenship by birth means you have the rights of a legal citizen simply because you are born in that particular country which your father and mother are citizens.

Extract 8.2: A sample of the correct responses to question 8.

### 2.1.9 Question 9: Citizenship and Human Rights

The question required the candidates to write four major efforts taken by Tanzania to foster women's rights. A total of 2,096 (100%) candidates attempted this question. The general performance of the candidates on this question was good since 2,074 (98.9%) scored 2.0 to 4.0 marks as shown in Figure 9.

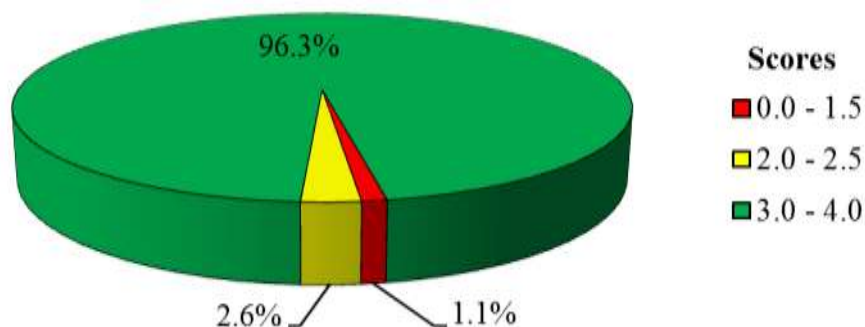


Figure 9: Candidates' performance on question 9.

The analysis of candidates' responses in Figure 9 shows that 96.3% of the candidates scored 3.0 to 4.0 marks. Those who scored full marks (77.0%) managed to answer the question according to its requirements. The responses provided by candidates in this category showed that they were competent in human rights especially in the rights of women. Good English Language proficiency also helped them present their points. They were able to write the major efforts taken by Tanzania to foster women's rights such as: *promotion of equal rights for both men and women in the work place, enactment of law which ensures the right of women, formulation of health policy designed to improve the health of women, establishment of the Act that criminalises human trafficking including women and promotion of equal rights to education*. Their marks varied depending on the quality of their responses. Extract 9.1 is an example of correct responses of candidates in this category.

9.	(i) Establishment of different organizations which are responsible with women rights example TANWA.	
	(ii) Women taking part in various government as leaders examples of presidents SAMIA SUKUTU HASSAN.	
	(iii) Establishment of gender policy which also deals with women rights.	
	(iv) Women are taken to school in order to get education as boys.	

Extract 9.1: A sample of the correct responses to question 9.

On the other hand, 2.6% of the candidates scored 2.0 to 2.5 marks. They partially addressed the task of the question and they had limited knowledge of the subject matter. Most of their responses were characterized by replicated facts and some of them provided less number of the required points.

Further analysis in Figure 9 indicates that a few candidates (1.1%) scored 0.0 to 1.5 marks. The candidates who scored zero (0.7%) lacked knowledge of the rights of women. Moreover, the candidates in this category had several limitations such as diverging from the task required in the question by writing the efforts to empower women instead of writing efforts to foster women's rights in Tanzania. They also had poor English Language proficiency as they

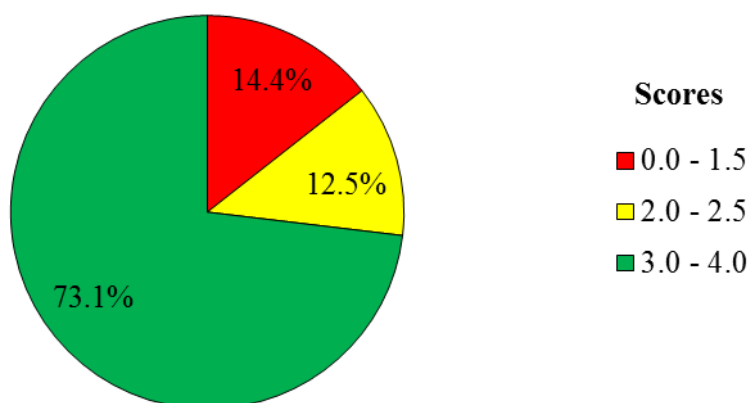
lacked clarity and there were repetitions of points. Extract 9.2 exemplifies the responses of the candidates in this group.

09. i	Provision of education	
	ii/ Provision of living standard.	
	iii/ Provision of working place.	
	iv/ Provision of government support to women's.	

Extract 9.2: A sample of the incorrect responses to question 9.

### 2.1.10 Question 10: Culture and Philosophy

The question required the candidates to briefly explain four aspects of relevance of philosophy to man's life. The question was attempted by 2,096 (100%) candidates. The general performance of candidates on this question was good since 1,795 (85.6%) scored 2.0 to 4.0 marks as shown in Figure 10.



**Figure 10:** Candidates' performance on question 10.

The analysis in Figure 10 shows that 73.1% of the candidates scored 3.0 to 4.0 marks. Those who scored full marks (48.4%) understood the question and had sufficient knowledge of relevance of philosophy to man. Most of candidates in this group understood the question hence provided correct responses such as: *it helps to search for the truth, it helps to find relatedness and interconnections in world experiences, it helps to explain*

human tendencies which govern events in lawful and predictable ways and it helps person to respect the rights of others. However, the variation of marks in this category was due to repetitions and failure to supply the required number of points. Extract 10.1 exemplifies the responses of candidates in this group.

