



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



**CANDIDATES' ITEMS RESPONSE ANALYSIS
REPORT ON THE ADVANCED CERTIFICATE OF
SECONDARY EDUCATION EXAMINATION
(ACSEE) IN 2022**

GENERAL STUDIES



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111 GENERAL STUDIES

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FOREWORD

The Candidates Item Response Analysis Report (CIRA) for General Studies subject provides feedback to students, teachers, policy makers, curriculum developers and other education stakeholders on the performance in the 2022 Advanced Certificate of Secondary Education Examination (ACSEE). It gives an analysis of how candidates responded in examination items in this subject. This is in light of the fact that candidates' responses are important indicators of the academic progress achieved in course of the study.

The candidates' performance in the ACSEE 2022 for the General Studies subject was good as 82,078 (97.12%) candidates passed the examination. A comparison with the ACSEE 2021 shows a decline by 0.45 percent. as a total of 78,341 (97.57%) candidates passed. Candidates who passed demonstrated adequate knowledge of the topics from which questions were set. They correctly identified the requirements of questions, had skills in answering essay questions and had adequate English language skills.

On the contrary, the weak scores by the candidates is attributed to the lack of adequate knowledge of the sub topics from which questions were set. Likewise, some of them failed to identify the requirements of questions while others lacked specific skills in answering essay questions. Moreover, the poor proficiency in the English language compounded this problem for some of the candidates. Finally, the failure to adhere to instructions, especially on the number of questions to be attempted and the required number of points, accounted for some candidates' weak performance.

The National Examinations Council of Tanzania expects that appropriate measures to enhance the performance of candidates in General Studies subject will be taken by various stakeholders based on this candidates' performance analysis feedback and recommendations.

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



Athumani S. Amasi
EXECUTIVE SECRETARY

1.0 INTRODUCTION

This report analyses the performance of candidates in 111 General Studies for the 2022 Advanced Certificate of Secondary Education Examination (ACSEE). The paper assessed candidates' competences (knowledge, skills and attitudes) according to the Form Five and Six 111 General Studies 2009 Syllabus and to the 2019 revised Examination Format.

There were seven (7) questions in this paper whereby candidates were instructed to answer only five questions; of which, question 1 was compulsory. All the questions were essay-type and each question carried 20 marks.

A total of 84,865 candidates sat for 111 General Studies ACSEE in 2022, out of which 82,078 (97.12%) candidates passed. In 2021, candidates who sat for ACSEE were 80,294 out of which 78,341 (97.57%) candidates passed. This indicates that the performance has decreased by 0.45 percent in 2022 compared to 2021 performance. However, the general performance in this subject for the past four years (2018 to 2021) has been increasing from 94.45 per cent in 2018 to 97.57 per cent in 2021. Moreover, the quality of candidates' performance (grade wise) has been improving considering that the number of candidates scoring from grade D and above has been increasing in each grade while those scoring grade F, S and E has been decreasing. (*See appendix II*). The candidate's performance in the 2022 ACSEE is illustrated in Table 1 and Figure 1.

Table 1: Candidates' Performance in General Studies Subject in the 2022 ACSEE

SEX	GRADES							PASSED	
	A	B	C	D	E	S	F	Number	%
M	0	56	3,033	18,632	20,344	3,500	1,533	54,565	96.75
F	0	94	3,233	16,538	14,458	2,190	902	36,513	97.59
T	0	150	6,266	35,170	34,802	5,690	2,435	82,078	97.12

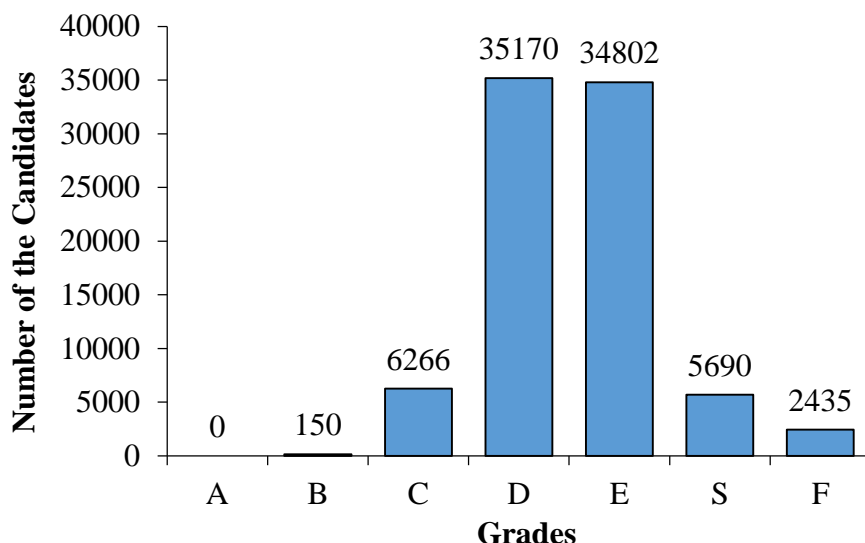


Figure 1: *The Candidates' Performance in General Studies in ACSEE in 2022*

The analysis of the performance in each question has been presented in this report. The analysis highlights the requirements of each question as well as the strengths and weaknesses in the candidates' responses. The percentage of scores in each question is presented in graphs and charts. Furthermore, samples of good and poor responses, extracted from the candidates' scripts, have been presented to illustrate some cases.

The standard grading system used in ACSEE examination is in seven categories namely A, B, C, D, E, S and F whereas, grade A – S are pass grades. Grade A is awarded to a candidate whose range of marks is (80-100) signifying an excellent performance, B (70-79) very good, C (60-69) good, D (50-59) average, E (40 – 49) satisfactory, S (35 – 39) Subsidiary and F (0-29) Fail.

In this report, three categories of scores have been used to analyse the candidates' performance in each question. Scores ranging from 0 – 34 marks illustrate a weak performance, 35 – 59 marks is an average performance and 65 - 100 marks show a good performance. The candidates' performance in these categories in each question and topic is presented in clouded tables and charts. The green colour represents a good performance, yellow represent's an average performance and red

represents a weak performance respectively. A summary of the candidates' performance in each topic and question in the 2022 ACSEE is shown in the Appendix.

Finally, the report provides a conclusion and recommendations useful to prospective candidates, teachers, parents and other education stakeholders for improving the teaching and learning of General Studies subject, particularly in topics in which the candidates had a weak performance.

2.0 ANALYSIS OF THE CANDIDATES' PERFORMANCE IN EACH QUESTION

This section analyses the performance of the candidates in each question. It shows the number of candidates who attempted each question and explains the quality of their responses. The candidates' performance in each question is categorized as good, average and weak.

2.1 Question 1: Democratic Process and Practices

Candidates were required to assess how the democratic civilization is maintained and promoted in Tanzania. The candidates were required to give six points. The quotation "Democracy rests in the growth of people's ability to participate in governance activities and to hold their rulers accountable for their political actions" was to be the base of the candidates' answers. The question was attempted by all candidates (84,865) because it was compulsory. The data analysis shows that 11.8 per cent of the candidates scored from 0 to 6.5, 45.6 per cent scored from 7 to 11.5 and 42.6 percent scored from 12 to 20 marks allotted to this question. Therefore, their performance was good (as 88.21 per cent scored from 7 to 20 marks). The performance of the candidates is summarized in Figure 2.

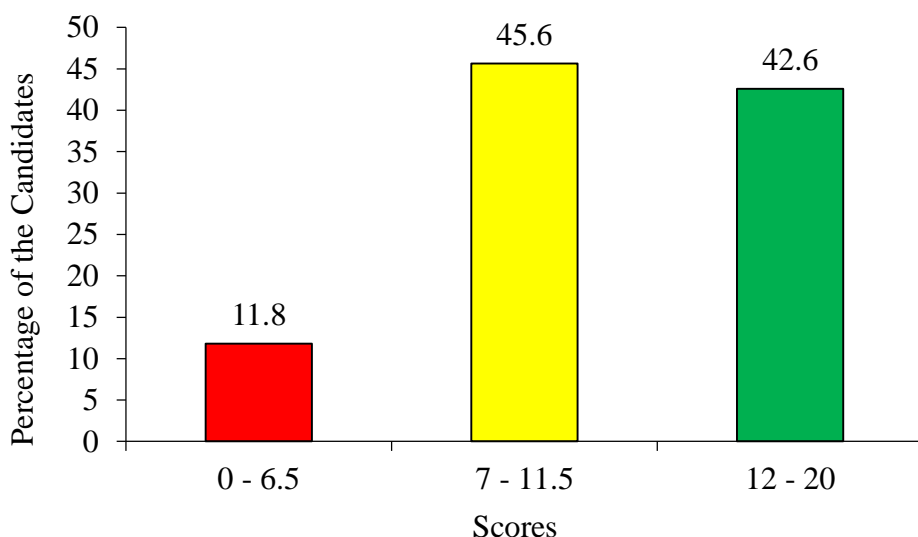


Figure 2: *The Candidates' Performance in Question 1*

The analysis of the candidates' responses shows that the candidates who scored from 12 to 20 marks (42.6%) were able to interpret and respond to the question according to its requirements. They demonstrated a high mastery of essay writing format which includes relevant introduction, main body and conclusion. Peculiarly, candidates' responses in this category showed a good command of the English language. In the introductory part for instance, one candidate wrote;

Democracy is the government of the people, by the people for the people, whereby of the people means power rests in the hands of citizens and it is the people who put the government in power. By the people means the few rule on behalf of the majority and for the people means the government is there to serve the interests of the people. Democratic civilization in Tanzania means the extent to which the political, economic and cultural ways of life and organization are influenced by the practice of democratic values in the country.

This popular definition of democracy was given by the ex USA president, Abraham M. Lincolns. It refers to representative kind of democracy. Another candidate defined it as *a system of government and leadership in which supreme power belongs to the people*. Further, another candidate defined the democratic civilization as; *a situation whereby people adhere*

to the democratic principles such as equality and citizen participation. This suggest that the candidates understood the democratic civilization as a degree or stage in the development of effective democratic values. To prove that, they demonstrated how Tanzanian political, economic and cultural life and organization is influenced by these democratic values. Such candidates were aware that in a democratic society, citizens accept the rule by the government because they have given such a government the legitimate power through elections to govern on their behalf. Above all, they knew that the democracy exists in a country because people believe in it and practice its principles.

In the main body, candidates under this category were able to assess how the democratic civilization is maintained and promoted in Tanzania. They further provided appropriate and detailed elaborations, and supported their arguments with valid examples. Some candidates for instance, assessed the maintenance and promotion of democratic civilization in Tanzania by providing points such as; *presence of multipartism, permitting existence of freedom of mass media and press, promoting citizen participation, enhancing accountability and transparency, upholding the principles of rule of law and encouraging values of tolerance, cooperation and compromise.* Furthermore, some candidates wrote;

Promoting and respecting self-governance, conducting regular periodic free and fair elections, ensuring the presence of constitutional limits in government, ensuring the separation of powers among state organs, allowing social and economic pluralism, ensuring the peaceful transfer of power, guaranteeing the provision of basic human rights and fundamental freedoms and the establishment of regulatory authorities such as the Controller and Auditor General offices and Public leadership Code of Ethics.

These comprehensive and well detailed responses indicate that the candidates in this category were confident that the democratic civilization makes people to govern themselves and improve their wellbeing through participating in political, cultural and economic matters. They also knew that it helps citizens to take part in making important decisions directly or indirectly through the available avenues like political meetings, election campaigns, rallies, local administrations and parliamentary sessions. Furthermore, some candidates provided relevant conclusions. For

example, one candidate concluded by showing the importance of maintaining democratic civilization in Tanzania. He or She wrote; *generally, it is important to maintain democratic civilization as it ensures peace and security among the people in the country, it helps to stimulate development within the country due to competition which is brought by multiparty politics.* Extract 1.1 is a sample of a relevant response from a script of a candidate with a good performance.

