



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



STUDENTS' ITEM RESPONSE ANALYSIS REPORT ON THE FORM TWO NATIONAL ASSESSMENT (FTNA) 2025

ENGLISH LANGUAGE (VOCATIONAL STREAM)



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(VOCATIONAL STREAM)**

022 ENGLISH LANGUAGE

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FOREWORD

The English Language Form Two National Assessment (FTNA) for the Vocational Stream was administered in November 2025. This report presents the Students' Item Response Analysis (SIRA), which is intended to provide feedback to educational stakeholders on the factors influencing students' performance in English Language.

The Form Two National Assessment (FTNA) is designed to monitor students' learning progress and provide feedback that teachers, learners and other stakeholders can use to enhance teaching and learning. This analysis explains the reasons behind students' performance in the English Language. Students who achieved high scores demonstrated a good understanding of tenses and grammatical rules, possessed adequate basic vocabulary for use in various contexts, were able to interpret simple passages to answer multiple-choice questions and effectively used ICT tools to search for information from different sources. On the other hand, students who obtained low scores experienced challenges in responding to the questions due to a limited understanding of the assessed concepts.

This report will assist students in identifying their strengths and weaknesses to improve their learning before sitting for the Certificate of Secondary Education Examination (CSEE). It will also support teachers in recognising difficult areas and taking appropriate actions during the teaching and learning process.

The National Examinations Council of Tanzania (NECTA) anticipates that the feedback provided in this report will highlight key challenges and guide education stakeholders in taking appropriate measures to improve the teaching and learning of English Language. As a result, students are expected to acquire the knowledge, skills and competencies outlined in the syllabus, leading to improved performance in future assessments and examinations conducted by the Council.

The Council extends its appreciation to all individuals who contributed to the preparation of this report.



Prof. Said Ally Mohamed
EXECUTIVE SECRETARY

1.0 INTRODUCTION

The English Language Form Two National Assessment (FTNA) for the Vocational Stream was prepared in line with the 2023 English Language syllabus. The assessment was based on the revised 2023 curriculum and used the assessment format introduced in 2025.

The examination paper was divided into three sections: A, B and C and comprised a total of **ten (10)** compulsory questions. Section A included multiple-choice and matching-item questions. Question 1 consisted of **ten (10)** multiple-choice items, each carrying **one (01)** mark, making a total of **ten (10)** marks. Question 2 contained **five (05)** matching items, each worth **one (01)** mark, giving a total of **five (05)** marks.

Section B consisted of **seven (07)** language use questions, from Question 3 to Question 9. Each question carried **ten (10)** marks, making a total of **70** marks. Section C consisted of **one (01)** dialogue question, carrying **15** marks.

A total of 2,199 students sat for the English Language Assessment in November 2025. Among them, 1,564 students passed, as shown in Table 1.

Table 1: Students' Pass Grades in FTNA 2025 by Gender

Year	Gender	Sat	Total Passed	Grades				
				A	B	C	D	F
2025	F	777	455	185	73	84	113	322
	M	1,422	1,109	628	154	182	145	312
	Total	2,199	1,564	813	227	266	258	634

Table 1 shows that more male students passed the FTNA 2025 than female students, with the majority of male students obtaining Grades A, B and C.

The analysis of students' performance on each question is presented by outlining the requirements of the question, the level of students' performance and explanations of their responses. Sample responses are included to support the explanations provided.

This analysis categorises students' performance into three levels: scores ranging from 65 to 100 per cent are classified as good and represented by a green colour; scores ranging from 30 to 64 per cent are considered average and shown in yellow; and scores ranging from 0 to 29 per cent are classified as weak and indicated by a red colour. A summary of students' performance on each topic is presented in Appendices A and B.

2.0 ANALYSIS OF STUDENTS' PERFORMANCE PER QUESTION

2.1 SECTION A: MULTIPLE-CHOICE AND MATCHING-ITEM QUESTIONS

This section consisted of two (02) questions, namely Question 1 and Question 2. Question 1 comprised ten (10) multiple-choice items, each carrying one (01) mark, making a total of ten (10) marks. Question 2 comprised five (05) matching items, each carrying one (01) mark, making a total of five (05) marks. Therefore, the section had a total of 15 marks.

The multiple-choice and matching-item questions were set to assess students' higher-order thinking skills, particularly their ability to identify, recognise and recall information in specific content areas.

2.1.1 Question 1: Multiple-Choice Question

The question required the students to choose the correct answer from the four (04) given alternatives by writing its letter in the box provided. The question aimed to test students' ability to remember and understand vocabulary items from various topics. For example Question 1: (i) Talking about responding appropriately in a variety of oral and written communication contexts, (ii) Producing short and coherent oral messages with intelligible pronunciation and fluency, (iii) Using ICT tools to search for information from different sources, (iv) Developing listening skills, (v) Using appropriate non-verbal cues in group communication, (vi) Using appropriate grammar and vocabulary in oral and written language tasks, (vii) Comprehending all messages with increasing difficulty (viii) Developing vocabulary from conversation and written texts, (ix) Using appropriate grammar and vocabulary for oral communication in a variety of contexts (x) Using appropriate grammar and vocabulary for oral and written language tasks.

This question was attempted by 2,199 (100%) of the students. Among them, 959 (43.61%) scored 7–10 marks, representing good performance; 814 (37.02%) scored 3–6, representing average performance; and 426 (19.37%) scored 0–2 marks, representing weak performance. The general performance on this question was good because 80.63% of the students scored 3–10 marks. The students' performance on this question is summarised in Figure 1.

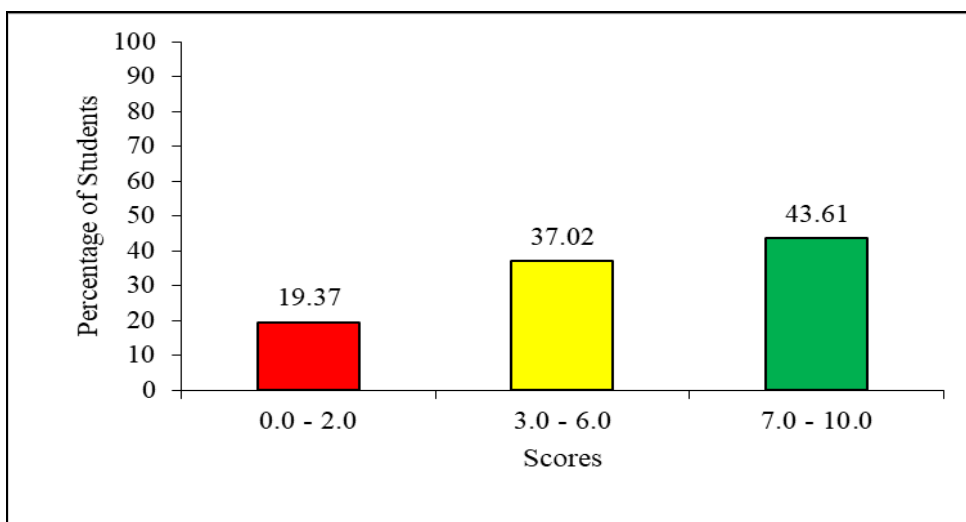


Figure 1: *Students' Performance on Question 1*

The students with good performance on this question scored from 7 to 10 marks. This variation was determined by the correctness of their answers. Those who scored 10 marks read and obtained the correct meaning from the given alternatives. Hence, they correctly answered the questions in all items. These students had adequate knowledge of the competencies from which the questions were set. The majority of the students who scored average marks (from 3 to 6) had partial knowledge of the subject matter; they provided few correct responses. Therefore, they failed to score full marks. Some students also scored from 0 to 2 marks. These had inadequate knowledge of the subject matter. Some of them left the items unanswered and others guessed the answers. The following part analyses the students' responses to items (i) – (x).

Item (i): *Musa said, “I was holding the book owned by the boys.” Which other sentence could Musa use to give the same message?*

- A I was holding the boys’ book.*
- B I was holding the boy’s book.*
- C I was holding the boys book.*
- D I was holding the boy book.*

The correct answer was A, “I was holding the boys’ book.” Students who selected this option demonstrated a clear understanding of plural possession and showed competence in communicating effectively in different contexts. They also displayed good mastery of the specific competence of using appropriate grammar for oral communication, particularly in the correct use of apostrophes to indicate possession in both singular and plural nouns.

However, some students selected incorrect options. Those who chose B, “I was holding the boy’s book,” showed difficulty in marking possession in plural nouns, as they incorrectly used the singular possessive form. Students who opted for C, “I was holding the boys book,” failed to indicate possession due to the absence of an apostrophe, expressing only plurality instead. Option D, “I was holding the boy book,” was ungrammatical and did not express either possession or number correctly.

Item (ii): *In which sentence are the words ‘ship’ and ‘sheep’ used correctly?*

- A Her sheep is carrying his ship.*
- B His ship is carrying her sheep.*
- C His ship was brought by her sheep.*
- D Her sheep brought his ship.*

Item (ii) assessed the students’ ability to understand and correctly use English vocabulary in concrete situations for effective communication, specifically distinguishing between the words ‘ship’ and ‘sheep’.

The correct answer was B, “His ship is carrying her sheep.” A *ship* is a large water vessel used to transport goods and passengers, while a *sheep* is a domestic animal. Therefore, it is logically and semantically correct for a ship to carry a sheep, whereas a sheep cannot carry a ship.

Students who selected A, “Her sheep is carrying his ship,” demonstrated a lack of understanding of the meanings and usage of the words *ship* and *sheep*, as the sentence suggests an illogical action. This indicates limited knowledge of English vocabulary.

Similarly, those who chose C, “His ship was brought by her sheep,” also failed to differentiate between the two words. The sentence is semantically incorrect because a sheep cannot transport a ship, showing weak mastery of vocabulary meaning.

Option D, “Her sheep brought his ship,” was also incorrect, as it reflects a misunderstanding of the functional roles of *ship* and *sheep* and demonstrates inadequate command of English vocabulary.

Item (iii): *Which is the correct list of search engines you would use when searching for learning materials on the internet?*

- A Google, Yahoo, Baidu and Duckduckgo
- B Safari, Mozilla Firefox, Google Chrome and Facebook
- C Google, Baidu, Safari, Firefox and Instagram
- D Google Chrome, WhatsApp and Facebook

Item (iii) assessed the students’ understanding of the use of ICT tools in their daily lives, specifically their ability to search for information on the internet using appropriate search engines.

