

**THE NATIONAL EXAMINATIONS COUNCIL OF TANZANIA**



**STUDENTS' ITEM RESPONSE ANALYSIS REPORT  
FOR THE 2019 FORM TWO NATIONAL  
ASSESSMENT (FTNA)**

**022 ENGLISH LANGUAGE**

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## FOREWORD

The National Examinations Council of Tanzania (NECTA) is pleased to issue the Students' Item Response Analysis (SIRA) report for the Form Two National Assessment (FTNA), which was conducted in November 2019. The report has been issued 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 detailed analysis of the students' performance in each individual question. The analysis highlights factors which contributed to the performance of the majority 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 question shows that, the students who scored high marks demonstrated a good mastery of the English Language skills in reading for comprehension, reading for specific information, using correct vocabulary and grammar patterns, creating extended texts according to contexts as well as the ability to interpret simple stories and poems. On the contrary, the students who scored low marks demonstrated low competence in those areas.

The National Examinations Council of Tanzania (NECTA) expects that teachers, school managers, school quality assurers, educational administrators and other educational stakeholders will use the feedback provided and the suggested recommendations in this report to improve the teaching and learning of the English Language subject in secondary schools. It is also expected that, the English 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.

Lastly, the Council would like to thank the examinations officers and all others who, in one way or another, in their respective capacities, participated in preparing and analysing the data used in this report. The Council equally thank all those who participated in the editing of this report.



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

## 1.0 INTRODUCTION

This report provides a comprehensive analysis of the students' performance in the Form Two National Assessment (FTNA) in the English Language subject which was done on 13<sup>th</sup> November, 2019.

The English Language Assessment for FTNA 2019 tested the students' competences on *Comprehension and Summary*, *Language Use*, *Patterns and Vocabulary* and *Reading Programme*. The English Language paper consisted of four sections; Section A, B, C and D with a total of ten compulsory questions. Section A, which was about *Comprehension and Summary*, comprised two questions with a total of 20 marks, of which Question 1 carried 15 marks and Question 2 carried 5 marks. Section B, which was about *Language Use*, comprised three questions which carried a total of 20 marks. Question 3 and 4 carried 5 marks each while Question 5 carried 10 marks. Section C which, was about *Patterns and Vocabulary*, comprised three questions with a total of 40 marks. Question 6 carried 5 marks; Question 7 and 8 carried 15 and 20 marks, respectively. Section D, which was about *Reading Programme* comprised two questions, each carrying 10 marks, making a total of 20 marks for the section. All questions were set in accordance with the English Language Syllabus for Secondary Schools of 2010.

The analysis presented in this report shows the students' performance in each question by indicating their strengths and weaknesses in various language areas when responding to the assessed questions. The main focus of this analysis is on questions which were performed well, those with average performance and those which were poorly answered.

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

Three categories of performance have been used in the analysis of the students' performance in each topic. The performance ranging from 65 to 100 per cent is categorised as *good*, from 30 to 64 per cent is *average*, and from 0 to 29 per cent is *weak*. Three colours have been used to represent the performances: *green* indicates a good performance, *yellow* represents an *average* performance and *red* denotes a weak performance. The whole analysis is based on the average percentage of the students who scored an

average of 30 per cent or above, of the marks allocated to the question. The students' performance in each topic is summarised in the Appendix.

The number of students who sat for the English Language National Assessment in November 2019 was 571,163, of which 303,316, were girls and 267,847 were boys. Among the students who sat for the assessment, 81.16 per cent passed with different grades, as shown in Table 1.

**Table 1: Students' Pass Grades in FTNA 2019, English Language National Assessment**

Grade	A	B	C	D	F
% of Students	7.22	6.05	27.43	39.36	19.95

According to this data, the performance in 2019 English Language assessment has decreased by 7.63 per cent compared to 2018 where 87.68 per cent of 441,684 students passed with different grades, as shown in Table 2.

**Table 2: Students Pass Grades in FTNA 2018 English Language National Assessment**

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

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

### **2.1 Sections 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 and Short Answers and True/False Questions**

In this question, the students were required to read a given passage and then answer the questions that followed. The question had two parts, (a) and (b). In part (a), the students were required to complete five sentences (i-v) by using information from the passage. In part (b), they were given five statements (i-v) and were required to write TRUE if a statement is correct or FALSE if a statement is not correct. The question tested the students' ability to read and comprehend the given passage. The following is the passage which was given for this question.

*Drugs are chemical substances that can change the way one thinks and works. People use drugs to change their feelings. The most abused drugs are marijuana or cocaine, heroin and alcohol. Drug abuse is common in almost all the developed and developing countries. Billions of dollars are sent internationally for preventing drug abuse, treating addicts and fighting drug related crimes.*

*Drug abuse causes multiple problems in countries and communities. Firstly, it causes medical and psychological problems. It is obvious that addicts can not function as normal members of the society. They neglect or abuse their families and eventually they require expensive treatment or hospitalization. In Tanzania especially in urban areas, it is common to see teenagers who are not only weak, but also sick. These young men and women are so aggressive and they constantly break the law. In addition, they are extremely violent as they easily get into physical fights. These Tanzanian addicts pose a vivid example of the medical and psychological problems faced by the addicts all over the world.*

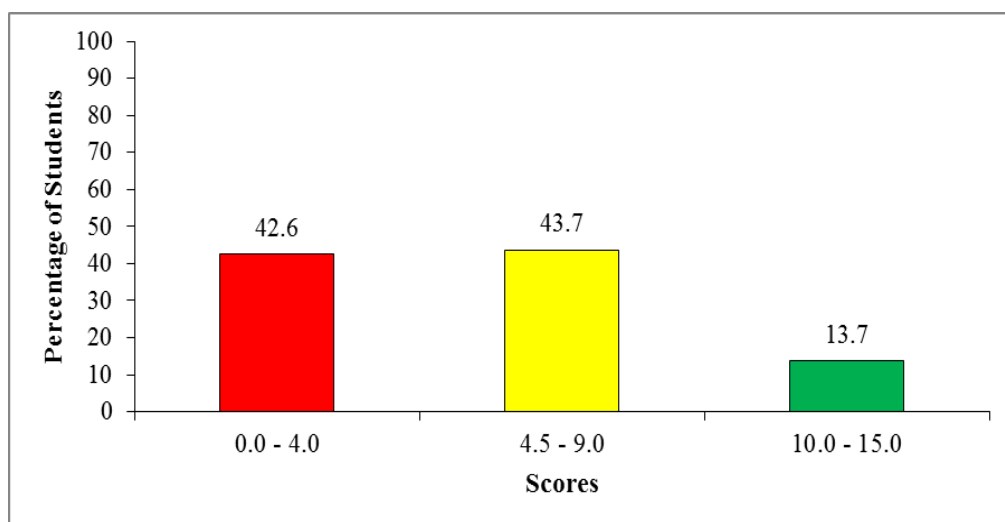
*The second problem caused by drug abuse is the increase of crimes. There are some crimes which are either drug influenced or drug related. These crimes are petty organized ones. Drug addicts are likely to involve themselves into such petty crimes as robbery, burglary and theft. They do so because they want to buy drugs and food. It is worth noting that most drug addicts are not employed. Drug dealers can also organize themselves into criminal gangs which get money from drugs. Police and legal resources are therefore needed to fight crime related to drugs or the crimes influenced by drugs.*

*However the threat of drugs can be fought successfully if some strategies are employed. Education on drug abuse is the first way of combating the problem. People especially children need to be educated at home or in schools about drugs. People need to be aware about drugs so that they can avoid using them. Also, families and counselors need to talk to children and people at risk. Parents need to take care of their children and help them to become responsible citizens. Moreover, jobs need to be created to give people sources or steady income. However, effective laws should be enacted so that the criminals can be caught and taken to the court.*

*Although the problem of drug abuse may seem impossible to eliminate easily, there are concrete strategies that can be taken to weaken drug dealing in the society. The danger of drugs is too great to ignore.*



The question was attempted by 570886 (100%) of the students, of which 78,281 (13.7%) had scores ranging from 10 to 15 marks, which is a good performance. Moreover, 249,487 (43.7%) had scores ranging from 4.5 to 9 marks, which is an average performance and 243117 (42.6%) had scores ranging from 0 to 4 marks, which is a weak performance. Among the students with a weak performance, only 5,649 (1.0%) scored 0. The general performance of the students in the question was therefore average, considering that 327768 (57.4%) scored an average of 30 per cent and above, of the 15 marks allocated to the question. The overall students' performance in the question is summarised in Figure 1.



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

As shown in the data, the students with a good performance in this question had scores that ranged from 10 to 15 marks depending on the clarity of their responses. Those who scored 15 marks were able to read and understand what was written in the passage. Hence, they answered questions in part (a) with correct information obtained from the passage. In responding to the item (i) *Where in Tanzania is drug abuse mostly practiced?*, they wrote *in urban areas, towns or cities*, as mentioned in the first paragraph. Moreover, in responding to the item (ii) *Who is drug addict?*, they wrote that, a drug addict *is any person who uses drugs and cannot give up*. Others mentioned a drug addict as *a person who cannot function as a normal member of a society because of excessive use of drugs/drug abuse*, the information found in third sentence of the second paragraph.

Furthermore, in responding to the item (iii) *Why are drug addicts involved in crimes?*, these students explained that drug addicts involve in crimes *because they want to get money to buy drugs and food*, the information obtained in the fifth sentence of the third paragraph. In responding to the item (iv) *Explain the meaning of the expression, "Multiple problems"*, they wrote that the expression it means *many problems, different problems or various problems*, the information obtained in the first sentence of the second paragraph. Lastly, in responding to the item (v) *Give three ways of eliminating drug abuse*, they wrote the following ways: *education to children on drugs and drug abuse, creation of jobs, enacting of effective laws, parents to care their children and counseling to children or people at risk*. This information was obtained in the fourth paragraph.

Further analysis shows that the students who identified the TRUE and FALSE statements as required in part (b) had adequate competence in reading for comprehension since they were able to identify the sentences or paragraphs where the statements could be obtained. They also recognised the language clues which aided them to decide whether a particular statement was TRUE or FALSE. They therefore, recognised the statement (i) *Countries spend a lot of money to fight drug abuse* as TRUE using the information found in the fifth sentence of the first paragraph which affirms that, *Billions of dollars are spent internationally for preventing drug abuse*. In item (ii), they recognised the statement *Drug addictions are very polite* to be FALSE since the phrase *very polite* contradicted with the truth found in the sixth sentence of the second paragraph where it is stated that drug addicts *are aggressive and extremely violent as they easily get into physical fights*.

Moreover, they recognised the statement (iii) *Parents have roles to play in combating drug abuse* to be TRUE based on the information found in the sixth sentence of the fourth paragraph. In item (iv), they recognised the statement *Usually people who use drugs do not break the law* to be FALSE since the negation *do not break the law* contradicted with the fact in the sixth sentence of the second paragraph where it is stated that drug addicts *constantly break the law*. Finally, they identified the statement (v) *The problem of drug abuse is so big that we cannot solve it*, as FALSE since the information in it contradicted with the fact found in the last paragraph where it is stated that *there are concrete strategies that can be taken to weaken drug dealing in the society*. Correct answers for part (a) and (b) are shown in Extract 1.1 and 1.2, respectively.

## Questions

(a) Answer the following questions with reference to the passage.

- (i) Where in Tanzania is drug abuse mostly practised?  
In Tanzania drug abuse is practised in mostly in Urban areas which is common to teenagers.
- (ii) Who is a drug addict?  
Drug addict is a person who involves himself in Drug Abuse and he/she finds it very hard to stop the use of illegal Drugs such as Cocaine, Marijuana and heroin.
- (iii) Why are drug addicts involved in crimes?  
Drug addicts are involved in crimes because they want more money to buy drugs and food.
- (iv) Explain the meaning of the expression, "Multiple problems."  
The expression "Multiple Problems" means that there are more than one problem in a certain situation.
- (v) Give three ways of eliminating drug abuse
  - Education on drug Abuse
  - Effective laws should be enacted so that criminal can be caught and taken to the court
  - Jobs should be created to give people source of steady income

Extract 1.1: A sample of correct answers for the items (i-v) in Question 1

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

- (i) Countries spend a lot of money to fight drug abuse. True
- (ii) Drug addicts are very polite. FALSE
- (iii) Parents have roles to play in combating drug abuse. True
- (iv) Usually people who use drugs do not break the law. FALSE
- (v) The problem of drug abuse is so big that we cannot solve it. FALSE

Extract 1.2: A sample of correct answers for the items (i-v) in Question 1

As shown in the data, the students with average performance in this question had scores ranging from 4.5 to 9 marks. The majority of the students in this category were able to answer items (i), (ii), (iii) and (v) in part (a) and items (i), (ii) and (iii) in part (b). This performance suggests that they had minimal reading comprehension skills, which prevented them from identifying all the correct answers in the given passage.

