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

CANDIDATES' ITEM RESPONSE ANALYSIS REPORT ON THE ADVANCED CERTIFICATE OF SECONDARY EDUCATION EXAMINATION (ACSEE), 2021

GENERAL STUDIES

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111 GENERAL STUDIES

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FOREWORD

This report presents the Candidates' Item Response Analysis (CIRA) on the candidates' performance for the Advanced Certificate of Secondary Education Examination (ACSEE) 2021 in General Studies subject. The report has been prepared so as to provide feedback to students, teachers, policy makers and other educational stakeholders on the candidates' performance. Also, it analyses how they responded to the examination questions.

One of the most important observation of the ACSEE 2021 Candidates' Item Response Analysis Report (CIRA) is the candidates' sufficient knowledge on many topics from which questions were set. This accounts for the good general performance of candidates in this subject in which 97.57 percent of the candidates who sat for this examination passed. Also, out of the six tested topics, five topics had good performance while one topic *International affairs* had a weak performance. Teachers and students need to continue improving their teaching and learning strategies for better performance in this topic.

The report analyses the qualities of candidates' responses. This is because the candidates' responses are essentially a strong indicator of what the educational system was able or unable to offer to the students in their two years of Advanced Secondary Education. The report also highlights some of the factors for the candidates' good or weak performance in General Studies. Sampled Extracts from candidates' scripts have been inserted to illustrate some of the cases.

The council expects that this feedback will enable various stakeholders responsible for education to take appropriate measures to enhance the performance of the students in General Studies subject in future national examinations.

The council would like to thank the examination officers, subject examiners and all individuals who participated in the preparation of this report.

Dr. Charles E. Msonde
EXECUTIVE SECRETARY

1.0   INTRODUCTION

This report analyses the candidates' performance in General Studies subject for the 2021 Advanced Certificate of Secondary Education Examination (ACSEE). The General Studies Examination covered the 2009 syllabus and conformed to the 2019 revised examination format.

This paper had 7 questions whereby the candidates were required to answer only five questions of which question 1 was compulsory. All the questions were essay- type and each question carried 20 marks.

The candidates who sat for the 2021 ACSEE in General Studies Examination were 80,294, out of which 78,341 (97.57%) passed. On the contrary, the data show that in 2020 a total of 74,279 candidates sat for the same examination, out of which 71,659 (96.47%) passed. This indicates that there is both, an increase in performance by 1.1 percent and enrolment by 6,015 candidates which amounts to 7.49 percent. The performance of candidates in various grades is summarized in the table below.

Table 1

Sex	Grades							Passed	
	A	B	C	D	E	S	F	Total	%
M	0	67	4,408	21,394	16,024	2,249	992	44,142	56.35
F	0	55	3,787	17,824	11,173	1,360	562	34,199	43.65
Total	0	122	8,195	39,218	27,197	3,609	1,554	78,341	100

The analysis of individual questions has been presented by highlighting the requirements of each question and identifying the strengths and weaknesses of the candidates' responses. Extracts of the candidates' responses are inserted to illustrate some of the cases.

Three categories of scores have been used to classify the candidates' performance in each question. Scores ranging from 0–34 percent are categorized as weak performance, 35-59 percent as average performance and 60–100 percent as good performance. The candidates' performance in these categories for each question and topic is presented in tables, graphs and charts using colours. The green colour represents good performance, yellow represents average performance and red weak performance. The comparison of performance in each topic for the 2020 and 2021 ACSEE is shown in the Appendices.

2.0 ANALYSIS OF THE CANDIDATES' PERFORMANCE PER QUESTION

This part presents the analysis of the candidates' performance in each question by showing the number of candidates who attempted each question and explaining the quality of their responses. Also, the candidates' performance in each question is classified in three categories, namely good, average and weak. The ranges of scores in the three categories are 12 -20 marks, 7 to 11.5 marks and 0 to 6.5 marks respectively out of the 20 marks allocated.

2.1 Question 1: Philosophy and Religion

The question required the candidates to describe six positive functions of religion in the society. All candidates (80,294) attempted this question because it was compulsory. The data shows that 7 percent scored from 0 to 6.5 marks, 62.5 percent scored from 7 to 11.5 marks and 30.5 percent scored from 12 to 20 marks out of the 20 marks allocated. Generally, the performance in this question was good as 93 percent of the candidates scored from 7 to 18.5 marks. The candidates' performance is illustrated in Figure 1.
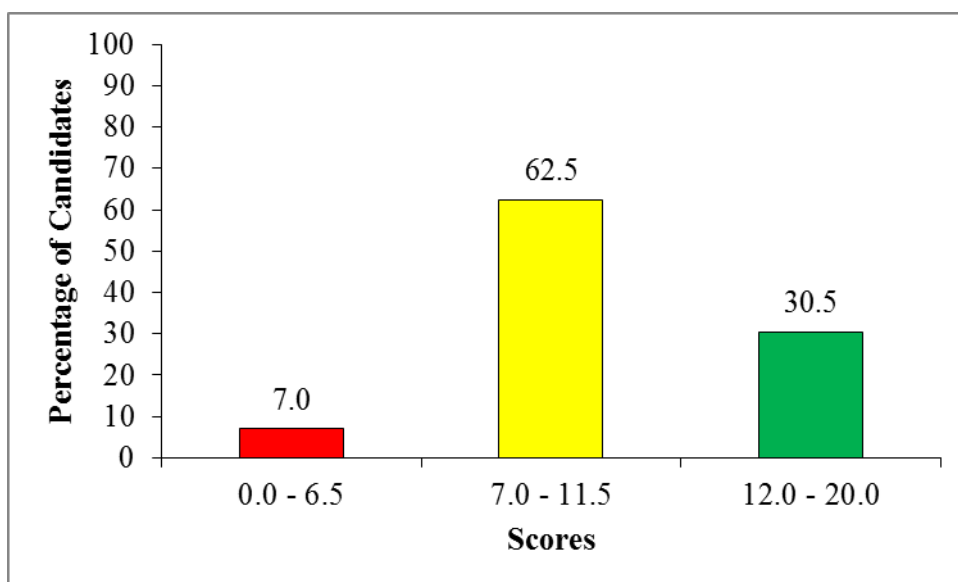

Figure 1: The candidates' performance in question 1

The analysis of the candidates' responses proves that the candidates whose scores ranged from 12 to 20 marks were able to identify and interpret correctly the demand of the question. Also, they had good command of the

English language and adhered to essay writing skills by providing good introduction, main body and conclusion. For instance, one candidate correctly defined religion and gave examples as follows: *Religion refers to the set of belief in the existence of God as the supernatural power who created all creatures which are under his power and control. Examples of religion in the world include Christianity and Islamic.* The other candidate wrote the following introduction: *Religion is the set of faith and belief connected to a certain supernatural power commonly known as God. There are different religions in the world like Christianity, Hinduism, Buddhism, Shinto and Islamic.* These introductions evidence that such candidates were aware that religion refers to the belief in the existence of God or gods, who created the universe and gave human beings their spiritual nature which continues to exist after death. Also, they were aware that religion is characterized by existence of the supernatural powers like God, gods, angels and ghost; Worshiping which involves honour or showing reverence to a divine being or supernatural power; Sacred which refers to holy things like holy books and other staffs which are dedicated to religious purposes and deserving veneration; Priesthood which refers to service of divinity as related to the office, dignity or character of a priest who offer such a service; Doctrine which refers to principles or group of principles or set of beliefs which are held and taught by a certain religious group like a church and lastly is sacrifice which refers to an act of surrendering a possession of something as an offering to a deity. Likewise, they understood that religion confines itself with the cause, nature and purpose of the universe.

Thereafter, in the main body they were able to describe the positive functions of religion in the society basing on points such as;

> Religion shapes people to be loyal and obedient, contribute to the provision of social services, religion answer the question about human existence, religion guides political leaders to rule the people justly, kindly and with charity, religion remind its followers to be mindful of their duties in a society where they live, religion unite and promote peace and harmony in the society, provide comfort to people when they face problems or miseries, create employment opportunity and mediate conflicts.

Moreover, they managed to write good conclusion as one candidate wrote: *All in all, religion has negative impacts apart from those positive. Negative impacts include social stratification and endless conflicts.* Such creditable responses indicate that the candidates were aware that religious activities need to be handled with care because may cause some of the negative

effects to the society through its functions. For example, in some countries such as Nigeria and Central African Republic religious misunderstandings have resulted to the outbreak of large-scale conflicts. Additionally, such understanding might have also been contributed by being familiar with religious issues in their daily life and through media coverage. However, their scores varied from one candidate to another due to the degree of clarity and strength of each argument. Extract 1.1 is the sample of a good response from one of the candidates.

It helps in the provision of social services. The health and educational sectors in Tanzania are currently growing since different religions have established their schools and hospitals which take the best performance in the country. This is observed in the ordinary levels where most of the religious schools give the best performance in the country. Some of these schools include St. Francis girls, Precious blood girls, Kilimanjaro islamic schools, Tangeru boys and Tlawa seminary. Also some of the religious hospitals include Peramiho and KCMC in Moshi.

Shapes the norms and codes of conduct of the society. Through the different teachings from the religious books such as holy bible and quran, the people shape their behaviours believing that by shaping their behaviours they will do what pleases God and reach in heaven. Religious teachings restrict people from doing things which are unwanted in the society such as theft, murder, bribery, sexual sins. Example of the teachings is the ten commandments from exodus 20.

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1.   Help the people in need. In the society, most of the people in need such as orphans, street children, the sick and the widows are helped by the religious institutions. The religious groups have been able to establish different orphanages. They also help the people who come to beg in the churches and mosques. Example: Is the Upendo orphanage established by the precious blood sisters in Moshi that collects small children from the streets.