The correct answer was A, “Google, Yahoo, Baidu and DuckDuckGo.” Those who selected this option demonstrated adequate knowledge of digital technology and an understanding of commonly used search engines. Their response indicates that they are well exposed to internet use and can effectively use digital devices such as smartphones, computers and tablets for learning purposes.

In contrast, some students selected B, “Safari, Mozilla Firefox, Google Chrome and Facebook.” These students showed limited understanding of digital technology, as Safari, Mozilla Firefox and Google Chrome are web browsers, while Facebook is a social media platform, not a search engine.

Option C, “Google, Baidu, Safari, Firefox and Instagram,” was also incorrect because Instagram is a social media platform rather than a search engine and Safari and Firefox are web browsers, not search engines.

Similarly, D, “Google Chrome, WhatsApp and Facebook,” was incorrect because Google Chrome is a web browser, while WhatsApp and Facebook are social media applications used mainly for communication and social interaction, not for searching information on the internet.

Item (iv): *What should a person do in order to become a good listener during the presentation?*

- A Writing everything which is presented*
- B Listening while having side talks with others*
- C Listening while moving around*
- D Paying attention and taking notes*

Item (iv) focused on assessing students’ listening skills when receiving information from oral presentations. It measured their understanding of effective listening strategies required for meaningful comprehension.

The correct answer was D, “Paying attention and taking notes.” The students who selected this option demonstrated good mastery of listening strategies, as they understood that an effective listener must concentrate on the speaker and record key points to enhance understanding and retention of information.

Option A, “Writing everything which is presented,” was incorrect because it is neither practical nor effective to write down everything during a presentation. Students who chose this option lacked awareness of appropriate listening strategies.

Students who selected B, “Listening while having side talks with others,” displayed a weak understanding of good listening habits. Side conversations interfere with concentration and comprehension and distract both the listener and the speaker, indicating inadequate knowledge of the qualities of a good listener.

Similarly, C, “Listening while moving around,” was incorrect because movement during a presentation disrupts attention and may prevent the

listener from capturing important ideas. It also distracts the speaker and other listeners, showing a lack of awareness of effective listening behaviour.

Item (v): *“She is good at non-verbal communication.” This statement means that she is good at communicating using:*

- A Visual images, facial expressions, postures and eye contact*
- B Eye contact, spoken words, sentences and facial expressions*
- C Visual images, action verbs, spoken language and eye contact*
- D Written words, visual images, eye contact and postures*

Item (v) assessed students’ understanding of the modes of communication, specifically their ability to identify elements of non-verbal communication.

The correct answer was A, “Visual images, facial expressions, postures and eye contact.” Students who selected this option demonstrated a good understanding of non-verbal communication, recognising that it does not involve spoken or written words. Instead, it relies on body language and visual cues to convey meaning. Facial expressions, body postures, eye contact and visual images can communicate messages such as agreement, attention, or silence without using speech.

Option B, “Eye contact, spoken words, sentences and facial expressions,” was incorrect because spoken words and sentences are features of verbal communication. Students who chose this option failed to distinguish between verbal and non-verbal modes of communication.

Similarly, C, “Visual images, action verbs, spoken language and eye contact,” was incorrect because action verbs and spoken language involve oral articulation and therefore belong to verbal communication, not non-verbal communication.

Option D, “Written words, visual images, eye contact and postures,” was also incorrect. Written words are a form of verbal communication and students who selected this option demonstrated limited understanding that non-verbal communication excludes the use of words altogether.

Item (vi): *“Marietha used to play football.” What does this statement mean?*

- A *She was playing and she still plays it.*
- B *She sometimes played football but sometimes did not play.*
- C *It was her habit to play football and is still playing it.*
- D *She was playing football, but she no longer plays it.*

Item (vi) aimed to assess students’ ability to use correct English to describe past habitual events or activities, with particular focus on the use of the expression “used to.”

The correct answer was D, “She was playing football, but she no longer plays it.” Students who selected this option demonstrated a good understanding of the phrase used to, recognising that it describes an activity that was habitual in the past but has stopped in the present. They correctly interpreted that Marietha played football regularly in the past, but does not play it anymore.

Option A, “She was playing and she still plays it,” was incorrect because it suggests that the activity continues in the present, which contradicts the meaning of “used to.” Those who chose this option lacked understanding of how “used to” functions when expressing past habits.

Option B, “She sometimes played football but sometimes did not play,” was also incorrect. This option misinterprets the sentence by implying irregularity rather than a completed past habit. Students who selected it failed to recognise that “used to” refers to actions that regularly occurred in the past but no longer occur.

Similarly, C, “It was her habit to play football and is still playing it,” was incorrect because it combines a past habitual expression with present-time meaning. Students who chose this option showed inadequate knowledge of the distinction between past habitual forms and the present simple tense, which is used to describe actions that occur regularly and continue in the present.

Item (vii): *You have been asked to paraphrase a short story. What are you required to do?*

- A Write different words to replace difficult vocabulary.*
- B Write the same words with more new vocabulary.*
- C Write using your words to express the same concept.*
- D Write the original word for a new phenomenon.*

Item (vii) assessed students' ability to read, comprehend and paraphrase information for various purposes. It focused on their understanding of paraphrasing as a key reading and writing skill.

The correct answer was C, "Write using your own words to express the same concept." Students who selected this option demonstrated a clear understanding of paraphrasing, which involves rewriting a text in different words while preserving the original meaning. Paraphrasing helps to simplify or clarify ideas without changing the message. These students showed a good command of the English language and effective comprehension skills.

Some students, however, selected incorrect options. Those who chose A, "Write different words to replace difficult vocabulary," showed a limited understanding of paraphrasing, as paraphrasing involves rephrasing the entire idea, not merely replacing difficult words.

Students who selected B, "Write the same words with more new vocabulary," misunderstood paraphrasing by assuming it involves copying the original text and adding extra words, which does not preserve the original structure or meaning appropriately.

Similarly, D, "Write the original word for a new phenomenon," was incorrect because introducing new or unrelated ideas alters the original meaning of the text. Students who chose this option did not understand that paraphrasing requires maintaining the original concept without distortion.

Item (viii): *Which sentence has the word with both morphemes attached at the beginning and at the end?*

- A *They placed all of them.*
- B *We have misplaced them.*
- C *They are placing them.*
- D *I should replace them.*

Item (viii) assessed students' ability to combine different linguistic units to more complex words, specifically their understanding of morphemes and formation. It measured students' ability to develop vocabulary by identifying combining prefixes, roots and suffixes.

The correct answer was B, "We have misplaced them." The word "misplaced" contains morphemes attached both at the beginning and at the end: *mis-* (a prefix), *place* (the root) and *-d* (a suffix indicating past participle form). Students who selected this option demonstrated the ability to analyse words into their constituent morphemes and showed good understanding of word-building processes.

Some students selected incorrect options. Those who chose A, "They placed all of them," failed to recognise that the word placed contains only the suffix *-d*, without any prefix.

Option C, "They are placing them," was incorrect because the word placing contains only the suffix *-ing*, which marks the progressive form and does not include a prefix. Students who chose this option showed a limited understanding of prefixes and suffixes.

Similarly, D, "I should replace them," was incorrect because the word replace contains only the prefix *re-*, without any suffix. Overall, the students who responded incorrectly demonstrated insufficient knowledge of morphemes and word formation.

Item (ix): *Rebeca was travelling to Mbeya the following day by bus. She had to make a call to the booking office for a seat. Which polite expression would she use?*

- A *“Reserve one seat to Mbeya for me.”*
- B *“One seat to Mbeya for me! You hear me?”*
- C *“Would you please book me one seat to Mbeya?”*
- D *“Make sure I get a seat to Mbeya. Do you understand? ”*

Item (ix) was designed to assess students’ ability to communicate effectively in a variety of contexts, particularly in making polite requests for services.

The correct answer was C, “Would you please book me one seat to Mbeya?” This option appropriately uses a polite request form. The modal verb *would* and the word *please* clearly express politeness, which is essential when requesting a service in a formal or semi-formal context, such as a booking office. Students who selected this option demonstrated adequate knowledge of appropriate language use in service-related situations.

Option A, “Reserve one seat to Mbeya for me,” was incorrect because it sounds like a command rather than a polite request, making it inappropriate in the given context.

Option B, “One seat to Mbeya for me! You hear me?” was also incorrect, as it is impolite and confrontational. Students who chose this option showed a limited understanding of polite expressions needed for requesting services such as (please, kindly, excuse me and would you).

Similarly, D, “Make sure I get a seat to Mbeya. Do you understand?” was incorrect because it uses commanding and rude language, which is unsuitable when asking for a service.

Item (x): *The man from abroad wore an American suit?* The underlined words mean:

- A *The man represents American suit.*
- B *The suit was made in America.*
- C *The suit is for American men.*
- D *American suit is for abroad men.*

Item (x) assessed students' ability to use appropriate grammar and vocabulary in oral and written texts, with particular emphasis on the correct use of descriptive adjectives.

The correct answer was B, "The suit was made in America." Students who selected this option understood that the adjective *American* describes the origin of the suit, not the person wearing it. They correctly recognised that adjectives of origin come before the noun they modify, in this case, *suit*.

Students who chose A, "The man represents American suit," were incorrect because they misunderstood the function of the adjective *American*. They failed to realize that the adjective *American* modifies the noun *suit*, not the man. This reflects a lack of knowledge about adjective use and placement.

Option C, "The suit is for American men," was also incorrect because this option suggests ownership or intended users of the suit rather than its origin, which changes the meaning of the original sentence.

Similarly, D, "American suit is for abroad men," was incorrect because it misinterprets the sentence by implying that the suit is exclusively meant for men from abroad. Students who selected this option demonstrated misunderstanding of descriptive adjectives and sentence meaning.

2.1.2 Question 2: Matching-Item Question

This question required the students to match descriptions of writing steps in List A with their corresponding terms in List B by writing the correct letter in the table provided. It assessed students' ability to understand and apply the sequential stages of the writing process, including planning, drafting, revising, editing and proofreading.