The students whose scores ranged from 0 to 4 marks, which is categorised as weak performance, revealed these weaknesses. Those who scored from 1 to 4 marks could not fully understand the passage; hence they also mixed incorrect points in their responses. Moreover, the students who scored 0 in part (a) did not understand what was written in the passage due to a poor mastery of the English Language and inadequate reading comprehension skills.

Consequently, they picked some sentences from the passage that had no logical connection with the questions and used them as answers. For example, when answering item (i) *Where in Tanzania drug abuse is mostly practiced?* one of the students wrote: *The threat of drug abuse can be fought successfully.* When responding to item (ii) *Who is a drug addict?*, the student wrote: *Psychological problems faced by the addicts.* In responding to item (iii) *Why are drug addicts involved in crimes?*, another student wrote: *Dollars are spent internationally.* In answering item (iv), another student wrote the following: *Who are not only weak but also sick these.* In responding to item (v) *Give three ways of eliminating drug abuse*, another student responded: *It causes medical and psychological problems, It causes by drug abuse is the increase of crimes and It way of combating the problem.*

Also due to a poor mastery of the English Language and inadequate reading comprehension skills, some of the students failed to recognise statements (i), and (iii) which were TRUE and statements (ii), (iv) and (v) which were FALSE among the five statements in part (b). Incorrect responses for part (a) and (b) are shown in Extract 2.

(a) Answer the following questions with reference to the passage.	
(i) Where in Tanzania is drug abuse mostly practised?	<i>the threat of drugs can be fought successfully</i>
(ii) Who is a drug addict?	<i>Psychological Problems faced by the addicts</i>
(iii) Why are drug addicts involved in crimes?	<i>dollars are spent internationally for preventing</i>
(iv) Explain the meaning of the expression, "Multiple problems."	<i>who are not only weak but also sick these</i>
(v) Give three ways of eliminating drug abuse	<ul style="list-style-type: none"> <li><i>The Second Problem caused by drug abuse</i></li> <li><i>is the increase of crimes there are some</i></li> </ul>
(b) For each of the following statements, write TRUE if the statement is correct or FALSE if the statement is not correct.	
(i) Countries spend a lot of money to fight drug abuse.	<i>FALSE</i>
(ii) Drug addicts are very polite.	<i>TRUE</i>
(iii) Parents have roles to play in combating drug abuse.	<i>FALSE</i>
(iv) Usually people who use drugs do not break the law.	<i>TRUE</i>
(v) The problem of drug abuse is so big that we cannot solve it.	<i>TRUE</i>

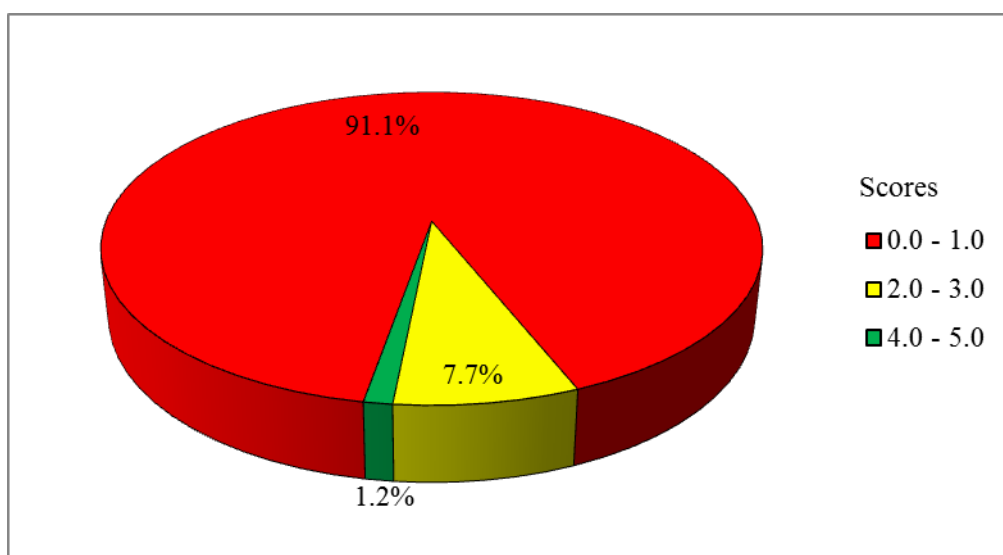
Extract 2: A sample of incorrect answers for the items in Question 1

### 2.1.2 Question 2: Reading and Obtaining Specific Information from the Passage

In this question, the students were required to read a short passage given and answer the questions by writing five descriptive words used in the passage. The question tested the students' ability to read a short passage and recognise the descriptive words or adjectives used. The following is the passage which was given:

*Wind is air in motion. The chief cause of winds is the difference in the pressure of air. Heated air near the earth's surface, being light, rises into the higher regions while cold air from the surrounding regions moves into this low pressure area to equalise the pressure of the atmosphere. This movement of the air is called wind. Winds blow from areas of high pressure to areas of low pressure. Winds are named by the direction from which they blow, but the deflection of the winds is due to the rotation of the earth. Winds are deflected to the right in the Northern Hemisphere, and to the left in the Southern Hemisphere.*

The question was attempted by 549,095 (96.1%) of the students. Among these students, 500,410 (91.1%) had scores ranging from 0 to 1 mark, out of which 432,879 (78.8%) scored 0. Moreover, 42,359 (7.7%) had score ranging from 2 to 3 marks, which is an average performance and only 6,326 (1.2%) had scores ranging from 4 to 5 marks, which is a good performance. The general performance of the students in the question was therefore weak, since only 48,685 (8.9%) scored an average of 30 per cent and above, of the 5 marks allocated to the question. The overall students' performance in the question is summarised in Figure 2.



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

As shown in the data, the students with a good performance in this question had scores ranging from 4 to 5 marks. These students knew what descriptive words are and they had adequate skills of reading for specific information. They therefore realised that, the word *chief* in the pattern; *The chief cause of winds...* describes the noun *cause* meaning *the most important or main* cause of winds. They also noted that the word *heated* in the pattern; *Heated air near the earth's surface* describes the word *air* implying hot air or air that has been heated and tends to rise. Moreover, they noted that the word *light* in the pattern; *...Heated air....being light, rises into ...* implying Heated air...which is light, rises into...They further noted that the word *higher* in the pattern; *rises into the higher regions...* describes the noun *regions* denoting regions being located above than others. They noted that the word *cold* in the pattern' *...while cold air...* describes the word *air* denoting air having relatively little warmth or having rather low temperature. They realised that the word *surrounding* in the pattern; *...from the surrounding regions...* describes the word *regions* implying that is everywhere around the regions. They noted that the word *low* in the pattern *...low pressure area...* describes the word *pressure* meaning a region where the atmospheric pressure is lower than that of surrounding locations. They noted that the word *high* in the pattern; *...from areas of high pressure...* describes the word *pressure* implying a region where the atmospheric pressure is higher than that of surrounding locations. They realised that the word *Northern* in the pattern; *Northern Hemisphere* describes the word *Hemisphere* meaning the half of Earth that is north of the Equator. Finally, they realised that the word *Southern* in the pattern *Southern Hemisphere* describes the word *Hemisphere* implying the half of Earth that is south of the Equator. Extract 2.1 is a response of a student who identified the descriptive words: *light, heated, low, high* and *cold* from the passage.

Answers	
(i)	light
(ii)	Heated
(iii)	Low
(iv)	High
(v)	cold

Extract 2.1: A sample of correct answers for the items (i-v) in Question 2

Furthermore, the students with average performance in Question 2 identified two or three descriptive words. For example, one of the students identified the descriptive words *cold* and *surrounding* from the given passage. The student also presented a noun phrase *Northern hemisphere*, a preposition *from* and a verb *moves* which are not descriptive words, as shown in Extract 2.2.

Answers	
(i)	Northern Hemisphere
(ii)	from
(iii)	cold
(iv)	surrounding
(v)	movement moves

Extract 2.2: Average performance with correct answers in items (iii) and (iv)

As shown in the data, the students with weak performance had scores that ranged from 0 -1 mark. Those who scored 0 failed to identify any descriptive word from the given passage. This shows that they did not have adequate knowledge about the descriptive words used in the passage. Some of the students copied noun phrases from the passage and presented them as descriptive words. For example, one of the students provided the noun phrases *low pressure*, *high pressure*, *surrounding region*, *Northern hemisphere* and *Southern hemisphere* which are not descriptive words. Other students copied nouns, verbs, prepositions and parts of speech from the passage and used them as answers. One of the students, for example, provided the nouns *temperature*, *earth*, *direction*, *movement* and *revolution*, as shown in Extract 2.3.

Answers	
(i)	Temperature
(ii)	Earth
(iii)	direction
(iv)	Movement
(v)	Revolution

Extract 2.2: A poor performance with incorrect answers in all five items (i-v)

## 2.2 Section B: Language Use

This section consisted of three questions which were divided into matching items, jumbled sentences and writing an invitation card.

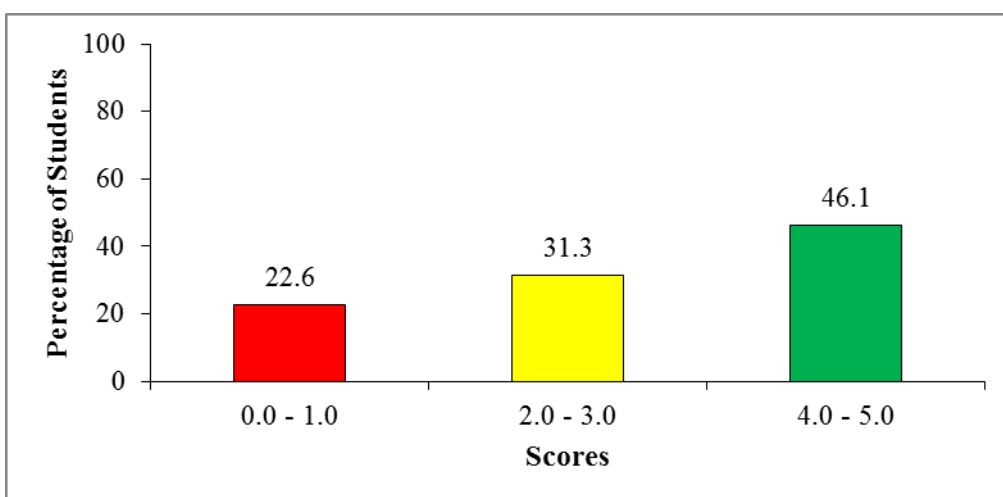
### 2.2.1 Question 3: Matching Items

In this question, the students were required to match the statements in Column A with their corresponding meanings in Column B by writing the correct letter in Column B below the corresponding description number in Column A in the table provided. Column A consisted of five (5) statements describing different rooms or places. Column B consisted of eight alternatives from which the students were to choose the described rooms or places. The description in item (vi) *A room which is used for health checkup* which matches with the word in letter D *Laboratory* had been provided as an example. The question tested the correct use of words to describe important places in a hospital.

Column A	Column B
(i) A place where dead bodies are kept until burial.	A Pharmacy
(ii) A room in hospital where babies are born.	B Ward
(iii) A place where medicines are prepared and sold.	C Stadium
(iv) A room in which sick people get bed rest.	D Laboratory
(v) A place where sick people are treated.	E Mortuary
(vi) A room which is used for health checkup	F Labour ward
	G Hospital
	H Kitchen
	I Laundry

The question was attempted by 570,736 (99.9%) of the students, out of which 263,194 (46.1%) had scores ranging from 4 to 5 marks, which is a good performance. Moreover, the data indicate that, 178,412 (31.3%) had scores ranging from 2 to 3 marks, which is an average performance and 129,130 (22.6%) had scores ranging from 0 to 1 marks, which is a weak performance. Among the students with a weak performance, 54,568 (9.6%) scored 0. The general performance of the students in the question was good, considering that 441,606 (77.4%) scored an average of 30 per cent and above, of the 5 marks allocated to the question. The overall students' performance in the question is summarised in Figure 3.





