



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



# **CANDIDATES' ITEM RESPONSE ANALYSIS REPORT FOR THE ADVANCED CERTIFICATE OF SECONDARY EDUCATION EXAMINATION (ACSEE) 2020**

## **111 GENERAL STUDIES**





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**REPORT FOR THE ADVANCED CERTIFICATE OF**  
**SECONDARY EDUCATION EXAMINATION (ACSEE)**  
**2020**

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## **FOREWORD**

The Candidates' Item Response Analysis Report (CIRA) on the performance of candidates for Advanced Certificate of Secondary Education Examination (ACSEE), 2020 for General Studies subject has been prepared so as to provide feedback to students, teachers, policy makers and other educational stakeholders on the candidates' performance in this subject.

The Advanced Certificate of Secondary Education Examination marks the end of two years of Advanced Secondary Education. This Examination is a summative evaluation which, among other things, shows the effectiveness of the educational system in general and the education delivery system in particular. Essentially, the candidates' responses to the examination questions, is a strong indicator of what the educational system was able or unable to offer to the students in their two years of Advanced Secondary Education.

The report highlights some of the factors for the candidates' good/poor performance in General Studies. Sampled Extracts from candidates' scripts have been inserted to illustrate some of the cases.

One of the most important observations of the ACSEE 2020 Candidates' Item Response Analysis Report (CIRA) is the candidates' sufficient knowledge in many topics from which questions were set. It is high time for teachers and students to continue improving their teaching and learning strategies for better performance in future examinations administered by the National Examinations Council of Tanzania.

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

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



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

## 1.0 INTRODUCTION

This report analyses candidates' performance in General Studies subject for the Advanced Certificate of Secondary Education Examination (ACSEE) 2020. The General Studies Examination covered the 2009 syllabus and conformed to the 2019 Revised Examination Format.

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

The candidates who sat for the ACSEE 2020 in General Studies Examination were 74,279, out of which 71,659 (96.47%) passed. On the contrary, data show that in 2019 a total of 79,341 candidates sat for the same examination, out of which 73,108 (92.14%) passed. This indicates that there is an increase in performance by 4.33 % and a decrease in enrolment by 5,062 candidates which equals to 6.38%. The performance of candidates in various grades is summarized in the following table.

**Table1.**

Sex	Grades							Passed	
	A	B	C	D	E	S	F	NO	%
M	0	29	1,856	15,523	19,170	3,433	1,528	40,011	96.32
F	0	13	1,953	14,776	13,105	1,801	708	31,648	95.26
<b>TOTAL</b>	0	42	3,809	30,299	32,275	5,234	2,236	71,659	96.47

The analysis of individual questions is presented in the following section by highlighting the requirements of each question and the analysis of the strengths and weaknesses of candidates' responses. Extracts of the candidates' responses are inserted to illustrate some of the cases.

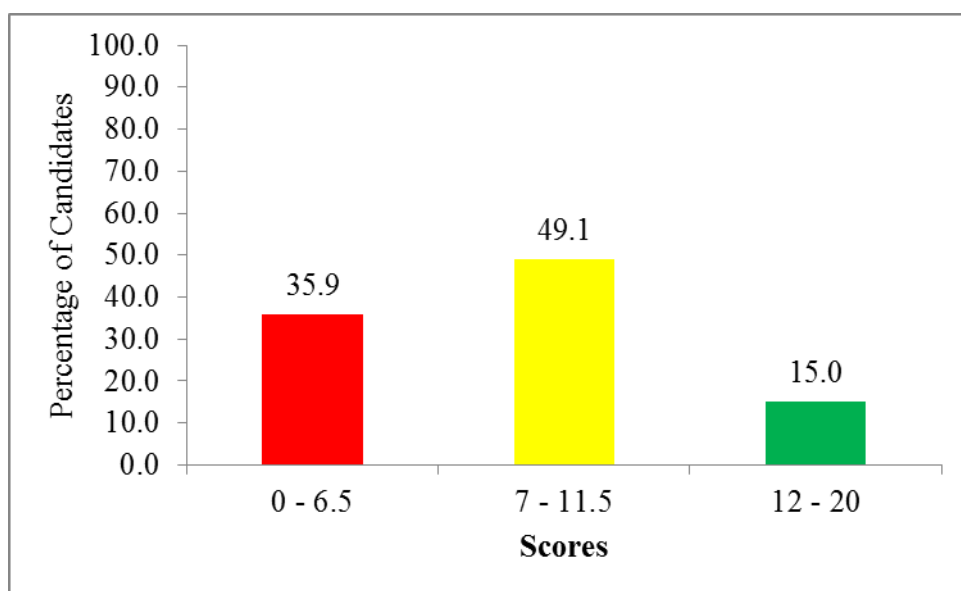
Three categories of scores have been used to grade candidates' performance in each question. Scores ranging from 0–34 marks are categorized as weak performance, 35-59 marks as average performance and 60–100 marks as good performance. The candidates' performance in these categories for each question and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

## 2.0 ANALYSIS OF THE CANDIDATES' PERFORMANCE PER QUESTION

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

### 2.1 Question 1: Philosophy, Man and Religion

This was a compulsory question. The candidates were required in six points, to argue for the relevance and usefulness of studying philosophy. All candidates (74,279) attempted this question out of which 35.9 percent scored from 0 to 6.5 marks, 49.1 percent scored from 7 to 11.5 marks and 15.0 percent scored from 12 to 20 marks out of the 20 marks allocated. Generally, the performance in this question was good as 64.1 percent of the candidates scored from 7 to 18.5 marks. The candidates' performance is illustrated in Figure 1.



*Figure 1: The candidates' performance in question 1.*

The analysis of the candidates' scripts indicates that the candidates who scored 12 marks and above addressed the demands of the question and had good flow of ideas coupled with coherent presentation of their arguments.

For example, in the introduction they gave the meaning of philosophy by tracing its etymological origin. One candidate wrote the following detailed introduction; *philosophy comes from two Greek words “Philos” and “Sophia” meaning ‘Love’ and “Wisdom” respectively. Therefore, philosophy means love of wisdom or the study that tries to speculate about the reality of existence of everything in the world or universe. It is said to be coined by Pythagoras around 570 -495 BC.* Such introduction suggest that these candidates were aware that philosophy studies the general and fundamental questions about existence, knowledge, value, reason, mind and language. Those questions are often posed as problems to be studied or resolved. Similarly, these candidates were able to identify the relevance and usefulness of studying philosophy in our daily life by pointing out such points as:

*develop critical and sharp thinking ability on matters about what exists, develop the correct norms of conduct, gain knowledge and truth about what happens in the society, control emotion and make sound judgment, promote ability to distinguish between beauty and ugliness, is a foundations for religious teachings, encourage love of work and be responsible to what one is doing in the society, promote tolerance among people in the society, improvement in the social services provision and develop logical thoughts which produce findings or procedures which are scientifically proved.*

Additionally, they were able to give plausible introductions and conclusions. However, their marks ranged from 12 to 18.5 due to repetitions of few points and variations in clarity and coherence of their explanations. Extract 1.1 is the sample of a relatively good response from one of the candidates.

1 Philosophy is the study of love and wisdom, is an activity that people undertake when they seek for the fundamental truth. The study of philosophy is relevant and useful in our daily life, because it contributes to the development of the societies. The study of Philosophy is useful in our life through following the philosophical ideas of philosophers like Julius K. Nyerere, Plato, Aristotle. The following below are the reasons to the usefulness of Philosophy in our daily life.

Philosophy generates principles. Principles generated by the philosophers help to foster the development of the community. For example, the principle of self-reliance generated by Mwalimu Julius K. Nyerere helps the community to develop since it prepares youth to rely on their own abilities and produce goods. The philosophical principles encourage the development hence it is useful to be applicable in the community.

Philosophy helps to understand and to have good conduct (good behaviour). The study of philosophy helps to understand what is good or bad through ethics that enable to shape the behaviours of people in the society. The good behaviour in the society is encouraged by the philosophy as people understand good or bad helps to have moral values.

Philosophy develops curiosity. Curiosity is a desire to have new experience. Philosophy helps a person to develop this habit of curiosity through the reasoning. Reasoning helps a person to develop curiosity since he/she will be able to reason for the things that happen in the society. For example, the person can reason about the existence of the universe and God. So, the study of Philosophy is useful especially to youth.

1	<p>Philosophy Promotes love, work and ethics. The - Philosophy stimulate the spirit of work in the community and to love each other. For example, Julius K Nyerere had advocated for love to each other so as to promote unity and work so as to foster development of Tanzania. Through studying Philosophy People can unity and work very hard so as to foster the development.</p> <p>Philosophy is the mother of all subject in schools. The study of philosophy enable the understanding of the students in other subjects such as Physics, History and Geography. The reasoning increase the ability to understand well their studies as they learn about reasoning in Philosophy. Also the role of Philosophers such as Plato, Aristotles who contributed in the education system. So, students should learn Philosophy because it is the mother of other subject and to expand knowledge.</p> <p>Philosophy helps to obtain knowledge. Through studying philosophy people obtain different knowledge that helps them in their lives. Knowledge in philosophy is obtained through deductive knowledge and epistemology. The study of philosophy is useful and should be taught to all citizen so as to expand knowledge.</p> <p>Therefore, the study of philosophy should be encouraged to the students and other citizen due to its importance in building our nation. Philosophy teach about love and wisdom which enable the Unity in the nation and promote patriotism.</p>
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**Extract 1.1** A sample of a candidate's relatively good response to question 1.

