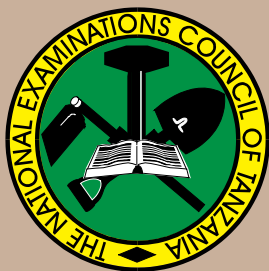


THE NATIONAL EXAMINATIONS COUNCIL OF TANZANIA



**STUDENTS' ITEM RESPONSE ANALYSIS
REPORT FOR THE FORM TWO NATIONAL
ASSESSMENT (FTNA) 2015**

022 ENGLISH LANGUAGE

THE NATIONAL EXAMINATIONS COUNCIL OF TANZANIA



**STUDENTS' ITEMS RESPONSE ANALYSIS REPORT
FOR FORM TWO NATIONAL ASSESSMENT
(FTNA) 2015**

022 ENGLISH LANGUAGE

Published by
National Examinations Council of Tanzania
P.O. Box 2624
Dar es salaam, Tanzania

© The National Examinations Council of Tanzania, 2016

All rights reserved

TABLE OF CONTENTS

FOREWORD	iv
1.0 INTRODUCTION	1
2.0 ANALYSIS OF THE STUDENTS' PERFORMANCE IN EACH QUESTION	2
2.1 SECTION A: COMPREHENSION AND SUMMARY	2
2.1.1 Question 1: Comprehension and Summary with Short Answers and true/False Questions	2
2.1.2 Question 2: Mentioning Five Functions of Vitamins	6
2.2 SECTION B: LANGUAGE USE	9
2.2.1 Question 3: Matching Items	9
2.2.2 Question 4: Re-arranging Jumbled Sentences	12
2.2.3 Question 5: Writing an Invitation Card	14
2.3 Section C: Patterns and Vocabulary	16
2.3.1 Question 6: Completing the Sentences Using the Given Words	16
2.3.2 Question 7: Filling in the Blanks with the Correct Word	19
2.3.3 Question 8: Re-writing the Sentences According to the Instructions	23
2.3.4 Question 9: Filling in the Blanks with the Correct Given Words	26
2.3.5 Question 10: Completing the Sentences by Using Prepositions	29
2.4 SECTION D: READING PROGRAMME	33
2.4.1 Question 11: Class Reader	33
2.4.2 Question 12: Poetry	37
3.0 PERFORMANCE OF THE STUDENTS IN EACH TOPIC	40
4.0 CONCLUSION	41
5.0 RECOMMENDATIONS	41
Appendix A	43
Appendix B	44

FOREWORD

The Report on the Students' Items Response Analysis in English Language subject, in the Form Two National Assessment (FTNA) 2015, has been prepared in order to provide feedback to students, teachers, parents, policy makers and the public in general, about the performance of the students and the challenges they face in attempting examination questions.

The Form Two National Assessment is a formative evaluation which, among other things, shows the effectiveness of the educational system in general and the educational delivery system in particular. Essentially, the students' responses to the assessment questions indicate what the educational system has been able or unable to offer to the students in their two years of Ordinary Secondary Education.

The analysis presented in this report is intended to contribute towards understanding of possible reasons behind the students' poor or good responses in English Language Subject. The report highlights the factors that made the students perform well in the assessment. Such factors include ability to identify the demands of the questions, ability to follow instructions and adequate knowledge and skills on the concepts related to the subject. On the other hand, the report highlights the factors that made a few students fail to score high marks in the questions. Such factors include inability to identify the demand of the question, inability to follow instructions and inadequate knowledge and skills on the concepts related to the subject. The feedback provided will enable the educational administrators, school managers, teachers, students and other stakeholders to take appropriate measures in order to improve the students' performance in future assessments administered by the Council.

The National Examinations Council of Tanzania will highly appreciate comments and suggestions from teachers, students, school quality assurers, curriculum developers and the public in general, that can be used in improving future FTNA reports.

Finally, the Council would like to thank the Examination Officers, Coordinators, Examiners and others who participated in processing and analysing the data used in this report.



Dr. Charles E. Msonde
EXECUTIVE SECRETARY

1.0 INTRODUCTION

This is an analysis of the items response of the students who sat for the Form Two National Assessment (FTNA) in English Language subject in November, 2015. It shows the students' performance in each question as well as the strengths and weaknesses of their responses.

The analysis of the students' performance is categorised into three groups, depending on the percentage of the students who scored an average of 30 percent or above of the marks allocated in a particular question. If the performance of the students ranges from 50 to 100 percent, it is considered as good, from 30 to 49 percent is average and from 0 to 29 percent is categorised as poor or weak. These categories are indicated by using colours, whereby, green colour shows students with good performance, yellow colour indicates average performance and red colour shows poor performance.

The analysis of the students' performance is organised in such a way that the students' performance in individual items for the 2015 English Language paper is presented by indicating the percentage of those who attempted the question and their scores. Samples of extracts of students' responses are presented in order to provide a general overview of how the students responded in view of the demand of each item.

The FTNA, 2015 English Language Assessment focused on testing the students' on Language use, Patterns and Vocabulary and Reading Programme. This Assessment had twelve questions distributed in sections; A, B, C and D. Section 'A' had 2 compulsory questions; question 1 carried 10 marks and question 2 carried 5 marks, making a total of 15 marks. Section 'B' had 3 compulsory questions, each one carrying 5 marks, making a total of 15 marks.

Section 'C' had 5 questions, whereby questions 6, 7, 8 and 9 carried 7.5 marks each and question 10 carried 15 marks, making a total of 45 marks. Section 'D' had 2 questions, 11 and 12, which carried 12.5 marks each, making a total of 25 marks.

The questions were set basing on the 2005 English Language Syllabus for Secondary Schools, which was revised in 2010.

The number of students who sat for this paper in November, 2015 was 363,17, of which 178,509 (49.15%) were boys and 184,668 (50.84) were girls. Among the students who sat for the English Language Assessment, 80.83 percent passed with different grades. In making a comparison to 2014, this performance is a bit low as 85.08 percent of the students passed with different grades as seen in the following table.

YEAR	GRADE						
	A	B+	B	C	D	E	F
% of students in 2015	10.77	14.25	13.7	19.07	23.02	15.5	0.91
% of students in 2014	14.8	12.2	13.6	21.3	23.2	12.6	2.3

The table shows the Students' Pass Grades in FTNA 2015 in Comparison to 2014 English Language Assessment.

2.0 ANALYSIS OF THE STUDENTS' PERFORMANCE IN EACH QUESTION

2.1 SECTION A: COMPREHENSION AND SUMMARY

There were two (02) compulsory questions in this section. Question 1 consisted of part (a) and (b), each carrying 5 marks and question 2 carried 5 marks, thus making a total of 15 marks.

2.1.1 Question 1: Comprehension and Summary with Short Answers and true/False Questions

The students were required to read the given passage and answer the question by completing the five sentences (i-v) in part 1(a) with the right information from the passage and to write TRUE or FALSE for each of the five statements (i-v) in part 1(b). The question tested the students' ability to read and comprehend the given passage.

The question was attempted by 91.6 percent of the students, of which 63.7 percent scored from 5 to 10 marks, 29.3 percent scored from 3 to 4.5 marks and 7 percent scored from 0 to 2.5 marks. The data analysis shows that the students' perfomance was good as seen in Figure 1.

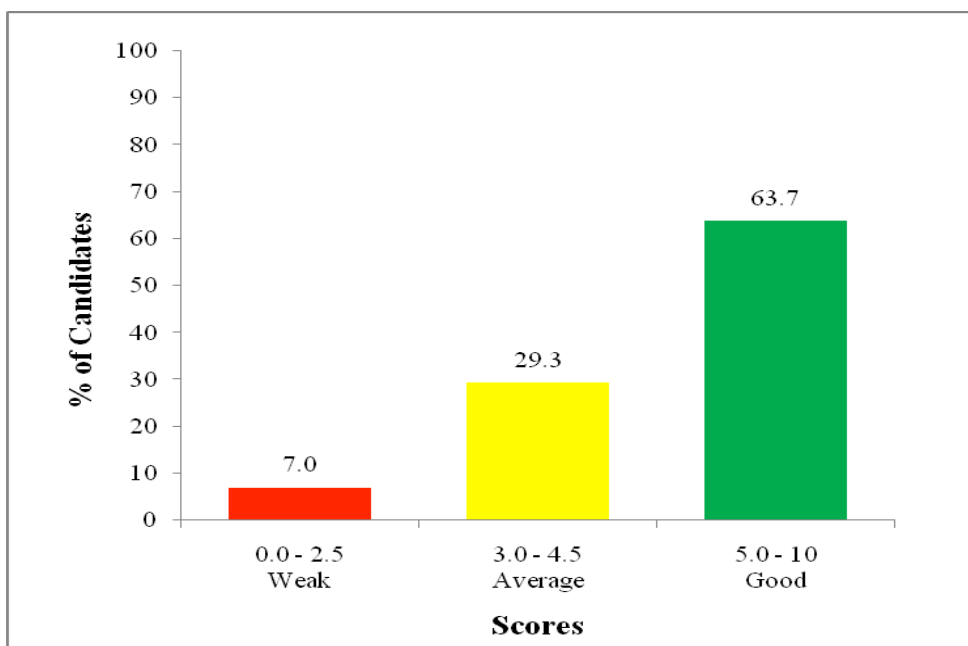


Figure 1: Students' Performance

The students who scored high marks comprehended the passage and were able to complete the five sentences with the right information from the passage. The students could also identify the two statements which were correct and the three which were not correct among the five given statements. These correct responses are shown in Extract 1.1 and 1.2 respectively.

Extract 1.1

(a) Answer the following questions by using the right information from the passage.

(i) What is a suitable title for this passage? *PENPALS*

(ii) Who was interested in reading the newspapers? *Sara*

(iii) Give the name of Mayasa's penpal *Mary*

(iv) Who was Sara's penpal? *Caroline*

(v) Where was Sara's penpal living? *Paris in France*

Extract 1.1 shows the sample of a response from the script of a student who scored all five marks in part 1 (a). This student read the passage and

understood its content and was able to complete the five sentences with the right information from the passage.

