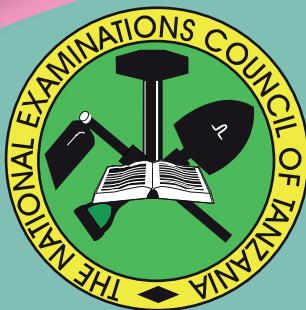


THE NATIONAL EXAMINATIONS COUNCIL OF TANZANIA



**CANDIDATES' ITEM RESPONSE ANALYSIS
REPORT FOR THE CERTIFICATE OF SECONDARY
EDUCATION EXAMINATION (CSEE) 2019**

022 ENGLISH LANGUAGE

THE NATIONAL EXAMINATIONS COUNCIL OF TANZANIA



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FOREWORD

The National Examinations Council of Tanzania (NECTA) is pleased to issue the Candidate's Item Response Analysis (CIRA) report for the Form Four National Examination (CSEE), which was conducted in November 2019. This report is issued in order to provide feedback to educational administrators, school managers, teachers, candidates and other educational stakeholders about the performance of the candidates in the English Language subject.

The report provides a detailed analysis of the candidate's performance in each individual question. The analysis highlights factors which contributed to the achievements of the majority of the candidates as well as the challenges which were faced by some of the candidates in answering questions correctly. The analysis done in each question shows that, the candidates who scored high marks demonstrated a good mastery of the English Language skills in Using a Dictionary, expressing personal and group routine/habits, expressing ongoing activities, talking about past events/activities, expressing future plans/activities, reading a variety of texts, reading and interpreting literary works, asking for services, locating places, reading for information from different sources and writing using appropriate language content and style. On the contrary, the candidates who scored low marks demonstrated low competence in those areas.

The National Examinations Council of Tanzania (NECTA) expects that teachers, school managers, school quality assures, 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.

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 thanks all those who participated in the editing and ultimately the printing of this report.



Dr. Charles E. Msonde

EXECUTIVE SECRETARY

1.0 INTRODUCTION

This report presents a comprehensive analysis of the candidates' performance for the 2019 Certificate of Secondary School Examination (CSEE) for 022 English Language. The English Examination for 2019 was organised into three Sections, namely A, B and C with a total of 12 questions reflecting the new format. The goal was to test the candidates' competences in different areas focusing on the competence-based approach featuring higher order thinking skills.

Section A consisted of Questions 1 and 2. Question 1 comprised ten multiple choice items which required candidates to choose the best answer from the given five alternatives. The question aimed at testing the candidates' ability to correlate facts with different choices related to English Language use. Question 2 comprised matching items aimed at testing the candidate's knowledge of vocabulary.

Section B consisted of six short answer questions from various topics. The section aimed at testing the candidates' knowledge of the appropriate use of English Language in different contexts. Section C consisted of four questions which tested the candidates' ability to read, comprehend and interpret literary works based on the genres of poetry, novels, plays and short stories.

This report intends to provide a detailed analysis based on the candidates performance in each item. It shows the percentage of performance of each question. Levels of performance are categorised into three, namely good, average and weak based on the percentage of scores. Good performance ranges from 65 to 100 per cent, average performance ranges from 30 to 64 per cent while 0 to 29 per cent is categorised as weak.

For easy presentation; good, average and weak performances will be labeled with green, yellow and red colour, respectively. Different extracts representing samples of the candidates' responses have been attached to illustrate how the candidates responded.

A total of 422,606 candidates sat for the CSEE 2019 for the English Language subject. Among these, 278,148 candidates, equivalent to 65.82 per cent passed with different grades, as shown in Table 1.

Table 1: Candidates’ grades in CSEE in 2019 English Language National Examination

Grade	A	B	C	D	F
% of Candidates	2.2	5.4	26.1	32.3	34

The data shows that the performance in 2019 English Language Examination has decreased by 0.48 per cent compared to 2018 where 66.3 per cent of 237,486 candidates passed with different grades as shown in Table 2.

Table 2: Candidates’ grades in CSEE in 2018 English Language National Examination

Grade	A	B	C	D	F
% of Candidates	1.9	7.15	28.78	28.09	33.51

2.0 ANALYSIS OF THE CANDIDATES’ PERFORMANCE PER QUESTION

2.1 SECTION A: Multiple Choice and Matching Items

There were two (2) compulsory questions in this section. Question 1 consisted of ten (10) multiple choice items which carried 10 marks. Question 2 consisted of five (5) matching items which weighed five (5) marks, making a total of 20 marks for the whole section.

2.3.1 Question 1: Multiple Choice

In this question, the candidates were instructed to choose the most correct answer from the given alternatives and write its letter beside the item number in the answer booklet provided. The question tested the candidates’ correct use of past events/activities, ongoing activities and the definite article ‘*the*’.

The question was attempted by 424,264 candidates, out of which 53.0 per cent scored from 0 to 2 marks. Moreover, 35.9 per cent scored from 3 to 6 marks and 11.1 per cent scored from 7 to 10 marks. The general performance of the candidates in the question was average, considering that 47 per cent scored an average of 30 per cent and above, of the 10 marks allocated to the question. The overall candidates’ performance in the question is summarised in Figure 1.

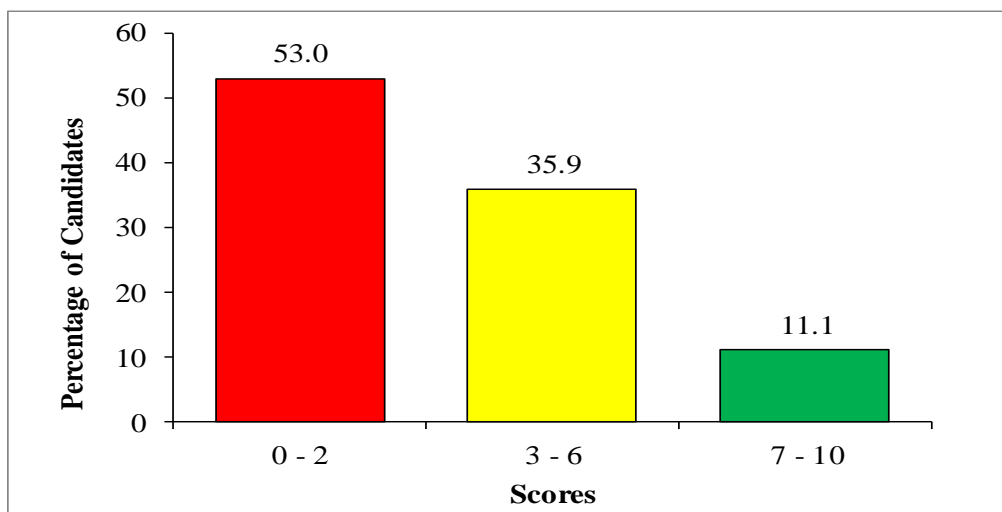


Figure 1: *The Percentage of the Candidates' Performance in Question 1.*

The analysis in item (i)-(x) is as follows;

Item (i) was:

(i) *Kifimbo drives his car carefully. When does he drive his car?*

- A *He does it every day.*
- B *He is doing it now.*
- C *He did it days ago.*
- D *He will do it in days to come.*
- E *He has just finished doing it.*

In item (i) the candidates were required to demonstrate the correct use of the simple present tense. In that case, the singular subject needs a singular form of the verb to form the present tense. The question also intended to assess the candidates' knowledge that Kifimbo is a third person singular noun hence needs a verb *does* which is in the simple present tense. Therefore, the correct response was A *he does it every day*. The candidates who chose other alternatives failed to meet the demands of the question as they did not understand that verbs ending with the progressive form *-ing* are used with the present continuous, not with the simple present tense. Similarly, for those who opted for C, *He did it days ago* were wrong because it is in the past tense form while the response D and E, *he will do it days to come* and *he has just finished doing it* indicate future and the present perfect tense, respectively which do not apply in the given context.