In Extract 1.1, the candidate was able to argue for the relevance and usefulness of studying philosophy basing on points like philosophy generates principles, helps to have good conduct, encourages love and spirit of hardworking, encourages curiosity, is a mother of all other subjects and helps to obtain knowledge.

The analysis further shows that some candidates performed averagely by scoring from 7 to 11.5 marks. These candidates demonstrated a relatively good knowledge of the importance of studying philosophy in our dairy life. Nevertheless, they could not score higher marks because of inadequate elaborations of the required points. Also, repetition of some of the points characterized their responses. Moreover, their introductions and conclusions were not sound enough. For instance, one candidate treated *poor science and technology* and *lack of mechanized tools* as two separate points while sophisticated tools depends on the advance of science and technology.

On the other hand, the analysis further indicates that marks ranging from 0 to 6.5 were scored by candidates who misconceptualized the requirements of the question. For example, some explained the principles of Tanzania's philosophy such as *peace, unity, equality, Solidarity, Work, security and love* while others pointed out the problems facing the developing countries such as *presence of bad cultural practices, existence of non-educated people, existence of poverty, eruption of pandemic diseases and bad leadership*. Other candidates went astray by relating the demands of question with leadership. For example, one candidate analysed points like *to know political leaders; to know the characteristics of good leaders and to know the good governance*. Such responses suggests that the presence of some philosophers who were also leaders like Mwalimu J.K. Nyerere and Kwame Nkrumah made these candidates to associate philosophy with leadership. Likewise, some candidates discussed the failure of *Ujamaa* philosophy established by Mwalimu J.K. Nyerere in Tanzania by pointing out such points as *free and fair education was not implemented, reliable and sustainable economic status was not achieved, philosophical ideas of democracy were not achieved and self-reliance was not seen applied*. Another candidate went astray by explaining some possible effects of bad governance such as *it cause classes in the community, lack of employment, lack of education, it cause poverty and poor production of goods*.

Apart from being wrong, other candidates' responses in this category were characterized by mixing up few correct responses with incorrect ones. For example, one candidate analysed the following points: *philosophy has brought about liberation of some countries, basis of establishment of peace and unity, helped to reduce dependence of foreign nations; freedom of expression, rise of democracy and distribution of labour in the society*.



Moreover, other responses were affected by points without explanations or with partial explanations, gross repetitions of points, poor proficiency in the English language and lack of relevant introductions and conclusions. Extract 1.2 illustrates one of the poor responses in this question.

1.	Philosophy is the scientific study of intelligent ideas developed by educated people in passed years that led and still pushes development is most of our countries. It was stated by Lenin, Aristotle, <del>Nkomo</del> Nkrumah and Late Mwaum Julius Nyerere. "The study of philosophy is relevant and useful to our daily life". I argue the statement due to the following <del>para</del> reasons:
	The ideas may lead to poverty. For example the Idea of Education for self-reliance was very poor since it was aimed at educating people to employ themselves but the current education is based on educating people for preparing of being employed by the government.
	Unequal division of labour. For the philosophical idea of Socialism, it was basically unequal since some people were to cultivate crops till the harvest and some were to take care of cattle. But at the end both were to be divided equally on the share.
	Economic disatisfactions. The philosophical ideas that were to be used during the struggle for independence in African countries were sometimes based on exploitation of other countries and were of impact to other countries.
	Unfavourable principle of Philosophy to our environment. Some principles as stated by the philosophers were not favourable to our environment since some were encouraging the people to work for personal development but still are explo

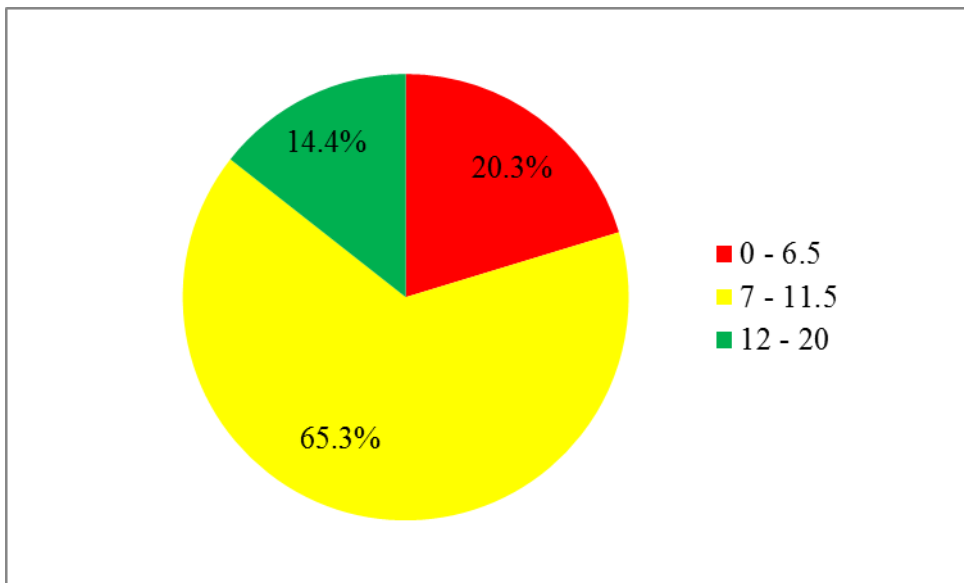
1.	ited on the little they had.
	Leads to underdevelopment in most of our
	countries. Most of countries face underdevelopment
	due to practice of philosophical ideas that are not
	of modern world leading leading to poor and even
	no development. Since, some are outdated ideas.
	Example; practicing Ujamaa in current world will
	be of no impact to the country and society.
	Lead to misunderstanding of public offi
	cials. In some countries the use of philosophy leads
	to conflicts between the public officials in supervising
	the country since some leaders stick on the principles
	that are of no impact currently.
	Therefore; the study of philosophy has a very
	large negative impact to the development and the
	government should not use the outdated ideas in
	fight for the development of people in their areas.

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

The candidate in extract 1.2 failed to understand the demands of the question thus, described the weaknesses and failures of implementing some philosophical ideas in relation to development instead of arguing for the relevance and usefulness of studying philosophy in our daily life.

## 2.2 Question 2: Life Skills

The question instructed the candidates to explain by giving six points why most of the Tanzanian youths fail to become successful entrepreneurs. This was the most opted question as it was attempted by 64,068 (86.25%) candidates. The candidates' performance in this question was as follows: 20.3 percent scored from 0 to 6.5 marks, 65.3 percent scored from 7 to 11.5 marks and 14.4 percent scored from 12 to 20 marks out of the 20 marks allocated. The overall candidates' performance indicates that 79.7 percent scored marks ranging from 7 to 20. The candidates' performance is summarised in Figure 2.



**Figure 2:** *The candidates' performance in question 2.*

The data indicate that 14.4 percent of the candidates scored from 12 to 20 marks. The analysis of their responses show that they were more focused in addressing the demands of the question and demonstrated mastery of the subject matter. For example, one candidate defined an entrepreneur as *a person, who organizes, designs, innovates and finalizes a business in an effort to transform innovation into economic goods*. Another one defined it as *a person who sets up business or businesses, taking on financial risk in the hope of realizing profit*. Such candidates were knowledgeable that many young people aspire to become entrepreneurs because of the expected satisfaction out of it as well as the sense of being in control of their own destinies since the limits of success are within an entrepreneur himself/herself. In the main body, they explained the reasons why most of the Tanzanian youths fail to become successful entrepreneurs. Some of the reasons put forward are such as *inadequate funding, reluctance to take risk in investing, inadequate entrepreneurial skills, inadequate supportive infrastructures such as transportation system, electricity and water services, lack of strong government policies to support and promote entrepreneurship in the country and technological backwardness*. Besides that, these candidates demonstrated ability to coherently present their arguments with good organizational skills in their essays. Nevertheless, they could not score above 18.5 marks because of repetitions of few points and inadequate elaborations of some points. Extract 2.1 is an illustration of a candidate's good response to this question.

2. Entrepreneur is a person who uses various skills for earning money. Tanzania is one among of the country which is characterized by having a large number of entrepreneurs which is mostly associated with the development of science and technology. Entrepreneurs has various roles to the Tanzanian economy since provide employment opportunities and income to the nation. The following are the obstacles facing Tanzanian entrepreneurs in succeeding.

Insufficient capital; most of entrepreneurs are lacking capital for conducting their daily activities since most of them are poor and not well educated hence this acts as an obstacle in succeeding. Example in Machinga Complex in Dar-es-salaam most of entrepreneurs are lacking capital.

Poor market, most of markets in Tanzania are not encouraging entrepreneurs since most of market are not well advanced and others are full of imported goods hence entrepreneurs lacks markets for their goods. Example in Morogoro at Gairo.