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

As shown in the data, the students with a good performance in this question had scores ranging from 4 to 5 marks. Those who scored 4 marks were able to match the four expressions in column A with the corresponding words in column B, but they failed to do so in one of the five items. The students who scored 5 marks matched correctly all the five descriptions of places in column A with their corresponding described places in column B. This indicates that they were familiar with the vocabulary commonly used to describe different places in their communities. The correct matches show that (i) *A place where dead bodies are kept until burial* matched with letter E, *mortuary*. This indicates they knew where dead people are kept. The students matched the description in item (ii) *A room in a hospital where babies are born* with letter F, *Labour ward*, since they realised that pregnant women give birth in a labour ward and not in a ward where normal sick people are treated and taken care of. Moreover, they matched item (iii) *A place where medicine are prepared and sold* with letter A, *Pharmacy*, because they knew the meaning of the word pharmacy. Moreover, they matched the description in item (iv) *A room in which sick people get bed rest* with letter B, *ward*, since they were familiar with the word. Finally, they matched the description in item (v) *A place where sick people are treated* with letter G, *Hospital*, because they were aware that a hospital is a place where people always go for treatment when they get sick. Extract 3.1 is a sample of correct matches from a student.

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

Extract. 3.1: A sample of correct matches in all items

Further analysis indicates that some of the students scored 2 marks as an average performance, probably because they were not very conversant with the names given to the special rooms and places offering different services in a hospital. For example, one of the students provided correct responses in items (i) *E* and (v) *G*, since he/she was familiar with the words *mortuary* and *hospital* as they are commonly used. However, the student provided incorrect responses in items (ii) *I*, (iii) *F* and (iv) *H*, as shown in Extract 3.1.

<b>Answers</b>						
<b>Column A</b>	(i)	(ii)	(iii)	(iv)	(v)	(vi)
<b>Column B</b>	Σ	I	F	H	G	D

Extract 3:2: A sample of average performance with correct answers in items (i) and (v)

The analysis also shows that the students who scored 1 mark in this question, were able to match only one expression in column A with the appropriate vocabulary in column B, but failed to do so in other four expressions. Contrarily, the students who scored 0 in this question failed to match any expressions in column A with their corresponding words in column B. This indicates that they did not know the meaning of the vocabulary items which had been used to refer to places and rooms where different health services are conducted. For example, the students who matched item (i) *A place where dead bodies are kept until burial* with letter C, *Stadium*, did not understand that the word stadium refers to an arena or a large structure usually without roof where people can sit and watch games. It has no relationship with the room used to keep dead people. Probably, these students misconceived the question, thinking that they were supposed to identify a place, for example a stadium where the body of a dead person is kept before the burial, and where relatives and friends pay their last respects.

Moreover, the students who matched item (ii) *A room in a hospital where babies are born*, with letter E, *Mortuary*, did not understand that a *mortuary* is a room in which dead people are kept and it does not have any relationship with the room in which babies are born in the hospital. Furthermore, those who matched item (iii) *A place where medicines are prepared and sold* with letter D *Laboratory* were not aware that in a laboratory, scientific researches are conducted and thus, medicine can not be kept and sold in it.

The students who matched item (iv) *A room in which sick people get bed rest* with letter G, *Hospital* could not differentiate getting treatment and getting bed rest because both services are provided in a hospital in which the ward is within. Lastly, those who matched item (i) *A place where sick people are treated* with letter A, *Pharmacy*, did not realise that in a pharmacy, people can buy medicine but they cannot officially get treatment. Extracts 3.2 and 3.3 present such responses.

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

**Extract. 3.2:** A sample of incorrect matches

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

**Extract. 3.3:** A sample of incorrect matches

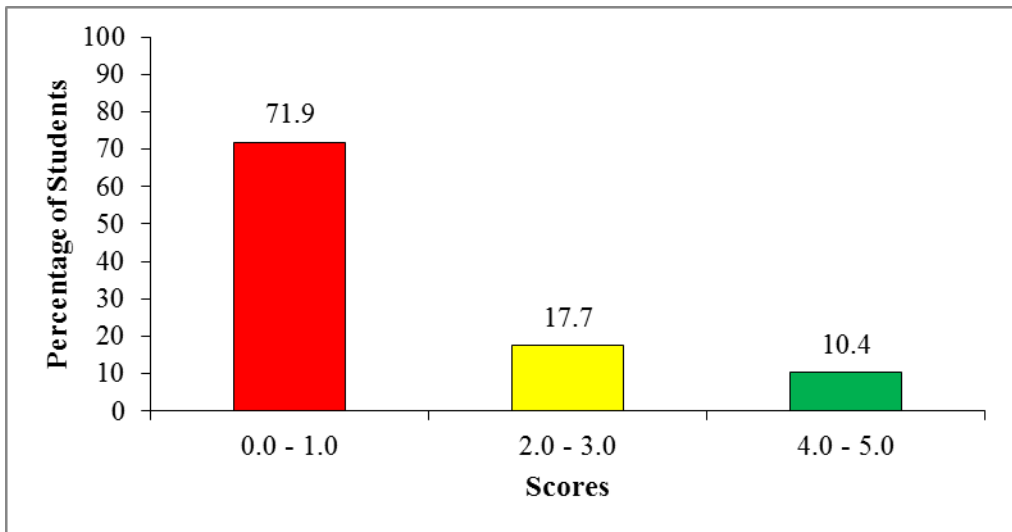
### 2.2.2 Question 4: Re-arranging Jumbled Sentences into a Logical Sequence

In this question, the students were given six sentences which were mixed-up and were instructed to write them in a logical sequence to create a meaningful paragraph about family relations by writing the correct letter below the corresponding number in the table provided. However, the students were required to arrange only five sentences, as sentence number 6 had been done as an example. The question tested the students' ability to arrange sentences in a correct order according to family relations in a family provided. The following were the sentences given:

- A *The two have six children.*
- B *Jumbe has a wife whose name is Makwabe.*
- C *So, Jumbe and Makwabe are my grandparents.*
- D *Who is thus my grandfather is called Jumbe.*
- E *My mother's father.*
- F *Including my mother.*

The question was attempted by 569707 (96.71%) of the students. Among these students, 409,649 (71.9%) had scores ranging from 0 to 1 mark, out of which 233,760 (41.0%) scored 0. Moreover, the data indicate that, 50,342 (17.7%) had score ranging from 2 to 3 marks, which is an average performance.

Furthermore, 59,374 (10.4%) had scores ranging from 4 to 5 marks, which is a good performance. The general performance of the students in the question was therefore weak, considering that, only 109,716 (28.1%) scored an average of 30 per cent and above, of the 5 marks allocated to the question. The overall students' performance in the question is summarised in Figure 4.



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

As shown in the data, the students with poor performance in this question had scores that ranged from 0 to 1 mark. Those who scored 1 mark were able to arrange only one of the given five sentences according to the order of the sequence. Contrarily, those who scored 0 failed to re-arrange any of the five sentences about the family relations in the family tree. This suggests that they did not have adequate jumbled sentences re-arrangement skills, such as knowledge of the central idea and making use of sequential markers to determine the arrangement of sentences from the first sentence to the last in the given jumbled sentences. As a result, they seemingly guessed answers. For example, one of the students picked sentence B, *Jumbe has a wife whose name is Makwabe* as the first sentence without realising that it was contrary to the appropriate relation of the family members. The student also picked the sentence F, *Including my mother* as the second without realising that the sentence does not have any relationship with the sentence B, which had been picked as the first. Moreover, the student selected the sentence A, *The two have six children* as the third sentence without realising that the sentence F, *Including my mother* already picked as the second, does not have any relationship with the sentence A, *The two have six children* because they are meaningless when they stand together.

The student also picked the sentence E, *My mother`s father* as the fourth sentence in the given paragraph because he/she did not understand that the sentence deserved to be chosen as the first in the order of arrangement since it introduces the main idea in the paragraph. Lastly, the student selected the sentence D, *Who is thus my grandfather is called Jumbe* as the fifth sentence without knowing that the sentence gives more information about the sentence E, *My mother`s father*. Therefore, it cannot be used as the fifth, but it deserves to be arranged as the second in the logical order of the story. Accordingly, the sentence E, *My mother`s father* should be arranged as the first in the logical sequence of the family tree presented in the question. Extract 4.1 presents such a response from one of the students.

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	A	E	D	C

Extract. 4.1: A sample of an incorrect order of sentences

Despite many students performing poorly in this question, there were a few students who had high scores that ranged from 3 to 5 marks. The students who scored 3 marks correctly arranged three of the given five sentences according to the order of the sequence. For example, one of the students correctly arranged the first, fourth and fifth sentences while the second and third were incorrectly arranged, thus creating an illogical sequence of the family tree. This indicates that those students had inadequate jumbled sentences re-arrangement skills. Extract 4.2 presents such a response.

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>
E	B	D	A	F	C

Extract 4.2: A sample of a good response with three correct sentence arrangements

Furthermore, the students who scored 5 marks were able to re-arrange the jumbled phrases and sentences in a logical sequence because they had adequate jumbled sentences re-arrangement skills. Firstly, they read all the sentences and realised that they were about the family tree or family relationship, comprising Mr. Jumbe, the grandfather of the narrator/speaker, his wife, Makwembe, their six children, including the mother of the narrator/speaker and grandchildren, including the narrator/speaker. Secondly, making use of sequential markers, they were able to identify a phrase with

letter E, *My mother's father* as the first sentence in the sequence because of its contextual meaning as it gives more information about Mr. Jumbe who is the narrator's grandfather and the main character in this story. They also identified sentence D, *Who is thus my grandfather is called Jumbe* to be the second sentence because of the relative pronoun *who* which shows relationship with the first phrase, E as it completes the information in that first phrase. Sentence B, *Jumbe has a wife whose name is Makwabe* was identified as the third sentence because the name Jumbe has already been mentioned in the second sentence, D and the word *wife* shows that Jumbe and Makwabe are a couple. Furthermore, they identified the sentence A, *The two have six children* as the fourth sentence since it gives more information about the couple mentioned in the sentence B above. Lastly, they identified the sentence F, *Including my mother* as the fifth sentence in the order whereby the speaker's *mother* is among Mr. and Mrs. Jumbe's children. Extract 4.3 presents a sample of a correct order of sentences provided by one of the students.

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>
E	D	B	A	F	C

Extract. 4.3: A sample of a correct order of sentences

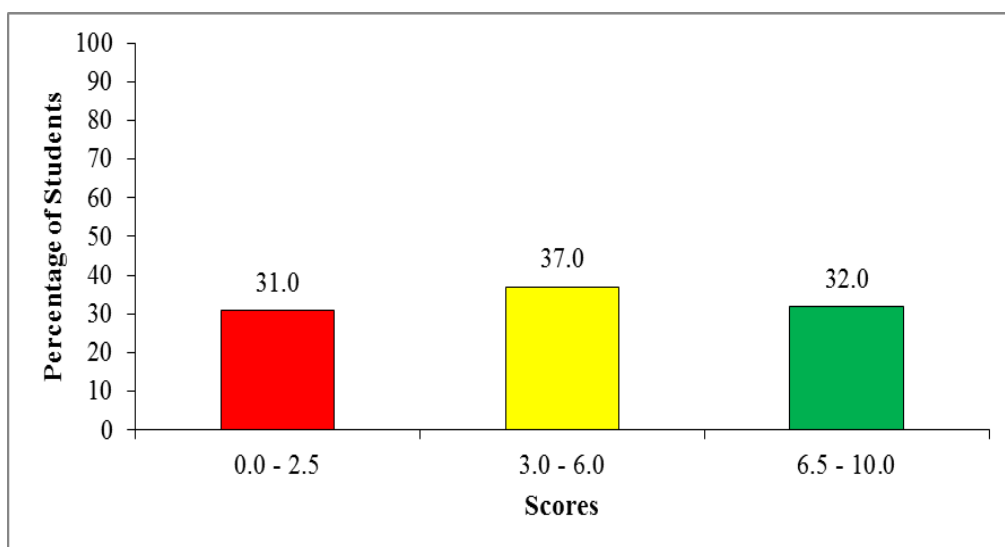
### 2.2.3 Question 5: Writing an Invitation Card

In this question, the students were required to write a formal invitation card by considering five guidelines given in writing the formal invitation card. The question tested the students' ability to write a formal invitation card.