Extract 1.2

- (b) For each of the statements below, write **TRUE** if the statement is correct or **FALSE** if the statement is not correct.
- (i) Caroline was 13 years old *TRUE*
- (ii) Sara liked reading news and advertisement in the newspapers... *FALSE*
- (iii) Caroline was interested in swimming and singing *TRUE*
- (iv) Sara found the column written penpals which she was used to read .. *FALSE*
- (v) Mary was living in Paris..... *FALSE*

Extract 1.2 shows the sample of a response from the script of a student who scored all five marks in part 1 (b). This student read the passage and understood its content and was able to identify the two statements which were correct and the three statements which were not correct, among the five statements given.

There were students who managed to read the passage and answer correctly five sub questions out of ten sub questions given in this question. For example, one of the students, managed to answer sub question (i) and (ii) but failed to answer (iii), (iv) and (v) sub questions in part (a). In part (b) the student was able to identify that a statement in sub question (i) and (iii) was TRUE and that the statement in (v) was FALSE. However, the sequence of incorrect answers in the rest of the sub questions indicate that, the student did not comprehend well the passage as he/she could not write correct answers. Extract 1.3 is the sample from a script of a student who answered correctly five questions.

Extract 1.3

QUESTIONS

- (a) Answer the following questions by using the right information from the passage
- (i) What is a suitable title for this passage? **PENPALS**
 - (ii) Who was interested in reading the newspapers? **SARA**
 - (iii) Give the name of Mayasa's penpal **IS SISTER**
 - (iv) Who was Sara's penpal? **ENURAND**
 - (v) Where was Sara's penpal living? **MAYASA'S**
- (b) For each of the statements below, write **TRUE** if the statement is correct or **FALSE** if the statement is not correct.
- (i) Caroline was 13 years old **TRUE**
 - (ii) Sara liked reading news and advertisement in the newspapers **TRUE**
 - (iii) Caroline was interested in swimming and singing **TRUE**
 - (iv) Sara found the column written penpals which she was used to read **TRUE**
 - (v) Mary was living in Paris **FALSE**

Extract 1.3 is the sample of a response from the script of a student who managed to answer correctly, five out of the ten sub questions given.

Further analysis of the students' responses shows that a few students who scored a zero mark failed to respond as required due to a poor mastery of English Language and as a result, they could not read and understand what was written in the passage. When answering part 1(a), for example, some of these students left the questions unanswered, others tried to answer the questions using answers of their own, which were not based on the given passage, while others just copied some words or sentences from the passage and used them as answers. In part 1(b), there were some students who did not answer the question at all. This implies that these students did not know what to write as they lacked comprehension skills. Extract 1.4 shows a sample of a poor response.

Extract 1.4

- (a) Answer the following questions by using the right information from the passage.
- (i) What is a suitable title for this passage?
Contained Stories puzzles ring cartoons
 - (ii) Who was interested in reading the newspapers? She was reading
 - (iii) Give the name of Mayasa's penpal From England
 - (iv) Who was Sara's penpal? Found the idea of writing
 - (v) Where was Sara's penpal living? She read it

- (b) For each of the statements below, write **TRUE** if the statement is correct or **FALSE** if the statement is not correct.
- (i) Caroline was 13 years old
 - (ii) Sara liked reading news and advertisement in the newspapers.....
 - (iii) Caroline was interested in swimming and singing
 - (iv) Sara found the column written penpals which she was used to read
 - (v) Mary was living in Paris.....

Extract 1.4 shows the sample of a response from the script of a student who scored a zero mark in part 1(a). This student just copied some words from the passage and used them as an answer. In part 1(b), the student could not write anything.

2.1.2 Question 2: Mentioning Five Functions of Vitamins

In this question, the students were required to read the given short passage about vitamins A, B₁, B₁₂, D and E and then mention five functions of vitamins. The question tested the students' ability to read and comprehend the following passage.

"Vitamins are needed in the body in small quantities. They are necessary for the body to carry its normal activities and stay healthy. Vitamin A is needed for healthy eyes, skins and hair; it is also used for proper bone growth. Vitamin D is used for development and

maintenance of bones and teeth. Vitamin B₁ is needed to promote the activities of nervous system. Vitamin E prevents the damage of cells and vitamin B₁₂ helps to form blood cells”.

This question was attempted by 91.6 percent of the students, of which 87.9 percent scored from 2.5 to 5 marks, 10 percent scored from 0 to 1 mark and 2.1 percent scored from 1.5 to 2 marks. The data analysis shows that the performance of students in this question was good, as seen in Figure 2.

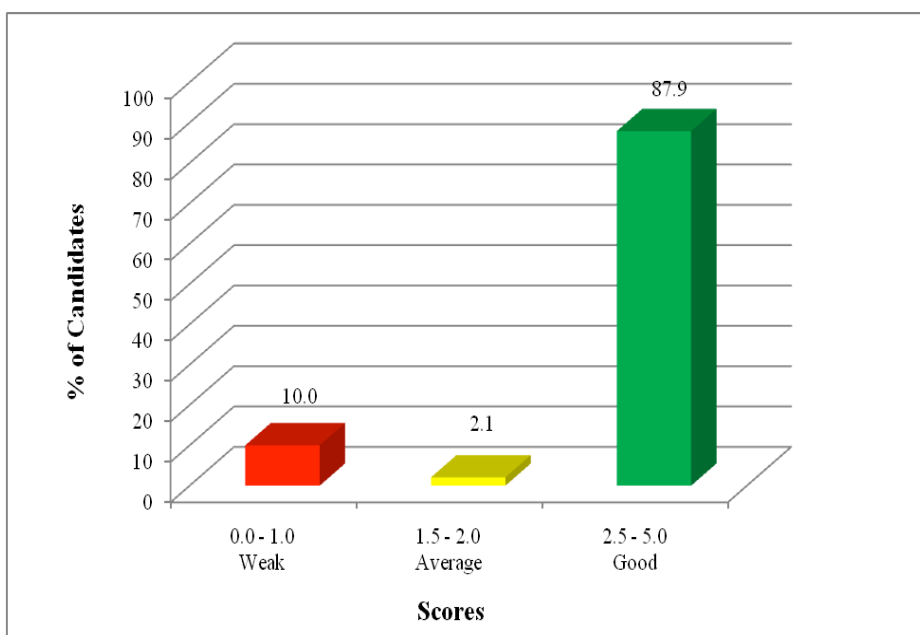


Figure 2: Students' Performance

The students who scored high marks in this question managed to mention the five functions of vitamins A, B₁, B₁₂, D and E, as described in the given short passage. Extract 2.1 shows the sample of a good response.

Extract 2.1

- (a) Vitamin A is needed for healthy eyes, skin and hair.
- (b) Vitamin B₁ is needed to promote the activities of nervous system.
- (c) Vitamin B₁₂ helps to form blood cells.
- (d) Vitamin D is used for development and maintenance of bones and teeth.
- (e) Vitamin E prevents the damage of cells.

Extract 2.1 shows the sample of a response from the script of a student who managed to mention the five functions of vitamins, as described in the short passage.

The analysis of the students' responses shows that, there were also students who managed to write three functions of the vitamins as written in the given passage. For example, one of the students was able to identify the function of vitamin A, D and B₁ but could not identify the functions of vitamin B₁₂ which helps to form blood cells and vitamin E which prevents the damage of the cells instead he/she just copied the general information from the passage as seen in Extract 2.2 in part (a) and (b).

Extract 2.2

- Mention the five functions of vitamins.
- (a) are needed in the body in small quantities.
- (b) They are necessary for the body to carry its normal activities.
- (c) And Vitamin A is needed for healthy eyes, skin, and hair.
- (d) Vitamin D is used for development and maintenance of bone and teeth.
- (e) Vitamin B₁ is needed to promote the activities of nervous system.

Extract 2.2 is the sample of a response from a script of a student who read the passage but could not identify the specific functions of the two vitamins (B₁₂ and E), as mentioned in the passage.

A few students who scored a zero mark failed to mention the five functions of vitamins as required. Some of these students left the questions unanswered, others answered the questions using their own invented

answers which were not based on the given short passage and others just listed the types of vitamins. The trend of incorrect responses indicates that, the students did not understand well what was written in the passage due to poor mastery of English Language. Extract 2.3 shows the sample of a poor response.

Extract 2.3

(a)	Vitamin A
(b)	Vitamin B ₁
(c)	Vitamin B ₂
(d)	Vitamin D
(e)	Vitamin E

Extract 2.3 shows the sample of a response from the script of a student who mentioned the vitamins without their functions.

2.2 SECTION B: LANGUAGE USE

This section consisted of three compulsory questions in which, the first, was on matching items, the second, was re-arranging jumbled sentences and the last, was writing an invitation card. Each question carried 5 marks, thus making a total of 15 marks.

2.2.1 Question 3: Matching Items

This question required the students to match each sentence in Column A with the word in Column B, by writing the correct letter beside the item number. This question tested the students' knowledge of vocabulary commonly used to describe shapes of different objects.

Column A	Column B
(i) A completely round flat shape.	A. Triangle
(ii) A flat shape with three straight lines and three angles.	B. Pyramid
(iii) A shape that has four straight equal sides and four angles.	C. Rectangle
(iv) Flat shapes with four straight sides, two of which are longer than the other two.	D. Cone
	E. Circle

Column A		Column B
(v)	A flat shape with at least five or more angles.	F. Polygon
(vi)	A shape with square or triangle base and sloping sides that meet in a point at the top.	G. Cylinder H. Square

The question was attempted by 91.6 percent of the students, of which 50.9 percent scored from 2.5 to 5 marks, 30.1 percent scored from 0 to 1 mark and 19 percent scored from 1.5 to 2 marks. The data analysis shows that in this question the performance of students was good, as seen in Figure 3.