Poor government support, the government of Tanzania is not supporting well the entrepreneurship sector either by encouraging them by providing capital or by forming conducive policies which will benefit them in attaining their goals. Example the government of Tanzania is not

2.	supporting the village entrepreneurs such as in Morogoro, Rubeho.
	Poor infrastructures; such as road and railways which mostly are not well developed in local areas which results into unaccessibility in some areas which results into lacking markets and raw materials since infrastructures are not conducive. Example in Mandege, Morogoro their roads are not well established hence unaccessibility during wet seasons.
	Low level of science and technology; the level of technology in Tanzania is not well developed since most of the technology we depend on foreigners hence results into low production of goods among the entrepreneurs. Example in Sumbawanga, Tanzania.

	To sum up though entrepreneurs face various problems but they have various importance where by the government of Tanzania can improve this sector by adoption of various ways from developed countries such as USA, Norway and China.
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**Extract 2.1:** A sample showing part of a candidate's relatively good response to question 2.

The candidate in Extract 2.1 was able to give the reasons which make most of the Tanzanian youths fail to become successful entrepreneurs like low level of science and technology, poor infrastructures, poor government support and insufficient funds.

Furthermore, the data analysis revealed that the candidates who scored from 7 to 11.5 marks (65.3%) demonstrated a relatively good knowledge of the reasons for the failure of Tanzanian youths to become successful entrepreneurs and had good essay organizational skills. They could not score higher marks because of inadequate elaborations and repetitions of

some points. Besides that, some of them could not provide plausible introductions and conclusions of their essays.

The candidates who scored 0 to 6.5 marks had several weaknesses in their responses. Some candidates did not observe essay writing rules while others provided their responses by outlining their points in bullet form without giving explanations. Also, some of them failed to identify the demands of the question as some explained the qualities of good entrepreneurs, such as *hard working, tolerance, risk taker, desire for achievement* and *creativity*. Other candidates wrote the characteristics of a dependent person, such as *lack of self-determination, lack of discipline, lack of self-awareness, lack of creativity* and *laziness*. Furthermore, other candidates discussed various types of life skills like *assertiveness, self-worth, self-esteem, coping with emotions, peer resistance* and *empathy*.

Moreover, some responses in this category lacked explanations or had partial explanations. Other candidates mixed up few correct responses with incorrect ones. They also lacked relevant introductions and conclusions. Others had gross repetitions of points and poor mastery of English language. Extract 2.2 is a sample of candidate's irrelevant response.

	Secondly, most of the youths in Tanzania do not want to accept the small profit they get in their business. They are only eager to have great success in just one single night because they see someone has already been successful. This hinders their willpower to become successful and competent in the end.
	Thirdly, Tanzanian youths lack a lot of cooperation from various corners of the country. Most youths don't believe that a group of people with the same goals can reach afar in anything through team and thus find themselves their business alone. This hinders him or her the opportunity to seek for advice from various partners. Thus, they can never be successful entrepreneurs.
	In addition to that, Tanzanian youths lack honesty among themselves. The absence of trust and honesty may lead to misunderstandings and thus put the business at stake. As a result fail to be successful entrepreneurs.
	Also, Tanzanian youths lack discipline and respect to people who are in the same age or the ones younger or older to them. Most youths who have not been taught manners may abuse elders: that is to say customers on matters concerning money balance. As a result customers get agitated and refuse to
os.	come back to that person. This at the end leads to loss. Thus fail to become successful.
	Lastly, Tanzanian youths lack good communication with various people inside the country and even outside the country. This limits the entrepreneurship to expand his/her business. As a result being an unsuccessful entrepreneur.
	In conclusion, in order Tanzanian youths to become successful entrepreneurs, they need to follow the codes and conducts for an entrepreneur <sup>and</sup> the solutions to be taken while facing downfalls in the business rather than letting down their efforts as from the start.

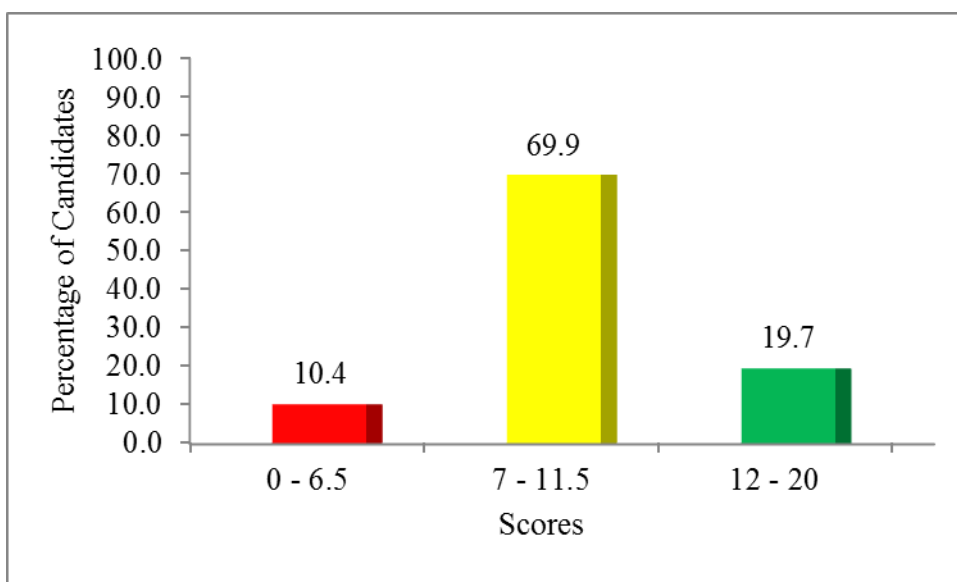
**Extract 2.2** A sample showing part of a candidate's incorrect response to question 2.

Extract 2.2 shows a response from the candidate who was not able to give correct reasons why most of the youths in Tanzania fail to become

successful entrepreneurs. The candidate gave bad behaviours such as lack of cooperation, dishonesty, lack of discipline and respect, lack of good communication and failure to accept small profits which were contrary to the demands of the question.

### 2.3 Question 3: International Affairs

The candidates were required to assess the importance of bilateral relations on Tanzanians' social, economic and political development by giving six points. The question was attempted by 50,754 (68.33%) candidates. The candidates' performance was as follows: 10.4 percent of the candidates scored from 0 to 6.5 marks, 69.9 percent scored from 7 to 11.5 and 19.7 percent scored from 12 to 20 marks out of the 20 marks allocated. Generally, the question was well performed as the majority (89.6%) scored from 7 to 17.5 marks. Candidates' performance is illustrated in Figure 3.



**Figure 3:** The candidates' performance in question 3.

The analysis of the candidates' responses revealed that the candidates whose performance was good (12 to 20 marks), provided relevant answers which were supported by appropriate evidence on benefits of bilateral relations to Tanzania. In the introduction, for instance, one candidate provided the following introduction: *bilateral relations refer to the regular friendly political, economic and cultural relations that exist between two sovereign states. The relations are regulated by friendly agreements. Examples of bilateral relations are Tanzania and China, Tanzania and Mozambique and Tanzania and Zambia.* Such candidates knew that the



countries involved in an agreement can agree to cooperate in various aspects like cultural, scientific, technological, research, security and defense. Regarding the importance of bilateral relations on Tanzanians' social, economic and political development, these candidates explained such points as;

*To expose Tanzania's economic activities abroad, promote peace and understanding between two countries, consolidate diplomatic relations, promote friendly cultural relations among two countries, promotes joint economic understanding for the betterment of the two states, Promote transferring of technology between two nations and helps Tanzania to get foreign aids and other assistance from friendly countries.*

These points were well explained in coherent sentences whereby the candidates used paragraph connectors (such as sequence markers and transitional/linking words or phrases), appropriate vocabulary and punctuation marks. Above all, they had good essay organizational skills. Finally, such candidates had comprehensive conclusions of their essays. One candidate for example, wrote: *Therefore, for Tanzania to benefit more, the government should ensure that political stability prevails in our country; good policies should be in place, infrastructures are well developed and Tanzanians are well prepared to take the advantages of such relations.* Extract 3.1 is a sample from one of the candidates with a correct response.

3	<p>Bilateral relations refers to a friendly relationship between two countries, for example between Tanzania and Kenya, Tanzania and China, Tanzania and Russia and so many others, this friendship can be in terms of social, economic, political, cultural and diplomatic relations. The following are the importance of bilateral relations on Tanzania social, economic, political development as follows:</p> <p>Bilateral relation promote and strengthen international relationships. This is the situation where by two countries cooperate in a social welfare such as in music, dance and others. Tanzania being in relationship with countries like Kenya and China has strengthened and promoted good international relationship and hence Tanzania is helped alot by those countries.</p> <p>Bilateral relation encourage foreign investment in Tanzania. Foreign investment is the investment done by foreigners. In Tanzania several countries that are in relationship with Tanzania</p>
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03	has invested alot in a country
	and hence enhances the maximum
	utilization of natural and human
	resources such as minerals
	and land and hence has lead to
	increase of employment to people.
	For example companies, which has
	invested in a country are such
	as coca-cola, GIB and others.
	Bilateral relation is a source
	of foreign aid and loans
	for economic development. The
	relationship between Tanzania
	and China has enabled a country
	to afford an access of loans
	and credits easily as there is
	a factor of friendship that
	prevail among and between
	them. For example during the
	construction of TAZARA railway
	China provided alot of
	aids for the implementation of
	that infrastructure.