*Imagine you are Mr. and Mrs. Kihongo Mwindu of P.O. Box 30054, Kibaha, with telephone number 0770000111. Your son Kigwendu, is getting married to Bebe on Saturday 30<sup>th</sup> August, 2019 at Kibaha Resident Magistrate's Office. The marriage service will start at 4:00 p.m. and will be followed by a celebration party to congratulate the bride and the groom at the Tanita Hotel, starting at 8:00 p.m. Write a formal invitation card to Mr. and Mrs. Ngeenge Kaulule for the wedding. Use the following guidelines in writing your card.*

- The name of the sender.*
- The name of the receiver.*
- The purpose of the sender.*
- The date and time of the event.*
- Address the receiver should write to if they will not attend.*


The question was attempted by 550,455 (96.4%) of the students, out of which 175,881 (32.0%) had scores ranging from 6.5 to 10 marks, which is a good performance. Moreover, 203,824 (37.0%) had scores ranging from 3 to 6 marks, which is an average performance and 170,750 (31.0%) had scores ranging from 0 to 2.5 marks, which is a weak performance. Among the students with a weak performance, 81,488 (14.8%) scored 0 mark. The general performance of the students in the question was therefore good, since that 379,705 (69.0%) scored an average of 30 per cent and above, of the 10 marks allocated to the question. The overall students' performance in the question is summarised in Figure 5.



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

As shown in the data, the students with a good performance in this question had scores ranging from 7 to 10 marks depending on the clarity of their responses. Those who scored 10 marks wrote a formal invitation card using the five guidelines, which included the name of the sender, the name of the receiver, the purpose of the card, the date and time of the event and the receiver's address (RSVP) or the telephone number. They also demonstrated a good command of the English Language. They excellently elaborated and organised the points using appropriate words and grammatical sentences. Extract 5.1 is a sample of a good formal invitation card from one of the students who scored high marks.

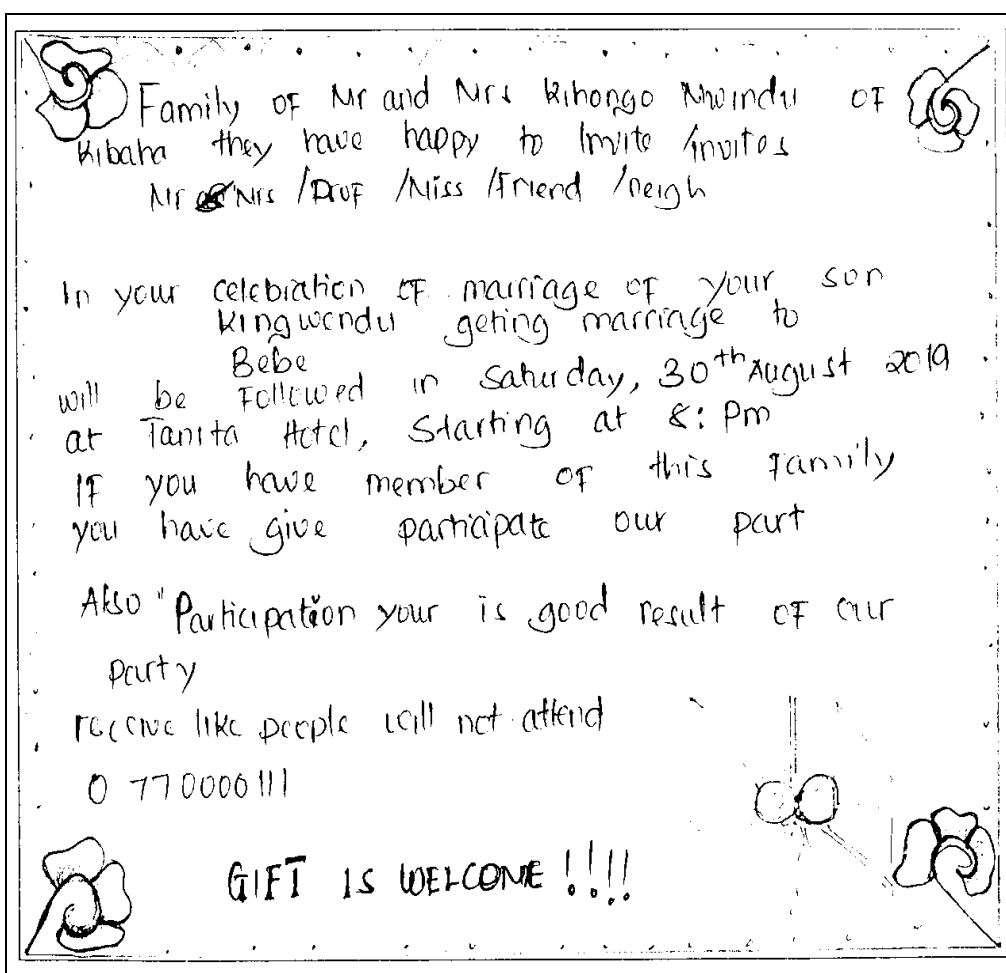
Mr and Mrs Kihongo Mwindu of Kibaha have  
a great pleasure to welcome or invite you  
Mr & Mrs / Prof / Hon / Prst / Atr / Mrs  
Njenge Kaulule to the wedding  
ceremony of their son Kingwendu who is  
getting married to Bebe on Saturday 30<sup>th</sup>  
August, 2019 at Kibaha Magistrate office  
The marriage ceremony will start at 4:00pm  
and will be followed by a celebration party  
to congratulate the bride and the groom at  
Tanita Hotel, starting at 8:00pm.  
It is our pleasure and hope if you will attend  
the wedding ceremony  
R.S.V.P,  
P.O. BOX 30054,  
Kibaha.  
Mob: 0770000111.



Extract 5.1: A sample of a well-written formal invitation card

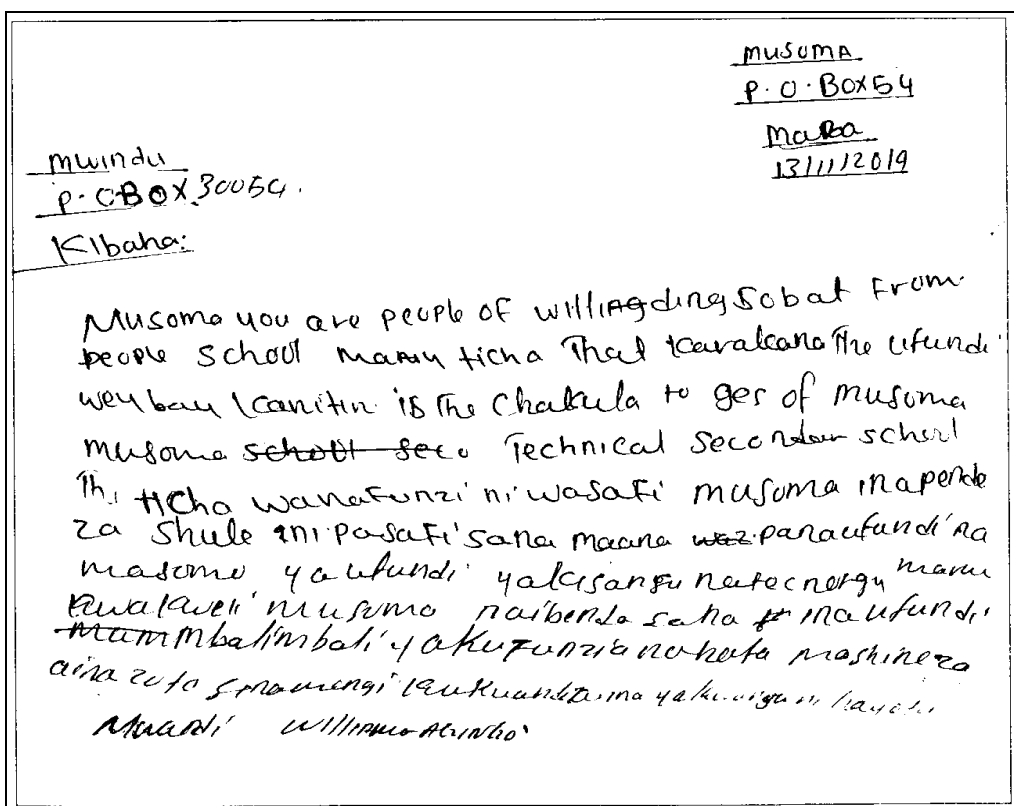
The students who had scores ranging from 3 to 6 marks, which is categorised as an average performance were able to write a formal invitation card by following the guidelines in some of the items. For example, one of such students wrote an invitation card containing the name of the sender, the date and time of the event and the sender's telephone number. However, he/she provided explanations which were not clear due to the poor mastery of the English Language, as seen in Extract 5.2.





Extract 5.2: A sample of an average performance

The students whose scores ranged from 0 to 2.5 marks, which is categorised as a weak performance, failed to write a formal invitation card as required. Those who had scores ranging from 1 to 2 marks had a little knowledge about writing a formal invitation card which made them fail to follow the guidelines. Many of these students also failed to elaborate points clearly due to the poor mastery of the English Language. It was further noted that students who scored 0 mark failed to write a formal invitation card using the right format. For example, some of these students tried to write a friendly letter instead of an invitation card. There were other students who, because of poor mastery of the English Language, decided to use some Kiswahili words and the message was not what was targeted, as shown in Extract 5.3.



Extract 5.3: A sample of an incorrect response

## 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 a total of 15 marks. Questions 8 had parts (a) and (b) which carried 10 marks each, making a total of 20 marks. The whole section had a total of 40 marks.

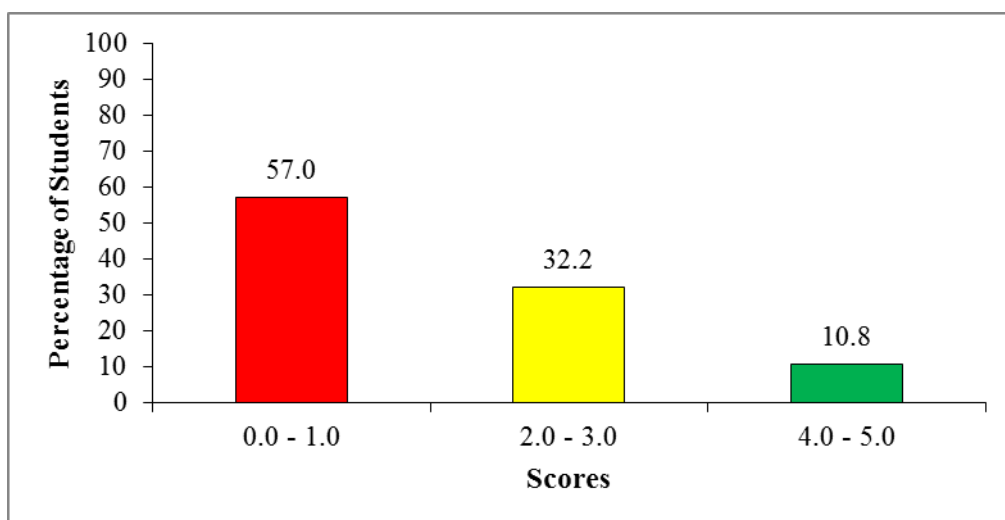
### 2.3.1 Question 6: Completing a Paragraph Using Words in the Box

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 correct use of prepositions.

of, at, into, in, from, over

- (a) I must study ..... the weekend.
- (b) My aunt works ..... the airport.
- (c) You are different ..... your sister.
- (d) We tried very hard but we did not get rid ..... it.
- (e) You will get ..... trouble, unless you stop going there.