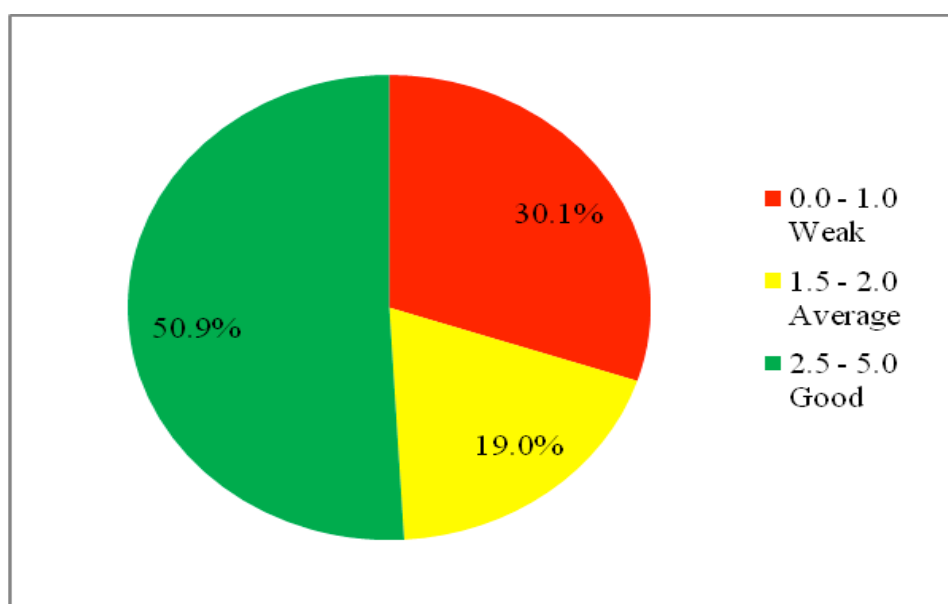


Figure 3: Students' Performance

The students who scored high marks were able to match the sentences in Column A with their corresponding responses in Column B because they were familiar with the vocabulary commonly used to describe shapes of different things, as seen in Extract 3.1.

Extract 3.1

ANSWERS						
COLUMN A	(i)	(ii)	(iii)	(iv)	(v)	(vi)
COLUMN B	E	A	H	C	F	B

Extract 3:1 shows the sample of a response from the script of a student who managed to match the description in Column A with their corresponding vocabulary items in Column B.

The analysis further shows that there were students who were able to match three items because they knew the name of some shapes given in the question. For example, one of the students knew the description of a circle, a triangle and a polygon but could not distinguish a square from a rectangle, as seen in Extract 3.2.

Extract 3.2

ANSWERS						
COLUMN A	(i)	(ii)	(iii)	(iv)	(v)	(vi)
COLUMN B	E	A	C	G	F	B

Extract 3.2 shows the sample of a response from the script of the candidate who managed to identify the names of the three shapes described in Column A, but confused a square with a rectangle.

On the other hand, the students who scored a zero mark failed to match the items in Column A with their corresponding responses in Column B, because they did not read very carefully the statement describing the shape and also they did not know the right nouns which refer to the various shapes of objects. Most of the students matched item (iv) “*A flat shape with four straight sides, two of which are longer than the other two*” with letter H “*square*” because they were attracted by the phrase “*four straight sides*,” thus ignoring the phrase “*longer than the other two*,” which differentiates a rectangle from a square. The correct answer for item (iv) was letter C: “*Rectangle*”. Moreover, the students who matched item (vi) “*A shape with square or triangle base and sloping sides that meet in a point at the top*” with letter A: “*Triangle*,” were attracted by the word “*triangle*” in the given statement without understanding the meaning intended for the whole sentence. The correct answer for item (vi) was letter B: “*Pyramid*”.

Extract 3.3

ANSWERS						
COLUMN A	(i)	(ii)	(iii)	(iv)	(v)	(vi)
COLUMN B	A	C	D	G	E	B

Extract 3.3 shows the sample of a response from the script of a student who scored a zero mark. The student failed to match the items in Column A with their corresponding responses in Column B.

2.2.2 Question 4: Re-arranging Jumbled Sentences

This question required the students to re-arrange the following five sentences into a logical sequence to make a meaningful paragraph.

- A. The baby who was crying was my younger brother.
- B. His name was called Usinitelekeze.
- C. As I was watching the television, I suddenly heard a cry of a baby.
- D. I was in the sitting room watching television.
- E. Usinitelekeze was crying because, he was left alone in the bedroom.
- F. I then rushed into the room so that I could carry him.

The question tested the student's ability to identify and use appropriately the cohesive devices in re-arranging the jumbled sentences into a logical sequence to make a meaningful paragraph.

The question was attempted by 91.6 percent of the students, of which 46.7 percent scored from 0 to 1 mark, 45.8 percent scored from 2.5 to 5 marks and 7.6 percent scored from 1.5 to 2 marks. The data analysis indicates that the performance of the students in this question was good, as seen in Figure 4.

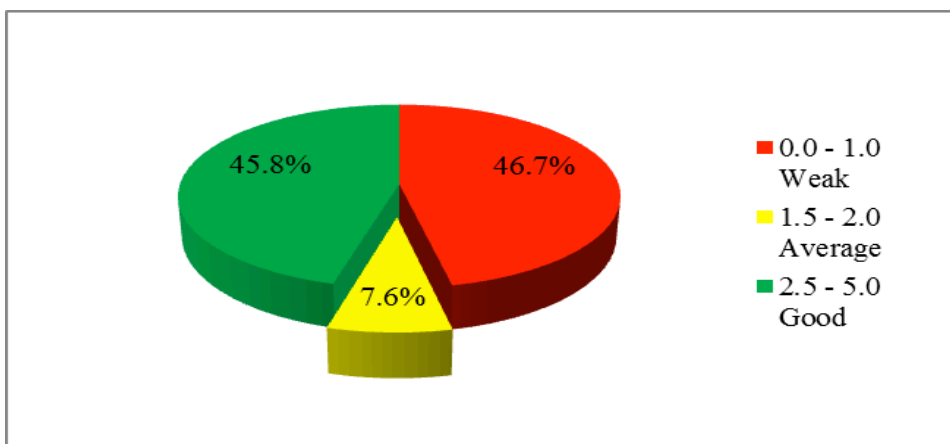


Figure 4: Students' Performance

The analysis of the students' responses shows that, the students who scored high marks were able to identify and use appropriately the cohesive devices in re-arranging the five jumbled sentences into a logical sequence to make a meaningful paragraph. These students realised that sentence D is the first because of the words, "I was in the sitting room". Sentence C is the second because of the words "As" and "Suddenly". Sentence A is the third because of the words "the baby," referring to the specific baby earlier mentioned. Sentence B is the fourth because of the pronoun "His," which relates back to the name of the baby and sentence E is the fifth because of the name "Usinitelekeze" which was mentioned in the preceding sentence. Extract 4.1 shows the sample of a good response.

Extract 4.1

ANSWERS					
1 st	2 nd	3 rd	4 th	5 th	6 th
E	C	A	B	E	F

Extract 4.1 shows the sample of a response from the script of a student who scored five marks. This student could identify and use appropriately the cohesive devices to re-arrange the five sentences into a logical sequence to make a meaningful paragraph.

Further analysis of the students' responses indicates that there were also students who managed to re-arrange correctly, the three sentences in a logical sequence. For example, one of the students was able to identify the 1st sentence, the 2nd and the 5th sentence but he/she could not identify the 3rd and 4th sentences. The student could not associate the phrase, "I suddenly heard a cry of the baby" in (C) with "the baby who was crying" in (A), though there was a connection between these two sentences. This student also failed to link "the baby" in (A) with his name in (B), as seen in Extract 4.2.

Extract 4.2

ANSWERS					
1 st	2 nd	3 rd	4 th	5 th	6 th
D	C	B	A	E	F

Extract 4.2 shows the sample of a response from the script of the student who managed to identify three sentences correctly and confused the 3rd and 4th sentences.

A few students who scored a zero mark in this question failed to identify and use the cohesive devices appropriately in re-arranging the five jumbled sentences into a meaningful paragraph. For example, one of the students chose sentence ‘A’ to be the first without realising that “The baby” comes after “a baby” since “baby” has been mentioned for the second time. The same student chose sentence B to be the second without realising that the pronoun “His” refers to the noun “a baby”. Still the student was unable to identify and use the cohesive devices appropriately, thus chose C as the third, D as the fourth and E as the fifth. Extract 4.3 shows the sample of a poor response.

Extract 4.3

ANSWERS					
1 st	2 nd	3 rd	4 th	5 th	6 th
A	B	E	C	D	F

Extract 4.3 shows the sample of a response from the script of a student who scored a zero mark. This student could not identify and use the cohesive devices to re-arrange sentences into a logical sequence.

2.2.3 Question 5: Writing an Invitation Card

This question required the student to write a card to invite his/her friends to attend his/her brother’s graduation party using the following guideline.

- (a) Family name: Mr. & Mrs Sherehe
- (b) Purpose of invitation: Graduation Party
- (c) Date: 12/04/2015
- (d) Place and Time: Mapochopocho Hotel, 11.00am – 6.00pm
- (e) Contact: Mrs. Sherehe 0754222333

The question tested the students’ ability to write an invitation card using the components, format and appropriate language.

This question was attempted by 91.6 percent of the students, of which 45.5 percent scored from 2.5 to 5 marks, 41.7 percent scored from 0 to 1 mark and 12.8 percent scored from 1.5 to 2 marks. The data analysis shows that

the performance of the students in this question was good, as seen in Figure 5.