Item (ii) was;

(ii) *Which sentence among the following is grammatically correct?*

- A *They drawn a picture.*
- B *They have drawing a picture.*
- C *They draw pictures.*
- D *They have been drawn a picture.*
- E *They are draw a picture.*

In this item, the candidates were required to demonstrate their knowledge on the relation between the subject and verb in forming correct sentences in the simple present tense. The analysis of the candidates' performance reveals that the general performance in this item was good given that majority of the candidates selected *C they draw pictures* which was the correct response. This means that such candidates had good knowledge of the simple present tense. They also knew that to have a grammatical sentence, there must be a subject and verb agreement. The candidates who opted for *A, B, D* and *E* had not mastered the correct use of the simple present tense. For example, those who chose *A, they drawn a picture* failed to recognise that with the absence of the auxiliary verb *have* the sentence was incorrect to form the present perfect tense. In contrast, those who opted for *B, they have drawing a picture* failed to understand that the subject *they* in the plural form with the auxiliary verb *have* must be followed by a verb in its past perfect form to make the present perfect tense, not the simple present tense. Furthermore, those who opted for *D, they have been drawn a picture* were wrong because, if the sentence was to reflect the present perfect continuous tense, the verb ought to end with the *-ing* form to show continuity. The option *E, they are draw a picture* did not meet the demand of the question because the absence of appropriate verb with the *-ing* ending makes the sentence incorrect even if it was to form the present continuous tense, leave alone the present tense with plural subject taking a verb without *-s* for singular.

Item (iii) was;

- (iii) *Sarah and her family* _____ *most of the people in the town, don't they?*
A knows *B have known* *C are knowing*
D knew *E know*

In item (iii), the candidates were required to show their knowledge of the simple present tense. In this item, two nouns *Sarah* and *family* were introduced indicating a plural subject of a sentence. Therefore, the candidates were required to know that the plural subject does not take the verb ending *-s* in the simple present tense rather it takes the base form of a verb.

The candidates who opted for the correct answer *E* were knowledgeable on the structure of the simple present tense in relation to plural subjects. However, other candidates failed to meet the demand of the question due to lack of knowledge of the language skills in group nouns and inability to use the simple present tense. Those who opted *A, knows* did not understand that the noun phrase *Sarah and her family* is a plural subject which does not take

the verb ending *-s* in the simple present tense. The candidates, who picked B, *have known* were wrong because the alternative was incompatible with the sentence since it was in the past participle which does not apply in this case. Similarly, the candidates who selected C, *are knowing* failed to understand that the simple present tense does not allow a verb to be before a particular verb or *-ing* particle; except in the present continuous tense. Moreover, those who chose D, *knew* were wrong because they failed to use the tense indicator (don't they?) to know that the sentence is in the simple present and not in the simple past.

Item (iv) was;

(iv) *All what Safina _____ to do now is to get back to School.*

A is wanting

B wanted

C has wanted

D wants

E want

In this item, the candidates were required to demonstrate the correct use of the present tense to state facts. The question intended to test the candidates' ability to comprehend that Safina is a third person singular noun; hence it needs a verb ending with the form *-s* when expressing events in the simple present tense. The analysis of the candidates' performance shows that the candidates who opted for *D wants* as the correct response were aware of the correct use of the present tense to state facts. These candidates realised that the third person singular which can be represented by Safina (she), needs a verb ending with the form *-s* or *-es* in the simple present tense.

However, the candidates who opted for A, B, C and E failed to meet the demand of the question due to their lack of knowledge on the use of the simple present tense. Those who chose *A is wanting* did not know that verbs ending with the progressive form *-ing* cannot be used with the simple present tense. Likewise, the candidates who chose B *wanted* were wrong because the response is the past tense form while response E *want* needed a verb ending with the *-s* form in the simple present tense. Those who chose *C has wanted* were wrong because this verb phrase is used to mark the perfect tense which does not apply in this context.

Item (v) was;

(v) *The Sun _____ in the East, doesn't it?*

A rise

B is rising

C rose

D rises

E has risen

In this item the candidates were tested their ability on the correct use of the simple present tense showing habitual actions. In this case, the candidates were required to understand that it is habitual that the Sun rises and sets in the East and West, respectively. On the other hand, the candidates were required to know that the subject of the sentence is in the singular form which required a verb ending with -s in the simple present tense.

The candidates, who opted for the correct answer *D, rises*, were knowledgeable on the formation of the habitual present. In contrast, other candidates failed to meet the demand of this question due to various reasons, including lack of language skills on the use of the simple present tense. The candidates who chose *A, rise*, failed to understand that the rising of the Sun is habitual, hence they were supposed to select the option *rises* to indicate habitual action.

Those who chose *B, is rising* did not understand that the present continuous tense cannot be applied in the simple present tense. Similarly, the candidates who opted for *C rose* failed to realise that the Sun rises every day, hence choosing for the simple past tense was incorrect. Furthermore, the candidates who selected *E, has risen* were incorrect because they failed to differentiate between the simple present tense and the past participle, hence they opted for alternative *E* instead of *D*.

Item (vi) was;

(vi) Does money ____ more money?

A attract

B attracts

C attracting

D attracted

E has attracted

In this item, the candidates were required to show their ability on the use of the simple present tense when wishing to confirm commonly accepted notions. It further required the candidates to know that *money* as a third person singular noun can be represented by a pronoun *it*; therefore it needs the verb ending with -s or -es in the simple present tense.

The candidates who opted for *A attract* as the correct response were aware that *money* as a third person singular noun can be represented by pronoun *it*, therefore it needs the verb ending with -s or -es in the simple present tense. The item also intended to assess the candidates' ability to understand that a third person singular noun needs a verb ending with -s when expressing

events in simple present tense. Furthermore, those who opted for the correct response showed their understanding that it is the third person singular noun (in this case *money*) that can be represented by pronoun *it* and needs the verb ending with -s to make the simple present tense.

However, the candidates who opted for alternatives *B*, *C*, *D* and *E* lacked knowledge on the proper use of the simple present tense. Those who chose *B attracts* were wrong because there is no subject–verb agreement. Moreover, those who chose options *C*, *D* and *E* were wrong because neither of the verbs *attracting*, *attracted* nor the phrase *has attracted* could make a sentence in the simple present tense.

Item (vii) was;

(vii) *Juliana* _____ *the school compound every day*.

<i>A clean</i>	<i>B is cleaning</i>	<i>C cleaned</i>
<i>D has cleaned</i>	<i>E cleans</i>	

In this item, the candidates were required to demonstrate their ability on the use of the simple present tense in expressing daily activities. The item also required the candidates to show their ability to understand that *Juliana* is a third person singular noun which requires a verb ending with -s when expressing daily activities in the simple present tense. The candidates who selected the correct answer *E, cleans* had this knowledge. The candidates who opted for other alternatives did not get the correct answer due to their insufficient knowledge on the simple present tense. Those who opted *A, clean* failed to understand that in the simple present tense the subject *Juliana* needs a verb ending with the form -s to express repeated actions. On the other hand, those who chose *B, is cleaning* failed to understand that verbs ending with the -ing form cannot be used with the simple present tense. Apart from that, the candidates who chose *C, cleaned* did not realise that the adverb of time *every day* is an indicator of the simple present tense, not the simple past tense. Moreover, the candidates who chose *D, has cleaned* failed to understand that the alternative is expressing the present perfect tense which does not apply in the given context.

Item (viii) was;

(viii) *They marched home despite the fact that it was raining. What justifies that the given sentence is in the past form?*

- A *The use of “raining” after the word was.*
- B *The use of -ing in the word raining.*
- C *The use of the root “march” in marched.*
- D *The use of the phrase despite the fact that.*
- E *The use of the particle -ed in the word marched.*

In this item, the candidates were required to show their ability on the use of the simple past tense in expressing the past activities or events. The question also required the candidates to know various indicators which signify different tenses. For example, in this question, the verb ending *-ed* in the word *marched* signifies that the sentence is in the past form.

The candidates who opted for *E the use of the particle -ed in the word marched* were correct because they had knowledge of the simple past tense. They knew that in order for the sentence to be in the simple past tense, the verbs must be followed by the verb inflection *-ed* for all English Language regular verbs. However, the rest of the candidates who opted for *A, B, C and D* failed to meet the requirement of the question due to their lack of knowledge of the simple past tense. Those who opted for *A and B ‘the use of raining after the word was’ and ‘the use of -ing in the word raining’*, respectively were wrong because the word *raining* as a gerund carries *-ing* which does not indicate a past event rather the present continuous tense. The candidates who opted for *C and D* failed to understand that the root *march* or the phrase *despite the fact that* was not a verb which signified the tense.