The question stated:

Match the writing steps descriptions in List A with their corresponding terms in List B by writing the letter of the correct response below the item number in the table provided.

List A	List B
(i) <i>Gathering materials, organising thoughts and planning writing.</i>	A <i>Post writing</i> B <i>Editing</i>
(ii) <i>Putting ideas in a written form, writing words down on paper.</i>	C <i>Pre-writing</i> D <i>Proofreading</i>
(iii) <i>Going back to check the draft in depth, reviewing and improving the draft.</i>	E <i>Drafting</i> F <i>Type writing</i>
(iv) <i>Eliminating errors; checking grammar, spelling and punctuation marks; and checking for consistency and arrangement of sentences.</i>	G <i>Revising</i>
(v) <i>Reviewing the whole text line-by –line to identify and correct any grammatical errors and spelling mistakes</i>	

A total of 2,199 (100%) of the students attempted the question. Among them, 381 (17.33%) scored 4–5 marks, representing good performance; 683 (31.06%) scored 2–3 marks, representing average performance; and 1,135 (51.61%) scored 0–1 mark, representing weak performance. Among those with weak performance, 512 (23.28%) scored 0. Their general performance on this question was average, since 1,064 (48.39%) scored 2–5 marks. Their overall performance on the question is summarised in Figure 2.

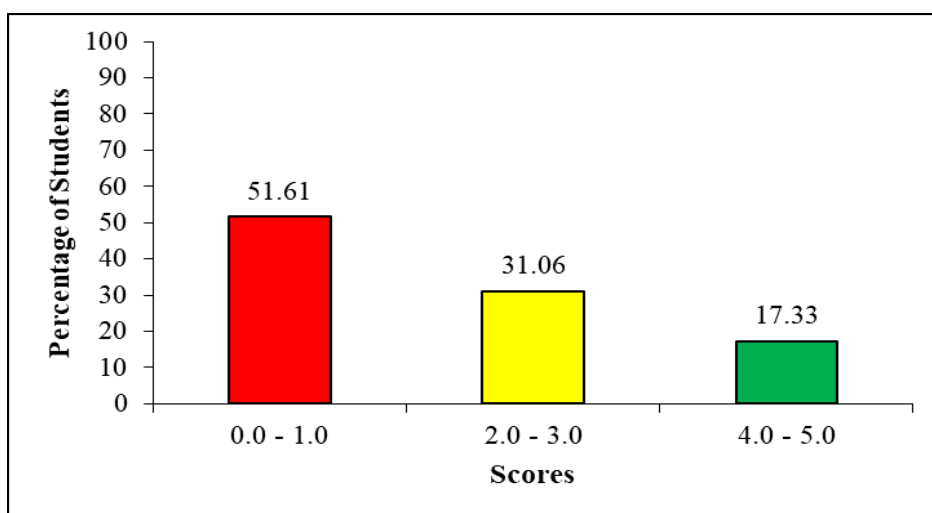


Figure 2: *Students' Performance on Question 2*

Students who scored highly on this question demonstrated competence in communicating effectively in different contexts and showed a good mastery of creating a variety of texts for different communicative purposes, using appropriate speaker's attitude and context. They also demonstrated familiarity with the steps for writing a text and applied this knowledge accurately. Hence, they correctly matched item (i) with letter C, *pre-writing*, which involves preparation before actual writing, including brainstorming, research and organising ideas. Item (ii) was correctly matched with E, *drafting*, which refers to transferring ideas into written form without focusing on perfection. Item (iii) was matched with G, *revising*, which involves evaluating content, structure and clarity to improve the draft. Item (iv) with B, *editing*, which focuses on correcting language and mechanical errors while ensuring coherence and item (v) was matched with D, *proofreading*, which is the final step to detect and correct any remaining errors before publication or submission. Extract 2.1 illustrates the correct responses.

Answers					
List A	(i)	(ii)	(iii)	(iv)	(v)
List B	C	E	G	B	D

Extract 2.1: A Sample of Students' Correct Responses to Question 2

In Extract 2.1, the student had adequate knowledge of the steps involved in writing texts.

In contrast, students with low marks in this question had inadequate knowledge of the tested competence, specifically the steps involved in writing texts. In addition, they had insufficient writing skills. They did not know the proper sequence of steps to follow when writing a variety of texts, which include pre-writing, drafting, revising, editing and proofreading. Their failure to understand the purpose and implications of each step led them to guess the answers, resulting in incorrect responses. Extract 2.2 is illustrative.

Answers					
List A	(i)	(ii)	(iii)	(iv)	(v)
List B	F	B	E	A	G

Extract 2.2: A Sample of Students' Incorrect Responses to Question 2

In Extract 2.2, the student had inadequate knowledge of the steps involved in writing texts.

2.2 SECTION B: LANGUAGE USE

This section consisted of seven (07) compulsory short-answer questions. These were questions 3, 4, 5, 6, 7, 8 and 9. These questions required the students to respond by filling in the spaces provided using the given instructions or words in the box. Some of these questions also required the students to provide brief explanations, read a given passage and respond to the subsequent questions, as well as rewrite sentences. Each question in this section was worth ten (10) marks, making a total of 70 marks.

2.2.1 Question 3: Reading a Given Passage and Responding to the Subsequent Questions:

The question required the students to read the given passage and answer the questions that followed by writing their responses in the spaces provided. It assessed their competence in comprehending written information, including their ability to identify main ideas, details and implied meanings, as well as to interpret and express information accurately. The question stated:

Read the following passage and answer the questions that follow by writing the answers in the space provided.

*Although my sister's wedding day implied that my sister would live far from me, it was a beautiful day. The preparations had started before that special day. A week before the wedding, the bridegroom with relatives came to our home; they settled everything and decided on the wedding day. There was a series of parties before the wedding ceremony. First, there was the **inner party**. At this party, all my relatives attended, even those whom I had not met before or heard of. Then, there was another party, the **kitchen party**.*

*My aunt prepared it; I thought it was done in the kitchen, only to realise later that it was not. Those who attended were mostly women who brought presents for my sister, a bride-to-be. The third party was a **send-off** which family members, the families of the bridegroom and bride-to-be attended. During all these parties, my sister was still living at home.*

Finally, it was the wedding ceremony which marked a big day. Many people attended. They were very happy. People were served with food and drinks. They danced and sang various songs. The Master of the Ceremony controlled the event. The matron led us to the hall; then the bride and the bridegroom took the front seats facing the guests.

Everything was new to me; my sister and the bridegroom exchanged the vows and then they shared a cake. The best man and the matron were all the time close to them. I enjoyed the wedding, although thinking of my sister going away somehow almost ruined my day.

Questions:

- (i) What is the formal event where the bride and the bridegroom exchange vows? _____*
- (ii) Which three parties were held before the wedding day? _____*
- (iii) When was the wedding day decided? _____*
- (iv) Why was the storyteller unhappy? _____*
- (v) What title would you give this story? _____*

A total of 2,199 (100%) of the students attempted this question. Among them, 886 (40.29%) scored 7–10 marks, representing good performance; 565 (25.69%) scored 3–6 marks, representing average performance; and

748 (34.02%) scored 0-2 marks, representing weak performance. Among those with weak performance, 394 (17.92%) scored 0. The students' general performance on this question was good since 1,451 (65.98%) scored 3–10 marks. Figure 3 summarises the overall performance on the question.

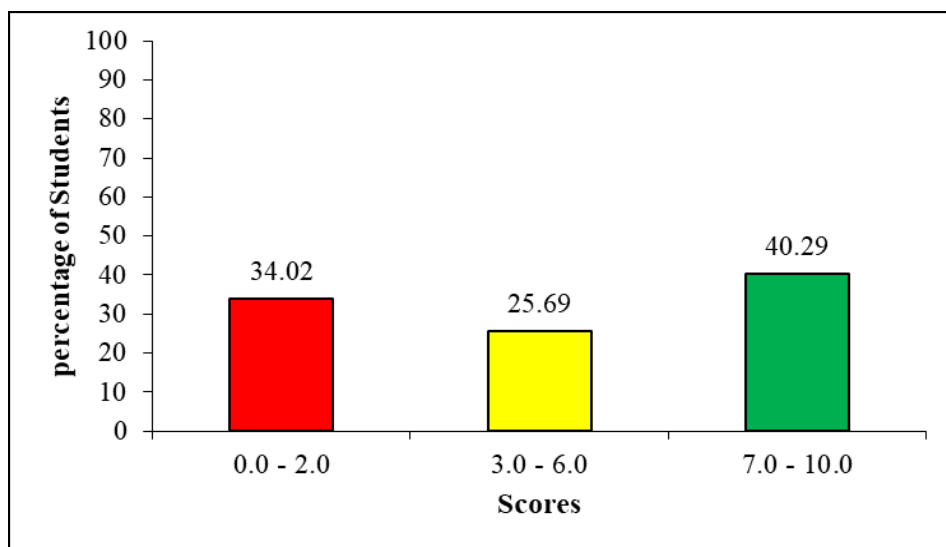


Figure 3: *Students' Performance on Question 3*

Students with sufficient knowledge of reading texts for comprehension responded correctly to all items. Their responses indicate that they possessed good reading skills, which enabled them to understand the passage and answer the questions accurately.

In item (i), they correctly stated that the formal event at which the bride and groom exchange vows is called *a wedding ceremony*. In item (ii), they correctly identified the three parties held before the wedding day as *the inner party, the kitchen party and the send-off party*. In item (iii), the correct response was *a week before*. In item (iv), they explained that the storyteller was unhappy because *her sister was going to live far away*. Moreover, in item (v), the students suggested appropriate titles such as “My Sister’s Wedding,” “Wedding Day,” and “The Wedding”, demonstrating their ability to summarise the main idea of the passage, as Extract 3.1 illustrates.

Questions:

- (i) What is the formal event where the bride and bridegroom exchange vows?
The formal event was the wedding ceremony.
- (ii) Which three parties were held before the wedding day?
The three parties held before the wedding day were
The inner party, The kitchen party and a send-off
- (iii) When was the wedding day decided?
The wedding day was decided one week before the
wedding ceremony when the bridegroom and his relatives
arrived
- (iv) Why was the story teller unhappy?
The story teller was unhappy because because she/he
was thinking of his/her sister going to live far from him/hi
- (v) What title would you give this story?
MY SISTER'S WEDDING DAY

Extract 3.1: A Sample of Students' Correct Responses to Question 3

In Extract 3.1, the student had sufficient knowledge and competence in comprehending written information.