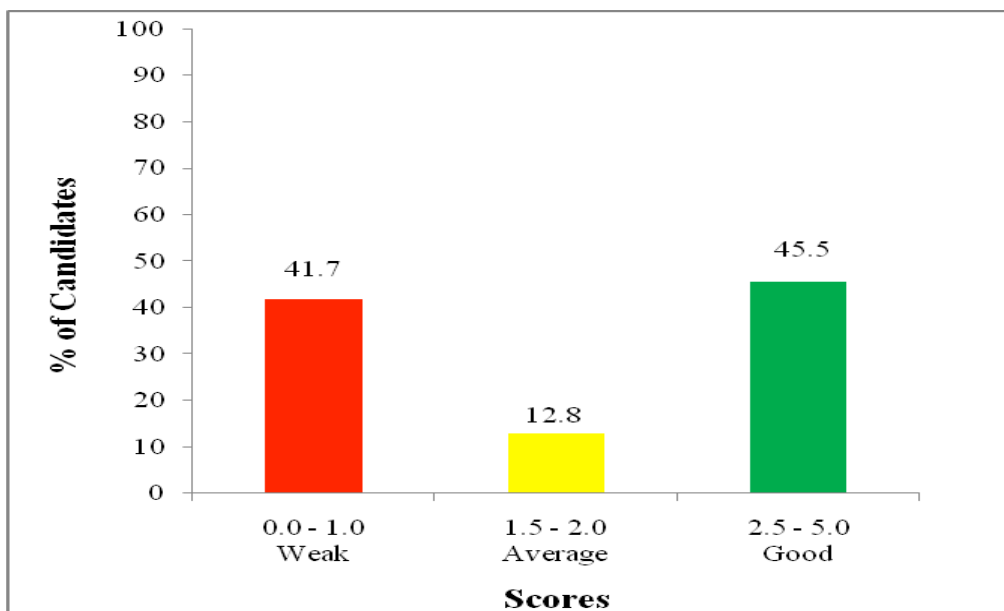
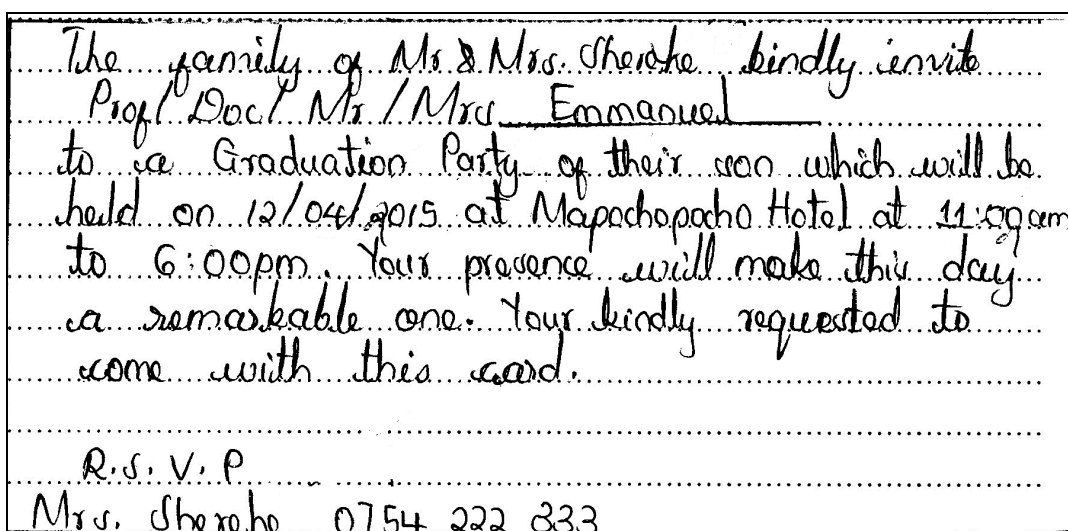


Figure 5: Students' Performance

The students who scored high marks managed to write an invitation card using the given guidelines and the correct format of writing a card. Extract 5.1 shows the sample of a good invitation card, written by one of the students.

Extract 5.1



Extract 5.1 shows the sample of a response from the script of a student who managed to write an invitation card using the proper format and content.

Further analysis of the students' responses shows that, the students who scored a zero mark did not know the proper format of an invitation card and misused the given guidelines. Other students in this group wrote a friendly letter instead of an invitation card. They also demonstrated a poor command of English language, which hindered them from connecting the given guidelines logically into a card. Extract 5.2 shows the sample of a poor response.

Extract 5.2

Family name: Mr. & Mrs. Sherehe
 Alweera minkani
 S.L.P. 7041
 Mapochopcho Heta
 12/04/2015

Dear Brother

Family it is not now to many do
 you want any a lot of many and
 father and mother children is the
 the purpose of Aming can and da
 nce and jump very good.

Contact: Mrs. Sherehe 0754 222333.

Bray

Extract 5.2 shows the sample of a response from the script of a student who did not know the proper format of an invitation card. This student used the friendly letter format and wrote meaningless sentences.

2.3 Section C: Patterns and Vocabulary

This section consisted of five compulsory questions. Each question carried 7.5 marks, thus making a total of 45 marks for the whole section.

2.3.1 Question 6: Completing the Sentences Using the Given Words

In this question, the students were given five sentences with blank spaces which were required to be filled in using the words given in the box. This question tested the students' ability to use correct and appropriate quantifiers to express the quantities of the given nouns.

This question was attempted by 91.6 percent of the students, of which 50.3 percent scored from 3.5 to 7.5 marks, 31.3 percent scored from 0 to 2 marks and 18.4 percent scored from 2.5 to 3 marks. The data analysis shows that the performance of the students in this question was good, as seen in Figure 6.

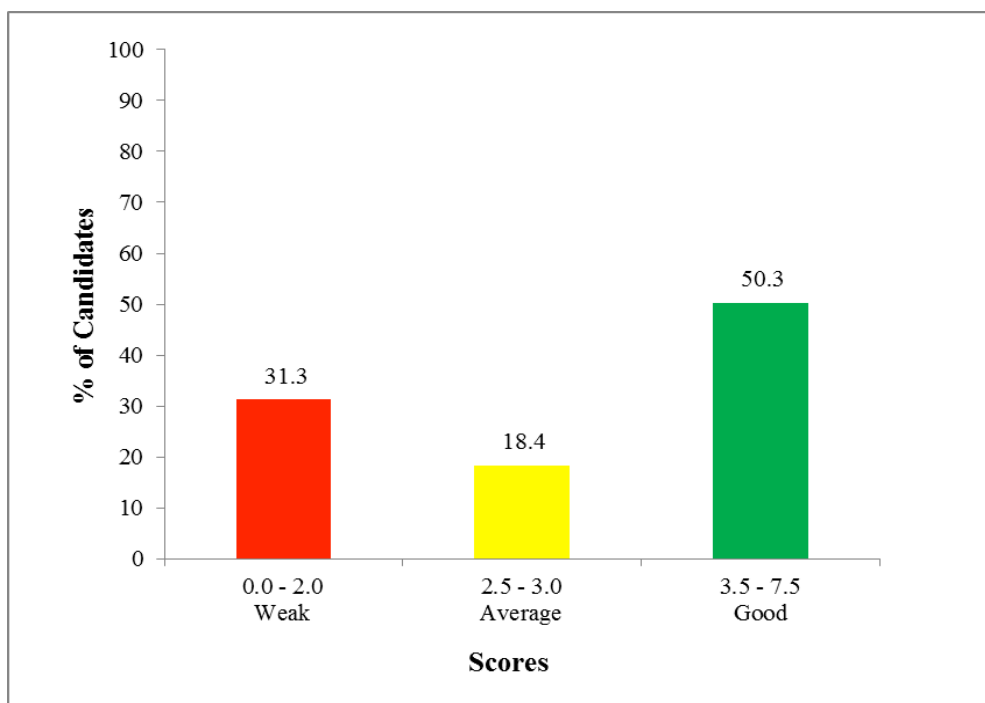


Figure 6: Students' Performance

The students who scored high marks were able to complete the sentences using the words given in the box. These students had adequate knowledge and skills on the use of quantifiers commonly used to express the quantities of both countable and uncountable nouns. Extract 6.1 shows the sample of a good response.

Extract 6.1

6. Complete the following sentences using words given in the box.

any, a lot of, many, enough, much

- (a) Howmuch..... money do you want?
- (b) It is notenough..... for all of us to share.
- (c) You can chooseany..... of the books you like
- (d) There isa lot of.... water in an ocean.
- (e) There are toomany..... mistakes in this essay.

Extract 6.1 shows the sample of a response from the script of a student who scored high marks. This student was aware of the correct uses of quantifiers.

In this question, the analysis shows that, there were also students who managed to answer three out of the five questions. These candidates were able to use some of the quantifiers. For example, one of the students managed to write the correct answer in part (b), (c) and (d), but he/she failed to write the correct quantifier in (a) as the student wrote “many” without realising that money is used with much. In part (e), the student did not understand that much is used with uncountable nouns but in this case “mistakes” is a countable noun. Therefore, the correct answer was “many”. Extract 6.2 is the sample from the script of the students who answered three questions.

Extract 6.2

6. Complete the following sentences using words given in the box.

any, a lot of, many, enough, much

- (a) Howmany..... money do you want?
- (b) It is notenough..... for all of us to share.
- (c) You can choosea lot of..... of the books you like.
- (d) There isa lot of.... water in an ocean.
- (e) There are toomuch..... mistakes in this essay.

Extract 6.2 is the sample of a response from the script of a student who was able to identify the correct quantifiers for three parts in this question.

On the other hand, the students who scored a zero mark in this question failed to complete the sentences using the words given in the box due to inadequate knowledge on the use of quantifiers commonly used to express the quantities of both countable and uncountable nouns. For example, in attempting part (a), one of the students used “*a lot of*” instead of “*much*”. This student did not know that “*a lot of*” is used in positive sentences. In part (b), the student wrote “*any*” instead of “*enough*”, this student could not realize that “*any*” is used to mean “*it does not matter which*”, therefore, it is not applicable in the given sentence. In part (c), the student wrote “*much*” instead of “*any*”. The student did not know that “*much*” is used with uncountable nouns and in this case “books” are countable nouns. Moreover, using “*many*” instead of “*a lot of*” in part (d) was wrong since “*many*” is used with plural nouns. Extract 6.3 shows a sample of a poor response.

Extract 6.3

6. Complete the following sentences using words given in the box.

any, a lot of, many, enough, much

- (a) How *a lot of* money do you want?
- (b) It is not *any* for all of us to share.
- (c) You can choose *much* of the books you like.
- (d) There is *many* water in an ocean.
- (e) There are too *enough* mistakes in this essay.