1.	Democratic civilization refers to the process of a state or nation ensuring the principles of democracy in its governance activities. Democratic civilization is very important in a nation since it helps the state to promote peace and harmony among the civilians because there will be existence of peace and equality as well as fairness to all the people in the state. The process of democratic civilization is highly emphasized in Tanzania by the government. The process of democratic civilization is maintained and promoted in Tanzania through the following ways;
	Through existence of multiparty system of governance Tanzania is a nation that has presence of various political parties like Chama Cha Mapinduzi (CCM), Chama cha Demokrasia na Maendeleo (CHADEMA), NCCR Mageusi, AGI wazalendo, Civic United Front (CUF). All these political parties are able or allowed to take part in the political activities like democratic elections, election campaigns and other public rallies. Through multiparty system, the freedom of choice by the citizens is promoted since not only single party is involved in governance.
	Through the existence of citizen participation, Tanzanian government allows its citizens to take place in the political matters or activities of the nation which include voting and being voted for in the general elections in the country. The citizens are allowed to join any political party

1.	without opposition from anybody, they are also allowed to attend or be in the political meetings like the election campaigns or public rallies. Citizens are involved in the government since their views and opinions are taken to the government via the body of representatives known as the parliament. Hence, democratic civilization is maintained and promoted in Tanzania.	
	Through the existence of free mass media, Tanzania has got various mass media like the television channels, radio stations and even various websites on the internet that help to ensure democratic civilization. The mass media ensure democracy since they are responsible in updating the citizens on the political matters like the selected candidates in an election, the votes that have been counted by streaming live on the television and also in announcing the winners of the elections. This is done by channels like TBC 1, ITV in Tanzania.	
	Through the existence of the rule of law in Tanzania, government promotes the rule of law by declaring that nobody is above or under the law of the nation. This is useful in enhancing equality, justice and fairness to all the people in the nation. The rule of law in Tanzania explains that separation of power and the promotion of human rights to all the people in the country and equality to all citizens regardless	

1.	of one's colour, tribe, ethnic group, religion. Hence, promoting democratic civilization in Tanzania.	
	Through the inclusion of the bill of ^{human} rights in the national constitution. Tanzania has been promoting democratic civilization by including the bill of human rights as per the United Nations Human Rights Charter in the National Constitution. With its inclusion it helps to ensure justice, fairness and equality to all the citizens.	
	• since it has been given more weight by becoming part of the National Supreme Law. Hence, human rights are not contrary to the law of the nation in Tanzania.	
	Through the existence of separation of power in Tanzania. The organs of the central government which are the executive, judiciary, and the legislature have been allocated with different duties and responsibilities so as to ensure effectiveness in the implementation of their duties in the government. The legislature is responsible for making and amending the laws and also judiciary for interpret the laws of the country and also the executive enforcing the laws in the country.	
	Through the existence of equality, fairness and justice in the country. Tanzania promotes the democratic civilization since all the people in the country are treated equally regardless of one's tribe or	

1.	ethnic group, social or economic status and also religious background or group.	
	With equality to all the people in the nation then the principle or notion of democracy having equality to all the people in the nation. By doing so Tanzania is able to promote her democratic civilization as well as maintain it in the governance of the country.	
	Therefore, the democratic civilization in Tanzania is promoted and maintained through upholding the principles of democracy in Tanzania. Democratic civilization is important as it will help to promote human rights in the nation, prevent occurrence of conflicts since there is peace and tranquillity in the nation due to the promotion of equality and justice.	

Extract 1.1: A Sample of a Relatively Correct Responses to Question 1

In Extract 1.1, the candidate was able to assess how democratic civilization is maintained and promoted in Tanzania.

On the other hand, 45.6 per cent of candidates scored from 07 to 11.5 marks, indicating that they had a relatively adequate knowledge about the topic of the democratic processes and practices. However, they could not score higher marks due to various reasons. First; some of their definitions were incomprehensive and/or gave partial explanations in the introductory part which could not merit a full mark. One candidate, for example, wrote; *democracy is rule of the people and by the people*. Second; some of them presented fewer points than the required in the question. For example, one candidate provided only three points, namely *ensure accountability, equality and promote human rights* instead of six required points. Third; some repeated points. For instance, one candidate presented four alike points, such as *periodic election, free and fair election, right to elect and be elected, participation of citizen and participating in political gathering*. All these refers to only two points which are *conducting regular periodic*

free and fair elections and promoting the citizen participation. Fourth; they provided incoherent conclusion. For example, one candidate concluded that *the government of Tanzania has ensured that in any democracy there must be rules and principles which must be followed.* Fifth; they presented the mixture of correct and incorrect points. For instance, one candidate gave incorrect points related to the importance of democracy such as; *by promoting peace and security, by promoting provision of better social services, putting in power a government of peoples' choice and make the government responsive to the demands of the citizens.* Likewise, another candidate mentioned irrelevant points (associated with socio - economic development) such as; *provision of social services and paying tax* contrary to the instruction. Generally, the analysis of the candidates' responses in this category suggests that some candidates had a relative mastery of the concept of democracy and democratic civilization.

In contrast, the candidates whose scores ranged from 0 to 6.5 marks did not realize the requirements of the question, while others had poor organizational skills, difficulties in communicating in the English language and the lack of either relevant introductions and/or lacked conclusions. For instance, one candidate misinterpreted the concept of democracy and democratic civilization to mean the national constitution by defining the democracy as *rules which are made in a certain country so as to govern a certain community or group of people.* Similarly, another candidate mistakenly defined the democratic civilization as *the situation where the countries are free and fair and the country belong to people.* Such candidates could not differentiate the democracy and democratic civilization from the constitution and sovereignty. Moreover, such candidates were not aware that *democracy* is a system of government and leadership in which the supreme power belongs to the people and *democratic civilization* as a degree or stage of the development in the pursuit of democratic values and organization. A few candidates who lacked knowledge about the democratic processes and practices could not grasp the task of the question. As a result, they demonstrated several misconceptions in their responses. One candidate, for example, explained the functions of the government and some of its organizations such as *providing education, enactment of the law, provision of civic education to*

the people by using non-governmental organizations like PCCB and TAMWA, to maintain and protect environment in the society, to provide social services to the people and to encourage citizen to choose their representatives. Likewise, some candidates discussed the advantages of democracy by pointing out; *presence of unity, peace and love, presence of uncorrupt leaders, absence of dictatorship, absence of civil wars, create awareness, facilitate development through accountability and help to combat corruption.* Additionally, some candidates misinterpreted the question requirements to mean the responsibilities of the citizen. Two candidates, for example, expounded the following points; *paying taxes, attending all political meetings, working hard, citizen should engage in economic activities and citizen should clean the environment.* Equally, another candidate discussed the roles of non-governmental and civil societies organizations. He or she wrote that; *it acts as a watchdog to see what the government do, it is used in monitoring and regulate the state performance, it provides link between government and people, civil societies participate in different economic activities and civil societies participate in election that is done in a nation.* Such misconceptions indicate that the candidates in this category did not know that for a country to maintain and promote the democratic civilization, it must implement and observe the principles of democracy through enhancing self-governance, conducting regular, free and fair election, allowing citizens' participation in socio-economic and political matters, adherence to human rights and respecting the freedom of mass media among other things. Moreover, a low mastery of the English language skills, inability to organize responses in the essay format and presenting fewer correct points were among the setbacks to scoring higher marks in this category. Extract 1.2 is a sample showing the wrong responses from a candidate in question 1.

The following are the ways how democratic civilization is maintained and promoted in Tanzania as explained below with enough realistic examples;

Provision of government support;
The government should be able to provide maximum support to the democratic operations that ensuring that they are not affected by any challenge hence providing the needs or requirements which maintain the democratic civilization.

Provision of government policy;
The government should maintain its policies which will enable full participation of the individuals or people. In any political operation this will increase democratic operations and hence maintained.

Provision of education; Education must be provided to the Tanzanians about how democracy bring more importance and contribute to more developments of a particular area. That the education will continue to

:	enable people to participate fully in any political operation of the country.
	<p>Provision of the transport systems. That there should be the provision of the transport systems where the leaders can use them to travel from one place to another so as to assist his or her people to enable the maintenance of the democratic civilization.</p>
	<p>Provision of communication systems. The people should be able to have the good communication systems where they can be able to communicate with the other people for the fulfillment of all the needs required for a sufficient political operation hence promoted.</p>
	<p>Provision of more advanced technology. That the government should ensure that it provides more advanced technology since it enables good cooperation among the individuals. That the government should make sure people have devices like televisions, radios, phones, computers where they can get the political information which makes the people know their country. Therefore through the following the democratic civilization will be maintained.</p>
:	<p>Therefore through the above the democratic civilization will be maintained hence allowing the citizens to participate in government activities and to hold their ruler accountable for their political roles and hence more developments and achievements will be established in Tanzania.</p>

In extract 1.2, the candidate presented the suggestions on what to be done to promote peoples' participation in governance activities and holding their leaders accountable instead of assessing how the democratic civilization is promoted and maintained in the country.

2.2 Question 2: Contemporary/Cross Cutting Issues

The question required candidates to examine six major challenges that weaken the government of Tanzania's efforts to control corruption. The data shows that a total of 74,539 (87.8%) candidates attempted the question. The performance in this question was good, as 72.5 per cent scored from 7 to 20 marks out of the 20 allotted marks. Further analysis indicates that 27.5 per cent scored from 0 to 6.5 marks, 61.2 percent scored from 7 to 11.5 marks, while 11.3 percent scored from 12 to 20 marks. Figure 3 illustrates the candidates' performance in question 2.

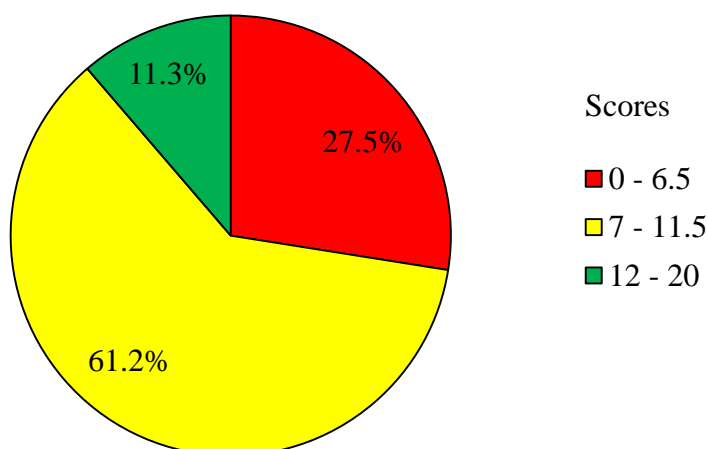


Figure 3: *The Candidates' Performance in Question 2*

The analysis of the candidates' responses has revealed that the candidates who managed to score from 12 to 20 marks were able to examine the major challenges that weaken the government's efforts to control corruption and demonstrated good and logical essay organizational skills. Likewise, they provided relevant introduction and conclusions. One candidate for example, wrote the following introduction:

Corruption refers to the act of misusing the public funds and offices for private or personal gains. It can be in many forms like bribery, grafts, patronage, kickbacks and nepotism. Corruption can be caused by many factors including erosion of moral values among the people in the society.

In the main body, they interpreted the question demands correctly and presented good arguments. Hereunder is a sample of the points they gave.

ineffective coordination among anti-corruption organs, little support from the public to the anti-corruption activities, failure to hold some of the high ranked government officials responsible, unsatisfactory discipline measures against those found guilty, inadequate transparency in some government programmes, lack of the political will and commitment, limited freedom of media, complexity of the corruption cases and insufficiency of resources.

Such responses suggest that the candidates were aware that corruption is an unlawful act committed by individuals or organizations for personal gains or for the benefit of a group to which one owes allegiance. The public office is abused for private gains when an official accepts a bribe or through patronage and nepotism. It also involves the theft of state assets or diversion of state's revenues. Likewise, they knew that the corruption is categorized into two types, namely petty and grand corruption.

In addition, such candidates wrote very good conclusions in which they advised the government to continue to fight corruption due to its effects. One candidate, for example, wrote; *therefore, the government of Tanzania has to solve the problem of corruption as it leads to misallocation of resources, retard economic growth, undermine democracy, increase crime rate in the country, lower investment levels and reduce the international reputation.* Such conclusions suggest that for the government to achieve its goals of preventing and combating the corruption in Tanzania, more effort is needed in inculcating or raising the political will of our government and political will of leaders to fight corruption. Similarly, it is important to review our laws on corruption to make every person responsible and accountable in his/her capacity. Moreover, efforts such as strengthening relations and coordination of all institutions that deal with corruption, good governance, human rights and leadership ethics are required to win the war. Lastly, increasing the community awareness and understanding their

position in the fight against corruption is very crucial. Despite such a good performance, their scores varied due to the level of grammatical errors, variations in the number of correct points and unequal weight of their arguments. Extract 2.1 is a sample of the candidates' correct responses.

	Corruption refers to the use of public resources for illegal personal gains. There are different forms of corruptions including nepotism, kickbacks, bribery, draft, and sexual corruption to mention a few. Corruption limits development and human rights, hence the government has been fighting against corruption, in light to this, the following are challenges that weaken the government's effort to control corruption:-	
	Lack of strong anti-corruption boards; The government and non-governmental organizations have been creating and structuring anti-corruption boards and groups that are intended to abolish corruption in Tanzania, but these groups have not been strong enough to fight corruption in Tanzania. Example, the corruption combat bureau (PCCB) that involves students and university students has not been motivational enough to build the strength in members in fighting corruption, hence weakening the government's efforts to fight corruption.	
	Poor citizen participation in fighting against corruption; Regardless of the government's attempts and effort in fighting corruption, Tanzanians have not been showing maximum cooperation in assisting the government in fighting corruption, and in most cases, citizens are the ones offering bribes to governmental officials for personal reasons. Example, the government has published numerous posters and stickers with contacts to give out corruption information but few people have been doing so, hence weakening the government's effort.	

