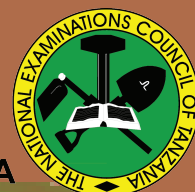THE UNITED REPUBLIC OF TANZANIA

MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY

NATIONAL EXAMINATIONS COUNCIL OF TANZANIA

STUDENTS' ITEM RESPONSE ANALYSIS REPORT ON THE FORM TWO NATIONAL ASSESSMENT (FTNA) 2024

ENGLISH LANGUAGE

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FOREWORD

The English Language Form Two National Assessment (FTNA) was conducted in November 2024, and this report presents the Students' Item Response Analysis (SIRA). It aims to provide feedback to all educational stakeholders on the factors that contributed to the students' performance in the English Language subject.

The Form Two National Assessment (FTNA) is designed to monitor students' learning and provide feedback that teachers, students, and other educational stakeholders can use to improve teaching and learning. This analysis offers justifications for the students' performance in the English Language subject. Students who attained high scores demonstrated adequate knowledge of tenses and grammatical rules; sufficient basic vocabulary to use in different contexts; the ability to interpret simple stories, answer multiple-choice questions, and match different items; and the skill to use a dictionary to identify headwords, idioms and pronunciation. In contrast, students who scored low marks faced difficulties in addressing the questions due to their insufficient knowledge of the tested concepts.

This report will help students identify their strengths and weaknesses, enabling them to improve their learning before sitting for their Certificate of Secondary Education Examination (CSEE). It will also assist teachers in identifying challenging areas and taking appropriate measures during teaching and learning.

The National Examinations Council of Tanzania (NECTA) expects that the feedback provided in this report will shed light on the challenges that education stakeholders should address to improve teaching and learning in the English Language subject. As a result, students will acquire the knowledge, skills, and competencies outlined in the syllabus for better performance in future assessments and examinations administered by the Council.

The Council appreciates the contribution of all those who prepared this report.

Dr. Said Ally Mohamed
EXECUTIVE SECRETARY

1.0   INTRODUCTION

The English Language Form Two National Assessment (FTNA) was set according to the 2010 English Language syllabus and the 2022 English Language format.

The paper consisted of Sections A, B, and C, with a total of 10 compulsory questions. Section A included multiple-choice and matching-item questions. Question 1 consisted of 10 multiple-choice items, each weighing one (1) mark, making a total of 10 marks. Question 2 consisted of five (5) matching items, each weighing one (1) mark, making a total of five (5) marks. Section B comprised seven (7) Language Use questions, from Questions 3 to 9. Each question weighed 10 marks, making a total of 70 marks. Section C included Question 10, which focused on reading and weighed 15 marks.

The analysis of students' performance on each question is presented by indicating the requirements of each question, the students' performance, and explanations for the students' responses. Sample responses are attached to support the explanations given.

This analysis is based on three performance categories: 65 to 100 per cent, categorised as good and indicated by a green colour; 30 to 64 per cent, categorised as average and indicated by a yellow colour; and 0 to 29 per cent, categorised as weak and indicated by a red colour. The students' performance on each topic is summarised in Appendices A and B.

A total of 797,145 students sat for the English Language Assessment in November 2024. Among them, 593,938 (74.58%) passed. The performance has increased by 6.31 per cent compared to the performance in the 2023 FTNA, where 474,035 (68.27%) passed with various grades, as shown in Table 1.

Table 1: **Students' Pass Grades in the 2023 and 2024 FTNA by Gender**

Year	Gender	Sat	Total passed	Grades				
				A	**B**	**C**	**D**	**F**
2023	M	318,373	227,918	16,599	19,759	76,230	115,330	90,033
	F	376,818	246,117	18,807	17,843	69,303	140,164	130,253
	Total	**695,191**	**474,035**	**35,406**	**37,602**	**145,533**	**255,494**	**220,286**
2024	M	359,414	276,256	29,191	26,880	98,886	121,299	82,777
	F	437,731	317,682	27,364	23,587	99,216	167,515	119,698
	Total	**797,145**	**593,938**	**56,555**	**50,467**	**198,102**	**288,814**	**202,475**

2.0 ANALYSIS OF STUDENTS' PERFORMANCE PER QUESTION

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

This section consisted of two compulsory questions. Question 1 comprised 10 multiple-choice items which weighed 10 marks. Question 2 comprised five matching items which weighed five marks, making a total of 15 marks in this section.

The multiple-choice and matching-item questions assessed the students' higher-order thinking skills focusing on identification, recognition and recollection competence in specific content areas.

2.1.1 Question 1: Multiple-Choice Question

The students were required to choose the correct answer from four alternatives and write its letter in the box provided. The question tested their ability to remember and understand vocabulary items from various topics. Such topics include Talking about One's Family, Locating Places, Talking About Past Events, Expressing Ongoing Activities, Expressing Personal and Group Routines/habits, Asking for Services, Expressing Future Plans/Activities, and Analysing Information from the Media.

This question was answered by 797,145 students (100%). Among them, 146,052 (18.32%) scored from 7.0 to 10 marks, which is good performance; 442,522 (55.52%) scored from 3.0 to 6.0, which is average performance; and 208,571 (26.16%) scored from 0 to 2.0 marks, which is weak performance. The general performance on this question was good because 73.84 per cent of the students scored from 3 to 10 marks. The students' performance on this question is summarised in Figure l.
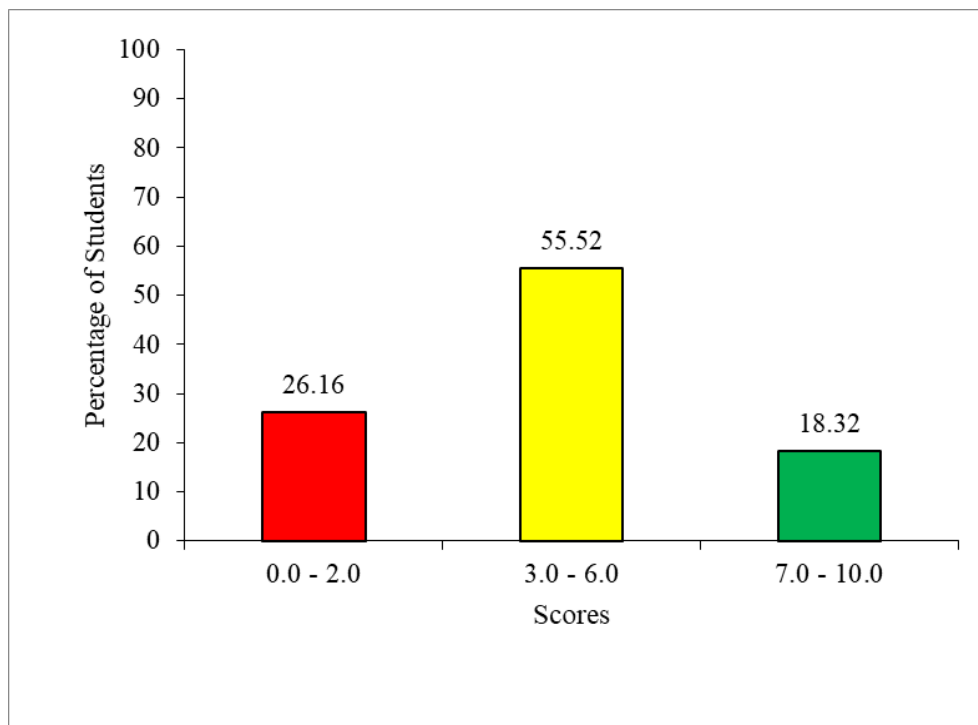
Figure 1: *Students' Performance on Question 1*

The students with good performance on this question scored from 7.0 to 10 marks. This performance was determined by the correctness of their answers. Those who scored 10 marks read and obtained the correct meaning from the given alternatives. Hence, they correctly answered the questions in all items. These students had adequate knowledge of the topics from which the questions were set. The majority of the students who scored average marks (3–6), demonstrated partial knowledge of the subject matter. Therefore, they provided few correct responses. Some students also scored from 0 to 2.0 marks. These had inadequate knowledge of the

subject matter. Some of them skipped the items, while others guessed the answers by writing irrelevant responses.

The following part analyses the students' responses to items (i) through (x).

Item (i) asked: *When you are filling in an official form, which item demands supplying information on whether you are married or not?*
   A   *Next of kin*
   B   *Surname*
   C   *Other names*
   D   *Marital status*

The correct response was D (Marital Status), which refers to one's situation regarding whether the person is single, married, separated, divorced, or widowed. Students who selected this option demonstrated a solid understanding of the topic *Talking about One's Family*, specifically the subtopic *Describing Character*, and they were familiar with the vocabulary used to describe personal particulars.

Conversely, students who selected A (Next of Kin), which refers to a person's closest living relative(s), misunderstood the question. Similarly, those who chose B (Surname), which refers to the hereditary name common to all members of a family, and C (Other Names), which refers to nicknames a person uses or is known by, were also wrong. These choices suggest that these students were unfamiliar with the relevant topic, particularly the subtopic *Describing Character*, and lacked knowledge of the vocabulary used in describing personal particulars.

Item (ii) asked: *Mariam was <u>furious</u> because she did not get her change back from the bus conductor. Which word has a similar meaning to the underlined word?*
   A   sad   B   angry   C   excited   D   happy

The item tested the students' ability to identify synonymous words in describing characters. The correct response was B (angry), which means 'feeling or showing strong feelings of annoyance, displeasure, or hostility.' Students who chose this option demonstrated an adequate understanding of the word *synonym*, which refers to a word that has the same or nearly the same meaning as another word. They also had a good grasp of words that

describe different character traits, enabling them to correctly identify the appropriate synonym. These students understood that the word *furious*, meaning 'extremely angry or full of anger,' is synonymous with the word *angry*.