Extract 6.3 shows the sample of a response from the script of a student who scored a zero mark due to inadequate knowledge of the uses of the given quantifiers.

2.3.2 Question 7: Filling in the Blanks with the Correct Word

In this question, the students were given five sentences with blank spaces to be filled in with the correct word from the given list. The question tested the students’ ability to use relative pronouns in constructing meaningful sentences.

Whose, whom, which, where, who

- (a) This is the personwas involved in an accident.
- (b) The student pen was stolen is my best friend.
- (c) Dar es Salaam is the only place I like to stay.
- (d) This is the man I wanted to marry.
- (e) We are living in a place we are too close to the bus stand.

This question was attempted by 91.6 percent of the students, of which 42.9 percent scored from 3.5 to 7.5 marks, 30.5 percent scored from 0 to 2 marks and 26.6 percent scored from 2.5 to 3 marks. The data analysis shows that the performance of students in this question was good as seen in Figure 7.

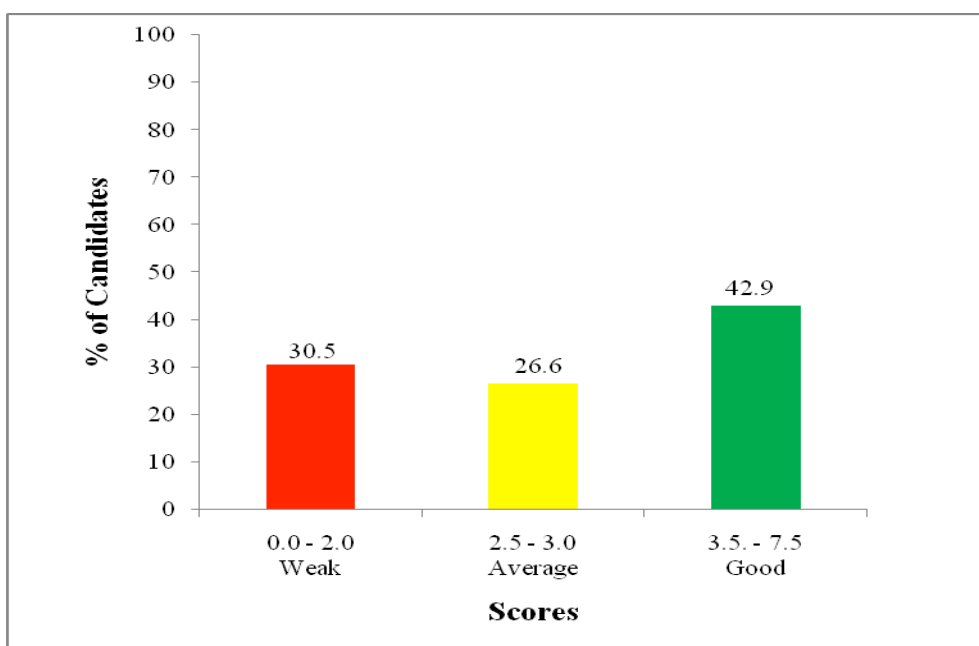


Figure 7: Students' Performance

The students who scored high marks had adequate knowledge on the uses of relative pronouns. These students knew that relative pronouns are used to refer to things, places and people. Extract 7.1 shows the sample of good response from the script of a student.

Extract 7.1

7. Fill in the blanks with the correct word in the following list. One word can be used more than once.

whose, whom, which, where, who

- (a) This is the person who was involved in an accident.
- (b) The student whose pen was stolen is my best friend.
- (c) Dar es Salam is the only place where I like to stay.
- (d) This is the man whom I wanted to marry.
- (e) We are living in a place where we are too close to the bus stand.

Extract 7.1 shows the sample of a response from the script of a student who scored full marks. This student had adequate knowledge of the uses of relative pronouns.

Moreover, there were students who managed to answer three questions. These candidates knew the uses of some of the relative pronouns in the question. For example, one of the student could use the relative pronoun “who” in part (a), “whom” in (d) and “where” in (e). On the other hand, the student’s response in part (b) “which” indicates that he/she did not know that the relative pronoun is used to talk about things, which is not the case in this sub question. Thus the correct answer was “whose” which is used to talk about possession in reference to the person “student”. Moreover, in (c) the student used “whose” instead of “where” which is used to talk about place in this case “Dar es Salaam”. Extract 7.2 is a sample of a response from a script of a student who scored 3 marks in this question.

Extract 7.2

7. Fill in the blanks with the correct word in the following list. One word can be used more than once.

whose, whom, which, where, who

- (a) This is the person who was involved in an accident.
- (b) The student which pen was stolen is my best friend.
- (c) Dar es Salam is the only place whose I like to stay.
- (d) This is the man whom I wanted to marry.
- (e) We are living in a place where we are too close to the bus stand.

Extract 7.2 is the sample of a response from the script of a student who was able to use correctly the relative pronouns; who, whom and where in some cases and failed to use whom and where in the other context.

However, the students who scored zero marks did not know how to use relative pronouns in constructing meaningful sentences. Most of them were not aware of the rules of using who, whose, whom, which and where. For example, when attempting part (a), one of the students wrote “where” instead of “who.” This student did not understand that where is used in a relative clause to talk about a place. In part (b), the student could not realize that “which” is used in relative clause when talking about things. Furthermore, in part (c), the student wrote “whom” instead of “where” without knowing that “whom” is used to talk about people. The answer given is contrary to the requirement of the question as the sentence is about a place. In part (d), the student wrote “whose” instead of “whom”. This student could not realize that “whose” is used to talk about possession, which is not the case in the given sentence. In part (e), the correct answer was “where” but the student wrote “who,” while the task of the question is to fill in the blank spaces with the relative pronoun which is used to talk about a place. Extract 7.3 shows the sample of a poor response.

Extract 7.3

7. Fill in the blanks with the correct word in the following list. One word can be used more than once.
- whose, whom, which, where, who**
- (a) This is the person *where* was involved in an accident.
- (b) The student *which* pen was stolen is my best friend.
- (c) Dar es Salam is the only place *whom* I like to stay.
- (d) This is the man *whose* I wanted to marry.
- (e) We are living in a place *who* we are too close to the bus stand.

Extract 7.3 shows the sample of a poor response from the script of a student who scored a zero mark. This student had inadequate knowledge of the uses of relative pronouns.

2.3.3 Question 8: Re-writing the Sentences According to the Instructions

In this question, the students were given the following five sentences and had to re-write them according to the instructions given after each.

- (a) The boy is black like charcoal. (Re-write using asas)
- (b) Amina can sing and dance. (Re-write using both and)
- (c) You can walk or run. (Re-write using either or)
- (d) The boy was not at home. He was not at school. (Join the sentences using neither..... nor)
- (e) He was not fast to catch the thief. (Re-write using enoughto)

This question tested the students' ability to make and use grammatically correct sentences using the target structure patterns.

The question was attempted by 91.6 percent of the students, of which 70.9 percent scored from 0 to 2 marks, 15.2 percent scored from 3.5 to 7.5 marks and 13.9 percent scored from 2.5 to 3 marks. The data analysis indicates that the performance of the students in this question was weak, as seen in Figure 8.

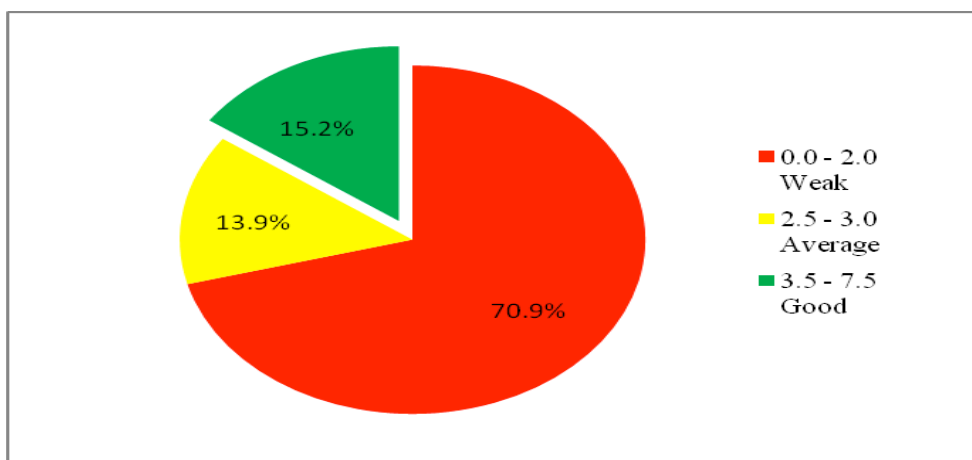


Figure 8: Students' Performance

The analysis of the students' responses shows that many students who scored a zero mark did not meet the demand of the question and had inadequate knowledge of the uses of comparatives, correlative conjunction and quantifiers. Some of these students just copied the sentences and the

instructions without giving answers. Others tried to re-write the sentences using their own words which were not based on the instructions given, while others left all the question items unanswered. There were a few students who tried to re-write the sentences without knowing the structural principles. For example, in answering part (a), one of the students wrote a meaningful sentence but he/she did not realise that a comparative “as....as” is used with adjectives. In part (b), the student did not know that “both....and” is used to talk about two things and therefore, “both” was supposed to be placed before the verb “sing,” while “and” was supposed to be placed between the two actions, “sing and dance”. The student did not realise too that a conjunction, “either....or” in part (c) is used to show a choice of two things and that “either” was supposed to be placed before a main verb “walk” and not before an auxiliary verb “can”. In part (d), the student did not know that “neither....nor” has a negative meaning and that he/she was not supposed to use “not” in the same sentence. In part (e), the student did not know the right position of the determiner, “enough”, as seen in Extract 8.1.

