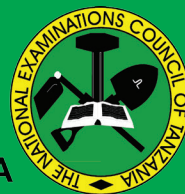




THE UNITED REPUBLIC OF TANZANIA
MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY
NATIONAL EXAMINATIONS COUNCIL OF TANZANIA



**CANDIDATES' ITEM RESPONSE ANALYSIS
REPORT ON THE DIPLOMA IN SECONDARY
EDUCATION EXAMINATION (DSEE) 2023**

DEVELOPMENT STUDIES



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FOREWORD

The National Examinations Council of Tanzania is pleased to issue the 2023 Candidates' Item Response Analysis Report on the Diploma in Secondary Education Examination (DSEE) for Development Studies subject. This report intends to provide feedback to student teachers, tutors, parents, policy makers and the public in general on the performance of candidates.

The Diploma in Secondary Education Examination marks the end of two years of Diploma in Secondary Education course. This evaluates the effectiveness of the education system in Tanzania in general and education delivery at the teachers' diploma level in particular. The candidates' responses to the examination questions is one of the indicators of what the education system was able or unable to offer to the student teachers in their two years of Diploma in Secondary Education.

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

The National Examinations Council of Tanzania expects that the feedback provided through this report will enable the education administrators, college managers, tutors and student teachers to identify proper measures to be taken in order to improve candidates' performance in future examinations administered by the National Examinations Council of Tanzania.

Finally, the National Examinations Council of Tanzania appreciates the contribution of all who participated in writing this report.



Dr. Said A. Mohamed
EXECUTIVE SECRETARY

1.0 INTRODUCTION

This report analyses the performance of the candidates who sat for the Development Studies subject for Diploma in Secondary Education Examination (DSEE) in May 2023. A total of 1,906 candidates sat for that particular examination. The examination tested the candidates' competences in demonstrating positive attitudes towards ethics, values, and integrity, applying life skills in dealing with social, economic, and political challenges, including cross-cutting issues such as HIV/AIDS, globalization, gender, drug abuse, and corruption, promoting and protecting human rights, including the rights of the child and the rights of special groups. The data show that the performance of the candidates in this subject in the 2023 examination was better compared to that of 2022 since there was an increase in performance by 1.42%, as shown in the following table.

Year	Number of Candidates who Sat	Percentage of Candidates who Passed (%)	Grades				
			A	B	C	D	F
2022	4,423	98.37	5	332	2,205	252	1
2023	1,906	99.79	0	123	1,423	320	4

The table shows that 1,866 (99.79%) candidates passed the examination. However, there was no candidate who passed with an A.

The performance in Section A was considered good if the candidates' scores ranged from 3 to 4 marks; average if the scores ranged from 2 to 2.5 marks; and poor if the candidates scored 0 to 1.5 marks. However, in Section B, good performance ranged from 10.5 to 15 marks; average performance ranged from 6 to 10 marks; and poor performance ranged from 0 to 5.5 marks. The performance on different questions is presented in figures and the appendix using green, yellow, and red colours to represent good, average and poor performance respectively.

The performance in each topic is ranked good, average, or poor if the percentage of the candidates who scored 40 per cent or above of the marks allotted to the question lie in the ranges of 70–100, 40–69, or 0–39, respectively. The attachment containing the percentage of the candidates' scores on each question and topic is given in the Appendix at the end of this report.

This report provides an analysis of the candidates' performance on each question by providing a summary of the tasks that the candidates were expected to complete, their overall performance, and the factors that contributed to that performance. The report ends with conclusions and recommendations at the far end.

2.0 ANALYSIS OF THE CANDIDATES' PERFORMANCE ON EACH QUESTION

This part provides a detailed analysis of responses in sections A and B. The part also gives statistical data on the candidates who attempted the questions and their scores. It further, provides more elaborations about the candidates who were able to answer the questions correctly and those who failed to supply correct answers and the possible reasons for their performance.

2.1 SECTION A: Short Answer Questions

This section comprised of 10 short-answer questions, and the candidates were required to attempt all questions. Each question carried four (4) marks making a total of 40 marks in this section.

2.1.1 Question 1: Citizenship and Human Rights

In this question, the candidates were required to briefly explain four ways of acquiring citizenship in Tanzania. The question was attempted by 1,906 (100%) candidates. The general performance of candidates on this question was average since 1,394 (68.4%) scored 2 to 4 marks as shown in Figure 1.

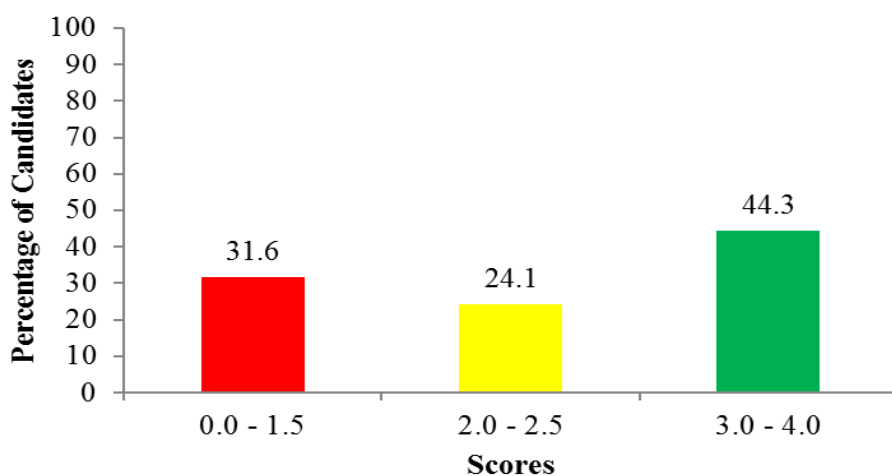


Figure 1: *Candidates' Performance on Question 1*

The statistics in Figure 1 show that 602 (31.6%) candidates scored 0 to 1.5 marks; 459 (24.1%) candidates scored 2 to 2.5 marks and 845 (44.3%) candidates scored 3 to 4 marks.

The analysis of candidates' performance showed that 44.3% of the candidates scored 3 to 4 marks. Those who scored all the marks (12.2%) demonstrated sufficient knowledge of the topic on *Citizenship and Human Rights*, particularly the subtopic of *Citizenship*. They demonstrated adequate knowledge and skills on the subject matter hence giving relevant points. For instance, one candidate provided relevant points such as: *citizenship by marriage, citizenship by naturalization, citizenship by descent, and citizenship by birth*. Extract 1.1 provides a sample of a correct response to this question.

1	
i,	Citizenship by birth; This is a type of citizenship where by a person belong to a particular country by being born forexample A person who is born in Tanzania is called a Tanzanian citizen.
ii,	Citizen by descent; It is a type of citizenship in which a person can obtain citizenship through inheritance from parents
iii	Citizenship by naturalization; Type of citizenship in which a person become a citizen by his/her own option then the country decide to accept him/her.
iv,	Citizenship by registration; Type of citizenship where by a person be a citizen by being registered to a particular country and he/she becomes a citizen to a registered country.

Extract 1.1: A sample of a correct response to question 1.

On the other hand, the candidates who scored 0 to 1.5 marks most of them lacked sufficient knowledge of Citizenship and Human Rights. Therefore, they failed to grasp the requirement of the question. Some of them responded by citing characteristics of a good citizen which are: *obeying laws, participating in economic activities, protecting a country, and paying taxes*, instead of the ways of acquiring citizenship such as: *citizenship by birth, citizenship by descent, citizenship by registration, and citizenship by naturalization*. Other candidates' incorrect responses were: *to change the identity card, report to the authority, live in Tanzania, and know the language of Tanzania* while another candidate gave incorrect responses such as: *through participating in economic activities*

such as manual work, through participating in election, through co-operation in different social activities, and acquire through daily responsibilities in the society such as decision making. Moreover, candidates in this category displayed a limited command of English language. Extract 1.2 provides a sample of an incorrect response to this question.

1	Way to Acquiring Citizenship In Tanzania.
	(i) Right to vote - Citizenship must involves in the process of choosing the leader during election.
	ii) To Own land: Citizen must engaging in owning the land because he or she is the owner of the member in a country and have a right.
	iii) To Engage In Employment; Also Citizenship must engaging in employment and issue to bring good way of development in different sector.
	iv) To hold public office; Also citizenship must hold in public office because he/she have right to do so.

Extract 1.2: A sample of an incorrect response to question 1.

In Extract 1.2, the candidate stated human rights instead of the ways of acquiring citizenship in Tanzania.

Further analysis showed that the candidates who scored 2 to 2.5 marks understood the topic but they mixed correct and incorrect responses on ways of obtaining Tanzanian citizenship. For example, one of the candidates wrote two correct responses as *citizenship by birth* and *citizenship by naturalization*, but the other two incorrect responses given by the candidate were: *citizenship by nationalization* and *citizenship by family*. The candidates' responses showed that they had insufficient knowledge of ways for acquiring citizenship in Tanzania.

2.1.2 Question 2: Philosophy and Culture

In this question, the candidates were required to use four points to explain how ethical knowledge can be used to enhance development in the community. The

question was attempted by 1,906 (100%) candidates. The general performance of candidates on this question was good since 1,671 (87.7%) scored 2 to 4 marks as shown in Figure 2.

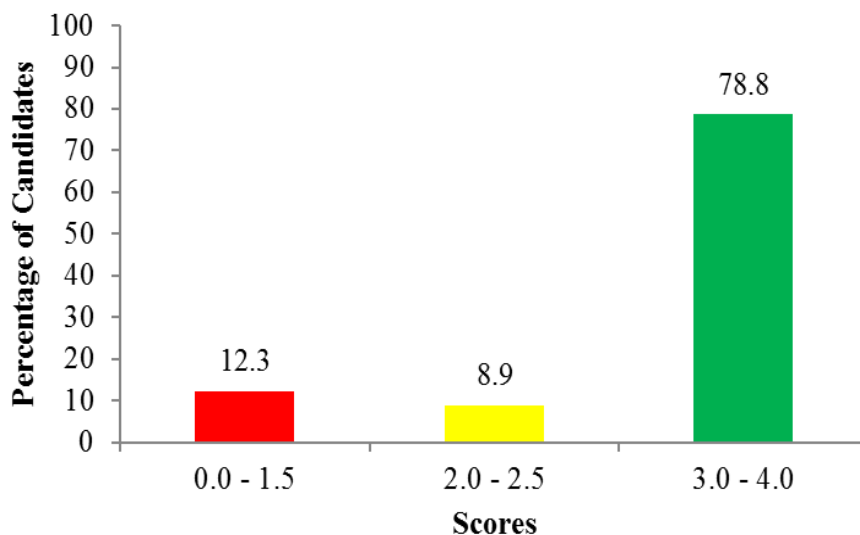


Figure 2: *Candidates' Performance on Question 2*

The statistics in Figure 2 show that 253 (12.3%) candidates scored 0 to 1.5 marks; 170 (8.9%) candidates scored 2 to 2.5 marks and 1,501 (78.8%) candidates scored 3 to 4 marks.