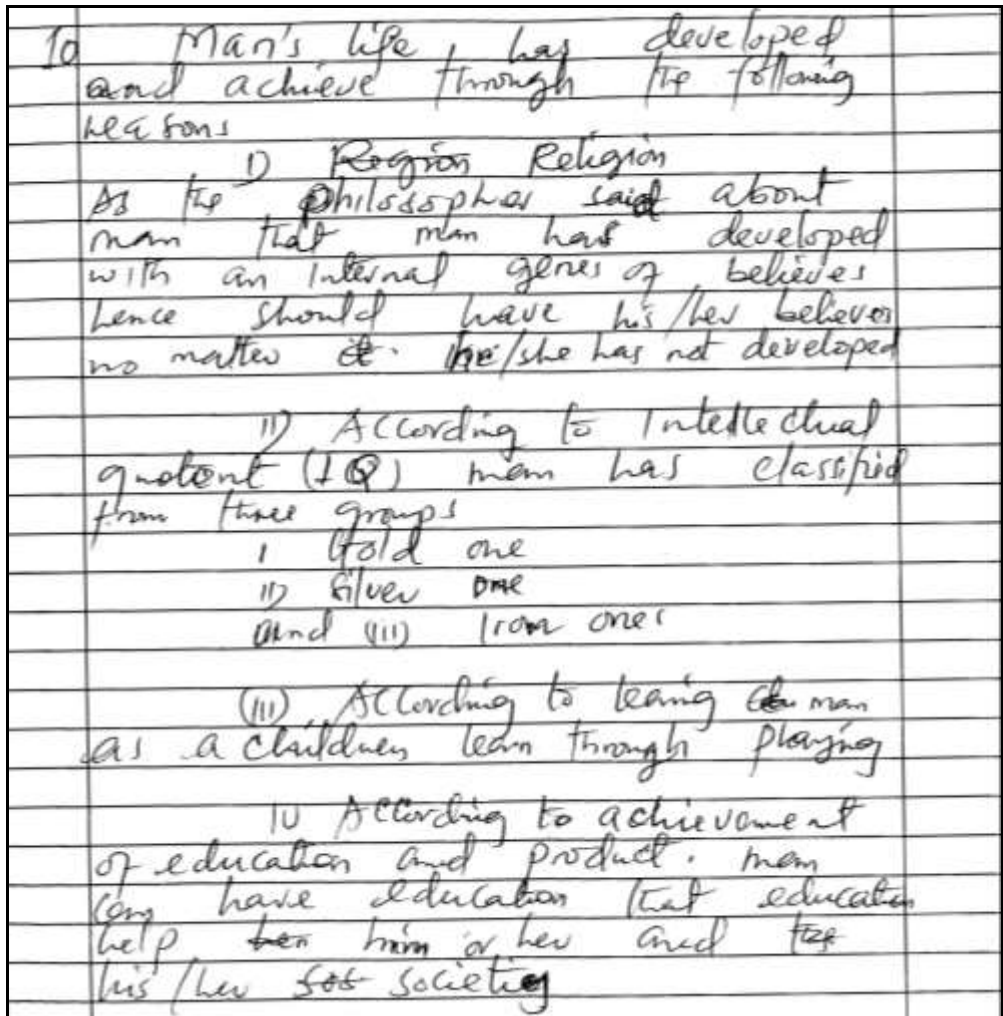
10.	i/ philosophy helps man to achieve correct reasoning.	
	ii/ Helps man to understand what is wrong and what is correct hence it enable them to behave in good way in the society.	
	iii/ Helps Man to understand well the universe and the proper way of interacting with other creature in the universe.	
	iv/ Philosophy helps man to solve problems they face. This is achieved through critical thinking and rational reasoning.	

Extract 10.1: A sample of the correct responses to question 10.

On the other hand, 12.5% of the candidates scored 2.0 to 2.5 marks. They demonstrated limited and partial knowledge of the subject matter. They provided both relevant and irrelevant responses. However, English Language proficiency might have hindered some of them to state clearly the relevance of philosophy to man's life.

Further analysis indicates that 14.4% of the candidates scored 0.0 to 1.5 marks. Those who scored zero (7.3%) lacked knowledge of the relevance of philosophy. The candidates in this sort had insufficient knowledge about the relevance of philosophy to man's life. Some candidates misinterpreted the question and thus did not score any mark in this question. Examples of incorrect responses from one of the candidates were: *it boosts social service, philosophy deal with environment and human life also lives in an environment, it helps to know exist of man and philosophy is an assessment tool for man's life*. Another candidate wrote: *it helps people to escape from poverty and ignorance, man is a one who need development in his or her life, man is a one who need enjoyment or happy in his or her life and man is the one who is not isolated but must interacts with other people through*

interaction man can decides. Other incorrect responses were: creates conducive environment for people to learn, to know the true of man's life, Ujamaa and self-reliance which were influenced by the J. K. Nyerere in Arusha declaration and his philosophy, to promote political affairs, science and technology, primates stage, homo habilis, homo erectus, homo sapiens and it help to bring the picture how thing may often occur and advantage and its advantaged. Extract 10.2 is a sample of responses of candidates in this sort.



Extract 10.2: A sample of the incorrect responses to question 10.

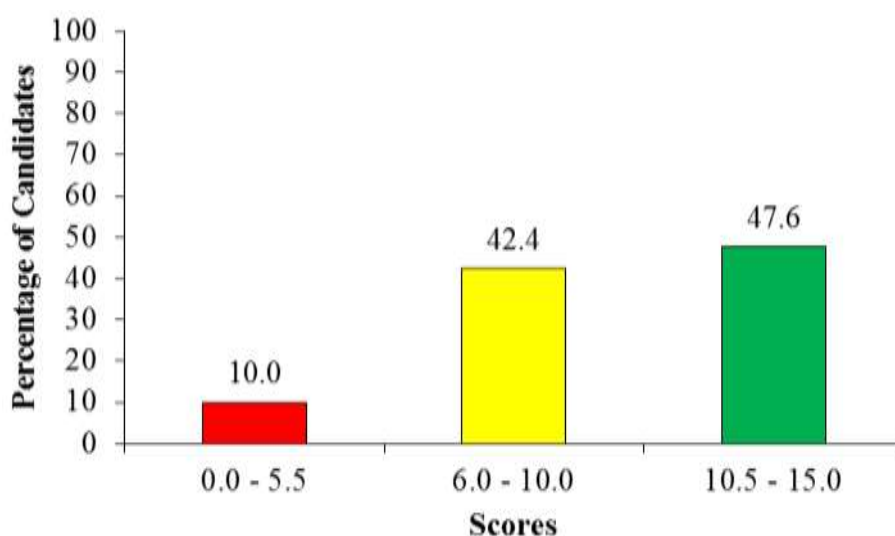
In extract 10.2, the candidate provided various issues in the field of philosophy which were not relevant descriptions about the relevance of philosophy to man's life.

## 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 15 marks making a total of 60 marks for the entire section.

### 2.2.1 Question 11: Culture and Philosophy

The question required the candidates to explain five different institutions that perpetuate cultural discrimination in Tanzania. It was attempted by 170 (8.1%) candidates. Generally, the performance of candidates on this question was good since 153 (90.0%) candidates scored 6.0 to 15.0 marks as shown in Figure 11.