The question was attempted by 570578 (99.9%) of the students, out of which 61,576 (10.8%) had scores ranging from 4 to 5 marks, which is a good performance. Moreover, 229,139 (32.2%) had scores ranging from 2 to 3 marks, which is an average performance. Furthermore, 325,486 (57.0%) had scores ranging from 0 to 1 mark, which is a weak performance. Among the students with a weak performance, 152,651 (26.8%) scored 0. The general performance of the students in the question was therefore average, since 290,715 (43.0%) scored an average of 30 per cent and above, of the 5 marks allocated to the question. The overall students' performance in the question is summarised in Figure 6.



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

As shown in the data, the students who scored high marks in this question had scores ranging from 4 to 5 marks. Those who scored 4 marks had knowledge about the meaning and uses of prepositions although they could not recognise one appropriate preposition that corresponded with the question. Those who scored 5 marks were able to fill in the blank spaces with correct prepositions provided in the box because they knew the meaning and uses of the prepositions. They were aware, for example, that prepositions can be used to denote time, place, direction, movement, reason, origin, or proximity. They thus related the prepositions to the blank spaces in the sentences and realised that a blank space in the item (a) required a preposition *over* since it implies *during* something, or a period of time such as a *holiday* or a *weekend*. They also realised that the blank space in the item (b) had to be filled in with a preposition *at* because it is used with a place or location like the *airport* to denote *in a particular a place or location*.

Moreover, they realised that the blank space in the item (c) had to be filled in with a preposition *from* which combines with the word *different* to imply *not the same or the difference in appearance, character or movement*. Furthermore, they realised that the blank space in the item (d) had to be filled in with a preposition *of* since it is normally used with the verb pattern *get rid* in a combination *get rid of* denoting *to remove, make free of, to relieve or free oneself of something or someone unpleasant or undesirable*. Lastly, they noted that the blank space in the item (e) had to be filled in with a preposition *into* since it is always used with the verb *get* in the pattern *get into* literally implying *moving towards something abstract* like trouble, or *to be involved in trouble*. Extract 6.1 is a sample of a good response from one of the students.

Fill in the blanks with the correct prepositions from the box.

<b>of,</b>	<b>at,</b>	<b>into,</b>	<b>in,</b>	<b>from,</b>	<b>over</b>
------------	------------	--------------	------------	--------------	-------------

(a) I must study ..... *over* ..... the weekend.

(b) My Aunt works ..... *at* ..... the Airport.

(c) You are different ..... *from* ..... your sister.

(d) We tried very hard but we did not get rid ..... *of* ..... it.

(e) You will get ..... *into* ..... trouble, unless you stop going there.

Extract 6.1: A sample of a correct use of the prepositions

The students who had scores ranging from 2 to 3 marks, which is categorised as an average performance were able to identify some of the correct prepositions. For example, one of the students used correct prepositions in items (b) *at* and (c) *from*, probably because he/she knew the correct use and meanings of those prepositions. However, he/she used incorrect prepositions in the other three items, as seen in Extract 6.2.

Fill in the blanks with the correct prepositions from the box.

of, at, into, in, from, over

- (a) I must study ..... *in* ..... the weekend.  
(b) My Aunt works ..... *at* ..... the Airport.  
(c) You are different ..... *from* ..... your sister.  
(d) We tried very hard but we did not get rid ..... *over* ..... it.  
(e) You will get ..... *of* ..... trouble, unless you stop going there.

Extract 6.2: A sample of an average performance with correct answers in items (b) and (c)

The students who scored 1 mark had little knowledge of the meaning and uses of the prepositions tested. Consequently, they were able to write a correct answer in one item. Many of the students in this category managed to provide a correct answer in item (b) which was *at*, probably because the preposition denotes a place which is an airport.

Further analysis shows that, the students who scored 0 mark failed to provide correct responses to any item due to their incompetence in the meaning and uses of prepositions and how they correlate with different words. For example, one of the students, in answering item (a) used *at* instead of *over* because he/she did not understand that *at* cannot be used to imply *during something*. In answering item (b), the student used *from* instead of *at* without realising that *from* is used to indicate *the differences* but not *place*. Moreover, in answering item (c), he/she used *of* instead of *from* without knowing that *of* is used to imply *belonging to*, not *differences*. In item (d), he/she used *into* without realising that *into* is used to denote *movement or direction towards the inside of something*, hence it cannot be used with the verb pattern *get rid* with the required meaning and use. Finally, in answering item (e) he/she used *in* instead of *into* without knowing that *in* cannot be used to denote *movement* but it can be used to show something that is within, as shown in Extract 6.3.

Fill in the blanks with the correct prepositions from the box.

of,	at,	into,	in,	from,	over
-----	-----	-------	-----	-------	------

- (a) I must study ..... at ..... the weekend.
- (b) My Aunt works ..... from ..... the Airport.
- (c) You are different ..... of ..... your sister.
- (d) We tried very hard but we did not get rid ..... from ..... into ..... it.
- (e) You will get ..... into ..... into ..... in ..... trouble, unless you stop going there.

Extract 6.3: A sample of an incorrect use of prepositions

## 2.3.2 Question 7: Filling in the Blank Spaces and Re-writing Sentences

### 2.3.2.1 Question 7 (a): Filling in the Blank Spaces with Correct Words given in the Box

In this question, the students were given five sentences with blank spaces which were to be filled in using correct words given in a box. The question tested the students' knowledge of distinctive names given to the baby animals.

kid	cub	tadpole	calf	duckling
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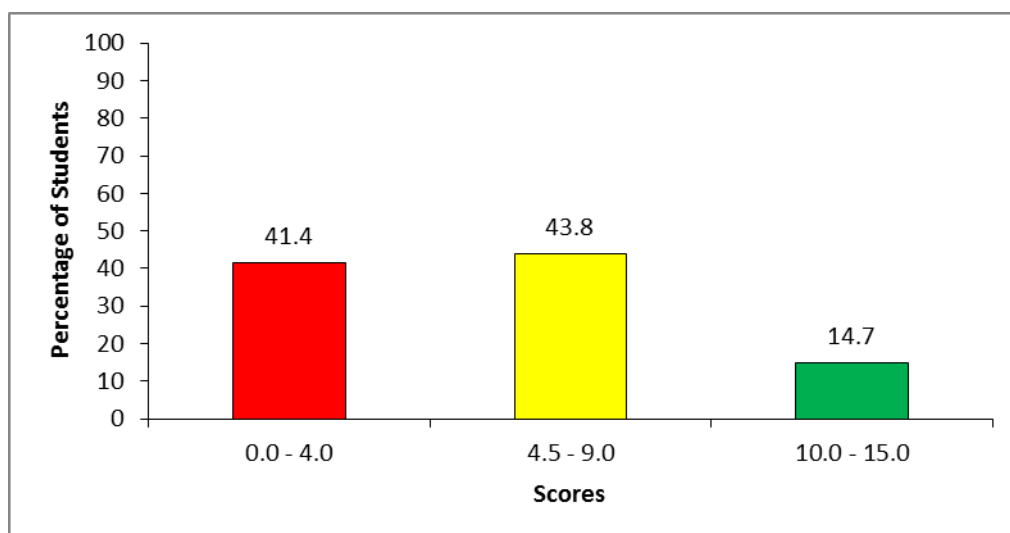
- (i) Cow.....
- (ii) Lion.....
- (iii) Duck.....
- (iv) Goat.....
- (v) Frog .....

### 2.3.2.2 Question7 (b): Re-writing Sentences by Changing the Underlined Verbs into the Simple Past Form

In this question, the students were given five sentences and they were required to re-write them by changing the underlined verbs into the simple past form. The question tested the correct use of the simple past tense.

- (i) I enjoy playing football.
- (ii) You steal my pencils.
- (iii) Aisha builds houses in town.
- (iv) They do a great job.
- (v) This dog cuts its tail.

Question 7 was attempted by 570,812 (99.9%) of the students, out of which 84,150 (14.7%) had scores ranging from 10 to 15 marks, which is a good performance. Moreover, 250,188 (43.8%) had scores ranging from 4.5 to 9 marks, which is an average performance and 236,474 (41.4%) had scores ranging from 0 to 4 marks, which is a weak performance. Among the students with a weak performance, only 19,150 (3.4%) scored 0. The general performance of the students in the question was therefore average, since 334,338 (58.6%) scored an average of 30 per cent and above, of the 15 marks allocated to the question. 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 a good performance in part (a) of Question 7 had scores ranging from 4 to 5 marks. Those who scored 4 marks correctly wrote the names of the baby animals in four items but failed to identify one of the correct names from the box given. Those who scored 5 marks were able to recognise all the five correct names from the box. This shows that they had adequate knowledge about animals and the names of their babies. They therefore, realised that the name of a *cow's* baby in item (i) is referred to as a *calf* which relates with other animals such as hippopotamus, elephant, giraffe, and buffalo. They also realised that the name of a *lion's* baby in item (ii) is called a *cub* which relates with other animals such as tiger, fox, bear, wolf and other flesh-eating animals. Moreover, they realised that a young *duck* in item (iii) is a *duckling* whereby the suffix or ending *-ling* denotes *small* for some animals and *plants*; for example, *seed* is *seedling*. Furthermore, they realised

that the name of a young *goat* in item (iv) is a *kid*. Finally, they realised that the name of a young *frog* in the item (v) is a *tadpole*. Extract 7.1 is a sample of a good response from the script of a student who scored high marks.

(a) Answer item (i) - (v) by writing the correct name of the baby animals indicated in the table.

	kid	cub	tadpole	calf	duckling
(i) Cow				calf	
(ii) Lion		cub			
(iii) Duck			duckling		
(iv) Goat			kid		
(v) Frog			tadpole		

Extract 7.1: A sample of correct answers for the items (i-v) in part (a)

The students with an average performance in question 7 (a) had scores ranging from 2 to 3 marks. These students provided correct answers to two or three items among the five items given. For example, one of the students who scored 2 marks provided correct answers in items (iii) and (v), which was an indication that he/she was familiar with the names of baby animals such as duck and frog. However, the student did not know the names of baby animals in items (i) cow, (ii) lion and (iv) goat, as seen in Extract 7.2.

(a) Answer item (i) - (v) by writing the correct name of the baby animals indicated in the table.

	kid	cub	tadpole	calf	duckling
(i) Cow		cub			
(ii) Lion		kid			
(iii) Duck			duckling		
(iv) Goat		<del>cub</del>	calf		
(v) Frog			tadpole		

Extract 7.2: A sample of average performance with correct answers items (iii) and (v)



Contrarily, the students with a weak performance in part (a) of Question 7 had scores ranging from 0 to 1 mark. The students who scored 1 had little knowledge about the names of different baby animals. Those who scored 0 did not have any knowledge about the names of baby animals. Consequently, they provided incorrect answers in all the five items. For example, one of the students provided incorrect responses such as *kid* for a baby cow, *calf* for a baby lion, *cub* for a baby duck, *tadpole* for a baby goat and *duckling* for a baby frog. This suggests that the student understood the requirement of the question but did not have any knowledge about baby animals. Extract 7.3 presents such answers.

(a) Answer item (i) - (v) by writing the correct name of the baby animals indicated in the table.

	kid	cub	tadpole	calf	duckling
(i) Cow	.....	.....	.....	.....	.....
(ii) Lion	.....	.....	.....	.....	.....
(iii) Duck	.....	.....	.....	.....	.....
(iv) Goat	.....	.....	.....	.....	.....
(v) Frog	.....	.....	.....	.....	.....

Extract 7.3: A sample of incorrect names of baby animals

There were also a few students who scored 0 for providing answers which did not correspond with the question. For example, when responding to item (i), one of the students wrote *medical and psychological* as a name of a baby cow instead of writing a *calf*. In item (ii) she/he wrote *abuse causes multiple* as a name for a baby lion instead of a *cub*. In item (iii) she/he wrote *drugs can be fought* as a name for a baby duck instead of a *duckling*. In item (iv), she/he wrote *jobs need to be created* as a name of baby goat instead of a *kid*, and in item (v) she/he wrote *second problem caused* as a baby frog instead of a *tadpole*. It was noted that these incorrect responses were copied from the first passage of question 1, which is an indication that the student did not understand the task of the question and did not have any knowledge about the names of baby animals. Extract 7.4 presents such irrelevant answers to Question 7 (a).