Lack of committed and accountable public officials; Also, in many public offices and posts which are dominant in the country than private ones, responsible people and officials who have been assigned with different duties in these public posts have not been honest and committed enough to assist in fighting corruption. Example, regional commissioners, accountants, government school leaders and doctors have been abusing their duties to misallocate public funds and require sexual corruptions and bribes, an act that weakens government's effort to fight corruption.

Poor economic status of Tanzania; poverty has been a challenge to the government's effort to combat corruption, since it is also a major cause of corruption in Tanzania. Poverty makes the government to be unable to control corruption since there are not enough funds to pay workers, fund essential missions and advanced scientific investigating equipments. Hence, this has led to further prevalence of corruption. Example, due to poverty, most public workers use corruption to compensate the little wage paid. Hence, weakening the government's efforts to fight corruption.

Weak punishments given to corrupt people: The judiciary with its judges sometimes tend to impose minor charges, sentences or punishment to people caught guilty of corruption in Tanzania. This eliminates fear among people towards corruption and sets an example for others that corruption does not have heavy punishments in Tanzania. Example, some leaders caught guilty of

<p> corruption are given high punishments which does not create enough lesson to them and continue with their corrupt ways, an act that weakens the government effort in fighting corruption. </p> <p> Immorality tendencies in our societies; lack of morally shaped community members is also a challenge to the government's effort to fight corruption. Some members in our society who are highly paid by the government and with good economic status with no reasons to misallocate public funds, still undertake corrupt ways due to their poor moral values. Example, most people who ask for sexual corruption are not involved with misallocation of funds, but due to poor morals. Hence it is hard for the government to fight morals of an individual hence weakening its effort to fight corruption in Tanzania. </p> <p> In a nutshell; corruption in Tanzania has multiple negative impacts which includes abuse of human rights, it undermines social and economic development, destroys the national reputation and accelerates further poverty in Tanzania. </p>	
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Extract 2.1: A Sample of a Relatively Correct Responses to Question 2

On the other hand, candidates with moderate scores ranging from 7 to 11.5 marks, would have done better if they had avoided repetition of points, mixing correct points with incorrect ones, providing a few correct points and shallow explanations. For instance, one candidate considered *poor cooperation among the members* as a separate point from *division among leaders and their citizens*. In reality, both points lead to the existence of the lack of enough support from the public to the government in fighting corruption. Additionally, another candidate treated *poverty* and *inadequate funds* as separate points, whereas both refers to the insufficiency of resources such as human experts, financial, and technological resources which are crucial for fighting corruption. Likewise, another candidate

wrote *poor interpretation of strict laws to those who are found to be corrupt* in one paragraph and *lack of strict laws to the people who are corrupt* in the next paragraph. In real sense, both points refer to unsatisfactory disciplinary measures against those found guilty. Some candidates in this category mixed correct and incorrect points. One candidate, for example, wrote; *the presence of large market in the nation and geographical location of rural places*. Nevertheless, these were not correct points in the question.

Moreover, some candidates in this group provided weak explanations. For example, one candidate introduced corruption as *the process of use of power for self-benefit, example use power to get money for self-benefit and use of power to get resources for self-benefit*. Another candidate stated that *corruption is the situation where by a person or government provide or use money without special permission*. Lastly, some candidates' points were weak. For instance, one candidates wrote *poverty as in Tanzania we have problem of poverty so this is the challenge to the government to control corruption in the country*. The response shows the inability of the candidate to examine the challenges that weaken the government of Tanzania's efforts to control corruption. As a result, she/he scored low marks.

Despite the good performance in this question, a few candidates (27.5%) scored marks ranging from 0 to 6.5 marks. These scored poorly because their essays demonstrated a low understanding of the subject matter and low comprehension of the requirements of the question. Some of the candidates deviated. For example, some associated the challenges with the effects of corruption such as;

it undermines democracy, it leads to the spread of diseases such as HIV/AIDS when sex corruption is involved, it may lead to the political instability, technological dependence, it has led to the death of people, it may cause the country to lose its international reputation, civil war inflation, increase of accidents in the country, unemployment, decrease of national income, increase of social crime, poor provision of social services, loss of the government's legitimacy and the poor construction of infrastructure.

Likewise, some candidates stipulated different factors which push people to engage in corruption. One candidate, for example, provided the incorrect

responses such as *people's desire to get cheap things, lack of social services, tribalism and increase of tax rates*. Another candidate went further to examine the causes of poverty such as *lack of qualification to people to apply different jobs, absence of social service to the society and increase of the population of people with low conducive environment*, which were incorrect. Some candidates shifted their attention to the strategies for combating corruption. For example, one candidate suggested for the government to *increase salaries of workers, to introduce different anti-corruption clubs in schools, to increase number of workers, promote education to the society, the government to take appropriate measures to people who are corrupt and promote online transactions*. In addition, some candidates misinterpreted the question to mean the features of Mwalimu Nyerere's philosophy of socialism. These wrote: *villagilization policy, unity and cooperation, maintenance of peace and order, absence of exploitation of man by man, equality and absence of classes*. This indicates that the candidate was aware that socialism is a better weapon against the corruption if well practiced. Hence, it is not a challenge that weakens the efforts to control corruption. All these responses were contrary to the requirement of this question.

Another notable weakness observed in some candidates' responses was the repetition of some points. One candidate treated *the shortage of government officers to promote anti-corruption* and *the shortage of fund* as two separate points, whereas they both mean *the shortage of resources*. Another candidate presented *the high illiteracy rate and low awareness and consciousness among people* as two points whereas the two responses mean *the lack of proper awareness on corruption* which limit the meaningful participation in stopping corruption. In the same vein, another candidate treated *the low level of science and technology, poor means of transport and communication* and *the lack of enough capital* as three separate points, whereas they mean *the shortage of resources* for investigating and running the corruption cases. Another example of repeated points was observed from a candidate who presented *selfishness of an individual* and *self-desire for an individual*, which both refer to *individualism*, resulting in the lack of willingness to fight corruption among political leaders.

Similarly, some candidates' responses had poor introductions. Some only presented outlines in the introduction. For example, one candidate wrongly defined the corruption as *the public gain for personal interests* in the introductory part. Another candidate wrote; *corruption refers to the situation whereby dishonest to the state law*, while another one wrote; *corruption is one of the cross cutting issues in Tanzania which undermines people's development as well as country's development*. The later response suggests that the candidate was aware of the effects of corruption but failed to define it. Similarly, other candidates supplied only one or a few responses in the main body. This indicates that the candidates had inadequate knowledge of the subject matter. Additionally, the poor mastery of English language restrained some candidates' ability to supply the required number of points. Extract 2.2 is a sample of the poor responses in the question.

2 Corruption refer to the abuse which received by the person or leader for the own interest or self interest from other people in order to solve some thing which are inevitable to the other people. Corruption are introduced to the people in order to solve something without using honesty. The causes of corruption in Tanzania unemployment, poverty, self interest poor education, this are the some of the factor which can accelerating the corruption to occur in Tanzania. The following are the effort to control corruption in Tanzania.

Providing employment to the people this are the measure of efforts which can control the corruption in Tanzania. When the government provide the employment to the people it lead to control the problem of corruption through provision of employment to the people.

Provision of education to the people about corruption this are the factor which can measure the control of corruption in Tanzania. When country provide the education to the people about corruption it lead to reduce the problem of corruption in Tanzania through provision of education to the people.

Provision of loans to the people. This due to that when the government provide the loans to the people can lead to reduce the problem of corruption through loans the problem of poverty will be eliminated in the society. When the government provide loan the problem of high rate of poverty will be reduced this situation can lead to prevention and control

2	The problem of Corruption through provide the loans to the people.	
	Introduction of rules and law about Corruption. This are the more method which can control the Corruption in Tanzania.	
	When Tanzania introduce the rules and law about Corruption it lead to reduce the problem of Corruption example of rules and law to give the huge punishment the people who responsible for the Corruption this situation can reduce the corruption.	
	To choose the good leader This are the measure of which can control the issue of Corruption. This due to that when the country have good leader the Corruption can be reduce example in Tanzania during the John pombe Magufuli the issue of Corruption will reduce through people give the education about corruption.	
	Introduction of policy about Corruption example PCCB This due to that when the country introduce the policy to the people it reduce the issue of Corruption in Tanzania through policy the people getting the education about corruption this lead to control corruption.	
	Finall all above are the measure control of Corruption in Tanzania. through that the issue of Corruption will be count controlled. the following are the effect of Corruption, Conflict, poverty through Corruption can accelerate the Conflict to the people.	

Extract 2.2: A Sample of the Incorrect Responses to Question 2

In Extract 2.2, the candidate presented the measures for fighting corruption and not the challenges that retards the governments of Tanzania's efforts in fighting corruption.

2.3 Question 3: International Affairs

The question instructed candidates to account for six root causes of intra state conflicts in Africa. This was to be done in the light of the quotation "The continent of Africa has been highly susceptible to intra and inter-state wars and conflicts". Most candidates 77,431 (91.2%) opted for this question. The data shows that 16.8 per cent scored from 0 to 6.5 marks, 59.5 scored from 7 to 11.5 marks and 23.7 per cent scored from 12 to 20 marks. The highest score in this question was 18.5 marks out of the 20 allotted marks for the question. In view of these data, the general performance for this question was good as 83.2 percent scored from 7 to 18.5 marks. The candidates' performance is summarized in Figure 4.

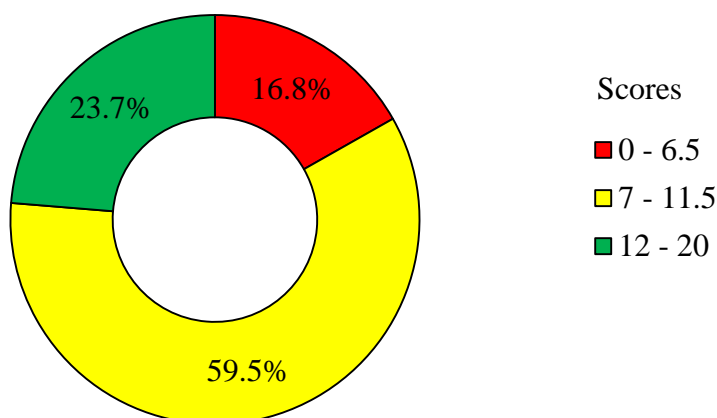


Figure 4: *The Candidates' Performance in Question 3.*

The analysis of the candidates' responses exposes that the candidates whose scores ranged from 12 to 20 marks showed a good mastery of the subject matter, had logical flow of ideas and were able to address the requirements of the question. In addition, the candidates in this category followed essay writing rules. That is most of the candidates presented a good introduction, main body and conclusion in a good English Language. For example, one of the candidates defined intra state conflicts as; *the kind*

of conflicts which occur between or among opposing groups or groups against state authorities or another group inside a particular country or state. Another candidate defined it as follows; *intra state conflict refers to the misunderstanding between individuals or groups in a country.* This testifies that such candidates were aware that an intra state conflicts is the one in which armed violence occurs primarily inside the borders of a single state as opposed to interstate conflicts which involve two or more countries. They knew that it is a situation characterized by the absence of peace or prevalence of disputes, disagreement, quarrels, struggle, fights and wars between individuals and groups within the borders of a particular country.

In the main body, such candidates described the root causes of intra state conflicts in Africa by giving their arguments such as: *presence of corruption, greedy for power, severe poverty situation, unequal dissemination of national resources, tribalism, state organs brutality, colonial legacy, limited religious tolerance, political intolerance, mismanagement of elections and its results and regionalism.* Such impressive performance indicates that the candidates were aware that since the 1960's, Africa has witnessed series of civil wars which include Sudan (1955 – 1972 and 1983 - 2005), Chad (1965 – 1985), Somalia (1993 – 1999), Burundi, Rwanda and Sierra Leone (1991 – 2001). Furthermore, in the conclusion, a good number of the candidates were able to present plausible conclusions. One candidate, for instance, concluded by highlighting the negative effects of intra state conflicts and argued for having such conflicts resolved as follows;

conclusively, the effects of conflicts include the death of people, the separation of families, reduction of the living standards of people and the reduction of government revenues, as individuals stop producing due to social and political unrests. The African states which are in conflicts should resolve conflicts within their countries through negotiation and reconciliation or arbitration because further conflicts can stagnate the country's development.

This conclusion calls for resolving intra-state conflicts in Africa through various methods including negotiations, and ensuring that individuals, groups or countries share equal powers and wealth of the nation. Another method is conscientizing African leaders who have always been the

causatives of these conflicts to remember that conflicts slow down development efforts that Africa has been making to recover from the colonial domination. It further calls for the democratic governance and poverty eradication in Africa which have been suggested by many conflict analysts as the best solution to African conflicts. However, such candidates could not score above 18.5 marks due to the quality of their responses and elaborations. Extract 3.1 is a sample of the correct responses from a script of candidate.