**Figure 11:** *Candidates' performance on question 11.*

Figure 11 indicates that 47.6% of the candidates scored 10.5 to 15.0 marks. Those who scored high marks (15.3%) were able to explain different institutions that perpetuate cultural discrimination in Tanzania as a result of the adequate knowledge they had on cultural discrimination in Tanzania. They managed to give points like: *the family, learning institutions, religious institutions, workplaces and traditional institutions*. They also demonstrated understanding of the question and good essay writing skills. The disparity of the marks in this category was due to differences in coherence of points, explanation and the examples given. Extract 11.1 is an example of the responses of candidates in this class.

11.	<p>Cultural discrimination refers to the situation in which one gender in the society is discriminated, not treated equally with as how the other gender is treated. It is unequal treatment of one gender against the other. The most victim of this cultural discrimination are women. The following are some of the institutions that spearheads cultural discrimination in Tanzania.</p> <p>Family, at family level cultural discrimination is normally practised, for example some societies like the Sukuma, do not want to educate their daughters, while they support educating their son. Also women have no right to own properties like land or house.</p> <p>Religious Institutions, this is the other institution that perpetuate cultural discrimination. Leaders in religious institutions are normally males while women are not given priority to lead in those religious institutions. For example the Muslims.</p> <p>Working places, In working places cultural discrimination is also conducted for example in working places the males are given maximum chance to make decision, to be the leader while the women are left given little consideration to make decision or to be the leader.</p> <p>Education Institutions such as schools colleges and universities. In schools the girls are discouraged to study science subjects while boys are given special consideration.</p>
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11	This may be due to gender stereotyping in the society. Also leadership in school institutions is dominated by males.
	Parliaments, or political institutions, Parliament is normally dominated by males. The members of parliaments are dominated by males and few women. Parliament or political institutions perpetuate cultural discriminations.
	Conclusively, Cultural discrimination can be minimized by doing the following: first women empowerment, hearing the women's voice, providing education to the mass and enactment of laws to those go and enforcing them.

Extract 11.1: A sample of the correct responses to question 11.

Figure 11 also indicates that 42.4% of the candidates scored 6.0 to 10.0 marks. These candidates understood the question and provided some relevant points. However, some errors were identified in their responses. Such errors included: partial explanation of some points, lack of examples, irrelevant introduction, conclusion and repetition of some points. Others also mixed some irrelevant points in their explanations such as: *women institution, human rights institution, community institution, economic institution and government*.

On the other hand, 10.0% of the candidates scored 0.0 to 5.5 marks. Those who scored zero (0.6%) misinterpreted the question. The candidates in this category had partial knowledge of the institutions, inadequate explanations with a few examples. Some candidates in this group dealt with cultural practices that discriminate women instead of institutions that perpetuate cultural discrimination in Tanzania. There were also others who mixed relevant and irrelevant points in their responses. Extract 11.2 is an example of the responses of the candidates in this category.

Cultural; is the total people way of life in our certain society. for example traditional, customs, arts, language, religion and also craft. The following are the different institutions that perpetuate cultural discrimination in Tanzania which are:

Food taboos; That means in various cultural in Tanzania is very problematic especially for women, for example among of cultural do not allow the women who is pregnant to eat some of food like egg and meat, they believed that a baby can die.

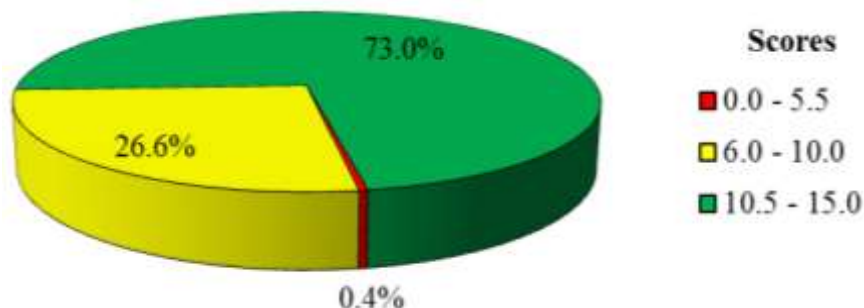
forced marriage; In Tanzania among some of cultural especially Sukuma can forced their children to be marriage in small age under 12 up to 18 for as gain money that can cause among of children to die before and after birth.

11	female genital mutilation (FGM)
11	That means among of cultural especially
	in Tanzania country some of tribe
	can force women to be remove the
	part of body (seex), that can cause
	to loose many blood and also can get
	the pain during the birth
	Bride price' This means in Tanza
	nia country among of cultural can forced
	the woman to pay a bride price
	before they was marriage that way can
	lead to occurrence of conflict between
	parents and our children because among
	of them have no money to pay
	Early marriage' That means in
	Tanzania among of cultural they were
	allow their children to be marriage
	in small age up to 10 year, that
	it can lead the problem during the pregnancy
	some time can cause death.
	Generally' The government of Tan
	zania country should be given education
	among of cultural about the family
	plan and to avoid in bad cultural which
	practice in Tanzania.

Extract 11.2: A sample of the incorrect responses to question 11.

### 2.2.2 Question 12: Theories and Aspects of Development

The question required the candidates to examine five cultural practices that lead to the spread of HIV/AIDS in Tanzania. It was attempted by 2,038 (97.2%) candidates. Generally, the performance of candidates on this question was good since 2,030 (99.6%) scored 6.0 to 15.0 marks as shown in Figure 12.



**Figure 12:** *Candidates' performance on question 12.*

Figure 12 reveals that 73.0% of the candidates scored 10.5 to 15.0 marks. Those with high marks (8.7%) understood the question and demonstrated well their understanding of the cultural practices that lead to the spread of HIV/AIDS in Tanzania. They provided cultural practices such as: *female genital mutilation, inheriting widows, traditional dances accompanied by alcohol drinking, polygamy and forced marriage*. The variation of scores among candidates was caused by the disparities in their ability to provide adequate arguments, examples and in organizing their work. Extract 12.1 provides an example of the responses of candidates in this cluster.

12. Cultural practices are those issues done by people as a part of their customs and norms in the societies. HIV is an abbreviation for Human Immunodeficiency Virus and AIDS is an abbreviation for Acquired Immune Deficiency Syndrome. Cultural practices in Tanzania comprise of good and bad ones. The negative cultural practices in Tanzania can lead to spread of HIV/AIDS. The following are the cultural practices that lead to spread of HIV/AIDS:

Widow and widower inheritance, this is one of the cultural practice in which a man or woman is inherited when a spouse has died. This practice is common in Kurya and Maasai societies in Tanzania. HIV/AIDS can spread because the inherited man or woman can be infected with HIV/AIDS and transmit it to the one who is inheriting him or her.