In contrast, some students demonstrated weak performance on this question. They failed to read and comprehend the given passage; as a result, they were unable to address the requirements of the question items. Consequently, they provided responses that were not related to the passage. These students had a poor command of the English language, which contributed to their inability to respond correctly. Some students used Kiswahili; one student used an unknown language; others provided irrelevant content; and some copied words from other questions and presented them as answers. In many cases, the responses did not address the issues asked, as illustrated in Extract 3.2. Additionally, some students left the question unanswered.

Questions:

- (i) What is the formal event where the bride and bridegroom exchange vows?
A week before was a beautiful
- (ii) Which three parties were held before the wedding day?
there were a series of parties before the wedding and decided on the wedding day
- (iii) When was the wedding day decided?
They danced and sang various
- (iv) Why was the story teller unhappy?
my aunt prepare it is done in the kitchen only to realise
- (v) What title would you give this story?
finally it was the wedding ceremony which marks a big day

Extract 3.2: A Sample of Students' Incorrect Responses to Question 3

In Extract 3.2, the student copied sentences from the given passage and filled them in the spaces provided.

2.2.2 Question 4: Grammar and Language Use

The question required the students to use the given words with the same pronunciation but different meanings to construct one meaningful sentence for each word to distinguish their meanings. The question asked:

Some English words sound the same but differ in meaning. Use the words provided to construct one meaningful sentence for each word to show their differences.

(i) Sea/see

- _____
- _____

Son/sun

- _____
- _____

(ii) Right /write

- _____

- _____
- (iii) *Poor /pour*
 - _____
 - _____
- (iv) *Knot /not*
 - _____
 - _____

A total of 2,199 (100%) of the students attempted this question. Among them, 1,104 (50.20%) scored 6.5–10 marks, representing good performance; 326 (14.83%) scored 3–6 marks, representing average performance; and 769 (34.97%) scored 0 to 2.5 marks, representing weak performance. Among those with weak performance, 539 (24.51%) scored 0. Their general performance on this question was good since 1,430 (65.03%) scored 3–10 marks. The students' overall performance on the question is summarised in Figure 4.

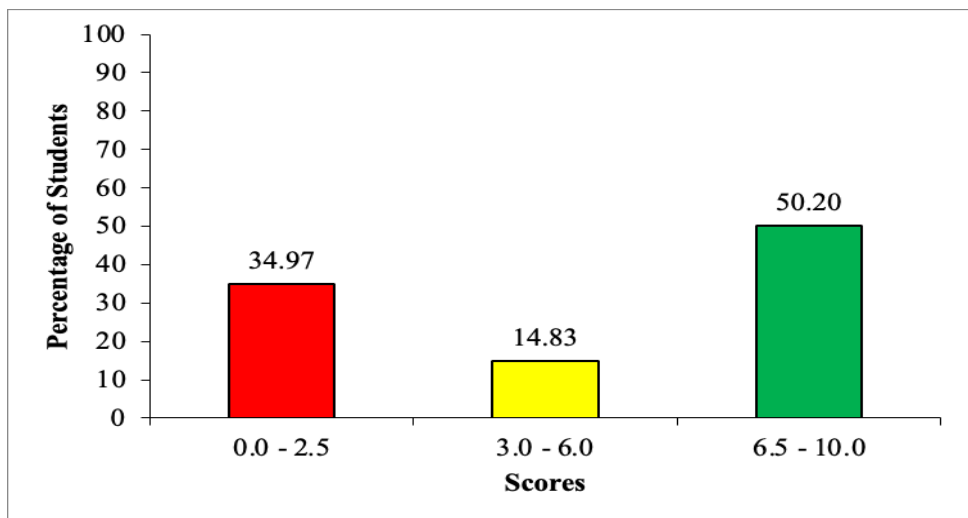


Figure 4: *Students' Performance on Question 4*

Students who answered this question correctly demonstrated good mastery of English vocabulary and pronunciation, particularly in distinguishing homophones, which are words that sound the same but have different meanings and spellings. Their responses showed that they understood the

meaning of each word and were able to use it appropriately in a meaningful and grammatically correct sentence.

These students constructed clear sentences that reflected the correct context for each word. For example, they correctly used *sea* to refer to a large body of water and *see* to mean looking or noticing something. Likewise, they showed understanding of *son* as a male child and *sun* as the source of light and heat. Their correct use of *right/write*, *poor/pour* and *knot/not* also indicated that they could apply vocabulary knowledge accurately in written communication.

Overall, the correct responses suggest that these students adequately mastered English language use and relied on meaning and context rather than pronunciation alone when constructing sentences. This reflects strong competence in vocabulary usage, sentence construction and communication skills. Extract 4.1 is worth considering.

4. Some of English words sound the same but differ in meaning. Use the words provided to construct one meaningful sentence for each word to show their differences.

(i) sea/see

- The sea is full of various aquatic animals.
- The blind man can't see anything.

(ii) son/sun

- My uncle's son is my cousin.
- The sun rises in the east and sets in the west.

(iii) right/write

- Our school is at the right side of K's hospital.
- My teacher told me to write the passage.

(iv) poor/pour

- The poor man ran away.
- She asked me to pour water in the glass.

(v) knot/not

- My teacher told me to tie the knot tightly.
- I am not his friend.

Extract 4.1: A Sample of Students' Correct Responses to Question 4

In Extract 4.1, the student demonstrated adequate mastery of English language skills and intelligible pronunciation.

Conversely, some students demonstrated weak performance on this question, scoring 0–1 mark. Their responses reflected limited understanding and weak mastery of English vocabulary and pronunciation.

Many of these students constructed meaningless and ungrammatical sentences, while others used Kiswahili to provide their responses. Some students merely copied the given words and filled them into the spaces without constructing meaningful sentences. These responses are illustrated in Extract 4.2.

4. Some of English words sound the same but differ in meaning. Use the words provided to construct one meaningful sentence for each word to show their differences.

(i) sea/see

- Sea
Is the place it contain alot of water
- see
Is an act of looking for something.

(ii) son/sun

- son
Is a person who is a baby boy in a family
- sun
Is the planet that gives us light during day time.

(iii) right/write

- Right
Is a word that is show that this is a right something
- Write
Is an act of ~~writting~~ write something such as letter.

(iv) poor/pour

- Poor Is an act of doing something bad such as when a person fail his/her examination.
- Pour
Is an act of a person to take some liquid and pour.

(v) knot/not

- knot
Is an act of a person to knot important thing.
- Not Is an act of a person to not do some thing which have been assign to do

Extract 4.2: A Sample of Students' Incorrect Responses to Question 4

In Extract 4.2, the student responded incorrectly by defining the given words instead of constructing sentences. This implies that the student did not understand the requirements of the question.

2.2.3 Question 5: Filling in the Blanks with Appropriate Words in the Box

This question required students to complete a passage by selecting appropriate words from a given box. It assessed their ability to use vocabulary correctly in context, as well as their understanding of meaning, coherence and logical flow in a narrative related to a sports event. The question stated:

Complete the following passage by filling in the blanks with appropriate words from the given box:

Comforting, signboard, marathon, spectators, athletes

I made a history in a (i) _____ when I went to represent my country. My fellow (ii) _____ looked very calm while my heart was beating so fast. The (iii) _____ shouted the names of the favourite. We run and crossed some hills and valleys. Then, I saw a (iv) _____ written '5km'. I was (v) _____ myself. It was now or never. Then, I touched the tape with my chest. Ooh! I was the first. That is how I became the winner.

A total of 2,199 (100%) of the students attempted this question. Among them, 1,086 (49.39%) scored 7–10 marks, representing good performance; 503 (22.87%) scored 3–6 marks, representing average performance; and 610 (27.74%) scored 0–2 mark, representing weak performance. Among those with weak performance, 305 (13.87%) scored 0. Their general performance on this question was good since 1,589 (72.26%) scored 3–10 marks. The students' overall performance on the question is summarised in Figure 5.

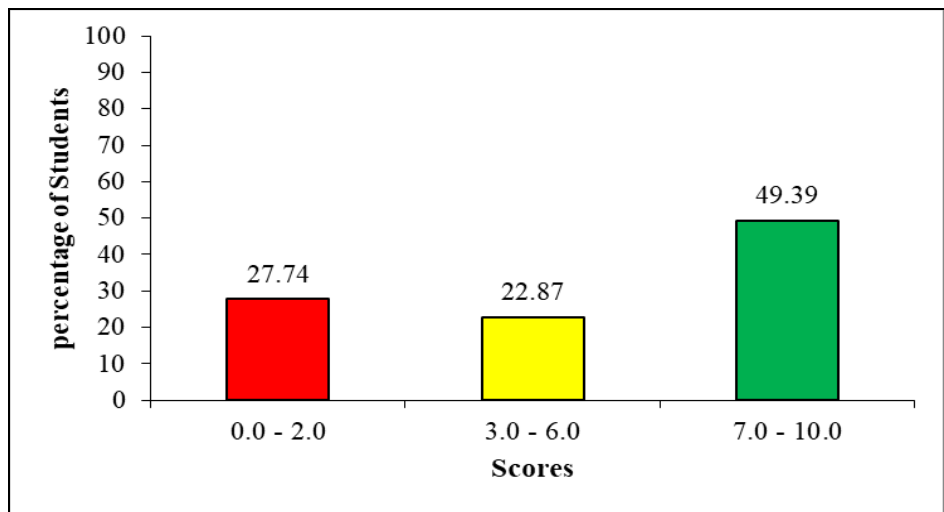


Figure 5: *Students' Performance on Question 5*

Students with good performance demonstrated good mastery of English vocabulary and contextual usage. They managed to read and understand the passage as a whole and selected words that logically and grammatically fit each blank. Their responses show that they understood the theme of the passage, which describes participation in a long-distance race and could relate each word to the correct situation in the story.

These students also showed competence in reading for meaning, as they recognised that a marathon involves athletes, watched by spectators, guided by a signboard and accompanied by self-comforting to gain confidence. Overall, their performance indicates strong language proficiency and the ability to apply vocabulary knowledge effectively in written communication. Extract 5.1 is illustrative.