(ix) *“My heart is beating fast” What does the underlined part of the word indicate in the sentence?*

- A *The past continuous tense*
- B *Daily routine*
- C *Future activity*
- D *The simple present tense*
- E *Ongoing activity*

In this item, the candidates were required to demonstrate their ability to use the simple present progressive tense in expressing ongoing activities. Therefore, the candidates were supposed to understand that *the beating of the*

heart is an endless activity and hence, the base form of a particular verb must be followed by *-ing* verb particle expressing an ongoing activity.

The candidates, who selected the correct answer E, *ongoing activity*, had adequate knowledge of the simple present progressive tense in forming ongoing activities. However, other candidates did not meet the requirements of the question due to lack of knowledge on the simple present progressive tense in expressing ongoing events or activities. Those who selected A, *the past continuous tense* did not realise that the past continuous tense cannot be expressed by using the verb *is* plus the *-ing* particle since it indicates that the heart is beating at the time of speaking and it will continue beating while the past continuous tense indicates that the heart was beating and it is no longer beating at the present time.

The candidates who chose B, *daily routine* did not understand that daily routine cannot be expressed by the *-ing* verb particle because daily routine is expressed in the simple present tense by attaching *-s* particle in singular nouns or a base form of a verb in plural subjects and hence it does not allow the addition of *-ing* verb particle. Similarly, the candidates who chose C, *future activity* were wrong because the *-ing* particle that expresses future requires an adverb of time such as tomorrow, next week and next year. For example, the minister is visiting us tomorrow. Those who selected D, the simple present tense did not comprehend that the simple present tense allows the addition of a particle *-s* before a verb when the subject is singular or retain a base form of verb when the noun or subject is in plural form.

(x) *There is a man sitting outside. The man has been waiting for you since morning. Why is the article "the" used with the word "man" in the second sentence?*

- A *The word man is a unique thing.*
- B *The man is a particular person.*
- C *The man is mentioned for the second time.*
- D *It is used to differentiate it from the first one.*
- E *Because the word man is not the same one.*

In item (x), the candidates were required to demonstrate their knowledge on the use of the article '*the*'. The question also intended to assess the candidates' ability to realise that indefinite article '*a*' is used to mention

something in singular for the first time while the definite ‘*the*’ is used when the same thing (man) is mentioned for the second time (already known).

The analysis shows that the candidates who opted for *C ‘the man is mentioned for the second time’* were correct. Conversely, others who opted for the rest of the answers given that is, *A, B, D* and *E* were wrong because they did not meet the requirement of the question. For example, those who opted for *A the word man is a unique thing* were wrong because this is not a reason for an article ‘*the*’ to be used with the word *man* for the second sentence. Additionally, the candidates who chose *B, the man is particular person* were wrong because ‘*the*’ is not used to make *man* particular. Moreover, options *D* and *E* that *it is used to differentiate it from the first one* and *because the word man is not the same one*, respectively do not answer the question why article ‘*the*’ is used with the word *man* in the second sentence.

However, there were candidates who performed well and scored high marks in Question 1. These candidates had the required knowledge and skills and chose the best answer from the four distractors, as shown in Extract 1.1.

1.	i> A	
	ii> C	
	iii> E	
	iv> D	
	v> D	
	vi> A	
	vii> E	
	viii> E	
	ix> E	
	x> C	

Extract 1.1: A response of a candidate who chose correct responses in Question 1.

Conversely, the candidates who were not conversant with the use of the simple present in different forms managed to get some items correct but missed others.

The analysis shows that, the candidates who scored 0 lacked knowledge and skills needed in the use of the simple present and therefore failed to choose correct answers from the alternatives, as shown in Extract 1.2.

01	i	ii	iii	iv	v	vi	vii	viii	ix	x		
	C	A	C	C	A	D	B	B	A	B		

Extract 1.2: A response of a candidate who chose incorrect responses to all items in Question 1.

2.3.2 Question 2: Matching Items

In this question, the candidates were instructed to match the description of places in List A with the correct place names in List B by writing the correct letter in List B below the corresponding place name in List A in the table provided. The question required the candidates to demonstrate the knowledge and skills of matching names of different places with their descriptions. It further required the candidates to show their mastery of different place names used in their day to day lives. List A consisted of five (5) statements describing different places. List B consisted of seven (7) alternatives from which the candidates were to choose the described places. The question tested the correct use of words to describe important places' names.

List A	List B
(i) A place where books for reading are kept in school.	A Home
(ii) A place where wild animals are kept.	B Library
(iii) A place where people go for treatment.	C Market
(iv) A place you can buy and sale food stuffs.	D Hospital
(v) A place where artistic objects, cultural, historical things are kept.	E Museum
	F School
	G Zoo

The question was attempted by 424,375 candidates, out of which 87.0 per cent scored from 4 to 5 marks. Moreover, 10.1 per cent scored from 2 to 3 marks and 2.9 per cent scored from 0 to 1. Among the candidates with weak performance, 1.1 scored 0. The general performance of the candidates in the question was good, considering that 97.1 per cent scored an average of 30 per

cent and above of the 5 marks allocated to the question. The overall candidates' performance in the question is summarised in Figure 2.

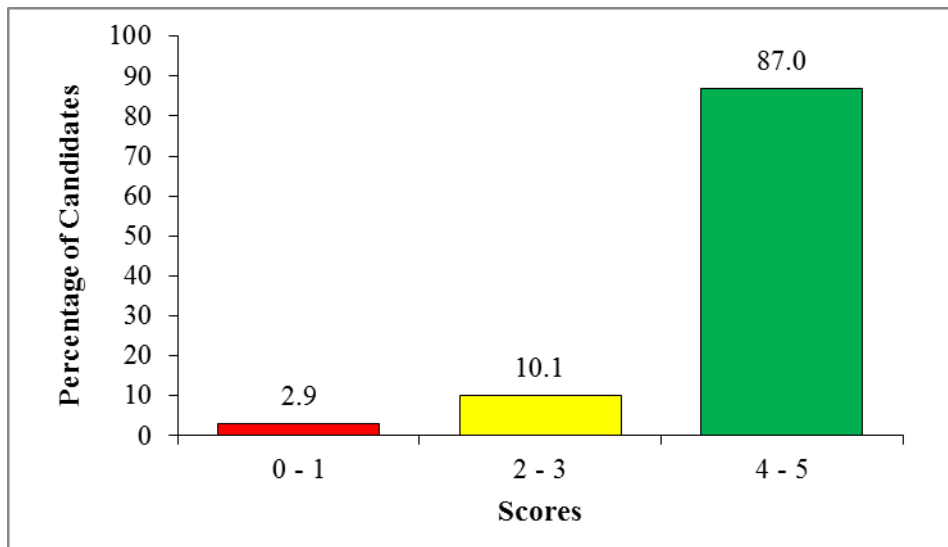


Figure 2: *The Percentages of the Candidates' Performance in Question 2.*

The candidates' analysis shows that 87.0 per cent of the candidates with good performance scored from 4 to 5 marks. Those who scored 4 marks were able to match four expressions in List A with the corresponding words in List B, however, they failed to do so in one of the five items. The candidates who scored 5 marks matched correctly all the five descriptions of places in List A with their corresponding described places in List 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 books for reading are kept in school* matched with letter B, *Library*. This indicates they knew where books for reading in a school are kept.

Further analysis shows that the candidates matched the description in item (ii) *A place where wild animals are kept* with letter G, *Zoo*, since they knew that wild animals are sometimes being kept for public view in a restricted area. Furthermore, they matched item (iii) *A place where people go for treatment* with letter D, *Hospital* because they are aware that people are treated when they get sick and taken care of in a designated area. Moreover, they matched the description in item (iv) *A place where you can buy and sale food stuffs*, with letter C, *Market*, since they were familiar with the word. Additionally, they matched the description in item (v) *A place where artistic objects, cultural, historical things are kept*, with letter E, *Museum* because they knew

the meaning of the word Museum. Extract 2.1 is a sample of correct matches from one of the candidates in this category0.