    The religious leaders give advice to the political leaders. When the religious leaders see that the political leaders are going astray to what is taught in the holy books, they tend to advice them and give them the right direction to take. Also, in different political meetings, the religious leaders must be there to make sure that what is done or what is spoken is done under the guidance of God. Example: Iddi Amin dada tried to attempt to kill an Anglican religious leader since the leader told him that what he was doing was against what is taught in the holy books.

    Religious Teachings give hope to the people who have lost hope. Through different religious Teachings, we get hope when we are in problems and when we feel that we cannot accomplish what we have planned to go do. Also, when we have lost hope of life, different religious Teachings encourage us. Example: In the bible, Phillipians 4:13 says that, "I can do all things in Christ who strengthens me". This encourages a person to persue the things which even seem imposible To accomplish.

Extract 1.1 A part of a candidate's good response to question 1.

In Extract 1.1, the candidate was able to describe the positive functions of religion in the society.

Further analysis shows that the candidates who scored averagely (7 to 11.5 marks) demonstrated both strengths and weaknesses in their responses.

Some of them had good organizational skills and relatively good understanding of positive functions of religion in the society although they could not score good marks because they repeated some points and had some grammatical errors. Some did not adhere to the demands of the question as they provided few points.

On the other hand, few candidates who scored 0 to 6.5 marks demonstrated several weaknesses. Evidences from the candidates' responses reveals that most candidates misinterpreted the question demands to mean the negative impacts of religion in the society such as;

> Religion may lead to conflicts and fighting among the believers of a certain religion, religion create laziness to some people, religion may lead to death of people, leads to terrorism, leads to gender discrimination, religion may lead to classes in the society, some religion are not believing in science or scientific method such as use of condoms, family planning and religion may lead to political instability and religion leads to overpopulation.

Such misconceptions could have been a result of English language barrier as these candidates could not distinctively separate the positive impacts from negative impacts of religion. Furthermore, some candidates provided incorrect introductions and conclusions accompanied with lack of command of English language. For instance, one candidate defined religion as *a situation of some people to believe something that do see then advantage to themselves* while another one wrote *religion is among the act which leads to improvement of our society by increasing the living standard of the people through innovations to the society*. Such definitions are an indication that these candidates were not aware that the basis of religion is the belief in the existence of God or gods who created the universe and controls everything.

Apart from being wrong, other candidates' responses in this category were characterized by mixing up few correct responses with incorrect ones. For instance, some of them provided few points and others had several repetitions of some points. On repetitions of some points, one candidate, treated *provision of social services, health services* and *education* as three different points while the other one wrote *maintenance of peace and order* and *ensure political and social stability* as two separate points while they are not. Similarly, other candidates treated *promote love among people, promote cooperation* and *promote good relationship* as three different points while they meant the same. Furthermore, other candidates presented

a mixture of correct and incorrect points in their responses. For example, one candidate described *source of government revenue* while the other one wrote *to eradicate gender inequality* as one of the positive functions of religion. The former was incorrect because religions are not basically established for investment and thus not among the sources of government revenue while the latter indicates that the candidate was not aware that majority of religious teachings have been perpetuating gender inequality in the society. Extract 1.2 illustrates one of the incorrect responses in this question.

To give behaviour that are acceptable for the people. Some of religion have a different behaviour that are followed. Hence behaviour is function that given about a religion.

To improve the living standard of people. The one of function of religion must to be aware to improve the living stand of people. Some of people have low life hence ensure all people have a life standard.

To have a good leader; the good leader that are acceptable in the religion. The good leader lead and make a function to improve their religion. And the society must be acceptable.

To solve the problem that are faced in the society; Also religion must have strategies to solve the problem that are faced in the society. And also there are so many problem that are faced different people. Have to solve of these problem.

To teaching the society; And the function of religion to teach the society that is where is good and bad. And people to followed the direction that are good.

According to above statement, there are the some of positive functions of religion in the society.

Extract 1.2 A sample of a candidate's incorrect response to question 1.

The candidate in extract 1.2 failed to understand the demands of the question thus, described the suggestions on what to be done by religion in the society instead of what is being done by religions.

2.2 Question 2: Life Skills

In this question, the candidates were instructed to show six major problems that hinder some Tanzanians from becoming successful entrepreneurs. This was the most opted question as it was attempted by 76,813 (95, 66%) candidates. The analysis of data indicates that 9.1 percent scored from 0 to 6.5 marks, 64.2 percent scored from 7 to 11.5 marks and 26.7 percent scored from 12 to 20 marks out of the 20 marks allocated. The overall candidates' performance was good as 90.9 percent scored the marks ranging from 7 to 20. The candidates' performance is summarised in Figure 2.
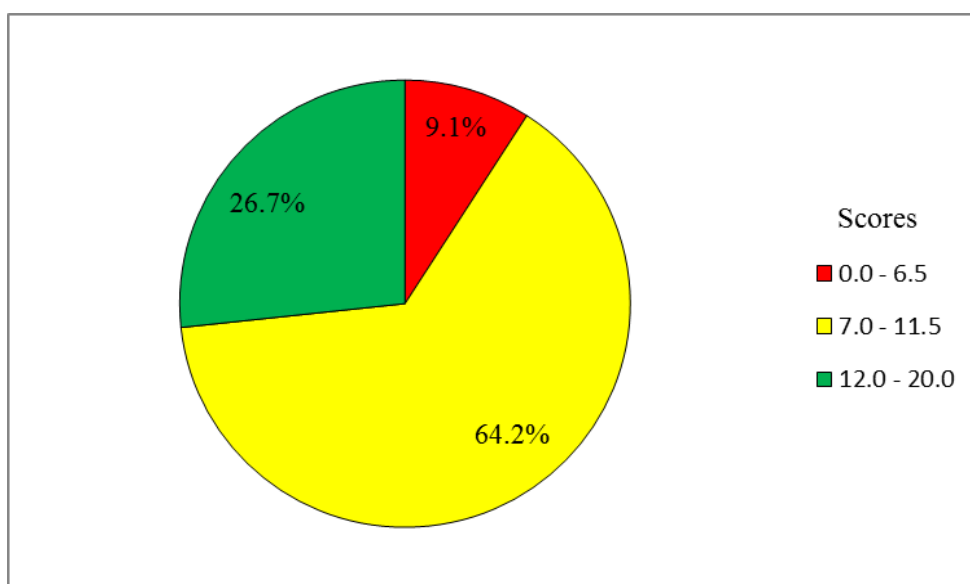

Figure 2: The candidates' performance in question 2

The analysis of the responses of the candidates' who scored from 12 to 20 marks revealed that they addressed the demands of the question and had logical flow of ideas. For example, one candidate defined an entrepreneur in the introduction as*; a person with a sense of pride and accomplishment that can take risk, organize and manage a business for the sake of more rewards or profit*. Such candidates were aware that entrepreneurs can see problems as opportunities by taking actions to find solutions to those problems and the customers who will be ready to pay if they have their problems solved. Similarly, they knew that entrepreneurship gives satisfaction out of it as well as the sense of being in control of one's success. Thereafter, in the main body, they were able to explain the major

problems that hinder some Tanzanians from becoming successful entrepreneurs. For example, one candidate wrote the following;

> Inadequate access to sources of capital, lack of skills and knowledge on entrepreurship, delaying of business or enterprise registration, fear and reluctance to accept changes in the world of entrepreneurship, unfavourable laws and taxation systems, unfair competitive environment in the market, poor infrastructure such as roads, storage facilities and unreliable energy and lack of permanent premises for conducting business.

Besides that, these candidates demonstrated ability to coherently present their arguments with good organizational skills in their essays. Nevertheless, they could not score all the allotted 20 marks because of repetitions of few points and inadequate elaborations to some points. For example, one candidate treated *poor government support* and *lack of good governmental policy* as two separate points whereby the government support to entrepreneurs includes formulating conducive policies which favour the prosperity of entrepreneurs or entrepreneurship activities. Extract 2.1 is an illustration of a candidate's good response to this question.

Q2. from banks. But most Tanzanians, due to low income and poverty, lack the securities and collaterals demanded by banks; Hence making many Enterpreneurs to engage themselves in other activities in the informal sectors; Example, carpenters, Machinga, and others in Tanzania who remain small-scale since they lack enough capital.

Lack of enterpreneural training and skills; Many people fail to begin businesses or even fail as they do business since they lack the necessary skills needed in business. In most schools people are prepared to be dependent on employment and business training is not incorporated in school syllabuses. Hence leading to the failure of many enterpreneurs from becoming succesful. For example; many youth enterpreneurs whose businesses fail in Tanzania.

Bureaucracies in registration which discourage enterpreneurs In Tanzania, there are many bureaucracies in registering a business. It may take up to 6 or even 9 months to complete business registration. These processes discourage many enterpreneurs from starting their businesses; Making many of them to remain in the informal sector, For example, TRA registrations, obtaining TIN numbers and many more.

02. Fear of failure in business; It is engraved in the minds of most people, that most business are destined to fail, therefore many people with brilliant ideas and creative minds are discourage from starting businesses. For example, over 70% of most initiated businesses fail, this discourages many entrepreneurs and stops them from becoming successful entrepreneurs.

Lack of government support; Many entrepreneurs lack support from the government. This is in terms of subsidies, tax reliefs, tax holidays and such supports. So most entrepreneurs end up being mediocre and not successful. Example, the government does not provide subsidies, tax reliefs and holidays to initiated entrepreneurs.

In conclusion, the above are some of the problems that make or hinder some Tanzanians in becoming successful entrepreneurs. The government on the other hands, has played a great role in supporting them, by offering loans through TIB; (Tanzania Investment Banks).

Extract 2.1: A part of a candidate's relatively good response to question 2.