Extract 8.1

8.	Re-write the following sentences according to the instructions given.
(a)	The boy is black like charcoal. (Re-write using as as) <i>The boy is black as charcoal.</i>
(b)	Amina can sing and dance. (Re-write using bothand) <i>Amina can sing both dance</i>
(c)	You can walk or run. (Re-write using either or) <i>Either can walk or run</i>
(d)	The boy was not at home. He was not also at school. (Join the sentences using neither nor) <i>Neither boy was not at home nor He was not also at school</i>
(e)	He was not fast to catch the thief. (Re-write using enough to) <i>Enough he was not fast to catch the thief</i>

Extract 8.1 shows the sample of a response from the script of a student who did not know how to re-write the given sentences due to lack of knowledge on the uses of comparatives, correlative conjunctions and relative clauses.

Furthermore, there were also students who managed to re-write three sentences out of the given five sentences as instructed. The students' responses to this question show that they had knowledge of some patterns in English Language. For example, one of the students managed to re-write the sentences by using the quantifier "both.....and" in (b) and "eitheror" in (c). Moreover, the student was able to use the conjunction "neither....nor" to join the two sentences in part (d). However, the student failed to rewrite the sentence by using the comparative "as.....as," in part (a). It was wrong to write, "the boy as black as like charcoal", because the student dropped the main verb "is" and also used both "as" and "like" without knowing that they meant the same. The correct sentence in this case was "The boy is as black as charcoal". In part (e), the student did not use the quantifier "enough.....to" in re-writing the sentence correctly, as he/she dropped "not" in his/her sentence and used "enough" before an adverb "fast," instead of writing it after the adverb. Therefore, the correct sentence was "He was not fast enough to catch the thief". Extract 8.2 shows the sample of these responses.

Extract 8.2

8.	Re-write the following sentences according to the instructions given.
(a)	The boy is black like charcoal. (Re-write using as as) <i>The boy as black as like charcoal.</i>
(b)	Amina can sing and dance. (Re-write using bothand) <i>Amina can both sing and dance</i>
(c)	You can walk or run. (Re-write using either or) <i>You can either walk or run.</i>
(d)	The boy was not at home. He was not also at school. (Join the sentences using neither nor) <i>The boy was neither at home nor at school.</i>
(e)	He was not fast to catch the thief. (Re-write using enough to) <i>He was enough fast to catch the thief.</i>

Extract 8.2 is the sample of a response from the script of the student who could not use properly comparative "as.....as" and quantifier "enough.....to".

A few students who scored high marks understood the question and had adequate knowledge on the uses of comparatives, conjunctions and quantifiers. Extract 8.3 shows the sample of a good response.

Extract 8.3

8.	Re-write the following sentences according to the instructions given.
(a)	The boy is black like charcoal. (Re-write using as as) <i>The boy is as black as charcoal.</i>
(b)	Amina can sing and dance. (Re-write using bothand) <i>Amina can both sing and dance</i>
(c)	You can walk or run. (Re-write using either or) <i>You can either walk or run.</i>
(d)	The boy was not at home. He was not also at school. (Join the sentences using neither nor) <i>The boy was neither at home nor at school.</i>
(e)	He was not fast to catch the thief. (Re-write using enough to) <i>He was not fast enough to catch the thief</i>

Extract 8.3 shows the sample of the response from the script of a student who scored high marks. This student managed to re-write the sentences as required and had adequate knowledge on the use of conjunctions, comparatives and quantifiers.

2.3.4 Question 9: Filling in the Blanks with the Correct Given Words

In this question, the students were given the following five sentences with blanks to fill in with the correct word given in the brackets.

- (a) I.....sick. (fill/feel)
- (b) We are expecting to at 8.00 am. (leave/live)
- (c) He is atired. (beat/bit)
- (d) Your room is always(knit/neat)
- (e) It is too late, let's go to in my bedroom. (sleep/slip)

This question tested the students' ability to use verbs, adjectives and adverbs which are related in pronunciation but are different in spelling, meaning and use (minimal pairs).

The question was attempted by 91.6 percent of the students, of which, 78.9 percent scored from 3.5 to 7.5 marks, 15.5 percent scored from 2.5 to 3 marks and 5.6 percent scored from 0 to 2 marks. The data analysis shows that the performance of students in this question was good as seen in Figure 9.

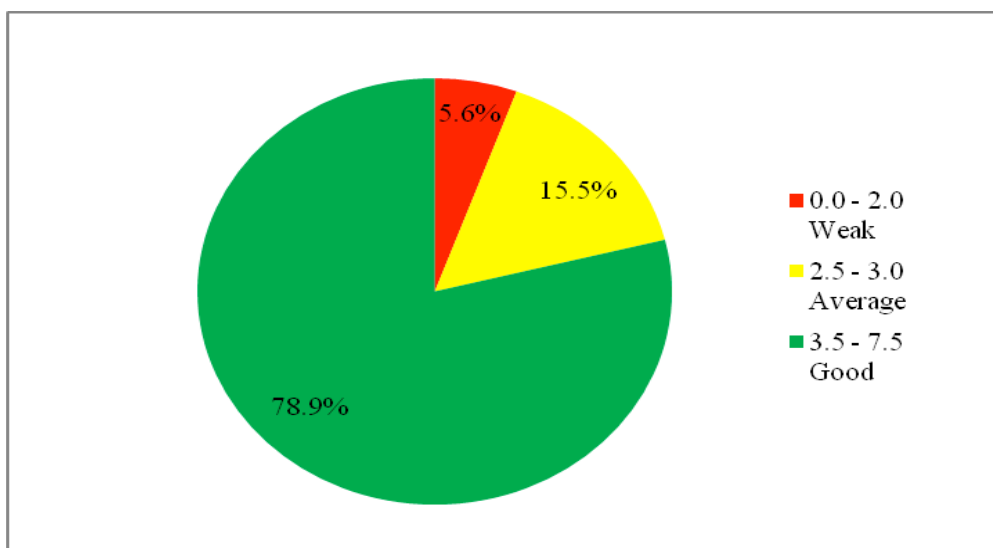


Figure 9: Students' Performance

The students who scored high marks had adequate knowledge on the meaning and use of the target verbs, adjectives and adverbs. Extract 9.1 shows the sample of a good response.

Extract 9.1

9. Fill in the blanks with the correct word given in the brackets.
- (a) I Feel sick. (fill/feel)
 - (b) We are expecting to leave at 8:00 am. (leave/live)
 - (c) He is a bit tired. (beat/bit)
 - (d) Your room is always neat (knit/neat)
 - (e) It is too late, let's go to sleep in my bedroom. (sleep/slip)

Extract 9.1 shows the sample of a response from the script of a student who scored high marks. This student understood the question and was able to fill in the blank spaces with correct words given in the brackets.

The data analysis further shows that, there were students who were able to give the right answers to three questions. These students had an idea with some words which have the same pronunciation but have different spelling and meaning. For example, one of the students could distinguish the meaning of the two pair of words in part (a), (d), and (e) but failed to do so in (b), as he/she chose “live” instead of “leave” and in part (c) he/she chose “beat” instead of “bit”. These responses indicate that the student could have been confused with the same pronunciation of those words but also he/she did not know the meaning of those words as he/she ended up guessing the answers as seen in Extract 9.2.

Extract 9.2

9. Fill in the blanks with the correct word given in the brackets.
- (a) I ...feel..... sick. (fill/feel)
 - (b) We are expecting to ...live..... at 8:00 am. (leave/live)
 - (c) He is abeat..... tired. (beat/bit)
 - (d) Your room is always ...~~knit~~ neat..... (knit/neat)
 - (e) It is too late, let's go to sleep..... in my bedroom. (sleep/slip)

Extract 9.2 is the sample from the script of a student who managed to give the right answers for three questions.

A few students who scored a zero mark did not know the spelling, meaning and use of the target verbs, adjectives and adverbs given. For example, one of the students wrote “fill” in part (a), instead of “feel”. This response implies that the student did not realise that the verb “fill” means to make something full of something which is contrary to the context of the sentence which requires the linking verb “feel” which means to experience a particular emotion. In part (b), the student wrote “live” without knowing that “live” can be used as a verb or adjective to mean “to have your home in a particular place/not dead”. However, the right word for the given sentence is “leave” which means “to go away from a place”. Moreover, the student just guessed the answer for part (c) by writing “beat” which means “to defeat somebody in a game” instead of writing “bit” to mean “a little”

in the given context. In part (d), the student did not know the meaning of the given two minimal pairs that is why he/she opted for “knit” which means “to make clothes” instead of “neat” which means “tidy and in order” as the questions demands. The use of the verb “slip” by the student suggests that the student did not know the meaning of this vocabulary which is “to slide a short distance by accident so that you fall or nearly fall”. The student was not aware that “sleep” was the right verb to be used in the given context to mean “to rest with your eyes closed and your mind and body not active”. Extract 9.3 shows the sample of a poor response

Extract 9.3

9. Fill in the blanks with the correct word given in the brackets.
- (a) I *fill* sick. (fill/feel)
 - (b) We are expecting to *live* at 8:00 am. (leave/live)
 - (c) He is a *beat* tired. (beat/bit)
 - (d) Your room is always *knit* (knit/neat)
 - (e) It is too late, let's go to *slip* in my bedroom. (sleep/slip)

Extract 9.3 shows the sample of a response from the script of a student who scored a zero mark. This student did not know the spelling, meaning and use of the target verbs, adverbs and adjectives.

2.3.5 Question 10: Completing the Sentences by Using Prepositions

In this question, the students were given ten sentences with blank spaces to be filled in with the correct word from the list.

at, by, since, for, to, during, until, with, through, on.

- (a) They have been living in Mwanza 2005.
- (b) I expected to see my grandfather the holiday.
- (c) We arrived 6 o'clock.
- (d) I travelled to Mbeya bus.
- (e) He cut an orange a knife.
- (f) Juma went to school Food.
- (g) She has been washing a car two hours.
- (h) We are waiting you.
- (i) You should pass this door.

(j) I gave an exercise book my friend.

The question tested the students' ability to use prepositions in constructing meaningful sentences.

The question was attempted by 91.6 percent of the students, in which 62 percent scored from 7.5 to 15 marks, 22 percent scored from 4.5 to 7 marks and 16.1 percent scored from 0 to 4 marks. The data analysis shows that the performance of the students in this question was good, as seen in Figure 10.