Intra-state conflicts: Refers to mis understandings which arise ~~betwe~~ within the state or country in which it can involve two group of people due to difference in ideology. ~~Intra-state~~ conflicts involves members from the same state or country as result of difference in ideologies on matter such as political, economic or socially. Example Difference in membership of political party due to lack of political tolerance may lead to intra-state conflicts. The following are root causes of intra-state conflicts in Africa:

Tribalism: This is the tribe in which certain people are said ~~be~~ ~~origins~~ to belong. It is sign for identity in most African societies such as Maasai tribe. Difference in tribalism may lead to conflicts and wars among the people of the same state as some tribes tends to feel proud and favoured than the other within a state and hence classify other tribes as inferior. Hence conflicts arises. Also it may be due to position taken by high officials like president to be of certain tribe hence other tribes may raise into conflicts. Example Tutsi and Hutu of Rwanda in Rwanda genocide.

Religious difference: Due to lack of religious tolerance in most African states many intrastate wars has been arised due to ideological difference in ~~beliefs~~ ~~believer~~. This may be accompanied with massive killing of people of opposing religion in order to force for common religion. Religious difference lead conflicts through existance of one group which lack religious tolerance such as in Islamic states most of Islamic leaders tend to fight against spread of christianity hence leading to wars. Example Al-qaida and Boko-haram.

Unfair election results: This occurs due to lack of political tolerance in which one political party members may not be satisfied with general election results and hence raising for change of such results due to claim of unfairness during election procedures. This tends to cause political misunderstanding which may lead to intra-state conflicts and wars. This is common problem in all states which do not observe the principles of democracy during election process. Example General election of Kenya in 2007 and Zimbabwe in 2008.

Abuse of human rights and police brutality: This is the violation of human rights which is done by the state towards riot citizens. This tends to humiliate and oppress such groups of people who organized riot for needing changes in system of governance, economic condition of the nation or due to poor social services provided by the government to its citizens. Police beating can cause injuries and destruction which can lead formation of group of people who will fight or conflict with the government or police hence intra-state wars. Example police brutality occurred in Nigeria.

Extreme poverty and poor social services: This situation can cause intra-state war due to provoked citizen to new governmental reforms to change the modality of provision of social services and change in economic policies hence the citizen will cause conflict with the government or political leaders. Poor social services tends to increase illiteracy rate, and death rate in the given society. Hence citizens may raise for

the need of good social services and change in economic system.	
Existence of corruption and bad governance system	
This situation can lead to emergency of wars within the state due to lack of democracy and poor utilization of public fund and government resources for self gain of some political leaders	
This situation is common to officials who lack leadership ethics and hence involving in corruption and embezzlement during ruling purposes. This tends to accelerate wars within the state because people will lack good social services as most of income is used by the officials for private gain. Example Mobutu- sekeo of DRC.	
Generally; intra-state conflicts in Africa can be resolved by diplomacy, in which peaceful discussion may be used to settle disputes. Also provision of mass education on conflict, use of Negotiation and mediation so as to prevent the outbreak of war which will have harmful effect to the state. Also in political matters, banning of political parties may be used so as to settle such political disputes. This will ensure peaceful atmosphere which will favour economic activities and also attract foreign investors for development of most developing countries in Africa like Tanzania.	

Extract 3.1: A Sample of a Relatively Correct Responses to Question 3

The analysis of the candidates' responses who scored 7 to 11.5 marks (59.5 %) demonstrates both strengths and weaknesses. It shows that the candidates had moderate knowledge and skills in the subject matter (as they were conversant with the root causes of intra state conflicts in Africa). Others failed to provide clear elaborations of some points, while others wrote incomprehensible introduction or conclusions. Furthermore, the repetition of some points, presenting few points and numerous English Language grammatical inaccuracies prevented some candidates from scoring above average marks. One candidate, for instance, wrote; *intra*

state conflict is the misunderstanding, there are two types of conflicts which are personal and social conflicts". Such a response suggests that the candidate had a moderate knowledge that intra state conflict involves the misunderstanding but failed to give more details; that it must be within a country boundaries and may involve groups against other groups or the government. With regard to repetitions, one candidate for example, presented *poverty* and *economic problems* as separate points, while they are the same. In addition, some candidates separated points such as; *unequal distribution of resource* and *shortage of land*, *misuse of public fund* and *corruption*. Similarly, another weakness observed in the candidates' responses was the mixing up of correct and incorrect points. Some candidates for example, presented a few correct points together with some irrelevant points such as; *oil crisis*, *terrorism*, *persistence of poverty* and *boundaries problem*. Besides, some candidates in this category failed to exhaust the required points while others could not provide relevant elaborations of some points. As a result, such faults obstructed candidates from scoring high marks.

Inversely, candidates who scored from 0 to 6.5 marks (16.8%) had some severe weaknesses in their responses. Some provided incorrect introductions and conclusions. For example, one candidate, in the introduction, defined inter-state conflicts as *the misunderstanding arises among the different states* to mean intra state conflict. Similarly, another candidate defined cross cutting issues instead of intra-state conflicts, by writing *cross cutting issues are the issues that are trending in the society among the people*. Others candidates' responses lacked coherence, while some failed to adhere to essay writing principles. Others were not able to write good English sentences. Likewise, the repetition of points and shallow elaborations of points denied candidates in this category of high scores.

In addition, in the main body some candidates' responses were mainly dominated by misinterpretations of the requirements of the question. For instance, one candidate explained the effects of globalization in the world such as *existence of foreigner investment*, *existence of foreign aid* and *control of the world market*. Again, some candidates failed to differentiate intra state conflicts from interstate conflicts. Thus, they dwelt on discussing the root causes of interstate conflicts. For example, one candidate presented

causes such as *state boundary problems, sharing resources between two states, difference in ideology of states, personal interest of the state, environmental pollution and industrialization and betray of some states*". Another candidate accounted for the problems facing regional economic integrations such as *language barrier, low level of science and technology, diseases, nationalism and disunity*. Equally, other candidates gave points on the indicators and causes of poverty such as *presence of many number of illiteracy, bad beliefs, bad planning and absence of government support in the rural areas, poor communication, diseases, famine and hunger, and disasters*. Moreover, another candidate pointed out the effects moral values erosion and lack of life skills such as *increase of crime, decline in economic development, promote violation of human rights, lack of effectiveness and efficiency in work, death of people, separation of family, drop out from school and drug abuse*. The notable ones were those who, explained a mixture of irrelevant responses. One of the candidates gave points such as *terrorism, exploitation of one country to another, competition in production, killing of people from one country to another and poor cooperation*. Therefore, such candidates did not understand that intra state conflicts transpire within the boundaries of a particular state. In Africa they are mostly caused by among other things; religious and political intolerance, corruption, prevalence of extreme poverty, biased mechanism of sharing the national cake and the colonial hangover. On the whole, such weaknesses in the candidates' responses prevented them from scoring above 6.5 marks. This indicates that they lacked knowledge about conflicts in Africa. Extract 3.2 is a sample of the incorrect responses from a script of a candidate.

A state is the group of people who lives in a given area and fully independent to the government. A state mainly African state is organized by a leader depending on its state. Example of state are Centralized state and decentralized state. In African states faced with conflicts and wars due to intra state conflicts and inter state conflicts.

The following are the causes root of intra state conflicts in Africa

Presence of good climatic conditions; Due to the presence of good favourable climatic conditions different state fights so as to achieve its needs and this support the growth of plants for more production. Example Maize production as food production.

Presence of strong leadership; A strong leader in the state fight against the weaker leader of another state to own as the surrounding things for their activities and benefits. Example Masai state organized by Olaboni.

Presence of strong kingdom; A strong kingdom organized by the leaders colonized a weaker kingdom and create a war between the African state. Example War between Hehe under Mkwana against Yao state.

Presence of the good land; Land own by a given state which support the growth produ

tion make a conflicts between the members of	
African state to own so as to create a capita	
for them to live and other activities. Examp	
le a land help in plant growth and other far	
ming activities	
Availability of Iron and other materials;	
The presence of Iron in the land made the	
strong state to own the weak state so as to get	
Iron and other materials	
A strong state fight with weak sta	
te to get foods; A strong state tend to colo	
nize a weaker one so as to obtaine the food	
production	
A strong state fight with weak s	
tate to get the Iron tools; The Iron tools is ur	
ed during the war to clofense against wild ani	
mals and enemies	
A strong state fight with weak sta	
te for taking the pastoralist animal; Strong sta	
te colonize a weak state move with their pasto	
ralism animals	
Generally: The presence of strong	
leader, strong kingdom as result to	
conflicts against the weak kingdom	

Extract 3.2: A Sample of the Incorrect Responses to Question 3

In extract 3.2, the candidate explained the factors for the growth of pre-colonial African states instead of giving reasons for the persistence of intra state wars and conflicts among post-colonial African states.

2.4 Question 4: Science and Technology in Development

The question required candidates to suggest six qualities of the appropriate technology to Tanzania in the light of the quotation "An appropriate technology is the one that is intended to be suitable within the context of its use". This was one of the least attempted questions; only 42,120 (49.6%) candidates attempted it, whereas 35,221 (83.6%) scored from 0 to 6.5

marks, 5,938 (14.1%) scored from 7 to 11.5 marks and only 961 (2.39%) scored from 12 to 20 marks. Generally, the performance in this question was weak, as only 6,929 (16.4%) candidates scored from 7 to 20 marks while, 13,902 (33.2%) scored a zero mark. The candidates' performance in this question is illustrated in Figure 5.

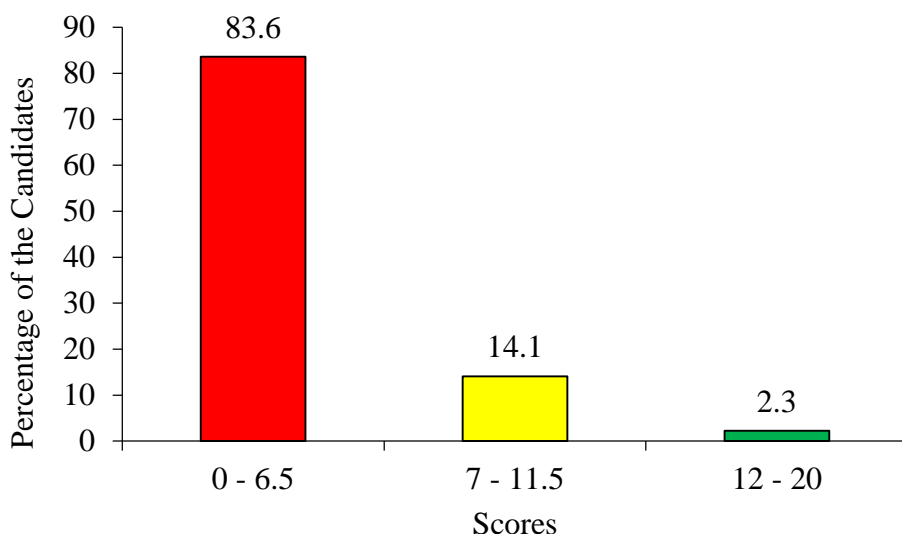


Figure 5: *The Candidates' Performance in Question 4*

The analysis of the responses of candidates who scored 0 to 6.5 marks revealed several weaknesses in their responses. Majority of the candidates in this category deviated from the requirements of the question. For example, one candidate provided a wrong introduction by defining the appropriate technology as *the progressive changes from lower standard of living to higher standard*. The candidate confused the appropriate technology with development. The candidate focused on the major contributions of the science and technology in the development. In their main body, a good number of the candidates misinterpreted the qualities of the appropriate technology to mean the importance of science and technology. For example, some candidates presented the following points; *improvement of transport and communication, increasing employment opportunities, improvement of local industries, improvement of social services, improvement of agriculture sector, saving time and improving market*. Moreover, some candidates presented the reasons for people to require the sophisticated science and technology instead of the qualities of

the appropriate technology. For example, two candidates wrote; *the society need science and technology in order to improve infrastructure, to improve social service, to easern movement of people and trade, to boost industries and to boost transport and communication services.*

Additionally, some candidates associated the appropriate technology with factors which may facilitate the development of science and technology in the third world countries like Tanzania. Such candidates focused their discussion on points such as; *presence of capital, government support, provision of training and accountability.* Equally, some candidates explained the factors for socio-economic development such as; *presence of industries, presence of skilled labour, sufficient capital, suitable transport and communication, supportive government and presence of essential natural resources.* Similarly, some candidates mistakenly linked the appropriate technology with the advantages of transfer of science and technology. A good example is from a candidate who presented the following points; *improvement of infrastructure, rise of science and technology, improved science and technology and it has led to good provision of social services like education.* Likewise, some candidates proposed different efforts to be taken by the government in order to promote the local technology, contrary to the requirement of the question. For example, one candidate suggested the following techniques; *to motivate local scientist as possible, to teach science subject in our schools, allocation of fund for example, to finance research projects, to ensure effective utilization of natural resources and to improve local technological craft.* These responses imply that such candidates had an inadequate knowledge about appropriate technology.