The candidate in Extract 2.1 was able to give the major problems which hinder some Tanzanians from becoming successful entrepreneurs like lack of adequate capital, lack of entrepreneurial training and skills, fear of failure in business, bureaucracy in business registration and lack of government support.

Furthermore, the analysis of the candidates' responses revealed that the candidates who scored 7 – 11.5 marks had relative sufficient knowledge on entrepreneurship education and had good organizational skills. This made them to focus on the demands of the question. However, they could not score above 11.5 marks because of repeating some points and inadequate elaborations of their points. Likewise, some of their points were incorrect and some of them could not provide plausible introductions and conclusion of their essays. For example, on repetition of some points, one candidate presented; *lack of education about entrepreneurship, lack of business*

technique and *lack of forming new idea* as separate points while they all meant lack of skills and knowledge of entrepreneurship. Again, another candidate wrote *poor communication system* and *lack of good communication system* as two distinct points while they both meant poor infrastructures.

The candidates who scored 0 to 6.5 marks demonstrated several weaknesses. They had gross repetitions of points, point without explanations, mixed up correct and incorrect responses and poor mastery of the English language. Some wrote irrelevant introductions and conclusions. Similarly, some of them failed to identify the demands of the question as a result they supplied a range of irrelevant responses. For example, one candidate described the consequences of lacking some traits or qualities of a good entrepreneur such as; *lack of self-confidence, lack of clear vision, mismanagement of money, fail how to communicate with their customers, they do what they enjoy* and *they don't have aim of business.* Likewise, other candidates discussed the fundamental freedoms like; *presence of freedom to worship, freedom of movement and freedom of press*. Other candidates explained the cultural and geographical aspects which discourage people from engaging in entrepreneurship such as *poor belief, bad influence from neighbours* and *selfishness among Tanzanians, poor climatic condition, poor land* and *lack of rainfall.* All these responses were irrelevant because were contrary to the demands of this question. Extract 2.2 is a sample of incorrect response from a weak candidate's response.

Presence of enough capital: Any business needs the capital to be established and promoted. So some of Intrepreneurs in Tanzania engages in the

Intrepreneurship with enough capital. By which this makes them to look for more markets, advertising more and branding their business. Hence enough capital aid them being successful.

Presence of Markets: Tanzania government provided support to intrepreneurs by constructing much markets which this aids them to advertise their business easy and getting more customers than normal for example Kariako market this is an example of markets with so much customers where by Intrepreneurship benefits more.

Freedom in Trading: Nowadays in Tanzania, Intrepreneurs has freedom on doing their Business. This means they have freedom of importing and exporting their goods provided that they are not ilegal. The freedom in trading makes them successful since they get more partnership with foreign companies

Presence of Intrepreneurship Education: There several institutions in Tanzania based in provision of Intrepreneurship education fore example collages, universities and schools. Education play roles in giving intrepreneurs the pathway or oportunities of developing their business as well as storing well their intrest and propt

Reduction or low of Value tax added (VAT): The reduction or low or denerreane of the value tax added help intrepreneurs to be successful. This is because VAT means the value tax added so it is difficult for the producing intrepreneur to get customers due to the value tax added.

2	Low tax (national tax) ÷ The decreasone of national tax makes Interpreneurs to get more profit and become sucessfull since They give tax to the government on accordance to the capital of their business. Hence the capital paid por year once reduced the Interprenership become sucessful.

Generally, Apart from factors hinder the development of Interpreneurs in Tanzania, There are some factors affects Interpreneurishmp such as Inadquate capital, higher Value tax added (VAT) lack of business freedom and Inadquate numkets |

Extract 2.2 A part of a candidate's incorrect response to question 2.

Extract 2.2 shows a response from the candidate who was not able to give major problems which hinder some Tanzanian from becoming successful entrepreneurs. The candidate gave favorable conditions for entrepreneurship to flourish in Tanzania like presence of enough capital, presence of market, freedom in trading, presence of entrepreneurship education and reduction of tax which were contrary to the demands of the question. This candidate misinterpreted the word "hinder" to mean "to promote" instead of "to delay or make it difficult for something to happen".

2.3 Question 3: International Affairs

The question instructed the candidates to explain six functions of the United Nations General Assembly (UNGA). Most of the candidates did not opt this question as only 16,054 (19.99%) of all the candidates attempted it. The performance was as follows: 99.3 percent of the candidates scored from 0 to 6.5 marks, 0.6 percent scored from 7 to 11.5 and 0.1 percent scored from 12 to 20 marks out of the 20 marks allocated. The data show that the overall performance in this question was extremely weak as 99.3 percent of those who attempted it were not able to score above 6.5 marks and only 0.7 percent scored from 7 to 20 marks. This justify why most candidates 64,240 equals to 80.01 percent of all the candidates were scared to opt this question. The candidates' performance in this question is illustrated in Figure 3.
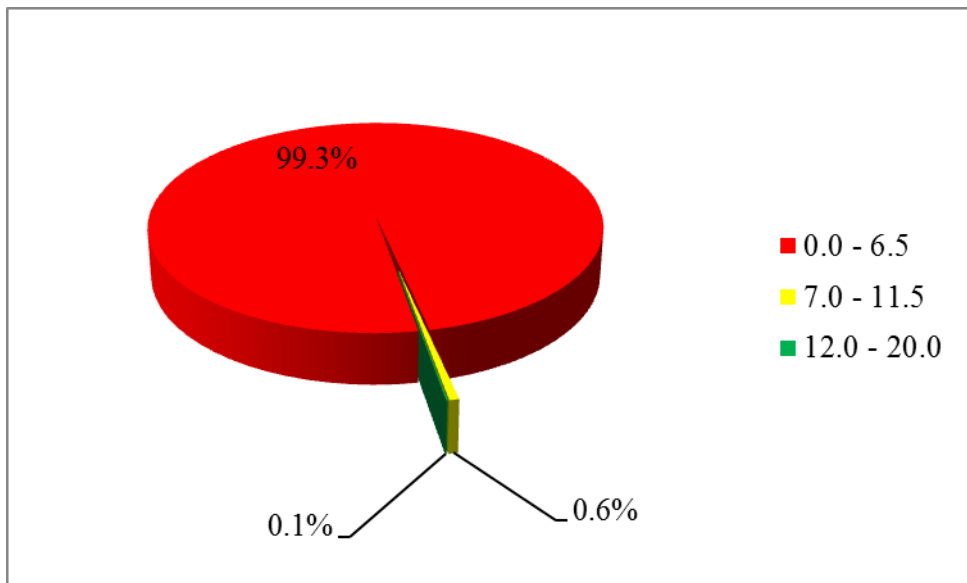
Figure 3: *The candidates' performance in question 3*

The analysis of data shows that 99.3 percent of the candidates' who attempted this question scored marks ranging from 0 to 6.5. The analysis of their responses showed that majority of them failed to identify the demands of the question as a result they provided a range of irrelevant responses. For example, majority of candidates explained the functions of United Nations such as; *maintenance of world peace, strengthening the international relations, providing settlement for refugees, fighting against disasters and diseases, promote free trade, solve conflicts, ensures observation of human rights all over the world and ensures global environmental conservation.* Other candidates explained different functions performed by such United Nations Agencies as IMF, FAO, UNHCR, UNESCO and ILO while others explained the objectives of the United Nations such as; *to promote peace and security in the world, to promote international cooperation among nations, to promote and respect human rights, to combat diseases* and *to provide aid and assistance to special groups such as refugees and children.* In similar vein, other candidates in this category addressed the functions of United Nations Security Council by putting forward the following points; *to punish the aggressors, to stop illicit trade, to provide sanctions to the countries going against international laws* and *effect the disarmament policies.* Moreover, some candidates capitalized their arguments on the advantages of regional integrations as one wrote; *it provide good transport and communication system, it help to have free market, it help to promote security among members* and *it help in development of economic system.*

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Likewise, some candidates associated the functions of the United Nations General Assembly with the functions of the Tanzanian National Assembly as one of them discussed points like: *to make laws, to approve the presidential appointees, to ratify the international treaties, to oversee and advise the executives and to approve the national budget.* Also, other candidates explained issues related to the principles of Tanzania's foreign policy. For example, one candidate provided points such as; *maintenance of world peace, safeguard sovereign of states, promote unity and solidarity, establishment of good neighboring* and *promotion of economic development.* These candidates might have considered the fact that because Tanzania is a member of some international integrations and a member of the United Nations therefore, its foreign policy could have been part of those international organs' policies especially the United Nations General Assembly.

Additionally, some candidates provided irrelevant introduction and examples which portrayed their little knowledge on matters concerning United Nations. For example, one candidate gave the following introduction; *United Nations involves developed country like England, USA, British, France and others. The headquarters is in England and his/her chairman is Queen Elizabeth. The aim of this United Nations was to bring together the developed countries. It was started in 1980's.* Surprisingly, another candidate defined the United Nations General Assembly as *the group of people who are responsible for the world peace and harmony in all countries* which was wrong due to the fact that United Nations involves states rather than individuals or groups whereby the responsibility of maintaining world peace is among its general functions. Moreover, some candidates' responses in this category lacked explanations or had partial explanations. Other candidates mixed up few correct responses with incorrect ones. They also lacked relevant conclusions to their essays and demonstrated poor mastery of the English language. Such critical weaknesses in the candidates' responses in this category hindered them from scoring more than 6.5 marks. Extract 3.1 is a sample of incorrect response from one of the candidates.

03. United Nations General Assembly, this refers to the organizations from developed Countries which was very helpful to the developing Countries in one way or another. Example of those organizations are WHO, UNESCO, UNICEF and others. the following are the functions of the United Nations General Assembly.

To promote security, In this the laws Can be take place when there is wars, or misunderstanding in a certain place or Country the step will be taken according to the problem and they will make sure that the country have remain with peace in the society.

