

**THE NATIONAL EXAMINATIONS COUNCIL OF TANZANIA**



**STUDENTS' ITEMS RESPONSE ANALYSIS  
REPORT FOR THE FORM TWO NATIONAL  
ASSESSMENT (FTNA) 2018**

**022 ENGLISH LANGUAGE**

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## 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 with Short Answers and True/False Questions ...	2
2.1.2 Question 2: Reading and obtaining specific information from the passage....	10
2.2 Section B: Language Use .....	14
2.2.1 Question 3: Matching Items .....	14
2.2.2 Question 4: Re-arranging Jumbled Sentences into a Logical Sequence .....	18
2.2.3 Question 5: Writing a Composition .....	22
2.3 Section C: Patterns and Vocabulary .....	27
2.3.1 Question 6: Completing a Paragraph Using Words Given in the Box .....	27
2.3.2 Question 7: Filling in the Blanks with Correct Words.....	30
2.3.2.1 Question 7 (a) Filling in the Blanks Using the given Possessive Pronouns....	30
2.3.2.2 Question 7 (b) Filling in the Blanks Using Correct Verb Forms .....	31
2.3.3 Question 8 Re-writing the Sentences as Instructed .....	36
2.3.4.1 Question 8 (a): Re-writing the given Sentences Using “going to” .....	36
2.3.4.2 Question 8 (b): Joining the given Sentences as Instructed.....	36
2.4 Section D: Reading Programme .....	45
2.4.1 Question 9: Class Readers.....	45
2.4.2 Question 10: Poetry .....	49
3.0 PERFORMANCE OF THE STUDENTS IN EACH TOPIC .....	54
4.0 CONCLUSION .....	55
5.0 RECOMMENDATIONS .....	55

## FOREWORD

The National Examinations Council of Tanzania (NECTA) is pleased to issue the Students' Items Response Analysis (SIRA) report for the Form Two National Assessment (FTNA), which was conducted in November 2018. The report has been prepared in order to provide feedback to educational administrators, school managers, teachers, students and other educational stakeholders about the performance of the students in the English Language subject.

The report provides a comprehensive analysis of the students' responses for each question based on their relevance and correctness. It highlights factors which contributed to the achievements of the students as well as the challenges which were faced by some of the students in answering questions correctly. The analysis done in each item shows that, the students who scored high marks demonstrated good mastery of the English Language skills in reading for comprehension, using patterns and vocabulary correctly and writing texts according to contexts. However, the students with low marks showed low competence in those areas.

The National Examinations Council of Tanzania (NECTA) expects that teachers and other educational stakeholders will use the feedback provided and the suggested recommendations in this report to improve the teaching and learning of English Language in secondary schools. It is also expected that, the language skills which students will acquire from the analysis provided in the report will raise their performance in the FTNA and other NECTA examinations in future.

The Council welcomes comments and suggestions from teachers, school quality assurers, school quality assurers, curriculum developers and any other educational stakeholders in order to improve the FTNA SIRA reports in future.

Finally, the Council thanks the examinations officers, examiners and all others who, in their respective capacities, participated in preparing and analysing the data used in this report. The Council equally thanks all those who participated in the editing and ultimately the printing of the report.



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

## 1.0 INTRODUCTION

This report presents the analysis about the performance of the students, who sat for the Form Two National Assessment (FTNA) in the English Language subject in November 2018. The analysis indicates strengths and weaknesses demonstrated by the students when answering questions. The analysis focuses on the questions which were performed well, those with average performance and those with poor performance. The analysis also focuses on questions which were avoided by most of the students.

The analysis of the students' performance in individual items is presented in percentages indicating those who answered the questions and those with high, average and low marks. Extracts of sample responses from the students' scripts have been presented to show how they responded in view of the demand of each item.

Three categories of performance are also used in the analysis of the students' performance in each topic. The performance ranging from 65 to 100 per cent is categorised as *good*, that from 30 to 64 per cent as *average*, and from 0 to 29 per cent as *weak*. Three basic colours have been used to represent the performances: *green* indicates good performance, *yellow* represents an average performance and *red* denotes weak performance. The students' performance in each topic is summarised in the Appendix.

The English Language Assessment for the 2018 FTNA tested the students' performance on *comprehension and summary, language use, patterns and vocabulary and reading programme*.

The English Language paper had four sections A, B, C, and D with a total of ten compulsory questions. Section A on *Comprehension and Summary* had two (2) questions with a total of 20 marks where the first question carried 15 marks and the second 5 marks. Section B on *Language Use*, had 3 questions which carried 20 marks in total. Questions 3 and 4 carried 5 marks each, while question five had 10 marks. Section C on *Patterns and Vocabulary* had three (3) questions with a total of 40 marks; whereas, question 6 carried 5 marks; question 7 and 8 had 15 and 20 marks respectively. Section D on *Reading Programme* had two questions, each carrying 10 marks to make a total of 20 marks for the section.

All questions were set based on the 2010 English Language Syllabus for Secondary Schools and the English Language Examination Format of 2017.

The number of students who sat for this paper in November 2018 was 505,611, out of which 266,071 were girls and 239,540 were boys. Among these students who sat for the English Language National Assessment, 87.68 per cent passed by obtaining different grades, as shown in Table 1.

**Table 1: Students Pass Grades in FTNA 2018, English Language National Assessment**

Grade	A	B	C	D	F
% of student	13.75	7.52	29.92	36.49	12.32

The results indicate that the FTNA 2018 English Language performance improved by 6.52 per cent compared to 2017 where 81.16 per cent of 484,637 students passed by obtaining different grades, as shown in Table 2.

**Table 2: Students' Pass Grades in FTNA 2017, English Language National Assessment**

Grade	A	B	C	D	F
% of Students	14.76	8.34	25.94	32.12	18.84

## **2.0 ANALYSIS OF THE STUDENTS' PERFORMANCE IN EACH QUESTION**

### **2.1 Section A: Comprehension and Summary**

There were two (2) compulsory questions in this section. Question 1 consisted of part (a), which carried 10 marks and part (b), which carried 5 marks. Question 2 carried 5 marks, making a total of 20 marks.

#### **2.1.1 Question 1: Comprehension with Short Answers and True/False Questions**

In this question, the students were instructed to read a given passage and answer the given questions in order to test their reading and comprehension skills. The question had two parts. In part (a) they were required to complete five sentences (i-v) by using the right information from the passage while in part (b) they had to identify correct and incorrect statements (i - v) by either writing True or False. The given passage was:

*HIV lives in body fluids of an infected person. The virus is spread when these fluids get into the body of another person. This means that HIV is transmitted through having sexual intercourse with an infected person, using unsterilized surgical instruments such as knives, razor blades and syringes.*

*HIV is not spread from one person to another by touching, shaking hands, sitting together or eating together.*

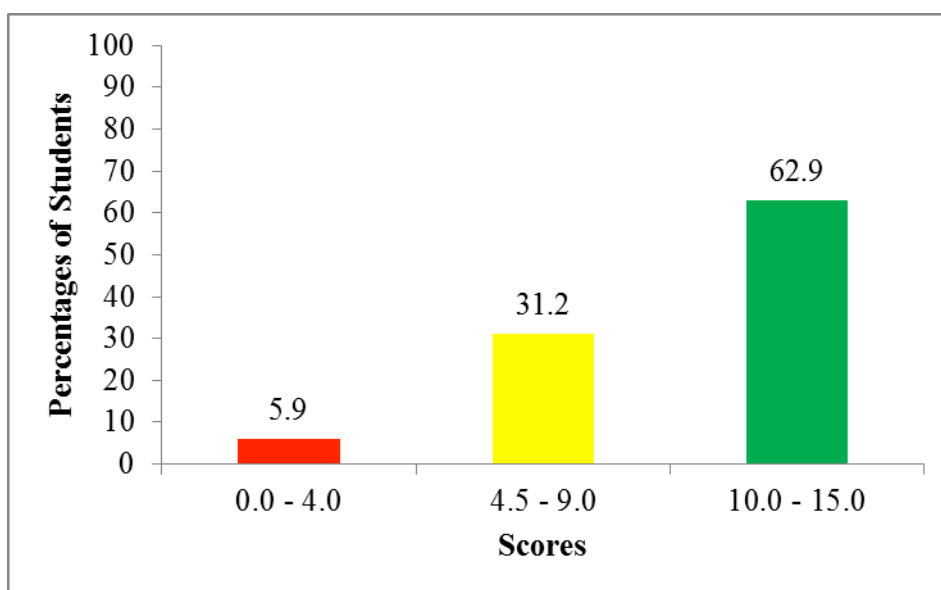
*However, one can protect himself/herself from HIV infection by avoiding unprotected sex and the use of contaminated syringes, knives or razor blades.*

*Some people who are living with HIV /AIDS are afraid of death or live regrettably about how they got HIV. The best thing to do for a person with AIDS is to spend time with his or her family and feel that he/she is just like other people who are not infected.*

*The patient should drink extra fluids and eat balanced diet. The patient should be discouraged from taking alcohol or smoking cigarettes. In addition, the sick should not share toothbrush, razor blades or syringes with others .If the care taker wants to wash the patient, he /she should make sure that he/she wears protective gloves so as to avoid infection.*

The question was attempted by 99.9 per cent of the students, out of whom 62.9 per cent had scores ranging from 10 to 15 marks, which was good performance. Moreover, 31.2 per cent had scores that ranged from 4.5 to 9 marks, which was average performance and 5.9 per cent had scores ranging from 0 to 4 marks, which was weak performance. Among the students with weak performance, only 0.3 per cent scored 0. The general performance of the students in the question was, therefore good, since 94 per cent had scores which ranged from 4.5 to 15 marks. The overall students' performance for the question is summarised in Figure 1.





**Figure 1:** The Percentages of the Students' Performance in Question 1.

The students who showed good mastery of reading for comprehension skills in this question had scores that ranged from 10 to 15 marks. However, their responses varied in terms of clarity. Those who scored 15 marks were able to read and obtain meaning from the given passage. Hence, they answered questions in part (a) with correct information obtained from the passage. In item (i), the students wrote *HIV/AIDS* as the title of the passage because they recognised that *HIV*, apart from being mentioned first in the first paragraph, was also the central idea presented throughout the passage. In item (ii), they noted that the word *transmitted* found in the third sentence in the first paragraph, meant the same as the word *spread* found in the question. Hence, they wrote; *HIV is spread through sexual intercourse with an infected person and using unsterilized surgical instruments like syringes*. In item (iii), these students could identify the ways through which HIV infection can be avoided in the third paragraph. This shows they understood that the phrase *protect from HIV infection* meant the same as *prevent from HIV infection* in the question. In item (iv), they wrote *by touching, shaking hands, sitting and eating together* as actions which, when done, cannot spread HIV. These students were able to provide that answer after they had identified the relevant information in the second paragraph since they correctly interpreted the information contained in this paragraph using the clue *HIV is not spread by....* Lastly, in item (v), the students realised that they were required to

state the reason for wearing protective gloves while washing the AIDS patient. These students used the information in the last sentence of the last paragraph to give the response *so as/in order to avoid infection*. Extract 1.1 is a sample of a good response from a student who scored high marks.

### Extract 1.1

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

(i) In one word, what is the title of this passage?

HIV

(ii) State two ways through which HIV is spread.

- Through having sexual intercourse with an infected person.  
- Using unsterilized surgical instruments such as knives, syringes and razor blades.

(iii) How can we prevent ourselves from HIV infection?

- By avoiding unprotected sex.  
- By avoiding the use of contaminated syringes, knives or razor blades.

(iv) Which actions when done, cannot spread HIV?

- Touching, shaking hands, sitting together or eating together.

(v) Why is it important for the care-taker to wear protective gloves while washing the AIDS patient?

- So as to avoid infection.

Extract 1.1: A response of a student who comprehended the passage and provided right information from it to answer question 1 (a).