036	<p>Bilateral relation enables a country of Tanzania to solve her political conflicts and misunderstanding. The confrontations between Tanzania and other countries have been resolved clearly due to the support from countries that are in relationship with Tanzania such as USA, Kenya and Germany. For example a border conflict between Tanzania and Malawi has been solved in a friendly way and hence peace and integrity in a country.</p> <p>Therefore, so as to ensure effective benefits from bilateral relation a country of Tanzania should do the following, one should ensure that there is ongoing political stability, should improve her infrastructures also a country should formulate good policies that attract foreigners to come and invest in a country otherwise if these not managed it can lead to exploitation of our resources, unemployment and bad reputation of a country in the world.</p>
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**Extract 3.1** A sample showing part of a relatively good response to question 3.

An extract 3.1 show a response from a candidate who was able to assess the importance of bilateral relations to Tanzania's social, economic and political relations like promote good international relations, encourage

foreign investment, help the country to solve political conflicts and misunderstandings and is a source of foreign aids and loans.

The analysis further indicates that the candidates with scores ranging from 7 to 11.5 marks had relatively adequate knowledge of the subject matter, sufficient English language skills and good essay organization skills. Nevertheless, they could not score above 11.5 marks because they failed to exhaust all the required points in this question and some of their elaborations were not exhaustive. Also, some of their responses were characterized by repetitions of some points. Finally, some candidates wrote irrelevant introductions and conclusions which made them to score average marks. One candidate for example, defined bilateral relations in the introduction as *the relations of a certain country with other country forming the community like East Africa Community and other like United Nations (UN)*. Such candidates failed to distinguish between bilateral relations and multilateral cooperation. The former involves the friendly relations or contacts between two countries like Tanzania and India or Kenya and Sweden. The later, refers to the friendly relations involving more than two countries like the East Africa Community – EAC which has 6 member states namely Tanzania, Kenya, Uganda, Rwanda, Burundi and South Sudan.

On the other hand, the candidates who scored from 0 to 6.5 marks lacked adequate knowledge on bilateral relations since they deviated from the expected response by providing a range of incorrect responses. Some candidates supplied responses related to how bilateral relations have helped Tanzania to implement the principles of her foreign policy, such as *safeguarding sovereignty, promoting good neighborhood, support the African union- AU, United Nations Organization-UNO and Non Aligned Movement-NAM*. Others focused on the importance of good social relations like *help to share information, help to engage in business, help to engage in production activities and to get education*. Likewise, some deviated by giving the importance of social, economic and political development like *increase the government revenue, good living standard, development of social services, improvement of political stability, development of infrastructures and it facilitate the development of tourism* instead of the importance of bilateral relations to Tanzania's social, economic and political development. Moreover, one candidate explained the importance of moral values such as *it impart moral values, emphasize hard working, enable to preserve culture, helps to reduce social crimes and encourage*

*social bonds*. Another candidate gave the importance of development like *development leads to increase in agricultural production, leads to development of machines, leads to development of infrastructures, leads to globalization, leads to decrease in poverty and development leads to decrease in illiteracy* contrary to the demands of the question. Such responses imply that some candidates failed to identify the task of that question and therefore picked any concept or word(s) used in the question and addressed them as their questions.

Apart from being wrong, the performance of candidates in this category was affected by unclear explanations and mixing correct points with incorrect ones. One candidate for example, wrote; *help to promote economic growth, free movement of people, facilitates communication and transportation*. Also, gross repetition of some points prevented these candidates from scoring marks above 6.5. For example, one candidate wrote; *it promotes peace and security* in one of the paragraph and *reduces conflicts* in the other paragraph as two separate points. This indicates that the candidate was not aware that *promotion of peace and security* and *reduce conflicts* means the same. Extract 3.2 is a sample of an incorrect response.

free worship to the member of a country. Bilateral relation does not forced people place of being worship. Example by using bilateral relations there is no discrimination of peoples according to their worship like Christianity and muslims.

It bring political stability in a country. Through having bilateral relations on Tanzania it enable people to have political stability in the country because there is no interaction between affairs and religion.

It reduce conflicts. Due to the bilateral enable people to have unity and peace because there is no interaction between the government and religion. Example If there is interaction in the affairs and churches and mosque in the affairs it led to the classes and discrimination of other people to religion factors.

03' It creat employment to the member of a country. It help to solve the problem of ~~ent~~ unemployment to the member of a country. Example the government provide its chance on the employment but also the region provide its opportunity to the employment.

It ensure ~~enpt~~ improvement of infrastructures. This improve the means of transport and communication to both people without having any discrimination or classes both muslims and christians enjoy the means of transport and communication in a country. Example by improving the means of transport and communication in a country help to increase investment which lead to the decrease of unemployment people.

Conclusion. By having bilateral relations on Tanzania this if enable to reduce classes, exploitation also it reduce the burden to the people. Through the strength of the bilateral relation in Tanzania people have got confidence in doing work in order to achieve their basic needs.

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

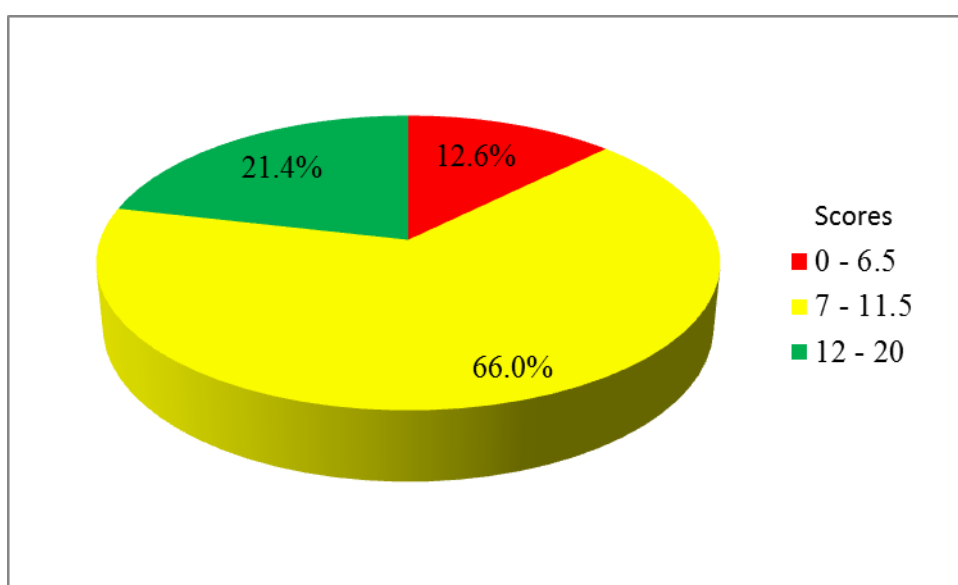
In Extract 3.2, the candidate misinterpreted the demands of the question to mean the importance of secular state like freedom of worship, political stability, creation of employment, reduction of conflicts, guarantee the provision of education and improvement of infrastructures instead of the importance of bilateral relations. A secular state refers to a state in which



religion and state are separated or the state is not concerned with religious affairs.

## 2.4 Question 4: International Affairs

In this question, the candidates were required to discuss six challenges facing the African Union (AU) in implementing its intended objectives. It was attempted by 53,992 (72.69%) candidates. Generally, the performance in this question was good as the majority (87.4 %) scored from 7 to 18.5 marks. The analysis of candidates performance further indicates that 12.6 percent scored from 0 to 6.5 marks, 66.0 percent scored from 7 to 11.5 marks and 21.4 percent scored from 12 to 20 marks out of the 20 marks allocated. The candidates' performance is summarized in Figure 4.



**Figure 4:** The candidates' performance in question 4.

Candidates whose scores ranged from 12 to 20 marks supplied relevant responses which were in line with the focus of the question. They were able to give relevant background information concerning AU such as its origin, founding date, its objectives and member states. For example, one candidate wrote; *African Union (AU) was officially launched on 9<sup>th</sup> July 2020 to replace the Organization of African Unity (OAU). Its members are the ones who formed the former OAU Tanzania being among.* These candidates were aware that the new AU is expected to have ability to achieve true economic and political integration among its member states. This is to be achieved by promoting democratic values, defending human rights, and providing a forum for internal and regional conflict resolution.

In minimal variations in the clarity of their arguments, they were able to discuss the challenges facing the African Union in implementing its intended objectives basing on such points as;

*Political instability in some member states, poor transport and communication networks, poor governance, persistence and eruption of diseases like Ebola, Corona and HIV/AIDS, environmental hazards, low level of development of science and technology, uneven economic development among AU member states, extreme nationalism, divided royalty and multiple membership, external interferences especially from western countries as well as language barriers.*

Their responses portray that the candidates had sufficient knowledge on the challenges facing the African Union. Besides that, these candidates managed to write coherent and logical essays starting with relevant introductions and ending with conclusions. For example, in their conclusions majority were able to suggest ways to overcome the discussed challenges. However, scores of candidates in this category varied depending on the quality of their essays. The highest score was 18.5 marks. Extract 4.1 is a sample of a good response from one of the candidates.