To provide aids, In provision of aids themselves they will look and see that in a certain place there is in need with a certain thing and they will help them by giving them that they are in need. For example in Tanzania there is a time that a country receive Net for Combating Malaria and It was from USAID and other things.

To promote Inter-relation within a country and other countries, In this It is helpful because when one country is having good relation with another Country there will be movement of trade and market from one Country to another. For example Tanzania and China It have good relation and thus lead to them to Conduct trade easily

Help in increasing economy of a Country, In this a Country which have good cooperation with another, It can help to increase & improve

03. their economy through loans or through decreasing of price of thing in the society and that the economy of a Country can be develop, but also through technology form super nations the economy of the Country can be improved in one way or another.

Help in improving education, In this United Nations General Assembly, sometimes they helped out in providing education in developing Countries through scholarship also it there is anything that have happened also they can provide education about the thing. For example In Covid-19 they give out symptoms, effect and prevention and that knowledge where spread out in all areas as in the country and this was doing with WHO (World Health Organization)

It promoted good Transport and Communication, In the society there are different means of transport like Cars and their roads, so this It made sure that in a certain place there is development in Infrastructure and because of that a Country can be given an award of being in a certain level of economy among a different nations and It can be within or outside the Continent.

Therefore, the United Nations General Assembly is very important to follow their rules even though sometimes It can be seen as It undermine developing Country.

Extract 3.1 A sample showing a candidate's incorrect response to question 3.

In Extract 3.1, the candidate misinterpreted the demands of the question to mean the benefits that developing countries get through various UN agencies from being the member of the United Nations like to promote security, to get aids, to promote good international relations, increase economy of the country, help in improving education and promote transport

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and communication instead of the functions of the United Nations General Assembly.

The analysis further indicates that the candidates whose scores ranged 7 to 11.5 marks demonstrated a relatively adequate knowledge of the functions of United Nations General Assembly and had good mastery of the English Language. Also, they managed to observe essay writing rules by providing introduction, then the main body and ending up with the conclusion. Nevertheless, they could not score above 11.5 marks because of mixing up correct and incorrect points together with repetitions of some points. Moreover, some of them could not provide all the required points and others failed to provide exhaustive elaborations of the points they provided.

On the contrary, the analysis shows that the candidates whose scores ranged from 12 to 20 marks supplied relevant responses which were in line with the focus of the question. They managed to give relevant introductions and conclusions and they were able to explain the functions of the United Nations General Assembly correctly. They also had logical flow of ideas and observed essay writing rules. These candidates gave correct answers on the functions of the United Nations General Assembly such as:

> Receive and consider reports from the Security Council and other UN agencies, considering and adopting the UN's budget, to elect the non-permanent members of the Security Council, members of the Economic and Social Council and some members of the Trust sheep Council (constructive functions), to elect the judges of the International Court of Justice (ICJ) and appoint Secretary General of UN, charter amendment, admission of the new member of states and to deliberate and adopted resolutions.

However, their scores varied according to the clarity and quality of elaborations, coherence of ideas and the plausibility of the introduction and conclusion. The highest score in this question was 18 marks. Extract 3.2 is a sample from one of the candidates with a correct response.

3. United Nations General Assembly is the hight organ of the united nations which organise and control all activities done by united nations. It is abbreviated as UNGA and it is found in USA. Also it is formed by five big nations of the United nations like USA, Germany, Britain, Russia and China. United Nations General Assembly have different functions, some of them are the following:

To receive and interpret informations obtained from United nations Security Council. The UNGA receives information from Security Council which may be concerned with solving disputies and interpet them by giving the better method on how to solve it. For example disputies occured in DRC, united nation Security Council accept permission and order from UNGA on how to solve it.

To select non permanent members of united nations Security Council and those of trusteeship Council. Also united Nations General Assembly choose members apart from those whose permanent in both Security Council and trusteeship Council to perfom certain duty in a certain geographical area if a particular time.

It select judge of the international Court of justice. Also united nations Security Council selects a judge in the united nations Court of justice who can assist in solving disputies and Misunderstandings between members or non members of the united nations or within one member Country of the united nation.

3	It gives and Manage the annual budgets to be used by other united nations organs like security council. Also united nations general assembly gives the budget to be used for all activities to be used by other organs per year forexample The budget for security Council per year.
	It gives recommendations on solving disputies. Also the united nations general Assembly gives anditory on solving disputies either by united national security council or the international court of justice forexample disputies between USA and china is solved from the recommendations given by united nations general Assembly.
	It gives permission to other member who want to join united nation (UN). Also united nations General Assembly allow which member to join the UN by considering its conditions politically, socially and economically.

Extract 3.2 A sample showing part of a candidate's relatively good response to question 3.

Extract 3.2 shows a response from a candidate who was able to explain the functions of the United Nations General Assembly.

2.4   Question 4: International Affairs

This question demanded the candidates to examine with example six features of globalization. It was one of the most omitted questions as only 33,808 (42.1%) candidates attempted it. The analysis of the candidates' performance indicates that 37.5 percent scored from 0 to 6.5 marks, 50.4 percent scored from 7 to 11.5 marks and 12.1 percent scored from 12 to 20 marks out of the 20 marks allocated. In view of the above data, the performance in this question was good as the majority (62.5 %) scored from 7 to 20 marks. The candidates' performance is summarized in Figure 4.
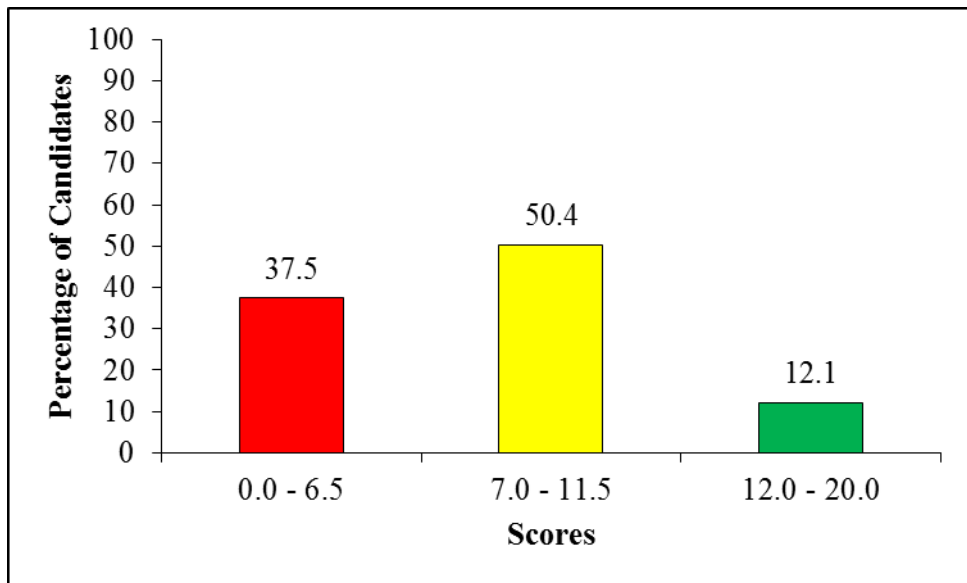
Figure 4: *The candidates' performance in question 4*

The candidates who scored 12 to 20 marks proved to have adequate knowledge on globalization and were able to interpret correctly the question's demands. Such candidates provided detailed introductions as one candidate wrote:

> Globalization is the increase of interconnectedness among people in the world that expands and accelerates the movement of people to far distances across borders, including exchange of ideas, cultures and commodities over the vast distance. It includes different issues such as trade, science and technology, movement of people and culture. In that sense globalization is all about social, political and economic aspects of life as far as different societies are concerned. It is said to start many centuries ago especially during the mercantilism.

Such a response indicates that the candidate was aware that globalization started since 16th century and this was attributed to the development of science and technology specifically when European powers started to sail and make business. Thereafter in the main body, they used viable examples to examine the features of globalization basing on points like; *The advancement of information and communication technology; movement of people; the integration of international political economy; the rights of intellectual properties; financial movement; democratization, spread of knowledge and information exchange* and *free market economy*. Their impressive arguments portray that the candidates were aware that the

current globalization has been accelerated by the advancement of science and technology specifically the advancement of information, communication and technology that has made the integration of the world more easier. Besides that, these candidates managed to present their responses logically and wrote coherent English language sentences. Furthermore, they finalized their essays with relevant conclusions. For example, one candidate wrote:

> Globalization started since 16ᵗʰ century. It was the development of science and technology which mainly accelerated the growth of globalization. Therefore, globalization has advantages like; it creates employment opportunities, facilitates full utilization of resources and it is a source of technological transfer. Also it has disadvantages like cultural destruction and unemployment.

However, the scores of these candidates varied depending on the quality of elaborations and supportive evidence provided by each candidate. The highest score was 18.5 marks. Extract 4.1 is a sample of a relatively good response from one of the candidates.

4.   Globalization is the process or situation of the world wide interaction which make the world to be seen as a one village. Globalisation include different issues such as trade, science and technology as it deals with all social political and economic aspects. Globalization include different features as follow:

Free market economy; Globalization featured by the free market economy. This means that there is free opportunity to conduct trade in any country where as the market is free. For example, the exchange of goods and services can take place in any market centre of the world by different people.

Free movement of people; Also in globaliza-tion people are free to move from one place to anothe, one country to another free without any barrier. In which they can move to conduct trade, investment and for tourism. For example, people can move from china to Tanzania for trade.

Spread of ideas and ideologies. In globalisation there is high spread of the idea and ideologies world wide. This is due to the presence of free movement, trade mass media which can easy spread different ideas and ideologies worldwide. For example through globalization different ideologies such as socialist, capitalist spreaded.

Information and technology trasfer; This is where as there is a large spread of information and technologies from different

4. parts of the word. For example the Inform ation can be provided In USA and due to globalization In a few time It can be known all over the world through diffe rent mass media and Social media.