On the other hand, the students who scored 0 in part (a) of the question failed to read and understand the passage in order to use the information to answer the given questions. These students, therefore, provided incorrect or irrelevant information as responses to the questions asked. For example, in answering item (i), one of the students responded as follows: *HIV lives in the body fluid of an infected person*. Another student gave the following

response: *HIV is not spread and the people who are living*. These responses suggest that the students were aware that the information for item (i) was contained in the first paragraph and that it was the central idea of the passage. However, the students, probably due to poor mastery of English Language, failed to understand the question, which required them to provide the title in one word.

Similarly, in item (ii) the students were asked to state two ways through which HIV is spread. However, the students failed to understand the question, since their responses were contrary to the task of the question. One of the responses which reflected lack of understanding was; *HIV/AIDS*. Moreover, the students who wrote; *by touching, shaking hands, sitting or eating together* did not realise that the phrase *HIV is not spread from one person to another* found at the beginning of the second paragraph meant to show the actions which when done cannot spread HIV.

Moreover, in item (iii) the students were asked to state how we can prevent ourselves from HIV infection. However, the students, probably due to poor English Language ability, failed to use the information contained in the third paragraph in order to answer the question correctly. For example, one of the students wrote; *Having sexual intercourse with an infected person* as a way of preventing ourselves from HIV infection because he/she did not realise that this was stated as a way which spreads HIV. Another student used the information in the fourth paragraph to answer this question by writing; *a person with AIDS is to spend time with his/her family*.

In item (iv), the students failed to identify the actions which, when done, cannot spread HIV. One of the students gave ways for preventing ourselves from HIV infection like avoiding unprotected sex as he/she failed to distinguish between ways for HIV prevention found in the third paragraph, and actions which cannot spread HIV stated in the second paragraph. Some of the students gave incorrect responses like *to share razor blades and syringes*. Others copied the same question and used it as a response.

Lastly, in giving the reason for the importance of gloves to the care taker when washing the AIDS patient in item (v), some of the students wrote the ways for HIV transmission such as; *having sexual intercourse with an infected person* found in the first paragraph instead of the information

contained in the last sentence of the last paragraph. Other responses which reflected the students' failure to understand the passage were; *in order to be smart and the best thing is to spend time with the family*. A sample of a poor response by one student is given in Extract 1.2.

### Extract 1.2

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

(i) In one word, what is the title of this passage?

*The patient should be discouraged*

(ii) State two ways through which HIV is spread.

*Is not spread from one person to another by touching, shaking hands setting to gether*

(iii) How can we prevent ourselves from HIV infection?

*lives in the body fluid of an infected  
The virus is spread when these fluids get into the body of another person*

(iv) Which actions when done, cannot spread HIV?

*lives in the body fluid of an infected  
Is transmitted through having sexual intercourse with an infected*

(v) Why is it important for the care-taker to wear protective gloves while washing the AIDS patient?

*Is not spend time how with his/her family and tell that he/she is just like other people who are not infected*

Extract 1.2: A response of a student who provided incorrect information from the passage to answer question 1 (a).

In part (b) of the question, the students were required to identify the correct statements by writing True, and the incorrect ones by writing False based on the information provided in the passage.

The analysis of the students' responses shows that the students who identified the *True* and *False* statements showed good understanding in reading for comprehension because they were able to identify the sentences or paragraphs where the statements were found. They also recognised the language clues which aided them to decide whether a particular statement was correct or incorrect. Hence, they could identify all the correct and incorrect statements based on the information contained in the passage. For example, they identified the sentence in item (i) as *False* using the information found in the first sentence of the first paragraph which affirms that *HIV lives in the body fluid of an infected person*. They noted that the negation form *HIV does not live in the body fluid....* contradicted with the truth found in the passage that *HIV lives in the body fluid ....*

In item (ii), the students identified the statement *False* because the passage, in the fourth paragraph advises people with AIDS to feel just like other uninfected people. The passage also, in the last paragraph, advises care takers to use gloves when washing the AIDS patient so as to avoid infection. This means that not every person has HIV/AIDS. In item (iii), they realised that the word *patient* found in the first sentence of the last paragraph means the same as *A person with HIV/AIDS* in the statement, hence making True the statement that *A person with HIV/AIDS should drink extra fluid and eat balanced diet*. Moreover, the students recognised as *True* item (iv) with the statement that *The HIV infected person should not share toothbrush, razor blades or syringes with others*. The truth of this statement is found in the third sentence of the last paragraph where *the sick* is referred to as *The HIV infected person* in the statement.

Finally, they recognised as *True* item (v) given the fact that the second sentence of the fourth paragraph cautioned a person with AIDS to feel just like other people who are not infected. The students realised that in the statement, the phrase *People with HIV/AIDS* was the plural of *a person with AIDS* that is found in the second sentence of the fourth paragraph. Extract 1.3 is a sample of a good response from one of the students.

### Extract 1.3

(b) For each of the following statements, write **True** if the statement is correct or **False** if the statement is not correct.

- (i) HIV does not live in the body fluid of an infected person..... **False**
- (ii) Every person has HIV/AIDS..... **False**
- (iii) A person with HIV/AIDS should drink extra fluid and eat the balanced diet.  
..... **True**
- (iv) The HIV infected person should not share toothbrush, razorblades or syringes  
with others..... **True**
- (v) People with HIV/AIDS should feel that they are just like other people who  
are not infected ..... **True**

Extract 1.3: A response of a student who was able to identify the *True* and *False* statements using information from the passage in order to answer question 1(b).

On the contrary, the students who failed to identify the *True* and *False* statements were unable to utilise the information provided in the passage due to lack of reading for comprehension skills and poor command of the English Language. These students lacked the knowledge to relate the terms stated in the statements with those used in the passage. For example, in the statement in item (iii), the students failed to realise that *A person with HIV/AIDS* means the same with *The patient* in the first sentence of the last paragraph. Another weakness demonstrated by a few students in this group was their failure to understand the task of the question. These students, instead of identifying the sentences with either *True* or *False*; filled in the gaps with some words picked from the passage, as shown in Extract 1.4.

### Extract 1.4

(b) For each of the following statements, write **True** if the statement is correct or **False** if the statement is not correct.

- (i) HIV does not live in the body fluid of an infected person. *razor blades*
- (ii) Every person has HIV/AIDS. *unprotected*
- (iii) A person with HIV/AIDS should drink extra fluid and eat the balanced diet. *regrettably*
- (iv) The HIV infected person should not share toothbrush, razorblades or syringes with others. *smoking*
- (v) People with HIV/AIDS should feel that they are just like other people who are not infected. *family*

Extract 1.4: A poor response of a student who provided irrelevant short answers instead of writing *True* or *False* against the statements in order to answer question 1 (b).

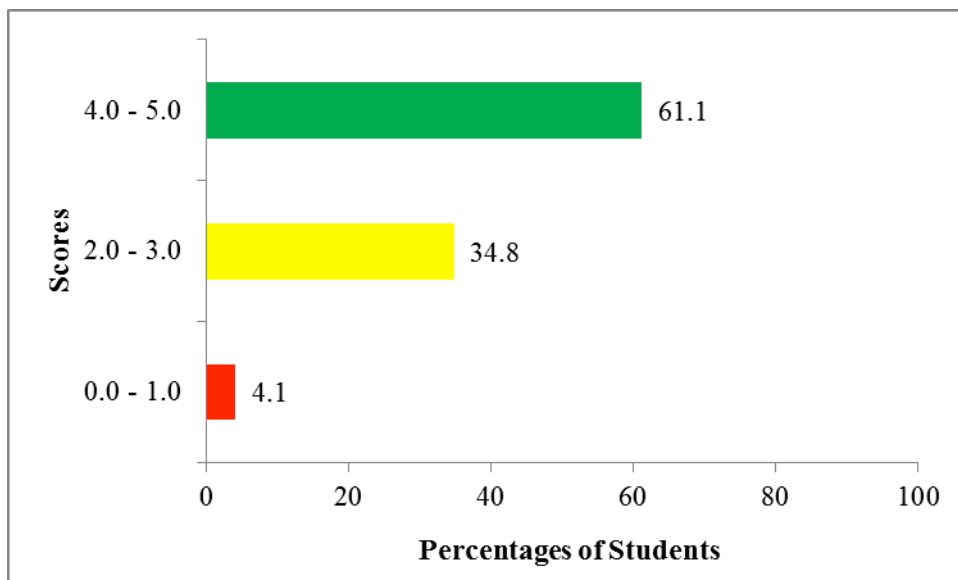
### 2.1.2 Question 2: Reading and obtaining specific information from the passage

In this question the students were required to read the short passage given and answer the questions by giving specific locations of the places stated in the passage. The question tested the students' ability to express the location of important places in the school by using relevant vocabulary and phrases such as *besides* and *northern part*. The following was the passage given:

*There are many buildings in our school. In the eastern part there is a post office. The bus stand is found on the northern part of the school. Beside the post office, there are laboratory, dormitories, dining hall and bathroom. Adjacent to the bathroom is the assembly hall and laundry. The headmaster's office is next to the school laboratory.*

The question was attempted by 99.5 per cent of the students, out of whom 61.1 per cent had scores ranging from 4 to 5 marks, which was good performance. Moreover, 34.8 per cent had scores ranging from 2 to 3 marks, which was average performance and 4.1 per cent scored the range of 0 to 1 mark, which is weak performance. Among the students with weak

performance, only 2.5 per cent scored 0. The general performance of the students in the question was therefore good, considering the fact that 95.9 per cent had scores ranging from 2 to 5 marks. The overall students' performance for the question is summarised in Figure 2.



**Figure 2:** The Percentages of the Students' Performance in Question 2.

The analysis shows that the students whose scores ranged from 4 to 5 marks were able to read the short passage and identify the locations of the places using relevant vocabulary or phrases. These students demonstrated adequate competence in locating places by using the relevant vocabulary items, since they realised that: (i) *the post office is in the eastern part of the school*, (ii) *the headmaster's office is next to the school laboratory*, (iii) *the dormitories are beside the post office*, (iv) *the bathroom is adjacent to the assembly hall and laundry* and (v) *the bus stand is in the northern part of the school*. These responses indicate that the students knew the meaning and use of the words: *eastern*, *northern*, *next to*, *beside* and *adjacent to*. Extract 2.1 is a sample of a good response from one of the students.



## Extract 2.1

### Questions

Give the location for each of the following items:

- (i) Post office is in the  
Eastern part beside the laboratory dormitories, dining  
hall and bathroom.
- (ii) The headmaster's office is  
Next to the school laboratory.
- (iii) The dormitories  
are beside the post office.
- (iv) The bathroom is adjacent to  
The assembly hall and laundry.
- (v) The bus stand is in the  
Northern part of the school.

Extract 2.1: A response of a student who identified and located important places using relevant vocabulary and phrases in question number 2.

On the other hand, the students with average performance in this question had scores ranging from 2 to 3 marks. These students were able to provide correct answers to two or three items only among the five given. Many of these students provided incorrect answers because they failed to interpret important information from the passage and to use correct vocabulary, especially in items (i) and (iii), where many of them provided the following incorrect responses: (i) *The post office is in the northern part of the school* and (iii) *The dormitories are laboratories, dining hall and bathroom* or *The dormitories are dining hall and bathroom*.

Further analysis shows that 4.1 per cent of the students scored 0 in this question; probably due to poor mastery of English, which hindered them from identifying the relevant vocabulary items showing places. These students, therefore, picked irrelevant words or phrases to locate places. For example, in answering item (i) *The post office is in the...*, one of the students responded as follows: *Adjacent to the bathroom is an assembly hall and laundry*. Another student gave the following response: *bus stand our school laboratory*. Other irrelevant responses were; *dining hall and bathroom* and *police*. There were also a few students who provided unclear responses which reflected poor understanding and inability to write correctly in English Language. Extract 2.2 illustrates the case in point.

## Extract 2.2

### Questions

Give the location for each of the following items:

- (i) Post office is in the  
in a compound.....
- (ii) The headmaster's office is  
the position from corner of headmaster.....
- (iii) The dormitories  
are in connection of dormitories.....
- (iv) The bathroom is adjacent to  
in the end of the road to are bathroom.....
- (v) The bus stand is in the  
in the house handstand from are stand.....