Female Genital Mutilation, this is the cultural practice in which young girls' clitoris is removed from their sexual organs. They do so in order to reduce sexual interests in girls. This practice is common in Maasai societies. This cultural practice can spread HIV/AIDS because the sharp objects like knives are shared to different girls in which one of them can be infected and transmit HIV/AIDS to others.

Cleansing of a woman, this is the cultural practice in which a father of a marrying son sleeps with the girl or woman who is supposed to be married by his son. They call it cleansing because they believe they remove misfortunes carried by that woman. This practice can spread HIV/AIDS because the father or woman can be infected and cause the transmission of HIV to others such as the wife of the father and his son.

12.	<p>Polygamy, this is the cultural practice in which a man possess more than one wife. This practice is common in Sukuma and Maasai societies. Polygamy can lead to spread of HIV/AIDS because a man have more than one sexual partner in which some or one of them may be infected and transmit HIV/AIDS to others. Also spread of HIV/AIDS is easy because mostly there are no testing made before marrying the other wife.</p> <p>Traditional ceremonies, most of the societies perform traditional ceremonies such as Luguru, Zaramo and Konde societies. Not all ceremonies can lead to HIV/AIDS spread but there are ceremonies that include dances and activities that attract sexual intercourse. Dances that involve naked people attract sexual intercourse between people who do not know their health status and hence leads to the spread of HIV/AIDS.</p> <p>Therefore, the government should provide education to the people either in classroom, mass media or meetings so that people become aware of the impacts of their negative cultural practices. Also the government should discourage these practices by formulation laws that will punish people who keep on practising the cultural practices that can lead to spread of HIV/AIDS.</p>	
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Extract 12.1: A sample of the correct responses to question 12.

Besides that, 26.6% of the candidates scored 6.0 to 10.0 marks. The candidates provided inadequate explanations on the cultural practices that lead to the spread of HIV/AIDS in Tanzania. Some mentioned correct points but explained them wrongly. Some candidates, for example, mixed correct and incorrect cultural practices such as *raping* and *sexual intercourse*.

Further analysis of candidates' performance shows that a few candidates (0.4%) scored 0.0 to 5.5 marks. Those who scored lower marks from 2.5 to 5.5 marks failed to provide a relevant introduction but managed to point out a few cultural practices that lead to the spread of HIV/AIDS in Tanzania. Other candidates mixed between ways of spreading HIV/AIDS and cultural practices that lead to the spread of HIV/AIDS. They had also poor essay

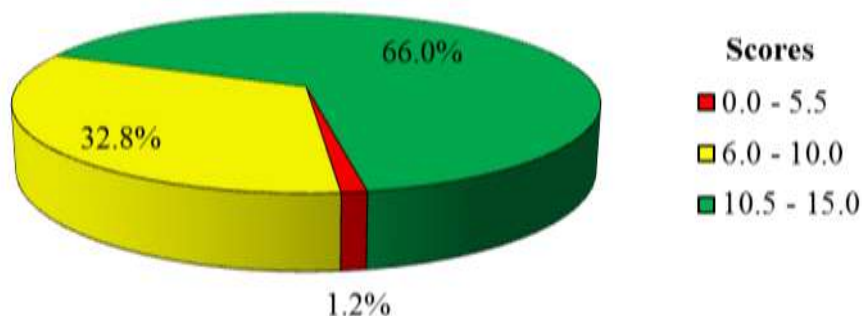
organization skills. Extract 12.2 exemplifies the responses of candidates in this category.

	The following are the cultural practices that lead to the spread of HIV/AIDS in Tanzania	
	Unsafe Sexual intercourse; This means that when some one who have HIV/AIDS do the sexual intercourse with the have not affected which HIV/AIDS with out using condom the HIV/AIDS should be spread from affected person to that who are not affected.	
	Sharing of sterile tools like razor blade; When people use sterile tools like razor blade there are probability of getting HIV/AIDS when one among of them was already affected hence there are sharing of blood. So this is not suggested to share the razor blade hence transmit the disease like HIV/AIDS.	
	Blood transfusion; This is the process of transferring blood from healthy person to a sick person. So when the blood are not safe and are given to another person who need a blood with out shaken the HIV/AIDS should be transmitted to that who receive the blood.	
	Sharing of internal clothes; This means that when people in Tanzania share internal clothes there are probability of getting HIV/AIDS because when the person who have HIV/AIDS have wound and share the clothes with the person who have not affected and have wound there are contamination of blood so they can get HIV/AIDS.	

Extract 12.2: A sample of the incorrect responses to question 12.

### 2.2.3 Question 13: Tanzania in Global Politics

The question required the candidates to elaborate five achievements of the United Nations (UN) since its formation. It was attempted by 1,160 (55.3%) candidates. Generally, the performance of candidates on this question was good since 1,146 (98.8%) scored 6.0 to 15.0 marks as shown in Figure 13.



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

Figure 13 indicates that 66.0% of the candidates scored 10.5 to 15.0 marks. Those who scored high marks (10.3%) had correct interpretation of the question and managed to elaborate the achievements of the United Nations (UN) since its formation. Responses were such as: *promotion of workers welfare, dealing with illiteracy, promoting education, advice on seeds and fertilizers, provision of financial service through World Bank (WB), assisting political refugees and assisting countries in environmental issues*. Variation of the candidates' scores was due to repetition of points, disparity in strengths of arguments and comprehensiveness of the responses. A few obstacles such as wrong examples and scanty explanations, for example, denied some candidates to score higher marks. Extract 13.1 is an example of the responses of candidates in this sort.