In contrast, some students opted for incorrect alternatives as in A (sad). These students did not realise that *sad* means feeling or showing sorrow or unhappiness. Moreover, those who chose C (excited) did not know that *excited* means 'enthusiastic and eager,' which is the opposite of *furious*. Similarly, those who wrongly opted for D (happy) did not know that *happy* means 'feeling or showing pleasure or contentment'. These incorrect choices suggest that the students lacked sufficient knowledge of the relevant topic. They were unfamiliar with the meanings of these words. Hence, they identified the wrong synonyms. They manifested insufficient knowledge about vocabulary commonly used to describe character traits.

Item (iii) stated: *I had an appointment to meet with my friend **at** the school gate. The preposition 'at' as used in the sentence means the school gate is:*
- A   *a certain place*
- B   *a certain situation*
- C   *a certain position*
- D   *a certain direction*

The item tested students' ability to locate places and give directions. Some students chose the correct option, A (a certain place), indicating that they had adequate knowledge of the function of the preposition "at." This preposition shows the place where the event took place. In contrast, some students provided incorrect choices, such as B (a certain situation), which explains "a set of things that are happening and the condition that exists at a particular time." Others opted for C (a certain position), which refers to aspects like left, right, up, and down. Yet, others chose D (a certain direction), which relates to something being in the North, East, West, or South. The students demonstrated inadequate knowledge of the prepositions of time and place. Consequently, they selected alternatives B, C or D.

Item (iv) stated as follows: '*I didn't find anybody in the classroom when I arrived.' What does this statement mean?*

   A   *Everybody was there*
   B   *Somebody was there*
   C   *Some people were there*
   D   *Nobody was there*

This question tested the students' ability to express past events. They were obliged to provide an alternative expression with the same meaning as the given sentence. The students who chose the correct answer, D (nobody was there), were aware that the sentence conveyed the same meaning as the provided sentence, which indicates absence. These students demonstrated an understanding of how to use the Past Tense correctly to describe a situation. However, some students answered the question incorrectly, selecting alternatives such as A (everybody was there), which is the opposite of the correct answer. Others chose B (somebody was there) or C (some people were there), but none of these alternatives was correct as they implied presence. These students did not know that these alternatives were opposite to the meaning stated in the question.

Item (v) was as follows: *At this moment, loud noise is heard outside our home. My father asks,*

   A   *"What will happen outside"*
   B   *"What happened outside"*
   C   *"What is happening outside"*
   D   *"What had happened outside"*

The item tested the students' ability to express ongoing activities. Some students provided the correct response by choosing option C (What is happening outside). These students correctly understood that something happening at the moment (a dynamic verb) is expressed using the progressive (-ing) form, as seen in the word "happening," which directly indicates an ongoing action.

However, students who chose alternatives A (what will happen outside), B (what happened outside), or D (what had happened outside) were wrong. They demonstrated a lack of understanding of how to express ongoing activities. Option A refers to the future tense, option B refers to the past

tense, and option D indicates the past perfect tense. None of these options expresses ongoing actions.

Item (vi) asked: *Which set of items can be used to describe the repeated actions?*

    A *yesterday, last week, last month*
    B *every day, today, yesterday*
    C *daily, usually, always*
    D *often, previous month, the coming year*

The students who performed well on this question demonstrated an understanding of habitual actions and correctly applied their knowledge of using the simple present tense. They selected alternative C (daily, usually, always), which was the correct answer. These students recognised that the words *daily, usually,* and *always* describe repeated actions, which are consistent with the use of the simple present tense.

Conversely, students who chose alternative A (yesterday, last week, last month) did not know that these words refer to past events, and thus do not align with the simple present tense. Those who selected alternative B (every day, today, yesterday) had difficulty distinguishing between terms that indicate the present tense (today) and those referring to the past tense (yesterday). Lastly, students who opted for alternative D (often, previous month, the coming year) could not differentiate between terms used in the simple present tense (often), those indicating future tense (the coming year) and the ones indicating the past (previous month). These incorrect responses highlight a gap in the students' understanding of how to use terms that describe repeated actions, signalling that they were unable to apply the knowledge they had acquired.

Item (vii)stated: *Imagine you want to buy mangoes at the market, but you do not know the price. The following are possible ways of asking the price,* ***except****:*

    A   *How do you sell mangoes?*
    B   *How much do you sell each mango?*
    C   *How much is one mango?*
    D   *How much does one mango cost?*

This item tested the students' ability to use English quantifiers when asking for services. Students with adequate knowledge of identifying the meaning and uses of the quantifier "much" correctly chose A (how do you sell mangoes). They noted that alternative A missed the needed English quantifier (much).

Conversely, some of the students incorrectly opted for alternative B (How much do you sell each mango?), C (How much is one mango?) or D (How much does one mango cost?). These students did not recognise the appropriate English quantifier *much,* which implies asking about price. These students had insufficient knowledge of English quantifiers or failed to understand the question. Hence, they chose options without fully grasping the context.

Item (viii) asked as follows: *You want to provide an example of the sentence that shows the future habit. Which sentence would you use?*

    A *I will eat lunch at 1:00 p.m. next Monday.*
    B *I will be eating lunch at 1:00 p.m. from next Monday.*
    C *I will have eaten lunch at 1:0 p.m. next Monday.*
    D *I will have been eating lunch at 1:00 next Monday.*

The item tested the students' ability to express future plans and activities. It required them to identify the correct response that reflects a future habit. Students with sufficient knowledge of tenses chose the correct alternative B (I'll be eating lunch at 1:00 p.m. from next Monday). This alternative is in the future continuous tense. This statement explains a newly adopted habit of taking lunch, which will be continuously practised at a specific time and day soon.

On the contrary, some students chose incorrect options such as A (I will eat lunch at 1:00 p.m. next Monday), which is in the simple future tense. This sentence does not convey the sense of a repeated future habit. Similarly, others selected C (I will have eaten lunch at 1:00 p.m. next Monday), which is in the future perfect tense, indicating an action that will be completed before a specific time in the future, but it does not express a future habit. Moreover, option D (I will have been eating lunch at 1:00 p.m. next Monday) is in the future perfect continuous tense, expressing an action that will be ongoing up to a specific time in the future. However, it also does not correctly convey a future habitual action. Thus, only alternative B correctly represents a future continuous action/tense, showing a future habit.

Item (ix) stated: *Halima and Sankole are going to marry in two weeks' time. What does this sentence mean?*

    A *The ceremony is done already, two weeks ago.*
    B *The ceremony was taking place after two weeks.*
    C *The ceremony took place two weeks ago.*
    D *The ceremony will take place within two weeks.*

The item tested the students' understanding of the future tense. The correct answer, D (The ceremony will take place within two weeks), was chosen by students who understood the future tense. This option expresses a future ceremony which is planned to be conducted in two weeks.

Alternatives A, B, and C did not meet this requirement, either by using the present perfect, past continuous, or simple past tense. These tenses do not describe future events. The students who selected Alternative A (The ceremony is done already, two weeks ago) were wrong because it refers to an action that has already been completed, which is expressed using the present perfect tense. However, the phrase "two weeks ago" refers to a past event, making this option grammatically inconsistent and incorrect.

Moreover, those who opted for B (The ceremony was taking place after two weeks) were also wrong due to the incorrect use of tense and structure. The phrase "was taking place" suggests an ongoing action in the past (past continuous), but "after two weeks" does not make sense in this context. The

sentence is grammatically flawed and does not correctly express a future action.

Students who chose alternative C (The ceremony took place two weeks ago) were equally wrong because the alternative refers to a past event. The use of the simple past tense (took place) indicates that the ceremony had already happened in the past, contradicting the need for a future expression.

Item (x) asked: *Suppose you are reading a newspaper with some piece of information. Which one would you treat as a fact?*

   A   *I think the solution is to give her a second chance.*
   B *75% of the Form II students passed their national assessment last year.*
   C *Many students are likely to be employed in the mining sector.*
   D *Other students might be enrolled on colleges for short courses.*

This question tested the students' ability to analyse information for facts in the media. Students who performed well on this question demonstrated a solid understanding of how to evaluate written texts and distinguish factual statements. Some students correctly chose alternative B (75% of the Form II students passed their National Assessment last year). This sentence contains factual information because it accurately reports that 75 per cent of the students passed the assessment, based on a specific, verified outcome.

However, some students incorrectly chose alternative A (I think the solution is to give her a second chance). This statement expresses an opinion and represents imagination rather than fact. Other students incorrectly selected alternative C (Many students are likely to be employed in the mining sector), which is based on speculation or expectations. Moreover, some students chose alternative D (Other students might be enrolled in colleges for short courses), which expresses probability rather than a definitive fact.

These incorrect responses suggest that some students struggle to differentiate between facts, opinions, expectations, and probabilities.