Extract 2.2: A poor response of a student who failed to provide correct answers using grammatical and meaningful sentences.

Moreover, there were students who just copied words, sentences or parts of sentences from other questions in the paper and used them as answers for question number 2. This might have been influenced by the fact that the task of question number 1 was related to that of question number 2. However, whatever reason was, these students failed to identify the right information needed to locate places in question number 2. An example of a response from a student who copied sentences from the passage in question number 1 and used them as answers in question 2 is shown in Extract 2.3.

## Extract 2.3

### Questions

Give the location for each of the following items:

- (i) Post office is in the  
The patient should drink extra fluid
- (ii) The headmaster's office is  
Discouraged from taking alcohol
- (iii) The dormitories  
are patient he/she should make sure
- (iv) The bathroom is adjacent to  
She/he that is just like other people
- (v) The bus stand is in the  
R.S. Mahala 1988 Being Company Dar es

Extract 2.3: A response of a student who copied sentences from the passage in questions 1 and 9 and used them as answers in question 2.

## 2.2 Section B: Language Use

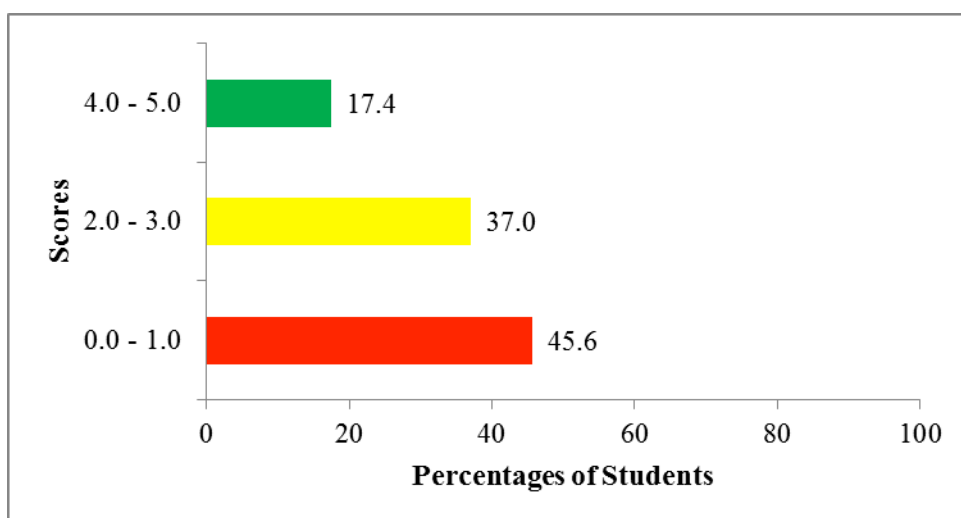
This section consisted of three questions, which were divided into matching items, jumbled sentences and writing a composition.

### 2.2.1 Question 3: Matching Items

In this question the students were required to match the statements in Column A with their corresponding meanings in Column B. Column A consisted of five statements describing different moods/feelings. Column B consisted of seven alternatives containing the words referring to the names of those feelings from which the students were to select answers. The question tested the students' ability to identify the meaning of English words used to express people's feelings. The expression in item (vi) that matched with the word in letter "F" had been provided as an example.

Column A	Column B
(i) A feeling that shows pleasure.	A Love
(ii) A feeling of showing disappointment and negative reaction.	B Sad
(iii) Feeling that you want to eat something.	C Hungry
(iv) Feeling sorrowful.	D Thirsty
(v) Needing or wanting to drink.	E Bored
(vi) Feeling unwell.	F Sick
	G Angry
	H Happy

The question was attempted by 99.7 per cent of the students, out of whom 17.4 per cent had score ranging from 4 to 5 marks, which was good performance. Moreover, 37 per cent had scores that ranged from 2 to 3 marks, which was average performance and 45.6 per cent had scores that ranged from 0 to 1 mark, which was weak performance. Among the students with weak performance, 19.9 per cent scored 0. The general performance of the students in the question was therefore average, as 54.4 per cent had scores that ranged from 2 to 5 marks. The overall students' performance in the question is summarised in Figure 3.



**Figure 3:** The Percentages of the Students' Performance in Question 3.

The students with high performance in this question had scores that ranged from 4 to 5 marks. Those who scored 5 marks were able to match all the meaning expressions in column A with their corresponding words in column B, which was an indication that they knew the meaning of such words. The correct matches indicated that: (i) *A feeling that shows pleasure* matched with *H, happy* while (ii) *A feeling of showing disappointment and negative reaction* matched with *G, angry*. These students recognised the meaning of the word *happy* as being a person's feeling of *happiness*. Those who chose *angry* for (ii) were aware that when people are disappointed of something, they will react negatively

Moreover, the students who matched (iii) *A feeling that you want to eat something* with *C, hungry*, realised the meaning of hungry as a state of wanting to eat something as opposed to state of wanting to drink something. Those who matched (iv) *Feeling sorrowful* with *B, sad* were aware that feeling sorrow related to *sadness* as opposed to feeling *angry*. Lastly, those who chose *D, thirsty* in (v) *A feeling of needing or wanting to drink* had knowledge of the meaning of the word *thirsty* as a state of wanting to drink something. It was further noted that many of the students who scored 4 marks matched item (ii) *A feeling of showing disappointment and negative reaction* with *E, bored* because a person who is *bored* with something is also disappointed with such a thing. However, they did not realise that one can feel *bored* because of not having something to do. Extract 3.1 is a sample of a good response by one of the students.

### Extract 3.1

#### Answers

Column A	(i)	(ii)	(iii)	(iv)	(v)	(vi)
Column B	H	G	C	B	D	F

Extract 3.1: A good response of a student who could correctly identify words and their correct expressions in question 3.

On the other hand, the students (19.9%) who scored 0 in this question failed to match the expressions with their relevant words to create meaning. These students did not know the meaning of words as used to express people's feelings. For example, the students who matched (i) *A feeling that shows pleasure* with *B, sad* lacked the knowledge of the meaning of the word *sad*

that it relates to feeling of *sorrow*. Similarly those who chose *C, hungry* did not realise that hungry relates to feeling of wanting to eat something. Hence, it is true that such students selected the words by guessing. Lack of knowledge on the meaning of words could also be seen in (ii) *A feeling of showing disappointment and negative reactions* where some students selected *B, sad; A, love* and *D, thirsty*.

Moreover, the students who matched (iii) *Feeling that you want to eat something* with *G, angry* might have been influenced by some resemblance in the pronunciation and spelling of the words *hungry* and *angry*. They might have used *angry* to mean *hungry*. Therefore, they failed to note that *hungry* and *angry* are words which differ in meaning. However, those who matched this item with *B, sad* completely lacked knowledge of the meaning of the word *sad* which is *a feeling of sorrow* rather than *a feeling of wanting to eat some food due to being hungry*.

Furthermore, the students who matched (iv) *Feeling sorrow* with *E, bored*, did not realise that being bored means not being interested in something but not necessarily *feeling sorrow*, while a feeling of sorrow is related to sadness. Hence, sadness refers to *deep sorrowful feelings* as opposed to *being bored* which shows lack of interest in something. Lastly, the students who failed to select *D, thirst* for (v) *Needing or wanting to drink*, did not realise that when a person is *thirsty*, he/she needs something to drink. For example, the students who matched this item with *G, angry* did not know that a person who feels *angry* expresses negative reactions against something or another person. The reality is that one can feel *angry* without needing something to drink. Similarly, the students who matched this item with *E, bored; B, sad* and *A, love* did not know the meaning of the words that were being matched. Furthermore, those who matched it with *C, hungry* failed to differentiate the meaning of the words *eat* and *drink*, which suggests lack of knowledge on the vocabulary items that were tested. Extract 3.2 is a sample of a poor response provided by one of the students.

### Extract 3.2

#### Answers

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

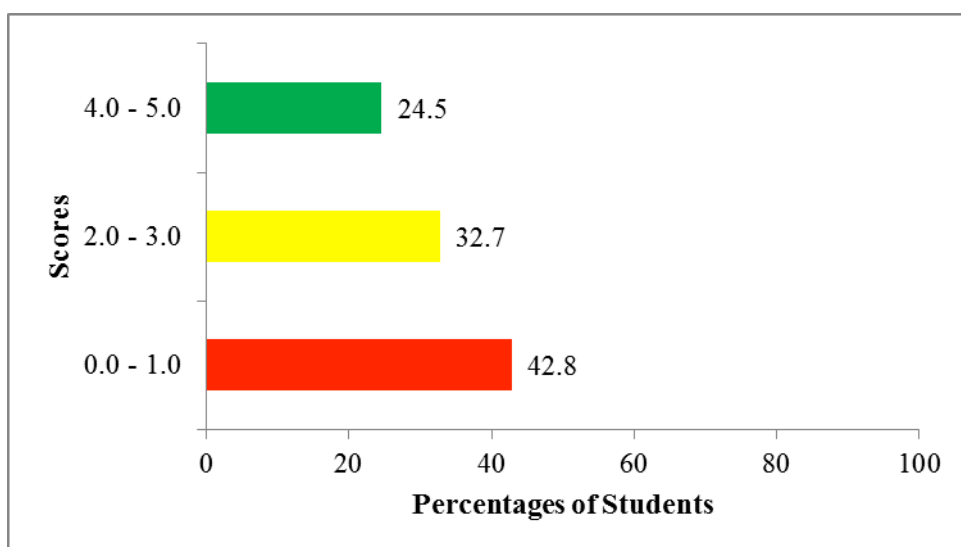
Extract 3.2: A poor response of a student who failed to match the expressions with their meanings to answer question number 3.

#### 2.2.2 Question 4: Re-arranging Jumbled Sentences into a Logical Sequence

The question tested the students' ability to arrange events according to their order of occurrence. The students were therefore required to sequence the stages involved in washing clothes in a way that created logical meaning when arranged in a single paragraph by writing the letter of the sentence in the correct order. The stages given in this question were six, and they related to the process of washing clothes. However, the students were required to arrange only five sentences since sentence number 6 had been done as an example. The following were the sentences given:

- A. *Scrub the clothes.*
- B. *Take a bucket of water.*
- C. *Wring out water and put them to dry.*
- D. *Put dirty clothes in it and soak for an hour.*
- E. *Take out the clothes and rinse them in clean water.*
- F. *Mix water and the detergent well.*

The question was attempted by 99.7 per cent of the students, out of whom 24.5 per cent had scores ranging from 4 to 5 marks, which was good performance. Moreover, 32.7 per cent had scores that ranged from 2 to 3 marks, which was average performance and 42.8 per cent had scores ranging from 0 to 1 mark, which was weak performance. Among the students with weak performance, 18.8 per cent scored 0. The general performance of the students in the question was, therefore, average, since 57.2 per cent had scores that ranged from 2 to 5 marks. The overall students' performance in the question is summarised in Figure 4.



**Figure 4:** The Percentages of the Students' Performance in Question 4.

The students whose scores ranged from 4 to 5 marks understood the stages of washing clothes. They could therefore arrange the stages in their order of happening, hence they could use the language appropriately according to the contexts in which it was used. The students recognised the sentence *B, Take a bucket of water*, as the first sentence because it explains the first stage in the process of washing clothes. They also identified the sentence *F, Mix water and the detergent well*, as the second sentence because water and the detergents have to be mixed before the dirty clothes are put in that mixture. The sentence *D, Put dirty clothes in it and soak for an hour*, was chosen as the third sentence since it contains the pronoun *it* which refers back to *the mixture of water and the detergent* already mentioned in the second sentence. Moreover, they understood that the word *soak* means an action of immersing something into a liquid; in this case *water* which was already mentioned in the previous sentences.

The students also realised that the action of scrubbing the clothes is to happen after the clothes are immersed into water. They could note that after the clothes were soaked for an hour, they were supposed to be scrubbed before being rinsed in clean water. These students, therefore, chose the sentence *A, Scrub the clothes*, as the fourth sentence. Lastly, these students recognised the sentence *E, Take out the clothes and rinse them in clean water*, as the fifth sentence since the clothes have to be rinsed before wringing out the water and drying them. In addition, they noted that the stage of rinsing the clothes in clean water has to take place before



scrubbing them in water with detergent. It is also true that these students could establish the logical sequence of the events to match with the sentence *C, Wring out water and put them to dry* which concluded the order of the events. Extract 4.1 is a sample of a good response from a student.