Apart from providing incorrect responses, other notable weaknesses were the candidates' inability to present their responses in grammatical English sentences. With regard to poor essay writing skills, some candidates only listed points without explaining them. Likewise, some candidates provided incompact and partial introductions and conclusions. Some of them only defined the technology. One candidate stated; *technology refers to the application of science for the benefit of human being.* His/her main body had wrong points and the conclusion was weak. Some candidates presented the correct and incorrect points simultaneously for example; *environmental friendly* together with incorrect points like; *improvement of social services,*

improvement of agriculture, improvement of transport and communication and domestic services. Extract 4.1 is a sample of the incorrect responses from the script of the candidates.

4.	Technology is the application of scientific knowledge in making goods and services that meet the demand of the society. For instance making modern machines so as to simplify works. If technology is appropriately used will bring about positive effects in a country. The following are some of qualities of an appropriate use of Technology in Tanzania.
	Promote international relationship; Through technology the Tanzania strengthen their relationship with other nation for instance Tanzania with China. China transfer technology from their country to our country by invest in industry, infrastructure, agricultural issues this are all brought by technology.
	Increase in production of quality goods and services; Through technology Tanzania able to produce the goods of high quality and in high quantities due to presence of modern machines such Tractors pesticides; heavy machines, in the industry. This contributes to meet the demand of people in Tanzania hence increase in development.
	Easy communication; Technology facilitate easy communication in Tanzania, for instance Early

4 | age people used letters, horns for communication from one person to another this make people to communicate difficulty. Nowadays technology easy communication as people of Tanzania can even communicate with people in United State of America (U.S.A), China very quickly and easy through phone, computer.

Influence intermarriage; Technology influence intermarriage in Tanzania as people from outside the country may mate with people in Tanzania due to the free movement of people and improvement of infrastructure as result people can be married even outside the country. If since Tanzania cooperate well with other countries through Technology.

Promote freemarketing; Technology make the business man free selling their products with in and outside the country since there are well improved infrastructure hence free marketing of goods and services. People can export or import their services and goods in Tanzania easily due to improvement of Technology.

Promote democracy; Through technology people be aware about the importance of democracy in the country and how to practice the democracy this ensure leaders and people to practice democracy. Also free advice and political meeting between leaders of Tanzania and other countries ensure sharing leadership skills and style on common goal to promote development of country.

Therefore intertechnology if it is wisely and an appropriate used it will bring about positively effects like quicken communication, influence intermarriage, improve cultural practices, promote

4	international relationship. Hence Tanzania government must make sure to allow only good technology to be adopted from developed countries since harmful technology imitated may bring about some inequalities such as moral erosion, Environmental pollution and introduction of harmful products in the market.
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Extract 4.1: A Sample of the Incorrect Responses to Question 4

In Extract 4.1, the candidate suggested the importance of the appropriate use of technology instead of the qualities of the appropriate technology to Tanzania.

Furthermore, the data analysis shows that 5,938 (14.1%) of the candidates scored from 7 to 11.5 marks. The analysis of their responses shows that they had a relatively adequate knowledge about appropriate technology and satisfactory organizational skills in terms of adhering to essay writing rules. Further, they provided relatively relevant introductions and conclusions. Thus, to a large extent, they managed to express the qualities of the appropriate technology. However, they could not score above 11.5 marks because of the repetition of some points, the inability to explore all the required points and the lack of comprehensive elaborations to some points. With regard to the repetition of points, one candidate, for example, treated points like; *should involve the use of local people's ability and make use of local skills* as separate points, which both refer to one of the qualities of the appropriate technology; *it must recognize, appreciate and make use of local skills, knowledge and aspirations rather than the outside experts*. Furthermore, some candidates mixed up correct points with incorrect ones. For example, one candidate wrote incorrect points such as *should be discovered*, *should be researchable* and *should be non-renewable*. Moreover, some candidates provided wrong or less exhaustive introductions and/or conclusions which fetched zero or half marks. For instance, in the introductory part, one candidate wrongly defined the appropriate technology as; *it refers to the proper way of using discovered technology*. This definition indicates that the candidate confused the

appropriate technology with the appropriate use of the technology. Moreover, such candidate provided a weak conclusion after focusing on the mode of transferring the technology by stating; *To sum up, also appropriate technology can be transferred from one people to another, through different techniques such as imitation, exporting, expertise and taking people abroad also through turnkey point.*

On the contrary, a few candidates (2.3 %) scored from 12 to 20 marks. Their responses showed the ability to identify the requirements of the question. That is, they suggested the correct qualities of the appropriate technology needed by the local people such as; *it should be manageable technology, must be affordable, must be user friendly, must be durable, should be environmental friendly, should be able to use available local resources.* Likewise, some of the candidates added; *it must be able to solve technological challenges that the local are facing, must recognized, appreciate and make use of local skills, it should be affordable, it must be manageable and of small scale.* Such responses suggest that the candidates knew that the appropriate technology can produce better results in the production process because it suits a certain environmental condition. So local communities need such a technology to improve their standard of living.

Additionally, most candidates in this category introduced their essays by writing plausible introductions and conclusions. One candidate, for example, wrote; *Appropriate technology is the one which is suitable for application in a particular area and is environmentally friendly. In Tanzania appropriate technology involves the use of biogas, the use of solar energy, the use fossils fuel, pottery and so forth.* This implies that such candidates were aware that the appropriate technology refers to a technology which suit the social and economic conditions of a geographic area in which it is to be applied. It is environmentally sound and promotes self-sufficiency for those using it. Moreover, it is used to address issues in a wide range of fields. Some of the well-known examples of such technology includes bikes, streetlights, passive solar building designs, hand powered water pumps and other self-powered equipment. However, their scores varied from one candidate to another depending on the clarity and strength of their arguments. Extract 4.2 is a sample of the correct responses from one of the candidates.

Appropriate technology is the technology which is suitable for application in a particular area and environmentally friendly. In Tanzania, appropriate technology involves the use of biogas, the use of solar energy, use of fossil fuels, pottery and so forth. Appropriate technology helps to provide employment opportunities to local people and reduces excessive dependence of the people on foreign commodities. The following are characteristics of appropriate technology in Tanzania:-

It should be cost-effective for example use of biogas which only requires small amount of money to establish and operate it. This means that its establishment requires dung and other waste materials on constant supply which do not need to be purchased rather are freely available, since Tanzania is a developing country, a cheap technology would be an appropriate technology.

It should be non-pollutant for example solar energy which can be used for lighting and heating purposes. Solar energy is environmentally friendly as it does not emit any harmful radiations to the surrounding and thus ensure that the environment is conserved. By conserving the environment it serves as an appropriate technology.

It should be reliable for example use of information technology such as electronic mail (Email), fax and other electronic devices such as smart phones and smart watches for

accessing information on production and supply of various goods including also online trading (e-commerce) is reliable as goods can be bought or sold online effectively. Thus reliable technology is an appropriate technology in Tanzania.	
It should employ locally available raw materials for example use of manure (organic) from plants and animals in agriculture so as to increase soil fertility and hence enhance better yield of products. Manure is locally available and doesn't need to be exported from foreign countries. Thus the technology which employs locally available raw materials is an appropriate technology in Tanzania.	
It should employ indigenous human labor. For example cloth making industries such as Uvira textile and Musoma textile (MUTEX) employs local individuals (Tanzanians) in the process of cloths production. This provides employment to many Tanzanians. Thus the technology which employs indigenous individual is an appropriate technology.	
It should be simple to apply for example pottery, weaving, carving wood and sewing are activities which are simple to do and requires simple technology and tools in the process of making them. For instance, pottery requires clay soil and water and its technique is simple, carving wood as people from Mtwara (Matonde) do requires specific tree and sharp knife to construct. Thus the technology which is simple to apply in the country is an appropriate technology.	
Under the silver line, appropriate technology should be highly recommended because it serves according to the needs and demands of an area. Not only in Tanzania but also foreign countries too should consider using foreign appropriate technology in the country. For example in United States of America, the use of wind energy is common and it is an appropriate technology there.	

Extract 4.2 A Sample of the Correct Responses to Question 4.

2.5 Question 5: Life Skills

The question instructed candidates to show how the interpersonal communication skills can be useful in the society by giving six points. This was among the most opted for questions, as it was selected by 57,728 (68.02%) candidates. The performance in this question was good as 13,852 (24.0%) candidates scored from 0 to 6.5 marks, 32,554 (56.4%) scored from 7 to 11.5 and 11,322 (19.6%) scored from 12 to 20 marks. The data analysis shows that 43,876 (76%) candidates who attempted the question scored from 7 to 20 marks, out of the 20 allotted marks. Figure 6 shows the performance of the candidates in question 5.

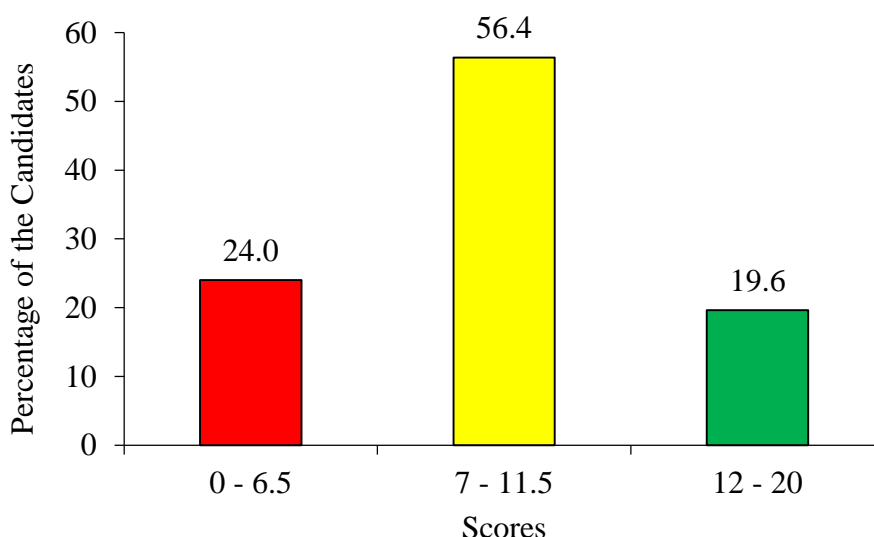


Figure 6: Candidates' Performance in Question 5

A few candidates (19.6%) scored marks ranging from 12 to 20. These provided relevant points coupled with exhaustive elaborations. Above all, they wrote legible English sentences, had a logical flow of ideas and observed the essay writing rules. For instance, one candidate defined the interpersonal communication skills as *the ability of a person to pass and receive information among people in the society* while another one put it as *the behavior and tactics that a person uses to interact with others effectively*. Another candidate provided a detailed introduction such as *interpersonal communication skills refer to a process by which people exchange information, facts, ideas, opinions, knowledge, skills, feelings or emotions and meaning through verbal and non-verbal messages*. This implies that the candidates were aware that interpersonal communication

skills are face to face communication and can involve two or more persons. It is not just about what is said (the language used) but how is it said and the non-verbal messages sent through tone of voice, facial expressions, gestures and body language. This includes, active listening, expressing feelings and giving feedback. The skills include empathy, negotiation and mediation skills, problem solving and friendship formation skills. A good interpersonal communication leads to better human relations.

In the main body, the candidates presented correct points which show how the interpersonal communication skills can be useful in the society. Their points included; *helps in conflicts resolution, promote unity and cooperation among people, improving decision making process, reduce misunderstanding, to give and collect information, guide and counsel people in the society, build team work and develop mutual relationship among each other.* Some observed logical responses from the candidates' scripts were *communicate to people with different impairments like hearing, visual and speech impairments, make sense of the world and our experience on it, express personal needs and understand the needs of others and to regulate power through negotiation.* Furthermore, some candidates provided relevant conclusions. For instance, one candidate wrote; *in general, interpersonal communication skills are useful to any society as they help to reduce conflicts and develop a mutual relationship among people. This situation results into peaceful environment and develops a sense of togetherness, within a particular society.* Such a conclusion shows that some candidates were aware of the usefulness of the interpersonal communication skills in the society of creating a sense of living as human beings. However, despite the good performance, the candidates scores varied due to the variation of grammatical errors, quality of examples and the weight of their arguments. Extract 5.1 is a sample of the correct responses from a script of one of the candidates.