13.	<p>United Nations (UN) is an organization that comprises countries of all over the world. United Nations started in 1945. United Nations replaced the League of Nations which aimed to maintain peace and order in the world. Headquarters of United Nations are in New York in the United States of America.</p> <p>The following are the achievement of the United Nations since its formation:</p> <p>To solve disputes in their member states; some of the member countries of the United Nations face conflicts that hinder their development. Syria, Somalia, Afghanistan and Sudan are some of the member states that faced conflicts and wars. United Nations has succeeded to resolve some disputes in these countries and maintained peace and security of citizens.</p> <p>To provide aids to the countries faced by natural disasters; some of the member states such as India, Japan have faced natural disasters like floods and desertification. United Nations have succeeded to provide aids like food and shelter for people who became homeless due to natural disasters.</p> <p>To provide aids to the refugees; citizens who belong to the countries faced by wars and disputes end up becoming refugees in other countries. The United Nations provide funds, food and shelter to the refugees in where they have migrated to. For example the refugees in Tanzania receive medicine, food, shelter and funds from United Nations who have run from DRC congo and Burundi.</p>	
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13.	To combat different diseases facing the world;	
	The United Nations has succeeded to look for vaccines	
	and medicines of arising diseases in the member	
	states. For example United Nations has contributed	
	in fighting against Malaria in tropical countries	
	like Tanzania, also United Nations has fought	
	against Ebola and the corona virus that affected	
	the whole world.	
	To provide loans to the developing countries;	
	the United Nations through the World Bank	
	and IMF has succeeded to provide loans in	
	developing countries like Tanzania so that they	
	can raise their economy. Apart from loans also	
	United Nations offer help to developing countries	
	through different programmes like nutrition to	
	children and education to the people.	
	In general United Nations has worked the best	
	through its organizations such as FAO, WHO, UNICEF,	
	ILO, IMF World Bank and so forth. These	
	organizations have contributed a lot in the	
	betterment of lives of people across the world.	
	Despite the challenges, there is still a need for	
	the United Nations to keep on existing.	

Extract 13.1: A sample of the correct responses to question 13.

Moreover, 32.8% of the candidates scored 6.0 to 10.0 marks. These candidates showed insufficient knowledge of the United Nations' achievements and failed to argue competently. One candidate, for example, provided a relevant introduction, provided correct points such as: *to maintain peace and security* and *provision of financial services* but mixed them with irrelevant points such as: *maintenance value of their currency* and *remove of trade barrier*. Variations of their marks were caused by repetitions of some points as well as strengths and weaknesses of their responses.

A few candidates (1.2%) scored 0.0 to 5.5 marks. Those who scored 3.5 to 5.5 marks understood the question though they were not able to give a proper introduction and conclusion. Some of them managed to provide a few points with irrelevant explanations and grammatical errors in the English Language. Other candidates in this cluster mixed correct and incorrect responses. Extract 13.2 is an example of the responses of candidates in this cluster.

13	<p>United Nations (UN) This organization replaced the United Nations Organization (UNO) which signed in after the Second World War in 1945 which involves the powerful nations of the world and on the conference which take place in New York. Change the UNO into UN, with the different objectives. Like to promote peace and security.</p> <p>The following are the achievements of the United Nations (UN) since its formation these are.</p> <p>Improvement of transport and communication, this was the achievements of the UN since formed which aimed to improve the transport system for trading activities which achieved by building different transport system and communication network.</p> <p>Improvement of infrastructure, this also achieved since formation of UN the aim was to improve the infrastructures as the people movement facilitated to the their organization this improved which influence the high trade.</p>
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Free movement of people, this also has been achieved this due to facts that the people of the UN members move from one nation to another this all due to the achievement of the UN which influence the movement of the people within the UN state member.

Maintaining peace and security among the member nations, this also influenced by the UN member to facilitate the safe and peace with the member state to solve different conflict in those nations which existed within the nations.

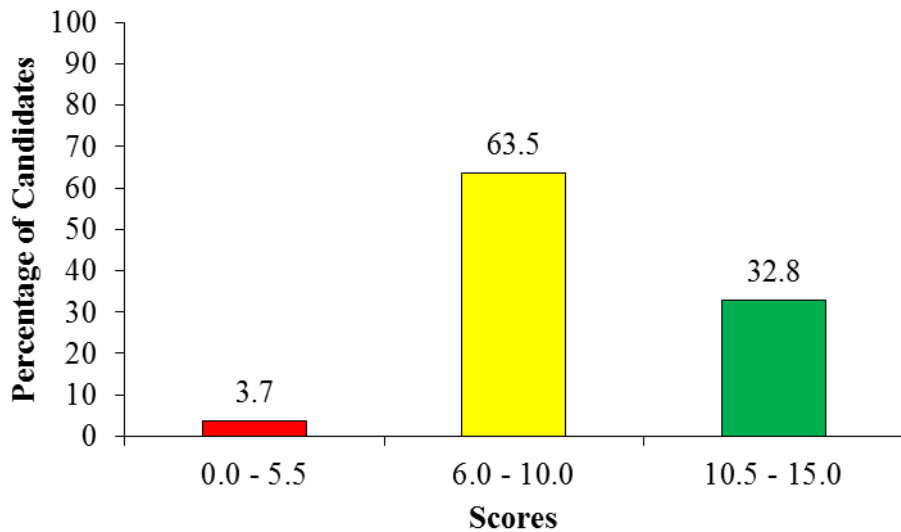
Promote international cooperation among the member state. This also has been achieved this because there are different cooperative activities which take place since formation of UN like trade activities which show the cooperation of the member state.

In generally the formation of UN from UNO facilitated different change of the achievements of the aims which influence and intended to be achieved during formation of UN on the meeting which was take place at New York as a headquarter of UN.

Extract 13.2: A sample of the relatively incorrect responses to question 13.

#### 2.2.4 Question 14: Government and Politics

The question required the candidates to explain five principles of democracy using Tanzania as an example. The question was attempted by 1,961 (93.6%) candidates. Generally, the performance of candidates in this question was good since 1,888 (96.2%) scored 6.0 to 15.0 marks as shown in Figure 14.



**Figure 14:** *Candidates' performance on question 14.*

The analysis in Figure 14 reveals that 32.8% of the candidates scored 10.0 to 15.0 marks. Those with high scores (2.7%) had enough knowledge of the principles of democracy. They were able to respond to the task of the question by providing the required number of points with clear explanations and supporting examples. Some of the points provided included; *observation of human rights, control of power abuse, rule of law, free and fair election, good governance, presence of multiparty system and separation of power*. The variation of their scores, however, was caused by gaps in providing adequate and relevant examples and in organizing their work. Extract 14.1 is a sample of the responses of candidates in this category.

14. Democracy refers to the rule of the people, for the people by the people. This means that democracy is the rule that has been put into power by majority and the rights of the minority are considered. It is the rule that works under the interest of its citizens. Tanzania is one of the democratic country in which her leaders are chosen by the majority.

The following are the principles of democracy:

Free and fair election, in Tanzania there is a free and fair election that is done after every five years. People from different political parties are allowed to contest for different constituencies to act as representatives of other citizens. Every person is allowed to vote for a leader of his or her own preference. Any legible people is allowed to contest for presidential, parliament or counsellor post.