#### Extract 4.1

##### Answers

1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>
B	F	D	A	E	C

Extract 4.1: A good response of a student who was able to re-arrange the jumbled sentences in a logical sequence to establish logical stages in the process of washing clothes.

Further analysis shows that the students who scored 0 failed to identify the stages involved in washing clothes as provided in the sentences. For example, the students who picked the sentence *F, Mix water and the detergent well*, as the first sentence in the order of the events, failed to note that this event was to happen after taking a bucket of water. Those who chose *E, Take out the clothes and rinse them in clean water* failed to note that the events such as taking a bucket of water, mixing the water with detergent, soaking the clothes in the water with detergent and scrubbing them were supposed to have taken place before rinsing the clothes.

Moreover, the students who chose *B, Take a bucket of water*, as the second sentence after *A, Scrub the clothes*, failed to note that there was no relationship between the two sentences since the clothes could not be scrubbed without having been immersed into the water. Another situation in arranging the second sentence happened when some of the students chose *A, Scrub the clothes*, as the second sentence after *D, Put dirty water in it and soak for an hour*. Although these students could establish the relationship between these two stages in that the process of scrubbing the clothes was to happen after the clothes had been put in the water and soaked for an hour, they failed to realise that they were not supposed to happen as the first and second events in the order because *taking the bucket* and *mixing water and the detergent* were supposed to have happened already. Hence, it was not correct to arrange them as the first and the second stages in the order but as the third and the fourth stages.

Another similar situation happened to students who selected *A, Scrub the clothes*, as the third sentence in the order. These students could establish the logic with *E, Take out the clothes and rinse them in clean water*, as the event which was supposed to follow it. Therefore, they chose this sentence as the fourth in the order. However, they could not realise that the sentence *D, Put dirty clothes in it and soak for an hour*, could not relate to *C, Wring out water and put them to dry* which concluded the ordering of stages in the process of washing dirty clothes.

Moreover, some of the students made wrong choices for the fourth sentence in the order of events. For example, those who chose *E, Take out the clothes and rinse them in clean water*, followed by *D, Put dirty clothes in it and soak for an hour*, failed to establish the logic existing between the two sentences since the latter could not follow it. The students who selected *F, Mix water and the detergent well*, preceded by *E, Take out the clothes and rinse them in clean water*, as the third sentence, but followed by *B, Take a bucket of water*, as the fifth sentence, also failed to create a link in the order of the stages needed to be followed when washing clothes.

Lastly, the students who made wrong choices for the fifth sentence opted for either *D, Put dirty clothes in it and soak for an hour*; *B, Take a bucket of water*, or *A, Scrub the clothes*. These students failed to realise that these choices could not relate to the sixth sentence which was provided as the final stage in the process of washing dirty clothes. Extract 4.2 is a sample of a poor response by one of the students.

#### Extract 4.2

##### Answers

1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>
F	B	A	E	D	C

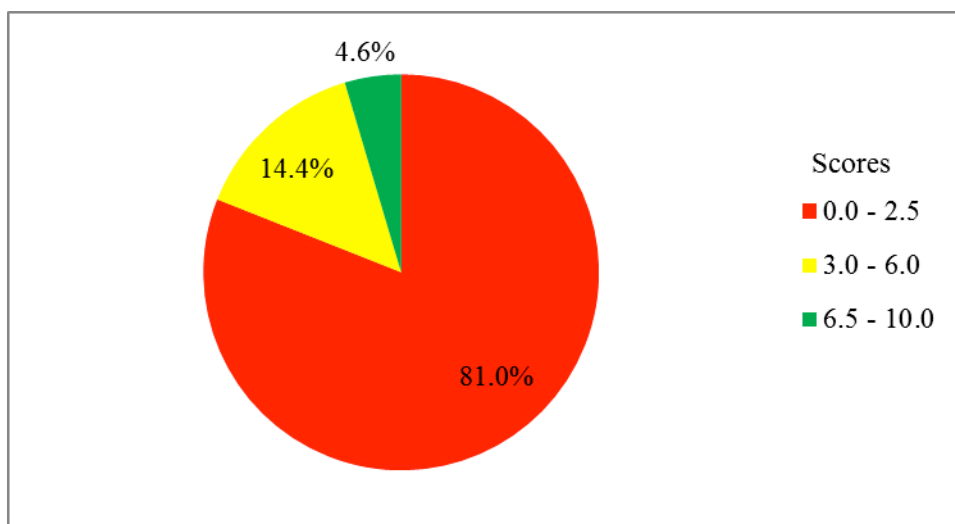
Extract 4.2: A poor response of a student who failed to establish logic in ordering the stages in the process of washing clothes.

### 2.2.3 Question 5: Writing a Composition

The question tested the students' ability in expressing group routine. In this question the students were instructed to write a composition explaining the daily routine of their school to a fellow prefect from a new school by using the following given guidelines:

- (a) *Wake up time.*
- (b) *Cleaning the hostel areas.*
- (c) *Taking a bath and putting on school uniform.*
- (d) *Taking morning roll call.*
- (e) *Doing cleanliness round the school.*
- (f) *Standing in assembly for morning speech and announcement.*
- (g) *Lesson in the classroom begin.*
- (h) *Break time.*
- (i) *Lunch time.*
- (j) *Outside activities and going back to the dormitories.*

The question was attempted by 91.5 per cent of the students, of whom 4.6 per cent had scores ranging from 6.5 to 10 marks, which was good performance. Moreover, 14.4 per cent had average performance for the scores ranging from 3 to 6 marks while the scores of 81 per cent of the students showed weak performance as they ranged from 0 to 2.5 marks. Among the students with weak performance, 59.2 per cent scored 0. The general performance of the students in the question was therefore weak, since only 19 per cent of the students obtained 6.5 to 10 marks. The overall students' performance in the question is summarised in Figure 5.



**Figure 5:** The Percentages of the Students' Performance in Question 5.

This was the most poorly performed question in this paper. The analysis shows that the students (81%) with low marks, including 0 did not have adequate knowledge of the simple present tense pattern which is used to express routine. For example, some of the students, instead of writing *We do cleanliness at 6:30*, used the present continuous tense like: *I am doing cleanliness at 6:30*. Others provided the sentence: *I am take bath at 6:12 am* instead of *I take bath at 6:12 am*. There were also students who failed to express routine by only mentioning the time under certain intervals. For example, one student provided the following times for (a) 17:00 am (b) 17:30 am (c) 18:00 am and (d) 18:30 am without expressing the routine based on the given guidelines. These students also lacked knowledge of time telling because in telling time in 24 hours, the stated times are indicated by using *pm* to mean time from *midday* to *midnight*.

The poor performance observed in this question was also contributed by the students' failure to identify the task of the question. Thus, instead of expressing daily routine, they rearranged the activities as if the given guidelines were jumbled sentences which needed to be rearranged. For example, one of the students rearranged them in the following order: (a) *Wake up time* (b) *Taking a bath and putting on school uniforms* (c) *Taking morning roll call* (d) *Doing cleanliness around the school* (e) *Cleaning the hostel areas* (f) *standing in assembly for morning speech and announcements* (g) *Lessons in the classroom begin* (h) *Break time* (i) *Lunch time* (j) *Outside activities and going back to the dormitories*.

There were also students who exactly copied the guidelines and arranged them as a composition. Some of the students copied some parts of the passage in question number 1, and used them as a response in this question. For example, one student began the composition by expressing the daily routine of their school without using the simple present tense, and finished it by copying the third and fourth paragraphs in the passage in question 1. This implies that the student lacked knowledge in expressing routine.

Yet, there were students who wrote the composition without following the guidelines given. They, instead, described themselves and their schools without explaining any daily routine of their school. For example, one student wrote the composition by stating his/her name, age and briefly describing his/her school. The student also named his/her friends and that he/she is happy with the school because of his/her interest in football.

Further analysis of the students' poor responses shows that some of the students failed to organise their ideas in paragraphs and observe coherence. The use of punctuation marks was also not observed as many sentences were written without full stops. For example, there were compositions written without any full stops from the beginning to the end. Lastly, these students presented their compositions with ungrammatical sentences. This suggests that they failed to employ the English Language patterns in presenting their ideas. For example, one student wrote a composition with English words put together without any relationship. Hence, no meaning could be obtained from such sentences. Moreover, the words were misspelled. Extract 5.1 provides a sample of poor responses by a student.



## Extract 5.2

..... We wake up at 4:00 a.m. We then take a bath, put on school uniform and make our beds till 4:40 a.m. After that, we have to be in mass from 4:45 a.m. to 5:30 a.m. From 5:30 a.m. to 6:00 a.m. we clean the hostel areas and other parts of our compound. At 6:00 to 6:15 we drink porridge and then wash our plates till 6:20 a.m.

..... At 6:20 a.m., we go for morning roll call and finish at 6:30 a.m. At 6:30 a.m. to 7:20 a.m. we do cleanliness around the school compound and from 7:20 a.m. to 8:00 a.m., we go to the assembly ground and listen to announcement and morning speeches. From 8:00 a.m. to 8:10 a.m., we prepare for classes which start at 8:10 a.m. and end at 10:30 a.m.

..... We then go for break from 10:30 a.m. to 11:20 a.m. At 11:20 a.m. we go for classes again untill 2:00 p.m. At 2:00 p.m. we go for lunch untill 3:00 p.m. We then go to do outside activities like sports untill 4:30 p.m. At 4:30 p.m., we go back to our dormitories and the day is over.

Extract 5.1: A good response of a student who wrote a composition explaining their school's daily routine using correctly the guidelines given.

## 2.3 Section C: Patterns and Vocabulary

This section consisted of three compulsory questions 6, 7 and 8. Question 6 carried 5 marks; part (a) of question 7 carried 5 marks and part (b) carried 10 marks, making the total of 15 marks. Question 8 had parts (a) and (b) which carried 10 marks each, making 20 marks. The whole section had a total of 40 marks.

### 2.3.1 Question 6: Completing a Paragraph Using Words Given in the Box

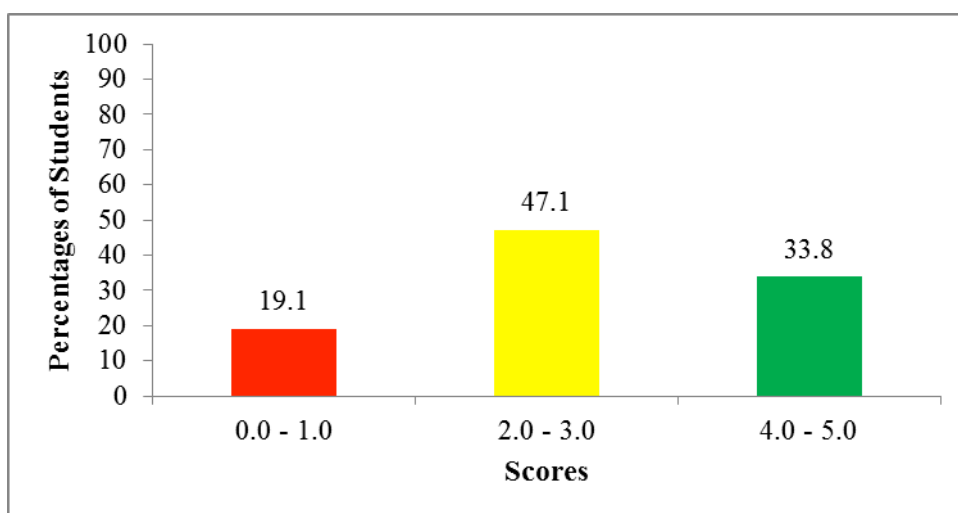
In this question the students were given a short paragraph with five blank spaces which were to be filled in using the words given in a box. The question tested the students' ability to correctly express quantity of the given countable and uncountable nouns. The following were the words and short passage:

<i>banana, kilos, packet, soap, loaves</i>
--

*My sister is going to buy six bunches of.....for my father. Then she will buy ten bars of.....and three.....of bread for the family. She will also buy a..... of biscuits for my young sister. Finally, she will buy five.....of sugar.*

The question was attempted by 99.8 per cent of the students, out of whom 33.8 per cent had scores ranging from 4 to 5 marks, which was good performance. Moreover, 47.1 per cent scored marks ranging from 2 or 3 which was average performance, and 19.1 per cent got scores that ranged from 0 to 1 mark, which was weak performance. Among the students with weak performance, 6.7 per cent of them scored 0. The general performance of the students in the question was therefore good, considering that 80.9 per cent had scores ranging from 2 to 5 marks. The overall students' performance in the question is summarised in Figure 6.