(a) Answer item (i) - (v) by writing the correct name of the baby animals indicated in the table.

kid	cub	tadpole	calf	duckling
-----	-----	---------	------	----------

- (i) Cow ..... medical and psychological .....  
(ii) Lion ..... abuse causes multiple .....  
(iii) Duck ..... drugs can be fought .....  
(iv) Goat ..... jobs need to be created .....  
(v) Frog ..... Second Problem caused .....

Extract 7.4: A sample of irrelevant answers for items (i-v) in part (a)

Further item analysis shows that the students with high marks in part (b) of question 7 were able to re-write the given sentences by changing the underlined verbs into the simple past tense according to the given sentences. The students who scored 8 marks responded correctly to four among the five items given, which was an indication that they were not familiar with one of the tenses. Those who scored 10 marks had adequate knowledge about form and use of the simple past tense and hence they correctly changed the underlined verbs in the given sentences. The students changed the verb *enjoy* to *enjoyed* in item (i), since they were aware that regular verbs form the simple past tense by adding a -d or an -ed to the end of the verb. The student also changed the irregular verbs *steal* to *stole* in item (ii), *builds* to *built* in item (iii) and *do* to *did* in item (iv) because they knew that in irregular verbs the simple past tense is formed by changing the structure (morphology) of the verbs. Finally, in item (v) they used *cut* as the past simple form of *cut* since they were aware that some irregular verbs which share all three forms such as infinitive, past form and past participle form like the verb *cut* do not change their structure (morphology). Therefore, most of the irregular verbs are borrowed words from French language whereby nothing can be added at the end of these verbs but some either change their forms or not. Extract 7.5 is a sample of a good response from the script of a student who scored high marks in this question.

(b) Re-write the following sentences by changing the underlined verbs into simple past form.

(i) I enjoy playing football.

I enjoyed playing football

(ii) You steal my pencils.

You stole my pencils

(iii) Aisha builds houses in town.

Aisha built houses in town

(iv) They do a great job.

They did a great job.

(v) This dog cuts its tail.

This dog cut its tail

Extract 7.5: A sample of correct verb forms in part (b)

The students with average performance were able to change the underlined verbs in two or three items. One of the students, for example, managed to change the underlined verbs into the simple past tense in items (i) and (iv) since he/she knew the rules of forming the simple past tense in regular verbs whereby the ending -ed or -d is added to the infinitives and in irregular verbs where verbs change their structure. However, the student failed to know the rules of forming the simple past tense in items (ii) and (iii). Extract 7.6 presents such correct and incorrect answers.

(b) Re-write the following sentences by changing the underlined verbs into simple past form.

(i) I enjoy playing football.

I enjoyed playing football

(ii) You steal my pencils.

You steal my pencils

(iii) Aisha builds houses in town.

Aisha builds houses in town

(iv) They do a great job.

They did a great job.

(v) This dog cuts its tail.

This dog cuts its tail

Extract 7.6: A sample of average performance with correct answers in items (iii) and (v)

The students who scored 0 in part (b) of question 7 did not have adequate knowledge about the rules of changing the underlined verbs into the simple past tense. Consequently, they provided incorrect responses in all the five items. For example, one of the students changed the verb *enjoy* to *is enjoy* in item (i), without knowing that in regular verbs the endings -ed, -ied and -d are added to the infinitives so as to form the simple past tense. The student further wrongly changed the verbs *steal* to *is steal* instead of *stole*, in item (ii) *build* to *is builds* instead of *built* in item (iii) and *do* to *is do* instead of *did* in item (iv) and in item (v) she changed the verb *cuts* into *is cut*.

There were also a few students who provided irrelevant responses, probably due to inadequate knowledge of the subject matter. For example, one of those students just copied the names of baby animals provided in part (a) of Question 7 and presented them as answers for part (b) of Question 7. Extract 7.7 presents such irrelevant answers.

(b) Re-write the following sentences by changing the underlined verbs into simple past form.	
(i) I <u>enjoy</u> playing football.	duckling
(ii) You <u>steal</u> my pencils.	tail pole
(iii) Aisha <u>builds</u> houses in town.	horn
(iv) They <u>do</u> a great job.	into

Extract 7.7: A sample of irrelevant answers for items (i) - (v) in part (b)

### 2.3.3 Question 8: Changing Sentences into the Negative Form and Changing Verbs into Correct Verb Forms

#### 2.3.3.1 Question 8 (a): Writing Sentences into the Negative Form

In this question, the students were given five sentences and were required to change them into the negative form.

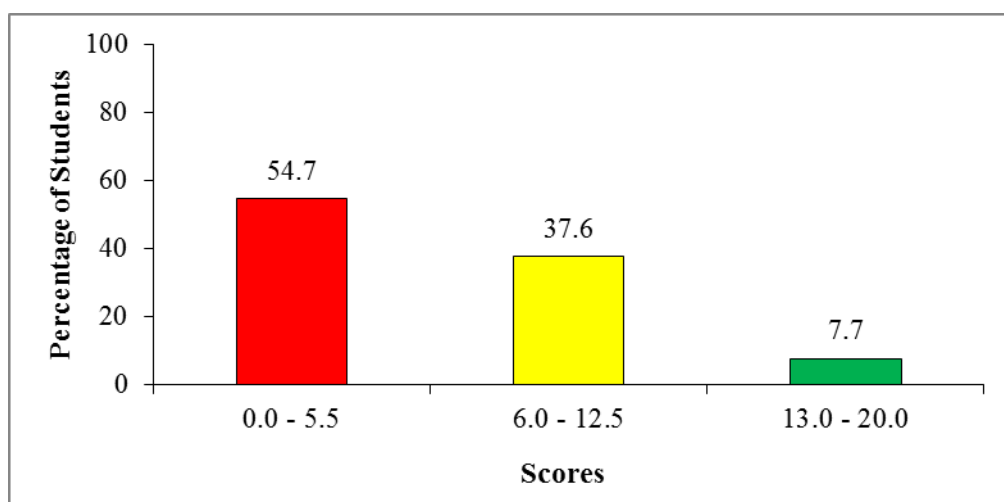
- (i) *I work very hard.*
- (ii) *Aisha loves Mr. Salim.*
- (iii) *We saw the boy whose mother is our English subject teacher.*
- (iv) *Do you understand?*
- (v) *I have been around for a while.*

### 2.3.3.2 Question 8 (b): Re-writing Sentences by Changing the Verbs in the Brackets into their Correct Forms

In this question, the students were given sentences with blanks and words in brackets which required them to re-write the sentences into their correct forms. The question tested students' ability in tenses.

- (i) *Wild animals (live)..... in forests.*
- (ii) *Pregnant women are not (allow).....to drink alcohol.*
- (iii) *Jane will be (visit).....you.*
- (iv) *I'm (do).....this for you.*
- (v) *Jamila got (divorce).....*

Question 8 was attempted by 568,989 (99.6%) of the students, out of which 43,926 (7.7%) had scores ranging from 13 to 20 marks, which is a good performance. Moreover, 213,681 (37.6%) had scores ranging from 6 to 12.5 marks, which is an average performance and 311,382 (54.7%) had scores ranging from 0 to 5.5 marks, which is a weak performance. Among the students with a weak performance, 76,306 (13.4%) scored 0. The general performance of the students in the question was therefore average, considering that 257,607 (45.3%) scored an average of 30 per cent and above, of the 15 marks allocated to the question. 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 a good performance in Question 8 (a) had scores ranging from 6.5 to 10 marks. Those who had scores ranging from 7 to 9 marks were able to change the given sentences into the negative form in three or four among the five items given. Furthermore, the students who scored 10 marks were able to change all the given sentences into the negative forms. This indicates that they had adequate knowledge of the transformations involved in changing sentences in different tenses into the negative form. They therefore, changed the sentence *I work very hard* in item (i) into *I do not work very hard* since they knew that negative forms in the simple present tense, first person singular can be formed by using an auxiliary verb *do* plus an adverb *not* which go together with a verb in the infinitive form. In item (ii), they changed the sentence *Aisha loves Mr. Salim* into *Aisha does not love Salim* since they were aware that in the simple present tense, third person singular the negative form is formed by using an auxiliary verb *does* plus an adverb *not* together with a verb in the infinitive form.

Moreover, in item (iii) they changed the sentence *We saw the boy whose mother is our English subject teacher* into *We did not see the boy whose mother is our English subject teacher* since they were aware that negative forms in the simple past tense can be formed by using an auxiliary verb *did* plus a verb in the infinitive form. Other students changed the pattern *do not* into the contracted form *didn't*. In item (iv) they changed the sentence *Do you understand* into *Don't you understand* since they understood that negative forms in the simple present tense, second person singular or plural can be formed by using an auxiliary verb *do* plus an adverb *not* together with a verb in the infinitive form.

Lastly, in item (v) they changed the sentence *I have been around for a while* into *I have not been around for a while* since they knew that negative forms in the present perfect can be formed by using an auxiliary verb *have* plus an adverb *not* together with a verb in the past participle. Other students changed the pattern *have not* into the contracted form *haven't*. Extract 8.1 is a sample of a good response provided by one of the students.

(a) Change the following sentences into negative form.

(i) I work very hard.

*I don't work very hard.*

(ii) Aisha loves Mr. Salim.

*Aisha doesn't love Mr. Salim.*

(iii) We saw the boy whose mother is our English subject teacher.

*We did not see the boy whose mother is our English teacher.*

(iv) Do you understand?

*Don't you understand?*

(v) I have been around for a while.

*I have not been around for a while.*

Extract 8.1: A sample of correct answers for the items (i-v) in part (a)

The students who had scores ranging from 3 to 6 marks, which is an average performance were able to answer questions correctly in some of the items but failed to respond correctly in other items. For example, one of the students provided correct answers in items (iv) and (v) but failed to do so in other items, as seen in Extract 8.2.

(a) Change the following sentences into negative form.

(i) I work very hard.

*I work not I not work very hard*

(ii) Aisha loves Mr. Salim.

*Aisha has not loves Mr. Salim*

(iii) We saw the boy whose mother is our English subject teacher.

*We saw the boy whose mother is not our English subject teacher*

(iv) Do you understand?

*Do you not understand?*

(v) I have been around for a while.

*I have been not around for a while*

Extract 8.2: A sample of average performance with correct answers items (iv) and (v)

Further item analysis shows that the students who had scores ranging from 0 to 2.5 marks, which is an average performance, revealed several weaknesses. Those who scored 2 marks had little knowledge of how sentences in different tenses could be changed into the negative forms. Consequently, they managed to transform one out of the five sentences.

Moreover, the students who scored 0 mark did not have any knowledge about the rules of changing sentences in different tenses into the negative form. This made them to provide incorrect responses in all five items. For example, one of the students changed the sentence *I work very hard* in item (i) into *I am work very hard*. Moreover, in item (ii) he/she changed the sentence *Aisha loves Mr. Salim* into *Aisha loves Mrs. Salim*. In item (iii) he/she changed the sentence *They saw the girl whose father is their English teacher* into *Have saw the boy whose mother? has teacher English subject?* In item (iv) he/she changed the sentence *Do you understand* into *Do not you understand?* Lastly, he/she incorrectly changed the sentence *I have been around for a while* in item (v) into *I am have been around for while*. Such incorrect transformations are presented in Extract 8.3.

(a) Change the following sentences into negative form.

(i) I work very hard.  
~~I am work very hard?~~

(ii) Aisha loves Mr. Salim.  
~~Aisha loves Mrs. Salim?~~

(iii) We saw the boy whose mother is our English subject teacher.  
~~Have saw the boy whose mother? has teacher English subject?~~

(iv) Do you understand?  
~~no not you understand?~~

(v) I have been around for a while.  
~~I am have been around for while~~

Extract 8.3: A sample of incorrect negative forms of the sentences

The students with a good performance in part (b) of Question 8 had scores ranging from 6.5 to 10 marks. Those who scored 10 marks exhibited a good mastery of the English Language sentences and how verbs pattern with other parts of speech pattern to communicate meaning. They, therefore, realised that the verb *live* in item (i) had to remain unchanged so that the sentence was in the simple present tense, for general truth; that is, expressing a fact that is always true about wild animals' life. They also noted that the verb *allow* in item (ii) had to be changed into *allowed* so that the sentence was in the passive voice, as signaled by the auxiliary verb *are*. Moreover, they noted that the verb *visit* in item (iii) had to be changed into *visiting*, thus, obtaining a sentence in



the future progressive tense, as signalled by the auxiliary verb *will* and the verb *be*. Finally, those students realised that the verb *do* in item (iv) had to be changed into *doing*, thus, obtaining a sentence in the present progressive, as signaled by the auxiliary verb *am* in the contracted form *I'm*.