The analysis of candidates' performance showed that the candidates who scored 3 to 4 marks demonstrated a good understanding of the concept of philosophy and its branches and showed good English language proficiency. They gave relevant responses to the question such as: *to be appreciated in society, moral judgement of society, developing positive relationships with others, and making wise decisions*. Candidates under this category showed great ability in mastering the subject matter since their responses met the requirements of the question. For example, one of the candidates' relevant responses were: *it helps to maintain discipline to the people because it emphasizes good behavior, it helps to understand what is wrong and what is good, which can help to show good behavior in the society, it helps to solve different problems in the society; in order to maintain discipline in the society, and it promotes unity and solidarity among the people*. Furthermore, candidates in this category were able to relate their responses to the real life experiences such as: *if someone has ethical knowledge will not engage in corruption cases that can lead to stagnation of development, and if someone has ethical*

knowledge will not engage in bad groups such as robbing that can drawback people who have desire to reach high level of development. Extract 2.1 provides a sample of a correct response to the question.

2	(i) It help people to be Appreciated in the society; When people ethical knowledge being good member in the society such as for Production.
	(ii) Moral judgement of the society. When people they have the ethical knowledge being well to judge what is right and what is wrong within the society.
	(iii) It helps to build good relationship with other, since they have well ethical knowledge hence society will socialize with you.
	(iv) Moral judgement will helps for good decision making; when people being involve for bad Behaviour will be fair away of them since because you have the knowledge of ethical and moral judgement.

Extract 2.1: A sample of a correct response to question 2.

On the other hand, the candidates who scored 0 to 1.5 marks lacked sufficient understanding of the concept of ethics particularly those who scored zero. Some of the candidates' responses in this category were accompanied by irrelevant facts. For example, one of the candidates wrote irrelevant points such as: *through imagination, through the almighty of God, through reasoning or due to the improvement of behavior, the presence of different skills, the provision of education, and the improvement of science and technology.* Another candidate highlighted the different sources of knowledge such as *showed knowledge and empirical knowledge.* Likewise, another candidate wrote irrelevant points such as: *improvement of infrastructures, development of science and technology, improvement of good standard of life to the people, and it improves good relationship and cooperation among people in the community.* Extract 2.2 presents a sample of an incorrect response to this question.

2	
	The following four ethical knowledge enhance development in the community
	i) Low mortality rate; due to the low mortality rate the impact as the result show development to the community
	ii) High literacy rate; due to the number of illiterate rate reduce show the ethical knowledge enhance development in the community
	iii) High life expectancy; show the ethical knowledge enhance development in the community
	(iv) High per capital income; due to the individual get income influence ethical knowledge enhance development in the community

Extract 2.2: A sample of an incorrect response to question 2.

In Extract 2.2, the candidate wrote indicators of development and underdevelopment instead of pointing out the relevance of ethical knowledge in enhancing development in the community.

Further analysis showed that the candidates who scored 2 to 2.5 marks understood the topic well but mixed some relevant and irrelevant points in their responses. For instance, one of the candidates listed two relevant points which were: *acting morally* and *taking part in social activities*. Also, the candidate gave two irrelevant points which were: *ensuring economic activities* and *making society advisable*. Another candidate wrote incorrect points such as: *improving handcrafts*, *inculcating good behaviour*, *valuing internal and external goods*, and *enhancing hard work*. However, the first and the last points were correct while the rest were not correct. Such responses in this category showed that the candidates had insufficient knowledge of how ethical knowledge can be used to enhance development in the community.

2.1.3 Question 3: Globalization

In this question, the candidates were required to briefly analyse two positive impacts of Structural Adjustment Programmes (SAPs) on the economies of developing countries. The question was attempted by 1,906 (100%) candidates. The general performance of candidates on this question was poor since only 645 (33.8%) scored 2 to 4 marks as shown in Figure 3.

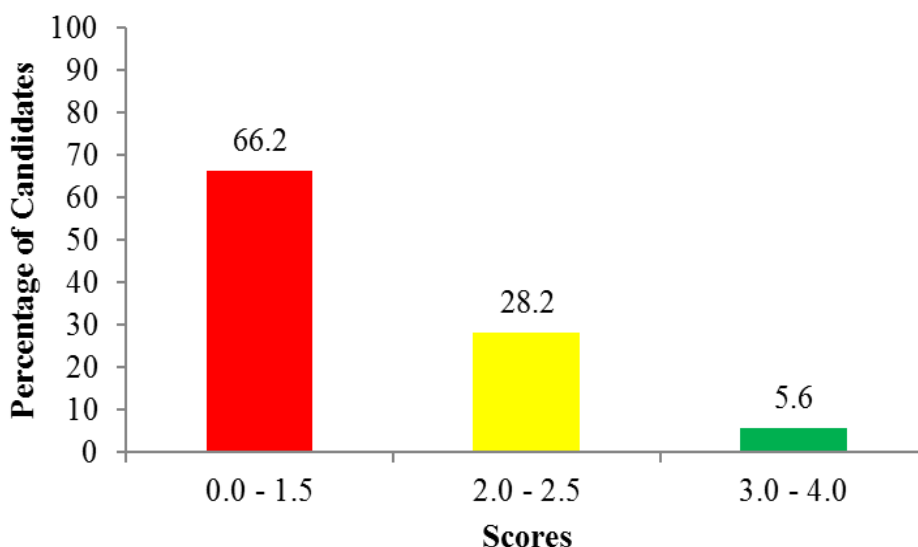
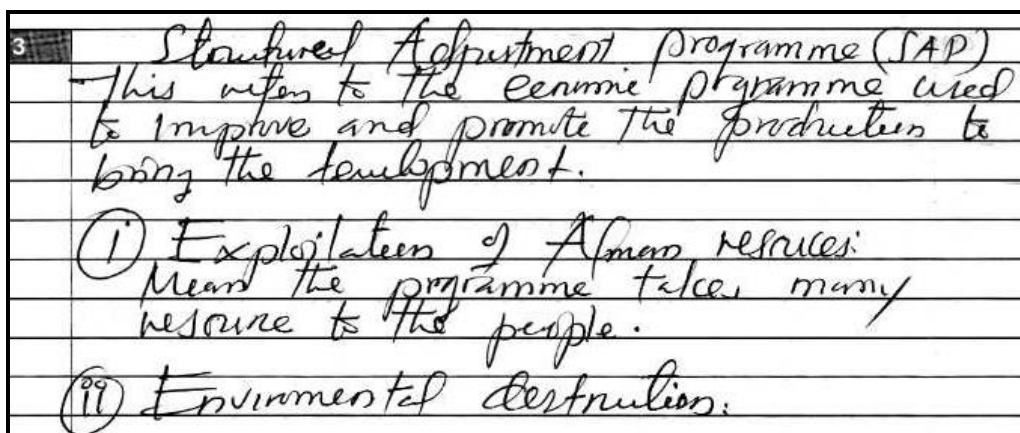


Figure 3: *Candidates' Performance on Question 3*

The statistics in Figure 3 show that 1,261 (66.2%) candidates scored 0 to 1.5 marks; 538 (28.2%) candidates scored 2 to 2.5 marks and 107 (5.6%) candidates scored 3 to 4 marks.

The analysis of candidates' performance showed that the candidates who scored 0 to 1.5 marks showed various weaknesses such as failure to comprehend the task of the question, poor English language proficiency while others failed to give the required number of points. For example, one of the candidates provided inappropriate responses such as: *promoting citizenship, promoting education, and encouraging hard working*. Another candidate provided characteristics of underdevelopment and developed nations such as: *high rate of illiteracy, low levels of development, and high mass consumption* instead of pointing out positive impacts of SAPs. Likewise, another candidate wrote irrelevant points such as: *it control inflation, inflation means rise and fall of price of the commodities of this programmes, and it make a currency devaluation*. Another weakness observed was poor English language proficiency. For example, one of the candidates wrote: *to failure of goals and to mult membership*. Extract 3.1 provides a sample of an incorrect response to this question.



Extract 3.1: A sample of an incorrect response to question 3.

In Extract 3.1, the candidate provided negative impacts of Structural Adjustment Programmes instead of its positive impacts.

Furthermore, the analysis of the candidates' performance showed that the candidates who scored 2 to 2.5 marks demonstrated a partial knowledge of Structural Adjustment Programmes (SAPs) hence repeated the same points and mixed up correct and incorrect responses. For instance, one candidate wrote: *provision of funds* and *provision of loans*. Also, another candidate wrote incorrect points such as: *helping to bring unity among the members* and *providing loans*. The responses given by candidates in this category showed that they had insufficient knowledge of the impacts of Structural Adjustment Programmes (SAPs) on the economies of developing countries.

On the other hand, the candidates who scored 3 to 4 marks gave relevant points about the benefits of Structural Adjustment Programmes (SAPs) and they were aware of the requirements of the question. Most of them provided correct and well explained responses such as: *promoting privation* and *the growth of the trade market*. However, some of the candidates could not fulfil the required number of points, preventing them from scoring full marks allotted to this question. Extract 3.2 provides a sample of a correct response to the question.

3	Positive impact of SAP.
	(i) It encourages Privatization, allow people to own his or her property which results in Establishment of Private sectors like schools, industries and hospitals.
	(ii) Expansion of trading market, due to Eradication of trade barriers across the boarder, free movement of people

Extract 3.2: A sample of a correct response to question 3.

2.1.4 Question 4: Citizenship and Human Rights

In this question, the candidates were required to give four examples of how a government in modern societies guarantees the wellbeing of its citizens. The question was attempted by 1,906 (100%) candidates. The general performance of candidates on this question was good since 1,372 (72%) scored 2 to 4 marks as shown Figure 4.

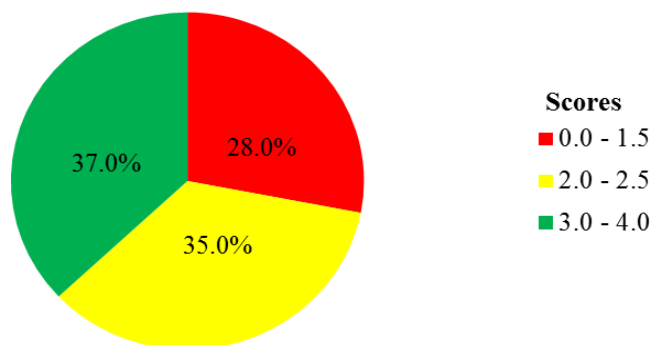


Figure 4: Candidates Performance on Question 4

The statistics in Figure 4 show that 534 (28%) candidates scored 0 to 1.5 marks, 667 (35%) candidates scored 2 to 2.5 marks and 705 (37%) candidates scored 3 to 4 marks.

The analysis of candidates' performance indicated that the candidates who scored 3 to 4 marks particularly those who scored all the marks demonstrated adequate knowledge of the subject matter and correctly interpreted the question. These candidates provided relevant examples of how governments in modern societies ensures the welfare of their citizens. However, variation of

marks in this cluster was due to the depth of the explanations presented by the candidates. For example, one of the candidates pointed out correct points such as: *provision of social services like education, protection of citizen's right in all aspects of human rights, enacting of laws and regulations about negative cultural practices, and by promoting peace and security*. Another candidate presented the relevant responses such as: *to promote peace and unity among citizens in the certain government, collect tax from citizens as being active member of a particular country, promote human rights as all members in the society should be treated equally, and protect natural and human resources such as minerals, oil, and animals*. Extract 4.1 provides a sample of a correct response to the question.