2.1.2 Question 2: Matching-Item Question

This question required the students to match the described character patterns in List A with their corresponding terms in List B by writing the letter of the correct answer against the item number. The question tested their ability to understand different characters. The character patterns and their common verbs were as follows:

List A	List B
(i) *Causing pain and suffering.* (ii) *Wanting more things than one really need.* (iii) *Doing things in a quiet and careful way.* (iv) *Willing to help other people.* (v) *Willing to give freely.*	A *Greed* B *Generosity* C *Good heartedness* D *Rough* E *Cruelty* F *Rudeness* G *Gentleness*

A total of 797,145 students (100%) answered the question. Of whom, 62,450 (7.83%) scored from 4 to 5 marks, which is good performance. Moreover, 261,797 (32.85%) scored from 2 to 3 marks, which is average performance. Furthermore, 472,898 (59.32%) scored from 0 to 1 mark, which is weak performance, with 202,617 (25.42%) scoring 0. Their general performance on this question was average since 324,247 (40.68%) students scored from 2 to 5 marks. Figure 2 summarises their overall performance on the question.
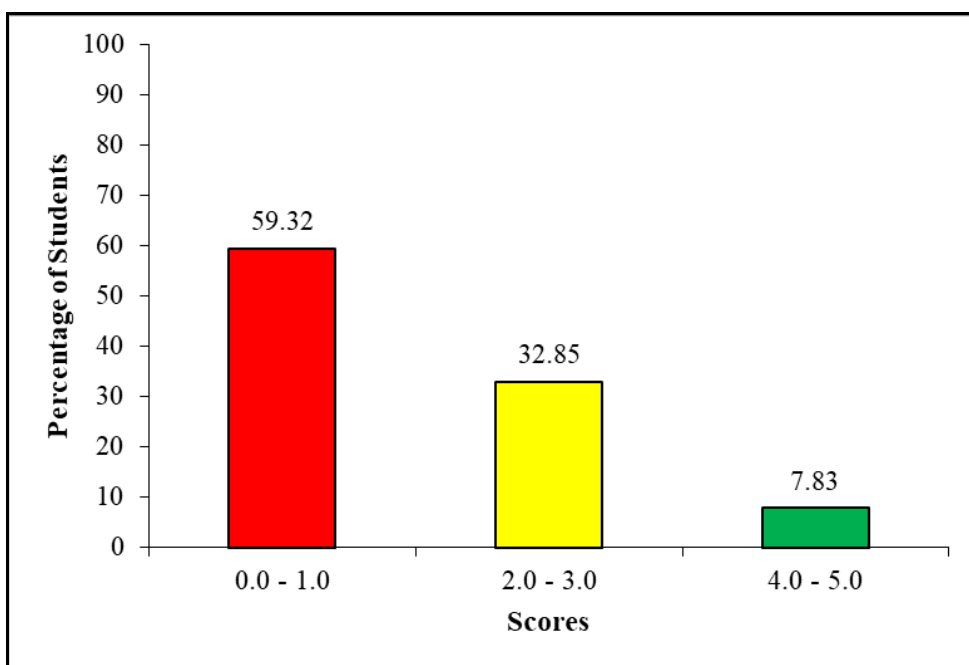
Figure 2: *Students' Performance on Question 2*

Figure 2 shows that 40.68 per cent of students demonstrated good performance on this question. They scored from 2 to 5 marks. Those who scored 4 marks matched the descriptions in List A with 4 correct character names in List B, but they failed to do so in all five items. The students who correctly matched all five descriptions with their corresponding names had adequate knowledge of character patterns.

Item (i) *Causing pain and suffering*, required students to match with E, *cruelty*. This is the correct response because cruel behaviour causes physical or mental harm to another. Unlike other descriptions, something which causes harm has to do with pain and suffering. Thus, the students who correctly matched this item demonstrated an understanding of the cruel nature of a person.

Conversely, those who chose other premises were unaware of the character traits and their descriptions. Those who chose A *Greed* were incorrect because greed is the desire to have more of something, such as food or money, than is necessary or fair. It is an insatiable desire for material gain (be it food, money, land, or animate/inanimate possessions) or social value,

such as status, or power. Thus, the term is contrary to the character of causing pain and suffering.

Moreover, the students who opted for B, *Generosity* were also wrong because being generous means being kind and unselfish. This character is never harmful or causes any kind of suffering but rather a quality that expresses honesty, patience and willingness to give without counting. The character is quite the opposite of something that causes pain and suffering.

Furthermore, those who matched it with C were wrong because a good-hearted person does not cause pain and suffering to others but is affectionate, compassionate and friendly towards others. Thus, to match that description with C was incorrect. In addition, those who matched it with D, F and G were wrong because the word *rough* means being inconsiderate or ill-mannered, *rudeness* means being offensive and not polite and *gentleness* means being calm, kind or soft. All these choices are contrary to *causing pain and suffering*. Hence, they were incorrect responses to item (i).

Item (ii), *Wanting more things than one really needs,* was correctly matched with A, *greed*. Students who selected this choice demonstrated an understanding that a greedy person is someone who desires to have more of something. Similar to the premise provided, students with the ability to describe character traits could connect the premise with the true meaning of the word *greed* and choose the correct response.

Contrarily, those who chose other alternatives were not knowledgeable about the actual description of someone who wants more things than needed, as follows:

Those who matched it with B, C and G were wrong because all these choices describe a person with good traits. Choice B *generosity* means being kind and unselfish; C *good heartedness* refers to being affectionate, compassionate and friendly towards others; and G *gentleness* is being calm, kind or soft. All three traits are contrary to what the item demanded.

Similarly, options D *rough*, E *cruelty* and F *rudeness* were also incorrect choices despite being as negative as greed. Students who opted for these choices were not aware that *rough* means inconsiderate or ill-mannered, *cruelty* means causing physical or mental harm to another and *rudeness*

means being offensive and not polite. These three choices do not refer to *wanting more things than one really needs.*

In item (iii), *Doing things in a quiet and careful way* was correctly matched with G *gentleness.* The students who correctly matched this item were knowledgeable that being gentle means having or showing a mild, kind, or tender character. They demonstrated their knowledge of vocabulary describing character traits.

Conversely, the students who opted for other alternatives failed to identify a character that refers to doing things quietly and carefully way. Their choices of characters like A *greed*, D *rough*, E *cruelty* and F *rudeness* were all wrong. These do not relate to doing things carefully and quietly but rather negative characters, describing materialism, hostility, ill manners and offence.

Moreover, choices like B *generosity* and C *good-heartedness* were also wrong because they describe characters that refer to being kind and unselfish as well as being affectionate and friendly which are good characters but do not relate with doing things quietly and carefully.

Item (iv) *Willing to help other people* was correctly matched with C *good-heartedness.* A goodhearted person is friendly, affectionate and compassionate towards others and therefore willing to help others. Students who correctly matched this item with C had adequate knowledge of the vocabulary used to describe people's characters.

In contrast, the students who matched it with other alternatives failed to identify one's character that's willing to help others. Those who wrote A *greed* were not aware that a greedy person is the one who desires to have more of something. Therefore, such a person cannot be willing to help others. Moreover, those who opted for B *generosity* were wrong because a generous person is kind and unselfish.

Similarly, the students who chose options D *rough*, E *cruelty* and F *rudeness* were also incorrect. Such students were not aware that *rough* means inconsiderate or ill-mannered, *cruelty* means causing physical or mental harm to another and *rudeness* means being offensive and impolite. These three choices describe negative characters and do not refer to being willing to help others.

In item (v) *Willing to give freely* was correctly matched with B *generosity.* The students who matched this item correctly knew that generosity means being kind and unselfish, hence willing to give freely. The correctness of this choice indicates students' high proficiency in English and a good understanding of vocabulary for describing people's characters.

Conversely, the students who opted for other alternatives failed to identify a character that refers to willingness to give freely. Their choices of A *greed*, D *rough*, E *cruelty* and F *rudeness* were all wrong because these choices do not relate to the willingness to give freely but rather negative characters which describe materialism, hostility, ill manners and offence.

Similarly, options C *good-heartedness* and G *gentleness* were also incorrect answers to this item because they do not relate to the willingness to give freely. *Good-heartedness* refers to being affectionate and friendly, and *gentleness* refers to being calm, kind or soft. Extracts 2.1 and 2.2 illustrate correct and incorrect responses to Question 2, respectively.

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

Extract 2.1: A Sample of the Correct Responses to Question 2

In Extract 2.1, the student correctly matched the descriptions in List A with their corresponding terms in List B, indicating sufficient knowledge of vocabulary items used to describe a person's character.

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

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

In Extract 2.2, the student lacked knowledge of vocabulary regarding character patterns. Therefore, he/she incorrectly matched the items in the question.

2.2 SECTION B: LANGUAGE USE

This section consisted of seven compulsory questions: 3, 4, 5, 6, 7, 8 and 9. These questions required the students to fill in the spaces provided and give brief explanations. Each question weighed ten (10) marks, making a total of Seventy (70) marks in this section.

2.2.1 Question 3: Writing Cards and Messages

The students were required to fill in blank spaces to outline important elements to consider when writing an invitation card. The question tested their competence in describing the necessary elements of an invitation card.