**Figure 6:** The Percentages of the Students' Performance in Question 6.

The students with good performance had scores that ranged from 4 to 5 marks. Those who scored 5 marks were able to complete the paragraph using appropriate nouns which related to the correct ways of expressing quantity in such nouns; for example, *five kilos of sugar*. These students selected the word *banana* for the first blank space since they realised that the word *bunches* refers to *a number of things, typically of the same kind, growing or fastened together, for example, bananas, grapes or keys*. They selected the word *soap* for the second blank space because they realised that the word *bar* refers to *a small straight block of solid material that is longer than it is wide, for example, a bar of soap, a bar of chocolate, a bar of wood or a bar of metal*. The students also selected the word *loaves* for the third blank space because they realised that *loaf* (in singular) or *loaves* (in plural) is one of the ways of expressing the plural for the word *bread* since it means *a quantity of bread that is shaped and baked in a single piece, and usually sliced before being eaten*. Hence, it is incorrect to say *Tumaini will buy three breads* but *Tumaini will buy three loaves of bread*.

Moreover, the students selected the word *packet* for the fourth blank space because they realised that biscuits are packed in a container called *packet*. Hence, the word *biscuits* matched with the word *packet* which means *a small single container containing something inside; for example, a packet of biscuits, a packet of crisps or a packet of cigarettes*. They selected the word *kilos* for the fifth blank space because they realised that the word *sugar* is an uncountable noun because its cubes are too small to be counted.

Therefore, sugar is not counted but weighed. Hence, when expressing the quantity of sugar, exact measurement such as *a kilo of sugar* and *a bag of sugar* has to be used. Thus, in the context of this question, *five kilos of sugar* was correct. Extract 6.1 is a sample of a good response by a student who correctly completed the paragraph using the words given in the list.

### Extract 6.1

My sister is going to buy six bunches of ~~bananas~~, for my father. Then she will buy ten bars of ~~soap~~ and three ~~loaves~~ of bread for the family. She will also buy a ~~packet~~ of biscuits for my young sister. Finally, she will buy five ~~kilos~~ of sugar.

Extract 6.1: A response of a student who was able to identify relevant words to match with their relevant ways of expressing quantity in order to answer question number 6.

On the other hand, a few students whose scores ranged from 0 to 1 mark, which is categorised as weak performance, did not have adequate competence in the uses of the nouns tested. Those who scored 0 seemingly randomly picked the words without considering the meanings of the sentences. One of the students, for example, picked the word *loaves* for the first blank space without realising that *loaves of bread* are not tied in *bunches* like *bananas*; hence, *six bunches of loaves* was incorrect, since the words *loaves* and *bunch* do not collocate (go together). Another student picked the word *soap* for the same blank space without realising that *soap* does not appear in *bunches* but in *bars*; hence, *six bunches of soap* was incorrect because the word *soap* cannot be used together with the word *bunch*. Regarding the second blank space, one of the students picked the word *packet* without realising that both the words *bar* and *packet* are used to show quantity or number in nouns. Thus, it is not meaningful to say: *ten bars of packet*. A similar case of picking words randomly was shown by another student who used the word *kilos* for the second blank space to produce the pattern: *ten bars of kilos* which was meaningless.

For the third blank space, one of the students picked the word *banana* without realising that *loaf*, (in plural *loaves*), is used in expressing the plural for the word *bread*. Hence, *three banana of bread* was meaningless. Regarding the fourth blank space, one of the students picked the word *kilos* without realising that *kilos* is a unit of measurement for uncountable nouns

like sugar. Hence; *a kilos of biscuits* was incorrect. The student also failed to realise that the *article 'a'* could not be used before the plural noun *kilos* to mean *a kilos*. This case was also true to another student who picked the word *bananas* to come out with *a bananas of biscuits* which was incorrect. Regarding the fifth blank space, one student picked the word *loaves* without realising that the quantity *sugar* is not expressed in terms of *loaves* but *kilos*. Hence, *five loaves of sugar* was incorrect. Extract 6.2 is a response of a student who failed to identify relevant words to complete the paragraph by filling in the blank spaces using the nouns given on the list.

### Extract 6.2

My sister is going to buy six bunch of ..... *Soap* ..... for my father. Then she will buy ten bars of ..... *banana* ..... and three ..... *kilos* ..... of bread for the family. She will also buy a ..... *loaves* ..... of biscuits for my young sister. Finally, she will buy five ..... *packet* ..... of sugar.

Extract 6.2: A response of a student who failed to use relevant nouns in relation to their correct ways of expressing quantity to answer question 6.

## 2.3.2 Question 7: Filling in the Blanks with Correct Words

### 2.3.2.1 Question 7 (a) Filling in the Blanks Using the given Possessive Pronouns

In this question the students were given five sentences with blank spaces which were to be filled in using words given in a box. The question tested the students' ability to express possession by using possessive pronouns. The following was the question:

*my, yours, his, her, its, ours, theirs*

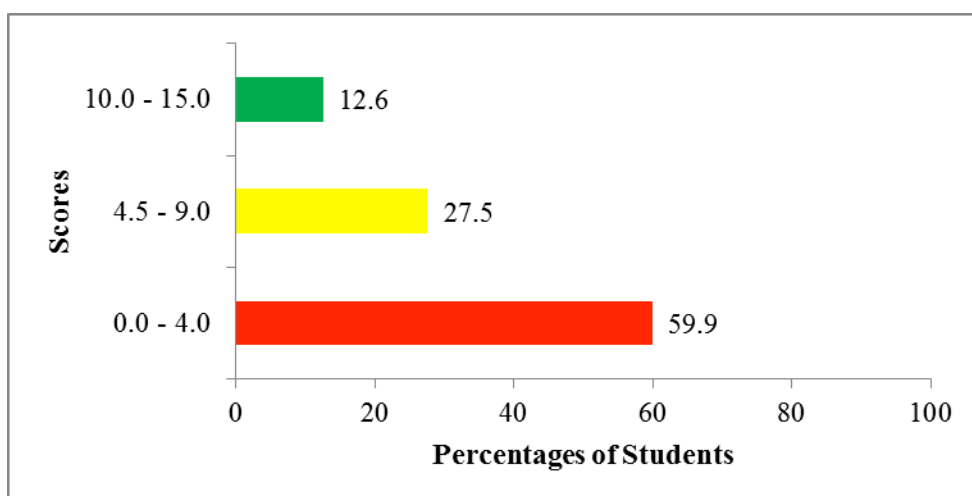
- (i) *My father owns a boat, it is .....boat*
- (ii) *This book belongs to you. It is.....*
- (iii) *They have a house at Tanga. It is .....*
- (iv) *We have to study hard because the future is.....*
- (v) *My sister has a car. It is.....car*

### 2.3.2.2 Question 7 (b) Filing in the Blanks Using Correct Verb Forms

In this question the students were given five sentences and they were instructed to change the simple present tense verb forms given in the brackets into their correct simple past tense forms in order to test their ability to express past events or activities. The question was as follows:

- (i) *We ..... (do) a lot of work last week.*
- (ii) *They ..... (fight) against our team in the last UMISETA season.*
- (iii) *Pendo ..... (live) with her parents when she was young.*
- (iv) *Magdalena ..... (swear) before the magistrate yesterday.*
- (v) *He..... (sit) for his final examination in October last year.*

The question was attempted by 99.9 per cent of the students, out of whom 12.6 per cent had scores that ranged from 10 to 15 marks, which was good performance. Moreover, 27.5 per cent had scores that ranged from 4.5 to 9 marks, which was average performance and 59.9 per cent attained marks ranging from 0 to 4. This was weak performance. Among the students with weak performance, 13.3 per cent scored 0. The general performance of the students in the question was therefore, average, since 40.1 per cent had scores that ranged from 4.5 to 15 marks. The overall students' performance in the question is summarised in Figure 7.



**Figure 7:** The Percentages of the Students' Performance in Question 7.

The students with good performance in part (a) of the question were able to identify correct possessive pronouns in order to fill in the blank spaces to complete the sentences. This suggests that they had adequate knowledge of the form, meaning and uses of the tested possessive pronouns. They realised, for example, that item (i) required the possessive pronoun *his*, as signalled by the word *father* denoting a male person while item (ii) required the possessive pronoun *yours*, which correlates with the personal pronoun *you*. They also realised that item (iii) required the possessive pronoun *theirs*, which is the possessive form of the personal pronoun *They*. The students also identified *ours* as the possessive pronoun for the personal pronoun *We* in item (iv). Finally, they were aware that item (v) required the possessive pronoun *her*, for the personal pronoun *She* denoting a female person for the word *sister*. Extract 7.1 is a sample of a good response from the script of a student who scored high marks.

#### **Extract 7.1**

- (i) My father owns a boat. It is .....*his*.....boat.  
(ii) This book belongs to you. It is .....*yours*.....  
(iii) They have a house at Tanga. It is .....*theirs*.....  
(iv) We have to study hard because the future is .....*ours*....  
(v) My sister has a car. It is .....*her*..... car.

Extract 7.1: A response of a student who was able to identify and use correct possessive pronouns according to their nouns or personal pronouns in order to answer question 7 (a).

Contrarily, the students with low marks in part (a) of question 7 did not have adequate knowledge of the form, meaning and uses of the possessive pronouns tested. They thus guessed answers. In attempting item (i), for example, one of the students picked the possessive pronoun *its*, considering that the referent noun was the *boat*, instead of the noun *father*. The student also failed to note that the possessive pronoun *its* is not used to express possession for masculine nouns such as *father*. The students who missed item (ii) did not realise that *the book* was possessed by *you*; hence the correct possessive pronoun was *yours*. Instead, they provided incorrect possessive pronouns like *my*, *her*, *their* and *ours*. Another student failed to

note that *yours* expresses possession without using the noun for the possessed object as in *yours book*. Regarding item (iii), the students who missed this item did not realise that *theirs* is the possessive pronoun for the personal pronoun *They*. Some of the students, for example, opted for *her*, *yours*, *my* and *ours* because they did not know that these are possessive pronouns for personal pronouns *she*, *you*, *my* and *we* respectively. Similarly, in item (iv), the students who failed to select *ours* as the possessive pronoun for *we* were unaware that the choices like *its*, *theirs* and *his* did not work as possessive pronouns for the personal pronoun *We*. Lastly, the students who missed item (v) did not realise that *her* was to be used as the possessive pronoun because it is used to express possession to feminine nouns like *sister* which its personal pronoun is *she*. These students, therefore, provided incorrect possessive pronouns like *yours* and *ours*. Others used *his* which shows possession in masculine nouns represented by the personal pronoun *he*. In this group, there were also students who thought that *My* was the subject in this sentence, and since it works as the possessive form for *I*, they decided to use it to express possession in this item. Extract 7.2 is a sample of a response from a student who scored low marks in part (a) of question 7.

### Extract 7.2

7. (a) Complete the following sentences using the words given in the box.

my, yours, his, her, its, ours, theirs
--

- (i) My father owns a boat. It is ..... *his* ..... boat.  
(ii) This book belongs to you. It is ..... *theirs* .....  
(iii) They have a house at Tanga. It is ..... *ours* .....  
(iv) We have to study hard because the future is ..... *his* .....  
(v) My sister has a car. It is ..... *my* ..... car.