Frequent conflicts among of member states, there have been frequent conflicts which have resulted to civil wars and break down of some states among members of African Union. For example Sudan broke to South and North Sudan due to frequent civil wars and conflict in their country. Also frequent conflicts in Democratic republic of Congo. ~~which~~ All of this undermines the African Union to reach and meet the goals of ensuring peace, unity and solidarity among member states.

Emergence of power mongers, African Union aimed to promote democracy and human right among the member states. Existence of power mongers is one of the challenges facing AU in right of meeting its objectives. Example of power mongers emerged in Africa were Robert Mugabe, Pierre Nkurunziza and Yoweri Museveni of Zimbabwe, Burundi and Uganda respectively.

Low science and technology, this undermines the African Union in meeting different objectives like ensuring economic development as the technology is not well developed. Production in member states does not meet the demand prescribed to be fulfilled with by the African Union. Thus late economical development in African countries which are members of African Union.

04. Difference in level of economy among the member states, Most of African Union member states face the problem of economic hardship, few of the countries in the Union seems to be potentially economic than the majority of them, thus ensuring economical development only few members will be benefited on top of other members, thus becomes difficult in operation of economic issues concerning the Union.

Neo-colonialism, Indirectly influence of colonial powers on different matters such that social, political and economic matters costs a lot of African Union member of its states. Thus member states may fall in attaining colonial powers interests than their own in making decision on different potential matters within the state members of the African Union.

	Conclusion, despite the challenges facing the African Union
	(AU), there are achievements reached by the <del>organ</del> Union which are like
	development of African Union bank which provide financial assistance
	between member states, to some extent the African Union has
	managed to promote democracy among its member states, also
	promotes the environmental conservation programmes through different
	programmes among its member states.

**Extract 4.1** A sample showing part of a relatively good response to question 4.

In Extract 4.1, the candidate was able to focus on the demands of the question basing on such points as frequent conflicts among member states, low science and technology, emergence of power mongers, difference in the level of economic development and neo-colonialism.

In addition, candidates with scores ranging from 7 to 11.5 demonstrated a relatively adequate knowledge of the challenges facing the African Union (AU) and had sufficient English language skills. Also, they observed essay writing rules by starting with the introduction, then the main body and ending up with the conclusion. Meanwhile, they could not score marks above 11.5 because of mixing correct and incorrect points and repetition of some points. One candidate for instance, mixed up correct and incorrect points like *existence of poverty, illiteracy, corruption, political instability* and *environmental problems* while the other wrote; *different level of economic development* and *poverty* as separate points while the two mean the same. Moreover, some could not provide all the required points and others failed to provide exhaustive elaborations of the points they gave.

Contrarily, the analysis shows that a zero mark was scored by candidates who misinterpreted the demands of this question. For example, some candidates wrote the achievements of the African Union like *presence of cooperation, presence of peace, promotion of human rights, the exercise of free and fair election* and *promotion of good diplomatic relations* instead of the challenges facing the African Union. Other candidates explained the characteristics of non-democratic government such as *absence of separation of power, absence of transparency and accountability, absence of equality (unfairness) among the people* and *forceful assuming the powers* which was contrary to the demands of the question. Additionally, some candidates pointed out the objectives of AU, such as *to promote research in*

*all fields, prevent diseases and promote good health, protect and promote people's rights, promote democratic principles, defend the sovereignty and independence of its members and achieve greater unity and solidarity among member states and the people of Africa* instead of the challenges facing the African Union. Such responses demonstrated lack of relevant knowledge on the challenges facing the African Union (AU) in implementing its intended objectives.

Moreover, other candidates in this category could not score marks above 6.5 due to their inability to give the required relevant points and examples, as well as sufficient and clear elaborations. Above all, other responses were characterized by poor organization of the essays, poor English skills and lack of plausible introductions and conclusions. Extract 4.2 is a sample of a poor response from one of the candidates.

4	<p>African Union (AU) was established after revolution of Tanzania. African Union is one among the multiparty system. AU in There is a challenge facing the African Union (AU) in implementing its intended objectives. One among them are:</p> <p>Promotes peace and security in the country: African Union promotes their peace and security in order to increase the development of their country.</p> <p>Improvement of social service: Example of social services such as health centre, water supply, electricity etc.</p> <p>Increases the productivity: African Union leads to the increase in productivity.</p> <p>Lack of capital: Capital is a challenge that facing the African Union in implementing its intended objectives. So capital must be obtained in order to overcome their challenges that facing the African Union (AU).</p> <p>Conflicts among the peoples: There is a conflict between people and country, and between people and people. So African Union (AU) facing this challenge.</p> <p>Unequality: African Union (AU) make</p>
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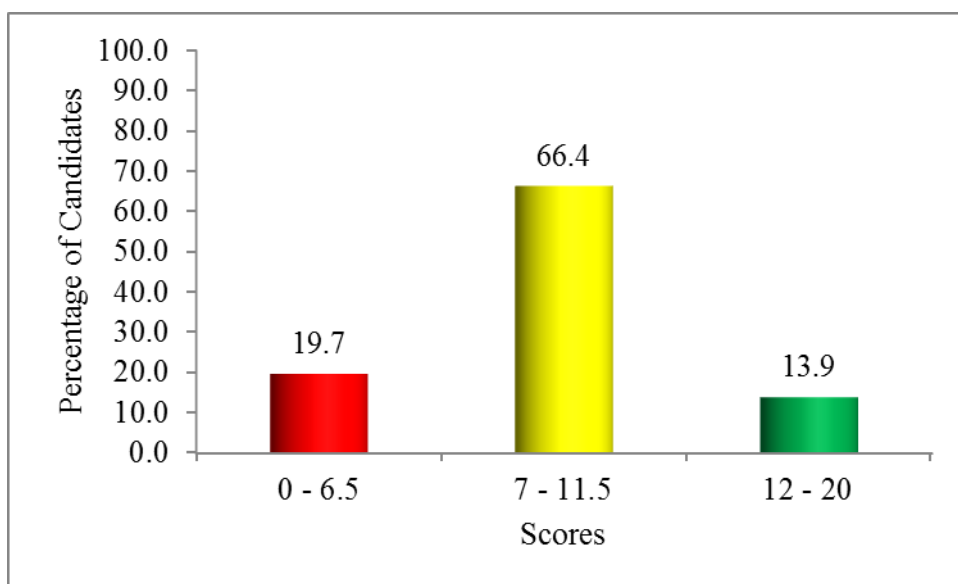
4	people to be equally without gender discrimination for all sector.
	Therefore African Union (AU) must be overcome these challenges in order to increase the development in their developing countries.

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

The extract shows an incorrect response of a candidate who misinterpreted the question to mean the Union government thus, focused on points related to its importance and challenges faced by the union government.

## 2.5 Question 5: Democratic Process and Practices

The question instructed candidates to examine the advantages and disadvantages of general election in developing countries like Tanzania by giving three points on each aspect. The data show that it was one of the most opted questions as 56,354 (75.87%) candidates attempted it. The analysis of the candidates' performance in this question revealed that 19.7 percent scored from 0 to 6.5 marks, 66.4 percent scored from 7 to 11.5 marks and 13.9 percent scored from 12 to 20 marks out of the 20 marks allocated. The general performance of this question was good as 80.3 percent of the candidates were able to score from 7 to 18 marks. The candidates' performance is summarized in Figure 5.



**Figure 5:** The candidates' performance in question 5.

The analysis of the candidates' responses reveals that the candidates who scored from 12 to 20 marks had a good knowledge on election. They were able to examine both the advantages and disadvantages of general election as demanded by the question. Also, they had logical flow of ideas with relevant examples and observed essay writing rules. Furthermore, they gave correct answers on the advantages of general elections, such as *helps to promotes democracy, helps the government to be accountable, helps to improve political system, helps to change or approve the extension of leadership, provides a chance for citizen participation in leadership and helps to place in office a government of people's choice*. On the disadvantages of general elections they were able to point out correctly points like *it does not guarantee the competent and qualified candidates to win election, it may lead into enmity, it may lead to chaos due to stiff competition during election, time consuming, it is costful and may lead to chaos if not well handled*. However, their scores varied according to the clarity of elaborations, coherence of ideas and the plausibility of the introduction and conclusion. Extract 5.1 is a sample of a relevant response from one of the candidates.