Multipartism, in a democratic countries like Tanzania there is presence of many political parties. These political parties are both supported by the government. Political parties give people who contest for different positions of leadership also they are allowed to criticize what is done in the government. Some of the political parties in Tanzania are CCM, CUF, CHADEMA, ACT-Wazalendo and so forth.

Rule of law, this is one of the pillar of democracy. Rule of law means that there is no one who is above the law. In a democratic country there is a set of laws called constitution in which they guide all people in the country. Everyone is supposed to act according to the laws that have been made by the citizens. There is no preference when the law should be put into action.

14.	<p>Preservation of Human Rights: a democratic country should observe people's rights. Human Rights are stated world wide so it a duty of every democratic country to observe or preserve rights of its citizens. Some of the Human Rights are right to equality, right to movement, right to expression, right to life, and so on. So a democratic country should fight against violation of Human Rights.</p> <p>Accountability and Transparency: a democratic country should be open to her people on the matters concerning with nation. A democratic country should also have leaders who are ready to work for citizens and not for their interests. Leaders should always be available for citizens and explain the strategies that are planned for the development. Also leaders should reply to questions asked by people on the revenue, and other issues.</p> <p>Generally, pillars of democracy are there to help leaders work for the betterment of all citizens instead of their interests. Pillars of democracy help leaders to become more responsible and hard worker for the country to develop. Also pillars of democracy help citizens to enjoy their natural resources and improve their life standards through the leaders they have chosen.</p>
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Extract 14.1: A sample of the correct responses to question 14.

Furthermore, 63.5% of the candidates scored 6.0 to 10.0 marks. They provided suitable arguments on the practice of principles of democracy with some limitations. This indicates that they had partial knowledge of the subject matter in question. Failure to provide detailed clarification on some points, demonstrating repetitions of some points and incorporating examples which were out of context were among their weaknesses. In addition to that, some candidates mixed correct and incorrect points, and provided fewer points contrary to the demand of the question. The marks varied because of the mistakes they made.

On the other hand, few candidates (3.7%) scored 0.0 to 5.5 marks. Those who scored 1.5 to 5.5 marks failed to exhaust the points demanded by the question. They had insufficient knowledge of principles of democracy thus their responses were characterized by lack of clarity, poor proficiency of the English Language and poor essay organization skills. Extract 14.2 is an example of the responses of candidates in this category.

14. Democracy; is system of government and leadership in which authority and power belongs to Country. The following are Tanzania as example of the principles of democracy which are:-

Freedom of expression; This was due to the different leaders in Elections they have freedom to express her feelings, views in order to get their votes Example in all political parties like CUF, CCM, CHADEMA

Freedom of Mass media; During the Campaign Tanzania as an example The different mass media were evaluated the votes in order to get the image of the votes. Example Radio, Television and Different Magazine or Newspaper.

Equality; Due to the democracy all people under the sun are equal they can provide different basic rights Example Equality for making Campaign Votes and to be voted to the societies especially in our Country of Tanzania all are equal.

Political tolerance; All people in Tanzania they have willing to vote and to be voted for those who Contested and they can agree when they see the right and not agree when they did not mean as the answerable.

Inclusion of Bill of rights; Through it can fight for the all human being as equal they fighting for the human rights Example in the Election

14.	The Tanzania government they should make sure everybody they have a rights, which can make all people are living in safety Example police and Feed force unity. Therefore, Democracy is the source of Development in the sector of social, cultural, political and Economic sectors which can helps to Increase the demands and create good cooperation in the Country through Multipartyism in 1992 in Tanzania as an Example.
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Extract 14.2: A sample of the relatively incorrect response to question 14.

### 2.2.5 Question 15: Globalization

The question required the candidates to describe five driving forces for the development of globalization. It was attempted by 1,500 (71.6%) candidates. Generally, the performance of candidates in this question was good since 1,404 (93.6%) scored 6.0 to 15.0 marks as shown in Figure 15.

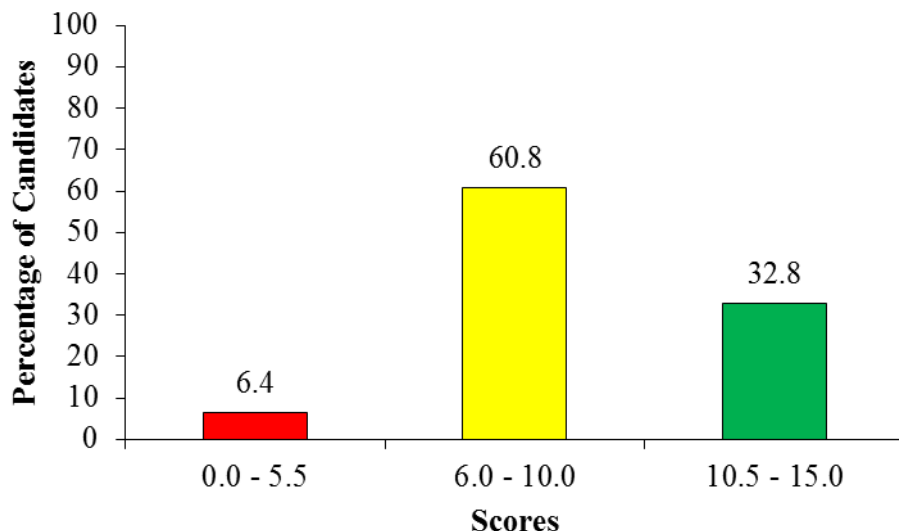


Figure 15: Candidates' performance on question 15.

The analysis in Figure 15 depicts that 32.8% of the candidates scored 10.5 to 15.0 marks. Those who scored high marks (3.5%) had adequate knowledge of the driving forces for the development of globalization. These candidates

were able to describe the driving forces for the development of globalization like: *advancement in science and technology, advancement in education, lower transportation and communication cost, advancements in financial sector, the process of industrialization in Low Developed Countries and market and competitive drivers*. Moreover, their essays were well organized and were supported by concrete examples. Good proficiency of the English Language and good essay organization skills were also the tools for their good performance. However, repetitions and partial explanations of some points were the reason for some candidates to not score all the marks allotted to this question. Extract 15.1 exemplifies the responses of candidates in this group.

15.	Globalisation is the interdependence of different nations in the world through different sphere like economic, social and political. Globalisation leads to mixed culture in the world.	
	The following are the driving force for the development of globalisation	
	Advancement of science and technology through use of computer and mobile phone, radio and television to enhance communication among people leads to the development of globalization. For example social networks, e-mail simplifies communication and leads to the development of globalization.	
	Economic factor also become the driving force of globalization. For example distance trading emphasized by the use of modern means of communication leads to the development of globalization.	