Extract 7.2: A response of a student who failed to use relevant possessive pronouns in relation to their personal pronouns in order to express possession correctly.

Further item analysis shows that the students with high marks in part (b) of question 7 were able to express past events/activities by using the simple present tense verbs in brackets into simple past tense verb forms. This was an indication that they had adequate knowledge of how simple past tense verb forms are made and/or used. They realised, for example, that the verb *do* in item (i) had to be changed into *did*, as signalled by the adverb of time *last week* in the sentence. They also realised that the verb *fight* in item (ii) had to be changed into the verb *fought*, as signalled by the adverb of time *last UMISETA season*. They also knew that the verb *live* in item (iii) had to be changed into *lived*, as signalled by the adverb of time *when she was young*. Moreover, they noted that the verb *swear* in item (iv) had to be changed into *swore*, as signalled by the adverb of time *yesterday*. Finally, they realised that the verb *sit* in item (v) had to be changed into the verb *sat*, as signalled by the adverb of time *last year*. Extract 7.3 is a sample of a good response of a student who scored high marks in part (b) of question 7.

### Extract 7.3

- (b) Change the following verbs in the brackets into the correct form.
- (i) We ..... did ..... (do) a lot of work last week.
  - (ii) They ..... fought ..... (fight) against our team in the last UMISETA season.
  - (iii) Pendo ..... lived ..... (live) with her parents when she was young.
  - (iv) Magdalena ..... swore ..... (swear) before the magistrate yesterday.
  - (v) He ..... sat ..... (sit) for his final examination in October last year.

Extract 7.3: A response of a student who correctly changed the verbs in brackets into the simple past tense.

The students who scored 0 in part (b) of question 7 did not have adequate knowledge to realise that the verbs in the brackets were in the simple present tense form and they were supposed to be changed into the simple past tense form. For example, the verb *do* was to be changed into *did*. They also failed to realise that the adverb of time such as *last week*, *yesterday* and *in October last year* could guide them to note that the sentences were to be changed into the simple past tense. Therefore, those who used the form *does* in item (i) did not realise that this form is used in the simple present tense when the subject is in the third person singular (*He/She/It*).

Other students used the form *done* without realising that this form can be used with *have* to express present perfect events, as in: *We have done a lot of work*. Those who used the form *doing* were unaware that *doing* can be used together with forms of the verb *to be* such as *are* and *is* to express present progressive events, as in: *We are doing our homework now*. Yet, other students in this group left the verb *do* unchanged.

In answering item (ii), some of the students changed the verb *fight* into *fighted*, without realising that irregular verbs like *fight* do not form their past forms by adding *-ed*. Other students used the forms *fighting* and *fight* as they were unaware that the adverb of time *last week* expressed the past time. In item (iii), the students failed to note that the verb was to be changed into *lived*; instead, they used the simple present tense form, *live* and the progressive form, *living*. Moreover, some of them provided very different words like *love* and *leaves*. The student also changed the verbs *swear* and *sit* in items (iv) and (v) into *sweared* and *sited*, respectively. Other students in this category changed these verbs into *swearing* and *siting*, without bearing in mind that the adverbs of time *yesterday* and *in October last year* required the verbs in the simple past form. In addition, another student used the verb *set* for (v) instead of *sat*; probably because he/she might have confused the pronunciation and the spelling. Extract 7.4 is a sample of a poor response from one of the students.

#### Extract 7.4

7. (b) Change the following verbs in the brackets into the correct form.
- (i) We ..... *does* .....(do) a lot of work last week.
  - (ii) They ..... *fight* .....(fight) against our team in the last UMISETA season.
  - (iii) Pendo ..... *live* .....(live) with her parents when she was young.
  - (iv) Magdalena ..... *swearing* .....(swear) before the magistrate yesterday.
  - (v) He ..... *siting* .....(sit) for his final examination in October last

Extract 7.3: A response of a student who incorrectly changed the verbs in brackets into the simple present verb forms and the progressive (-ing) verb forms to answer question 7 (b).



### 2.3.3 Question 8 Re-writing the Sentences as Instructed

#### 2.3.4.1 Question 8 (a): Re-writing the given Sentences Using “going to”

In this question the students were given five sentences in order to re-write them by using “going to” instead of “will”. The question tested the students’ ability to express future plans or activities. The given sentences were the following:

- (i) *We will water the plants again next Monday.*
- (ii) *Seif will visit Mikumi next Tuesday.*
- (iii) *Halima will comb her hair at the dressing table.*
- (iv) *They will lend us more money.*
- (v) *She will stay in Paris for two weeks.*

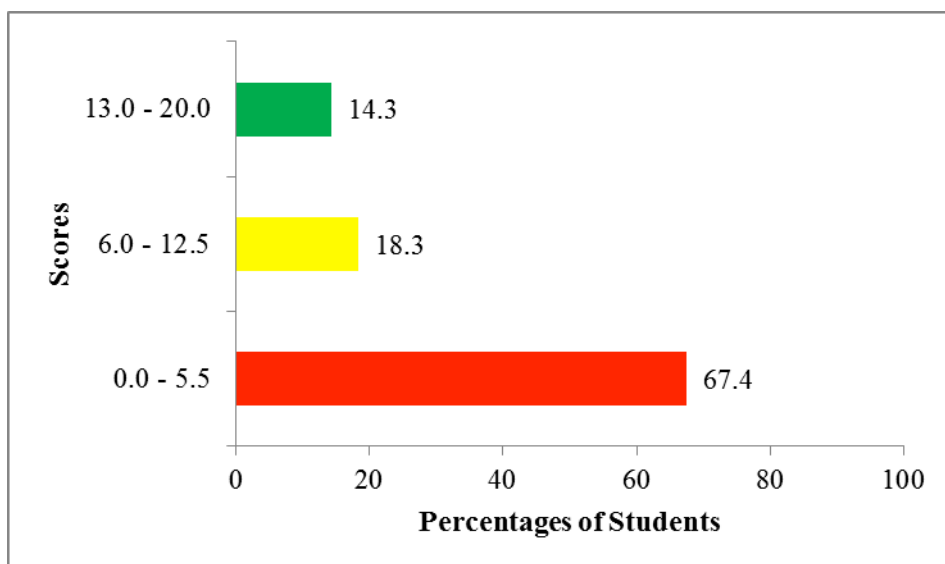
#### 2.3.4.2 Question 8 (b): Joining the given Sentences as Instructed

In this question the students were instructed to use the words “since”, “because”, “but”, “if” and “although” in five different English Language patterns in different language contexts. The question tested the students’ ability to use conjunctions to express reason, condition and unexpected (contrary) results. The following were the sentences:

- (i) *You are hardworking student. You will pass your exams.*  
*Join the sentences begin with: Since*
- (ii) *He put on his jacket, He was filing cold*  
*Join the two sentences by using because*
- (iii) *He is dirty. He is clever.*  
*Join the two sentences by using but.*
- (iv) *I will report you to the head teacher unless you tell me the truth*  
*Begin with: If*
- (v) *It was raining. Maija went to school.*  
*Begin with: Although*

The question was attempted by 99.8 per cent of the students, out of whom 67.4 per cent had scores that ranged from 0 to 5.5 marks, which was weak performance. Among the students with weak performance, 30.9 per cent scored 0. Moreover, 18.3 per cent obtained scores that ranged from 6 to

12.5 marks, which is average performance. Finally, 14.3 per cent had scores that ranged from 13 to 20 marks, which was good performance. The general performance of the candidates in the question was, therefore, average, since 32.6 per cent had scores ranging from 6 to 20 marks. The overall students' performance in the question is summarised in Figure 8.



**Figure 8:** The Percentages of the Students' Performance in Question 8.

The students with high marks in part (a) were able to re-write the sentences by using the pattern *going to* correctly instead of *will*. The students recognised that the form of the verb *to be* (*am/is/are*) has to be used before *going to* depending on the nature of the *subject* (*I/We/You/They/She/He/It*) as in the sentence: *We are going to water the plants again on Monday*. Extract 8.1 is a sample of a response from a student who scored high marks in question 8 (a).

## Extract 8.1

(a) Re-write the following sentences using "going to" instead of "will".

(i) We will water the plants again next Monday.

*We are going to water the plants again  
next Monday.*

(ii) Seif will visit Mikumi next Tuesday.

*Seif is going to visit Mikumi next Tuesday.*

(iii) Halima will comb her hair at the dressing table.

*Halima is going to comb her hair at the  
dressing table.*

(iv) They will lend us more money.

*They are going to lend us more money.*

(v) She will stay in Paris for two weeks.

*She is going to stay in Paris for two weeks.*

Extract 8.1 is a sample of a response by a student who correctly used *going to* instead of *will* to express future plans or activities.

On the other hand, the students who scored 0 in question 8 (a) failed to re-write the sentences by using *going to* instead of *will*. Some of the students did not realise that the present tense form of the verb *to be* (*is/are*) was needed to be used before *going to* in order to make the sentence correct. Hence, in item (i), they wrote the sentence: *We going to water the plants again next Monday* instead of *We are going to water the plants again next Monday*. In item (ii), they provided the sentence: *Seif going to visit Mikumi next Tuesday* instead of *Seif is going to visit Mikumi next Tuesday*. In item (iv), they gave the sentence: *They going to lend us more money* instead of *They are going to lend us more money*. Other students in this group exchanged the positions of *will* with *the subject* as

if they wanted to ask questions, but no question mark was placed, as exemplified in item (iv) where a student provided the sentence: *Will they lend us more money*. In this group, there were also students who did not replace *will* as instructed, but they used both *will* and *going to*. For example, one of the students provided the sentence: *She will going to stay in Paris for two weeks* as a response for item (v). Moreover, some of the students used *going to* as the subject, thus providing the incorrect sentences: *Going to will visit Mikumi next Tuesday* and *Going to will comb her hair at the dressing table* for items (ii) and (iii), respectively. Extract 8.2 is a sample of a poor response from one of the students.

## Extract 8.2

8. (a) Re-write the following sentences using "going to" instead of "will".

- (i) We will water the plants again next Monday.

*We going to water the plants again next Monday*

- (ii) Seif will visit Mikumi next Tuesday.

*Will visit Seif mikumi next Tuesday*

- (iii) Halima will comb her hair at the dressing table.

*Halima going to combo her hair at the dressing table*

- (iv) They will lend us more money.

*The will lend us going to more money*

- (v) She will stay in Paris for two weeks.

*She going to stay in Paris for two weeks*

Extract 8.2: A response of a student who failed to use the present tense form of the verb *to be* (*is/are*) together with *going to* in order to express future plans or activities.

Further analysis of the students' responses shows that the students with high marks in part (b) were able to re-write the sentences by using conjunctions to join sets of ideas as they were instructed. For example, in item (i), they correctly used the word *since* to express reason, while in item (ii) they correctly used the word *because* to join two ideas in order to express reason. In item (iii), they correctly used the word *but* as a coordinating conjunction to join/express ideas which are contrary to expectations, such as: *He is dirty but clever*. Moreover, in item (iv), these students showed good competence in expressing condition by using *if* when used to begin a sentence. These students were also aware that when expressing condition, the words *if* and *unless* cannot be used at the same time. Lastly, in item (v), the students were able to use the word *although* as a coordinating conjunction to express unexpected results for an action, as shown in the sentence: *Although it was raining, Maija went to school*. Extract 8.3 is a sample of a good response from one of the students.

### **Extract 8.3**

(b) Re-write each of the following sentences as instructed.

(i) You are hard working student. You will pass your exams.

Join the sentences begin with: Since

...Since you are hardworking student, you will...  
...pass your exams...

(ii) He put on his jacket. He was feeling cold

Join the two sentences by using because.

...He put on his jacket because he was...  
...feeling cold...

(iii) He is dirty. He is clever.

Joint the two sentences by using but.

...He is dirty but clever...

(iv) I will report you to the head teacher unless you tell me the truth.

Begin with: If

...If you tell me the truth, I will not...  
...report you to the head teacher...

(v) It was raining. Maija went to school.