2.	i) B	
	ii) G	
	iii) D	
	iv) C	
	v) E	

Extract 2.1: A response of a candidate who correctly matched all items.

Moreover, the analysis indicates that some of the candidates scored 2 marks as an average performance, probably because they were not very conversant with the names given to different places. For example, one of the candidates provided correct responses in items (i) (B), (iii) (D) and (iv) (C), since he/she was familiar with the words *Library*, *Hospital* and *Market* as they are commonly used in everyday life. However, the candidate provided incorrect responses in items (ii) (G) and (v) (E).

The analysis also shows that the candidates who scored 1 mark in this question were able to match only one expression in List A with the appropriate vocabulary in List B but failed to do so in other four expressions. In contrast, the candidates who scored 0 in this question failed to match any expression in List A with their corresponding words in List B. This indicates that they did not know the meaning of the vocabulary items which had been used to refer to places where different activities are conducted. For example, the candidates who matched item (i) *A place where books for reading are kept in school with letter G*, *Zoo*, did not understand that the word *zoo* refers to a place where wild animals are kept. It has no relationship with a place where books for reading are kept in school. The reason for this misconception might have been attributed by the fact that, both *zoo* and *Library* are involved in keeping. A zoo keeps wild animals while a library is for keeping books.

Further analysis shows that the candidates who matched item (ii) *A place where wild animals are kept with letter D*, *Hospital*, did not understand that *Hospital* is a place where people go for treatment and it does not have any relationship with a place where wild animals are kept. Moreover, those who matched item (iii) *A place where people go for treatment with letter G*, *zoo*, were not aware that in a zoo wild animals are kept for public view and enjoyment. Thus it cannot be used for treating sick people.

The candidates who matched item (iv) *A place where you can buy and sell food stuffs with letter E, Museum*, could not distinguish between a place used for keeping artistic objects, cultural and historical items and a place for selling and buying food stuffs. Lastly, those who matched item (v) *A place where artistic objects, cultural, historical things are kept with letter F, School*, did not realise that in a school, books for reading are kept and not the otherwise. Extract 2.2 presents such responses.

2							
	A	?	ii	iii	iv	v	
,	B	H	I	G	E	F	

Extract 2.2: A response of a candidate who incorrectly matched all items.

2.2 SECTION B: Short Answer Questions

This section consisted of six compulsory questions 3, 4, 5, 6, 7 and 8. Questions 3 and 4 carried 4 marks each. Questions 5, 6, 7 and 8 weighed 8 marks each. The whole section had a total of 40 marks.

2.3.1 Question 3: Writing Question tags for the Provided Sentences

In this question, the candidates were given four sentences which were instructed to provide question tag for each. The question tested the correct use of question tags.

The sentences were as follows:

- (i) *You don't expect father to believe that.*
- (ii) *He is counting books in the shelf.*
- (iii) *You are doing an English Language examination.*
- (iv) *Madam Laura has not been kind.*

The question required the candidates to demonstrate their knowledge on the formation of appropriate question tags in line with positive and negative statements.

The question was attempted by 413,458 candidates, out of which 57.0 per cent scored from 0 to 1 mark. Moreover, 14.8 per cent scored 2 marks and 28.2 per cent scored from 3 to 4. Among the candidates with weak performance, 44.9

scored 0. The general performance of the candidates in the question was average, considering that 43 per cent of the candidates scored an average of 30 per cent and above, of the 4 marks allocated to the question. The overall candidates' performance in the question is summarised in Figure 3.

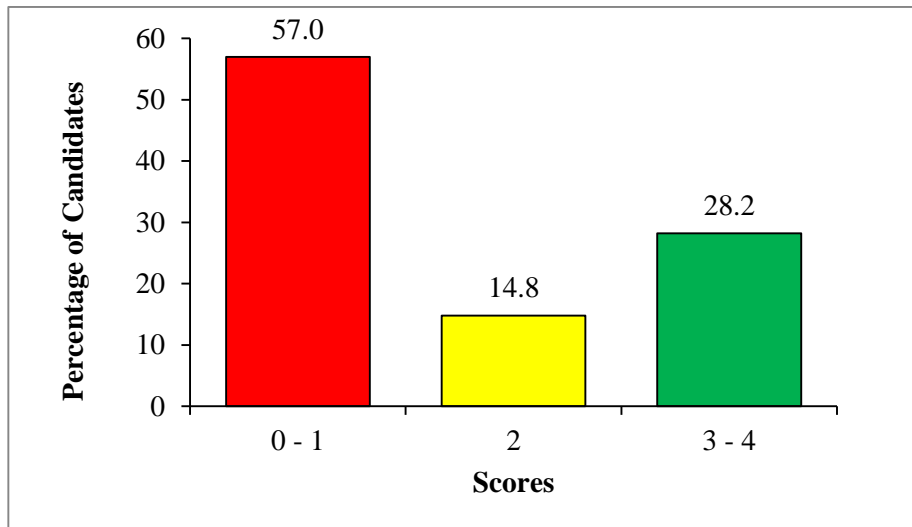


Figure 3: *The Percentages of the Candidates' Performance in Question 3.*

The analysis shows that 28.2 per cent of the candidates who scored high marks in this question had scores ranging from 3 to 4 marks. Those who scored 4 marks had knowledge of the question tags and they were able to supply question tags and their uses. They were aware of, for example, that negative sentence requires a positive question tag as in (a) *you don't expect father to believe that*. The correct question tag was *do you?* which is a positive one. It could not be correct to say *don't you?* because the statement is in the negative form. The candidates were aware of this principle of forming question tags in the English Language. These candidates were aware that positive sentence goes with a negative question tag.

Moreover, these candidates were knowledgeable on how to construct question tags when the statement is a declarative one, as in (b) *He is counting books in the shelf*. This statement requires a negative question tag which is *Isn't he?* These candidates also demonstrated their ability in item (c) *You are doing an English Language examination*. In this item, the statement is compatible with the question tag *Aren't you?* Furthermore, in item (d) *Madam Laura has not been kind*. They showed their ability in supplying the correct question tag *Has she?* The other principles of forming question tags adhered by these candidates

included: the correct use of personal pronouns such as '*He*' and '*She*' and the use question mark (?) at the end of the question tag. The other factors which are considered in question tags including the correct use of auxiliary verbs, for example, verb *be* as *is* and *are*. The verb *do* and the verb *have* as *has*. All these verbs play a key role in the formation of question tags. Additionally, the candidates were knowledgeable on the use of contracted forms in question tags as in 'Aren't you?' also 'Isn't he?' Extract 3.1 is a sample of good response from one of the candidates.

03:a)	Do you?	
b,	Isn't he?	
c,	Aren't you?	
d,	has she?	

Extract 3.1: A response of a candidate who correctly supplied question tags

The candidates who scored 2 marks, which is categorised as an average performance were able write correctly two question tags out of four. For example, one of the candidates provided correct question tags in (b) Isn't he? and (c) Aren't you? However, he/she provided incorrect question tags in items (a) and (d).

The candidates who scored 1 mark had little knowledge of the question tags. Consequently, they were able to write a correct answer in one item. Further analysis shows that the candidates who scored 0 failed to provide correct response to any item due to their incompetence in the use of question tags. For example, one of the candidates, in answering item (a) copied the same sentence as from the question and put a question mark at end of it, probably the candidates mixed up *a question* and *a question tag*. He/she did not know the difference between the two concepts. In answering item (b), another candidate in this category, changed the negative statement/sentence from the question to a positive one, as '*He is not counting books from the shelf*'. The sentence in the question was '*He is counting books from the shelf*'. This indicates the candidate's incompetence in forming question tags. There were also candidates who failed to answer this item correctly, hence they copied the sentence as

from the question and used them as responses. In item (c), some of the candidates with weak performance had not mastered the principles of writing question tags. This led them into omitting the negation form the question tag. For example, one of the candidates in this group wrote *Are you?* The correct question tag was '*Aren't you?*' This is because the sentence was in the declarative form. Moreover, the analysis shows that there were candidates who decided to use the auxiliary verb 'do' to all question tags irrespective of the structure of the sentence. For example, in item (d) one of them wrote '*don't she?*' instead of '*has she?*' Another candidate wrote '*don't you?*' '*don't he?*' and '*don't you?*' to items (a), (b) and (c) respectively. This is an indication of guess work due to incompetence in the use of question tags. Extract 3.2 presents the case in point from one of the candidates.