Financial globalization; Also globalization Is featured by finatial Issues which are globalized. For example terms of trade, curre ncy Issue, Market contral, Banking and finance are spread all over the world. As different cuntries have Financial Issue that are conducted within and outside the Country.

Multipartism; Also globalization Is featu- red by the System of more than one political party. Means that there Is more than one political party In a Country. For example In Tanzania there Is there Is Multiparty System as there Is CCM, CHADEMA ACT wazalendo, CUF In which all participate In political matters.

Generally; Globalization can result Into both positive and negative Impact to the World. For example globalization can lead to expansion of trade, development of science and technology, Interaction among people will also Increase world wide but also Can result to the cultural distruction, Increase Of Crimes, Unemployment and Moral decay.

Extract 4.1 A sample showing the candidate's relatively good response to question 4.

In Extract 4.1, the candidate was able to focus on the demands of the question basing on such points as free market economy, free movement of people, spread of ideas and ideologies, information and technology transfer, financial globalization and multipartism.

Furthermore, the candidates whose scores ranged from 7 to 11.5 marks demonstrated relatively adequate knowledge of the features of globalization and they observed essay writing rules. Also, they elaborated their points using good English sentences. However, the candidates in this category could not score more than 11.5 marks because their essays were largely affected by mixing of both correct and incorrect points. Again, some of them repeated few points while others could not provide all the required points.

On the other hand, the analysis of candidates' responses with scores ranging from 0 to 6.5 marks revealed that they lacked knowledge about the features of globalization as a result they failed to comprehend the demands of the question. For instance, certain candidates explained positive impacts of globalization such as ; *globalization has improved education services; globalization has improved agriculture; globalization has improve security sector; globalization has improved health service much.* Whereas, other candidates analyzed the importance of technology such as: *improvement of transport system; improvement of communication system; improvement of industrial sector, improvement of infrastructure*, *introduction of new weapons* and *improvement in agricultural production.* Moreover, some candidates misinterpreted the features of globalization and they used them to mean the positive effects of the advancement of science and technology in our society by explaining points like; *it simplify communication; it reduces costs; it enhances development; it promotes trade; it simplifies work; it increase number of goods; it entertains* and *stimulates provision of education.* In addition, other candidates discussed negative effects of science and technology on the environment as one candidate wrote: *environmental degradation; loss of biodiversity; global warming* and *leads to diseases*. Similarly, some candidates" failed to distinguish features of globalization from sources of life skills. For example, one candidate analyzed the sources of life skills such as; *mass media, religion; family; science and technology, peers* and *schools.*

Apart from being wrong, some candidates in this category could not score marks above 6.5 due to several weaknesses. Some had gross repetition of points as one candidate for example treated *Development of science and technology* and *improvement of science and technology* as well as *innovations of machines* as three independent points while they all mean the same. Other candidates just wrote only an introduction while others introduced the question and then outlined their points without elaborations

or conclusions. Such incidents suggest that the candidates either had a limited knowledge of the features of globalization or had insufficient English language skills hence; they were unable to elaborate those points. Worse still, some candidates responses were incorrect as one candidates defined globalization as *the increase of science and technological skills in which it takes a big part nowadays in the life we live today* while another candidate defined it as; *Globalization refers to the development of science and technology through transferring foreign technology to developing countries.* Extract 4.2 is a sample of incorrect response from one of the candidates.

4   Globalization; refers to the development of saence and technology through transfering foreign culture to developing countries in different ways like Social Medias. The following are the features of globalization in the country like Tanzania.

       Increases social crimes; through globalization many crimes are erupted like, robbery, through Cyber attack; terrorism, gambling; this is throug watching different actions in the social media which Influence other people to do so and destruct the peace of the country example of social crime like Al-shabab. Al-shabab.

       Enhance Culture deteriaration. Through globalization people copy culture of other country's in social media like Television, phones. this culture like wearing style, dancing style this destruct the culture of other Countries like Tanzania

       Enhance decay of moral values; many childrens donot respect their olders, They tend to see there elder as there fellow childrens because of globalization, youth people tend to lack duciplne. globalization destruct people and development of the Country.

       Drop out of school; through globalization; students tend to miss clases because of globalization; this is because many youth see themselves there grown up than there elders and drop accademically in their studies.

Extract 4.2 A sample of a candidate's incorrect response to question 4.

The extract 4.2 shows an incorrect response of a candidate who explained the negative effects of globalization instead of the features of globalization.

2.5   Question 5: Democratic Process and Practices

The question instructed candidates to describe six roles of local government in Tanzania. A total of 53,174 (66.22%) candidates attempted it and their performance was as follows: 13.5 percent scored from 0 to 6.5 marks, 64.2 percent scored from 7 to 11.5 marks and 22.3 percent scored from 12 to 20 marks out of the 20 marks allocated. The general performance in this question was good as 86.5 percent of the candidates were able to score from 7 to 20 marks. The candidates' performance is summarized in Figure 5.
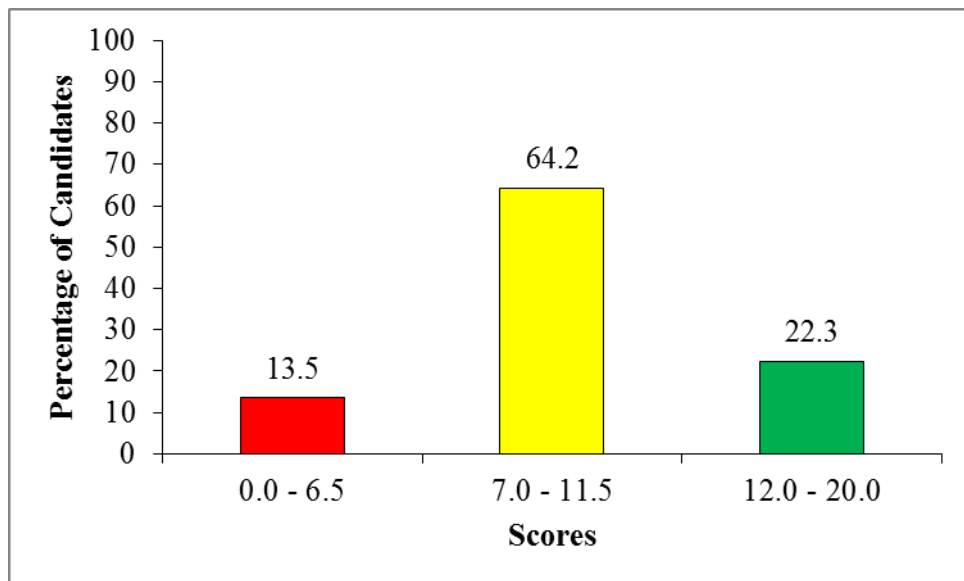

Figure 5: The candidates' performance in question 5

The analysis of the candidates' responses shows that the highest score was 19 marks. The candidates whose scores ranged from 12 to 19 marks had sufficient knowledge on the local government. Also, they presented their arguments in a recommendable logical flow of ideas, had adequate English language skills and they observed essay writing format. For example, they managed to introduce their essays by providing plausible introductions as one candidate wrote: *Local government is an institution created by citizens of a particular locality. Its administration ranges from village level to urban authorities. Therefore, they are in charge of villages, districts, towns, municipal and city councils.* Such a response reveals that the candidate had

sufficient knowledge on local government that are principally formed by people at grassroots levels to deal with issues and services that affect their own locality. In the main body, candidates in this category managed to describe convincingly the roles of local government in Tanzania such as:

> Local government maintains law, order and good governance in the locality, it is a device mechanism for resources as it is responsible for collection and proper utilization of the revenues, it formulate by–laws, it advances social and economic development in accordance with national policy and plans, it considers, regulate and coordinate development plans, projects and programmes within their areas of jurisdiction, it monitors and controls the performance of duties and functions of the councils and their staff. It act as a training ground for future political leaders especially to elected local leaders like councilors and it act as a link between the Central government and the citizens in different localities.

Such responses indicate that most candidates were aware that local governments in Tanzania perform various functions as directives from central government or initiated from their specific areas. However, they could not score all the allotted 20 marks due to variations in the clarity of their descriptions, coherence of introductions and conclusions. Extract 5.1 is a sample of a relevant response from one of the candidates.

5. Local government, Refers to the system of governance below the central government that have power over villages, streets, ward, municipals and cities. Is the system of grassroot governance in Tanzania. The local government have the following functions or roles in our country.

Maintainance of peace and order in our localitie. The local government have the responsibility of maintaining the peace and order in the locality level in our country. The local government is used to deal with the small social crimes such as robbery, theft and raping that does not need the hands of central government

Asists the central government in collection of different taxes within their localities. The local government also have the responsibility of enturing the taxes are collected within their localities for the national uses. Some of the taxes are brought to the central government other taxes are used to solve some problems in their localities.

Provision of social services to their people. The local government have also the responsibility of providing the social services to their people. The social services includes healthy services, water services and other important social services to their people. This also acts as assistance to the central government.

Local government also act as representative of their people to the central government. The local government acts as the connection between the central government and their people. Many of the people problems like lack of water, and other important services are brought to the central government due to help of local government hence their problems can be solved immediately.

Promotes the Democracy within their localities, through conduction of different elections to take over leadership in villages, wards and streets level have become one of the sign of the existence of Democracy within our country. This also is among of the important role played by the local government. The local government have a lot of important positive roles in our localities as described above therefore the central Government of Tanzania should provide to them enough finance in order to make them abled to run out their different activities.

Extract 5.1: A part of a candidate's relatively good response to question 5.