5. Complete the following passage by filling in the blanks with appropriate words from the given box.

comforting, signboard, marathon, spectators, athletes

I made a history in a (i) marathon when I went to represent my country. My fellow (ii) athletes looked very calm while my heart was beating so fast. The (iii) spectators shouted the names of their favourite. We ran and crossed some hills and valleys. Then, I saw a (iv) signboard written '5 km'. I was (v) comforting myself. It was now or never. Then, I touched the tape with my chest. Ooh! I was the first. That is how I became the winner.

Extract 5.1: A Sample of Students' Correct Responses to Question 5

In Extract 5.1, the student had sufficient knowledge and competence in using vocabulary in context.

Further analysis revealed that a number of students produced incorrect responses. Their performance was categorised as weak, since they scored 0–1 mark. These students demonstrated limited familiarity with the relevant vocabulary required to communicate effectively within sports and games contexts. As a result, they were unable to select the appropriate words from the given box.

Sample responses from this group indicated a lack of exposure to and participation in cultural and public activities, such as sports and games, wedding ceremonies, funeral ceremonies and other social events. This limited exposure negatively affected their vocabulary development and contextual understanding, as illustrated in Extract 5.2.

5. Complete the following passage by filling in the blanks with appropriate words from the given box.

comforting, signboard, marathon, spectators, athletes

I made a history in a (i) Signboard when I went to represent my country. My fellow (ii) Spectators looked very calm while my heart was beating so fast. The (iii) athletes shouted the names of their favourite. We ran and crossed some hills and valleys. Then, I saw a (iv) Comforting written '5 km'. I was (v) Marathon myself. It was now or never. Then, I touched the tape with my chest. Ooh! I was the first. That is how I became the winner.

Extract 5.2: A Sample of Students' Incorrect Responses to Question 5

In Extract 5.2, the student responded incorrectly to all the items. This student resorted to guesswork, which can be attributed to a lack of understanding of sports and games terminology relevant to the passage.

2.2.4 Question 6: Completing a Given Conversation Using the Given Words

The question tested students' ability to use appropriate language and expressions in communicating with people of different age groups and statuses, such as elders, peers, family members or leaders.

The question stated:

Consider the following conversation between Mr Razak, Agnes and the headmaster. Complete the conversation by filling in the blanks with appropriate words from the box.

I am sorry, Goodbye, Good morning Sir, Nice to meet you too, Excuse me Sir

Agnes: (i) _____

Razak: Good morning, Agnes. How are you?

Agnes: I am fine, (ii) _____, are you Mr Razak?

Razak: Yes, of course

Agnes: Okay, the headmaster is calling you in his office.

Razak: Okay, can you take me to his office?

Agnes: Yes of course, follow me, Sir, this way. This is his office and this is the head of School.

Razak: Good morning, Sir.

Headmaster: Good morning, Mr Razak, nice to meet you.

Razak: (iii) _____

Agnes: May I leave now, Sir?

Headmaster: Yes, thank you!

Agnes: (iv) _____ Mr Razak.

Razak: Goodbye, Agnes

Headmaster: (v) _____ for keeping you wait Mr Razak.

Razak: Don't worry, Sir, it's okay, let's go on with what brought me here.

Headmaster: Okay, Sir

A total of 2,199 (100%) of the students attempted this question. Among them, 1,312 (59.66%) scored 7–10 marks, representing good performance; 691 (31.43%) scored 3–6 marks, representing average performance; and 196 (8.91%) scored 0–2 marks, representing weak performance. Among those with weak performance, 3 (1.53%) scored 0. Their general performance on this question was good since 2,003 (91.09%) scored 3–10 marks. The students' overall performance on the question is summarised in Figure 6.

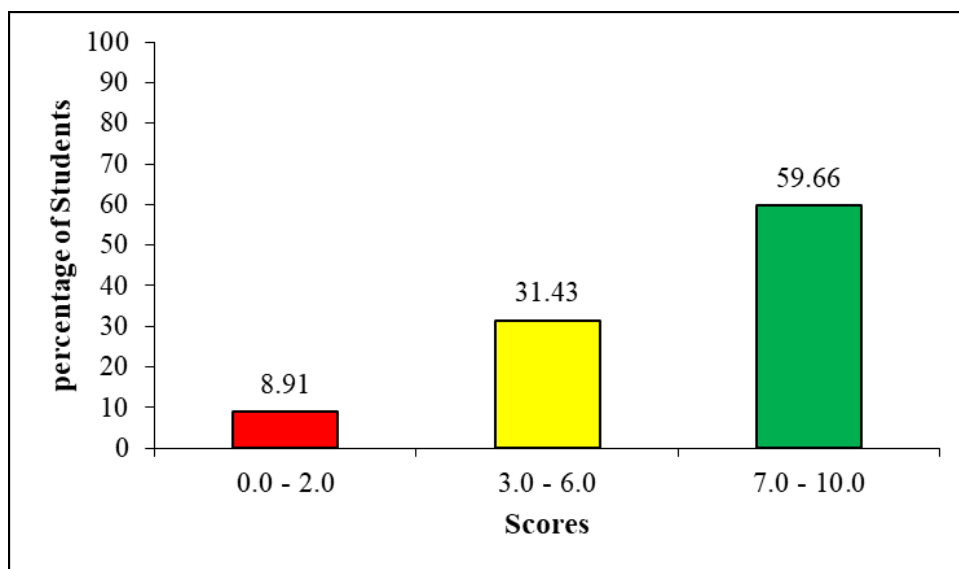


Figure 6: Students' Performance on Question 6

Students who answered this question correctly demonstrated a high level of competence in functional English, particularly in using appropriate language and expressions for interpersonal communication. Their responses showed a clear ability to comprehend both written and implied oral messages within a structured conversation.

These students successfully identified the social roles, age differences and status of the participants involved in the dialogue—namely the student, adult visitor and headmaster. This understanding enabled them to select expressions that were contextually appropriate, polite and grammatically correct. Correct responses reflected the students' knowledge of formal greetings (e.g., Good morning, Sir), polite attention-seeking expressions (e.g., Excuse me, Sir), social responses to introductions (e.g., Nice to meet you too), leave-taking expressions (e.g., Goodbye) and Apologies in formal settings (e.g., I am sorry).

These students' overall performance indicates a strong mastery of English vocabulary, pragmatic competence and the ability to apply language appropriately across different interpersonal and institutional settings. Their success suggests adequate exposure to real-life communication situations and effective language instruction that emphasizes contextual and functional language use. Extract 6.1 is worth considering.

6. Consider the following conversation between Mr. Razak, Agnes and Head master. Complete the conversation by filling in the blanks with appropriate words from the box.

I am sorry, Goodbye, Good morning sir, Nice to meet you too, Excuse me sir

Agnes: (i) Good morning sir
Razak: Good morning Agnes, how are you?
Agnes: I am fine, (ii) Excuse me sir, are you Mr. Razak?
Razak: Yes of course.
Agnes: Okay, the headmaster is calling you in his office.
Razak: Okay, can you take me to his office?
Agnes: Yes of course, follow me sir, this way. This is his office and this is the head of the School.
Razak: Good morning sir
Head master: Good morning Mr. Razak, nice to meet you.
Razak: (iii) Nice to meet you too.
Agnes: May I leave now sir?
Head master: Yes, thank you!
Agnes: (iv) Goodbye Mr. Razak
Razak: Goodbye Agness.
Headmaster: (v) I am sorry for keeping you wait Mr. Razak
Razak: Don't worry sir, it's okay, let's go on with what brought me here.
Headmaster: Okay sir.

Extract 6.1: A Sample of Students' Correct Responses to Question 6

In Extract 6.1, the student addressed the demands of the question by providing correct answers on the use of appropriate language and expressions when communicating with people of different age groups and social statuses.

Conversely, some students produced incorrect responses in several or all items. These students demonstrated a limited understanding of contextual language use, particularly the conventions that govern formal and semi-formal interactions. Rather than selecting expressions appropriate to the situation, many resorted to guesswork or chose expressions that did not match the speaker's role, status, or the stage of the conversation.

Sample responses indicated confusion among expressions used for greeting, requesting attention, responding politely and closing a conversation. For instance, some students failed to recognise that polite expressions such as "Excuse me, Sir" are used to seek attention, whereas phrases like "Nice to

meet you too” function as appropriate responses to introductions. This pattern suggests limited exposure to authentic conversational contexts, especially those found in school or institutional settings involving authority figures.

Weak performance can be attributed to limited pragmatic competence and insufficient practice in applying English expressions appropriately across different social contexts. These findings highlight the need for greater classroom emphasis on role-play activities, structured dialogues and real-life communication scenarios to enhance students’ functional language skills. Extract 6.2 is worth considering.

6. Consider the following conversation between Mr. Razak, Agnes and Head master. Complete the conversation by filling in the blanks with appropriate words from the box.

I am sorry, Goodbye, Good morning sir, Nice to meet you too, Excuse me sir

Agnes: (i) Sorry

Razak: Good morning Agnes, how are you?

Agnes: I am fine, (ii) good morning, are you Mr. Razak?

Razak: Yes of course.

Agnes: Okay, the headmaster is calling you in his office.

Razak: Okay, can you take me to his office?

Agnes: Yes of course, follow me sir, this way. This is his office and this is the head of the School.

Razak: Good morning sir

Head master: Good morning Mr. Razak, nice to meet you.

Razak: (iii) excuse

Agnes: May I leave now sir?

Head master: Yes, thank you!

Agnes: (iv) Nice to meet you too Mr. Razak

Razak: Goodbye Agness.

Headmaster: (v) goodbye for keeping you wait Mr. Razak

Razak: Don't worry sir, it's okay, let's go on with what brought me here.

Headmaster: Okay sir.

Extract 6.2: A Sample of Students’ Incorrect Responses to Question 6

In Extract 6.2, the student responded using incorrect expressions in the given dialogue. He/she randomly supplied terms from the box without observing the correct flow of the conversation.

2.2.5 Question 7: Rewriting Sentences According to the Instructions in Brackets

The question required students to rewrite the given sentences, considering the instructions given in brackets. The question assessed students' competence to use appropriate grammar and vocabulary in oral and written language tasks.

The question asked:

Rewrite the following sentences as instructed in brackets.