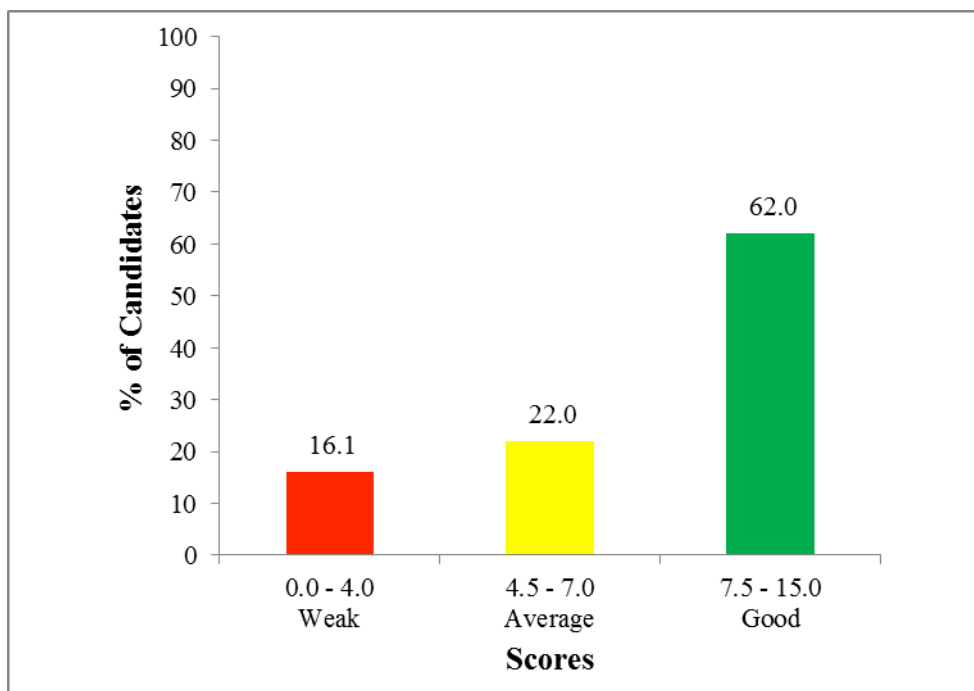


Figure 10: Students' Performance

The analysis of the responses indicates that, the students who scored high marks had adequate knowledge and skills on the use of prepositions of time, place, movement, and means correctly in the given sentences. Extract 10.1 shows the sample of a good response.

Extract 10.1

10. Complete the sentences by using the correct prepositions from the following list. One word can be used more than once.
- at, by, since, for, to, during, until, with, through, on**
- (a) They have been living in Mwanza since 2005.
 - (b) I expect to see my grandfather during the holiday.
 - (c) We arrived at 6 o'clock.
 - (d) I travelled to Mbeya by bus.
 - (e) He cut an orange with a knife.
 - (f) Juma went to school on foot.
 - (g) She has been washing a car for two hours.
 - (h) We are waiting for you.
 - (i) You should pass through this door.
 - (j) I gave an exercise book to my friend.

Extract 10.1 shows the sample of a response from the script of a student who managed to use prepositions in constructing grammatically correct sentences.

There were students who managed to answer five out of ten questions which were given. These students knew the correct uses of some prepositions. However, they were confusing some of the prepositions in some contexts of use. For example, in attempting part (a), one of the students confused “for” with “since” as they are both used with time. In part (b), the student wrote “since” instead of “during,” without realizing that the task was on when something will happen. In part (f), the student confused “by” with “on” as they are both used as the preposition of means. In part (j), the student used “with” instead of “to,” which is used to show the person that receives something as required by the question. Extract 10.2 is the sample of a response from the script of the student who scored half of the total scores.

Extract 10.2

10. Complete the sentences by using the correct prepositions from the following list. One word can be used more than once.

at, by, since, for, to, during, until, with, through, on

- (a) They have been living in Mwanza for 2005.
(b) I expect to see my grandfather since the holiday.
(c) We arrived at 6 o'clock.
(d) I travelled to Mbeya by bus.
(e) He cut an orange with a knife.
(f) Juma went to school by foot.
(g) She has been washing a car during two hours.
(h) We are waiting for you.
(i) You should pass through this door.
(j) I gave an exercise book with my friend.

Extract 10.2 is the sample of a response from the script of a student who managed to fill in the blank spaces with correct prepositions.

A few students who scored low marks had inadequate knowledge of the uses of preposition. Also they had poor mastery of English Language. Some of them just filled in blank spaces by guessing as they wrote the incorrect prepositions. For example, in answering part (a), one of the students wrote “to” instead of “since” which is used with a point of time as in “since 2005”. In part (b), the student wrote “on” instead of “during” as he/she could not realize that a preposition “during” was the right answer which means at some point in the period of time as in “during the holiday”. In part (c), the student wrote “through” instead of “by,” which is used to show a means of doing something as in “travelled by bus”.

Furthermore, in part (e), the student used “by” as the preposition of means but he/she did not know that “with” was the right preposition to be used in this case. In part (g), the student wrote “since” while the correct answer was “for,” which is used with a period of time “two hours”. Moreover, the use of “with” in (i) and “until” in (j), implies that the student lacked adequate knowledge of the uses of prepositions, hence guessed the answers. Extract 10.3 shows the sample of poor response.

Extract 10.3

10. Complete the sentences by using the correct prepositions from the following list. One word can be used more than once.

at, by, since, for, to, during, until, with, through, on

(a) They have been living in Mwanza *to* 2005.

(b) I expect to see my grandfather *on* the holiday.

(c) We arrived *at* 6 o'clock.

(d) I travelled to Mbeya *through* bus.

(e) He cut an orange *by* a knife.

(f) Juma went to school *for* foot.

(g) She has been washing a car *since* two hours.

(h) We are waiting *during* you.

(i) You should pass *with* this door.

(j) I gave an exercise book *until* my friend.

Extract 10.3 shows the sample of a response from the script of a student who scored low marks because of inadequate knowledge on the uses of the target prepositions.

2.4 SECTION D: READING PROGRAMME

There were two compulsory questions in this section. Question 11 was from class readers and question 12 from poetry. Each question carried 12.5 marks, making a total of 25 marks for section D. These questions tested the students' ability to read and interpret correctly what they have read.

2.4.1 Question 11: Class Reader

In this question, the students were required to select one class reader which they have read, from the given list and answer the given five questions.

- What is the title of the book?
- Who was the main character?
- What does the main character like to do?
- Identify one major event which made the main character popular.
- How can you describe the main character?

The question tested students' ability to interpret literary works by identifying the title of the book, main character, what the main character likes to do, one major event which made the main character popular and characterization of the main character.

The question was attempted by 91.6 percent of the students, of which 39.4 percent scored from 0 to 3 marks, 33.1 percent scored from 6.5 to 12.5 marks and 27.4 percent scored from 3.5 to 6 marks. The data analysis indicates that the performance of students in this question was good as seen in Figure 11.

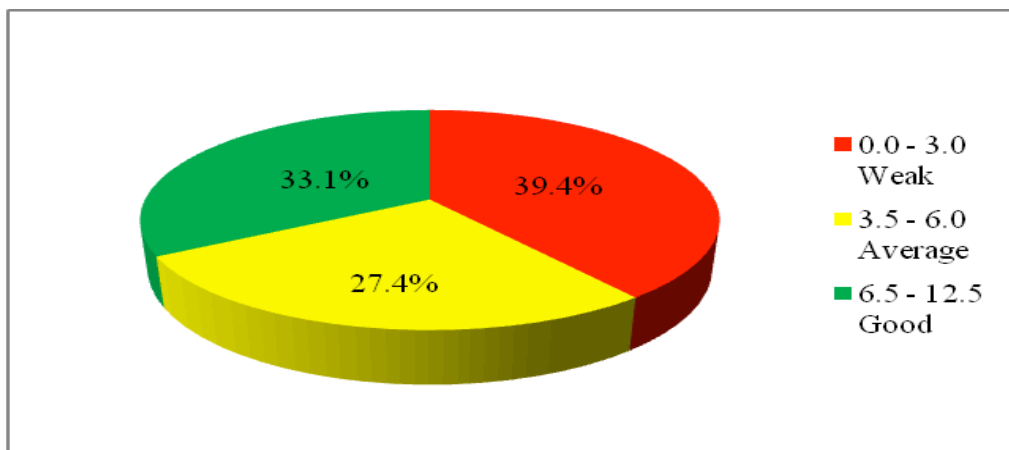


Figure 11: Students' Performance

The students who scored high marks had adequate knowledge and skills in reading and interpreting the class readers as required. They were able to identify the title of the book, main character, what the main character likes to do, the event which made the main character popular and were also able to describe the main character. Extract 11.1 shows a sample of a good response.

Extract 11.1

(a) What is the title of the book?

The title of the book is "HAWA THE BUS DRIVER"

(b) Who was the main character?

The main character was Hawa

(c) What does the main character like to do?

The main character likes to drive the bus

(d) Identify one major event which made the main character popular.

The event which made the main character popular is that which she saved people from an accident which was caused by the bus which was moving it self at a high speed but Hawa managed to stop it

(e) How can you describe the main character?

The main character was called Hawa who was a housewife. She was a housewife at the same time a bus driver. As a bus driver, she went through many many obstacles to the extent that she was abused but for her she never minded and also saved peoples lives where by at the end she succeeded with pride

Extract 11.1 shows the sample of a response from the script of a student who scored high marks. This student had adequate knowledge and skills in reading and interpreting class readers.

Further analysis of the students' responses show that there were students who managed to answer two questions. Their answers imply that they lacked analytical skills which could help them to respond to whatsoever question asked about the particular book. For example, one of the students was able to respond to part (a) and part (b) by identifying the title and the main character accordingly. However, the student failed to give the required answers to part (c), (d) and (e) because he/she misunderstood the questions. For example, in part (d), the question asked on the specific event which made Hawa to be popular but instead, one of the students responded as if he/she was asked to write the reasons which made Hawa to become popular. Extract 11.2 is the sample of a response from the script of a student.