Qn:05	<p>General election; Is the election done countrywide after a specific period of time in order to choose national leaders especially presidents and members of parliament. In Tanzania General election takes place after every five years since 1985. To ensure general election is re-introduced by political campaigns. The following <del>are</del> are the advantages of general election.</p> <p>It helps to choose responsible leaders; The act of general election plays a great role in helping people to choose for a responsible leaders. This is because a leader to be chosen comes from the <del>at</del> community hence citizens do understand who is the best to lead instead of choosing a leader whose characters are known.</p> <p>It ensures citizen participation; General election for example in Tanzania is always free and fair, <del>as</del> being one of the principles of democracy it further ensures citizen participation in both campaigns and elections. This is all because leaders are chosen <del>to</del> to lead the citizens around them.</p> <p>It develops political system of the country; The presence of general election in <del>7</del> developing countries like Tanzania plays an important role in developing the political system in a given country. This is due to the fact that, each new government enters in the leadership desire to be best than all the previous ones with new methods and techniques. Example political leadership of Dr. Magufuli 2015/20, have done the best to change from the previously. This has constantly developed the political system of Tanzania to date. Though general election is very important in any democratic state, it still have some disadvantages, some of them can be explained as follows:</p>
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Q.15	<p>It is expensive; To <del>ap</del> conduct general election in any country is very costful, This is through political campaigns conduction, paying the supervisors, making up ballots papers and few but to mention, This spends a lot of money of which instead could be used for other developmental projects.</p> <p>It wastes time; Also, since general election needs all qualified citizens to get involved, it takes a lot of time from registration, campaigns and finally election. This is because the time used could be used in other economic activities to increase income.</p> <p>It leads to political conflicts and misunderstanding since General election involves more than one political part, it leads to political conflicts. This happens when a leader wanted from a certain political party have not won, sometimes it becomes hard to accept the results by all people from all political parties just because everyone desires to win.</p> <p>In a nutshell, Despite the disadvantages, General election is more advantageous than disadvantageous, so the government leaders should plan on how general election can be done by minimizing the disadvantages and widening the advantages of it in the country.</p>
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**Extract 5.1** A sample of a candidate's relatively good response to question 5.

Furthermore, candidates who scored averagely (7 to 11.5 marks) demonstrated a relatively good knowledge on general election, had moderate English proficiency skills and had good essay writing skills. These candidates could not score marks above 11.5 because their responses lacked exhaustive elaborations and were characterised by repetitions of some points and lack of vivid examples.

On the contrary, the candidates with weak performance (0 to 6.5 marks) failed to identify the requirement of this question as they responded to a number of deviations. For instance, some candidates explained the factors which make an election democratic or free and fair, such as *free and fair campaigns, free and fair in mass media, equal opportunities to all parties,*

*corruption free, multiparty system and adherence to widely accepted rules of the game.* Others discussed the advantages and disadvantages of development by giving points like *facilitate communication, increase employment, better social services provision, moral decay, increase of diseases and increased exploitation.* Furthermore, some candidates in this category, focused on only one part of the question by examining either advantages or disadvantages contrary to the demands of the question. Such responses clearly indicate that these candidates failed to distinguish between a general election and other aspects related to election in general like democratic election, a by election, election procedures such as registration, voting and announcing of results and eligibility to vote or to be voted for. Moreover, other candidates' responses were awarded low marks because they were characterised by points without explanations, poor grammar and repetitions of some points. Extract 5.2 is a sample of an irrelevant response given by one of the candidates.

	The results of election are respected; The general election in a developing country like Tanzania the results of election are respected and agreed so as to avoid conflicts which might occur among the parties present. Example In 2015 when president Joseph ponde Magufuli won, Lowassa accepted the results peaceful.
	Availability of free campaigns; The general election in Tanzania is free and fair election where the voters from different parties are allowed to make free campaigns searching for votes from the citizens which is important to a developing country like Tanzania.
	Right of voters are respected; In Tanzania during election, voters has right to choose a preferred president to control the government and

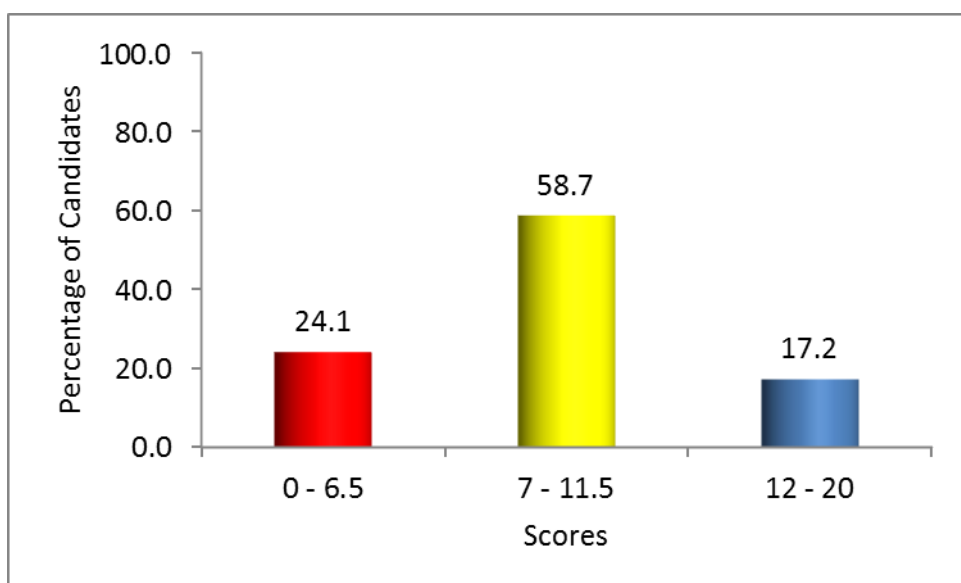
	there is no any force that can be used to violet
05	the voters right during general election.
	It limits the age of one to vote; In
	developing country like Tanzania, general election
	is conducted with only people who are above
	eighteen (18) years where the people who are
	under such age are not allowed to vote for
	a Tanzanian president.
	A person contensing for a president must
	have a party; In general election in Tanzania,
	a contensing leader should have a party to pass
	through so as to be qualified for contensing for
	the position of being a president of Tanzanian
	country which is a law of the state.
	It limits the place of voting; General
	election in Tanzania limits the place of voting
	since, people are allowed to vote for a
	president to a place only where such person
	is registered and not otherwise. Example if a
	person was registered at Dar-es-salaam is not
	allowed to vote when he/she is at Dodoma.
	Conclusively, general election in Tanzania
	is held peaceful since there is no quarrels which
	exsts between the other parties which have
	failed in the election.

**Extract 5.2** A sample showing part of a poor response to question 5.

In Extract 5.2, the candidate discussed the framework in which the general elections are conducted in Tanzania by giving points like election results are respected, rights of the voters are respected, there are free and fair campaigns, voters should be 18 years old and above, presidential candidates should belong to a political party and one has to vote where he/she was registered instead of examining the advantages and disadvantages of general election in developing countries like Tanzania.

## 2.6 Question 6: Contemporary/Crosscutting Issues

The question required the candidates to assess the impact of affirmative action programmes in promoting gender equality and equity in Tanzania using six points. Most candidates did not opt for this question as only 16,739 (22.54%) attempted it. The data shows that the question was well performed as 75.9 percent scored from 7 to 18 marks out of the 20 marks allocated. The analysis further indicates that 24.1 percent scored from 0 to 6.5 marks, 58.7 percent scored from 7 to 11.5 marks and only 17.2 percent scored from 12 to 20 marks. The candidates' performance is summarized on Figure 6.



**Figure 6:** The candidates' performance in question 6.

The analysis of the candidates' responses reveals that the candidates whose scores ranged from 12 to 20 marks were able to identify and interpret correctly the demands of the question. They had good command of English language and provided good introductions and conclusions. In their introduction they defined affirmative action programmes, gender equality and equity. One candidate for example, defined affirmative actions as *the measures set to redress the impacts and effect brought by unfair and unequal treatments of the marginalized and vulnerable groups such as women and minority groups*. Another one wrote; *gender equality refers to the situation whereby both women and men are treated in the same way and thus enjoy equal rights and potentials in contributing to national social and economic development*. The other candidate defined gender equity as

*the process of being fair to both sex basing on the principle of fairness and justice which aim at putting in place measures to compensate for the historical advantages and disadvantages which prevent both sex from enjoying same level of playing field. Thereafter, in the main body they assessed the impact of affirmative action programmes in promoting gender equality and equity in Tanzania basing on such points as;*

*increased women's representation in the decision making organs, increased number of women in leadership positions, increased enrolment in schools and colleges, reduced women death due to improvement in health facilities, enactment of gender promotion interventions on employment, enactment and amendment of laws and policies that empower women, increased recognition of the role of women in the society, reduction of gender stereotypes, discrimination and sexism, increased self-recognition and self-confidence upon the women themselves and creation and operation of the organizations that promote women welfare.*

However, the scores varied form one candidate to the other due to the degree of clarity and strength of each argument. Extract 6.1 is a sample of a good response from one of the candidates.

	Increase in number of women representati-
	ves in the parliament; The government of Tanzania
	has tried to the level best in promoting women
	involvement in parliament issues and as well as gove-
	rmental activities. Therefore, since independence there
	was low number of women representatives such like
	less number of special seats, from 15% to 30% enroll
	ment of women over the past decades until to date
	we have many women in power.

Increase of enrollment of female number of students to school and universities; over the few years the number of female students at school in all levels from primary to secondary and even at university levels has increased rapidly because of Affirmative action of empowering female students by creating laws and policies to safeguard them. Also building of schools close to their resident for safety passage but also promoting of scholarship that are entitled to give them chance for further development of their studies.