Communication skills refer to a set of skills that enable the passing of information from one person to the other or enabling communication. Interpersonal communication skills are communication skills that enable or facilitate communication between people or groups of people. They involve skills such as listening and speaking during communication process. These skills are very useful in the society mainly because they facilitate communication between people something which is very essential in the community. The following are some other usefulness of communication skills in the society;

Helps in social interactions; in the society, people are in constant contact with each other such that they meet in every aspects. Interpersonal communication skills facilitates interaction in happenings like ceremonies, funerals, games, traditional dances as well as sports like soccer. Thus, through interpersonal communication skills people are able to effectively interact in the community and eventually, building close social ties with one another.

Helps to understand the needs of the others; through interpersonal communication skills, particularly effective listening, it can enable people to determine what others are in need of and how they can contribute in helping them to achieve them. For example; a person with difficulties in talking can be listened to and eventually know what he/she is in need of at that time. Therefore, interpersonal communication skills are useful in understanding others in the society.

Helps to solve ongoing conflicts in the society; in any conflict, mediation is needed between the conflicting parties so as to reach the resolution. However, without interpersonal communication skills this would have been very difficult to achieve. Thus, through interpersonal communication skills such as listening skills, it can enable people to settle their

<p>differences and eventually reach conclusions through peaceful talks among themselves something which then prevents the occurrence of other conflicts.</p> <p>Helps in building positive relations with other people; by using Interpersonal Communication skills one can be able to foster good relations with others and make friendships easily with other people. For instance, a person with polite talking or a nice way of speaking tends to have more friends than those who usually speaks in a harsh way. Thus, through interpersonal communication skills it helps people in the society to build positive relations with other people.</p> <p>Helps in fostering development of the society; development can also be achieved through interpersonal communication skills. For instance, mobilizing people to undertake a certain activity by persuading them through public speaking, presenting developmental ideas to other people and so on. Therefore, by using Interpersonal Communication skills, people can be united as one thing in the society and eventually, become a driving force for the development of the society.</p> <p>Helps in resisting negative influences in the society; by using Interpersonal Communication skills, one can be able to stand out from negative influences by confidently present what he or she think is right and what is wrong. In any influential situation one must communicate why she does not want to do what others are trying to do. For example, in resisting peer pressure and peer groups Interpersonal communication skills are important. Therefore, they help to avoid negative influences and its outcomes like drug abuse, prostitution, forced abortions and suicide.</p> <p>Generally, interpersonal communication skills are an essential tool in building the society since no one lives alone in the society but rather he or she is in constant contact with the other people in the society. Thus, they are very important in the society.</p>	
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Extract 5.1 A Sample of a Relatively Correct responses to Question 5

Moreover, the candidates who scored 7 to 11.5 had an average performance. Such candidates demonstrated a good knowledge of

identifying the requirements of the question and good organizational skills in terms of adhering to essay writing format. They also had a reasonable mastery of the English language. However, the quality of their responses was not satisfactory due to several weaknesses. For example, in some candidates' essays, unnecessary repetitions of some points were noted. There were also wrong examples, weak introductions and conclusions. In most cases they could not exhaust all the required points to merit higher scores. An example of the repeated points is from a candidate who treated *it promotes unity* and *it enhances cooperation* as two separate points. Another example, is from a candidate who argued that *communication skills play a big part in building strong friendship* in one paragraph and presented a similar point *communication skills enable one to form healthy relationship* in the next paragraph. In reality, the points have the same meaning. Moreover, some candidates provided sketchy introductions, including defining the interpersonal communication skills *as the skills which is applied by other people in the certain country or state and which differs to other person*. Another candidate defined skills instead of interpersonal communication skills in the introduction by stating that *skills refer to the ability of doing something well in the society and such thing must be acceptable to people*. Additionally, some mixed up correct and incorrect points and elaborations.

Marks ranging from 0 to 6.5 were scored by candidates who provided irrelevant responses and who demonstrated several weaknesses in their responses. Some of the weaknesses included the inability to identify the requirement of the question, the lack of essay writing skills and some candidates' failure to provide the correct introduction. For example, one candidate, defined the interpersonal communication skills as *the ability of the person or capacity of doing different entrepreneur skills for the improvement in the life standard of the people and reduce poverty in the country*. Another candidate defined it as *the capacity and willingness to organize and manage business venture with any of its risk in order to make profit*. In short, such candidates failed to distinguish between the term entrepreneurship from interpersonal communication skills. Similarly, another candidate defined the interpersonal communication skills as *the transmission of skills from one person to another. It is the skill within community members*. This indicates that the candidate had a low

proficiency in English language skills, hence failed to provide a clear definition.

In the main body, some candidates deviated from the requirements of the question by citing different personal and social life skills such as: *self-awareness, assertiveness, peer resistance, negotiation skills, good communication skills, coping with stress, empathy, negotiation, forming friendship and decision making skills*. Likewise, others analysed the sources of life skills. For example, one candidate pointed out; *schools, religion, family, peer groups and technology*. Moreover, another candidate focused, on the qualities of individuals with personal skills by presenting points such as *self-esteem, self-confidence, self-separation and self-respect*. Some candidates focused on the qualities of people with good behaviors such as *the use of good language, the person should be well dressed and disciplined and the individual should help elders, orphans and disabled people*. Similarly, another candidate pointed out the pillars of the stable marriage like *love, respect, cooperation and maintaining unity*. Likewise, other candidates focused on the context in which one can apply the interpersonal communication skills by pointing out *at school, at health centers, at market places, in political matters, in group discussion, during an interview, in solving peoples' problems, to increase critical thinking, in providing different services to the society and in providing both practical and theoretical education*. Moreover, another candidate with the same stand suggested *in maintaining moral values, in handling surrounding environment and in maintaining human rights*.

In another development, some candidates erroneously focused on the necessary skills required for an effective communication. A good example is the candidate who wrote, *reading skills, writing skills, speaking skills and listening skills*. Moreover, some candidates misinterpreted the question to mean different forms of communication. For instance, one candidate explained *verbal communication and non-communication skills*. The same candidate added other irrelevant points such as *listening and questioning*. Some candidates mistakenly analyzed strategies to promote the provision of social services such as *establishment of colleges, provision of loans and credits, provision of education among people, involvement of entrepreneurship in curriculum improvement, improvement of transport and communication and conducting training programs*. Similarly, some

candidates who misinterpreted the question to mean the importance of the formal sector. One candidate, for instance, gave/provided responses such as *improve government revenue, improvement of infrastructure, provision of social services and it create employment opportunities*. Similarly, some candidates demonstrated the necessity of the informal sector in our society. One candidate, for example, provided points such as; *helps to create employment opportunities, helps to increase government revenue, helps to create markets for goods, helps to make goods and services available, helps to enhance mobility of labour and bring about balanced development in the society*. In similar vein, some candidates provided a mixture of correct and incorrect responses. Such incorrect responses include; *it promotes peace and security, improve transport and communication, improve science and technology and facilitate economic development*.

On the whole, some candidates did not score above 6.5 marks because they mentioned points without giving clear explanations, mixed correct and incorrect points, failed to provide the required number of points, grammatical errors and the repetition of some points, lack of plausible introductions, conclusions and inadequate English language skills. This, in turn, contributed to poor performance in this question. Extract 5.2 is a sample of the responses from a scripts of the candidates who failed to meet the requirements of the question.

5. Interpersonal communication skills: Is the capacity and willingness, organize and manage business venture with any of its risk in order to make a profit; Interpreneurship in the society was among the important things which contributed to the improvement of living standard among the people and increase revenue to the people and nation at whole.

The following are ways which show how the interpersonal communication skills can be useful in the society and this include:

Establishment of training collage: The government of Tanzania should establish training collage in the society like VETA in order to provide different skills to the people both youth and old in order to help them to improve their living and to solve the problem which facing them. Through that the people can get more skills.

provision of loans and credit: The government of Tanzania should provide loans among the youth in order to help them to solve their problem which facing them which resulted to the lack of enough capital which need for buying their facilities and other important things.

provision of education among the people: The government of Tanzania should provide more education to the people about the importance of Interpreneurship in order to help people to engage in productive work instead of

5.	<p>engaging works which are not important to them. Through education many people will be aware and make them to engage in interpreneurship skills.</p> <p>Involvement of interpreneurship in Curriculum: The government of Tanzania should involve skills of interpreneur in curriculum and teaching method in school by encouraging teachers to teach productive work to the pupils and students like Carpenter, in order to help students to be among the important citizen in the society after completing their study.</p> <p>Improvement of transport and communication: The government of Tanzania should improve transport services in the society in order to help the interpreneurs to transport their services and goods from place to another either from one country to another or from one society to another. Through this the interpreneur can be spread among the people.</p> <p>Conducting training programs: The government of Tanzania should conduct program among the people in the society like seminar in order to provide education among the people which can help them to solve their problem which facing them.</p>
5	<p>Generally; Interpreneurship skills communication was among the important skills which contributed to the improvement skills among the people and increase government revenue.</p>

Extract 5.2: A Sample of the Incorrect Responses to Question 5

In Extract 5.2, the candidate confused the word interpersonal communication skills with the entrepreneurship skills. Thus he/she suggested the measures to promote it instead of showing how the interpersonal communication skills is useful to the society.

2.6 Question 6: International Affairs

The question instructed candidates to discuss six ways through which the globalization has influenced Tanzania's foreign relations. The question was optional and was selected by 56,986 (67.2%) candidates. The performance in the question was good, as 14,339 (25.2%) candidates scored from 0 to 6.5 marks, 32,939 (57.8%) candidates scored from 7 to 11.5 marks and only 9,708 (17.0%) candidates scored from 12 to 20 marks. The data analysis further shows that 42,647 (74.8%) candidates scored from 7 to 20 marks, out of the 20 allotted marks. Figure 7 shows the performance of the candidates in question 6.

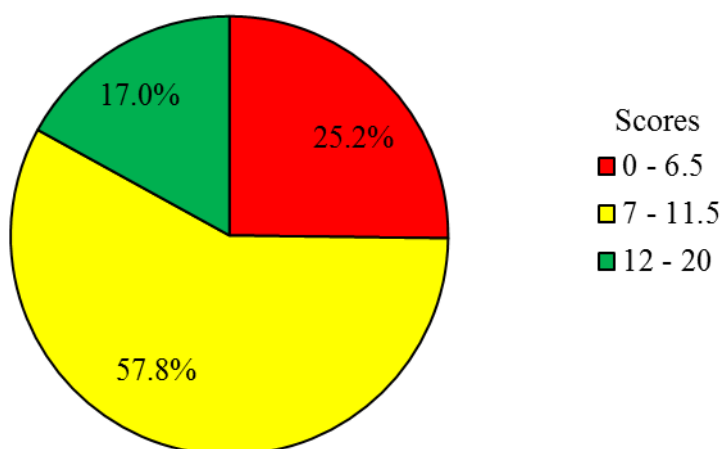


Figure 7: The Candidates' Performance in Question 6

Marks ranging from 12 to 20 were scored by the candidates who had a good organization skill, those who had plausible introductions and conclusions, and those who presented factual arguments in sound English language. For example, one candidate, defined the globalization as; *the increase of interdependence and interconnectedness among the political, social and economic components of the world or among nations, regions and organizations*. Such responses suggest that the candidates were aware

that globalization entails the free movement of goods and people across the world in an integrated manner. This movement, among other things, is mostly accelerated by the high technological advancement, especially in the 20th Century, which has come with sophisticated manufacturing, transport, information and communication technologies. The candidates demonstrated clearly how the globalization has influenced Tanzania's foreign relations by presenting points such as;

Promotion of foreign investment, free movement of people, adoption of trade liberalization, development and use of Information and communication technology, political liberalization, adoption of the economic diplomacy policy, has facilitated Tanzania to be among influential developing countries especially on matters related to peace talks and conflict resolutions, the promotion of greater interdependence among nations, increasing the global and regional security due to the growing transnational crimes, the advancement of education and globalization has compelled Tanzania to work towards regionalism.

Another candidate concluded that; *Apart from the influences of globalization on Tanzanian's foreign relations, also globalization have brought both negative and positive impacts in the country. This includes cultural deterioration, economic dependence, laziness, improvement of infrastructures, unemployment and development of industries.* Such a conclusion proves that some candidates were aware of the uneven influence of the globalization on countries' foreign affairs. On the one hand, it has increased interdependence, but on the other hand, it has broadened the disparity between the rich and poor countries and within specific countries. It has also increased the disparity among the social groups. Above all, these plausible responses from some candidates presuppose that they were well prepared for the examination and had a sufficient understanding of the influence of the globalization on Tanzania's foreign relations. Nevertheless, the scores of candidates in this category varied depending on their ability to supply the required number of points. The avoidance of the repetition of points and the elaboration of points. Extract 6.1 is a sample from candidates who performed well in the question.