Extract 11.2

(a)	What is the title of the book?	HAWA THE BUS DRIVER
(b)	Who was the main character?	HAWA
(c)	What does the main character like to do?	Main character like to do is HAWA
(d)	Identify one major event which made the main character popular.	The main character popular is hawa because hawa is the bus driver and hawa is mother of family
(e)	How can you describe the main character?	He is good. I describe the main character that in the society and every people you have a permission of to do something without choose work like hawa. This hawa is not choose work.

Extract 11.2, is the sample of a response from the script of a student who could not score full marks due to the misconception of the questions, which could be attributed to a poor command of English Language.

The students who scored low marks had inadequate knowledge of class readers and failed to understand the requirement of the question. For example, one of the students was able to answer part (a) by mentioning the title of the book which was determinant to the answers of other questions. In part (b), the student mentioned the title of another book which was not related to the task of the question since, he/she was required to mention the name of the main character in the earlier mentioned book title in part (a). Moreover, the sequence of the incorrect answers went on to other sub questions as he/she just mentioned the names of characters in parts (c), (d) and (e), which was contrary to the requirement of the given tasks. Extract 11.3 shows a sample of a poor response.

Extract 11.3

(a)	What is the title of the book?Hanna the bus driver.....
(b)	Who was the main character?Mabata the farmer.....
(c)	What does the main character like to do?Jelemani.....
(d)	Identify one major event which made the main character popular.Hanna.....Jelemani.....
(e)	How can you describe the main character?Hanna.....Jelemani.....Hanna.....Mabata the farmer.....Janda.....

Extract 11.3 shows the sample of a response from the script of a student who managed to answer part (a) but failed to respond correctly in other parts of the question as he/she failed to interpret the requirement of the given tasks.

2.4.2 Question 12: Poetry

This question required the students to read the following poem and then answer the given questions.

White sheep, white sheep,
On a blue hill, when the wind stops,
You all stand still, when the wind blows,
You work away slowly, white sheet.

Where have you learnt to be obedient?
Show me that school, to take my children,
Because, when I tell them to stop they move,
And when I tell them to move they stop.

Questions

- (a) What is the title of this poem?.....
- (b) What is white sheep referred to ?.....
- (c) What is the blue hill referred to?
- (d) What is the opposite of a word obedient?
- (e) What can you learn from a poem?

The question tested the students' ability to read and answer the questions with the information obtained from the poem. The students were required to identify the title of the poem, what does the word "white sheep" and "blue hill" refer to the opposite of the word "obedient" and the lesson/what has been learnt from the poem.

The question was attempted by 99.9 percent of the students, 83.3 percent scored from 0 to 3 marks, 10.6 percent scored from 3.5 to 6 marks and 5.9 percent scored from 6.5 to 12.5 marks. The data analysis shows that the performance of the students in this question was weak, as seen in Figure 12.

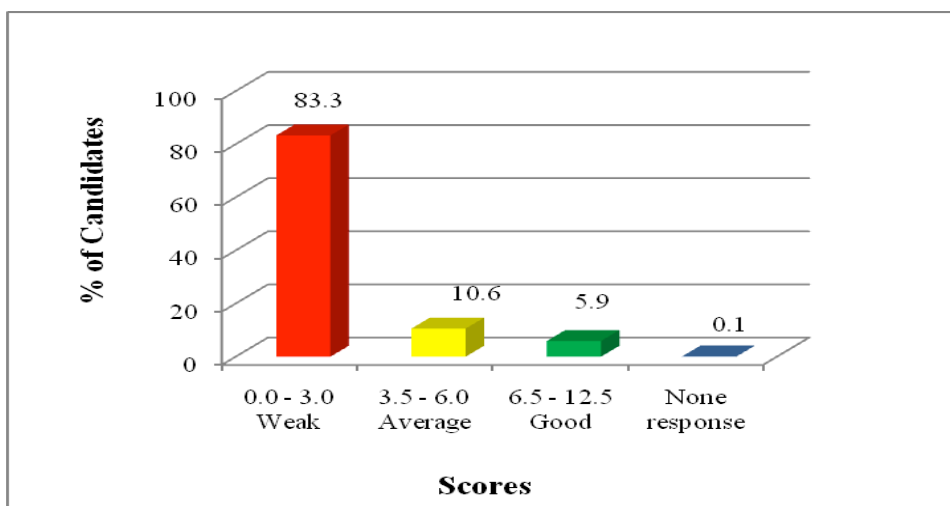


Figure 12: Students' Performance

The responses analysis of the students who scored zero marks shows that they did not understand the given poem and therefore, they could not respond to the questions as required. Some of these students just copied the questions without giving answers. Others tried to answer the questions using answers from their own source which was not based on the poem and others just copied some lines of the poem and used them as answers, as seen in Extract 12.1.

Extract 12.1

QUESTIONS

- (a) What is the title of this poem? *And when I tell them to move they stop.*
- (b) What is white sheep referred to? *On a blue hill, when the wind stops. You all stand still when the wind blows. you work away slowly, white sheep.*
- (c) What is the blue hill referred to? *when the wind stops, you all stand still, when the wind blows.*
- (d) What is the opposite of a word obedient? *Show me that school to take my children, Because, when I tell them to stop, they move.*
- (e) What can you learn from a poem? *The learn to from a poem. Is about you work away slowly white sheep. where have you learnt to be obedient. Show me that school take my children. And when I tell them to move they stop.*

Extract 12.1 shows the sample of a response from the script of a student who scored a zero mark. This student had inadequate knowledge of the poem and had poor mastery of English language.

Moreover, the analysis shows that, there were students who were able to answer two of the five given questions. Their responses indicate that, they either partially understood the poem or misinterpreted it. For example, one of the students managed to answer part (a) and part (e) of the question, but failed to relate the poem to reality, as seen in Extract 12.2.

Extract 12.2

QUESTIONS

- (a) What is the title of this poem? *WHITE SHEEP*
- (b) What is white sheep referred to? *snow on the mountain*
- (c) What is the blue hill referred to? *mountain*
- (d) What is the opposite of a word obedient? *ignorant*
- (e) What can you learn from a poem? *We should be obedient like a white sheep also we should follow the instruction given to us by our elders.*

Extract 12.2 is the sample of a response from the script of a student who misinterpreted the poem and as a result he/she failed to answer the questions correctly.

On the other hand, the few students who scored high marks had adequate comprehension skills which enabled them to understand what the poem was about and could also interpret the content and respond correctly to the questions asked. Their responses imply that they had a good command of English language, which enabled them to elaborate, organize the points using appropriate words and well-formed sentences, as seen in Extract 12.3.

Extract 12.3

QUESTIONS	
(a) What is the title of this poem?	The title of this poem is White sheep
(b) What is white sheep referred to?	White sheep is referred to the clouds
(c) What is the blue hill referred to?	Blue hill is referred to the sky
(d) What is the opposite of a word obedient?	The opposite of a word obedient is disobedient
(e) What can you learn from a poem?	What I learnt from the poem is being obedient to others. What ever we are told to do we have to listen and do it.

Extract 12.3 shows the sample of a response form the script of a student who scored high marks. This student comprehended the poem and was able to answer the questions correctly.

3.0 PERFORMANCE OF THE STUDENTS IN EACH TOPIC

The analysis of the students' performance in FTNA in each topic indicates that 91.5 percent of the students in *Comprehension and Summary* had average score of 30 percent and above, indicating a good performance. However, in making a comparison to 2014, there is an increase in performance by 4.65 percent. Furthermore, 69.14 percent of the students had an average performance of 30 percent and above in *Patterns and Vocabulary*, which was also a good performance. In making comparison to the performance of this topic with 2014 results, there is an increase of 25.02 percent in the performance. Moreover, the students had a good performance in *Language Use* despite the decrease of performance by 6.76 percent, as 60.5 percent of the students had an average performance of 30 percent and

above in 2015. On the other hand, students' performance in *Reading Programme* was average, as only 38.50 percent of the students got average performance of 30 percent and above. There is a decrease in the performance of the students in this topic by 14.4 percent, when compared with the 2014 performance. Further analysis indicates that the students had high scores in question 1, 2, and 10 and had low scores in question 8 and 12. The performance is summarized in the Appendix.

4.0 CONCLUSION

The general performance of the FTNA, 2015 English Language was good since many students scored above average. This performance implies that students had adequate knowledge and skills which enabled them to interpret the questions from different topics and respond accordingly.

Despite the good performance, the students faced problems in the *Reading Programme* due to lack of analytical skills to enable them to respond to the questions asked in different readings and poem. The students also demonstrated a poor mastery of English Language and inadequate knowledge of grammar, especially the uses of comparison, correlative conjunctions and quantifiers.

5.0 RECOMMENDATIONS

In order to improve the performance of students in the English Language subject, it is recommended that:

- (a) Students should be given a lot of tasks which will help them practice all the four language skills, namely, listening, reading, speaking and writing.
- (b) Students should be encouraged to read class readers and other story books extensively so as to improve their vocabulary and grammar competencies. In so doing, they will be able to acquire enough knowledge and skills in using correct spelling and construction of grammatically correct sentences, in both spoken and written forms.

- (c) Interpretation and analysis of poems should be encouraged by the English Language subject teachers since poems provide a wide chance of practice in effective language usage.
- (d) The structure and grammar lessons should be regularly practiced under the sections of *Patterns and Vocabulary*, since many students have demonstrated inadequate knowledge and skills in using grammar as many of them performed poorly in question 8.

Appendix A

Summary of Candidates' Performance per Topic

S/N	Topic	Question Number	Percentage of candidates who scored an average of 30 percent or above	Remarks
1.	Comprehension and Summary	1	93.0	Good
		2	90.0	
2.	Patterns and Vocabulary	6	68.7	Good
		7	69.5	
		8	29.1	
		9	94.4	
		10	83.5	
3.	Language Use	3	69.9	Average
		4	53.3	
		5	58.3	
4.	Reading Programme	11	60.6	Average
		12	16.6	

Appendix B

A Summary of the Candidates' Performance per Topic in FTNA 2014 in Comparison to FTNA 2015