The question asked: *Outline five important elements which should be considered when writing an invitation card.*

(i) ……………………………………………………………………

(ii) ……………………………………………………………………

(iii)……………………………………………………………………

(iv)……………………………………………………………………

(v) ……………………………………………………………………

A total of 797,145 students (100%) answered the question; of whom, 321,238 (40.30%) scored 6.5 to 10.0 marks, which is good performance; 257,888 (32.35%) scored 3.0 to 6.0 marks, which is average performance; and 218,019 (27.35%) scored 0 to 2.0 marks, which is weak performance, with 141,191 (17.71%) scoring 0. Their general performance on this question was good since 579,126 (72.65%) of the students scored from 2 to 5 marks. Their overall performance on the question is summarised in Figure 3.
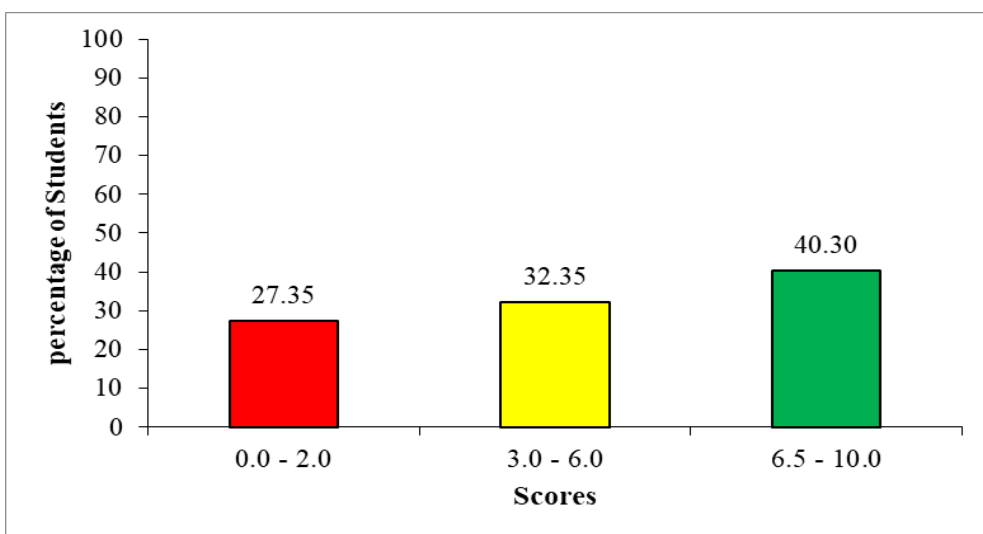
Figure 3: *Students' Performance on Question 3*

The question tested the students' ability to write cards for various occasions and events. It also tested their understanding of the necessary elements of an invitation card. Students with sufficient knowledge of writing invitation cards responded correctly, demonstrating a good understanding of the essential components to consider when writing invitation cards. Their responses included five important elements, namely (i) the inviter's name or address, (ii) the invitee's name, (iii) the purpose of the invitation, (iv) the day and date of the event/function, (v) venue or location of the event, (vi) time the event starts and ends, (vii) R.S.V.P. (Répondez s'il vous plaît), meaning 'Please respond', as Extract 3.1 illustrates.

3. Outline five important elements which should be considered when writing an invitation card.

(i) The invitor's name. This is a person who is inviting people.

(ii) The receiver's name. Is a person who receives the invitation.

(iii) The purpose or aim of that invitation.

(iv) The place or Location to which the action is going to be done.

(v) The date and time of the event.

Extract 3.1: A Sample of the Correct Responses to Question 3

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In Extract 3.1, the student demonstrated adequate knowledge of the important elements of an invitation card by correctly outlining five important elements which should be considered when writing invitation cards.

Furthermore, some students demonstrated partial knowledge of the necessary elements of an invitation card. They answered only some questions correctly. These students had poor language skills, hence producing meaningless responses.

In contrast, some students demonstrated a poor understanding of the question's requirements. Hence, they provided inappropriate answers to the question. Moreover, some students had limited proficiency in the English language; some of them resorted to responding in Swahili. Additionally, some students copied words from different questions as their responses. Others skipped the question entirely, and yet others wrote irrelevant answers, as Extract 3.2 illustrates.

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

In Extract 3.2, the student wrote incorrect answers, signifying limited knowledge of writing invitation cards.

2.2.2 Question 4: Dictionary Use

This question required the students to study a given extract from the dictionary and answer its subsequent questions in the blank spaces provided. The question tested their ability to use the dictionary.

The question asked: *Study carefully the following extract from the dictionary and answer the questions that follow in the blank spaces provided.*

horn 0-w /hɔːn; NAmE hɔːrn/ *noun, verb*

■ *noun* **1** [C] a hard pointed part that grows, usually in pairs, on the heads of some animals, such as sheep and cows. Horns are often curved.—picture ⇨ GOAT, PAGE R20 **2** [U] the hard substance of which animal horns are made **3** [C] a simple musical instrument that consists of a curved metal tube that you blow into: *a hunting horn* **4** [C] (*especially BrE*) = FRENCH HORN: *a horn concerto* **5** [C] a device in a vehicle for making a loud sound as a warning or signal: *to honk your car horn* ◊ (*BrE*) *to sound/toot your horn*—see also FOGHORN—picture ⇨ PAGE R1 IDM **blow/toot your own 'horn** (*NAmE, informal*) ≈ BLOW YOUR OWN TRUMPET at BLOW v. **draw/pull your 'horns in** to start being more careful in your behaviour, especially by spending less money than before **on the horns of a di'lemma** in a situation in which you have to make a choice between things that are equally unpleasant—more at BULL, LOCK v.

■ *verb* PHRV ,**horn 'in (on sb/sth)** (*NAmE, informal*) to involve yourself in a situation that does not concern you: *I'm sure she doesn't want us horning in on her business.*

Questions
(i)   *Identify the two word classes the headword can belong to.*
(ii) *Provide the fifth meaning of the headword.*
(iii) *Write the pronunciation of the headword.*
(iv) *Provide an example of an idiom.*
(v)   *Give the meaning of the headword when it is referred to as the phrasal verb.*

A total of 797,145 students (100%) answered the question; of whom, 120,080 (15.06%) scored from 6.5 to 10.0 marks, which is good performance; 231,377 (29.03%) scored from 3.0 to 6.0 marks, which is average performance; and 445,688 (55.91%) students scored from 0 to 2.0 marks, which is weak performance, with 236,093 (29.62%) scoring 0. Their general performance on this question was average, since 351,457 (44.09%) students scored from 3 to 10 marks. Figure 4 summarises their overall performance on the question.
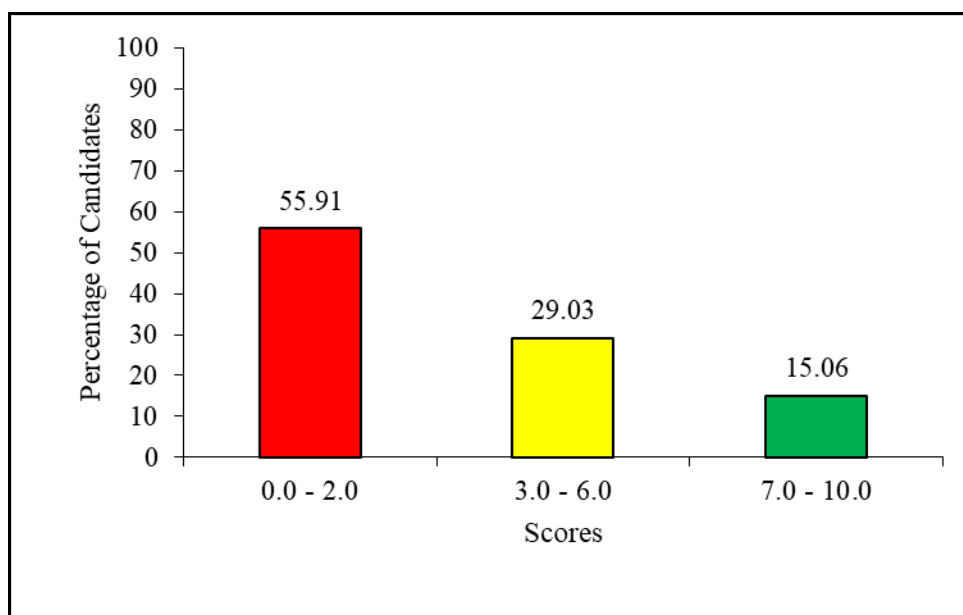
Figure 4: *Students' Performance on Question 4*

Students with high marks on items (i-v) of this question demonstrated adequate knowledge of dictionary use. They identified important parts of the dictionary in the extract. These included the word classes to which the headword belongs, the fifth meaning of the headword, the pronunciation, an idiom, and the meaning of the headword when referred to as a phrasal verb. These students effectively applied their knowledge of dictionary use to identify its key parts.

In item (i), they correctly identified that the headword belongs to both the *noun* and *verb* word classes. In item (ii), the correct answer was "a device

in a vehicle for making a loud sound as a warning or signal," which corresponded to the fifth meaning provided in the dictionary extract. In item (iii), the correct pronunciation was /hɔːrn/. In item (iv), the correct example of an idiom was "blow/toot your own horn" or "draw/pull your horns in." Lastly, the correct meaning of the headword as a phrasal verb was "to involve yourself in a situation that does not concern you" in item (v). Extract 4.1 is illustrative.

Extract 4.1: A Sample of the Correct Responses to Question 4

In Extract 4.1, the student correctly responded to all items in Question 4. This is the manifestation of adequate knowledge of and skills in dictionary use.

Furthermore, other students answered only some of the items correctly. Most of these students demonstrated partial knowledge of important parts of the dictionary. Hence, they scored average marks. Some students failed to identify the complete set of two word classes asked (noun and verb); some identified only one. Others failed to provide the fifth meaning of the

headword. Most of them could not write the correct pronunciation of the provided headword.