- (i) *They did their homework yesterday. (Re-write to show that the action is happening now) _____*
- (ii) *They are singing in the morning. (Re-write to show that "singing" is their habit)*
- (iii) *Our neighbour bought a car. Thus, that family _____ (have/has) a car (Re-write by choosing the correct verb in the bracket)*
- (iv) *They _____ (have/had) a car but it was involved in an accident. (Re-write the correct verb in the bracket)*
- (v) *The Regional Commissioner always visits and talks to us about studying hard. (Re-write to show that the action happened a month ago.)*

A total of 2,199 (100%) of the students attempted this question. Among them, 801 (36.43%) scored 7–10 marks, representing good performance; 462 (21.01%) scored 3–6 marks, representing average performance; and 936 (42.56%) scored 0–2 marks, representing weak performance. Among those with weak performance, 634 (28.83%) scored 0. Their general performance on this question was average since 1,263 (57.44%) scored 3–10 marks. The students' overall performance on the question is summarised in Figure 7.

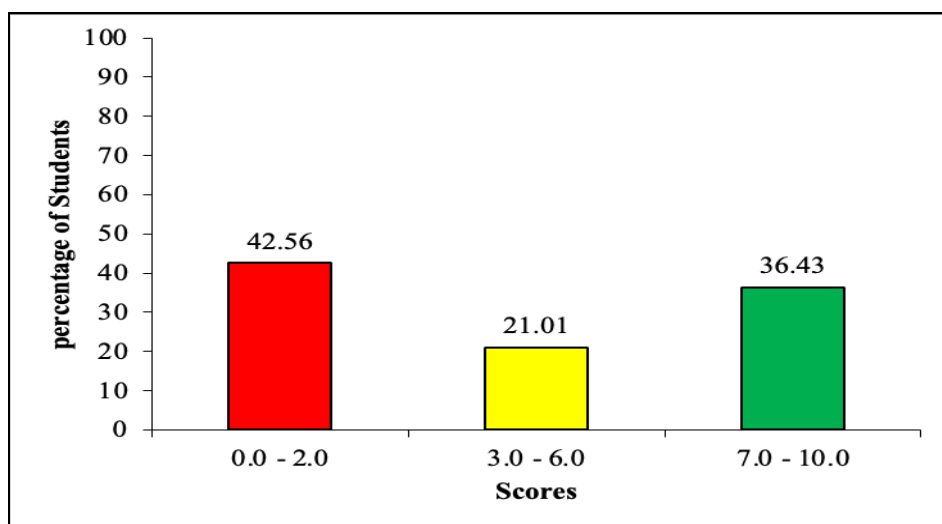


Figure 7: *Students' Performance on Question 7*

Students with good performance demonstrated a strong ability to interpret instructions accurately and to apply appropriate grammatical structures and vocabulary in both oral and written language tasks. Their performance indicates a clear understanding of how tense, aspect and subject–verb agreement function in English.

Their correct responses showed that these students possessed a good mastery of English grammatical rules, particularly in relation to verb tenses and verb forms. They also demonstrated the ability to connect time expressions (such as *yesterday*, *always* and *a month ago*) with the correct tense required by the instruction.

These students' good performance reflects their high competence in grammatical accuracy, attention to detail and ability to manipulate sentence structures appropriately. This suggests adequate classroom exposure to tense usage and sufficient practice in transforming sentences according to given grammatical contexts, as Extract 7.1 illustrates.

7. Re-write the following sentences as instructed in bracket.
- (i) They did their homework yesterday. (Re-write to show that the action is happening now.)
They are doing their homework now
- (ii) They are singing in the morning. (Re-write to show that "singing" is their habit.)
They usually sing in the morning.
- (iii) Our neighbour bought a car. Thus, that family has (have/has) a car. (Re-write by choosing the correct verb in the bracket.)
Our neighbour bought a car. Thus, that family has a
- (iv) They _____ (have/had) a car but it was involved in an accident. (Re-write using the correct verb in the bracket.)
They had a car but it was involved in an accident
- (v) The Regional Commissioner always visits and talks to us about studying hard. (Re-write to show that the action happened a month ago.)
The Regional Commissioner visited and talked to us about studying hard last month.

Extract 7.1: A Sample of Students' Correct Responses to Question 7

In Extract 7.1, the student demonstrated good mastery of English tenses, grammar and vocabulary by correctly rewriting the given sentences.

In contrast, some students produced incorrect responses to several or all items. These students faced difficulty in interpreting the instructions given in brackets, which affected their ability to rewrite the sentences accurately. In many cases, they failed to identify the tense, aspect, or grammatical form required by each instruction.

Some students showed confusion in using verb tenses, particularly when changing from the simple past to the present continuous or from the present continuous to the simple present to express habitual actions. For example, instead of showing an action happening now, some learners retained the past tense or incorrectly used the simple present. Others failed to recognise that habitual actions are expressed using the simple present tense, not the present continuous tense.

Errors were also observed in the items requiring subject–verb agreement. In item (iii), some students selected an incorrect verb (*have* instead of *has*), indicating a limited understanding of how verb forms change according to the subject. Similarly, in item (iv), confusion between *have* and *had* suggested weak control of past tense verb forms.

In item (v), several students failed to connect the time reference, *a month ago*, with the simple past tense, instead of retaining the present tense. This indicates difficulty in linking time expressions with correct grammatical structures.

The weak performance of students can be attributed to limited grammatical competence, insufficient practice in sentence transformation and a poor understanding of how meaning shifts across different tenses and verb forms. These results suggest that the need for more focused instruction on tense usage, subject–verb agreement and guided sentence-rewriting exercises to strengthen students’ grammatical accuracy. Extract 7.2 illustrates these challenges.

7.	Re-write the following sentences as instructed in bracket.
(i)	They did their homework yesterday. (Re-write to show that the action is happening now.) <u>Re-write to show that the action is</u> <u>happening now</u>
(ii)	They are singing in the morning. (Re-write to show that “singing” is their habit.) <u>Re-write to show that singing is their</u> <u>habit</u>
(iii)	Our neighbour bought a car. Thus, that family <u>have</u> (have/has) a car. (Re-write by choosing the correct verb in the bracket.) <u>Re-write by choosing the correct verb in</u> <u>the bracket</u>
(iv)	They <u>have</u> (have/had) a car but it was involved in an accident. (Re-write using the correct verb in the bracket.) <u>Re-write using the correct verb in the</u> <u>bracket</u>
(v)	The Regional Commissioner always visits and talks to us about studying hard. (Re-write to show that the action happened a month ago) <u>Re-write to show that the action happened</u> <u>a month ago</u>

Extract 7.2: A Sample of Students’ Incorrect Responses to Question 7

In Extract 7.2, the student responded incorrectly by picking words from the given sentences and filling them in the spaces provided as he/she failed to understand the requirements of the question.

2.2.6 Question 8: Filling in Blanks Using the Words Given in the Box

The question required the students to complete the given sentences by filling in the blanks with appropriate words provided in the box. It was designed to assess their ability to use English vocabulary accurately and to demonstrate an understanding of pronunciation–spelling relationships when expressing themselves in real-life communication situations.

The question read:

Complete each of the following sentences by filling in the blanks with the correct words from the box provided.

<i>Hour, four, fill, write, our, steal, feel, right steel, for</i>
--

- (i) You were very _____ to _____ all the notes you were given.
- (ii) I _____ so great to _____ in all the blanks in question number five
- (iii) We will take an _____ to complete _____ last session.
- (iv) The gates were made of _____, unfortunately some people decided to _____ some yesterday.
- (v) Their _____ oranges left _____ the last group.

A total of 2,199 (100%) of the students attempted this question. Among them, 1,292 (58.75%) scored 7–10 marks, representing good performance; 400 (18.19%) scored 3–6 marks, representing average performance; and 507 (23.06%) scored 0–2 marks, representing weak performance. Among those with weak performance, 169 (7.69%) scored 0. Their general performance on this question was average since 1,692 (76.94%) scored 3–10 marks. The students' overall performance on the question is summarised in Figure 8.

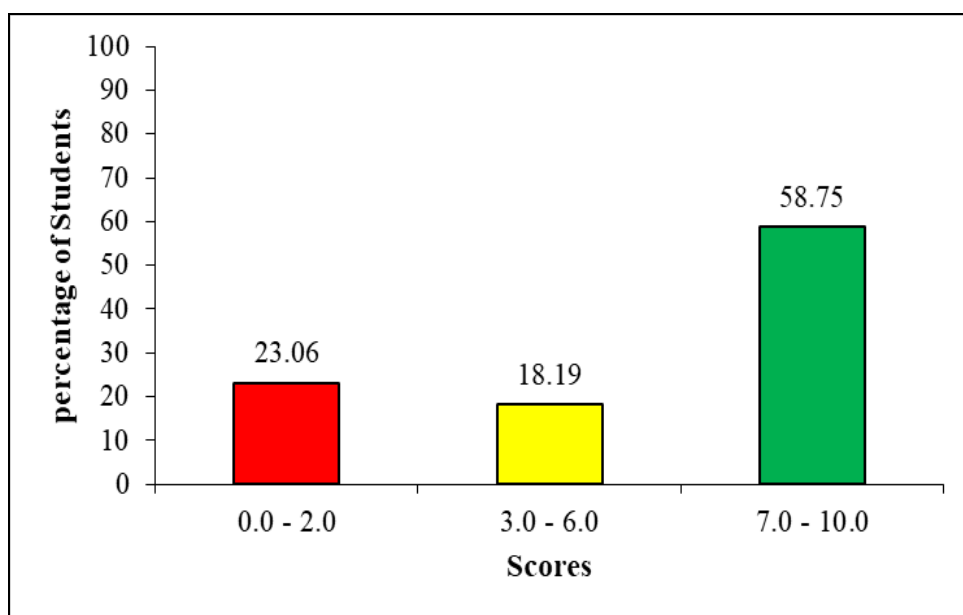


Figure 8: *Students' Performance on Question 8*

Students who scored highly demonstrated a strong ability to interpret sentence context accurately and to select appropriate vocabulary from the word box. Their responses showed a clear understanding of English spelling, pronunciation and meaning, particularly in distinguishing between homophones and near-homophones such as hour/four, steel/steal, right/write, fill/feel and four/for. Correct responses indicate that these students relied on contextual meaning rather than sound alone when choosing words to complete the sentences. They managed to identify the correct grammatical function of each word—whether verb, noun, or possessive adjective and used it appropriately within the sentence structure.