6.	<p>Women empowerment through established institutions and organizations which are international; There are various institutes established for the sake of women such institutes may be governmental or private also may even be international such from the United Nations organizations, all those play a major role to fight for women's equality and equity to any place a woman may found to be exploited or humiliated these organizations will make sure to sue and penalty is adhered to the exploiter.</p> <p>Establishment of micro-finance organizations that will promote economic development of women; Over the recent years it is seen and evidenced that most women are now in the position of independence and not depending on their husbands or government such micro-finance established equip a women to be in a position to persuit her entrepreneur idea because of being promoteed with enough capital with free or fair interest to return such micro-finance organizations are like Vicoba and even some banks.</p> <p>Promotion of reproductive health education to the society and banning outdate traditions; The number of women are now educated about reproductive health and hence they have the ability to refuse to carry a child beyond their willingness because back in the days women were believed to be a reproductive health vessel with having no say at any number of children she would wish for but also the society now knows that a woman having enormous children would weaken her body and there will deteriorate here. hence they have a say on whether they wish to have children or not.</p>
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6. Generally ; To a great extent the Affirmative actions have played a role to promoting gender equality and equity in Tanzania. Therefore, the government should continuously keep on promoting these actions because their outcomes are very vital productive because it has promoted economic, social development to all people especially the minority ones specifically women and others.

**Extract 6.1** A sample showing part of a correct response to question 6.

The candidate's response in Extract 6.1 indicates that the candidate was able to correctly give points related to the impact of affirmative action programmes in Tanzania basing on such points as increased number of women in representation in parliament, increased enrolment of female students in different levels of education, financial empowerment and increased women awareness through education on reproductive health and women organizations.

Moreover, the analysis shows that the candidates who scored averagely, (7 to 11.5 marks) demonstrated both strengths and weaknesses in their responses. Some of them had good organizational skills and relatively good knowledge on affirmative actions, but they could not score good marks because they repeated some points and had grammatical errors. Some did not pay due attention to spelling and demands of the question. Others provided only few correct points but they could not sufficiently elaborate them and most of their essays lacked coherence.

On the other hand, the candidates who scored 0 to 6.5 marks (24.1%) demonstrated several weaknesses. Majority failed to identify the demands of the question as a result supplied a range of irrelevant responses. Some candidates associated the demands of the question with the negative social cultural practices which undermine women. For instance, one candidate pointed out the effects of the negative social cultural practices to women, such as *it leads to poor health of women, it leads to spread of diseases, it increase poverty to women, it leads to early marriage and it leads to abuse of human rights* instead of assessing the impact of affirmative action

programmes in promoting gender equality and equity in Tanzania. Other candidates misinterpreted the question demands to mean effects of female genital mutilation such as *death due to excessive bleeding, spread of diseases, difficulties during delivery, poverty, gender discrimination and source of human rights violation*. Others wrote the effects of gender inequality such as *unequal provision of social services, unequal chances in employment, unequal access to education, unequal access to and control of resources and increase of poverty*. Likewise, others explained the pillars of family stability like *unity, cooperation, honesty, love and respect*.

Such candidates' misconceptions show that these candidates were not knowledgeable on affirmative action programmes thus, failed to associate it with gender issues. Some could were aware of various affirmative measures but failed to assess its impact in relation to gender equality and equity. Likewise, others were not knowledgeable on the concepts of gender equality and equity as a result failed to associate it with affirmative actions. Lastly, others were completely unaware of the concepts used in the question thus they picked any concept in the question like family stability and discussed it.

In the same category, some of the candidates failed to provide relevant introductions and conclusions. One candidate for example, defined affirmative actions as *actions whereby men are seen to be controller of families and women become subordinates to the men*. Likewise, some of the candidates did not observe essay writing format, rather they outlined relevant and irrelevant points without elaborating them. Worse still, a great part of the responses were characterized by repetition of some points and incomprehensible English sentences. Generally, the variations in the candidates' scores depended on the strength and relevance of their points, introductions and conclusions. Extract 6.2 is an example of a candidate's irrelevant response.

6.	<p>Affirmative action, These are the actions where by men are seen to be the controller of the family and women becomes the subordinates to the men. Their actions undermines within the society because they are denied human rights within the societies in different institutions such as community level, Religious institutions, Schools level, the government institutions.</p> <p>There is no ownership of property, within the societies it believed that women are not allowed to own property since all the properties are owned by men. something that undermines women in the society.</p> <p>Female genital Mutilation (FGM), In some societies or regions such as Mara region, Dodoma the female genital mutilation is mostly practiced but it always discriminate girls since they are forced to undergo such activities. Female genital mutilation may lead to death due to the excessive bleeding and also during birth delivery of baby.</p> <p>Poor Nutrition, Some societies women are denied to eat some kinds of food such as eggs during their pregnancy due to the perception that when they eat the baby born will have some problem some thing that</p>
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6. leads some women to lack a well balanced diet hence poor nutrition method and may eventually lead to death.

Early Marriage, There are some societies such as regions Tanna - Mara where by some parents force their daughter childrens to be married so that they can get bride price even if they have not attained the age of 18 years according to the constitution something that may bring complication to the girl child such as transmission of diseases like HIV/AIDS and even birth death during delivery of the baby.

Inheritance of widows, In some societies and regions like Mwanza (Kukuma tribe) where women are always inherited even without their will but they are forced by their grandparents or father in-laws after the death of their husband something that leads to the spread of diseases such as HIV/AIDS.

Education preference to boys. This is where by boys are taken to school while girls are left at home fetching for water, cooking and looking after the childrens since they are not real members of the society areas they are married to another family.

6.	Hence, The affirmative actions such as female genital mutilation and Early marriage should be stopped where by the government should formulate strict rules to those parents that force their childrens to those activities. Also women should have the right to own the property in the Society.
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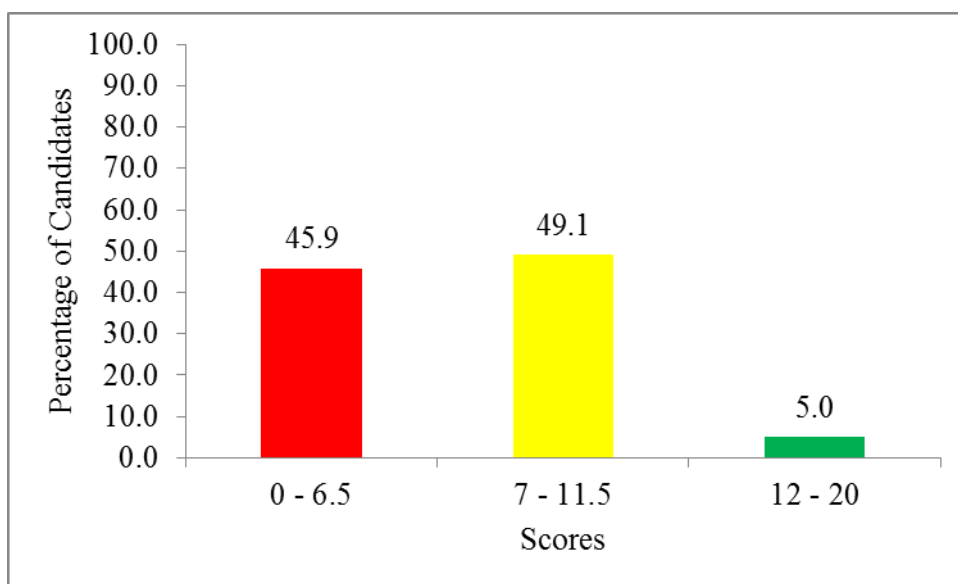
**Extract 6.2** A sample of irrelevant response to question 6.

Extract 6.2 shows a response from a candidate who explained the negative social cultural practices such as women are not allowed to own valuable family property, female genital mutilation, food taboos, and education preference for boy child, early marriage and inheritance of widow contrary to the demand of the question.

## 2.7 Question 7: Science and Technology in Development

The question required the candidates to account for the failure of developing countries like Tanzania in developing their technological capacity using six points.

A total of 54,341 (73.16%) candidates attempted this question. The data shows that this was one of the most opted questions. The candidates' performance in this question was as follows: 45.9% scored from 0 to 6.5 marks, 49.1 percent scored from 7 to 11.5 marks and 5.0 percent scored from 12 to 20 marks. Generally, the question was averagely performed as 54.1 percent of the candidates scored marks ranging from 7 to 17. The candidates' performance is summarized in Figure 7.



**Figure 7:** The candidates' performance in question 7.

The candidates who scored 12 to 20 marks were able to interpret and identify the demands of the question. For example, in their introduction they appropriately defined the concepts *developing countries* and *technological capacity*. Thereafter, in the main body they accounted for the reasons for the failure of developing countries like Tanzania in developing their technological capacity. The candidates mentioned points such as;

*inadequate government support to local technologists and scientists, over dependence upon the developed world, inadequate funding of science and technological activities, colonial legacy, inadequate emphasis given to the teaching of science subjects in schools, weakness of 1985 National Science and Technology policy in promoting science and technology and failure to protect the indigenous technology.*

Their responses show that the candidates had good mastery of the subject matter and had good proficiency in English Languages coupled with good organization of their essays. Also, they were able to write relevant conclusions. However, their scores ranged from 12 to 20 marks because of variation in the qualities of their responses. For example, some had unclear elaborations of some few points and had slight grammatical errors. Others could not exhaust all the required points and others lacked vivid examples in some cases. Extract 7.1 is a sample of relatively good response from one of the candidates.

Low motivation to internal scientists. There is no further efforts made so as to empower the present scientists in developing countries. This discourage the upcoming Scientist to continue with innovation patteining certain problem. Example some Scientists in Tanzania fail even to compete with external Scientist due to low motivation from government of Tanzania.