15.	Political factor for example international relationship, establishment of international organization, regional integration like East African Community (EAC) leads to the development of globalization since all members states are to communicate in different issues so that they can reach their targeted goals.	
	Socio-cultural factor, due to free movement of people from one country to another leads to interaction and spread of culture of one country to another. For example eating by using spoon, dressing style and even the way of behaving all these are the outcome of globalization.	
	Education factor, there are all program used in distance learning and exchange of technology from one country to another leads to the development of globalization.	
	Therefore globalization leads to some effects especially in developing countries like Tanzania, these effects are cultural deterioration and auto cultural decay like wearing style and the way of behaving.	

Extract 15.1: A sample of the correct responses to question 15.

The analysis also shows that 60.8% of the candidates scored 6.0 to 10.0 marks. These candidates managed to give some relevant points but failed to explain them clearly. Moreover, some candidates failed to exhaust the required number of points. Other candidates repeated some points and thus could not exhaustively answer the required number of points. Among other factors, irrelevant introduction and conclusion were the other reasons for the variation of marks in this cluster.

On the other hand, 6.4% of the candidates scored 0.0 to 5.5 marks. Some of them failed to understand the question as they either outlined or split some of the main points into several independent points. Other candidates provided weak explanations on the relevant points, mixed correct and incorrect points while some of them failed to supply the required number of points as demanded by the question. Poor English Language proficiency and poor essay organization skills were also reasons for their low scores. Extract 15.2 provides an example of the response of the candidate in this category.

Driving forces for the development of globalisation in the societies these points are as follows below which are :-
It leads the outbreak of diseases, through globalization as the results of many transmission of diseases in the societies which indicate the negative impacts of globalization during developments examples of diseases like HIV/AIDS and COVID 19.
Destruction of moral values in the societies, also through the development of globalization in the societies also they lead to the immoral value in different societies in the world which play the negative impact of different societies.
Emergency of air pollution, through globalization also they affects the atmosphere to be polluted through the addition of different impurities on the atmosphere as the results of bad air condition in the world examples Bombing activities and industrial activities.
Destruction of our culture, also the one driving forces of the development of Globalization in the world they results to different culture to be affected by the deve

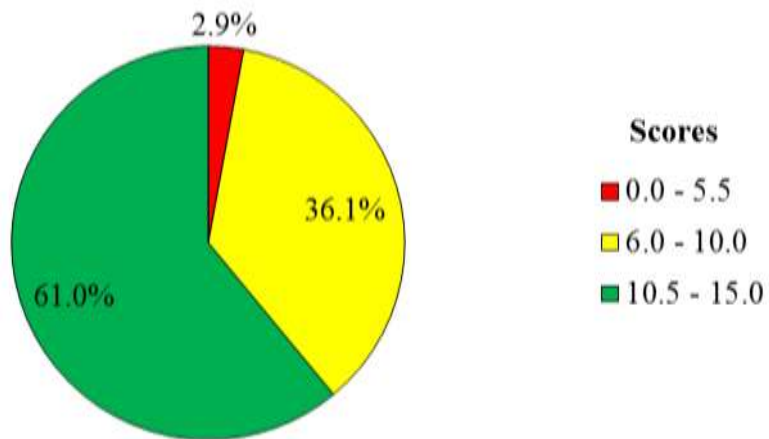
15	By the development of globalization in the different area in the world example in African culture should be undermined by the development of globalization.	
	Death of people and other living organisms, also the development of Globalization in the world they results to different organisms which are found on the environment to be affected. Example using different fumes on the environment like nuclear bomb.	
	Generally the development of globalization in the societies play the negative impacts on the different areas not only about negative impacts but also have positive impacts in the societies example development of science and technology and mushrooming of private school in the country.	

Extract 15.2: A sample of the incorrect responses to question 15.

In extract 15.2, the candidate described the negative impacts of globalization instead of writing the driving forces for the development of globalization.

## 2.2.6 Question 16: Theories and Aspects of Development

The question required the candidates to write three advantages and two disadvantages of privatization in Tanzania. It was attempted by 1,550 (74.0%) of the candidates. Generally, the performance of candidates on this question was good since 1,505 (97.1%) scored 6.0 to 15.0 marks as shown in Figure 16.



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

Figure 16 shows that 61.0% of the candidates scored from 10.5 to 15.0 marks. Those who scored high marks (2.9%) demonstrated adequate knowledge they had about privatization in Tanzania. They were able to introduce correctly the concept privatization and to explain three advantages and two disadvantages of privatization in Tanzania. One candidate, for example, defined privatization *as the situation whereby the ownership of government properties are transferred to individuals (private sectors)*. Most of the candidates in this category explained three advantages of privatization in Tanzania which are: *it has created employment opportunities, it has improved competition, it has improved availability of social services and it has provided clients with more choices*. Moreover, the candidates indicated two disadvantages of privatization in Tanzania such as: *it has led to an increase in unemployment rate among the indigenous people, it has led to the fall in agricultural sector, and it has increased the rate of poverty*. Extract 16.1 provides an example of the responses of candidates in this category.

16. To write three advantages and two disadvantages of privatization in Tanzania.

Privatization is a process where by institutions industries and activities which were owned by public sectors are made to be owned privately by private sectors. There are some advantages and disadvantages of privatization in Tanzania.

The following are the three advantages of privatization in Tanzania.

Increase production of goods. Through the use of skilled labour from different places like Europe, China will lead to higher production of goods due to presence of skilled labour and the use of this skilled labour to the industry they will produce by tractors which will be used in agricultural activities hence increase production of goods due to the use of facilities instead of using hand hoes.

Promote national income, privatization leads to the increase of national income because private sectors will be responsible to pay tax to the government. This will help the government to increase its revenue. Hence promote national income to the country like Tanzania.

6. Increase employment opportunities. Privatization leads to increase in employment for the skilled people who are able and have knowledge to conduct jobs in different fields. Example in Industries and different companies. This reduces the ~~but~~ burden of unemployment in Tanzania.

Also privatization have the following two disadvantages:

**Killing of local industries.** Privatization leads to killing of local industries like SIDO due to emergence of larger industries. This cause some people to remain jobless and the products which are manufactured by these small industry to loose market because there are many products of high quality which are sold by low price compared to the goods from small industries.