These students also demonstrated good awareness of how vocabulary is used in real-life communication, as required by the question. For example, they correctly associated *steel* with material and *steal* with an action and distinguished *hour* as a unit of time from *four* as a number. This shows effective integration of vocabulary knowledge and comprehension skills.

The correct responses reflect students' good mastery of English vocabulary, accurate understanding of pronunciation–spelling relationships and the ability to apply language meaningfully in practical contexts. Their

performance suggests adequate exposure to vocabulary practice and effective instruction focused on contextual language use. Extract 8.1 is worth considering.

8. Complete each of the following sentences by filling in the blanks with the correct words from the box provided.

hour, four, fill, write, our, steal, feel, right, steel, for

- (i) You were very right to write all the notes you were given.
- (ii) I feel so great to fill in all the blanks in question number five.
- (iii) We will take an hour to complete our last session.
- (iv) The gates were made of steel, unfortunately some people decided to steal them yesterday.
- (v) There are four oranges left for the last group.

Extract 8.1: A Sample of Students' Correct Responses to Question 8

In Extract 8.1, the student responded correctly to all items by filling in the spaces with the correct pairs of the given homophones.

Analysis revealed that some students produced incorrect answers in several or all items. These students demonstrated difficulty in distinguishing between words with similar pronunciation but different meanings and spellings, such as hour/our, steel/steal, right/write, four/for and fill/feel. This indicates limited mastery of English vocabulary, spelling and homophones.

Many incorrect responses showed that students relied heavily on sound rather than meaning and context when selecting words from the box. As a result, they chose words that were phonologically similar but semantically inappropriate for the sentences. For example, some students confused *steel* with *steal*. These students did not know that steel refers to a material, while steal is an action of taking someone's property without their permission. Similarly, confusion between *right* and *write* indicated a poor understanding of how spelling affects meaning.

Errors were also evident in sentences that required students to recognise grammatical functions and collocation. Some learners failed to identify words that correctly fit the sentence structure, such as using *fill* instead of *feel*, or *four* instead of *hour*. This suggests insufficient practice in using vocabulary within meaningful sentence contexts.

The weak performance can be attributed to limited vocabulary knowledge, inadequate knowledge of homophones and near-homophones and inadequate exposure to contextualised language use. These findings highlight the need for increased instructional focus on vocabulary development, pronunciation–spelling relationships and contextual usage, as well as classroom activities that emphasise meaning-based word selection in real-life communication situations. Extract 8.2 is illustrative.

8. Complete each of the following sentences by filling in the blanks with the correct words from the box provided.

hour, four, fill, write, our, steal, feel, right, steel, for

- (i) You were very ~~right~~^{feel} to Fill all the notes you were given.
- (ii) I steal so great to steel in all the blanks in question number five.
- (iii) We will take an For to complete Four last session.
- (iv) The gates were made of hour, unfortunately some people decided to hour them yesterday.
- (v) There are write oranges left right the last group.

Extract 8.2: A Sample of Students' Incorrect Responses to Question 8

In Extract 8.2, the student responded incorrectly to all items due to a lack of English language skills. This student picked irrelevant pairs of words.

2.2.7 Question 9: Choosing and Filling Blanks Using the Information and Communication Technology (ICT) Words Given in the Box

This question required the students to select appropriate ICT-related terminology from a given word box to complete sentences based on short definitions. The task assessed their understanding of basic ICT vocabulary and their ability to match terms with their correct meanings and functions in online learning contexts. The question stated:

The words provided in the box are about Information and Communication Technology (ICT) that enable students to access materials when learning online. Choose the correct words and fill in the blanks with appropriate responses according to the explanation given.

Search engines, A browser, ICT tools, computer, email, printer
--

- (i) *Technologies and devices that are used for communication* _____
- (ii) *Online tools designed to help people find specific information on the internet* _____
- (iii) *A program that allows users to access and interact with information on the World Wide Web.* _____
- (iv) *Tools used for producing hard copies of digital documents* _____
- (v) *Tools used for data processing, internet access and running various applications.* _____

A total of 2,199 (100%) of the students attempted this question. Among them, 1,130 (51.39%) scored 7–10 marks, representing good performance; 747 (33.97%) scored 3–6 marks, representing average performance; and 322 (14.64%) scored 0–2 marks, representing weak performance. Among those with weak performance, 106 (4.82%) scored 0. The general performance of students on this question was good since 1,877 (85.36%) scored 3–10 marks. The students' overall performance on the question is summarised in Figure 9.

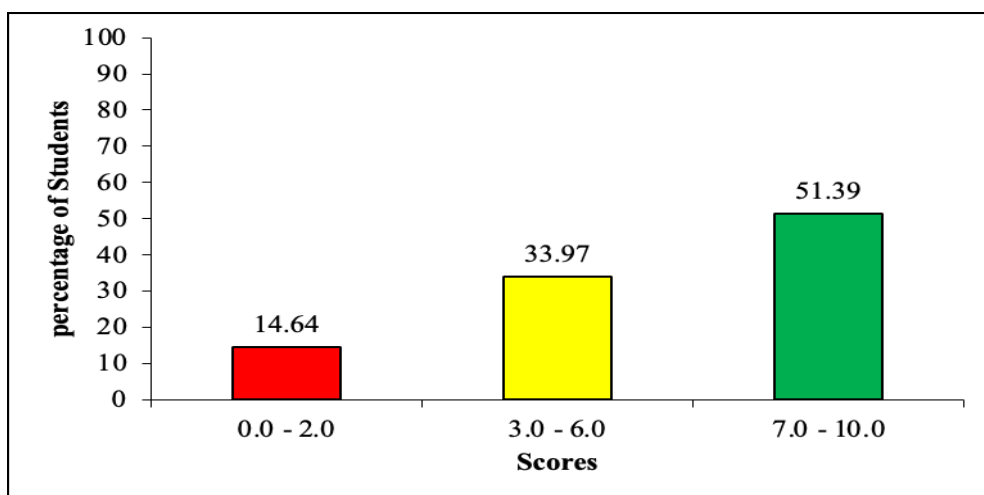


Figure 9: *Students' Performance on Question 9*

Students who scored highly demonstrated adequate knowledge of basic ICT terminologies and their functions in supporting learning through online platforms. Their responses showed that they could read and interpret the given explanations and accurately match each definition with the correct term from the box.

These students demonstrated a clear understanding of common ICT tools used in communication, information searching, internet access, document production and data processing. For example, they correctly identified that ICT tools refer to technologies and devices used for communication, while search engines are online tools used to find information on the internet. They also distinguished between a browser, which enables users to access and interact with websites and other ICT tools with different functions.

Furthermore, correct responses in items involving the words *printer* and *computer* indicated that these students had sufficient knowledge of practical ICT use. Their performance suggests good familiarity with digital learning environments and the vocabulary required for online learning activities.

Those who performed well on this question demonstrated strong ICT literacy, good comprehension skills and the ability to apply ICT vocabulary appropriately in context, as shown in Extract 9.1.

9. The words provided in the box are about Information and Communication Technology (ICT) that enables students to access materials when learning through online. Choose the correct word and fill it in the blanks with appropriate responses according to the explanations given.

Search engines, A browser, ICT tools, Computer, Email, Printer

- (i) Technologies and devices that are used for communication. ICT tools.
- (ii) Online tools designed to help people find specific information on the internet.
Search Engines.
- (iii) A program that allows users to access and interact with information on the World Wide Web. A browser
- (iv) Tools used for producing hard copies of digital documents. Printer.
- (v) Tools used for data processing, internet access and running various applications.
Computer

Extract 9.1: A Sample of Students' Correct Responses to Question 9

Extract 9.1, the student managed to apply ICT tools in a real setting that implies a good understanding of using ICT tools.

Conversely, students with poor performance on this question demonstrated limited knowledge of common ICT concepts and terminology. In many cases, they failed to understand the definitions provided in the statements; therefore, they selected words that did not match the required meaning.

A common challenge was confusion between ICT terms with related functions. For example, some students confused *search engines* with *a browser*, showing difficulty in distinguishing between tools used for searching information (e.g., Google) and programs used to access websites (e.g., Chrome). Others incorrectly matched the *printer* with devices used for communication, indicating a weak understanding of the specific purposes of ICT tools.

In addition, some students struggled to identify tools, such as computers and ICT tools, possibly due to limited exposure to ICT lessons or insufficient practical experience using digital devices. This suggests that these learners did not have adequate opportunities to engage with ICT equipment and online learning platforms, which affected their vocabulary development.

Overall, weak performance can be attributed to limited ICT literacy, inadequate familiarity with ICT vocabulary and weak ability to interpret short technical definitions. These findings highlight the need for increased emphasis on practical ICT exposure, explicit teaching of key terminology and classroom activities that require students to match ICT tools with their functions in real-life learning situations. Extract 9.2 indicates this point.

9. The words provided in the box are about Information and Communication Technology (ICT) that enables students to access materials when learning through online. Choose the correct word and fill it in the blanks with appropriate responses according to the explanations given.

Search engines, A browser, ICT tools, Computer, Email, Printer

- (i) Technologies and devices that are used for communication. A browser
- (ii) Online tools that help people find specific information on the internet. Printer
- (iii) A program that allows users to access and interact with information on the World Wide Web. computer
- (iv) Tools used for producing hard copies of digital documents. ICT tools
- (v) Tools used for data processing, internet access and running various applications. search engines

Extract 9.2: A Sample of Students' Incorrect Responses to Question 9

In Extract 9.2, the student answered all items incorrectly. This shows that the student lacked knowledge of ICT terminology and its application in real-world contexts.

2.3 SECTION C: COMMUNICATING EFFECTIVELY IN DIFFERENT CONTEXTS

This section assessed students' ability to use the English language to communicate effectively in different contexts. It consisted of one compulsory question, which carried 15 marks. The question tested students' knowledge of the appropriate use of grammar and vocabulary for oral communication in different situations, such as asking for services.