Low local market. Many Tanzanians lay on the products produced or imported from abroad. This reduce the market for products produced by

7. local industries. Example local crafts are now abandoned in use rather than people use other utensils and product from outside of the national. This discourage the production within the country.

Insufficient fund. Those who tend to invest on local technology face the problem of fund in imported raw materials and general production of goods. This discourage efforts to develop local technology. Example loans provided in low rates and groups hence hinder the technological capacity in many developing countries.

Technological dependency. On the current generation many people especially youths believe much on western technology. This made difficult for the internal technology to develop. Hence there is no fans and youths to engage on local technology. people tend to imitate most of technology from abroad. Hence difficult for the technological capacity to develop.

Government policy. In many developing countries, no clear policies and strategies made so as to push forward technological development. Rely on other projects rather than internal technology make difficult for technological development. Example many countries like Tanzania rely on production.

7. by using external technology in industries, rather than local technology.

Lack of interests in Science subjects. These subjects are not well promoted in large extent within a country. Example laboratory facilities and science subjects teachers are not distributed in whole schools in Tanzania. This give low room for many students to develop their theories required to develop internal technology.

Hence, technological capacity in developing countries like Tanzania will develop if some strategie will be put forward. Example making clear policies similar to that of industrial development in Tanzania. Also promotion and provision of education on local market will give clear room for the development of technology in these countries.

**Extract 7.1** A sample showing part of a good response to question 7.

The candidate in Extract 7.1 was able to account for the reasons for the failure of developing countries like Tanzania in developing their technological capacity.

The analysis further shows that a significant number of candidates (49.1%) had average performance by scoring 7 to 11.5 marks. Such performance is an indication of a relatively adequate knowledge of technological capacity in developing countries. Also, these candidates had correct interpretation of the question and good essay writing skills. However, they could not score higher marks because of mixing correct and incorrect points, inadequate elaborations and irrelevant examples on some points. Furthermore, repetitions of some points also gravely affected their performance. Such cases denied candidates to attain high marks.

On the contrary, the analysis of data on the candidates' performance in this question reveals that the question was very challenging to a sizable number of candidates as 45.9% scored from 0 to 6.5 marks. Such low scores show that these candidates did not understand the task of the question at hand and they lacked knowledge on technological capacity in developing countries.



In their introductions several candidates misinterpreted the concepts of *developing countries* and *technological capacity* used in the question. For instance, one candidate defined technology instead of technological capacity as *application of modern tools for facilitating different sectors*. Similarly, in the main body, they discussed how Tanzania can transfer technology from other countries as: *through training people abroad, privatization and investment, turnkey operations, through licensing and industrial espionage* while, others focused on the effects of transferring the technology like *is cosiful, high tariffs and heavy conditions, is not easy to renovate and no enough experts*. Some candidates explained the effects of developing the technological capacity such as; *moral decay, laziness and unemployment*. Other candidates provided the roles of technology in development like; *research activities, provision of modern and better social services, improvement of transport systems, discovery of the use of alternative energy, improvement of communication systems, building modern manufacturing industries and environmental conservation*.

Additionally, some responded on the outcomes of failing to develop the technological capacity like: *poor improvement of local industries, poor infrastructures, use of poor machines in production, high rate of unemployment, low production of raw materials and insufficient skilled labour*. All these responses were contrary to the demands of the question. Likewise, poor proficiency of English language undermined the candidates' ability to comprehensively put across their arguments. Other candidates repeated some points, for example, one candidate pointed out in one paragraph *high number of unskilled* and *insufficient of resources* in the next paragraph. Another candidate wrote an irrelevant conclusion as follows: *generally, technology capacity is not developing in developing countries because of technology in developing countries hence creating dependence in technology*. Extract 7.2 is an illustration of an irrelevant response from one of the candidates.

7.	<p>Developing country is the type of develop which involve that country are in the process of to be developed but not enough to reach that stage such as Tanzania. The following is the failure of developing countries like Tanzania in developing their technological capacity.</p> <p>Firstly, use of low technology, our country use low quality of goods such as in the industry low technology will be apply which make even their goods to be bad, cause quality of technology</p> <p>we use in producing goods, this will make and continue to make our country be developing country and not developed.</p> <p>Thirdly, Political instability, 'politics' organ many people to to that part has it character. so when politics is instability this show how leader they not serious with their activity, politics should be first thing's which will support country to developed but due to instability this cause our country to continue to be developing country.</p> <p>Fourthly, Poor leader, who lead is the head of society should be know how can she/he do in order their country to have simple and good life, should be serious for finding different activities and use which will change the society but poor one they don't know how should going about what will continue</p>
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	to support country to be developing
	so when we select a leader should
	choose the one who will make her/his
	country to be developed.
	fifty. Bad infrastructure system, also
	we when we say infrastructure means { Road,
	health, water } in our country issue of
	transport and health they still don't archive to
	have good center of health, also road are
	very bad, many accident occurs due to
	the bad road. leader should look at this
	in order our country to be developed.
	sixty. Corruption. also our country
	have this issue of corruption this is
	the big sickness of our country, many
	leader if any people <del>where</del> want any
	help they ask for any money then
	will get <del>was</del> what you want, not all
	people have money, to make some of
	them to be violence and down'minate,
	leader should look for, and corruption
	will be absent and country will be
	developed.
	That's Tanzania in order to be
	developed a big part catch by their leader
	should be serious and to cooperate good with
	their people on how to produce different
	goods and country will be developed.

**Extract 7.2:** A sample of part of a poor response to question 7.

The candidate in Extract 7.2 addressed the factors or problems which hinder the developing countries to develop by pointing out responses like use of low technology, loss of raw material, political instability, poor leadership, poor infrastructures and corruption, contrary to the demands of the question.

### **3.0 ANALYSIS OF CANDIDATES' PERFORMANCE IN EACH TOPIC**

The analysis of candidates' performance in each topic for the ACSEE 2020 General Studies subject indicates that five topics had good performance and one had average performance. The topics which had good performance are *International Affairs* for questions 3 and 4 ranking the first with 88.5 percent of the candidates who scored an average of 35 marks and above and *Democratic processes and practices* for question 5 ranking the second with 80.3 percent of the candidates scored 35 marks and above. The other topics with good performance were *Life skills* (79.7%) for questions 2, followed by *Contemporary/Crosscutting issues* (75.9%) for question 6 and lastly, is *Philosophy, Man and Religion* for question 1 with 64.1 percent. Likewise, the topic in which the candidates had an average performance was *Science and Technology in Development* for question 7 with 54.1 percent. The candidates' performance in each topic is summarised in the appendix.

### **4.0 CONCLUSION AND RECOMMENDATIONS**

#### **4.1 Conclusion**

The performance of candidates in ACSEE 2020 General Studies was good as 71,659 (96.47%) of the candidates passed. When compared with the 2019 ACSEE performance, there is an increase of performance by 4.33 percent. The analysis of the candidates' responses in various questions shows that most candidates were able to score an average of 35 percent and above. Such performance is an indication that the candidates had adequate knowledge and skills in the respective topics and sub-topics from which the questions were set.

The analysis further indicates that despite the encouraging performance, concerted efforts are needed to address the shortcomings observed which include the candidates lack of in-depth knowledge on the problems hindering the development of science and technology in Tanzania and the reasons for the decline of our local technology in Tanzania both from the topic of *Science and Technology in Development* (see Appendix). This suggests that, the topic was not well comprehended by majority of the candidates who opted for the question. Other noticed problems were inability of some candidates to identify the task of the question, failure to provide clear and sufficient explanations to points due to poor proficiency in the English Language and failure to observe essay writing format. Thus,

to redress this situation, it is suggested that the concerned parties and individuals should work on the given recommendations in this report.

## **4.2 Recommendations**

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

- (a) Teachers should focus more on teaching and learning strategies suggested in the syllabus, particularly for the topic in which the candidates' performance was average. Some of the recommended ones are group discussions, debates, question and answers, brainstorming, use of pictures and written sources and think-pair-and-share method.
- (b) Prospective candidates should be taught how to identify the demands of the questions. Also, they should be taught how to write well-structured essays.
- (c) Teachers should exhaustively teach all sub-topics as stipulated in a particular topic as evidences from candidates' responses show that one sub topic was not well comprehended by candidates.
- (d) Prospective candidates should be encouraged to read extensively a variety of textbooks, journals, newspapers and web-based materials to widen up their knowledge.
- (e) English Language improvement programs should be established by the Ministry of Education, Science and Technology or school administration to improve students' English Language competence.
- (f) Tests and internal school examinations administered to prospective candidates should reinforce students' examination skills and prepare them for national examinations.

## Appendix

### Analysis of Candidates Performance in Each Topic for ACSEE 2020

S/N	Topic	Question number	The percentage of students who scored 30% and above	Remarks
1	International Affairs	3 and 4	88.5	Good
2	Democratic process and practices	5	80.3	Good
3	Life Skills	2	79.7	Good
4	Contemporary/Cross cutting issues	6	75.9	Good
5	Philosophy, Man and Religion	1	64.1	Good
6	Science and Technology in Development	7	54.1	Average