4	<p>i/ promote peace and security to her citizens; one of government guarantee to her citizens is to promote and maintain peace and security.</p> <p>ii/ provision of social services to her citizens; another role of government guarantee to her citizens is to provide social services like safe and clean water, health services.</p> <p>iii/ to collect tax from her citizens; another government guarantee is to collect tax from her citizens.</p> <p>iv/ to promote and maintain human rights; another government guarantee to her citizens is to promote citizens and maintain citizen rights.</p>
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Extract 4.1: A sample of a correct response to question 4.

Further analysis indicated that the candidates who scored 2 to 2.5 marks most of them understood well the subject matter but mixed correct and incorrect points in their responses. They also repeated some points. Yet some of the candidates failed to provide the required number of points. For instance, one of the candidates responded by giving the points such as: *the provision of social services, the provision of education, the provision of poverty eradication policies, and the establishment of different programmes and organizations*. All the points fall into the provision of social services. Another candidate mixed the correct and incorrect points such as: *improvement of science and technology, introduction of private sector, improvement of agricultural sector, and improvement of infrastructure*. The first and third points were correct but,

the second point were incorrect and the last point were not strong enough to get all the required marks. The responses given by candidates in this category show that they had insufficient knowledge about the role of governments in modern societies in guaranteeing the wellbeing of their citizens.

Conversely, the analysis showed that 28% of the candidates scored 0 to 1.5 marks. Those who scored zero (6.6%) lacked the knowledge on the subject matter, did not comprehend the question hence provided wrong responses. For instance, one candidate wrote incorrect points such as: *forming a special government system, forming special organizations, upgrading them in different sectors, and bringing a special identity to them*. Another candidate provided the negative effects of globalization such as: *destruction of culture, moral decay, spread of diseases, and introduction of new cultures*. Extract 4.2 presents a sample of an incorrect response to this question as given by one of the candidates.

4	
	(i) Through Registration
	(ii) Through Administration
	(iii) Through Marriage
	(iv) Through Birth

Extract 4.2: A sample of an incorrect response to question 4.

In Extract 4.2, the candidate listed the ways of acquiring citizenship instead of the roles of government to her citizens.

2.1.5 Question 5: Tanzania in Global Politics

In this question, the candidates were required to briefly explain four benefits of the World Health Organisation (WHO) to developing nations like Tanzania. The question was attempted by 1,906 (100%) candidates. The general performance of candidates on this question was poor since only 556 (29.2%) scored 2 to 4 marks as shown in Figure 5.

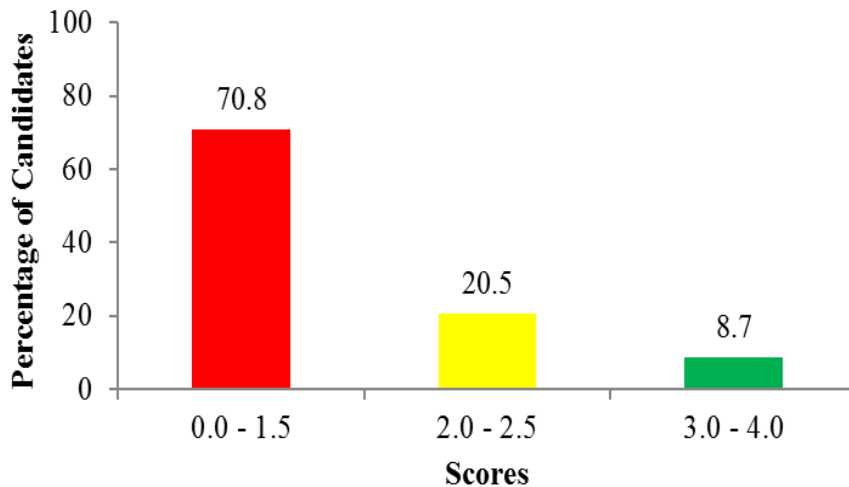


Figure 5: *Candidates' performance on question 5.*

The statistics in Figure 5 show that 1,350 (70.8%) candidates scored 0 to 1.5 marks, 391 (20.5%) candidates scored 2 to 2.5 marks and 165 (8.7%) candidates scored 3 to 4 marks.

The analysis of candidates' performance indicated that the candidates who scored 0 to 1.5 marks particularly those who scored zero lacked knowledge of the subject matter. Most of them did not comprehend the question. As a result, they provided irrelevant arguments such as: *helps in the provision of social services, promotes development, provides infrastructure, and leads to the growth of cities and towns*. Another candidate wrote incorrect responses such as: *through taxes, through workers and laborers, increase salaries and advances, and science and technology*. Extract 5.1 presents a sample of an incorrect response to this question.

5	<p>The world health organization (WHO) is benefitting to the developing nations like Tanzania in the following ways</p> <p>Firstly, through exploitation of natural resources like minerals, such as Gold, silver</p> <p>Secondly, cut of government expenditures through cost sharing.</p> <p>Thirdly, privatization of public sector is one of the condition issued by WHO to the developing countries like Tanzania.</p> <p>Lastly, currency devaluation of the less developing countries which enable them the WHO to rise their economy</p>
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Extract 5.1: A sample of an incorrect response to question 5.

In Extract 5.1, the candidate explained the impacts of globalization instead of the benefits of World Health Organization (WHO) to the developing nations like Tanzania.

Further analysis of the performance showed that the candidates who scored 2 to 2.5 marks lacked sufficient knowledge of the subject matter. They were unable to achieve higher marks because some of their responses were not relevant to the question. Other candidates mixed both correct and incorrect points while others failed to give the required number of points. For example, one of the candidates wrote two incorrect responses such as: *the provision of well health centers* and *the provision of health insurance to the people of Tanzania*. The two correct points provided by the candidate were: *the provision of specialists from other countries* and *the provision of education*. Additionally, another candidate mixed up and repeated some points: *the provision of good health, reproductive education, health education, and increased government revenue*. The first three points mean the same thing. The responses given by candidates in this category show that they had insufficient knowledge of benefits of the World Health Organisation (WHO) to developing nations like Tanzania.

On the contrary, the candidates who scored 3 to 4 marks had sufficient knowledge about the benefits of the World Health Organisation (WHO) for developing countries like Tanzania. One candidate gave correct responses such as: *it provides health education to the people around the world, it provides*

medicine in different countries in the world, it plays part in provision of health statistics and the way people are infected with a certain diseases, and it enables to report the new erupted diseases so that people around the world may take care. However, another candidate presented three correct responses but the unique point was that it provides vaccination on various erupting diseases that are caused by virus like CORONA. This particular point shows that the candidate was aware of the roles and benefits of WHO during the CORONA VIRUS Pandemic. Extract 5.2 presents a sample of a correct response to this question.

5	i/ It provides health education to the people around the world. World Health organization enable to educate on their health.
	ii/ It provides medicines in different countries is the best to cure pandemics and epidemics diseases.
	iii/ It play part in provision of health statistics and the way people are infected with a certain disease and how to prevent it.
	iv/ It enables to report the ^{new} erupted disease so that people around the world may take care of it so that they can not be infected easily.

Extract 5.2: A sample of a correct response to question 5.

2.1.6 Question 6: Tanzania in Global Politics

In this question, the candidates were required to briefly explain four ways on how Tanzania benefits from international relations. The question was attempted by 1,906 (100%) candidates. The general performance of candidates on this question was good since 1,827 (95.9%) scored 2 to 4 marks as shown in Figure 6 below.

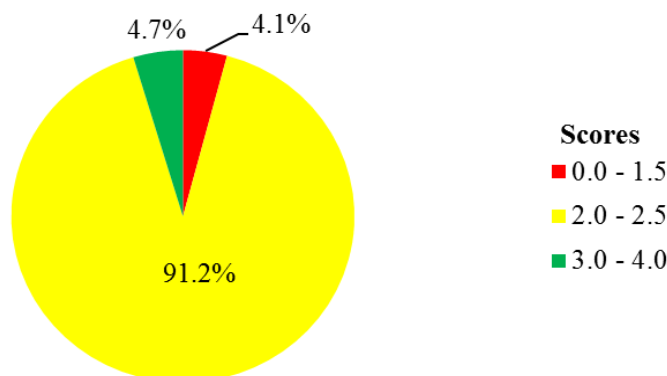


Figure 6: *Candidates' Performance on Question 6.*

The statistics in Figure 6 show that 79 (4.1%) candidates scored 0 to 1.5 marks; 1,738 (91.2%) candidates scored 2 to 2.5 marks, and 89 (4.7%) candidates scored 3 to 4 marks.

The analysis of candidates' performance indicated that the candidates who scored 2 to 2.5 marks had adequate knowledge on the subject matter and understood the requirements of the question. Their responses, however, had some weaknesses that prevented them from scoring higher marks. For example, they repeated points, provided less number of the required points and had English language problems. For example, one of the candidates outlined the following points: *sharing resources, sharing ideas, providing loans, and obtaining help* instead of giving brief explanations as required. Furthermore, another candidate provided only two of the required four points such as: *improving international relations among the countries and advancing science and technology*. The responses given by candidates in this category shows that the candidates had insufficient knowledge of the benefits gained by Tanzania from international relations.

Further analysis indicated that only 4.7% of the candidates scored 3 to 4 marks. Few of them (0.5%) who scored full marks demonstrated good understanding of the global issues in general. They provided the required number of points, but the degree to which the answers were accurate varied from candidate to candidate. The candidates in this group briefly explained the correct points such as: *free trade, development of infrastructures, receiving loans, and investment*. One of the candidates stated correct points such as: *Tanzania is free to sell their product outside the country due to good relationship with other countries, development of infrastructures due to good relationship, Tanzania*

receives loans from developed countries, and people come from different countries to invest in Tanzania. Extract 6.1 presents a sample of a correct response to this question.

6	<p>(i) International relations helps in creation of good relationship between Tanzania with other countries. Example Kenya and Tanzania.</p> <p>(ii) It helps Tanzania in the development of transport and communication.</p> <p>(iii) It helps Tanzania in the maintenance of good peace and security as the resolution of conflicts.</p> <p>(iv) It helps in the development of both economic, social, cultural and political aspects. Example also in development of market.</p>
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Extract 6.1: A sample of a correct response to question 6.

On the other hand, the candidates who scored 0 to 1.5 marks failed to meet the required number of points and lacked knowledge and skills on the subject matter. Some of them were unable to comprehend the question probably due to low English language proficiency. As a result, they deviated from the requirements of the question. For example, one of the candidates provided incorrect responses such as: *they get different aids, they get loans and they provide different assistance*. Another candidate repeated the same point such as: *social relation, political relation, economic relation, and cultural relation*. Such points are all the same as *promote and protect the United Republic of Tanzania politically, economically, socially, and culturally* which is a single point. Extract 6.2 presents a sample of an incorrect response to this question.

6	<p>(i) EAC (East Africa Community)</p> <p>- Tanzania is among of those international relations by earning peace and security and unit among those countries (Uganda, Kenya and Tanzania)</p> <p>(ii) SADC (Southern African Development Countries)</p> <p>- Also having South Africa, Tanzania, Mozambique, and others so Tanzania earn Cooperation among those countries.</p> <p>(iii) AU (African Union)</p> <p>- Tanzania is among of these Union so that benefit the social services from the international relation.</p> <p>(iv) OAU (Organization African Union)</p> <p>- Also these before & improvement of AU was this found before modern AU) Tanzania earn independent</p>
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Extract 6.2: A sample of an incorrect response to question 6.