Moreover, candidates who scored 7 to 11.5 marks had both strengths and weaknesses in their responses. The analysis of their responses showed that they had relatively adequate knowledge about local governments in Tanzania, moderate English proficiency skills and had good essay writing skills. However, some of them had weak introductions, few incorrect points, inadequate elaborations and some lacked conclusions. Furthermore, repetitions of some points contributed to such average scores as one candidate considered *the maintenance of peace and order in the society, to solve conflict among the people* and *it provides security in the society* as three separate points while they all mean the same. Such a response signifies that the candidate was unaware that security prevails when there is peace and order in the society.

On the other hand, the analysis of the candidates' performance in this question indicates that the question posed a stiff challenge to candidates who scored from 0 to 6.5 marks. The candidates who scored a zero mark in this category failed to comprehend the demands of the question and lacked

knowledge on local government in Tanzania. For example, one candidate wrongly defined local government as *a group of people who work and represent majority in the society to the parliament.* Such misconception proves that the candidate could not distinguish between a local government and the Members of Parliament. In the main body, some candidates responded on the qualities of a responsible government such as: *increase employment opportunities; increase the human freedom; organize the people in national development and remove corruption* while others narrated the activities related to local government such as: *collecting information of each citizen; a place where people explain their problems; knowing the local challenges; easily finding the site of crime and place of simplification to get the permission.* Similarly, other candidates discussed various issues related to the measures to improve the peoples' welfare in the society such as *create employment opportunities, eradicating poverty* and *eradication of drug abuse.*

Furthermore, it was noted from the analysis of the candidates' responses that some candidates in this category could not score above 6.5 marks due to several weaknesses. Some had repetitions of some points as one candidate wrote; *to ensure water supply, to ensure health services, to ensure education services, to ensure electricity supply and the local government must ensure that all social services are provided* as five independent points while all of them referred to one point "advancement or furtherance of social and economic development in accordance with national policy and plans." This function is supervised by social services committees. In addition, some candidates did not supply all the required number of points. For instance, one candidate provided only three points namely: *provision and maintenance of security, provision of social services in the society* and *enhancement of construction activities,* while another candidate supplied only two points namely: *maintenance of law and order in the society* and *provision of social services* without a conclusion. Some drew charts and wrongly labeled it as the structure of local government as one candidate indicated that *Judiciary, parliament* and *executive* are branches of local government. Moreover, lack of adequate English language fluency and logical flow of ideas were among the setbacks that hindered the candidates' from scoring more than 6.5 marks in this category. Extract 5.2 is a sample of irrelevant response from one of the candidates.

The following are roles of local government in Tanzania.

local government deals with Construction of Constitution that govern all the Country.

Also interprecate the law that should govern the whole Country and no one is above the law even if the president of Tanzania.

Also local government is decline the Corruption to be not take place by providing or constructing some law and Punfun punishment that help to remove Corruption to be not Conducted.

Also local government Control all

5. government issues in one way or other in attending the work but also local government works under Central government.

In generrally local government greater roles cause itself and operate to the government.

Extract 5.2 A part of the candidate's irrelevant response to question 5.

In Extract 5.2, the candidate explained some of the functions of the executive and Judiciary like changing the national constitution and interpretation of laws instead of describing the roles of local governments in Tanzania.

2.6 Question 6: Contemporary/Crosscutting Issues

The question required the candidates to explain six measures which have been taken in combating corruption in Tanzania. It was one of the most attempted questions as a total of 68,825 candidates equals to 85.72 percent of all the candidates opted it. The data shows that the question was well performed as 72.2 percent scored from 7 to 20 marks out of the allocated 20 marks. The analysis further indicates that 27.8 percent scored from 0 to 6.5 marks, 65.4 percent scored from 7 to 11.5 marks and only 6.8 percent scored from 12 to 20 marks. The candidates' performance is summarized in Figure 6.
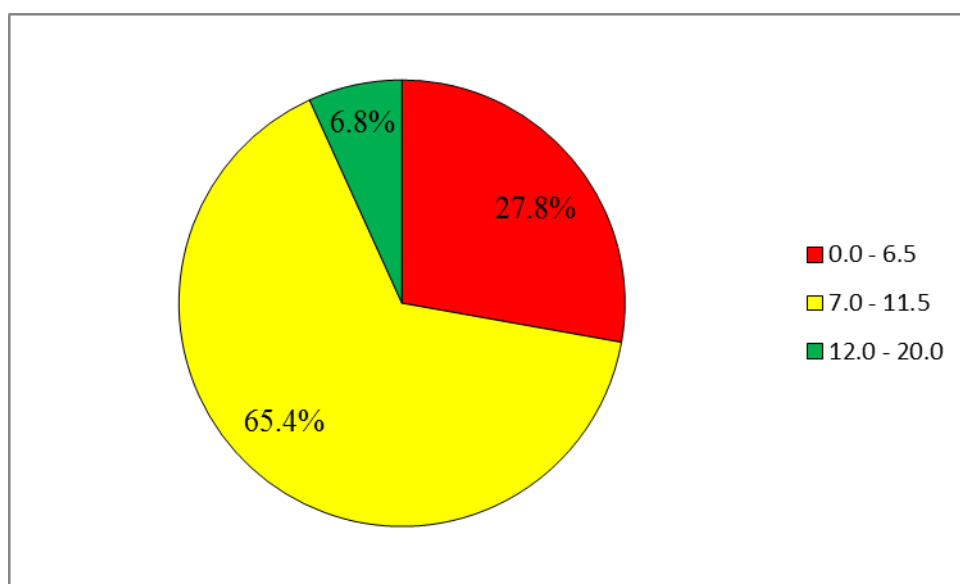

Figure 6: The candidates' performance in question 6

The data indicates that 6.8 percent of the candidates scored from 12 to 20 marks. The analysis of their responses shows that they adhered to the demands of the question and provided good introductions as well as conclusions. In their introductions they managed to define the term *corruption* and some went even further to identifying various forms of corruption. One candidate, for example, defined corruption as *the misuse of public funds for private benefits.* The same candidate went further by pointing out the various forms of corruption that exist in most countries including Tanzania such as: *nepotism, sexual corruption, embezzlement of public fund and kickback.* Another candidate defined *corruption* to mean *the misuse of public office for private gain.* In the same manner, the candidate also mentioned other forms of corruption that exist in Tanzania

such as *patronage, bribery* and *graft.* Such responses show that these candidates were aware that corruption tendencies involve the giving and receiving bribes in order to get a favour that someone does not deserve. Likewise, all these forms of corruption hinder economic, social, cultural and political development in the country because they are unlawful acts committed by individuals in order to influence decisions. Moreover, despite some slight variations in their arguments they managed to identify the measures which have been taken in combating corruption in Tanzania basing on such points as:

> Disciplinary measures against those who engage in corruption; provision of education to the public on the effects of corruption to the society; strengthening of anti-corruption bureau; the use of mass media; allowing multiparty democracy in the country; the government insists on accountability and transparency in the working of civil servants. The government established various commissions in fighting against corruption; promoting the role of the Community Based Organizations (CBOs), Faith-Based Organizations (FBOs) and Non-Governmental Organizations (NGOs), Improvement in the provision of social services to all people and the government has ratified international protocols against corruption vices.

Such responses show that the candidates had good mastery of the subject matter and had good English Language proficiency coupled with good organization of their essays. Also, they were able to write relevant conclusions as one candidate wrote: *Therefore, corruption has to be solved out since it undermines human rights, good governance, widens social classes and hinders development. The fight against corruption should continue and must involve all stakeholders including the government, religious leaders and the society.* Such relevant conclusions indicate that these candidates were aware that despite of all these measures, corruption yet remains to be a challenge in our country. Likewise, collaborative efforts are needed in order to ensure that corruption is controlled and combated. High ranking government officials and political leaders should seriously join the struggle rather than fighting it verbally. Additionally, religious leaders should stand on their feet to reveal all evils, including corruption, in the society. Nevertheless, they could not score above 18 marks due to repetitions of few points, the degree of clarity and strength of each argument. Extract 6.1 is a sample of a good response from one of the candidates.

6.   Corruption, means the use of public office for private gain, Include the mis-use of funds and management. There are several forms of corruption among of those are patronage, grafting, Cronysim, Nepotism, fictition imformation corruption embezzlement and grand corruption. According to the global report of 2008 examples of grand-corruption in Tanzania are the B.O.T Scandal, Radal scandal, Richmond scandal and Ghost workers payment, just mention few. Corruption also is caused by several factors like the lack of patriotism, poor government transparency and egoism, On the highlight of this question the following are the measures taken by the government of Tanzania in combating corruption:-

    Establishment of preventing and Combating Corruption bureau (PCCB) which was formed on 2007. This institution act as a point of reference in fighting against corruption. It also promote education to the members of the society to fight against corruption. The institution also promote Campaign for alienation of corruption like corruption is an enemy of rights and development.

6. for example the institution through his roots in each region promote mass education in schools and society at large. for example the formation of PCCB clubs at school and also certificate of PCCB membership at school and colleges is among of the function of this bureau.

Establishment of ethics Commission, which was formed in 1995, its function is to fight against evils like Corruption especially to the leaders. This done through the formation of leadership ethics of non-Corrup person for the purpose of insuring good governance, through this the Tanzania government increase ethics especially to leaders as a way of Combating Corruption.

Provision of mass education, The government of Tanzania also plas a vital role in the provision of education to the member of society like at schools and colleges, for example the inclusion of Corruption in the Syllabus at schools which helps student to know the causes, effects and

Extract 6.1 A part of the candidate's correct response to question 6.

The candidate's response in Extract 6.1 indicates that the candidate was able to correctly explain the measures which have been taken in combating corruption in Tanzania.