Globalization: refers to an increasing process of interdependency and inter connectedness of various social, political and economic aspects in the world. The process of globalization has been brought about by development of technology, education and communication in the world. Tanzania's foreign relations refers to the interaction of Tanzania with other states in the world. The following are the ways on how globalization has influenced Tanzania's foreign relations:

It through the free movement of people.

6. Since globalization has created a free and easy movement of individuals and people from one part of the world to another, this has contributed to increase of Tanzania's foreign relations since various leaders (state leaders) are able to meet and develop good relations and the coming of tourists in Tanzania has helped to develop and influence the foreign relations.

Presence of free Market economy: Through the free Market economy where many countries are able to sell their products to various parts or markets in the world, Tanzania has therefore been able to develop foreign relations by doing or conducting of trade with various nations in the world and also through buying of goods and services from various parts of the world. Example China.

Through the development of communication systems and networks, globalization has caused advancement of the communication systems and networks all over the world. This has thus influenced the Tanzania's foreign relations with other nations in the world since they are able to communicate from any part of the world. Their relations become established through the advancement made in communication. Example the use of video or tele conferencing where people can see each other.

Through financial globalization: Financial globalization allows movement of money from any part of the world to another, since globalization has brought about financial

6. globalisation it has greatly influenced the Tanzania's foreign relations since through that the country can ^{early} acquire loans and aid from donor countries in the world with minimum conditionalities and thereby enable Tanzania to develop more foreign relations since the country can early acquire loans and aid from all over the world.

Through the advancement of science and technology: Globalisation has greatly caused the advancement of science and technology in the world, through whereby science and technology is advancing the country benefits since it is able to expand its foreign relations through the advanced technology whereby it stimulates development in the country by developing of various sectors that create cooperation with other countries.

Example Tourism, through the advanced technology Tanzania's Tourism has been able to be advertised which has now helped the country to build more good relations with other nations to attract more tourists in the country.

Through the spread of ideas and Ideology: since globalisation has caused the spread of ideas and ideologies all over the world various countries have adopted those ideologies. Therefore Tanzania's foreign relations has also been influenced by the spread of ideas and Ideologies whereby when the country adopts particular policy it is able to have relations with more countries. Example through globalization democratic ideology developed and spread and Tanzania adopted it which it

6.	has now made it to expand its foreign relation with other countries since its democratic state or country.	
	Conclusively : Through the foreign relations Tanzania has gained greatly since it is now able to acquire loans and aid with minimum conditionalities. It has promote both Internal and External peace. It has Increased development in Communication, Market and Industrial sector.	

Extract 6.1 A Part of a Relatively Good Response to Question 6

The candidates who scored averagely (7 to 11.5 marks) had a relatively good knowledge about the subject matter. They identified the requirement of the question and had a satisfactory mastery of the English language. Hence, they could not score higher marks due to several weaknesses in their responses such as the failure to provide the required number of points, as some of them presented three to five points out of the six required. Likewise, some presented points without explaining them exhaustively while others repeated points. Some of them presented implausible introductions and conclusions.

Contrarily, the analysis shows that the candidates who scored 0 to 6.5 marks revealed severe weaknesses. For example, in their introductions most of them failed to define the globalization. One wrote; *globalization is the world of foreign technology to the underdevelopment country. Globalization leads to the development of Tanzania to the encourage the science and technology The following are ways globalization influenced Tanzania foreign relations.* Another candidate defined the globalization as *a science of transferring scientific knowledge and being used in formulating new thing which beneficial to the country. And this may be in terms of Agricultural sector, industrial sector, education sector, as well transport and communication.* Such misconceptions affected the plausibility of their introductions.

Moreover, in the main body, they mostly discussed the negative impacts of the globalization. For example, some candidates pointed out; *making the country to be a dumping area, led to improper behavior, led to unemployment, spread of disease, environmental degradation and new colonialism,* contrary to the requirement of the question. Some candidates

presented points related to the positive impacts of the globalization. One candidate wrote; *to promote democracy, to boost economy, to promote introduction of machines, to promote development of industries, flow of culture and cultural change, to improve international cooperation and improvement of social services*. Furthermore, some candidates discussed the advantages of Tanzania's foreign policy such as *strengthening and establishment of friendship with countries, membership in international organization, inflow and outflow of foreign currency and expansion of tourism activities*. Similarly, some candidates listed down the principles of Tanzania's foreign policy like *promotion of good economic relations, promotion of good neighbouring, fight against racial discrimination, protection of African unity and fight against colonialism*. Besides, some candidates explained the benefits that Tanzania gets from being a member of the bilateral cooperation such as; *scholarship given to Tanzanian students, importation and exportation of goods, and grants and Aids given to Tanzania*. Another candidate discussed points related to how Tanzania implements her foreign policy. For example, *Tanzania is a member of UN, Tanzania has engaged in regional and economic relations, Tanzania engaged in diplomatic relations, Tanzania is a member of AU, Tanzania receives diplomatic affairs and Tanzania is a member of different international organizations*. Some candidates focused on other topics not related to the question. One candidate for example, discussed the personal life skills such as; *self-awareness, decision making, problem solving, critical thinking, assertiveness*. Another one described the means of transferring the technology from one country to another such as; *through industrial espionage, through importing foreign experts, through turn-key operation and through foreign aids*. Furthermore, some candidates in this category enumerated the factors for economic development by pointing out *availability of labour, availability of market, availability of capital, improve education and communication and improve science and technology*. Moreover, some candidates provided incorrect and irrelevant points such as; *presence of tourist attraction, presence of tradition culture, the presence of language and communication in Tanzania, through formation of military forces and security, intermarriage and migration of people*.

Other noted weaknesses from the candidates' responses were the failure to supply the required number of points and elaborations, the repetition of

some points, low English language Skills and the inability to organise their responses in essay format. Some listed points without enough elaborations. Some copied some sentences and phrases from other questions. Such irrelevant responses caused the candidates to fail to score above 6.5 marks, out of the 20 allotted marks. It can be argued that most of the candidates who attempted the question could not grasp the task of the question and lacked knowledge of the subject matter. Extract 6.2 is a sample of the incorrect responses from a script of candidate.

		The following are	
	the ways has globalization Influenced	Tanzania	
	Through Facebook:	means that through facebook	
	different country can communicate	and share each other thr	
	ough economic, political and social	which caused for them	
	Continue to create good relationship	from them	
	Through Twitter:	also through twitter these	
	country they share each other about	economic developm	
	ents which can caused	for them to create market and	
	Improved from low stage to high stage		

6	Through wasap: means that through developed and growth of globalization two country or more than two country used wasap method to communicated through economic development and also cancaused for them to developed from low stage of standard to high stage of stand arid and caused to create market
	Through Instagram: through Instagram different country can share each other about social, political and economic issue and used Instagram to communication and discussed the different matter merder to developed from low stage to high stage
	Through Youtube: means that also through using youtube can communicated and change the different idea about economic development two country or more than two country which caused for them to developed much and creat good relationship example India and Tanzania
	Through video call: also through communicate d by share each other in order to developed to the social, political and economically and caused that country to developed from low stage to high stage and creat good relationship

Extract 6.2 A Sample of the Candidate's Incorrect Responses in Question 6.

In extract 6.2, the candidate associated the influence of the globalization on Tanzania's foreign relations with various social media. He/she described how the use of such media can help in sharing and communicating information in order to bring social, political and economic development of a country.

2.7 Question 7: Philosophy and Religion

The question required candidates to describe six strategies currently used to revive Nyereres' philosophy of socialism and self-reliance in Tanzania. Most of candidates did not attempt this question (only 28,706 (33.8%) percent of all candidates attempted it). The question proved to be challenging to most candidates who attempted it, as 24,109 (84.0%) candidates scored from 0 to 6.5 marks, out of which 1,665 (6.9%) scored between 0 to 0.5 mark. Furthermore, the data analysis shows that 4,410

(15.3%) candidates scored 7 to 11.5 marks, and only 187 (0.7 %) candidates were able to score from 12 to 20 marks in this question. The highest score was 17 marks out of the 20 allotted marks. The candidates' performance is illustrated in figure 8.

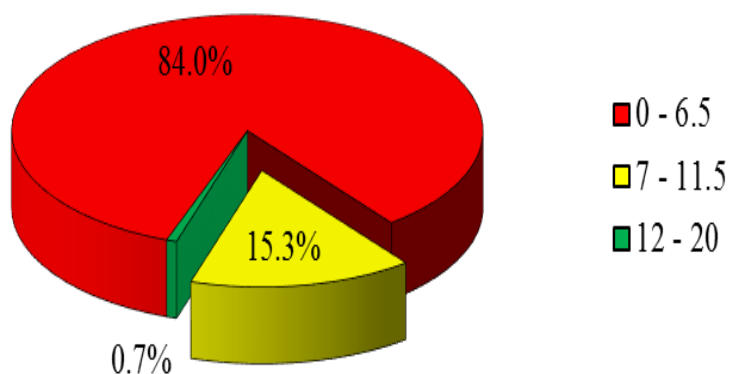


Figure 8: *The Candidates' Performance in Question 7*

The analysis of the candidates' responses shows that 24,109 (84.0%) candidates who scored from 0 to 6.5 marks failed to identify the requirements of the question. As a result, they provided irrelevant responses. For example, one wrote etymological meaning of the term philosophy as; *philosophy means love for wisdom*. Equally, another candidate gave irrelevant introduction by explaining that *Nyereres' philosophy of socialism and self-reliance brought about the impact that they till now is reviving. In the final analysis*. Such candidates lacked knowledge about philosophy of socialism and self-reliance by Nyerere. Instead of introducing Nyereres' philosophy of socialism and self-reliance, one candidate introduced a short history of Mwalimu Nyerere as follows; *Nyerere was the prime minister and the first president of Tanganyika who was born in Butiama in 1922. He was the son of chief in his small village. He studied at Makerere University in Uganda and later become the president of Tanzania. He died on 14th October, 1999.*

In the main body, such candidates misinterpreted the requirements of the question by describing the principles of Tanzania's philosophy such as; *peace, unity, love, work and equality*. Likewise, some candidates explained Nyereres' ideas on education such as *students should begin school at age 7, both students and teachers should engage in productive work, productive*

work should be kept as part of school curriculum, primary school should be complete by itself, the importance of education should be downgrade. Additionally, some candidates analysed the features of the socialism policy such as *equality to all human beings, state ownership of the major means production and absence of classes among the people in the society.* Some candidate elaborated reasons for the collapse of the socialism in Tanzania by giving points such as *the collapse of USSR led to no support to Tanzania, conditions from World Bank and IMF, economic crisis and influence from donor countries.* In similar vein, some candidates mixed irrelevant with relevant responses. For example, one candidate explained the Nyereres' ideas on education and the characteristics of the socialism such as *equality among the people, nationalization of major means of production, presence of mono party system, productive work should be kept as part of school curriculum and both students and teachers should engage in productive work.* The candidates' responses suggest that he/she was unaware that the socialism and self-reliance was the key ideology in the Tanzania politics from 1967 to mid-1980's. Socialism refers to a political and economic system of social organization which advocates for the communal ownership of the major means of production, the distribution and exchange should be owned by the community as a whole. Likewise, Nyerere's socialism (Ujamaa) did not allow the exploitation of man by man. It emphasized people to work hard, discouraged social classes created by the colonialists. It required all major means of production to be owned by the people under the control of the government. Extract 7.1 is a sample of the incorrect responses from a script of one of the candidate.

9-	<p>Nyerere's philosophy of socialism this was also known as Ujamaa policy where as Nyerere's was influencing the use of multipartyism rather than single party system. The following are the strategies used to revive the Nyerere's philosophy and self reliance.</p> <p>The role of reformers. Reformers were having different kind of political parties which were having the ability to be able control the country, where as those were ready for the change into the multipartyism system. Example of the reformers were James Mbatia from NCCR - Magesi and James Mapalala and others from the political party CUF.</p> <p>The role of Nyalali Commission, this is whereby the Ali Hassan Mwinyi assigned some of the ministers to pass through the constitution and found at most 40 where one explained on the change from single party system to multiparty system.</p> <p>The role of Julius Kambage Nyerere who was the first prime minister of Tanganyika and President of Tanzania. The late J.K. Nyerere was implementing on the change from mono (single party system) to multipartyism before the government change on the force.</p> <p>Collapse of USSR (Soviet Union) due to the collapse the one had no supports from other communities where as it would have been help the country with various ways and so the advice was given that change from single-party system to multipartyism where it would help the country from not falling.</p> <p>Violation of human rights due to such violations where there would do various mistakes, where there was single party system, rights like freedom to speak, or decision making was very hard to be made and so this was why Nyerere wanted to shift the political single party system to multipartyism where violations etc will be revealed.</p>	
7	<p>Inconclusively, the Ujamaa policy or the Nyerere's philosophy of socialism and the self reliance in Tanzania has been revived as seen but also Nyerere not only marked on this but also on education, like curriculum has to be changed as for the examination will be conducted.</p>	

Extract 7.1: A Sample of the Incorrect Responses to Question 7

In extract 7.1, the candidate misunderstood the requirements of the question as the factors for re-introduction of the multiparty politics in Tanzania. However, the question required candidates to describe six strategies currently used to revive Nyerere's philosophy of socialism and self-reliance in Tanzania.