Begin with: Although

...Although it was raining, Maija went...  
...to school...

Extract 8.3: A response of a student who was able to use conjunctions to express reason, condition and unexpected (contrary) results, as instructed in question 8 (b).

The students with average performance had scores ranging from 3 to 6 marks. They showed competence in using the conjunctions *because*, *but* and *although* to join ideas. Many of these students, therefore, answered items (ii), (iii) and (v) correctly. It was further noted that the students who scored 2 marks managed to use *because* to join two ideas. Thus, they could either provide the sentence: *He put on his jacket because he was feeling cold* or *Because he was feeling cold, he put on his jacket*.

On the other hand, the students who scored 0 failed to connect ideas by using the given conjunctions. Hence, they provided incorrect English sentences. For example, in item (i), they failed to use the word *since* to join two ideas in order to express reason. Some of them did not begin their sentences with *since* as instructed. For example, one of the students responded: *You are hard working student since you will pass exams*. Another student wrote; *You are hard working student begin since you will pass your exams*. Others used the word *since* twice in the same sentence, as in the response: *You are since hard working students you will since pass your exams*. Yet, others skipped the words *you*, *are* and *will*, as in the sentence: *Since hard working student pass your exams*.

In item (ii) they failed to use the word *because* to join two ideas in order to express reason. Some of the students skipped important words like *on*, *was* and *his*. For example, one of the students wrote; *He feeling cold* instead of *He was feeling cold*. Another student provided the following response: *He put jacket because he feeling cold*. Yet, another student responded as follows: *He feeling cold because he put on jacket*. Other students unnecessarily repeated the word *because*, hence provided this response: *He put on because his jacket because he was feeling cold*. In item (iii), some of the students kept the subject *He* and the auxiliary verb *is* in both sentences and hence the incorrect sentence: *He is dirty but he is clever*. Others used the word *because* instead of *but*, as in the incorrect sentence: *He is dirty He is because clever*. Other incorrect responses were: *He is but dirty He is clever*, *he is but dirty he but clever* and *He dirty but clever*. In item (iv), the students did not realise that in expressing condition, the words *if* and *unless* cannot be used at the same time to express the same condition. Hence, a response like: *If i will report you to the head teacher unless you tell me the truth was incorrect*. Others failed to express the condition by providing the following sentences: *If you tell me the truth, I will report you to the head teacher*. Other incorrect responses were: *If will report you to the head teacher I tell me the truth* and *I will report if you head teacher unless you tell me truth*.

Lastly, the students failed to express contrasting ideas by showing unexpected results using the word *although* in item (v). Some of them did not begin their sentences with *although* as instructed. For example, one of the students wrote: *It was raining although Maija went to school*. Another

student responded: *It was raining although Maija although to school.* Other students used the word *although* twice in the same sentence, as in the response: *Although it was raining although Maija going to school* Others did not use *although* completely, as in the response: *Maija did to school it was raining.* Extract 8.4 is sample of poor response by a student.



## Extract 8.4

(b) Re-write each of the following sentences as instructed.

- (i) You are hard working student. You will pass your exams.

Join the sentences begin with: Since

you are hard working student  
you will pass your exams.

- (ii) He put on his jacket. He was feeling cold

Join the two sentences by using because.

He put on because he was feeling cold  
He was feeling cold because he put on his jacket.

- (iii) He is dirty. He is clever.

Join the two sentences by using but.

He is dirty but clever  
He is clever but dirty.

- (iv) I will report you to the head teacher unless you tell me the truth.

Begin with: If

If you tell me the truth  
I will not report you to the head teacher.

- (v) It was raining. Maija went to school.

Begin with: Although

Although it was raining  
Maija went to school.

Extract 8.4: A response of a student who failed to join ideas by using coordinating conjunctions, as instructed in question 8 (b).

## 2.4 Section D: Reading Programme

There were two compulsory questions in this section. Question 9 was from class readers (short simple stories) and question 10 was from poetry. Each question carried 10 marks, making a total of 20 marks for the section. The questions tested the students' ability to interpret simple stories and simple poems in order to explain messages and other related information.

### 2.4.1 Question 9: Class Readers

In this question the students were instructed to select one male character from one class reader they had read among those provided on the list, in order to answer the given questions. The question tested the students' ability to interpret simple stories in order to explain the message and its related information found in such stories. The list of the class readers provided was as follows:

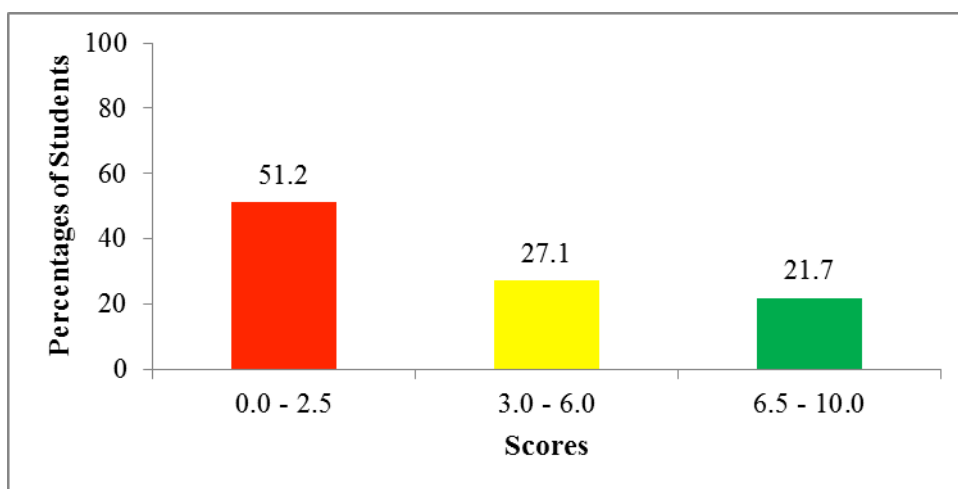
#### List of Class Readers

<b>The Magic Garden</b>	- K. R Cripwell (1977), William & Collins Sons and Company Ltd., Great Britain.
<b>Kalulu the Hare</b>	- F. Worthington (1937), Longman, England.
<b>Hawa the Bus Driver</b>	- R. S. Mabala (1988), Ben & Company, Dar es Salaam.
<b>Fast Money</b>	- K. R Cripwell (1978), William & Collins Sons and Company Ltd., Great Britain.
<b>Mabala the Famer</b>	- R. S. Mabala (1988), Ben & Company, Dar es Salaam.
<b>The Death Factory</b>	- B. Mapalala (1996), Heinemann Educational Publishers, Great Britain.
<b>The Pearl</b>	- J. Steinbeck (1948), William Heinemann Ltd., Great Britain.

#### ***Questions:***

- (a) *Give the title of the book.*
- (b) *Mention the name of the character.*
- (c) *What did he do in the story?*
- (d) *Why do you like or dislike him?*
- (e) *In your opinion, what can be learnt from the character?*

The question was attempted by 99.5 per cent of the students, out of whom 21.7 per cent had scores ranging from 6.5 to 10 marks, which was good performance. Moreover, 27.1 per cent had scores which ranged from 3 to 6 marks, which was average performance and 51.2 per cent obtained marks ranging from 0 to 2.5 marks, indicating weak performance. Among the students with weak performance, 5.6 per cent scored 0. The general performance of the students in the question was therefore, average, considering that 48.8 per cent had scores ranging from 3 to 10 marks. The overall students' performance in the question is summarised in Figure 9.



**Figure 9:** The Percentages of the Students' Performance in Question 9.

The analysis of the students' responses shows that 21.7 per cent of the students whose scores ranged from 6.5 to 10 marks were able to provide correct responses that reflected the content of the stories they had read. Those who scored 10 marks were able to mention the title of the book, such as *Mabala the Farmer* while in (b) they mentioned *Mabala* as the male character. In (c), they briefly explained what *Mabala* did in the story, like *carrying a bag of sugar to the farm instead of a bag of fertilizer*; in (d) they stated reasons for either liking or disliking *Mabala*. For example, one reason given for liking him was *his readiness to change from being lazy to a hard working man* while the reasons for disliking him was *his laziness and greediness*. Lastly, in (e) one opinion about a lesson learnt from *Mabala* was that *people should use money carefully*. A sample of good responses from the students with high marks is provided in Extract 9.1.

## Extract 9.1

- (a) Give the title of the book.

The title of the book is "MABALA THE FARMER"

- (b) Mention the name of the character.

The name of the character is Mabala

- (c) What did he do in the story?

- What Mabala did in the story is that he was extravagant and ignorant who did not save money for future use. And later the life of farm became hard for Mabala and decided to go to the village

- (d) Why do you like or dislike him?

- I like Mabala because after all those bad things which he has done, he decided to change and he was respect in the village

- (e) In your opinion, what can be learnt from the character?

- From the character we can learn that we should not be extravagant but we should save money for future use. Also we learn to be listening to other people's ideas and advises

Extract 9.1: A response of a student who correctly explained the *actions*, *lessons* and *reasons for liking Mabala* in the book, **Mabala the Farmer**.

Further analysis of the students' responses shows that 27.1 per cent of the students whose scores ranged from 3 to 6 marks were able to correctly answer only some of the questions. Many of these students managed to give *the title of the book* in (a) and mentioning *the name* of the character in (b). A few of them stated what the character did in a short sentence like *Ate the whole food*. However, they failed to give correct responses for (d) and (e); probably because these questions required them to show their understanding and not recalling information from the book.

The students with weak performance (51.2%) had scores ranging from 0 to 2.5 marks, out of whom 5.6 per cent scored 2 marks. These students could only answer item (a) by providing *the title of the book*. This was seemingly easy because they could pick from the given list of the story books (class readers). These students, together with the 5.6 per cent who scored 0 failed to give correct responses to the questions in items (b), (c), (d) and (e) due to lack of ability to interpret simple stories. For example, in item (b), some of the students who in item (a) used the book *Hawa the Bus Driver*, named a female character, *Hawa Ibrahim* while others who used *Mabala the Farmer*, named two characters in (b); *Mabala and Mauja*. There were also students who answered this item by mentioning *the title of another book*. For example, while in (a) they mentioned *Hawa the Bus Driver*, in (b) they mentioned *Mabala the Farmer* as the male character.

In answering item (c), some of the students mentioned the publisher of the book, such as *K.R. Clipwell 1977 Wiliam Collins Sons and Company l.t.d Great Britain* while others named two characters, such as *Mabala and Mauja*. There were students who provided incomplete/meaningless actions like *want to stop Hawa*. Moreover, other students provided the book title, *Hawa the Bus Driver*. For item (d), the students wrote characters like *Selemani* and *Mabala and Mauja* as reasons for disliking the character mentioned in (b); probably thinking that they were required to give the name of the character they liked or disliked. Yet, there were students who wrote the author and the Publishers of the books. Lastly, in item (e), these students failed to give lessons that could be learnt from the character. There were also students who mentioned the names of the characters like *Mabala and Mauja* and *Hawa Ibrahim*. Yet, others mentioned the titles of the books, names of the authors and book publishers. A few students provided unclear responses. For example, one of the students gave the following response: *is the taking alcohol to self money*. Another student responded as follows: *The learnt from Dar es Salaam, she is HAWA IBRAHIM*. Yet, another student provided this response: *Mauja is the very hard work*. Extract 9.2 is a sample of a poor response from a script of a student.

## Extract 9.2

- (a) Give the title of the book. England  
Khalulu the Hare F. Worthington (1937) Longman
- (b) Mention the name of the character.  
Mabala the mamey R.S. Mabala (1988)  
Ben & Company Dor ES Salaam
- (c) What did he do in the story?  
Hawa the Bus Driver R.S. Mabala  
C1988 Ben & Company Dor  
ES Salaam
- (d) Why do you like or dislike him?  
The Death Factors B. Mapalala (1996)  
Heinemann Educational Publishers  
Great Britain
- (e) In your opinion, what can be learnt from the character?  
The Magic Garden K. R. O. P. Well (1977)

Extract 9.2: A response of a student who copied the titles of the class readers and the names of the authors and used them as answers to question 9.