The analysis of the candidates' responses reveals that the candidates who scored averagely (7 to 11.5 marks) had both strengths and weaknesses in their responses. Some of them had good organizational skills and relatively good knowledge on measures taken to combat corruption in Tanzania, but they could not score good marks because they repeated some points and had grammatical errors. Some did not pay due attention to meet all the required demands of the question. Others provided only few correct points but they could not sufficiently elaborate them and most of their essays lacked coherence. For instance, one of the candidates provided an irrelevant introduction which was supported by incorrect point like *reducing poverty*

among people in the society while the other one repeated some points like; *introduction of anti-corruption clubs in schools* to mean a separate point from *provision of education*. In this respect, such candidates failed to be consistent in their responses.

The candidates with weak scores ranging from 0 to 6.5 marks (27.8 %) had the following major weaknesses in tackling the question; failure to address the demands of the question, inadequate English language skills and failure to adhere to essay writing rules. In the main body, for instance, some candidates misunderstood the question by focusing on the "strategies to enhance democracy" instead of "measures to combat corruption". One candidate for example, pointed out that; *there should be separation of power, accountability should be ensured, there should be rule of law, multiparty system should be allowed to operate* and *education should be provided*. Similarly, some candidates explained the conditions which favour the fight against corruption in the society like: *political stability; promote unity; provide material and moral support to the needy and good governance.* Likewise, other candidates focused on aspects related to government revenue and procedures on how to control government expenditures. Such candidates gave the following points: *allocating or budgeting the money given to official; asking question to leaders; increase of community confidence to task forces, giving out receipts during different transactions; to promote the government revenue, to control trade by making foreign policy; high capital; good cooperation and high level of science and technology*. Such candidates' misconceptions show that these candidates were not knowledgeable about corruption thus failed to associate it with measures taken to combat the situation.

In the same category, some of the candidates failed to provide relevant introductions and conclusions. One candidate, for example, defined corruption as: *the way a person or group of people use to make easy occurrence or available of the something which are not true in reality.* Worse still, a great part of the responses were characterized by repetition of some points and mixing up correct and incorrect responses. Likewise, some candidates failed to exhaust all the required measures which have been taken to combat corruption in Tanzania. Extract 6.2 is an example of a candidate's irrelevant response.

6. There should be strong leader; forexample John joseph pombe magufuli this is one of the leader who stop corruption among leader of the government. Those leader who were using public funds for their benefit they be stopped to continue with work. Hence strong leader in the government may combat corruption in Tanzania.

There should be cooperation among leaders of the government and those people who are not leader which they be together to ensure those public resources remain safe. Hence cooperation between leader and people who are not leader of the government they help to combat corruption in Tanzania.

There should be formation of strong government; Here the government ensure to choose and select leaders who having fears to God as well as ~~faithful~~ trustful leader. This will be easy to reduce the government leader to use public fund for their benefit. Hence formation of strong government have been taken in combating corruption in Tanzania

6	There should be advancement of

Science and technology. This is done by putting cameras to the government building forexample banks so as to reduce corruption of the public funds also to reduce thieft.

There should be leader. whiche are openess; In Tanzania if we get leader which are openess there will be no corruption forexample some leader after given money by government to build may be road they use money for their benefit which is not good. So this leader should be openes so as to develop their cities

There should be unity and security among the people in the country. This is due to the fact that when people they ensure public resources safe eth. There will be unit among them. Hence unity and security among the people have. been taken in combating corruption in Tanzania.

Generally; There are also problem effect of corruption in Tanzania which are lead the decrease of national income, hence underdevelopment of the go country

Extract 6.2 A part of the candidate's irrelevant response to question 6.

Extract 6.2 shows a response from a candidate who suggested the measures to be taken to combat corruption instead of explaining measures which have been taken in combating corruption in Tanzania.

2.7 Question 7: Science and Technology in Development

The question required the candidates to examine critically any six demerits of technological transfer from developed countries to the developing country like Tanzania. The data shows that this was one of the most opted questions. A total of 71,118 (88.57%) candidates attempted this question.

The candidates' performance in this question was as follows: 11.8 percent scored from 0 to 6.5 marks, 59.3 percent scored from 7 to 11.5 marks and 28.9 percent scored from 12 to 20 marks. Generally, the overall performance in this question was good as 88.2 percent of the candidates scored marks ranging from 7 to 20. The candidates' performance is summarized in Figure 7.
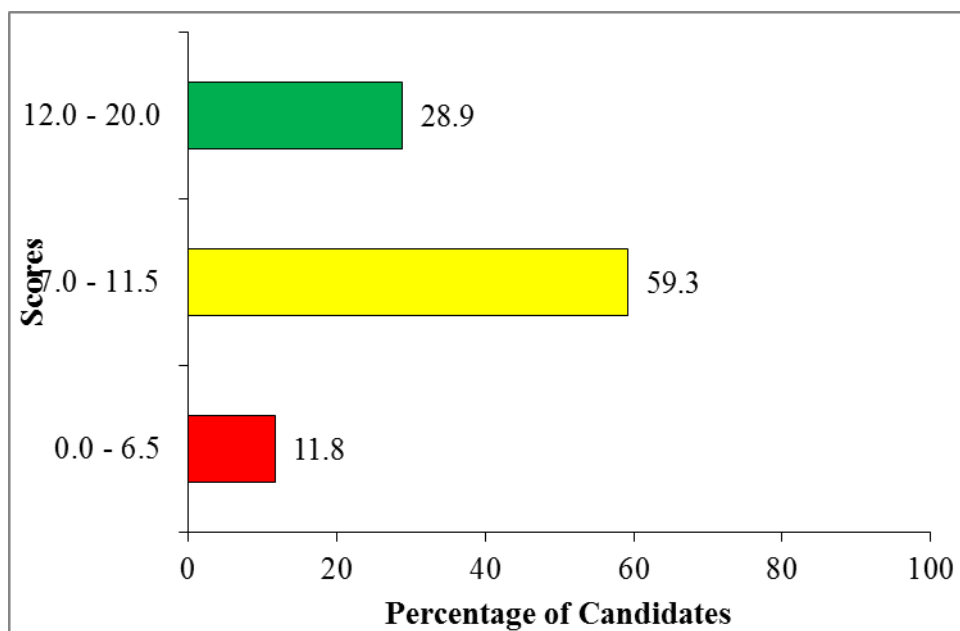

Figure 7: The candidates' performance in question 7

The analysis of the candidates' performance shows that the marks ranging from 12 to 20 were scored by (28.9%) candidates who were able to comprehend the demands of the question. They had good flow of ideas coupled with good English language proficiency. Furthermore, they provided a credible introduction and conclusion. For instance, one candidate explained in detail the concept of technology transfer as: *the process of moving technical skills and knowledge from developed countries to places where such a technology was previously not present. It involves adoption and the use of the technology to produce and come up with new products and services.* Such a response suggests that the candidate understood that the successful technological transfer is primarily governed by the ability of the receiving country to adapt and use it to meet local requirements. Thereafter, they managed to examine critically the demerits of technological transfer from developed countries to the developing country like Tanzania by offering relevant points with detailed elaborations. The candidates mentioned points such as;

it is very expensive, it increases the exploitation of natural resources, destruction of indigenous culture, it leads to environmental degradation, unemployment, increased technical and technological dependence, increased debts burden, it can cause health problems, it may lead to insecurity, It may involve importation of inappropriate technologies and decline of market for domestically produced goods and services.

In addition to that, these candidates provided plausible conclusions to their essays. For example, one candidate concluded as follows: *Therefore, despite of the demerits of transfer of technology also, there are merits such as improve the provision of social services like education and medical care and improvement in agricultural production for example, through the use modern agro implements and chemicals*. Such a response testifies that the candidate was aware that despite the demerits, technological transfer is inevitable in the developing countries as it promotes the indigenous technological bases and the technical capacity. This in turn stimulates the improvements in various sectors for instance it can increase both industrial and agricultural products and it improves the provision of transport services. However, they could not score above 19 marks because of variation in the qualities of their responses. For example, some had unclear elaborations of some few points and slight grammatical errors. Others could not exhaust all the required points while others lacked vivid examples in some cases. Extract 7.1 is a sample of relatively good response from one of the candidates.

7. Technological transfer refer to the transfer of skills, knowledges and new technologies from one country to another. Technology can be transfered form one country to another through turn-key operations and training people abroad. In Tanzania various technologies are transfered from USA to Tanzania so as to promote economic, political and social development. The following are the demerits of Technological transfer from developed countries to the developing country like Tanzania;

It led into the decline of local industries; the transfer of technology has caused many infant industries in Tanzania to decline. The developed countries like USA used to transfer their technology in Tanzania which restricted

7. our local infant industries to prosper. Their technologies transfered are powerful and superior which cause even Tanzanians depend on buying products imported from developed nations and they did not buy products produced within the country, that is why local industries are declined.

Technological stagnation; the transfer of technology from developed countries like USA to Tanzania undermines Tanzania's local technology. When they come, they come with their experts where, the local technology is restricted so as to provide market to their goods imported in Tanzania. So, people depends on buying goods manufactured from developed countries with advanced technologies and ignoring their goods produced within their country.

lead into environmental destruction; the technologies transfered to Tanzania causes environmental destructions. Forexample the machines used to extract minerals from underground my cause environmental destructions. Also the innovation of many industries resulted into air pollution. Also the innovation of new methods of fishing like bombing cause the death of aquatic organisms.

It lead into culture deterioration; Various technologies transfered to developing countries like Tanzania has caused culture destruction. For example the wearing styles, eating styles and also in speaking styles do not adhere with

07 Tanzanian Culture. also the innovation of mass media caused moral decay to the people especially youths and children which is not our culture, many youths and children use smart phones for watching bad pictures like ponorgraphy the thing which may cause the increase of social crimes as they may being attempted to practice what they have seen.