(b) Re-write the following sentences by changing the verbs in the brackets into their correct forms.

(i) Wild animals (live) ..... in forests.  
 Wild animals live in forests

(ii) Pregnant women are not (allow)..... to drink alcohol.  
 Pregnant women are not allowed to drink alcohol

(iii) Jane will be (visit) ..... you.  
 Jane will be visiting you.

(iv) I'm (do) ..... this for you.  
 I'm doing this for you.

(v) Jamila got (divorce).....  
 Jamila got divorced.

Extract 8.4: A sample of correct answers for the items (i-v) in part (b)

The students with an average performance were able to change the verbs in the brackets in 2 or 3 items. For example, one of the students changed the verb *allow* into *allowed* in item (ii) because he/she knew that the passive voice in the simple present tense can be formed by using the verb to be *is* or *are* plus the verb in past participle. The student also changed the verb *divorce* into *divorced* in item (v) because he/she knew the rules of forming the passive voice in simple past tense. However, the student provided incorrect verb form in items (i), (iii) and (iv) since he/she did not know the rules of changing the verbs in the brackets into their correct forms according to the meaning of those sentences. Extract 8.5 presents such correct and incorrect answers.

(b) Re-write the following sentences by changing the verbs in the brackets into their correct forms.

(i) Wild animals (live) ..... in forests.

Wild animals lived in forests.

(ii) Pregnant women are not (allow)..... to drink alcohol.

Pregnant women are not allowed to drink <sup>alcohol</sup> ~~alcohol~~

(iii) Jane will be (visit) ..... you.

Jane will be visited you

(iv) I'm (do) ..... this for you.

I'm done this for you

(v) Jamila got (divorce).....

Jamila got divorced.

Extract 8.5: A sample of an average performance with correct answers in items (ii) and (v)

Further analysis shows that the students with a weak performance in part (b) of Question 8 had several weaknesses. Those who scored 2 marks had little knowledge of tenses and how verb forms are used to communicate meanings in different sentence patterns. Moreover, the students who scored 0 mark had inadequate knowledge of tenses and how verb forms pattern with other parts of speech to convey meanings according to the context. Consequently, they failed to provide any correct answers. For example, one of the students changed the verb *live* in item (i) into *lives* hence the incorrect sentence: *Wild animals lives in forest*. This answer is incorrect since the student failed to identify the tense of the sentence as the simple present tense, for general truth. The student also did not realise that when using a simple present tense there should be an agreement between a noun, a pronoun and a verb. For example, when the subject of the sentence is in the plural form (except “I” and “You”), the endings -s, or -es or -ies are not added to the given verb, but when the subject is in the singular form these endings are added. Lack of this knowledge therefore made the students produce an incorrect response.

In item (ii), the student wrote: *drink alcohol pregnant women are allowing not to*. This answer is incorrect since the students failed to make proper arrangement of words and ended up forming an ungrammatical sentence. The student also lacked knowledge of how active and passive voice sentences are formed. In item (iii), the student wrote: *Jane will be visit you*. In this case, the

student failed to realise that when the verb *be* is used in the sentence, then the sentence is likely to be in a progressive form, being it past, present or future, in which the preceding verb must be in the *-ing* form. That is why the correct answer was: *Jane will be visiting you*. In item (iv), the student wrote: *I am does this for you*. In this case, the student failed to realise that *I'm* is the short form of *I am* and that *am* is a verb *be* in which the preceding verb must be in *-ing* form: *I am doing this for you*.

Finally, in item (v), the student wrote: *Jamila got divorce*. This answer is incorrect since the student lacked knowledge of the simple past tense and how active and passive voice sentences are formed. Extract 8.6 presents such incorrect answers.

(b) Re-write the following sentences by changing the verbs in the brackets into their correct forms.

(i) Wild animals (live) ~~lives~~ in forests.  
*wild animals lives in forest*

(ii) Pregnant women are not (allow)..... to drink alcohol.  
*Pregnant woman are not allowing not to drink alcohol*

(iii) Jane will be (visit) ..... you.  
*Jane will be visit you*

(iv) I'm (do) ..... this for you.  
*I am does this for you*

(v) Jamila got (divorce).....  
*Jamila got divorce*

Extract 8.6: A sample of incorrect answers for the items (i-v) in part (b)

## 2.4 Section D: Reading Programme

There were two compulsory questions in this section. Question 9 was from class readers and question 10 from poetry. Each question carried 10 marks, making a total of 20 marks for section D. These questions tested the students' ability to read and interpret correctly what they read.

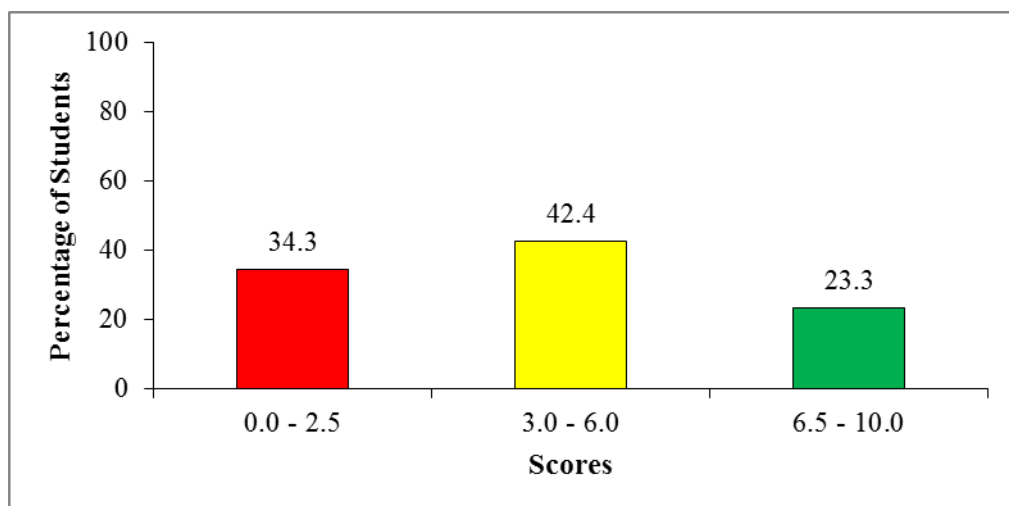
### 2.4.1 Question 9: Class Readers

In this question, the students were instructed to choose one class reader they had read in Form One or Two from the given list and then answer the questions given. The question tested the students' ability to interpret simple stories read. The following is the list of class readers which was given.

## 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 Farmer</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.

Question 9 was attempted by 568,784 (99.6%) of the students, out of which 182,103 (23.3%) had scores ranging from 6.5 to 10 marks, which is a good performance. Moreover, 241,094 (42.4%) had scores ranging from 3 to 6 marks, which is an average performance and 194,998 (34.3%) had scores ranging from 0 to 2.5 marks, which is a weak performance. Among the students with a weak performance, only 24,182 (4.3%) scored 0 mark. The general performance of the students in the question was therefore good, since that 423,197 (65.7%) scored an average of 30 per cent and above, of the 10 marks allocated to the question. The overall students' performance in the question is summarised in Figure 9.



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

As shown in the data, the students with a good performance in this question had scores ranging from 6.5 to 10 marks depending on the correctness and clarity of their responses. Those who scored 10 marks were able to mention (a) (i) the title of the book and (ii) the name of the writer of that book. For example, one of the students mentioned the title of the book as, (i) *Mabala the Farmer* and the author as, (ii) *Richard Simon Mabala*.

In item (b), they identified the main characters and mentioned the negative side of the main character. For example, the student who had read *Mabala the Farmer* mentioned the main character as Mabala, Mauja or Martina and explained what the main character did. One of these students mentioned Mabala and provided the negative side of that main character, such as laziness and stubbornness, as he did not want to be corrected when he was wrong. Moreover, they briefly explained what the story was about, as required in item (c). The student who used *Mabala the Farmer* stated that the story was about Mabala who had a wife called Mauja and a daughter called Martina who was lazy and did not know how to farm but later changed to be a good man. In item (d), they provided advice to the main character. For example, the student who used *Mabala the Farmer* said that Mabala should serve for the future and should stop the bad behaviour of laziness.

Lastly, they stated the lessons learnt from the story, as required in item (e). For example, the lessons learnt by the students who had read *Mabala the Farmer* included the following: *laziness makes life difficult, we should be careful with our money and we should be good mothers like Mauja the hard worker and we should not to be lazy like Mabala*. Extract 9.1 is a sample of a good response from one of the students.

(a) (i)	What is the title of the book? The title of the book is Mabala The Farmer.
(ii)	Who wrote the book? Richard S. Mabala wrote the book.
(b)	What is the negative side of the main character? The negative side of the main character is he was a lazy man who did not like to be corrected once he was wrong. But all in all he later changed and became a responsible man.
(c)	Briefly write what the story is about. The story is about a man called Mabala who had a wife called Mayja and a daughter called Martina. Mabala and his wife never saved for the future so they decided to go to a village in Morogoro. In the village Mabala was lazy he slept while his wife worked. He even applied sugar on crops instead of fertilizers. Mabala changed and became an accountant at the village.
(d)	According to how the story ended, what would you advise the main character? The story ended happily because Mabala was a changed man as he was the village accountant and he was no longer lazy. I would advise the main character to save for the future and also to stop the bad behaviour of laziness. He should also try to accept and learn from his mistakes which he did at the end of the story.
(e)	What do you learn from the story? What I learnt from the story is that we are supposed to work hard and listen to people's advice if it is a correct advice given to us.

Extract 9.1: A sample of correctly answered questions in all five (a - e) items

The students who had scores ranging from 3 to 6 marks, which is categorised as an average performance provided correct answers in some of the items. For example, one of the students provided correct answers in items (a) (i) and (ii), thus scoring 2 marks. However, in items (c) and (e) the student provided responses with insufficient explanation, which made him/her score 1 mark in each, therefore scoring a total of 4 marks. Extract 9.2 presents such answers.

(a) (i) What is the title of the book?  
*Mabala the Farmer*

(ii) Who wrote the book?  
*Richard S. Mabala*

(b) What is the negative side of the main character?  
*1/ ~~for~~ Negative side the main characters*  
*2/ ~~Mzee Kamba~~ Mabala*

(c) Briefly write what the story is about.  
*The story is about the life of Mabala and his family.*  
*The Mabala has laziest boy and his wife*  
*she work very hard to improve her family*

(d) According to how the story ended, what would you advise the main character?  
*We have true love like Marya and we work*  
*very hard in our life and*

(e) What do you learn from the story?  
*I learn from the story to work very hard like*  
*the Marya and we don't the behaviour of*  
*laziness like Mabala.*

Extract 9.2: A sample of an average performance

As shown in the data, the students with poor performance had scores ranging from 0 to 2.5 marks. Those who scored from 1 to 2 marks had a little knowledge of the class readers. As a result, they were able to respond to some of the five given questions, specifically in items (a) (i) and (ii) as they could easily remember the answers or they seemingly picked the titles and names of authors from the given list of books.

The students who scored 0 failed to answer correctly any of the given questions due to poor knowledge of the class readers they read in class. Consequently, they provided answers which did not correspond with the task of the questions, as seen in Extract. 9.3.

(a) (i)	What is the title of the book?	Mabara the farmer.....
(ii)	Who wrote the book?	MABARAS THE FARMER.....
(b)	What is the negative side of the main character?	MESHACK..... HACIAN..... SAHADA.....
(c)	Briefly write what the story is about.	HAWA THE BUS DRIVER.....
(d)	According to how the story ended, what would you advise the main character?	HAWA THE BUS DRIVER..... JELEMAN..... HASAN..... SAHADA..... CHAUSIKU..... MREE ATHUMAN.....