In Extract 6.2, the candidate wrote things related to regional organizations and unions instead of explaining the benefits gained by Tanzania from international relations.

2.1.7 Question 7: Theories and Aspects of Development

In this question, the candidates were required to contrast the terms associated with corruption. The question was attempted by 1,906 (100%) candidates. The general performance of candidates on this question was poor since only 167 (8.8%) scored 2 to 4 marks as shown in Figure 7.

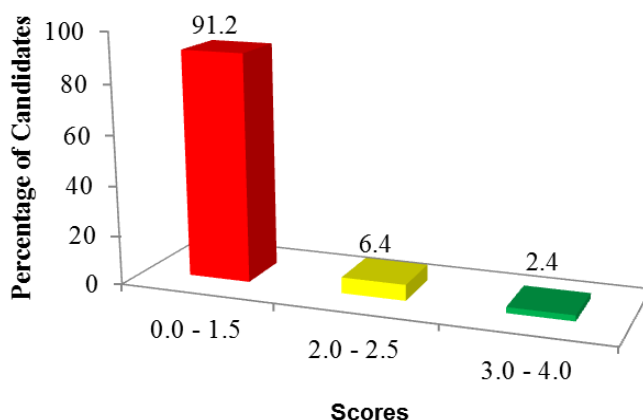
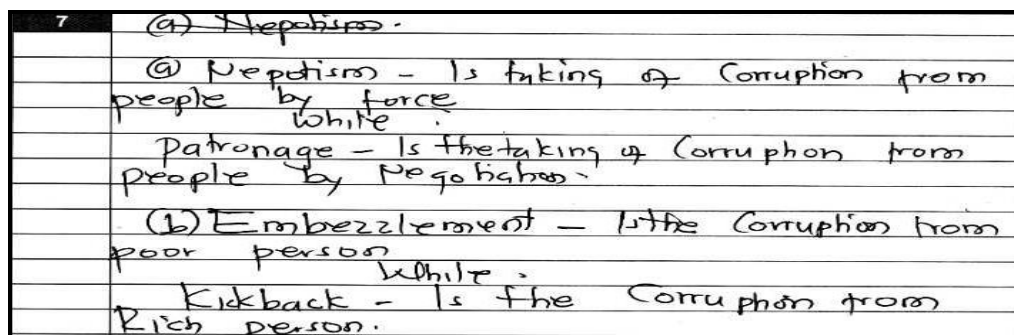


Figure 7: Candidates' Performance on Question 7

The statistics in Figure 7 show that 1,739 (91.2%) candidates scored 0 to 1.5 marks; 122 (6.4%) candidates scored 2 to 2.5 marks, and 45 (2.4%) candidates scored 3 to 4 marks.

The analysis showed that the candidates who scored 0 to 1.5 marks lacked understanding of the subtopic on *corruption*. The group of those who scored zero demonstrated limited command of English language hence difficult for them to provide relevant points. Some candidates explained about grand and petty corruption such as: *nepotism and patronage; those are the form of corruption which deals with to have important position in a country, this is a grand corruption. Embezzlement and kickback; these are form of corruption which are petty corruption may be conducted in an area of employment opportunities*. Other candidates did not compare the concepts instead; they simply defined one aspect of the question incorrectly such as: *nepotism is the type of corruption given to a person in cash, whereas patronage is the type of corruption provided by property*. Furthermore, some candidates showed lack of knowledge of the terms as they wrongly wrote: *nepotism is a situation whereby a certain nation has many political parties and patronage is the system of government whereby the representatives were chosen indirectly*. Others argued that *embezzlement is the act of fighting against corruption while kickback is the situation of taking action to the person who engage or receive corruption*. Extract 7.1 presents a sample of an incorrect response from one of the candidates.



Extract 7.1: A sample of an incorrect response to question 7.

In Extract 7.1, the candidate wrongly associated the terms with how and to whom corruption is taken instead of contrasting the terms in relation to corruption.

Further analysis showed that the candidates who scored 2 to 2.5 marks had sufficient knowledge of corruption. However, they were unable to score the full marks because their responses had both correct and incorrect points. For example, one of the candidates' correct responses were: *nepotism is the type of*

corruption in which people favor his/her relatives to get something while patronage is the type of corruption whereby someone is favoured due to his/her age. The incorrect responses provided by the candidate were: *embezzlement is the type of corruption in which someone gets a chance by using money while kickback is the type of corruption in which someone gain benefit or get selected due to sexual needs.*

On the other hand, the candidates who scored 3 to 4 marks demonstrated sufficient knowledge and skills of the topic on *Theories and Aspects of Development*, particularly the subtopic on *Corruption*. They correctly comprehended the question and, thus they contrasted well the terms *Nepotism and Patronage* and *Embezzlement and Kickbacks*. For instance, one candidate responded correctly by writing: *Nepotism is the form of corruption which is given within relatives while patronage is the kind of corruption which is given to friends. Embezzlement is the kind of corruption which is given by providing money as leaders to citizens while Kickback is the form of corruption given to someone in order to get something.*

Another candidate provided good responses by stating: *Nepotism is the kind of corruption which occur when the individual who is in position favour his or her relatives while patronage is the kind of corruption when people in position gives favour to people who supports him or her to get chance. Embezzlement is the kind of corruption where individual or leaders misuse the public funds or resources for private gain while kickback is the kind of corruption where by individuals take money out of their salaries.* Extract 7.2 presents a sample of a correct response to this question.

7	<p>(a) <u>Nepotism</u> refers to a privilege made by someone employed to public sector to his/her family relatives. Example employing family members by providing them with opportunity.</p> <p>While,</p> <p><u>Patronage</u> refers to a form of corruption provided by the politicians to his or her supporters. Example to be elected for.</p>
	<p>(b) <u>Embezzlement</u> refers to a form of corruption where by a person changes the direction of fund and use it for private benefits. while,</p> <p><u>Kick Kickbacks</u> is a form of corruption where by the government receives from external agents.</p> <p>Example fake treaties signed by the government.</p>

Extract 7.2: A sample of a correct response to question 7.

2.1.8 Question 8: Theories and Aspects of Development

In this question, the candidates were required to propose four measures that could be used to conserve natural resources in Tanzania. The question was attempted by 1,906 (100%) candidates. The general performance of candidates on this question was average since 1,166 (61.2%) scored 2 to 4 marks as shown in Figure 8.

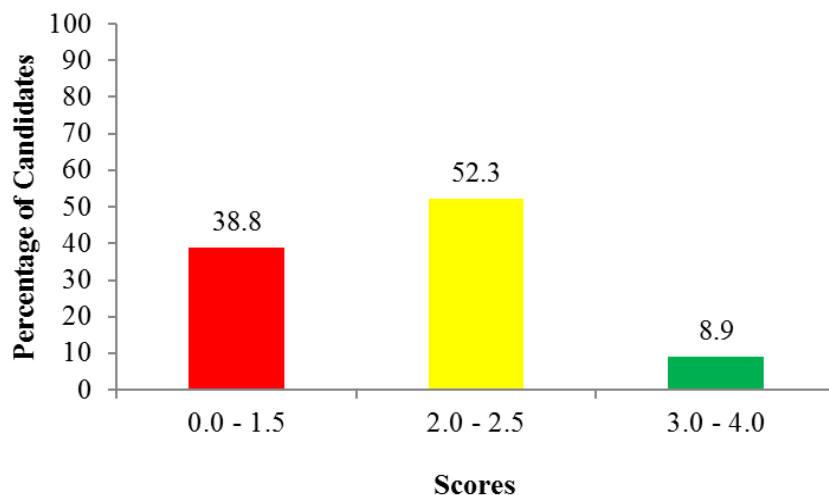


Figure 8: Candidates' Performance on Question 8

The statistics in Figure 8 show that 740 (38.8%) candidates scored 0 to 1.5 marks; 996 (52.3%) candidates scored 2 to 2.5 marks and 170 (8.9%) candidates scored 3 to 4 marks.

The analysis of candidates' performance showed that the candidates who scored 2 to 2.5 marks understood the subject matter though they proposed the measures required without providing further details. For instance, one of the candidates who were unable to support his or her points listed the measures such as: *enacting laws, using policies, providing education, and making good use of technology*. The second point was not correct and the rest were correct but not strong enough to get the full marks. Another candidate repeated the points such as: *provision of education, harsh laws, use of the media to educate the community, and proper management and administration of the nation*. From the responses, the first and the third points mean the same and the rest were weak points. The responses given by candidates in this category show that they had insufficient knowledge of the measures that could be taken to conserve natural resources in Tanzania.

Additionally, the candidates who scored 0 to 1.5 marks lacked appropriate knowledge of the topics related to factors of development, particularly on the conservation of natural resources. As a result, they failed to propose any ideas on the ways of protecting Tanzania’s natural resources. The inability to express their thoughts in English language was a challenge to them. In addition, some candidates provided only one relevant point out of the four points required while others misconceived the question by providing unrelated responses. For example, one of the candidates wrote the points such as: *council of peace and security, court of justice, development bank, and internal organisation*. Another candidate proposed points such as: *economic factors, political factors, science and technology, and climate factors*. Moreover, another candidate proposed irrelevant points such as: *through encouraging traditional dressing, through traditional dancing, through reducing cost for the students/children to visit historical sites, and through teaching and learning cultural practices to the new generation*. Likewise, some candidates chose not to attempt the question at all. Extract 8.1 presents a sample of an incorrect response from one of the candidates.

8	
(i)	Universal primary education (UPE) in 2000
(ii)	High national education (1999)
(iii)	Government education policy (1995)
(iv)	Arusha declaration (1967)

Extract 8.1: A sample of an incorrect response to question 8.

In Extract 8.1, the candidate mentioned educational policies instead of proposing the measures which can be used to conserve natural resources in Tanzania.

Further analysis showed that the candidates who scored 3 to 4 marks demonstrated their competence in the topic on *Theories and Aspects of Development*. In addition, their proficiency in English language enabled them to propose the correct measures Tanzania should take to protect its natural resources. However, the candidates’ scores varied depending on the clarity of their responses. One of the candidates proposed correct measures such as: *establishment of rules and regulations that may help to conserve natural*

resources, to discourage overgrazing, to introduce different clubs and organizations that will help preserve environment, and provision of education to people on the importance of preserving environment. Most of the candidates in this category performed well since the question drew them back to their life experiences. For instance, they proposed the measures such as: *the use of alternative source of energy like gas and fuel, formation of laws and by-laws that will be applied to those who threaten the environment, different environmental conservation programs should be conducted to ensure natural resources are protected and conserved, and provision of education to the society on ways to protect environment.* Extract 8.2 presents a sample of a correct response to this question.

8	Measures which can used to conserve natural resources in Tanzania
	(i) provision of education on proper way of using it, education should provide on good, intensive and productive use of natural resources
	(ii) Encouraging people to use renewable source and friend ^{to} environment - people should use renewable source and alternative source for cause to conserve environment.
	(iii) proper way of agriculture activities, people should be aware on good way for agriculture activities
	(iv) Afforestation and reforestation, through planting and replanting trees so that to conserve the environment.