Contrarily, the students who scored 0 completely failed to answer any item, leaving blank spaces. Some failed to comprehend the requirements of the questions and, thus, wrote irrelevant answers. Others picked the wrong words from the extract and filled them in the blank spaces, as Extract 4.2 illustrates.

Questions

(i) Identify the two word classes the headword can belong to.
.... hɔːn ....
.. .. NAmE ....

(ii) Provide the fifth meaning of the headword.
...Sheep and cows. ....
....

(iii) Write the pronunciation of the headword.
.....BrE ....
....

(iv) Provide an example of an idiom in the extract.
....R20 sb ....
....PHRV sth ....

(v) Give the meaning of the headword when it is referred to as a phrasal verb.
Is the hard pointed part that grow, usually in pair. ....
....

Extract 4.2 A Sample of the Incorrect Responses to Question 4

In Extract 4.2, the student had insufficient knowledge of the dictionary use; therefore, he/she wrote irrelevant responses.

### 2.2.3   Question 5: Talking about Events

This question required the students to compose meaningful sentences using a given pair of words. The question assessed their competency to narrate

about what took place during a sports event (a football match). The question asked:

5. *Imagine you watched a football match at the BWM STADIUM where Simba was playing against Yanga. You want to tell your friend about some of the events which happened during the match. Compose five meaningful sentences you would tell by using the given pair of words. Item (i) has been given as an example.*

   (i)   *match ……... jogging*
          Before the <u>match</u>, players were <u>jogging</u>.
   (ii)   *Referee………...whistle*
   (iii) *Striker …….......goal*
   (iv)   *winger ……..…... goalkeeper*
   (v)   *Centre half ……….... offside*

The question was attempted by 797,145 students (100%). Of whom, 57,238 (7.18%) scored from 6.5 to 10.0 marks, which is good performance; 106,026 (13.30%) scored from 3.0 to 6.0 marks, which is average performance; and 633,881 (79.52%) scored from 0 to 2.0 marks, which is weak performance, with 530,307 (66.5%) scoring 0. Their general performance on this question was weak since 163,264 (20.48%) of the students scored from 3 to 10 marks. Figure 5 summarises their overall performance.
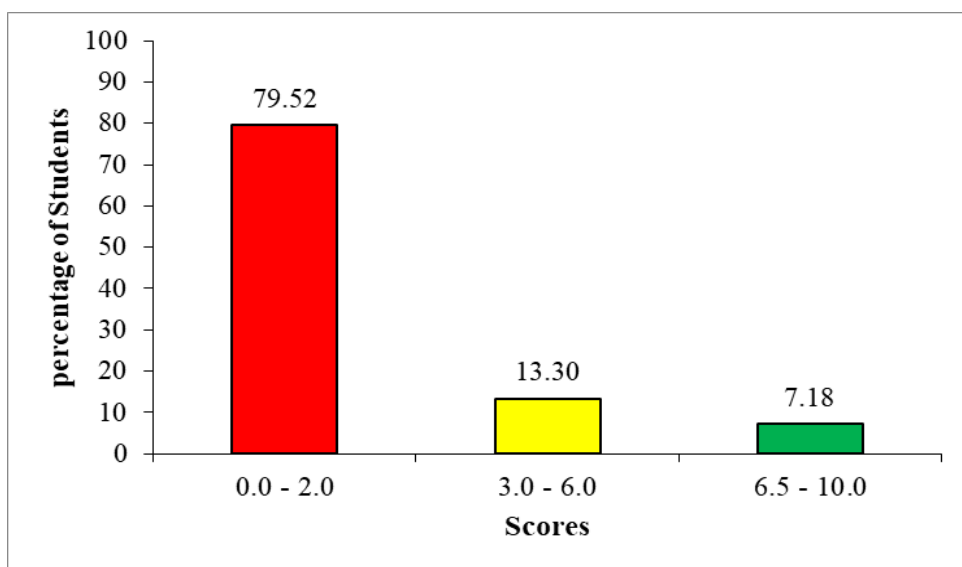
Figure 5: *Students' Performance on Question 5*

Analysis shows that the students with weak performance on this question lacked adequate knowledge and skills in composing meaningful sentences. Some of them code mixed between English and Swahili. Others failed to use appropriate grammar and tenses, and others skipped the question. Extract 5.1 exemplifies an incorrect response.

(iv) spectators .... stadium

.....Before the spectators at the stadium.....
....

(v) winger .... goalkeeper

.....Before the winger ●I am a goalkeeper.....
....

(vi) centre half .... offside

.....Before the centre half offside goal.....
....

Extract 5.1: A Sample of the Incorrect Responses to Question 5

In Extract 5.1, the student constructed ungrammatical sentences, contrary to the demands of the question.

Moreover, some students mixed correct and incorrect responses. These students demonstrated partial knowledge of connecting the provided pair of word patterns/structures with the use of the appropriate word class while adhering to appropriate grammar, meaningful vocabulary, and tenses.

Conversely, the students who performed well on this question constructed meaningful sentences by narrating events that occurred in the stadium. They effectively connected the provided pairs of word patterns/structures, using appropriate word classes, grammar, vocabulary, and tenses. Some students succeeded because of their solid understanding of vocabulary and grammar rules. Others demonstrated their ability to manipulate past tense correctly, alongside the proper use of pronouns and auxiliary verbs, as Extract 5.2 shows.

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```
(i)     match .... jogging

        Before the match, players were jogging.

(ii)    referee .... whistle

        The referee blew the whistle before the
        half time break.

(iii)   striker .... goal

        During the 16th minute the striker scored
        an amaizing goal

(iv)    spectators .... stadium

        There were many spectators in the BWM
        stadium.

(v)     winger .... goalkeeper

        The winger kicked the ball directly to
        the goalkeeper, ⊗ eventually he caught it