3	To write an appropriate question tag for each of the following statement	
	(a) You don't expect father to believe that.	
	⇒ Don't you?	
	(b) He is counting books in the shelf.	
	⇒ Don't he?	
	(c) you down are doing an english language examination	
	⇒ Don't you?	
	(d) Madam Laura has not been kind.	
	⇒ Don't she?	

Extract 3.2: A response of a candidate who supplied incorrect question tags.

2.3.2 Question 4: Writing the Meaning of given Dictionary Abbreviations and Symbols

In this question, the candidates were given five symbols and abbreviations that are used in an English Language dictionary and they were required to write what the given abbreviation and symbols stand for. The question aimed at testing the candidates' knowledge to interpret symbols and explain what different abbreviations in a dictionary stand for. Moreover, it aimed at

assessing the candidates' ability to differentiate symbols from abbreviations as used in dictionaries.

(a) *PP*

(b) *[U]*

(c) *(BrE)*

(d) *[V]*

Question 4 was attempted by 334,848 candidates, out of which 85.6 per cent scored from 0 to 1 mark. Furthermore, 11.3 per cent scored 2 marks, and 3.1 per cent scored from 3 to 4. Among the candidates with weak performance, 48.7 scored 0. The general performance of the candidates in the question was weak, considering that only 14.4 per cent scored an average of 30 per cent and above, of the 4 marks allocated to the question. The overall candidates' performance in the question is summarised in Figure 4.

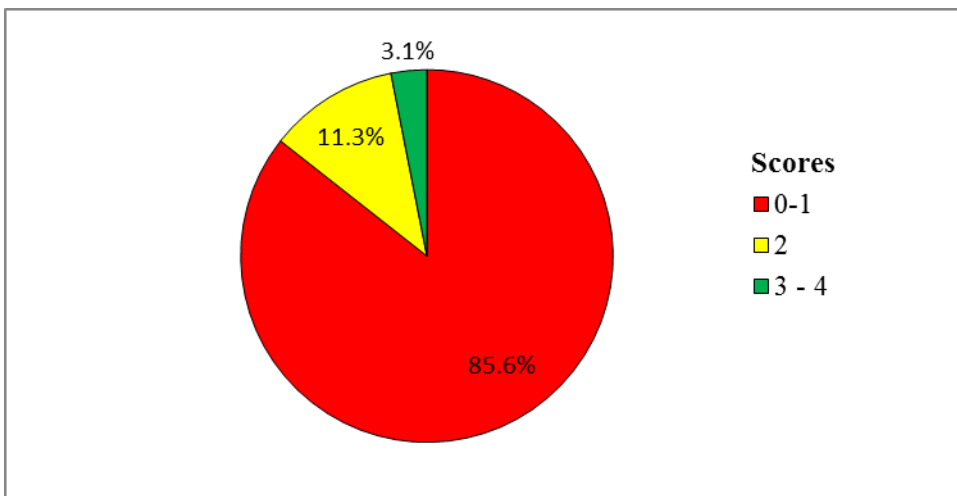


Figure 4: *The Percentages of the Candidates' Performance in Question 4*

The analysis shows that 14.4 per cent of the candidates with a good performance in question 4 had scores ranging from 3 to 4 marks. Those who scored 3 marks correctly wrote the meaning of the three abbreviations but failed to write on the abbreviation in the question. Those who scored 4 marks wrote the meaning of abbreviations and symbols used in a dictionary. This shows that they had adequate knowledge of symbols and abbreviations used in a dictionary. Therefore they knew that *PP* stands for 'Past participle' in item (a) as the first *P* stands for Past and the second *P* stands for participle when the

two letters occur simultaneously. Moreover, they realised that [U] in item (b) stands for uncountable noun. Furthermore, they knew that the abbreviation (BrE) in item (c) stands for 'British English' as in an English Language dictionary there are vocabularies and some phases specifically used in Britain. British English is one of the major dialects of the English Language; the other is called American English abbreviated 'Am E'. They also realised that [V] stands for 'Verb' as a part of speech in the English Language Grammar in item (d). Extract 4.1 is a sample of a good response from the response of one the candidates in this group.

04.		
	a. Past participle.	
	b. Uncountable noun.	
	c. British English.	
	d. Verb	

Extract 4.1: A response of a candidate who provided correct answers.

The candidates with an average performance were 11.3 per cent in this question. These candidates provided correct answers to two items among the four items given. For example, one of the candidates provided correct answers in items (c) and (d), which was an indication that he/she was familiar with the abbreviation Br E and [V]. However, the candidate did not know the meaning of the abbreviations [PP] and [U] which mean past participle and uncountable noun.

Conversely, the analysis shows that 3.1 per cent of the candidates with weak performance in this question had scores ranging from 0 to 1 mark. The candidates who scored 1 mark had little knowledge about abbreviation and dictionary symbols. Those who scored 0 did not have any knowledge about symbols and abbreviations used in a dictionary. Consequently, they provided incorrect answers in all four items. For example one of the candidates provided incorrect responses such as *PP* stands for *People's Power*, [U] stands for *Universal* while BrE means *Britalent* and [V] is for *Volume*. On top of that, another candidate wrote PP stands for *people*, [U] as *unified*, Br E as *brother* and [V] for *virus*. The candidates in this category decided to write words whatsoever came to their minds which start with the letter from the abbreviation due to their incompetence in the meaning of dictionary symbols. Additionally, there were candidates who left the question unanswered because

they had no knowledge of the abbreviations in the question. Extract 4.2 is a sample of a weak response from one of the candidates in this category.

4.	a. people	
	b. Unified	
	c. Brother	
	d. Virus	

Extract 4.2: A response of a candidate who provided incorrect symbols/abbreviations.

2.3.3 Question 5: Constructing Future Sentences Using the Provided ways

In this question, the candidates were given four guidelines in forming future expression and were required to construct one sentence using each guideline provided.

- (a) *The use of 'will' or 'shall'*
- (b) *The use of verb 'be' + 'going' + 'to infinitive'*
- (c) *The use of 'present continuous form'*
- (d) *The use of verb 'be' + 'about to'*

This question was attempted by 398,670 candidates, out of which 94.8 per cent scored from 0 to 2 marks. Moreover, 4.1 per cent scored 4 marks, and only 1.1 per cent scored from 6 to 8. Among the candidates with weak performance, 49.2 percent scored 0. The general performance of the candidates in the question was weak, considering that 5.2 per cent scored an average of 30 per cent and above, of the 8 marks allocated to the question. The overall candidates' performance in the question is summarised in Figure 5.

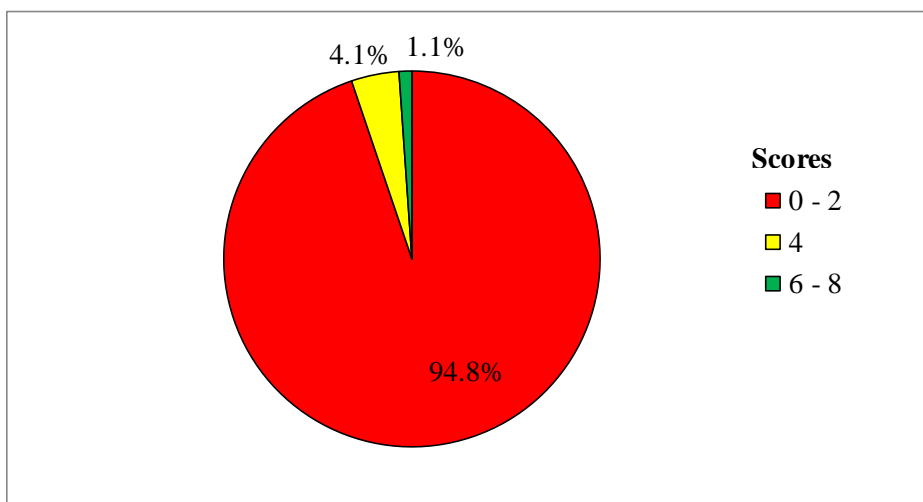


Figure 5: *The Percentages of the Candidates' Performance in Question 5.*

In this question the candidates were required to construct one sentence under each of the given ways to illustrate their use in expressing the future time. The question aimed at testing the candidates' ability to construct correct sentences to express the future using a variety of ways provided.