Extract 8.2: A sample of a correct response to question 8.

2.1.9 Question 9: Theories and Aspects of Development

In this question, the candidates were required to use four points to support the statement that HIV/AIDS is a human right agenda. The question was attempted by 1,906 (100%) candidates. The general performance of candidates on this question was average since 859 (45.1%) scored 2 to 4 marks as shown in Figure 9.

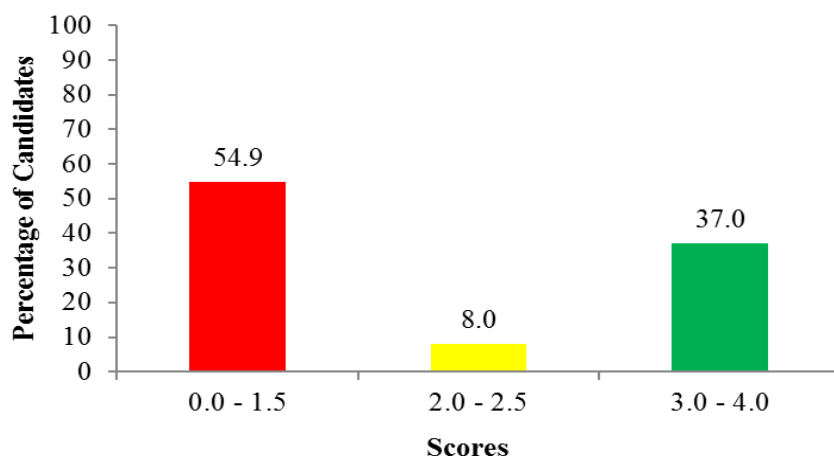


Figure 9: *Candidates' Performance on Question 9*

The statistics in Figure 9 show that 1,047 (54.9%) candidates scored 0 to 1.5 marks; 153 (8.1%) candidates scored 2 to 2.5 marks, and 706 (37%) candidates scored 3 to 4 marks.

The analysis of candidates' performance showed that the candidates who scored 0 to 1.5 marks lacked English language proficiency, presented less number of required points, lacked knowledge of the subject matter and misconceived the question hence provided incorrect responses while few of them wrote relatively one correct point. For example one candidate provided irrelevant responses such as *death of the people, it may lead to conflict among people, an increase in street children, and it may lead to increase drug abuse*. Likewise, another candidate wrote irrelevant points such as: *through sharing sharp objects, through breast feeding of child from infected mother, through unsafe sexual intercourse, and through unsafe blood transfusion*. Other incorrect responses from one of the candidates were: *decline in the agricultural sectors (production), the government should buy ARV's dose to slow down the virus, it causes death of many people, and loss of knowledge and skills which a person who is affected have*. Extract 9.1 presents a sample of an incorrect response to this question.

9	
	(i) Human right help to promote peace and security in the society.
	(ii) Human right enhance cooperation and unity in the society.
	(iii) Human right maintain respect of people in the society.
	(iv) Also human right lead to the social development of the people.

Extract 9.1: A sample of an incorrect response to question 9.

In Extract 9.1, the candidate identified the importance of human rights instead of explaining how HIV/AIDS is a human agenda.

Conversely, the candidates who scored 3 to 4 marks demonstrated sufficient knowledge of the subject and a clear understanding of the question hence provided correct points that supported the relationship between HIV/AIDS and human rights. One of the candidates argued that: *the victims should not be isolated, they should protect others, they deserve privacy, and they have the right to negotiate.* Another candidate supported the statement by giving the points such as: *victim of HIV has the right to live, victim of HIV has right to vote to his/her representative, victim of HIV has rights to acquire education like others, and victim of HIV has right to free expression to the society or audience.* Candidates in this category had also good command of English language. Extract 9.2 presents a sample of a correct response to this question.

9	HIV/AIDS is a human right agenda. This can be proved / supported by the following points.
	i. Every individual has the right to get the education on how HIV/AIDS can be transmitted and its impact to the human body.
	ii. A person with HIV/AIDS have right to live without being discriminated in any ways.
	iii. An individual with HIV/AIDS has right to know his/her health status.
	iv. Health professional has no right to say the health status of HIV/AIDS victim to any other person without the victim willingness or permission.

Extract 9.2: A sample of a correct response to question 9.

Further analysis showed that the candidates who scored 2 to 2.5 marks had partial knowledge of the subject matter and poor command of English language. They provided both correct and incorrect points as well as giving less number of points than required. For example, one of the candidates failed to debate the issues properly as he/she wrote correct points with grammatical errors such as: *it is free to express itself, it has freedom of association with others, it has freedom of cooperation, and it has freedom to live* hence failed to score full marks. Another candidate wrote responses such as: *it needs the care for those who having HIV/AIDS, has the right to live, need the support like other people, and must not be discriminated*. Another candidate provided less number of points such as: *to give them special treatment like others and to provide social services like others*. The responses given by candidates in this category show that they had insufficient knowledge of the relation between HIV/AIDS and human rights.

2.1.10 Question 10: Theories and Aspects of Development

In this question, the candidates were required to briefly explain four measures the government could take to promote the informal sector. The question was attempted by 1,906 (100%) candidates. The general performance of candidates on this question was average since 1,227 (64.4%) scored 2 to 4 marks as shown in Figure 10.

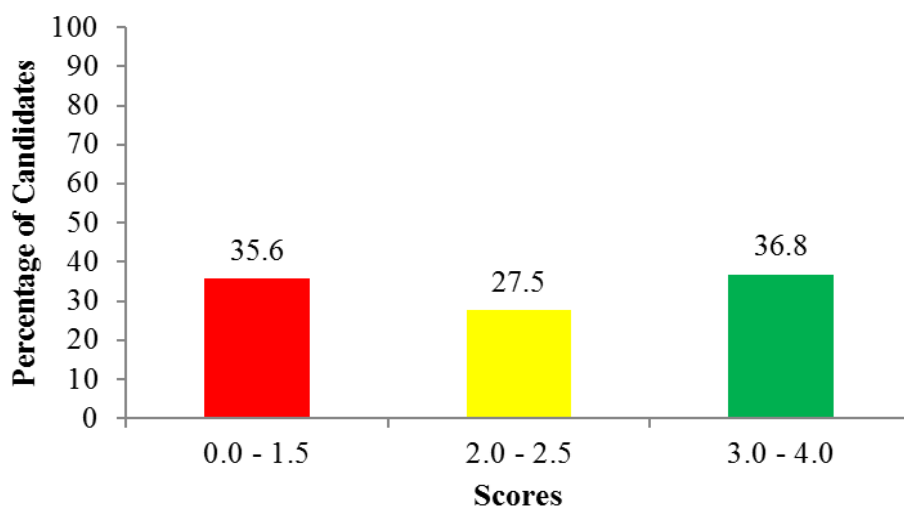


Figure 10: Candidates' Performance on Question 10

The statistics in Figure 10 show that 679 (35.6%) candidates scored 0 to 1.5 marks; 525 (27.6%) candidates scored 2 to 2.5 marks, and 702 (36.8%) candidates scored 3 to 4 marks.

The analysis of candidates' performance showed that the candidates who scored 3 to 4 marks demonstrated sufficient knowledge of the topic of *Theories and Aspects of Development*, particularly on the subtopic of *The Role of Private and Public Sectors in Tanzania's Development*. They correctly understood the question hence provided clear explanations of the measures that the Tanzanian government can take to promote the informal sector. Some of the candidates' responses were: *the provision of funds, the establishment of special places, the provision of loans to entrepreneurs, and improving science and technology*. Another candidate explained the measures to be taken such as; *to create conducive environment for informal sectors to invest in large quantities, to reduce taxes to informal sectors for allowing large investment, to create strong policy and laws that can supervise and support informal sectors, and to create common market that will allow competition of buying and selling goods and services from different enterprises*. Extract 10.1 presents a sample of a correct response to this question.

10	Measures taken by the government to promote the informal sector:
	i/ Provision of loans. and th.
	This may help to facilitate the informal sector to run their activities smoothly.
	ii/ Provision of security to informal sector.
	Government should ensure security to informal sector so as to avoid risk behaviour which can cause failure to these sectors.
	iii/ Reduction of Taxes collection by the government from these informal sector. This may also help to promote the improvement of these sector.
	iv/ Provision of Market for the materials produced by informal sectors. So as to improve their production.

Extract 10.1: A sample of a correct response to question 10.

On the other hand, the candidates who scored 0 to 1.5 marks lacked understanding of the subtopic examined. Some candidates in this category provided only one relevant point out of the four required while other candidates misinterpreted the question and gave incorrect or ambiguous responses. One of the candidates for example, provided irrelevant points such as: *poverty, disease, corruption, and unemployment*. Other incorrect responses were: *informal sectors should provide employment opportunities to the societies, informal sector should follow the rules and regulations of government during its implementation, informal sectors should follow the right of workers in their*

institution, and informal sector should not own the land or resource permanently. Extract 10.2 presents a sample of an incorrect response to this question.

10	<p>(i) Establishment of sport and games in schools and other institute. Through this process the contribution of informal sector will promote the development.</p> <p>(ii) Establishment of Universal primary education (UPE). Through this program, the informal sector can be contribute development of education in any country like Tanzania.</p> <p>(iii) Provision and establishment of primary education development plans (PEDP) and secondary educational development plans (SEDP) by constructing schools.</p> <p>(iv) Provision of employment opportunities through employing expert, less training such as teachers, doctors and other professional</p>
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Extract 10.2: A sample of an incorrect response to question 10.

In Extract 10.2, the candidate explained the programmes of education instead of explaining the measures that can be taken by the Tanzanian government to promote the informal sector.

Further analysis showed that the candidates who scored 2 to 2.5 marks had adequate understanding of the subject matter. However, due to repetition of some points, mixing correct and incorrect responses and failure to offer the required number of points, they were unable to score full marks. For instance, one of the candidates mentioned points such as: *the provision of education for self-reliance, to emphasize duties and responsibilities, to provide or expand skills and knowledge, and to expand and improve the agricultural and industrial sectors*. The responses given by the candidate indicated that the third point was a repetition of the first point. Poor mastery of English language was also a challenge to some candidates in this category hence, they misinterpreted the question leading to irrelevant responses such as: *like to give the loan, engage in different activities, participate in the formal sector, and promote equality*. The responses given by the candidates in this category show that they had insufficient knowledge of the measures that can be taken by the Tanzanian government to promote the informal sector in the country.

2.2 SECTION B: ESSAY QUESTIONS

This section comprised of four (4) essay questions and the candidates were required to answer all questions. Each question had the weight of 15 marks, making a total of 60 marks.

2.2.1 Question 11: Government and Politics

In this question, the candidates were required to analyse five indicators of good governance in Tanzania. The question was attempted by 1,906 (100%) candidates. The general performance of candidates on this question was good since 1,716 (90%) scored 6 to 15 marks as shown in Figure 11.