Extract 9.3: A sample of incorrectly answered questions in all five items

Other students scored 0 due to the poor mastery of the English Language, which prevented them from using appropriate vocabulary and grammatical sentences. Extract 9.4 is a response of a student who wrote meaningless sentences in all five (a) - (e) items.

(a) (i)	What is the title of the book?	Is a glifunders will dingboen.....
(ii)	Who wrote the book?	Is a shall will been in greing.....
(b)	What is the negative side of the main character?	Is a green been will gimwestion runtion with parfing.....
(c)	Briefly write what the story is about.	Is a interuction af will that in parstion retucting stundel.....
(d)	According to how the story ended, what would you advise the main character?	Is an common that would chading which will grestion stimerstives.....

Extract 9.4: A sample of a poor response with unclear explanation



### 2.4.2 Question 10: Poetry

This question required the students to read a poem and answer the questions that followed. The question tested the students' ability to read and answer the questions with information obtained from the poem.

*Hawa, oh Hawa  
The lioness that defeated the bull,*

*Oh, my friends  
When I saw the bull  
That big red bull  
Roaring and running towards me  
I began to sweat  
I began to tremble  
I began to cry  
I knew we were finished.*

*Hawa, oh Hawa  
The lioness that defeated the bull.*

*Oh, my friends  
That bull was running so fast  
It was eating the ground  
Suddenly, out jumped the lioness  
Jumped on the bull*

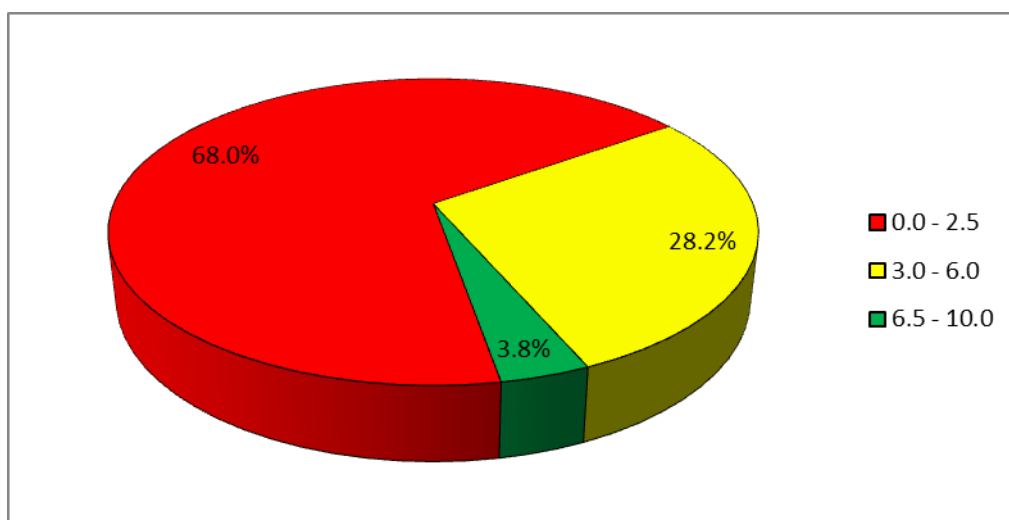
*She held it with her legs  
She held it with her arms,  
She held it with all her strength  
Until the bull could run no more.*

*Hawa, oh Hawa  
The lioness that defeated the bull.*

#### Questions

- (a) Which wild animal is Hawa compared to?
- (b) What is the general mood of the poem?
- (c) What makes the poet call Hawa a lioness? Briefly explain.
- (d) Identify a set of words mostly repeated in the second stanza and give a reason for such repetition.
- (e) Is this poem relevant to your society? Give a reason.

Question 10 was attempted by 554,687 (97.1%) of the students, out of which 43,641 (3.8%) had scores ranging from 6.5 to 10 marks, which is a good performance. Moreover, 39,057 (28.2%) had scores ranging from 3 to 6 marks, which is an average performance. Furthermore, 377,276 (68.0%) had scores ranging from 0 to 2.5 marks, which is a weak performance. Among the students with a weak performance, 113,666 (20.5%) scored 0. The general performance of the students in the question was average, considering that 82,698 (32.0%) scored an average of 30 per cent and above, of the 10 marks allocated to the question. 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 who scored high marks had scores ranging from 6.5 to 10 marks depending on the clarity of their points. Those who scored from 7 to 9 marks were able to answer the questions in different items. However, they provided incorrect answers or unclear explanation in one or two items. Contrarily, the students who scored 10 marks were able to read and understand what was written in the poem and correctly answered all questions on the mood, repetition of words, theme(s) of the poem and relevance of the poem to the society. This indicates that they had adequate reading comprehension and analysing skills which enabled them to provide correct interpretations of the poem. Extract 10.1 is a sample of a good response from one of the students.

(a) Which wild animal is Hawa compared to?

The lioness is compared to Hawa

(b) What is the general mood of the poem?

The general mood of the poem is Happiness because the poet is happy that Hawa who is identified as a lioness has defeated the bull

(c) What makes poet call Hawa a lioness? Briefly explain.

Poet calls Hawa a lioness because she was courageous and strong and due to the self confidence she defeated the bull.

(d) Identify set of words mostly repeated in the second stanza and give a reason for such repetition.

"I began to sweat"

I began to tremble

I began to cry

It is repeated so as to show how the poet felt before

(e) Is this poem relevant to your society? Give a reason.

Yes, it is relevant to the society because it teaches us to be courageous, strong and to have self-confidence as Hawa, that's why she was able to defeat the bull.

Extract.10.1: A sample of correctly answered questions in all five (a - e) items

Further analysis indicates that, most of the students with average performance, which is from scored 3 to 6 marks, provided unclear responses, incomplete sentences and some few items were not answered correctly. In some incidences, verses not corresponding with the questions were copied directly from the poem and used as responses. However, these students provided correct answers in some of the items. For example, one of the students provided correct answers in items (a) and (e) while those in items (b), (c) and (d) were incorrect. Extract 10.2 presents such correct and incorrect answers.

## Questions

- (a) Which wild animal is Hawa compared to?

Hawa is compared to the wild animal which is <sup>called</sup> a Lioness.

- (c) What makes poet call Hawa a lioness? Briefly explain.

The poet called Hawa a lioness, because the bull is a powerful and strong animal with wild animal, these wild animal when it is angry destroys every thing in front of it. and One day the bull was angry and started to destroy Roaring and running towards a certain person but suddenly one lady ~~know~~ her name is Hawa jumped on it and defeated it. Then that lady was named by the name ~~Hawa~~ a lioness Hawa a lioness.

- (d) Identify set of words mostly repeated in the second stanza and give a reason for such repetition.

The set of words which mostly repeated in the second stanza is ~~She is~~ She held it with. The reason for such repetition is it to narrate or explain how the bull was ~~defeat~~ defeated and it could run no more.

- (e) Is this poem relevant to your society? Give a reason.

Yes the ~~refa~~ poem is relevant to our society. because in our society they are such people which use their powers badly like the bull in the poem but they are ~~murder~~ to treat some people badly and they go ~~beaver~~ against the law but they are such people who have the power like the Hawa a lioness who defeats these bad people who go against the law of our society.

Extract 10.2: A sample of an average performance

As seen in the data, the students with weak performance had scores ranging from 0 to 2.5 marks. Those who scored from 1 to 2 marks were able to provide correct answers to one or two items, probably due to the inadequate interpretation skills or the poor command of the English Language. For

example, one of the students who scored 2 marks provided correct answers in item (a) where he/she wrote *lioness* and in item (e) he/she wrote *the poem is relevant to society because there some of the girls are doing things like lioness in forest*. However, he/she provided incorrect answers in items (b), (c) and (d).

Further analysis shows that, some of the students who scored 0 just copied items in the question without providing answers. Others copied some words in a verse, lines or all stanzas of the poem and used them as answers, as shown in Extract 10.3.

(a)	Which wild animal is Hawa compared to? <i>Roaring and running</i>
(b)	What is the general mood of the poem? <i>&gt; finished poet</i>
(c)	What makes poet call Hawa a lioness? Briefly explain. <i>lioness who fe-defeate &amp; the bull.</i>
(d)	Identify set of words mostly repeated in the second stanza and give a reason for such repetition. <i>my freand to running fast</i>
(e)	Is this poem relevant to your society? Give a reason. <i>she held it with her legs.</i> <i>she held <del>it</del> with her arms.</i> <i>she held it <del>with</del> her with all her strength</i>

Extract 10.3: A sample of incorrectly answered questions in all five items

### 3.0 PERFORMANCE OF THE STUDENTS IN EACH TOPIC

Four topics were assessed in the English Language subject in FTNA 2019. These are *Comprehension and Summary*, *Language Use*, *Patterns and Vocabulary* and *Reading Programme*.

The analysis of the students' performance in each topic shows average performance in all topics, with *Language Use* (58.17%) ranking first, *Patterns and Vocabulary* (48.97%) second, *Reading Programme* (48.85%) third and *Comprehension and Summary* (33.15%) coming last.

Despite the general performance being average in this assessment, the students encountered problems in answering Question 2 under *Comprehension and Summary*, since many of them failed to identify five descriptive words from the given passage, probably due to a poor mastery of the English Language. The students also faced difficulties in answering Question 4 under *Language Use*, since many of them failed to re-arrange the five sentences in a logical sequence to make a meaningful paragraph. In *Reading Programme*, many students could not answer exhaustively the questions on the poem that was given. The students' performance in each item and topic is summarised in Appendix A, where yellow colour represents an average performance and red colour a weak performance.

### 4.0 CONCLUSION

The general performance of the students in the English Language subject in the 2019 FTNA was *average*. The students with good performance demonstrated adequate knowledge of the tested topics and a good mastery of the English Language skills. This enabled them to identify the tasks of the questions and present their responses correctly in clear language. On the contrary, a few students performed poorly due to their inadequate knowledge of the tested topics and poor mastery of the English Language skills, which prevented them from providing correct and comprehensible points.

## **5.0 RECOMMENDATIONS**

In order to raise the performance of the students in the English Language subject from average to a good performance in future assessments, it is recommended that:

- 5.1 Students should be given many guided composition writing exercises to enable them to practice using correct linking devices so as to tie the words, phrases, sentences and paragraphs more closely together, to create a text where the relationship between sentence elements is clear and logical to the reader, giving the text flow. These in-class practices will eventually enable the students to identify and make use of cohesive markers in re-arranging jumbled sentences.
- 5.2 More tasks and activities should be provided to enable the students to develop the skills of looking up for words in dictionaries to get meanings and usage. They should also be guided and encouraged to read intensively and extensively for developing vocabulary and grammar competences. This will eventually enable them to use appropriate vocabulary and grammar patterns.
- 5.3 More effort should be employed in guiding the students to read the class readers and poems using guided questions and presentations. This will eventually enable them to improve their comprehending, analysing and interpreting skills, and hence respond correctly to specific questions on a short and simple text.
- 5.4 Students should be guided and encouraged to read intensively and extensively for developing vocabulary and grammar competences. They should also be guided to use materials such as dictionaries, indices, telephone directories and other short and simple texts for developing the skills of reading and obtaining specific information from a text read.

Summary of Students' Performance per Topic

S/N	Topic	Questions Number	The Percentages of Students who Scored an Average of 30 Percent or Above	Average Performance by Topic (%)	Remarks
1.	Language Use	3	77.4	58.17	Average
		5	69.0		
		4	28.1		
2.	Patterns and Vocabulary	7	58.6	48.97	Average
		8	45.3		
		6	43.0		
3.	Reading Programme	9	65.7	48.85	Average
		10	32.0		
4.	Comprehension and Summary	1	57.4	33.15	Average
		2	8.9		



**Comparison Summary of Students' Performance per Topic for 2018 and 2019**

<b>2018</b>					<b>2019</b>	
<b>S/N</b>	<b>Topic</b>	<b>Number of questions</b>	<b>Average Performance by Topic (%)</b>	<b>Remarks</b>	<b>Average Performance by Topic (%)</b>	<b>Remarks</b>
1.	Comprehension and Summary	2	95	Good	33.15	Average
2.	Reading Programme	2	54.8	Average	48.85	Average
3.	Patterns and Vocabulary	3	51.2	Average	48.97	Average
4.	Language Use	3	43.5	Average	58.16	Average