The candidates with weak performance in this question were 94.8 per cent. They scored from 0 to 2 marks. These candidates exhibited a number of weaknesses. Those who scored 2 marks had little knowledge of how future expression is formed in the English Language. However, they managed to correctly construct only one sentence out of four as instructed. Moreover, the candidates who scored 0 had inadequate knowledge of future expression formation. Consequently, they failed to provide any correct answer. For example, one of the candidates wrote in item (a) *we shall going to school*. This answer is incorrect since the structure used by the candidate 'shall + ingp+ to' is ungrammatical in the English Language. The candidates were not aware that in order to make the sentence correct he/she could insert the verb 'be' between the modal 'shall' and lexical 'going'.

In item (b), one of them wrote: *Hamisi going to infinitive the examination*. In this case, the candidate did not know the meaning of the phrase 'to infinitive'. Consequently, the candidate used the phrase as it is in his/her constructed sentence. The phrase is formed by the preposition 'to' together with the base form of a *lexical verb*, for example, *play* in order to have the structure *to play*.

In item (c), one of candidates wrote: *am answer for two hours*. This sentence is ungrammatical and does not express future time. The item in the question instructed the candidate to use ‘present continuous form’ to form future time. The candidate considered the word ‘present’ and wrote ‘*am answer for two hours*’ to mean he/she had been answering (may be an examination paper) for two hours.

In item (d), the candidate wrote: *Msuva talking about to win the match*. The structure is not a future expression rather the candidate used the ‘ing’ in ‘talking’ and inserted the phrase ‘about to win’ to form what looks like future. The other group of candidates lacked the knowledge to construct the sentences to express future instead they constructed incorrect sentences using wrong version. For example, one candidate wrote: *he will be going to dance on nation ceremony*.

Furthermore, the analysis shows that there were candidates who had no knowledge of how to construct future expression in the English Language. Such candidates ended up copying the guidelines as their responses. Extract 5.1 presents such incorrect answers from one of the candidates in this category.

5	To construct the following sentences according to instruction given	
①	The use of "will" or "shall"	
	⇒ We shall going to school	
②	The use of verb "be" + "going" + to infinitive	
	⇒ Hamza going to infinitive the examination	
③	The use of "present continuous form"	
	⇒ am answer for two hours	
④	The use of verb "be" + about to	
	⇒ Hamza is from about	
	Msuva talking about to win a match	

Extract 5.1: A response of a candidate who provided incorrect answers for the items (a – d).

The candidates with an average performance were able to construct correctly two sentences using the given guidelines. For example, one of the candidates constructed correctly item (a) the use of ‘will’ or ‘shall’ because he/she knew the uses of the modals in forming future time. In item (b) the candidate, was

able to use the structure 'be' + 'going' + 'to infinitive' to construct a sentence expressing future time. However, the candidate wrote incorrect sentences in items (c) and (d) since he/she did not know the rules of constructing future by using 'present continuous form' and verb 'be' + 'about to'.

The candidates with a good performance were 1.1 per cent. They scored from 6 to 8 marks. Those who scored 6 marks were able to construct correctly three sentences using the provided guidelines among the four items given. Furthermore, the candidates who scored 8 marks were able to construct all the given sentences. The candidates considered that pronouns 'I, we/you, we, I, they, she, he, it' can take either 'will' or 'shall' in expressing the future in item (a). The future can further be expressed with 'be' going to infinitive. For example, *It is going to rain or It is raining in the evening or It is about to rain* (there are signs and indicators of rain in a short time to come) in item (b). In item (c), they knew that the present continuous form can be used to construct future time. The candidates who scored high marks constructed correct sentences using the guideline *be + about to* in item (d). Extract 5.2 is a sample of correct answers.

05 a)	We will visit Faraj's Opplange center after our term four level.	
b)	I am going to learn, how to cook a cake tomorrow.	
c)	She is will be visiting us tomorrow.	
d)	I was about to phone her, when the phone just rang.	

Extract 5.2: A response of a candidate who scored high marks in question 5.

2.3.4 Question 6: Communicating with a Shopkeeper Using the Guidelines Provided

In this question, the candidates were required to write communicative expression with the shopkeeper using the given question guides. The candidates were required to show their ability to communicate effectively using the English Language when requesting for services of commonly used home items. The question also required the candidates to demonstrate their mastering skills in understanding various food stuffs available in the environment including in shops and supermarkets. Furthermore, the question demanded the candidates to show their ability to make conversation to request for various food stuffs by their names, prices and quantities using the English Language.

Suppose you are sent to a shop to buy some food stuffs. How would you communicate with the shopkeeper using the given question guides in (a – d)?

- (a) *How would you start the conversation?*
- (b) *How would you ask for the item you want to buy?*
- (c) *How would you ask for the price?*
- (d) *How would you ask for the quantity of the item you want?*

This question was attempted by 384,073 candidates, out of which 65.7 per cent scored from 0 to 2 marks. Moreover, 2.1 per cent scored 4 marks and 32.2 per cent scored from 6 to 8. Among the candidates with weak performance, 49.2 per cent scored 0. The general performance of the candidates in the question was average considering that, 34.3 per cent scored an average of 30 per cent and above, of the 8 marks allocated to the question. The overall candidates' performance in the question is summarised in Figure 6.

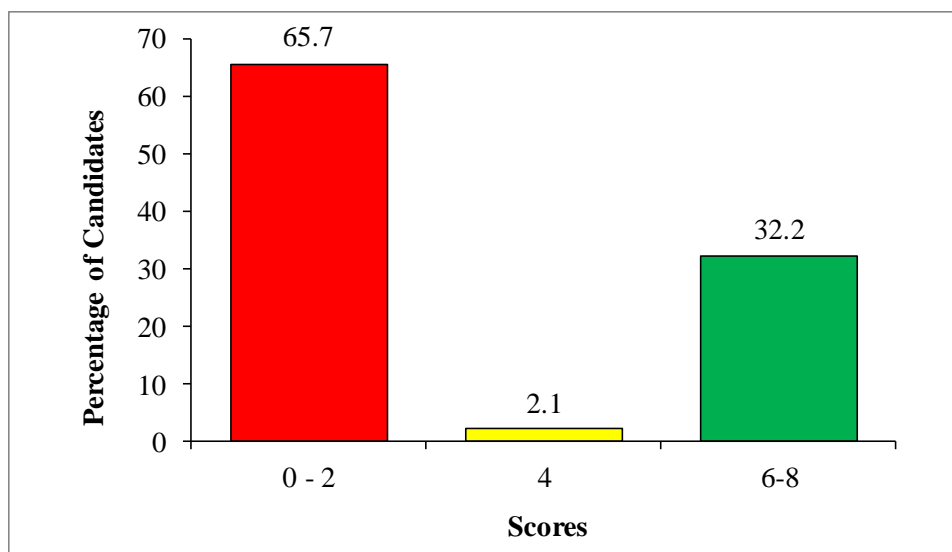


Figure 6: *The Percentages of the Candidates' Performance in Question 6.*

The candidates who scored high marks were 32.2 per cent. They scored from 6 to 8 marks and they showed good knowledge in communication skills which enabled them to communicate appropriately with the shopkeeper requesting for the proper items required. Those who scored 6 marks wrote correctly three communicative sentences on how to communicate with a shopkeeper when buying food stuffs. However, they did not manage to write correctly one communicative sentence; hence they scored 6 marks out of 8 allocated for the question. Those who scored 8 marks in this question managed to show how one would communicate with the shopkeeper when requesting for food stuffs as seen in Extract 6.1.

6 a)	Good morning Miss Jonester.	
b)	Do you have some maize flour?	
c)	How much is one kilogram of maize flour?	
d)	Can I have two kilograms of maize flour please?	