(vi)    centre half .... offside

        The centre half player was given a yellow
        card for going offside.
```

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

In Extract 5.2, the student composed grammatically correct sentences using the given pair of words about sports.

2.2.4 Question 6: Expressing Personal and Group Routine/Habits

The question assessed the students' ability to describe personal and group routines using a weekly routine chat.

The question asked: *Study the following weekly routine for a certain sports club and answer the questions that follow.*

| Day	Period	Activities
Monday	Morning	• Report to club
		• Do light training
		• Get treatment for any injuries

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Tuesday	Morning	• Do heavy training • Rest and take soft drinks
Wednesday	Morning & Afternoon	• Do exercise in the gym • Go for a short run
Thursday	Morning & Evening	• Go for a long run • Watch videos of other teams' games
Friday	Morning & Afternoon	• Do some training • Coach gives the players the plan for the match

Questions

    (i)   *Which activities are done on Tuesday?*
    (ii)   *Which activities are conducted on Tuesday?*
    (iii) *At what time does the team get treatment for their injuries?*
    (iv) *On which day does the team rest and take soft drinks?*
    (v)   *On which day does the team become aware of the plan for the match?*

The question was attempted by 797,145 students (100%); of whom, 666,795 (83.65%) scored from 6.5 to 10.0 marks, which is good performance; 101,231 (12.70%) scored from 3.0 to 6.0 marks, which is average performance; and 29,119 (3.65%) students scored from 0 to 2.0 marks, which is weak performance, with 11,742 (1.47%) students scoring 0. Their general performance on this question was good since 768,026 (96.35%) of the students scored from 3 to 10 marks. Figure 6 summarises their overall performance on the question.
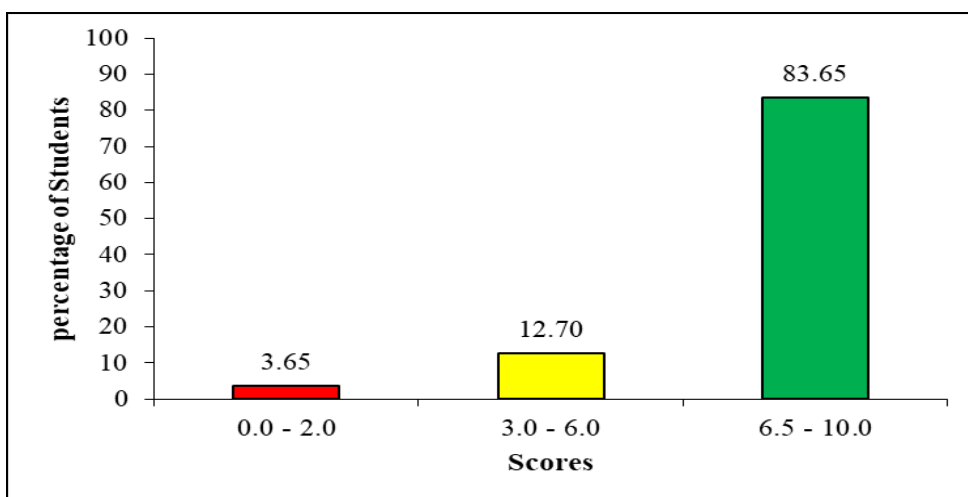
Figure 6: *Students' Performance on Question 6*

The students who scored higher marks on this question demonstrated adequate knowledge of expressing routine activities. They addressed the demands of the question by correctly identifying the answers that represented the provided weekly routine for a specific sports club using the given words in the table. These students accurately identified the day, period/time, and activities where required. Extract 6.1 is worth considering.

Questions

(i) Which activities are done on Tuesday?

- Heavy training ....
- Rest and Intake of soft drinks: ....

(ii) Which activities are conducted on Thursday?

- Going for a long run ....
- Watch videos of other teams' games: ....

(iii) At what time does the team get treatment for the injuries?

The team get treatment for injuries in the Morning ...

(iv) On which day does the team rest and take soft drinks?

The team rest and take soft drinks on Tuesday: ....

(v) On which day does the team become aware of the plan for the match?

The team become aware of plan before match on Friday

Extract 6.1: A Sample of the Correct Responses to Question 6

In Extract 6.1, the student provided the correct answers on the routine activities for the sports club.

Moreover, other students demonstrated partial knowledge of expressing routine activities. Most of them answered only some items correctly. Most responses to the question of the period (time) did not align with the alternatives indicated in the table.

Furthermore, other students scored zero (0). These students lacked the necessary knowledge and understanding to describe routine activities. They failed to correctly identify the day, period/time, and activities to address the question. Some of these students did not understand the question's requirements, providing unrelated responses. Additionally, others mixed up the aspects of the day, period, and activities. Some of these students lacked adequate proficiency in English. Therefore, they responded to the question in

the Swahili language. Others skipped the question. Extract 6.2 example responses by one of these students.

Questions

(i) Which activities are done on Tuesday?

- Got treatment for any Injuries
- Do' light training

(ii) Which activities are conducted on Thursday?

- Do heavy training
- Rest and take soft drinks

(iii) At what time does the team get treatment for the injuries?

Coach gives the players the plan for the Match

(iv) On which day does the team rest and take soft drinks?

Watch videos of other teams games

(v) On which day does the team become aware of the plan for the match?

Do some training

Extract 6.2: A Sample of the Incorrect Responses to Question 6

In Extract 6.2, the student wrote activities that do not relate to the day and time as given in the table. Consequently, this student scored zero.

2.2.5 Question 7: Writing Cards and Messages

This question required the students to read a telephone conversation between a child and his father and answer subsequent questions. The question tested their competency in taking telephone messages.

The question was as follows: *The following is a telephone conversation between Mr Kingu and his son Uledi. Read the conversation and answer the questions that follow.*

Mr. Kingu: Hello, Uledi it's your father speaking. Can I speak to your mother?

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| Uledi: | Hello father, ooh I'm sorry, she is not at home now. Can I take a message for her? |
Mr Kingu:	Yes, could you please tell her that my mobile phone was stolen so in case she wants to contact me she should call Mr Upatu with him this whole week.
Uledi:	Yes, of course, I'll do that.
Mr. Kingu:	Also tell her that I left this message at 11:00 am on 11th September 2024
Uledi:	Okay, see you soon
Mr. Kingu:	Bye.

Questions

  (i)   *Who left the telephone message?*
  (ii) *To whom was the telephone message meant to reach?*
  (iii) *At what time was the message left?*
  (iv) *On which date was the message given?*
  (v) *What was the message about?*

The question was attempted by 797,145 students (100%); of whom, 249,609 (31.31%) scored from 6.5 to 10.0 marks, which is good performance; 463,023 (58.09%) scored from 3.0 to 6.0 marks, which is average performance; and 84,513 (10.60%) scored from 0 to 2.0 marks, which is weak performance, with 48,585 (6.09%) students scoring 0. The general performance on this question was good since 712,632 (89.40%) of the students scored from 3 to 10 marks. Figure 7 summarises their overall performance on the question.
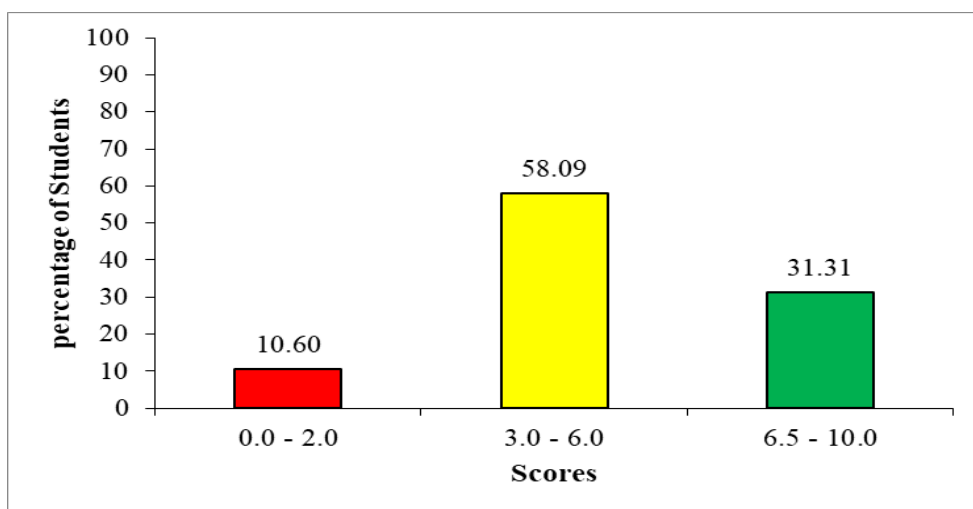
Figure 7: *Students' Performance on Question 7*

The students who scored high marks on this question were competent in taking telephone messages. They also showed a good grasp of the essential elements of a telephone message, which include the sender of the message (from), the receiver of the message (to), the subject (message), and the time/date (when the message was received). They correctly took the telephone message from the caller, as Extract 7.1 shows.

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

In Extract 7.1, the student correctly wrote down a telephone message from the caller. Due to the mastery of the skill in taking telephone messages, the student scored high marks.

Moreover, some students demonstrated partial knowledge and skills in taking telephone messages. These students answered only some of the items

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correctly. Most responses were accurate for elements such as the sender of the message (from) and the time/date (when the message was received). However, some students failed to identify the receiver of the message (to).

Conversely, students with weak performance on this question did not know how to take telephone messages. Instead of providing the correct answers, they copied the content of the telephone conversation, confused the responses, or skipped the entire question. One of these students copied the question as a response, which is contrary to the requirement of the question. Extract 7.2 is illustrative.

**Extract 7.2**: A Sample of the Incorrect Responses to Question 7

In Extract 7.2, the student wrote irrelevant responses. She/he wrote down the wrong telephone message.

2.2.6 Question 8: Taking Notes

This question required the students to identify five things to consider when taking notes. This question assessed the students' competence in identifying the necessary criteria for taking notes.

The question stated as follows: *One among the meeting attendants failed to take notes during the meeting because of his poor skills in note-taking. Identify five things he should consider when taking notes.*

The question was attempted by 797,145 students (100%). Of whom, 20,616 (2.59%) scored from 6.5 to 10.0 marks, which is good performance; 86,561 (10.86%) scored from 3.0 to 6.0 marks, which is average performance; and 689,968 (86.55%) scored from 0 to 2.0 marks, which is weak performance, with 593,906 (74.50%) scoring 0. Their general performance on this question was weak, since 107,177 (13.45%) students scored from 3 to 10 marks. Figure 8 summarises their overall performance on the question.
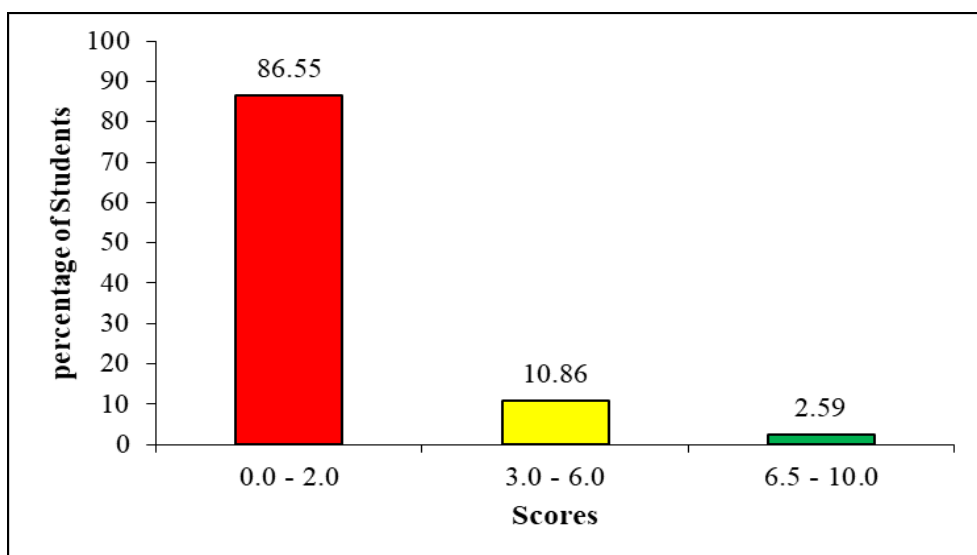
Figure 8: *Students' Performance on Question 8*

Analysis shows that the students who scored zero (0) on this question lacked understanding and competency in taking short notes from oral or written texts. They failed to identify the key points to consider when taking notes. Most of them wrote irrelevant answers; others wrote ungrammatical sentences, and yet others skipped the question. These students demonstrated poor proficiency in the English language, as Extract 8.1 illustrates.