It led into excessive dependence; the technologies which have been transfered from developed countries and to the developing countries like Tanzania cause Tanzania to become dependant to the western technologies and goods manufactured from developed countries. The thing which cause underdevelopment in Tanzania

Generally; Despite its demerits to the developing countries, but there are merits like improvement in industries through advanced machines and also it has simplified work through the use of machines.

Extract 7.1 A part of the candidate's good response to question 7.

The candidate in Extract 7.1 was able to examine critically six demerits of technological transfer from developed countries to the developing country like Tanzania.

The data shows that a significant number of candidates (59.3%) had average performance in this category by scoring 7 to 11.5 marks. These candidates were able to provide few correct points on the demerits of technological transfer from developed countries to developing countries like Tanzania but failed to examine critically all the required demands of the question as some points lacked supporting examples. They also consisted of poor grammatical constructions and repetition of points. Some candidates, for example, treated *moral decay* and *destruction of the indigenous culture* as separate points while *moral decay* is the result of the destruction of culture. Such cases hindered candidates from scoring high marks in this question.

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The analysis of responses of the candidates whose scores ranged from 0 to 6.5 marks indicates that some had relevant introductions but their points were wrong while others had few correct points. For instance, one candidate wrote a good introduction and thereafter presented only one correct point in the main body, namely *it has led to moral decay.* In the introduction the candidate wrote: *Transfer of technology refers to the term used to describe the process by which technological knowledge moves within or between organizations and countries. There are several demerits of technological transfer to developing countries.* Other apparent problems observed in the candidate's responses were inadequate English language proficiency which undermined the candidates' ability to comprehensively put across their arguments. Such candidates also portrayed poor knowledge on the demerits of transfer of technology to developing countries; hence this resulted to some candidates' misconception of the question and supply of incorrect answers. Besides, the candidates' inability to employ essay writing rules has aggravated the candidates' poor performance in this category.

A zero mark in this category was scored by candidates who had wrong introduction, main body and conclusions. Such candidates gave a range of misconceptions which were contrary to the demand of this question. For example, one candidate wrote such an introduction as: *Technology is the scientific and systematic method of using advanced tools in improvement of technology and development of any nation. For example, Tanzania is a developing country though has not reached the high developed performance like other nations*. Another candidate wrote the conclusion as follows: *To conclude, in the above heading was the points of the demerits of technological transfer from developed countries to developing countries like Tanzania. These are through imitation, privatization, turn-key operation, taking Africans to study abroad to learn outside the country.* Such responses could not attract good marks because they did not focus on the task of the question. For example, the sampled introduction did not focus on transfer of technology it rather defined technology which was also wrongly defined. On the contrary, the conclusion focused on the methods of transferring technology.

Thereafter, majority of them provided merits of technological transfer from developed countries to the developing countries like Tanzania. For instance, certain candidates wrote: *Improvement of infrastructures like railway and roads*; *reduced number of dependence; eradication of poverty;*

improvement in the provision of social services; creation of employment opportunity; improvement in agricultural production; it has simplified work and *development of economic growth.* Equally, some responded to the outcomes of failing to transfer technology like: *poor improvement of local industries, poor infrastructures, use of poor machines in production, high rate of unemployment, low production of raw materials, poor social service, low investors, poor quality products* and *insufficient skilled labour.* Likewise, other candidates explained challenges facing the developing countries such as *Poverty, poor transport and communication networks; lack of advanced tools; lack of reliable market* and *bad governance.* Similarly, other candidates discussed how Tanzania can transfer technology from other countries by giving point such as: *through foreign investors; imitation; training people abroad, turnkey operations, through licensing; training African people abroad* and *industrial espionage* while others focused on the roles of technology in development like; *improvement of communication systems, provision of modern and better social services, building modern manufacturing industries improvement of transport systems, discovery of the use of alternative energy,* and *environmental conservation.* All these responses were contrary to the demands of the question. Such low scores show that these candidates did not understand the task of the question at hand and they lacked knowledge on the demerits associated with the transfer of technology to developing countries. Extract 7.2 is an illustration of an irrelevant response from one of the candidates.

There several demerits of technological transfer from developed countries to the developing country like Tanzania These are;

Poor training of national abroads; Due the way of transfer of technology from developed countries to the developing countries like Tanzania, since there should be training of national abroads io developed countries to the developing countries but there is low or poor response on training of national abroads;

Poor industrial espionage; The industrial espionage is lower since, there should be higher exitance of industrial espionage As the way to conduct the transfer technology in the developing country, since there is poor industrial epionage and it failes due to industry.

Licensing of technology and agreement which receipts to employ them is failed. In transfer of technology, there is licensing of technology and agreement which receipts to employ them is failed There is lower licensing of technology and hence the Development countries and developing countries fails to agree the receipts to employ them due to the money costs or the demand of money is higher.

7. Failure to import foreign experts who came with their foreign technology; There is poor importation of foreign experts in developing countries since foreign experts cames with their foreign technology, Therefore due to failure to importation foreign experts leads to the higher costs and country such as Tanzania has poor strand on economy and socially.

The failure of privatization policies; The failure of privatization policies acts of the disadvantage of the transfer technology, since the privatization of the country is as the way to which the privat transfer technology is conducted hence the policies are out of demand in technology.

E Failure of the turn-key operations; There turn key operations due to this the countries that are developing face a problem of turn key operation and hence the transfer technology failes and reveals the disadvantage such as turn-key operation.

Henceforthe, The ways in which the transfer technology is conducted, results to the failure of transfer technology in the developing countries since There is shortage of capital, Poor and lack of science and technology also lack of market system.

Extract 7.2: A part of a candidate's poor response to question 7.

The candidate in Extract 7.2 addressed the factors for the failure of transfer of technology to developing countries from developed ones instead of examining critically the demerits associated to transfer of technology.

3.0   ANALYSIS OF CANDIDATES' PERFORMACE IN EACH TOPIC

The analysis of the candidates' performance in each topic for the 2021 ACSEE in General Studies subject indicates that five topics had good performance and one had weak performance. The topics which had good performance are *Philosophy and Religion* (93%), *Life Skills* (90.9%), *Science and Technology in Development* (88.2%), *Democratic Process and Practices* (86.5%) and *Contemporary/Crosscutting Issues* (72.2%). The topic in which the candidates had weak performance was *International Affairs* (31.6%).

A comparative analysis of the candidates' performance in both the 2020 and 2021 ACSEE indicates that the candidates' performance in the topics of *Philosophy and religion, Democratic process and practices* and *Life Skills* has remained good with an increasing trend in the percentages of the candidates' performance. The same trend was observed in the topic of *Contemporary/Cross Cutting Issues in Tanzania* despite of having a slight decline by 3.7 percent. The performance in the topic of *Science and Technology in Development* has tremendously improved from average in 2020 to good in 2021 while that of *International Affairs* has declined from good in 2020 to weak in 2021. The candidates' performance in each topic is summarised in the appendices.

4.0   CONCLUSION AND RECOMMENDATIONS

4.1   Conclusion

The performance of candidates in the 2021 ACSEE in General Studies was good as 78,341 (97.57%) of the candidates passed. When compared with the 2020 ACSEE performance, it apparently shows that there is an increase in performance by 1.1 percent. The analysis of the candidates' responses in various questions shows that most candidates were able to score an average of 35 percent and above. Such performance is an indication that the candidates had adequate knowledge and skills in the respective topics and sub-topics from which the questions were set. The analysis further indicates that despite the encouraging performance, much effort are needed to address the shortcomings observed which include among other things the candidates' lack of in-depth knowledge on the roles of the United Nations in maintaining peace and issues pertaining to the topic of International Affairs (*See Appendices*). This suggests that, the topic was not well comprehended by majority of the candidates who opted for this question.

Other noticed problems were some candidates' inability to identify the task of the question, failure to provide clear and sufficient explanations to points due to poor English Language proficiency and failure to observe essay writing format. Thus, to redress this situation, it is suggested that the concerned parties and individuals should work on the recommendations given in this report.

4.2   Recommendations

In order to improve the future candidates' performance in General Studies subject, the following are recommended:

(a) Teachers should focus more on using participatory teaching and learning strategies particularly on the topic in which the candidates' performance was weak. Some of the recommended strategies include group discussions, debates, question and answer sessions, brainstorming, use of pictures, written sources, and think-pair-and-share method.

(b) Teachers should exhaustively teach all sub-topics as stipulated in a particular topic; the analysis of the candidates' responses has clearly shown that one sub topic was not well comprehended by candidates.

(c) English Language improvement programs should be promoted by the school administrators to improve the students' English Language competence.

(d) Schools should reinforce the prospective candidates' examination confidence and skills required to attempt the national examinations. This is due to some candidates' inability to identify the task of the question and failure to observe essay writing format.

(e) Teachers should promote and broaden the students' awareness, skills and knowledge on various contemporary social, political and economic issues. This can be done through encouraging and promoting students' participation in General Studies clubs and interschool debates on such aspects. Also, the same can be achieved through reading various sources like textbooks, journals, newspapers and web-based materials.

Comparison of Candidates Performance in Each Topic for the 2020 and 2021 ACSEE

S/N	Topic	2020 ACSEE			2021 ACSEE		
		Question number	The percentage of candidates who scored an average of 35 and above	Remarks	Question number	The percentage of candidates who scored an average of 35 and above	Remarks
1.	International Affairs	3 and 4	88.5	Good	3 and 4	31.6	Weak
2.	Democratic processes and practices	5	80.3	Good	5	86.5	Good
3.	Life Skills	2	79.7	Good	2	90.9	Good
4.	Contepolary /Cross cutting issues	6	75.9	Good	6	72.2	Good
5.	Philosophy and Religion	1	64.1	Good	1	93	Good
6.	Science and Technology in Development	7	54.1	Average	7	88.2	Good

Graphical Comparative Analysis of Candidates' Performance in the 2020 and 2021 ACSEE