Extract 6.1: A response of a candidate who provided correct answers

Moreover, there were candidates who scored average marks. These candidates were able to communicate with a shopkeeper but using some incorrect sentences. For example, one of the candidates managed to make four sentences

out of which one was incorrect and another one lacked clarity which led to be awarded average marks.

On the contrary, there were candidates who did not understand the requirements of the question because they lacked the knowledge of what the phrase *food stuffs* meant and some mathematical elementary concepts such as prices and quantities of items needed. Some of them failed to produce the questions to the shopkeeper as required while others made questions which do not ask for food stuffs. One of the candidates, for example, wrote an order letter requesting for food stuffs instead of making conversation with the shopkeeper since he/she lacked the knowledge and had limited vocabulary to differentiate a dialogue from an order letter as indicated in the Extract 6.2.

6.	CHANIKA BUYUNI	
	P.O. BOX 3473	
	ILALA	
	10 TH NOV, 2019	
	THE SHOPKEEPER,	
	P.O. BOX 2174,	
	DAR-ES-SALAAM,	
	Dear	
	REF: ORDER FOR BUY SOME FOOD STUFF	
	I hope you feeling good in their shop and	
	their proceed and continuous for a good condition	
	with all workers in the shop.	
	The aim of this letter I need to buy some	
	a food stuff from your market/shop and the	
	things that are:	
	SN	Commodities
	1	Bakery
	2	Breads
	3	Milk Nido
	4	Rice
	5	Atzety
	I hope the products that I need its comes	
	and transport to the Azam Bakharessa Express.	
	Up to my home and god bless you and your are	
	shop'	
	Your Succesfull	
	T. Jema	
	Tumaini Jema	

Extract 6.2: A response of a candidate who provided incorrect answers.

2.3.5 Question 7: Constructing Sentences on a Serious Accident Witnessed Using the Provided Words

In this question, the candidates were supposed to consider that they had witnessed a serious accident on their way to school and were required to use the mentioned guide words to construct a sentence for each to describe the incident. The question aimed at testing the ability of the candidates to express themselves using English in different situations. It further aimed at testing the candidates' ability to correlate some vocabularies with the incident using correct structures.

Consider that you have witnessed a serious accident on your way to school. Use the following words to construct a sentence for each to describe the incident.

- (a) Bad*
- (b) Injured*
- (c) Terrible*
- (d) Horrible*

This question was attempted by 368,361 candidates, out of which 79.1 per cent had scores ranging from 0 to 2 marks. Moreover, 10.1 per cent had scored 4 marks and 10.8 per cent had scores ranging from 6 to 8. Among the candidates with weak performance, 67.9 scored 0. The general performance of the candidates in the question was weak, considering that 20.9 per cent scored an average of 30 per cent and above, of the 8 marks allocated to the question. The overall candidates' performance in the question is summarised in Figure 7.

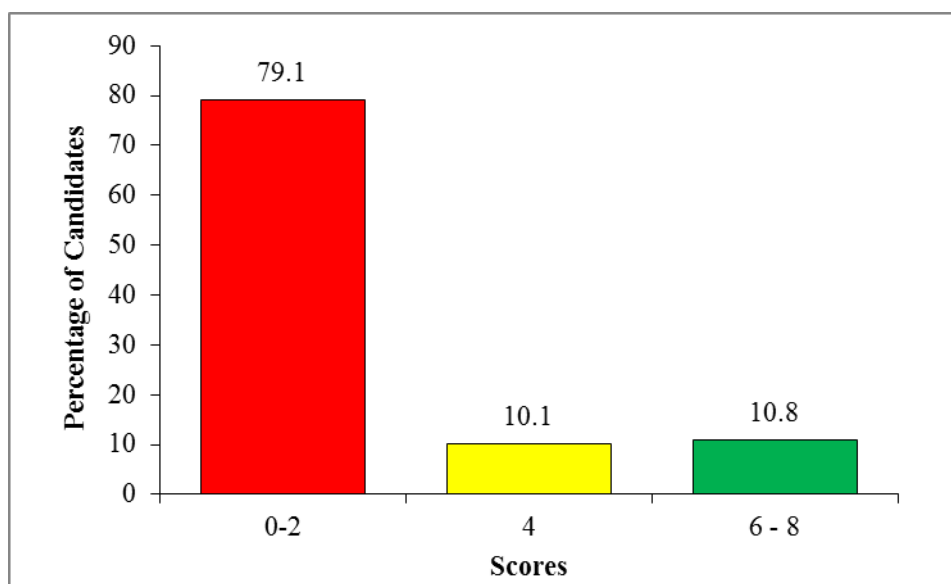


Figure 7: The Percentages of the Candidates' Performance in Question 7.

The candidates with good performance were 10.8 per cent who scored from 6 to 8 marks. Those who scored 8 marks were able to narrate what happened during the accident using the given words *bad*, *injured*, *terrible* and *horrible*. The sentences were supposed to be correct and follow chronological order of the accident. The analysis shows that these candidates had the knowledge and ability to make correct sentences in relation to the incident for example; one candidate was able to write the required sentences correctly to deserve high scores, as shown in Extract 7.1.

7.	a) The bad accident occurred at Ilala yesterday.	
	b) Twenty people were injured by the car.	
	c) It was serious and very terrible accident.	
	d) It was horrible, and made me run fast.	

Extract 7.1: A response of a candidate who provided correct response

On the contrary, the candidates whose performance was average managed to construct only two correct sentences, while the remaining two were

ungrammatical and were not related to the incident. These candidates scored 4 marks hence attained average performance.

Furthermore, there were candidates who failed to construct the required sentences. These candidates lacked knowledge of using the given words to express themselves in English. For example, one of the candidates used the given words to construct incorrect sentences not related to the incidence, as shown in Extract 7.2:

07.	@ Road accident is bad things and It can cause people to death and there is not good in the society.	
	⑥ Accident is the Injured person to get a Injured is not good things. It can cause people to died and we need to remove those people who cause Injured.	
	⑦ Accident is Terrible It can cause people to have a conflict and In other time can death In from one place to another. and is not good In our society.	
	⑧ Accident is Horrible and It can cause death to people In from one place to another and we need support to the government to remove those things In from one place to another.	

Extract 7.2: A response of a candidate who provided incorrect response.

2.3.6 Question 8: Reading and Obtaining Specific Information from the Passage

In this question, the candidates were instructed to read a given passage and answer the questions that followed. The question tested the candidates' ability to read and comprehend the given passage. The following is the passage which was given for this question.

English language seems to be a problem to both teachers and students in Tanzania although it is an official language. It is taught as a subject in primary schools and is used as the medium of instruction from secondary schools to higher education levels.

In recent years, the language has been a barrier in academic performance among many students. It acts as an obstacle to some of the students toward learning new concepts intended since they fail to understand what is taught in the classroom using English language. As a result, they finish a certain level of education without having the required skills and competences.

Some measures should be taken in order to solve the existing problem. It is suggested that Kiswahili should be used as a medium of instruction in all levels of education because it is the National language and it is well understood by Tanzanians as compared to English language. It has been proven through various researches that, people understand better when they learn in the language they know.

There are some prevailing wrong perceptions that, Kiswahili has limited vocabularies and it is not self-sufficient when it comes to scientific and technological issues. This is very wrong perception since any language in the universe has ability to borrow and incorporate words from other languages. However, there is no language which is self-sufficient by itself.

Questions:

- (a) Suggest the suitable title of the passage with about four to ten words.*
- (b) How could the problem of language of instruction be solved in Tanzania? Explain one means.*
- (c) Why has English Language been a problem in Tanzania? Give one reason.*
- (d) In your opinion, which language between English and Kiswahili should be used as a medium of instruction in all levels of education in Tanzania? Limit your response to one point.*

This question was attempted by 47,012 candidates, out of which 46.8 per cent scored from 0 to 2 marks. Moreover, the data indicate that, 46.0 per cent scored 4 marks and 7.2 per cent scored from 6 to 8. Among the candidates with weak performance, 16.4 percent scored 0. The general performance of the candidates in the question was average, considering that 53.2 per cent scored an average of 30 per cent and above, of the 8 marks allocated to the question. The overall candidates' performance in the question is summarised in Figure 8.