Extract 8.1. A Sample of the Incorrect Responses to Question 8

In Extract 8.1, the student wrote irrelevant responses instead of identifying five things to consider when taking notes.

Conversely, the students with high marks on this question demonstrated a good mastery of note-taking skills. They had a solid grasp of the key elements to consider when taking notes. Some students accurately highlighted qualities such as being good and active listeners, paying attention to detail, summarizing effectively, and maintaining legible handwriting, as Extract 8.2 shows.

8. One among the meeting attendants failed to take notes during the meeting because of his poor skills in note taking. Identify five things he should consider when taking notes.

(i) Explain in brief what is being said and note down the points that are highly emphasized upon.

(ii) Listen carefully and attentively while others are speaking, try to look at mouth movements to get proper spellings.

(iii) Device your words and also try to use various signs, symbols or abbreviations for easy remembering.

(iv) Summarize what is being said with your own words and take the main important points.

(v) Organize the work properly such that each idea or topic should have its own point or paragraph.

Extract 8.2: A Sample of the Correct Responses to Question 8

In Extract 8.2, the student correctly identified five things to consider when taking notes.

2.2.7 Question 9: Expressing Likes and Dislikes

This question required the students to compose a sentence by using each of the given words. The question tested their skills in expressing likes and dislikes.
The question asked:

Compose a sentence by using each of the given words.
   (i)   Like
   (ii)   Dislike
   (iii) Hobby
   (iv)   Enjoy
   (v)   Prefer

The question was attempted by 797,145 students (100%); of whom, 194,955 (24.46%) scored from 6.5 to 10.0 marks, which is good performance; 350,734 (44.00%) scored from 3.0 to 6.0 marks, which is average performance; and 251,456 (31.54%) scored from 0 to 2.0 marks, which is weak performance, with 145,360 (18.24%) students scoring 0. Their general performance on this question was average, since 545,689 (68.46%) students scored from 3 to 10 marks. Figure 9 summarises their overall performance on the question.
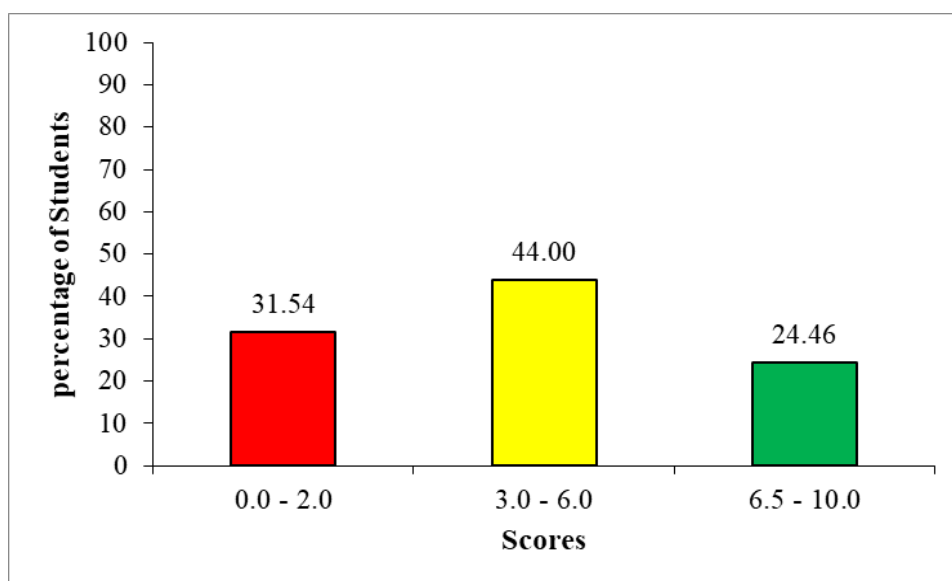
Figure 9: *Students' Performance on Question 9*

The students who scored high marks on this question expressed their preferences, hobbies, likes, and dislikes. They used the given words (like, dislike, hobby, enjoy, and prefer) to construct sentences that followed the correct grammatical rules and conveyed meaningful ideas, as Extract 9.1 illustrates.

9. Compose a sentence by using each of the given words.

(i) Like
- *Mauja likes working hard*

(ii) Dislike
- *Asia dislikes eating ugali with beans*

(iii) Hobby
- *Sophia's hobby is to play netball.*

(iv) Enjoy
- *Many boys enjoy playing football.*

(v) Prefer
- *My father prefers coffee to tea.*

Extract 9.1: A Sample of the Correct Responses to Question 9

In Extract 9.1, the student correctly composed a sentence using each of the given words, hence scoring high marks.

The students who performed averagely displayed a mixed level of understanding, answering only some of the items correctly. A key challenge for many was their inability to effectively use the phrase "prefer...to," which led to unclear responses due to insufficient grammar skills. Additionally, some students provided answers that were unrelated to the topic of "Expressing Likes and Dislikes." Nonetheless, the majority correctly identified and used words such as "like," "dislike," and "enjoy." A common misunderstanding arose with the word "hobby", as some students mistakenly interpreted it as relating to occupations instead of personal interests.

Conversely, students with weaker performance struggled significantly with the concepts of expressing likes, dislikes, and preferences. While some

attempted to use these concepts, they did construct grammatically correct sentences. Most of their sentences lacked proper subject-verb agreement. Some students did not comprehend the requirements of the questions, whereas others failed to form correct sentences using the provided words. Additionally, some students responded in Swahili, directly translating the questions without properly addressing the requirements of the task. Extract 9.2 is worth considering.

Extract 9.2, A Sample of the Incorrect Responses to Question 9

In Extract 9.2 the student wrote ungrammatical sentences and consequently scored low marks.

## 2.3   SECTION C: INTERPRETING LITERARY WORKS

This section had only one question that tested the students' ability to analyse literary works (class readers). It required the students to explain

three good practices presented in the stories that people should imitate, referring to two class readers they have learnt. The following list of readings was given:

The Magic Garden	*K.R Cripwell (1997), William Collins Sons and Company Ltd, Great Britain.*
Kalulu the Hare	*F. Worthington (1937), Longman, England.*
Hawa the Bus Driver	*R.S Mabala (1998), Ben & Company, Dar es Salaam*
Fast Money	*K.R Cripwell (1998), William Collins Sons and Company Ltd, Great Britain.*
Mabala the Farmer	*R.S Mabala (1998), Ben & Company, Dar es Salaam*

The question asked: *There are good practices presented in the stories that people should imitate. With reference to two class readers, explain three good practices from each reader you have learnt.*

The question was attempted by 797,145 students (100%); of whom, 122,796 (15.40%) scored from 10.0 to 15.0 marks, which is good performance; 194,961 (24.46%) scored from 4.5 to 9.0 marks, which is average performance; and 479,388 (60.14%) scored from 0 to 4.0 marks, which is weak performance, with 196,954 (24.71%) students scoring 0. Their general performance on this question was average, since 317,757 (36.86%) students scored 4.5 to 15 marks. Figure 10 summarises their overall performance on the question.
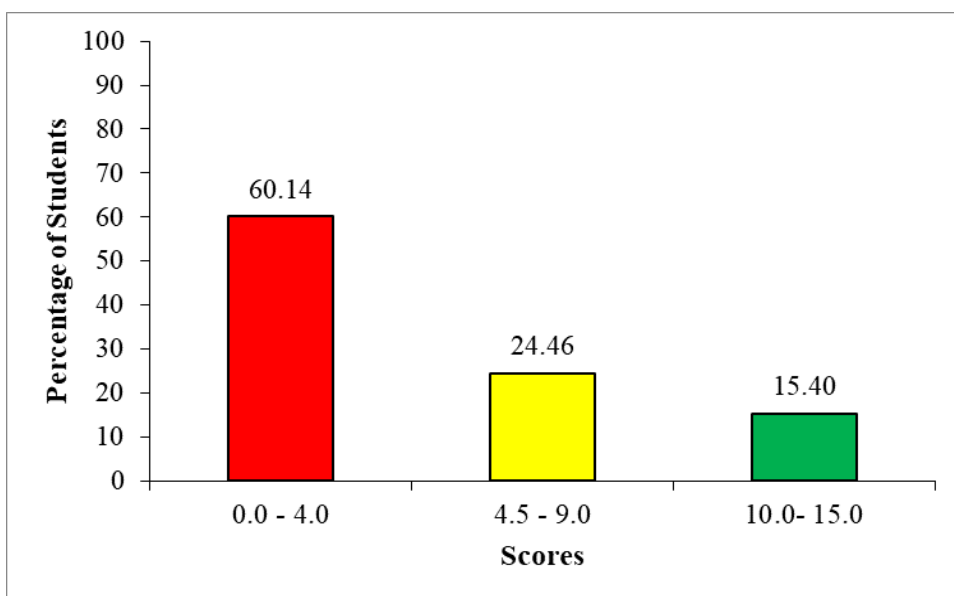
Figure 10: *Students' Performance on Question 10*

The students who performed well on this question read and correctly interpreted the class readers. Their proficiency in English enabled them to effectively comprehend the requirements of the question and provide accurate descriptions and examples of three good practices from two class readers. The majority of students used *Mabala the Farmer* and *Hawa the Bus Driver,* and they managed to introduce the titles and authors accordingly.

The selected characters were *Mauja* from *Mabala the Farmer* and *Hawa* from *Hawa the Bus Driver*. The students cited various good traits demonstrated by these characters, including hard work, patience, true love, determination, generosity/helping others, giving good advice, taking care of family, assuming responsibility, showing respect, tolerance, and obedience.

In *Mabala the Farmer* by R.S. Mabala, the students highlighted Mauja's hardworking characteristic. She contributes to her family's income by making chapatis and mats to sell, and she works diligently on the farm, leading to a successful harvest. One of the practices noted was problem-solving and good advice. Sekulu noticed Mauja had mistaken sugar for fertiliser and quickly advised her. Mauja, on the other hand, advises her

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husband to move to the village for farming, suggesting that town life is difficult. She also offers guidance on how to apply fertiliser correctly. Students highlighted Mauja's responsibilities, namely waking up early, preparing food for the family, and taking Martina to school. Additionally, Mauja's tolerance was highlighted as she patiently endured her husband's stubbornness, laziness, and drinking habits.

In *Hawa the Bus Driver*, also by R.S. Mabala, the students identified various good practices. Hawa was recognised for her generosity and helpfulness, exemplified when she took an injured pupil to the hospital. She was described as courageous, particularly when she confronted thieves on her bus. Students appreciated Hawa's hardworking nature as she drives the bus, sells *vitumbua* and takes care of her family. They also noted the good advice given by Mzee Athumani to Selemani about avoiding being jealous of his wife.

In conclusion, most students provided correct responses on the good practices depicted in the stories that can be practised in the community. They demonstrated clear understanding and used largely correct grammar in their responses, as shown in Extract 10.1.

10. There are good practices presented in the stories that people should imitate. With reference to two class readers, explain three good practices from each reader you have learnt.

GOOD PRACTICES FROM CLASS READERS.

Good practices refers to the actions that people do and they are acceptable to do them as well as they may Influence others to do them too. These practices help In building people morally to as they may be well disciplined. Class readers that have good practices are alot but I mainly bare on two "HAWA THE BUS DRIVER" written by R. S. Mabala In 1988 and "MABALA THE FARMER" written by R. S. Mabala In 1988. The good practices In this book will make a reference to its characters as follows beginning with Hawa the Bus Driver.

Braveness. Being Brave Is an act of being Confident to defend yourself In any situation whither the situation Is tough Or challenging. This practice Can be witnessed In the past where Hawa had to fight against thieves and the drunkard In all this time If she wouldn't be brave she would get harmed easily. In our society we have very few brave people because most of us let fear In the way of success to by using this practice many Of us can end up exceling In life.