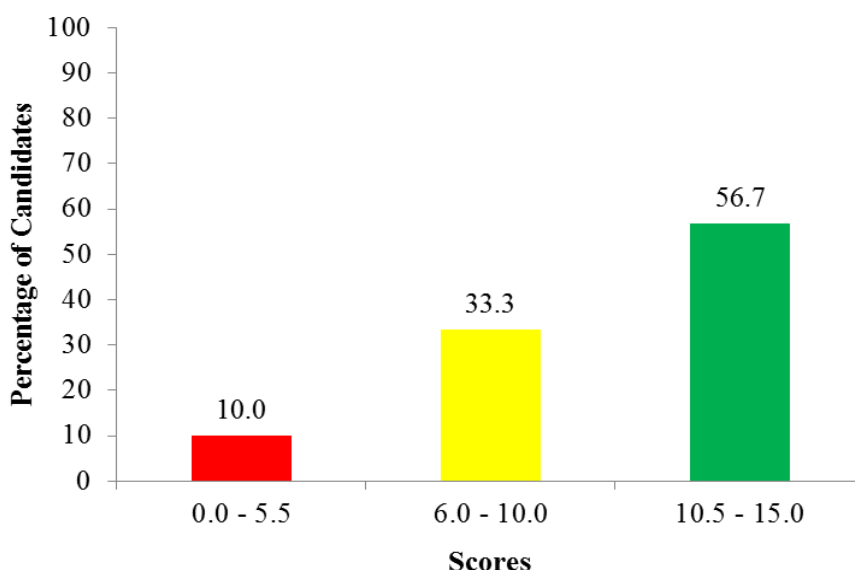


Figure 11: *Candidates' Performance on Question 11*

The statistics in Figure 11 indicate that 190 (10%) candidates scored 0 to 5.5 marks; 635 (33.3%) candidates scored 6 to 10 marks, and 1,081 (56.7%) candidates scored 10.5 to 15 marks.

The analysis of the candidate's performance indicated that the candidates who scored 10.5 to 15 marks understood the task of the question and demonstrated a good knowledge of the topic on *Government and Politics*, particularly the concept of *Politics*. Also, they had good essay writing skills and good English language proficiency that enabled them to provide relevant responses with no or less grammatical errors. However, the variation in performance in this category was due to differences in the number of points presented by the candidates and the clarity of the points presented. For example, one of the

candidates pointed out indicators such as: *delegation of power, good governance, transparency, bill of right, presence of multiparty system, and accountability*. Extract 11.1 presents a sample of a correct response to this question.

11	<p>Good governance; refer to the way of ruling and direct the government to the development. good governance observed by some factors like transparency, accountability human right and division of power.</p> <p>The following are indicators that show Tanzania practices good governance:-</p> <p>Division of power, this is the one among indicator show that Tanzania practices good government. As in Tanzania practice division of power, for instance there was President, vice president, prime minister, member of parliament, executive. Therefore through this trending observed Tanzania practice good governance.</p> <p>Promote Human right; this can be defined as the needs or services where by a citizen of a certain country must satisfy without discrimination. As Tanzania the human right was promoted because every citizen they have equal right to vote, to participate in decision making and so on. Also this make Tanzania to practice good governance.</p> <p>Free and Fair election; Election; can be defined as the process of selecting and voting representative. So in Tanzania government practice free and fair election, as every individual in the country they have equal right to select and vote his/her representative.</p> <p>Rule of Law; This means that, in Tanzania we have our National constitution, which act as a guide of citizens and leaders in the country. As quoted "No one above the Law" so this implies that either a rich or poor, leader or citizen they must obey the National constitution as it is. Therefore this make Tanzania as the one practice good governance.</p>
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11 Cont.	<p>Multipartism or multi-part system; Multipart System, is a system where by a government has more than one political part, like in Tanzania we have more than one political parties for instance Chama cha Mapinduzi (CCM), Chama cha Demokrasia na Maendeleo (CHADEMA), ACT wazalendo and T-R-P etc, Therefore all of them they have equal right to choose and select their own representative and come up during general election.</p> <p>Hence, where there is good governance, there are development, As here like Tanzania every day the development improved because there good administrative, good representative and so on.</p>
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Extract 11.1: A sample of a correct response to question 11.

Furthermore, the candidates who scored 6 to 10 marks most of them had partial knowledge of *Government and Politics*. Their responses contained a number of weaknesses such as mixing up correct and incorrect points and an inability to comprehensively provide facts and relevant evidences. The quality of the explanation, however, affected the scores in this category. For instance, some candidates failed to write a correct introduction and conclusion. Another candidate wrote the correct points but failed to give detailed explanations such as: *bill of rights, rule of law, free and fair election, multipartism, and free to vote and to be voted*. Other candidates mixed correct and incorrect points such as: *promoting democracy, ensure provision of social services, transparency, collect tax, and promote human rights*. The first, third and fifth points were correct while the remaining two points were incorrect. The responses given by candidates in this category shows that they had insufficient knowledge about indicators of good governance in Tanzania.

On the other hand, the candidates who scored 0 to 5.5 marks lacked knowledge of the topic and failed to grasp requirements of the question. The majority of the candidates in this category faced difficulties in presenting their ideas in English language. Some candidates mixed up the correct and incorrect responses while others wrote irrelevant points. Other candidates confused between indicators of development in Tanzania and those of good governance in Tanzania. For example, one of the candidates wrote incorrect responses such as: *per capita income, high rate of literacy, daily food supply, population*

growth, high quality goods, and life expectancy. Other candidates' responses were: uses of natural resources, low demand and supply, availability of cheap labour, uses of science and technology, presence of literacy people, low mortality rate, and high quality goods. Extract 11.2 presents a sample of an incorrect response to this question.

11	<p>Indicators is the different things that show the development of the countries. There are observable indicator in Tanzania that Tanzania practices good governance. The following are indicator to show the good governance of Tanzania:</p> <p>Uses of science and technology: one of the good indicator to show the practices of good governance in Tanzania technology are used in various sector example in industries, education institution like uses of computer in industries uses of high machine to produce many product in the Tanzania</p> <p>Presence of high literacy people: one of the indicator in Tanzania now day the people who can not educated is reduce due to the development of education many area there is school to ensure that illiteracy people are reduced in the society. Hence it indicate that Tanzania's government practice good governance</p> <p>Low mortality: one of the good indicator for the development in Tanzania is the practice good governance now day government it ensure there is availability of treatment, and good hospital in the society that can influence the reduction of mortality especially for children.</p> <p>High consumption of energy: one of the good indicator to Tanzania's government practices good governance now day there is use of energy like electricity in all areas like in industries, school also energy for domestic cooking example gas from Songosongo, Mtwara it used for different purpose in different sector education, industries.</p>
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11 Cont.	<p>Availability of transport and communication: one of the good indicator that are observable in Tanzania government practice good government if there is high transportation of people and goods from one place to another in all ways of transport for example railway, air transport, water transport. so that it infrastructure are built by the governance of Tanzania.</p> <p>Finally: The government practice good governance, it show the observable indicator in Tanzania example are availability of market, also availability of industries, availability of transport and communication also low mortality rate, and higher literacy rate.</p>
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Extract 11.2: A sample of an incorrect response to question 11.

In Extract 11.2, the candidate explained the indicators of development instead of indicators of good governance in Tanzania.

2.2.2 Question 12: Tanzania in Global Politics

In this question, the candidates were required to examine five challenges that face the African Union in the implementation of its objectives. The question was attempted by 1,906 (100%) candidates. However, there were no candidates who scored all the allotted 15 marks. The general performance of candidates on this question was good since 1,881 (98.7%) scored 6 to 14.5 marks as shown in Figure 12.

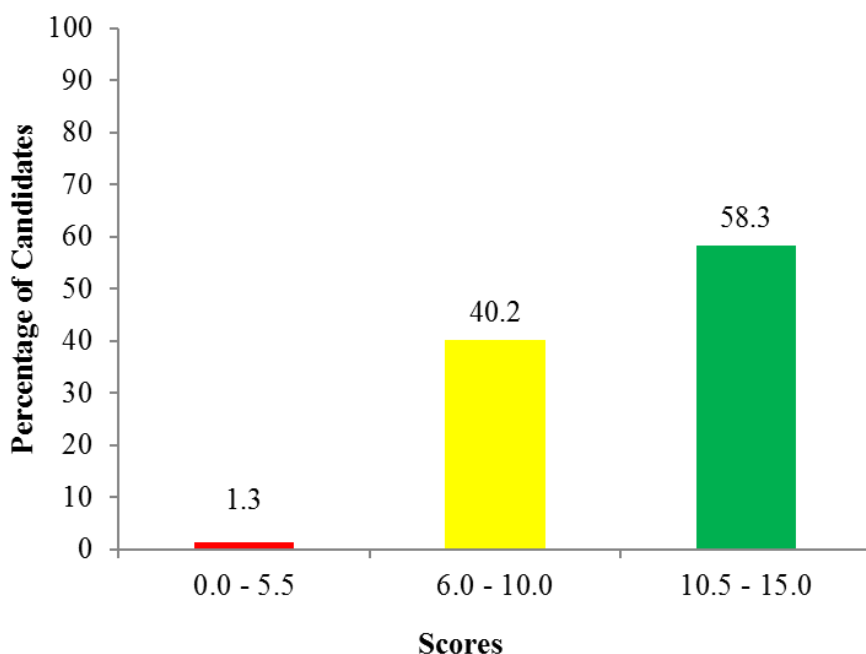


Figure 12: *Candidates' Performance on Question 12*

The statistics in Figure 12 indicate that 25 (1.3%) candidates scored 0 to 5.5 marks; 766 (40.2%) candidates scored 6 to 10 marks, and 1,115 (58.5%) candidates scored 10.5 to 14.5 marks.

The analysis of the candidate's performance showed that the candidates who scored 10.5 to 14.5 marks understood the requirements of the question and demonstrated an understanding of the topic of *Tanzania in Global Politics*, particularly on the subtopic of *Tanzania and the African Union*. They provided relevant points, a good introduction, main body and conclusion. One of the candidates wrote relevant points such as: *different ideology, poverty, diseases, nationalism, and different level of economy*. Extract 12.1 presents a sample of a correct response to this question.

African Union (AU) is the Organization that was formed after the collapse of former OAU and this Organization involve all African Countries as Member State with exception to Morocco who are not Member of the Organization. This Organization have face so many challenges during its operations, the following are the challenges that face the African Union (AU) in implementing her objectives, they include -

Political Instability; For example in Somalia, Sudan, these Countries are Main / active fighting themselves. In doing so they cause many problems to the AU in solving their problems. Also not only in Somalia and Sudan, there are many African Countries that suffers from political instability and when they show up to AU looking for help they cause many problems to the Organization and AU fail in implementing her objectives more effectively. So one of the challenges that AU faces during implementing its objective is the presence of political instability among the Member States.

Difference in economic level / status among the Member State; Another challenge that faces AU in implementing her objectives is the economic difference among Member of the Organization. For example more advanced Countries may think that being in the Organization is just the way to go of their money through contributing to different developmental projects of the AU, and hence AU experiences a lot of obstacles from those Countries. Also this difference in economic level of the Country may also result into classes among Member States. So difference in economy among Member States is one of the cha

12 Cont.

challenge that face African Union (AU) in implementing her objectives.