**Failure of the government to Manage the income of the private sectors.** The private sectors uses different means of collecting their income and different methods which used by private sectors due to high technology to escape paying taxes and revenue. Forexample the barrick Company deals with minerals were uses the modern way of escaping paying taxes to the government of Tanzania until the late John Joseph Magutuli makes different strategies which helped to discover that they are not paying taxes and makes them pay.

16.	Therefore Privatization in Tanzania plays	
	great role in Tanzanian government to	
	bring development to the country.	

Extract 16.1: A sample of the correct responses to question 16.

Furthermore, 36.1% of the candidates scored 6.0 to 10.0 marks. They were able to provide appropriate answers but their responses had several weaknesses. Other candidates provided fewer points than the required number and repeated some of the points. Moreover, most of these candidates failed to provide relevant examples to validate their points and were characterized by inability to comprehensively provide and justify facts. However, English Language proficiency might have hindered them to express themselves clearly.

On the other hand, a few candidates (2.9%) scored 0.0 to 5.5 marks. They had partial explanations, less number of the required points, false examples in some points and an irrelevant introduction and conclusion. They lacked focus and had insufficient knowledge of the advantages and disadvantages of privatization in Tanzania. Most of the responses in this cluster were characterized by repetitions and poor English Language proficiency. Extract 16.2 is a sample of the responses of the candidates in this cluster.

16.	<p>Privatisation refers to the transfer of the private services to the government. Example of services transferred from the private sector to government are schools, hospitals in Tanzania done early after independence.</p> <p>The following are advantages of privatisation in Tanzania.</p> <p>Reduce the overutilization of resources in nation due to all means of production to be under government can follow the rule and regulation.</p> <p>Avoid the discrimination in promotion of services. Example due to hospitals to be under certain religion can provide quality services to the members of such religion than other religion.</p> <p>Provision of employment to the Tanzania due to the school and hospital to be under government of Tanzania can provide all Tanzanians to get employment than when under private sector.</p> <p>In spite of being with significance also privatisation have disadvantages like.</p> <p>Increase burden to the government on provision of employment due to all members depend to the government than for private sectors.</p>
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	to reduce the number of people.	
	Provision of Unquality servi	
	ces. the presence of Private sector	
	force the government on provision	
	of services like education, health	
	Therefore the presence of	
	government with out private sector	
	lack the challenges that can lead	
	the government to make better in	
	provision of services.	

Extract 16.2: A sample of the incorrect responses to question 16.

In extract 16.2, the candidate wrote the advantages and disadvantages of nationalization instead of writing about advantages and disadvantages of privatization.

### 3.0 ANALYSIS OF CANDIDATES' PERFORMANCE PER TOPIC

All six (6) topics were tested in the Development Studies examination. These topics were *Theories and Aspects of Development*, *Tanzania in Global Politics*, *Government and Politics*, *Citizenship and Human Rights*, *Culture and Philosophy* and *Globalization*.

The analysis of the candidates' performance in DSEE 2021 shows that the candidates had good performance in five (5) topics which are: *Globalization* (93.6), *Theories and Aspects of Development* (87.5), *Culture and Philosophy* (84.3), *Government and Politics* (76.0) and *Citizenship and Human Rights* (73.8). The topic on *Globalization* had good performance for three consecutive years i.e. 2019 (93.0%), 2020 (94.3%) and 2021 (93.6%). Good performance on the topics was due to candidates' sufficient knowledge of most subtopics in all topics and clear understanding of the requirements of the questions hence providing more relevant responses.

On the other hand, the topic on *Tanzania in Global Politics* had an average performance of 61.1% in this year. This topic had lower performance compared to other topics for three consecutive years i.e. 2019 (29.1%), 2020 (64.1%) and 2021 (61.1%). The main reason for this performance is insufficiency of knowledge to candidates about the United Nations (UN), the African Union (AU) and the Regional Communities. The candidate's performance on each topic is summarized in the appendix given at the end of this report.

## **4.0 CONCLUSION**

The analysis of candidates' responses in the Development Studies subject DSEE 2021 indicates that the general performance was good. It has been noted that the candidates who performed well had adequate knowledge and skills of various topics, understood the requirements of the questions and comparatively they had good command of the English language.

It was further established that candidates with average performance had partial knowledge of different topics, unclear explanations, poor grammar and inappropriate use of vocabulary which affected the quality of the candidates' responses.

On the other hand, the candidates with poor performance had inadequate or lack of knowledge of different topics, failure to identify and understand the questions as well as poor mastery of the English Language which negatively affected the candidates' responses in terms of clarity.

## 5.0 RECOMMENDATIONS

In order to improve the performance of the prospective candidates in this subject, it is recommended as follows:

- (a) Tutors should guide student teachers on how to approach examination questions by giving the student teachers frequent exercises, tests, examinations, quizzes and project work as well as the provision of immediate feedback for effective assessment. This is recommended because some candidates failed or performed poorly on some questions because of their failure to understand the questions raised.
- (b) Various teaching and learning strategies stipulated in the syllabus such as inviting guest speakers should be used by tutors so as to cement students' knowledge. The emphasis should be put on the topic on *Tanzania in Global Politics* which had lower performance compared to other topics. That suggests that students had poor understanding of the topic. Where possible, people with expertise in international relations could be invited.
- (c) Colleges have to promote various programmes like debate that can help student teachers to improve proficiency in the English Language. Also, to insist tutors and student teachers to use English Language as a means of communication during the teaching and learning process as well as other activities outside their classroom. This is proposed because some candidates failed to express themselves in English as they attempted various questions. This suggests that English proficiency is low to some students and therefore some measures need to be taken if the proficiency is to improve.

## Appendix

### SUMMARY OF THE CANDIDATES' PERFORMANCE IN DEVELOPMENT STUDIES SUBJECT

S/N.	Topic	Question Number	Performance in Each Question (%)	Average Performance Per Topic (%)	Remarks
1.	<i>Globalization</i>	15	93.6	93.6	Good
2.	<i>Theories and Aspects of Development</i>	2	97.3	87.5	Good
		7	55.9		
		12	99.6		
		16	97.1		
3.	<i>Culture and Philosophy</i>	1	77.4	84.3	Good
		10	85.6		
		11	90.0		
4.	<i>Government and Politics</i>	6	55.7	76.0	Good
		14	96.2		
5.	<i>Citizenship and Human Rights</i>	8	48.7	73.8	Good
		9	98.9		
6.	<i>Tanzania in Global Politics</i>	3	48.4	61.1	Average
		4	96.6		
		5	0.7		
		13	98.8		