Also tolerance. Tolerance Is a practice or a habit of being able to bare what your facing and agreeing to one's views that you don't approve. This habit was shown by Hawa she tolerated all the Views people had about women not driving buses Instead she didn't give up and at the end she succeeded. In our society there are few people who are tolerant because most of us would end up causing fights Over things so we are advised to be tolerant and negotiate.

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Also Hardworking. This is the practice In which one fulfils his or her tasks and responsibilities efficiently, this habit was also done by Hawa In which she used to wake up early prepare breakfast as well as prepare herself for work this activity would be tiresome but she could do it. In our society alot of people tend to be lazy not knowing that they may not succeed In life so we are suppose to Imitate this habit since they all say "Hardwork leads to success" not only this but also another class reader has practices that are good the book Is MABALA THE FARMER and they are as follows.

Resilient practice. This Is the practice In which someone Is able to withstand all the challenges that him/her may Face. This was practised by Mabala when people were telling him he could do nothing he was resilient and waiting for the day that his community will notice him. This Is a good practice especially In our tota today lives because people have a habit of talking bad about others so If we have this habit of resilience we may able to target our goals.

Also commitment. This Is a practice In which One mainly focuses and targets what he/she wants. this habit was done by Mauja (Mama machna) In which she was never tired even though her husband would not help because she was focusing on what she needed to be Achieved. In our society we need to be commited In our goals so as to excel and perform wonderfully.

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> ......Also `respect. Respect It is a practice In which
> a person behave properly to wards each other without
> the Use of any provocative languages that would hurt others
> feelings. This was done by Mauja she really respected
> her husband despite him ~~eating~~ being lazy and not
> Cooperative In work or task or jobs. In our society nowadays
> people tend to be disrespectful In marriages making them-
> selves superior while they are not supposed to be superior to
> each Other Instead they should respect each other
> ....Due to all these points we can clearly see
> that It is Important to do so (as In follow these
> good practices) because they really build the foundation
> OF success In moral and living a disciplined life.
> In the society.

Extract 10.1: A Sample of the Correct Responses to Question 10

In Extract 10.1 the student correctly interpreted the class readers by choosing appropriate characters, Hawa and Mauja, to explain their good practices.

Other students performed average because of their partial understanding of the question. They mentioned good practices to imitate but failed to explain or link them to the characters in the listed books. The students mentioned practices such as hard work, having a good advisor, being a responsible mother, and being tolerant. However, they did not support these with any book on the list.

Students with weak performance on this question failed to respond appropriately due to poor proficiency in English. This situation hindered them from understanding the requirements of the question. They also lacked basic essay writing skills. These students failed to properly introduce the titles of the class readers and/or the authors they were supposed to refer to, as Extract 10.2 shows. Others presented irrelevant characters, and others used the Swahili language. Moreover, some students skipped the entire question. Additionally, others presented unclear,

ungrammatical and unsupported sentences. Some students explained the characters of the class readers "Mabala the Farmer" and "Hawa the Bus Driver" as the main body of their essays, which was off-topic. Some students skipped the entire question. One student wrote in an unknown language, and others included drawings to support their arguments, although some of the drawings did not address the requirements of the question.

10. There are good practices presented in the stories that people should imitate. With reference to two class readers, explain three good practice from each reader you have learnt.

Mabala the farmer
P.S:mabala (1988) Ben & Company dar es salaam
mabala if the & go to the farmer It is to get sugar do not manyua Samadr It is mother It is go to farmer Say to you are sugar is not manyua

Mabata
is the get to tree & tranks the Food mabala It is llike alicohol mabala + it is a ledere

Extract 10.2, A Sample of the Incorrect Responses to Question 10

In Extract 10.2, the student wrote irrelevant responses instead of explaining good practices from two class readers.

3.0 STUDENTS' PERFORMANCE ON EACH TOPIC

The topics included in the 2024 English Language FTNA were Expressing Ongoing Activities, Talking about One's Family, Expressing Likes and Dislikes, Expressing Future Events, Locating Places, Expressing Personal/

Group Routines, Writing Cards and Messages, Talking about Events, Dictionary Use, Asking for Services, Taking Notes, Analysing Information from the Media and Interpreting Literary Works.

The analysis done indicates that the students had good performance on the topics of Expressing Personal and Group Routines (Question 6), Writing Cards and Messages (Questions 3 and 7). Results show that 96.35 per cent, 81.03 per cent of the students attained high performance on these topics respectively. Additionally, the topics which were tested in Question 1, namely Talking about One's family, Talking about Future Plans, Locating Places, Talking about Past Events, Expressing Personal and Group Routine/Habits, Expressing Ongoing Activities, Asking for Services and Analysing Information from the Media had also high performance of 73.84 per cent.

The students had average performance on Expressing Likes and Dislikes, Using a Dictionary, Talking about One's Family and Interpreting Literary Works (Questions 9, 4, 2 and 10). The percentage of students with average performance on these topics was 68.46 per cent, 44.09 per cent, 40.68 per cent and 39.86 per cent, respectively. Weak performance was noted on Talking about Events (20.48%) and Taking Notes (13.45%) in Questions 5 and 8, respectively.

The students performed poorly on Taking Notes because they did not know the important elements to consider when taking notes.

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

4.0   CONCLUSION AND RECOMMENDATIONS

4.1   CONCLUSION

The students' general performance in the 2024 English Language FTNA, was good since 593,938 students (74.58%) scored 30 marks or above. This performance reflected their ability to identify the requirements of the questions, follow the given instructions, and communicate their knowledge of various entities related to the topics effectively.

Conversely, 203,207 (25.42%) of the students faced challenges in this assessment, particularly in answering Questions 5 and 8. These challenges were caused by their inability to compose meaningful sentences using the given pair of words and their inadequate knowledge of the concepts related to taking notes.

4.2   RECOMMENDATIONS

To improve students' performance in the future, this report recommends the following:

(a)   The topic "Taking Notes," particularly the subtopic "Writing Notes from Oral Texts," which was poorly performed, should be taught and learned using the competency-based approach. According to the performance analysis, the students' limited knowledge of the subject matter (writing notes from oral texts) and their failure to understand the demands of the question contributed to the poor performance.

(b)   The topic "Talking about Events," was challenging. This topic often involves the implicit teaching of language rules (grammar). Teachers should consider incorporating explicit grammar instruction in this area. Students should also be encouraged to practise regularly and read grammar books to strengthen their understanding of English language rules.

(c)   The teaching of the topic "Interpreting Literary Works" should incorporate appropriate teaching and learning strategies. For

example, teachers can use drama, dialogues, and storytelling techniques to bring the contents of the books into the real world. This practice can help students better comprehend class readers.

(d)   Students should be encouraged to do numerous exercises in reading texts, pronouncing words, and expanding their vocabulary to improve their mastery of comprehension skills in writing invitation cards, messages, and friendly letters. Moreover, teachers should provide many dictation exercises to enhance students' listening and writing skills.

APPENDIX A: Summary of the Students' Performance per Topic in the 2024 FTNA

SN	Topic	Question Number	Percentage of Students who Scored the Average of 30 and Above	Remarks
1	Expressing Personal and Group Routines	6	96.35	Good
2	Writing Cards and Messages	7	89.40	Good
		3	72.65	
3	Talking About Past Events, Talking about One's Family, Expressing Ongoing Activities, Locating Places, Asking for Services, Expressing Future Plans, Analysing Information from the Media	1	73.84	Good
4	Expressing Likes and Dislikes	9	68.46	Average
5	Dictionary Use	4	44.09	Average
6	Talking About One's Family	2	40.68	Average
7	Interpreting Literary Works	10	39.86	Average
8	Talking About Events	5	20.48	Weak
9	Taking Notes	8	13.45	Weak