The analysis further indicates that the candidates whose score ranged from 7 to 11.5 marks demonstrated a relatively adequate knowledge of the strategies used today to revive Nyerere's philosophy of socialism and self-reliance in Tanzania and had a good mastery of the English language. They also managed to observe essay writing rules by providing the introduction, main body and the conclusion. However, they did not score above 11.5 marks for mixing correct and incorrect responses and for repeating some points. Some of them could not provide all the required points and others failed to provide exhaustive elaboration. On the repetition of some points, some candidates, for instance, explained *the free provision of education in primary schools in Tanzania* separately from *promoting education provision to enhance self-reliance*. This candidate failed to realize the strategy of introducing the competence-based curriculum in primary, secondary schools and tertiary level of education to enhance self-reliance among learners. Another candidate presented *provision of education* and *improvement of education system* as two distinct points while they are replicas. Furthermore, some candidates, in this category, mixed correct with incorrect responses. One candidate, for example, confused *the end of war between Tanzania and Uganda* with the *end of Cold War*. Another, weakness demonstrated by most of the candidates in this category, was the failure to provide insufficient points which led to scoring average marks.

On the contrary, the analysis of the candidates' responses shows that the candidates whose scores ranged from 12 to 20 marks supplied relevant responses in the question. They managed to give appropriate introductions and conclusions. For example, one candidate wrote; *Nyerere's philosophy of Socialism and Self-reliance was once declared in the Arusha declaration found in 1967 in Arusha for the aim making the people to be independent on themselves and create a self-sufficient economy so as to revive the sovereignty of a country*. Another candidate stated; *Socialism and Self-reliance was a policy introduced by the late Mwalimu Nyerere during Arusha Declaration in 1967. The aim of introducing this policy was to enhance*

unity among Tanzanians and build a self-sufficient economy. Different strategies are taken to implement this policy today. Such introductions specify that the candidates had sufficient knowledge of Nyerere's philosophy of socialism and self-reliance. They were aware that the philosophy of socialism and self-reliance was the declaration of TANU's leadership aimed at building a non-exploitative society and the utilization of the natural resources to meet the needs of people. It sought to organize Tanzanians in communal villages and build a self-reliant national economy upon a foundation of collective, hard work and rural cooperation. In short, self-reliance was the cornerstone of Ujamaa socialism. In the main body, the candidates managed to present points such as;

Promotion of investment in self-reliance projects like the construction of the standard gauge railway line, the inclusion of life skills and entrepreneurship education in schools, the use of slogans which encourage hard working spirit among the people, the re-introduction of the national service program to form six graduates, the promotion of cooperation and solidarity among Tanzanians, fighting the corruption, the introduction of competence based curriculum, enabling public ownership of the major means of production like land and promotion of democracy in the country.

Nevertheless, they could not score all the 20 allotted marks because of the repetition of points, failure to elaborate some correct points thoroughly and the weakness of their introductions and conclusions. For example, one candidate wrote in the conclusion: *Generally, the philosophy of socialism and self-reliance failed due to different reasons. However, still it has great importance in today's Tanzania in order to impart the ideas of self-reliance in the minds of all Tanzanians regardless of their economic and political differences.* This is a clear indication that such a candidate was aware that the influence of socialist ideology in Tanzania waned since the post-cold war period. The culture of self-reliance and the spirit of hard work changed as the community continue to heavily rely on the foreign aids and support. Overall, there is a need to integrate socialism and self-reliance ideology in all spheres of development in Tanzania. This is necessary to build to build a society which is independent. Extract 7.2 is a sample of the candidates' correct responses.

	<p>Nyerere's Philosophy of Socialism and Self-Reliance has its roots from the Arusha Declaration of 1967. He came up with the principles of work, Unity, love, Equality, Integrity and Patriotism, and several ways were adopted such as Introduction of Ujamaa Villages, and Nationalization of economic activities and parastatals. It however collapsed as a result of both Internal and External factors, in 1985.</p> <p>There are strategies however which are currently in operation, aimed at reviving the philosophy of Socialism and Self-Reliance. They include:-</p> <p>The Incorporation of Entrepreneurship in the Current Syllabus:</p> <p>Entrepreneurship is aimed at creating self-reliant individuals who are not to depend on government's employment opportunities. The study has been integrated as a subject in schools, which is aimed at liberating individuals who can start up and run their own businesses; to reduce unemployment, government burden and promote self-reliance. The notable entrepreneurs in Tanzania includes Fred Vuyabezi, and Mohamed Dewji.</p> <p>Attendance of the National Compulsory Service Programme after completing Advanced Secondary School Education: The State has re-introduced the attendance of the National Compulsory Service Program, which calls for Advanced Secondary School's graduates, to attend the military and learn various activities such as Agriculture, timber processing and other core skills for three (3) months. It creates a room for a "spirit of patriotism and work, which were among principles of Arusha Declaration", hence promoting Nyerere's philosophy of Socialism and Reliance.</p> <p>The Use of policies which encourage Tanzanians to work: Nyerere advocated; "for the country to develop, people must work and development is the one which involves people", hence people, development and work are inseparable. Several Presidents since then have formulated their policies encouraging people to work. For instance, During President Kikwete's regime, there were policies of "MILIMO MWANZA" and "NGUVU MPYA, KASI MPYA, ARI MPYA". President Magufuli came up with, "HAPA KAZI TU" and the Incumbent President, Honourable Samia addresses, "KAZI JENDELEE", hence revival of Nyerere's philosophy of socialism and self-reliance.</p>	
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<p>The Establishment of Vocational Education Training Authority (VETA): VETA, is found almost in every region. It is known for practical orientation than theoretical based approach. Such Institutions are designed to produce and create Individuals who are fully able and have mastery as well as practical experience in carrying out activities such as agricultural activities, engineering skills, electrical technicians and water plumbers. Such people can start up their own businesses and become self-reliant. These Institutions were opened up to match with the policy of Education for Self-Reliance (ESR), found within the Nyerere's Philosophy. They are "continuously Improved and Expanded."</p> <p>Expansion and Improvement of Small Industries Development Organization (SIDO): This is an industrialization strategy which was put on operations in 1975. Since then, the government has been continuously developing such industries since they employ youth and encourages being self-reliant since they are pertained to hard-hats rather than the soft-hats for white collar jobs such as clerks. They are found in every region, and have been significant in promoting the philosophy of Education for Self-Reliance (ESR). It is a channel similar to VETA Institutions in its operations.</p> <p>The Government has formed credit groups and associations to support youth towards Self-Reliance; The groups formed by the Government includes "Mama Nkapa Trust Fund" and "PRIDE AFRICA." The government also formed Credit Rural Development Bank (CRDB) in 1984 to provide loans to youth in rural areas and encourage self-reliance. There are other similar operations currently such as "SACCOS," "VICBA" and "FINCA," to mention but a few. Such groups support youth in activities such as Agricultural practices.</p> <p>Despite the efforts done to revive Nyerere's philosophy of Socialism and Self-Reliance, the results are not satisfactory due to factors such as youth's resistance to attend National Compulsory Service Program, and the problem of insufficient funds in provision of loans and other facilities, youth's untrustworthiness and poor Entrepreneurial Skills.</p>

Extract 7.2: A Sample of the Correct Responses to Question 7.

In Extract 7.2, the candidate was able to describe, impressively, the strategies in place to revive Nyerere's philosophy of socialism and self-reliance in today's Tanzania.

3.0 ANALYSIS OF CANDIDATES' PERFORMANCE IN EACH TOPIC

The 2022 ACSEE General Studies paper had 7 questions set from six topics covered in both form Five and Six. The analysis of candidates' performance in each topic shows that four topics had a good performance while two topics had a weak performance. The topics with a good performance were *Democratic Process and Practices* (88.21%), *International Affairs* (79.03%), *Life Skills* (76%) and *Contemporary/Cross cutting Issues* (72,53%). The topics in which the candidates' performance was weak are *Science and Technology in Development* (16.38%) and *Philosophy and Religion* (16.01%).

A comparative analysis of candidates' performance in both the 2021 and 2022 ACSEE shows that the candidates performance in the topic of *International Affairs* has tremendously improved from weak in 2021 to good in 2022 while the performance in the topic of *Philosophy and Religion* and *Science and Technology in Development* has dropped from good in 2021 to weak in 2022. On the other hand, the performance in the topics of *Democratic Process and Practices*, *Life Skills* and *Contemporary/Cross cutting Issues* has remained good. See the attached Appendix.

The candidates with good performance demonstrated knowledge of the subject matter, ability to interpret the requirements of the question, good English language command, factual arguments and good organizational skills. Nevertheless, the major reasons noticed for the weak performance include: lack of in-depth knowledge of some topics from which the questions were set, inability to interpret and identify the task of the question, low English language skills and the failure to adhere to essay writing principles. In addition, some candidates mentioned points without exhaustive elaborations, gave fewer relevant points and repeated some points severely. With regard to the weakly performed topics, all stakeholders are needed to make effort towards overcoming the observed challenges.

4.0 CONCLUSION

Candidates performance in General Studies subject in the 2022 ACSEE was good, as 82,078 (97.12%) candidates passed the examination. In comparison to the 2021 ACSEE where a total of 78,341 (97.57%) candidates passed there is a decline by 0.45 percent. The analysis of the candidates' performance in various questions indicates that most candidates scored an average of 35 per cent and above. This is a clear indication that the candidates had adequate knowledge and skills in the respective topics and subtopics from which the questions were set. They identified the requirements of the questions, had skills in answering essay questions and adequate English language skills.

The analysis further indicates that despite the encouraging performance much efforts are needed to address the shortcomings observed such as the candidates lack of in-depth knowledge about the philosophy of socialism and self-reliance and issues related to the appropriate technology (*See Appendices*). The topics were not well comprehended by most candidates who attempted the questions. Other problems noted were the inability to provide exhaustive explanations of some points due to the low proficiency in the English language, the mixing up of correct and incorrect points, the lack of essay writing skills and the failure to observe examination instructions. For example, a total of 1,849 (2.18%) candidates attempted less than four questions, out these only 550 (29.75 %) candidates managed to score an average of 35 and above marks.

5.0 RECOMMENDATIONS

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

- (a) Teachers should pay more attention to teaching and learning strategies suggested in the syllabus, particularly for the topics or sub topics in which the candidates' performance was weak. For example, they should use the learner centered strategies such as group discussion, question and answers and debates in the teaching and learning of the philosophy of socialism and self-reliance and the application of Nyerere's ideas in our society. The same can be done to the sub-topic of transfer of technology to enable candidates' mastery of the subject matter. This can also be complemented by remedial sessions.

- (b) General studies teachers should be provided with regular in service training, seminars and workshops in order to enhance their competence and mastery of General studies topics, especially on the current issues. This will enhance their skills in preparing and administering quality test items and examinations to prospective candidates in the upcoming national examinations. This will also help to bridge the gap in the candidates' inability to respond correctly in some questions.
- (c) The analysis of the candidates' responses has shown that some candidates skipped some questions, some lacked essays writing skills, whereas some were unable to identify tasks of the questions. Therefore, school-based assessments should enhance the prospective candidates' ability and confidence in responding correctly to National Examination questions.
- (d) The analysis shows that some candidates lacked in-depth knowledge of the topics from which the questions were set. Hence, candidates should be encouraged to read a variety of sources like journals, newspapers, supplementary books and internet sources in order to broaden their knowledge and skills in various General studies topics. This will help them to enrich their mastery of General studies topics.
- (e) Schools should initiate the English language proficiency programme to help candidates to understand the requirements of the questions and respond clearly and exhaustively in the English language.
- (f) The data analysis shows that 1,299 (53.35%) candidates who failed attempted less than four questions. Likewise, the analysis of their responses indicates that most of them provided fewer points than the required. Therefore, prospective candidates should observe both the general instructions and specific question instructions when responding to the national examination questions.

Appendix I

The Candidates' Performance in Each Topic in the 2022 ACSEE in General Studies

S/N	Topic	Question number	The percentage of candidates who scored 35% and above	Remarks
1	<i>Democratic Process and Practices</i>	1	83.21	Good
2	<i>International Affairs</i>	3 and 6	79.03	Good
3	<i>Life Skills</i>	5	76.00	Good
4	<i>Contemporary/Crosscutting Issues</i>	2	72.53	Good
5	<i>Science and Technology in Development</i>	4	16.38	Weak
6	<i>Philosophy and Religion</i>	7	16.91	Weak

Appendix II

Graphical Comparative Analysis of Candidates' Performance in General Studies Subject from 2018 to 2021