### 2.4.2 Question 10: Poetry

In this question, the students were given a three stanza poem to read and then answer five questions about it. The question tested the students' ability to read and interpret simple poems.

*I want to know about the calendar,  
The time and a lot more.  
The clock tells me time,  
The watch tells me time,  
And the crowing cock tells me time.*

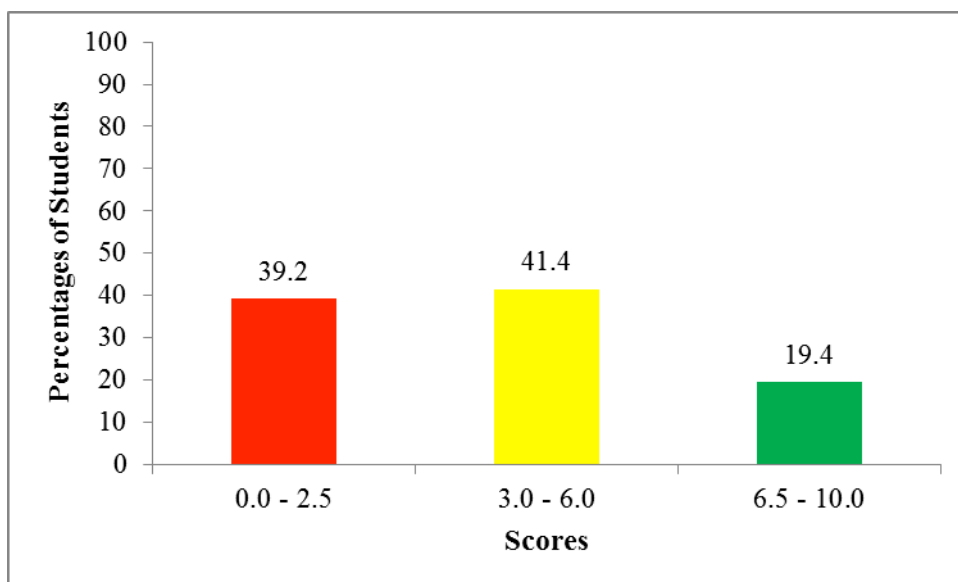
*The clock ticks midnight,  
In the middle of the night,  
Tick tock, tick tock  
In the middle of the night  
to make a new day*

*I tell the time  
 In seconds, minutes, and hours.  
 The calendar teaches you and me,  
 All days and months of the year,  
 The clock and the cock,  
 Ticks and crows, for long hours and days.*

**Questions:**

- (a) Name the two things which tell us time, according to the poem.
  - (i) .....
  - (ii) .....
- (b) According to the poet, which bird can tell us time?  
 .....
- (c) How many lines are in stanza three?
- (d) Give a pair of words which rhyme in the poem:  
 .....and.....
- (e) What do you think is the poem about?  
 .....  
 .....

The question was attempted by 98.1 per cent of the students, out of whom 19.4 per cent had scores ranging from 6.5 to 10 marks, which was good performance. Moreover, 41.4 per cent had scores ranging from 3 to 6 marks, which was average performance and 39.2 per cent obtained scores ranging from 0 to 2.5 marks, which was weak performance. Among the students with weak performance, 27.9 per cent scored 0. The general performance of the students in the question was therefore, average, considering that 60.8 per cent had scores ranging from 3 to 10 marks. The overall students' performance in the question is summarised in Figure 10.



**Figure 10:** The Percentages of the Students' Performance in Question 10.

The students with good performance in this question had scores that ranged from 6.5 to 10 marks, depending on the clarity of the response to a given item. Those who scored 10 marks were able to read and interpret the poem accurately, hence getting the right information needed to answer the given questions. In (a), they named *the watch/clock* and *the calendar* as the things which can tell time while in (b) they identified *the cock* as the bird which can tell time. Moreover, in (c) they noted the presence of *six lines* in the third stanza; in (d) they either mentioned *cock*, and *clock*, *midnight* and *night* or *tick* and *tock* as pairs of words which rhyme. Lastly, in answering item (e) they stated that the poem was about the persona's desire to know *about the calendar and how to tell time*. Extract 10.1 is a sample of a good response from the script of a student who scored high marks in question 10.



### Extract 10.1

(a) Name the two things which tell us time according to the poem.

(i) The Clock

(ii) The crowing cock

(b) According to the poet, which bird can tell us time?

A crowing cock

(c) How many lines are in stanza three?

There are six (6) lines in stanza three

(d) Give a pair of words which rhyme in the poem:

The Clock and the cock

(e) What do you think is the poem about?

The poem is all about how the person is able to tell time and day using a clock cock and calendar

Extract 10.2: A good response of a student who correctly interpreted the poem and used its information to answer question 10.

The students with average performance (41.4%), had scores ranging from 3 to 6 marks. These students could only interpret some of the information presented in the poem. They managed to answer all or some of the items in (a), (b) and (c); hence scoring either full or some marks in some items.

Further analysis of the students' responses shows that the students with weak performance, including 0 did not have adequate knowledge and skills in interpreting the poem. Those who scored 1 or 2 marks were able to either answer item (c) or (d). However, many of their other responses did not reflect the information contained in the poem. For example, some of the incorrect responses provided in item (a) (i) were; *tick tock, seconds, want to know about calendar and the calendar teaches you and me* whereas in (ii) they wrote; *a days and months of the year, in the second minutes and hours, minutes and hours and tick tock*. In (b), they named the bird that can tell time as; *in the middle of the night, the time and a lot more and the time*.

A similar case was reflected in (c) where those who scored 0 failed to give the correct number of lines in the third stanza by writing *eleven*, *twenty nine* and *four lines*. Others did not recognise that the question needed them to give the number of lines in the stanza. Hence, they gave other irrelevant answers. For example, one of the students wrote; *is the three stanza*. Another students responded as follows: Yet, another student wrote the following response: *I want to know about the calendar and the clock tells me time*. Moreover, in (d) the students failed to identify the rhyming words; probably due to lack of understanding the term *rhyme*, as was reflected in the following incorrect answers; *three* and *eleven*, *about* and *time*, and *in seconds* and *minutes*. Finally, because they lacked English proficiency to read, interpret the poem and present their responses in clear language, these students could not give their opinion on what the poem was about. Some of the irrelevant responses provided by these students were; *time of night* and *ticked and crows for long hours and days*. Moreover, another student gave the following response: *I think the poem is very complete of good management*. Extract 10.2 is a sample of a poor response from a student.

### Extracts 10.2

- (a) Name the two things which tell us time, according to the poem.

(i) ~~Four~~ I want to know about the calendar  
(ii) ~~three~~ In the seconds minutes and hours

- (b) According to the poet, which bird can tell us time?

~~In the mid~~ In the middle of the night.

- (c) How many lines are in stanza three?

Eleven (11)

- (d) Give a pair of words which rhyme in the poem:

Three (3) and Eleven (11)

- (e) What do you think is the poem about?

time of night

Extract 10.2: A response of a student who failed to interpret the poem and use its information to answer question 10.

### 3.0 PERFORMANCE OF THE STUDENTS IN EACH TOPIC

Four topics were examined in the English Language subject in the 2018 FTNA. The topics were *Comprehension and Summary*, *Language Use*, *Patterns and Vocabulary* and *Reading Programme*.

The overall performance of the students by topic was average. Most of the students performed well in *Comprehension and Summary*, whereby 95 per cent scored an average of 30 per cent and above. By contrast, they had average performance in the other topics: *Reading Programme* (54.8%), *Patterns and Vocabulary*, (51.2%) and *Language Use*, (43.5%). The performance shows that the students had partial knowledge of these topics.

The students' performance in each question indicates that question 2 on *Comprehension and Summary* had a good performance whereby 95.9 per cent of the students scored 30 per cent and above. Question 1 ranked the second; with 94.1 per cent of the students scoring 30 per cent and above. Question number 6 on *Patterns and Vocabulary* had good performance, with 80.9 per cent of the students scoring 30 per cent and above.

Moreover, the students had an average performance in question 10; under *Reading programme*, with 60.8 per cent of the students scoring 30 per cent and above. They also had an average performance of 57.2 percent and 54.4 per cent in questions 4 and 3, respectively under the topic of *Language Use*. Furthermore, they had an average performance in question 9 whereby, 48.8 per cent scored 30 per cent and above. Finally, they had an average performance of 32.6 per cent in question 8 under *Patterns and Vocabulary*.

Despite the overall performance in the assessment being average, the students did not perform well in *Language Use*, particularly in question number 5, in which 81 per cent failed to write a composition to express their school's daily routine due to lack of proficiency in the English Language. The students also faced problems in question 8 (a) under *Patterns and Vocabulary*, in which many of them failed to re-write the given sentences using *going to* instead of *will* in expressing future plans. Moreover, in question 8 (b), they failed to join ideas using the tested conjunctions: *since*, *because*, *but*, *if*, and *although*. The students' performance in each topic is summarised in the Appendix using different colours where *green* represents *good* performance, *yellow* represents *average* performance and *red* represents *weak* performance.

## 4.0 CONCLUSION

The general performance of the students in the English Language subject in the 2018 FTNA was *good*. It rose from 81.1 per cent in 2017 to 87.6 per cent in 2018. The students with good performance demonstrated good mastery of the English Language skills. It is those skills which helped them to identify the tasks expected in the questions. They could also present their responses correctly in clear language. On the contrary, the students with poor performance showed inadequate command of the English Language skills as they failed to employ them to comprehend the tasks of the questions in order to respond accordingly.

The performance by topic shows *good* performance in *Comprehension and Summary* where students performed well by 95 per cent in 2018 compared to *average* performance of 64.3 per cent in 2017. On the contrary, all the other three tested topics maintained *average* performance with *Language Use* showing the *lowest average* of 43.5 per cent, compared to *Patterns and Vocabulary* (51.2%) and *Reading Programme* (54.8%).

Lastly, the improvement in the general performance of the students; and that in *Comprehension and Summary* in particular, from 64.3 per cent in 2017 to 95 per cent in 2018, indicates that more efforts had been made to bring this achievement. Hence, with more efforts in teaching and learning by using effective methods and strategies, students' English Language proficiency and performance can be raised.

## 5.0 RECOMMENDATIONS

5.1 The students' good performance observed in *Comprehension and Summary* (95%) shows that, there was good use of appropriate teaching and learning strategies. Such strategies should continue being employed in order to maintain the performance and raise it to the best level in future assessments.

5.2 The students' average performance observed in *Reading Programme* (54.8%) indicates minimum students' ability to explain messages from simple stories and answering questions from poems. It is therefore recommended that the students should be encouraged to read the story books and poems using guided questions.

- 5.3 The students' average performance in *Patterns and Vocabulary* (51.2%) indicates that, this language area needs to be improved by using appropriate teaching and learning strategies. For example, proper use of pictures, dialogues, drama and stories which put the particular patterns into real language contexts can enable the students to discover their correct forms and usage.
- 5.4 The students' poor performance in *Language Use* (19%), particularly in question number 5 indicates that, many students lacked the ability to use the simple present tense to express daily routine. It is therefore, recommended that emphasis should be put on teaching by using pictures expressing habits of daily activities. Moreover, students should be given many guided writing exercises to enable them practice expressing personal and group routines.
- 5.5 More supporting environment should be created to enable the students to practise all the four language skills, namely listening, speaking, reading and writing in order to become proficient in English Language. This will also enable them to understand tasks of questions and in so doing, be able to answer questions accordingly.

**Summary of the Students' Performance by Topic in the 2018 FTNA**

S/N	Topic	Questions Number	The Percentages of the Students who Scored the Average of 30 per cent and Above	Average Performance by Topic	Remarks
1.	Comprehension and Summary	1	94.1	95	Good
		2	95.9		
2.	Reading Programme	9	48.8	54.8	Average
		10	60.8		
3.	Patterns and Vocabulary	6	80.9	51.2	Average
		7	40.1		
		8	32.6		
4.	Language Use	4	57.2	43.5	Average
		3	54.4		
		5	19		