2.3.1 Question 10: Composing a Dialogue about Making a Hotel Reservation

This question required students to compose a dialogue using a fictitious name with a hotel receptionist to book a room at a hotel. The students were asked to write no more than 15 sentences for all participants in the dialogue. The question stated:

Your name is Tumaini. Your sister Tesa requested to book a room in Maji Moto Hotel for her. She is going to stay in a hotel for a week writing her novel title. Compose a dialogue between you and the hotel receptionist to book a room for your sister. Your conversation should not be more than 15 sentences for all participants that will be involved in the dialogue.

A total of 2,199 (100%) of the students attempted this question. Among them, 775 (35.24%) scored 10–15 marks, representing good performance; 333 (15.15%) scored 5–9 marks, representing average performance; and 1,091 (49.61%) scored 0–4 marks, representing weak performance. Among those with weak performance, 942 (42.84%) scored 0. Their general performance on this question was average since 1,108 (50.39%) scored 5–15 marks. The students' overall performance on the question is summarised in Figure 10.

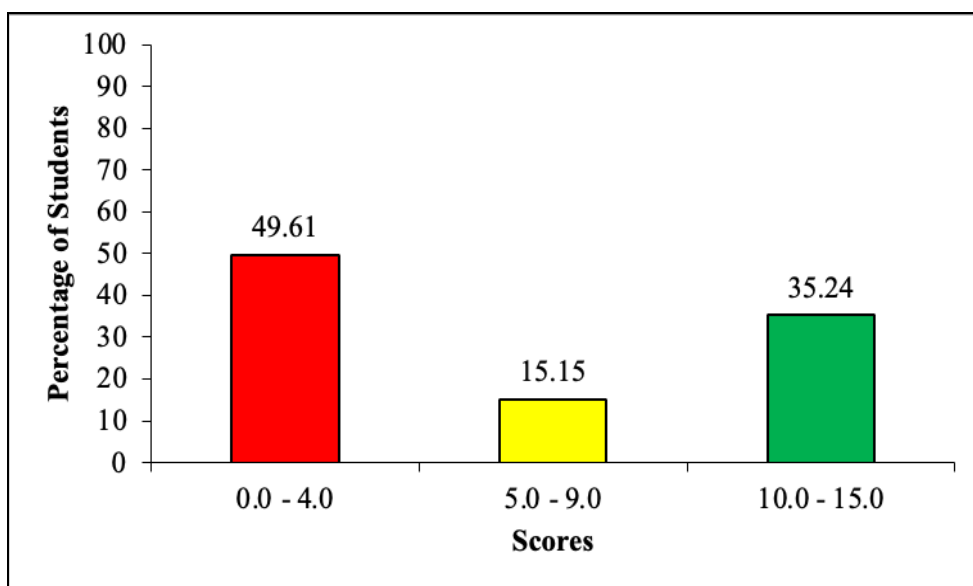


Figure 10: *Students' Performance on Question 10*

Students who scored high marks on this question demonstrated a strong ability to apply English grammar and vocabulary appropriately in practical communication contexts. They showed strong ability in composing coherent dialogues that reflected real-life interactions, in this case, booking a hotel room.

These students effectively used complete and grammatically correct sentences, maintained logical turn-taking between participants and adhered to the instruction to limit the dialogue to 15 sentences. Their responses reflected a clear understanding of the purpose and context of the dialogue, ensuring that the conversation was both polite and functional, as expected when interacting with a hotel receptionist.

Students who performed well on this question demonstrated pragmatic competence, showing that they could adapt their language to suit different communicative purposes and contexts. Their ability to integrate grammar, vocabulary and dialogue conventions suggests adequate exposure to real-life communication situations and effective practice in structured writing tasks, as illustrated in Extract 10.1.

10. Your name is Tumaini. Your sister Tesa requested you to book a room in Maji Moto Hotel for her. She is going to stay in a hotel for a week writing her novel title. Compose a dialogue between you and the hotel receptionist to book a room for your sister. Your conversation should not be more than 15 sentences for all participants that will be involved in a dialogue.

Tumaini: Good morning sir.

Receptionist: Good morning madam, welcome to Maji moto Hotel, How can I help you?

Tumaini: Thank you, I would like to book a room for my sister.

Receptionist: For how long will she stay?

Tumaini: She will be staying for one week

Receptionist: What is her name?

Tumaini: Her name is Tesa.

Receptionist: Okay, I have already booked her to room 30 on the third floor, here are the keys.

Tumaini: Thank you so much sir.

Receptionist: You're welcome, feel free to call room service when you need help.

Tumaini: No worries sir.

Receptionist: Goodbye, have a nice day.

Tumaini: Have a nice day too sir.

Extract 10.1: A Sample of Students' Correct Responses to Question 10

In Extract 10.1, the student responded correctly because he/she had good command of English to communicate and create a relevant dialogue. This student was aware of the format of a dialogue.

In contrast, students who performed poorly on this question demonstrated limited ability to compose a meaningful, contextually appropriate dialogue for booking a hotel room. Their performance suggests inadequate mastery of English grammar, vocabulary and dialogue-writing conventions, which are essential for effective communication in real-life situations, such as requesting services.

A common weakness was the failure to follow the instructions provided in the question. For instance, some students wrote dialogues that exceeded the required 15 sentences, while others wrote very short conversations that did not fully address the task. In some cases, students did not use the given fictitious names or failed to indicate that the booking was being made on behalf of Tesa.

Additionally, many incorrect responses lacked the important features of a good dialogue. Some students did not clearly show the participants in the conversation, while others presented the dialogue in a confusing format without proper turn-taking. This affected the clarity and flow of communication.

Language-related errors were also evident. Several students used incorrect grammatical structures, inappropriate vocabulary and incomplete sentences, which made the dialogues difficult to understand. Some learners struggled to use polite expressions required in service-request contexts, such as greetings, requests, confirmations and closing remarks. As a result, their dialogues appeared unrealistic and did not reflect natural communication between a customer and a hotel receptionist.

Weak performance can be attributed to limited practice in functional writing tasks, weak understanding of formal conversational language and insufficient knowledge of real-life dialogue situations. These findings highlight the need for more classroom activities such as role-play, guided dialogue writing and practice in service-request communication to strengthen students' practical English language skills. Extract 10.2 provides further justification.

10. Your name is Tumaini. Your sister Tesa requested you to book a room in Maji Moto Hotel for her. She is going to stay in a hotel for a week writing her novel title. Compose a dialogue between you and the hotel receptionist to book a room for your sister. Your conversation should not be more than 15 sentences for all participants that will be involved in a dialogue.

Tanga tech Sec
P.O.Box 5002
Tanga
10/11/2025

Hotel ~~Maji moto~~
P.O. Box 6003
Tanga
10/11/2025

YAH: To requested to book a room
My name is Albert kobei, I want to book
in a Room in maji moto Hotel for
my sister. shee will stay in the hotel
for few week please find for
my that room so my sister can co
me and stay they for a few We
ek only. And you will tell me how
much moneu will been in need by
the hotel

Albert kobei Benjamin
A. k. Benjamin
~~Albert kobei Benjamin~~

Extract 10.2: A Sample of Students' Incorrect Responses to Question 10

In Extract 10.2, the student failed to compose a dialogue instead, he/she wrote an official letter. This was contrary to the demands of the question.

3.0 STUDENTS' PERFORMANCE ON EACH COMPETENCE

The competences included in the 2025 English Language FTNA for the vocational stream were: *Manage Information Search from Different*

Sources for Lifelong Learning, Demonstrate Mastery of English Language Skills, Comprehend Oral and Written Information and Communicate Effectively in Different Contexts.

The analysis shows that the students had good performance on the competence(s) *Manage Information Search from Different Sources for lifelong learning* (80.97%) in Question 1, 8 and 9, *Communicate Effectively in Different Contexts* (71.25%) in Question 5, 6 and 10 and *Comprehend Oral and Written Information* (65%) in Question 1, 2 and 3.

Moreover, the students had average performance on *Demonstrate Mastery of English Language Skills* (56.95%), which was covered in Questions 2, 4 and 7.

However, no students performed weakly across all four tested competences.

Appendix summarizes the students' performance on each competence using green, yellow and red colours to represent good, average and weak performance levels, respectively.

4.0 CONCLUSION

The 2025 English Language FTNA results show that students generally performed well on reading comprehension, ICT literacy and functional communication, which demonstrates the ability to understand texts, use vocabulary correctly and interact appropriately in real-life contexts.

However, performance was average in grammar, sentence transformation and writing processes, with many students struggling with tense usage, subject–verb agreement and structured writing steps.

In conclusion, while the students demonstrate competence in communication and comprehension, targeted teaching in grammar and writing skills is necessary to enhance accuracy and consistency across all areas.

5.0 RECOMMENDATIONS

The FTNA-2025, based on the revised curriculum, was implemented and administered for the first time in the vocational stream only and students' performance was good. Thus, following the analysis, observations and findings of this report, it is recommended that:

- (i) grammar instruction and practice be strengthened by emphasising tense usage, subject–verb agreement, possessives and sentence transformation through daily short drills and guided exercises.
- (ii) writing skills be improved through a step-by-step writing process and students be trained to follow the correct stages: pre-writing, drafting, revising, editing and proofreading.
- (iii) dialogue writing and functional communication be enhanced by conducting role-plays on real-life situations, such as booking services, asking for help and formal greetings. Teaching should focus on polite expressions, turn-taking and correct dialogue format,
- (iv) vocabulary development be expanded in context by teaching words through thematic units, such as sports, social events, ICT and communication. In addition, word banks, sentence construction activities and vocabulary games be employed to improve retention; and
- (v) ICT integration in learning be increased by encouraging learners to practise using search engines and browsers correctly for academic purposes. Moreover, simple ICT-based research tasks be assigned to improve both language and digital literacy.

APPENDIX:**Summary of the Students' Performance per Competence in the FTNA-2025**

S/N	Competences	Question Numbers	Percentages of Students who Scored 30% or Above	Remarks
1.	Manage Information Search from Different Sources for Lifelong Learning.	1	80.97	Good
		8		
		9		
2.	Communicate Effectively in Different Contexts.	5	71.25	Good
		6		
		10		
3.	Comprehend Oral and Written Information	1	65	Good
		2		
		3		
4.	Demonstrate Mastery of English Language Skills	2	56.95	Average
		4		
		7		