Low level of Science and technology; This is a Major challenge of that face AU. Many Member states they are yet to be technologically advanced and hence they pull back the AU in implementing her objectives. For example in Many African Countries, Introduction of ICT is yet to be effectively promoted to be used in the process of teaching and Learning in Primary and Secondary Schools. So this also make difficulty for the African Union to implement her objectives since her Member states are behind on how to use Science and technology effectively. So low level of Science and technology is among the challenges that face AU.

Poor Infrastructures; For example; Poor roads in Many African Countries, Poor Railway, in Many Countries, also the Use of air transport is still low and so make difficulties for these areas (remote areas) to be reached easily. For example in Many rural areas in Many African Countries there are no tarred roads and during rain season it becomes difficult for the AU to reach to those areas and implement her objectives. Many bridges that are not designed in such a way they can help to save Movement of people from one side to the other and thus they cause difficulties since they can not survive in harsh rain season. Therefore one of the big challenge that the African Union face in implementing her objectives to her Member states is Poor Infrastructure in Many African Countries.

12 Cont.	<p>Ideological difference; For example in Kenya their ideology is Capitalist; here in Tanzania we have Socialization, due to this difference in ideology it become more difficult to African Union to plan the project that may favour all the countries. This difference also may result into classes among the Member State in the Organization. So Ideological difference is one of the challenge that face African Union.</p> <p>Generally, The African Union have succeed in many aspects including promotion of Peace and Order to her Member State also boosting economic level of her Member State through establishment of different projects of development and opening the door for the investment to take place boosting economic status of the Country.</p>
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Extract 12.1: A sample of a correct response to question 12.

Further analysis showed that the candidates who scored 6 to 10 marks had the basic understanding of the subject matter and grasped the requirements of the question. However, their performance was affected by a number of weaknesses, including outlining some of their points rather than examining them. In addition, some candidates submitted fewer points than required while others mixed correct and incorrect points. One of the candidates wrote the challenges facing the East African Community instead of those facing the African Union. For instance: *corruption, common market, ideological differences, no common currency, and lack of fund*. *Corruption, no common currency, and no common market* were challenges facing East African Community while *ideological differences and lack of fund* were the challenges for African Union. The responses given by candidates in this category shows that they had insufficient knowledge of challenges that face the African Union in implementing its objectives.

On the other hand, the candidates who scored 0 to 5.5 marks most of them lacked knowledge and misinterpreted the requirement of the question. Responses indicate that the candidates knew very little about the African Union particularly the challenges facing the African Union. For instance, one of the candidates wrote irrelevant points such as: *poverty or poor wealth, poor government support, bad economic condition, multimembership, and natural hazards* instead of *the challenges facing African Union in implementing her*

objectives. Another candidate's incorrect responses were: *trade barriers, language differences, difference in currency, environmental degradation, and competition*. The candidates' performance on this question was further impacted by their inability to write a relevant introduction, conclusion, and clear English phrases. Extract 12.2 presents a sample of an incorrect response to this question.

12	
	<p>African Union (AU), is the one among the continent community in the international relation from the East African community example SADC, OAU, UNO, the following are the challenges that face in implementing her objectives are:</p> <p>Peace and security, Through this get many things example to avoid destruction of material in the region because of the good security in the country, a help to the majority to follow this way because in the country need to live with peaceful.</p> <p>To provide free movement of people, Due to this help to move from one place to another without any kind of disturbance in the area so help many things in the country example to right goods from one place to another and market develop.</p> <p>To improve cooperation among them, example be with a friendly AU and SADC to make things because of the good cooperation in the country or state or nation in all suppose to live well because because live like a friendly and to help different material from other side because of good cooperation.</p> <p>To promote social services, How to this show the good communication from one region to another help example good, shelter and other material help to improve them and help the other country to develop through other regional.</p> <p>To improve culture, Because to copy the other and be a good from the regional or nation be example on how to move and show smart person need to improve this things because to avoid breaking of bad culture in the nation.</p>

12 Cont.	
	Hence that objective help and challenges help to develop the national and people receiving receive the important things.

Extract 12.2: A sample of an incorrect response to question 12.

In Extract 12.2, the candidate examined the importance of African Union instead of the challenges that face African Union in implementing her objectives.

2.2.3 Question 13: Theories and Aspects of Development

In this question, the candidates were required to propose five solutions that can be applied by various institutions in the society to combat gender discrimination. The question was attempted by 1,906 (100%) candidates. The general performance of candidates on this question was good since 1,868 (98%) scored 6 to 15 marks as shown in Figure 13.

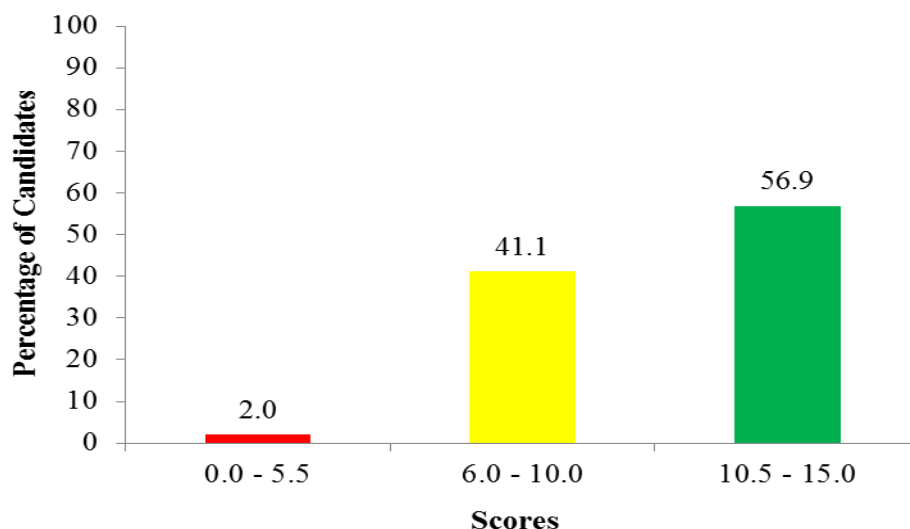


Figure 13: Candidates' Performance on Question 13

The statistics in Figure 13 show that 38 (2%) candidates scored 0 to 5.5 marks; 784 (41.1%) candidates scored 6 to 10 marks, and 1,084 (56.9%) candidates scored 10.5 to 15 marks.

The analysis of the candidate's performance showed that the candidates who scored 10.5 to 15 marks demonstrated sufficient understanding of the subject matter. Additionally, the candidates were capable of producing good essays.

However, the variation of scores in this category was based on how well individuals explained points and how many correct examples were provided. One of the candidates wrote correct points such as: *through putting restricted policies about gender discrimination, introducing organs that will deal with gender discrimination, by providing guidance and counselling to those practicing it, and by enacting laws that will be kept by the judiciary.* Another candidate managed to propose: *discouraging bad cultural beliefs like widow inheritance, starting different clubs at schools for gender, formation of women programmes, and encouraging churches and mosques to impart gender equality education.* Extract 13.1 presents a sample of a correct response to this question.

13	<p>Gender discrimination this refers to a situation state in which one gender is overlooked and discriminated over the other. Gender discrimination is perpetuated by various institutions including family, political institutions, educational institutions, religious institutions, and working institutions. Through these institutions gender discrimination can be eradicate</p> <p>Educational Institutions; within educational institutions such as schools, colleges and universities gender discrimination can be eradicated through valuing both sex/gender since boys are given first priority to get education rather than girls thus, girls should not be overlooked in a way that they are deemed as non-profitable if taken to school instead they are left at home to perform domestic chores and unlike boys are preferred to go for schooling</p> <p>Family; Within family, local taboos such as food taboos that allow only men to eat certain type of food over women should be discouraged since such beliefs provoke gender discrimination, also the right to make decisions and property ownership should be encouraged within family institution so as to eradicate gender discrimination</p> <p>Working Institutions such as Companies & industries; the tendency for men considered to able to perform manual work more than women should be discouraged since women also have the capability to perform at same or even higher level than men thus both gender should be given equal weight in distribution of work and responsibilities.</p> <p>In political institutions such as political parties, women are deprived the opportunity earn a certain</p>
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13 Cont.	<p>Position instead mostly men are the favourites to earn such position within a political party or even within the political party thus such act should be eliminated by giving equal chances to women to be elected and selected in different position.</p> <p>In religious institutions; men are always the believed to have ability to lead and women are forbidden to being in such positions for example the Catholic are always men thus this should be discouraged since God has gives each and everyone mandate to take charge in spreading and preaching his GOSPEL.</p> <p>Generally; the above are some of the solution respective to each institutions whereby through observing and practicing such measures and solutions of gender discriminated could be eradicated.</p>
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Extract 13.1: A sample of a correct response to question 13.

Further analysis showed that the candidates who scored 6 to 10 marks showed an adequate knowledge of the topic and good essay-writing skills. However, these candidates had weaknesses such as repetition of some points, and providing insufficient details to support their responses. Examples of their responses with repeated points were *the establishment of gender clubs, the use of mass media, the establishment of rules and laws, educating society, and the establishment of policies*. Another candidate had insufficient points with poor clarifications: *education, allowing both men and women to take different positions at work, parents and society should prohibit bad cultural practices, and religion should assist and allow women to take higher positions*.

Moreover, the candidates who scored 0 to 5.5 marks displayed a number of weaknesses, including lack of knowledge on the subject matter, poor English language proficiency and incorrect understanding of the requirements of the question. For instance, one candidate wrote: *government support for the institution with financial aid, solidarity and the union of more than one institution, clear and serious research, and by regularly examining government policy*. Besides, some candidates ended up with defining irrelevant facts. This may be due to ineffective time management or lack of knowledge on the subject matter. Another candidate wrote points with similar meaning; *students should learn gender issues in school, teachers must provide education to students, parents must teach their children at home, and all the family should engage in gender issues*. Extract 13.2 presents a sample of an incorrect response to this question.

Constitution is the laws which are presented in the documents. The constitution can be written and can be unwritten document. In our country they have two types of constitution which are written document constitution and unwritten document constitution. The constitution they perform different function in country. The following are ways on how these constitutions can be used as a bridge to eradicate gender discrimination:

It protect human rights, constitution they protect human rights which help to eradicate the gender discrimination. Example some of gender discrimination which they make violation of human right are opportunity of making decision ~~to~~ based in one gender. so the constitution the protect human right and the prevent violation of human rights so constitution used as bridge to eradicate gender discrimination:

It provide peace and security, constitutions used as bridge to eradicate gender discrimination because they provide peace and security in the country. constitution the maintain and provide the peace and security to the people. so they deal with people which are make country to be have no peace and security like people who engaged and practice gender discrimination. so constitution provide peace and security due to the prevent gender discrimination.

13 Cont.	<p>It promote respects to the all people, constitution they used as bridge of eradicate gender discrimination, because it promote respects to all people, constitution the promote respects to the different people in the country, every people in the country should respected and other people like poor peoples, special groups and others. so the respects to every one they help to eradicate gender discrimination in Tanzania.</p>
	<p>It promote responsibility and accountability to the people, The constitution use as a bridge because it promote responsibility and accountability to the people so this situation they make gender discrimination to be eradicated due to presence of accountability to the people in the society.</p>
	<p>It provide equality, The presence of equality in the country they help to eradicate gender discrimination, because the equality they explain that all people in the society are equal in making decision also all gender have opportunity of properties ownership so in constitution they provide equality to the people in the country, due the presence of equality in the constitution they help to eradicate the gender discrimination.</p>
13 Cont.	<p>Generally, constitution the help to provide fairness, to the dignity to the people in the country which make all gender in the country to be treated equal.</p>

Extract 13.2: A sample of an incorrect response to question 13.

In Extract 13.2, the candidate presented the importance of various institutions in our society instead of how such institutions can be used as a bridge to eradicate gender discrimination.

2.2.4 Question 14: Theories and Aspects of Development

In this question, the candidates were required to describe five possible socio-economic consequences of unemployment to Tanzania. The question was

attempted by 1,906 (100%) candidates. However, there were no candidates who scored all the 15 marks allotted to this question. The general performance of candidates on this question was good since 1,562 (82%) scored 6 to 13 marks as shown in Figure 14.

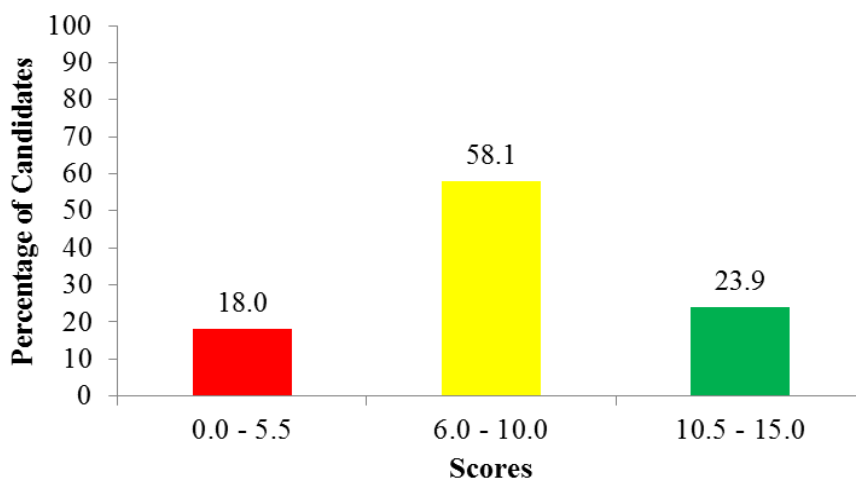


Figure 14: *Candidates' Performance on Question 14*

The statistics in Figure 14 show that 344 (18%) candidates scored 0 to 5.5 marks; 1,106 (58.1%) candidates scored 6 to 10 marks, and 456 (23.9%) candidates scored 10.5 to 13 marks.

The analysis of the candidate's performance showed that the candidates who scored 6 to 10 marks demonstrated a sufficient knowledge on the topic of *Theories and Aspects of Development*, particularly the subtopic on *The Problem of Unemployment in Tanzania*. When describing the socio-economic effects of unemployment in Tanzania, they showed good essay-writing skills. However, the majority of their responses lacked relevant examples, clear explanations and repeated points. Their responses were such as: *it can lead to poverty, drug abuse, corruption, crime, and street children*. Some candidates in this category were unable to get all the marks allotted because their explanations were not clear enough. The responses given by candidates in this category showed that they had insufficient knowledge of socio-economic consequences of unemployment to Tanzania.

Further analysis showed that the candidates who scored 10.5 to 13 marks demonstrated adequate knowledge of the subject matter. They described well the socio-economic consequences of unemployment in Tanzania. They also

demonstrated their ability to write and organize essays. However, the scores were determined by how well the points were described and how many useful examples were given. One of the candidates who demonstrated adequate knowledge on the subject matter provided responses as follows: *unemployment can lead to employed children, it can lead to high dependency rate, it can also lead to poverty, underdevelopment of our country, and corruption in different sectors.* Another candidate with correct responses stated that: *unemployment increase street children, lead to prostitution, can increase the use of drugs, and lead to more criminal cases in the society.* Extract 14.1 presents a sample of a correct response to this question.

14	<p>Unemployment; This is the situation where by people who are willingly and able to work but they can not get a chance to work. There are four types of unemployment which are frictional, cyclical, seasonal and structural unemployment. This seems to be the big problem in the country like Tanzania because of the reason that people are not working hard, illiteracy or lack of education to people and other reasons. The following are the socio-economic consequences of unemployment in Tanzania as:-</p> <p>It lead to the occurrence of crimes; This means those habits which violate the law and result into punishment. such as robbery, stealing, theft and so on. If people remain jobless it is easily for them to engage into moral decay and evils because he/she has no job to do. Therefore the provision of job to them may reduce the problem of evils and occurrence of crimes in Tanzania.</p> <p>It lead to decrease of government revenue; This due to the fact that the government collect the taxes from people and institutions, so if people remains jobless he/she can not earn their nothing. The government will lose their revenue because people are not working as a result of low development as a country.</p> <p>It lead to the increase of government expensive; If there is large number of people in the country who have no job, that means the government does not earn nothing from-</p>
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14 Cont.	<p>group of people as a result of using more government fund to run the country. This may affect more the government toward the development as a country.</p> <p>It Lead to the loss of man power; This due to the reasons that, if people have a work to do used as man power to produce more and collect taxes from them. The presence of unemployment reduce man power to the country and resulted into poor life condition to the people and the government fail to run well the state and use effective the resources available.</p> <p>unemployment it weakened the living standard of people; The presence of employment in any country to their people plays the vital role to rise up the living standard to them because of they earn something from that job the perform. Therefore the problem of unemployment in the country like Tanzania it is a source of poor living standard of people.</p> <p>To sum up; The problem of unemployment in the country like Tanzania seems as a big problem because most of people use the public fund for their own benefit, Laziness of people, low level of education and so on, I would like to regards that the government of Tanzania should encourage people to work hard, proper use of resources and formulation of strictly law and regulation for those who use the public fund for their own benefit.</p>
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Extract 14.1: A sample of a correct response to question 14.

Moreover, the candidates who scored 0 to 5.5 marks displayed a number of weaknesses, including inadequate knowledge on the theories and aspects of development, lacked focus when responding to the questions, had poor English language competence, and a misunderstanding of the requirements of the question. For instance, one candidate wrote: *corruption, development of science and technology, level of education, development of private sectors, and population increase* while another candidate wrote: *population growth, availability of corruption, poor infrastructure, and poor market and trade*. In addition, some candidates simply wrote the definitions and outlined irrelevant points. That may be due to inefficient time management or a lack of subject knowledge. Extract 14.2 presents a sample of an incorrect response to this question.

Unemployment - is the situation where by the people from different sectors missing to be employed according to their professional awarded (be expected) from the special learning like teaching (education) sector, industry sector and mining sector. The following are the possible socio-economic consequences of unemployment in Tanzania:

Structural unemployment - This is the cause of unemployment and occurs from the knowledge needed to employee from the people needed to be employed.

Seasonal unemployment - This is the main cause of unemployment and occur through the chance needed to employ people is small when you compare to the number of people needed to be employed.

Frictional unemployment - This is one among cause that unemployment is occurs among people needed to be employed through the lack of skills and knowledge specifically in a particular sector from the employees (people needed to be employed) example unqualification of their course

Economical unemployment - This is cause of unemployment that occurs from the country is fail to afford the salary to give the people needed to be employed when you relate the number of people needed to be employed and the nation needs through different sectors needed to be solved their problems effectively

14 Cont.	<p>Rational unemployment - This also is one among the causes of unemployment to occur among people through the unbalanced between people needed to be employed and the vacancy of employment needed to be recruited effectively.</p> <p>Generally unemployment is very problems facing our country so the government needed to find some of strategies that can needed to solve it among people for development of our country socially, economically, politically, Technologically and culturally effectively easily. Either through increasing other sectors production for the different areas in the country.</p>
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Extract 14.2: A sample of an incorrect response to question 14.

In Extract 14.2, the candidate described the types of employment instead of describing possible socio-economic consequences of unemployment in Tanzania.

3.0 ANALYSIS OF CANDIDATES' PERFORMANCE PER TOPIC

The Development Studies examination of 2023 had one paper in which all six topics were covered. These topics were: *Theories and Aspects of Development, Tanzania in Global Politics, Government and Politics, Citizenship and Human Rights, Culture and Philosophy, and Globalization.*

The candidates had good performances in four (4) topics which were: *Government and Politics* (90 per cent), *Philosophy and Culture* (87.7 per cent), *Tanzania in Global Politics* (74.6 per cent), and *Citizenship and Human Rights* (70 per cent). The candidates had average performance in the topic on: *Theories and Aspects of Development* (59.9 per cent). The candidates had poor performance in the topic on *Globalization* (33.8 per cent).

The topic on *Philosophy and Culture* and *Citizenship and Human Rights* had good performance for three consecutive years, i.e., 2021, 2022, and 2023. The candidates' good performance in these topics was due to the sufficient knowledge in most of the subtopics as well as clear interpretations of the question, which enabled them to respond with more relevant facts.

On the other hand, the candidates' performance on the topic on *Globalization* in 2023 was 33.8 per cent, indicating a decline by 32 per cent when compared to the performance in 2022, where the candidates' performance was 65.9 per cent. However, the topic had good performance in two consecutive years namely 2021 (93.6%) and 2022 (65.9%). The reason for the decline in 2023 might be insufficient knowledge about the topic, especially the Structural Adjustment Programmes (SAPs) which shows that some topics had not been taught. The summary of the candidates' performance on each topic is shown in the Appendix attached at the end of this report.

4.0 CONCLUSION

The analysis of performance and candidates' responses indicates that the 2023 DSEE performance was good since 1,866 (99.79%) out of 1906 (100%) who sat for the examination passed. The candidates with good performance demonstrated an adequate knowledge and skills in various topics, understood well the questions, had sufficient knowledge on the subject matter, good proficiency in English language, and displayed effective essay writing abilities. Moreover, the analysis has revealed that the candidates with average performance manifested inadequate knowledge on such attributes while those with poor performance lacked such attributes which affected the quality of their responses.

5.0 RECOMMENDATIONS

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

- (a) The improvement of teaching and learning methods and resources to enhance the acquisition of knowledge and skills to student teachers.
- (b) Since the English language appeared to hinder some candidates in expressing themselves, some efforts should be made to improve the language by engaging students in debates and reading various journals.
- (c) Tutors are advised to provide frequent exercises, tests and examinations with an immediate feedback so that student teachers can improve their knowledge and skills in answering examinations questions.
- (d) Since some topics experienced more failures than others, it is advised that all topics taught to be covered before the examination time.

- (e) Tutors should have the culture of reviewing Candidates' Item Response Analysis of previous years so as to learn and find ways of helping student-teachers in attempting the questions they are likely to encounter.

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

S/N	Topic	Question Number	Performance Per centage		Remarks
			Performance in each Question (%)	Average Performance per Topic (%)	
1.	Government and Politics	11	90	90	Good
2.	Philosophy and Culture	02	87.7	87.7	Good
3.	Tanzania in Global Politics	05	29.2	74.6	Good
		06	95.9		
		12	98.7		
4.	Citizenship and Human Rights	04	72	70	Good
		01	68.4		
5.	Theories and Aspect of Development	08	61.2	59.9	Average
		07	8.8		
		09	45		
		10	64.4		
		13	98		
		14	82		
6.	Globalization	03	33.8	33.8	Poor