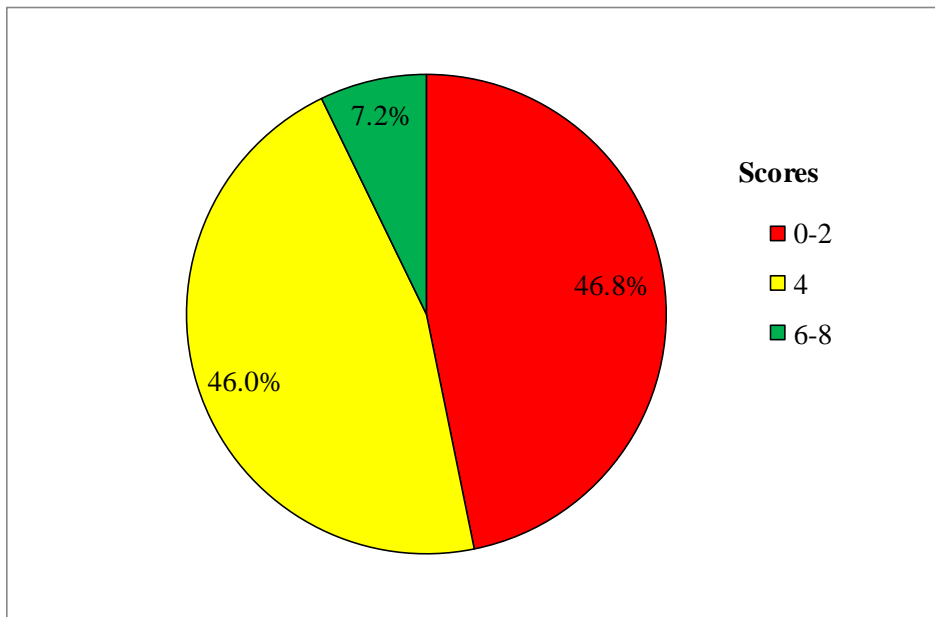


Figure 8: *The Percentages of the Candidates' Performance in Question 8.*

In item (a), the question aimed at testing the ability of the candidate to read, understand and remember. It also aimed at assessing the candidate's ability to read a variety of texts in the English Language. The candidates who scored high marks were able to realise that a suitable title must be passage oriented, written in the candidates own words, and using capital letters following the number of words instructed in the question. For example, one of the candidates suggested a suitable title, as shown in Extract 8.1 (a).

8. a)	LANGUAGE OF INSTRUCTION IN SECONDARY SCHOOLS AND	
	HIGHER EDUCATION LEVELS	

Extract 8.1: A sample of a suitable title.

In item 8 (b), the question aimed at testing the ability of the candidates to express themselves in the English Language. Those who scored high marks explained how the problem of language of instruction could be solved using correct structures. For example, one of the candidates preferred Kiswahili to English as the language of instruction in Tanzania, as shown in Extract 8.2 (b).

	(b) The problem has to be solved by using KISWAHILI language .	
	as a language of instructions .	

Extract 8.2: A response of a candidate who preferred Kiswahili to English Language.

In item 8(c), the question aimed at testing the candidates' ability to reason why the English Language has been a problem in Tanzania. The candidates who scored high marks in this part correctly showed the ability to read, understand and to reason why English Language has been a problem in Tanzania. These candidates showed the reasoning skills to argue against the problems raised in the society.

On the other hand, those who failed to comprehend the passage were not able to give reasons to the problem posed. One candidate copied a sentence from the passage as the reason why English has been a problem in Tanzania as shown in the Extract 8.3.

8. (b)	It is suggest that Kiswahili should be used as a Medium of instruction in all levels of education.	
	c) The language has been a barrier in academic performance among many students.	
	d) English because the people understand better when they learn in the language they know.	
	a) English LANGUAGE IS THE PROBLEM TO THE PEOPLE TO UNDERSTAND	

Extract 8.3: A response of a candidate who provided of an incorrect response.

In item 8 (d), the question required the candidates to give opinions or suggestions preferring either Kiswahili or English Language to be used as a medium of instruction in all levels of education in Tanzania. The candidates who were able to defend their sides intelligently showed the ability to argue against any social problem occurring in the society. One of the candidate defended English Language to be used in all levels of education in Tanzania because it is an international Language which will enable everyone to communicate in the world, as shown in Extract 8.4.

	(d) English language should be used because it is a	
	international language that you can communicate with	
	anybody through out the world.	

Extract 8.4: A sample of a good response for English Language as a medium language of instruction in Tanzania.

2.3 SECTION C: Essay Questions

This section consisted of four (4) questions 9, 10, 11 and 12. Each question weighed 15 marks. Candidates were instructed to answer any three (3) of them. The whole section had a total of 45 marks.

2.3.1 Question 9: Writing an Argumentative Essay on the Given Statement

In this question, the candidates were required to argue against the statement that “Digital revolution has spoiled the world”. The question required the candidates to use six points in not more than 250 words to argue against the statement provided. In other words, the candidates were required to give six points to support and show the benefits of digital revolution to the world.

The question aimed at testing the ability of candidates to write composition. Furthermore, the questions aimed at assessing the candidates’ ability to express themselves using the English Language. It only also aimed at accessing the candidates’ ability to understand the meaning of different connotations in the English Language.

This question was attempted by 210,984 candidates, out of which 65.9 per cent scored from 0 to 5 marks. Furthermore, 27.6 per cent scored 4 marks and 6.5 per cent scored from 11 to 15. Among the candidates with weak performance, 38.1 per cent scored 0. The general performance of the candidates in the question was average, considering that 34.1 per cent scored

an average of 30 per cent and above, of the 15 marks allocated to the question. The overall candidates' performance in the question is summarised in Figure 9.

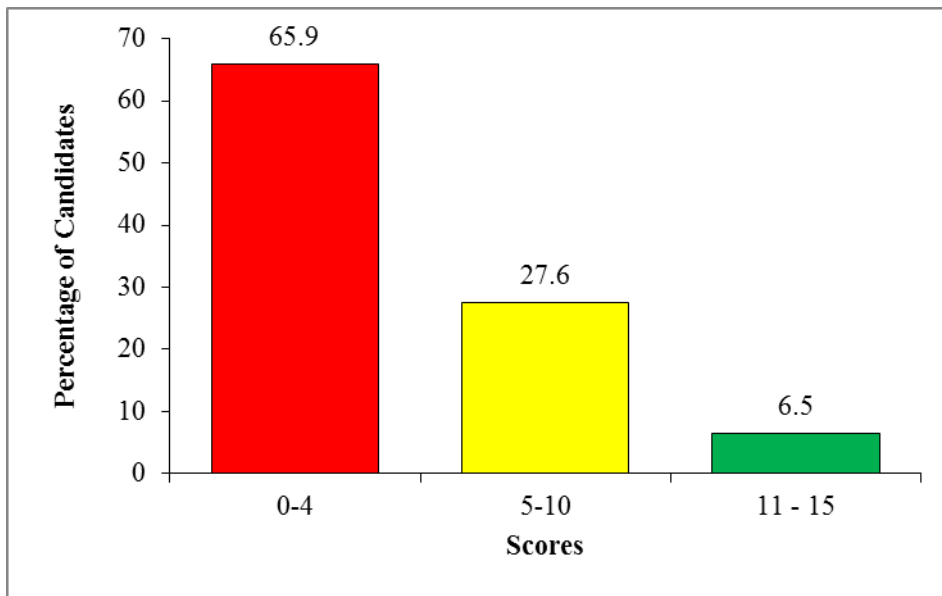


Figure 9: *The Percentages of the Candidates' Performance in Question 9.*

The candidates who scored high marks understood the meaning of *digital revolution*. They mentioned and explained convincingly six points against the notion that 'Digital revolution has spoiled the world by showing the advantages, such as improvement in communication, easy access to information, useful for business, advertisements and more others'. Hence, they deserved high scores as shown in the Extract 9.1.

9.	<p>Digital revolution refers to the advancement of the technology and science in today's world. Most of people complain that digital revolution has increased a lot of problems such as improper behavior and even crimes. But that is not correct as it is supported by the following facts:</p> <p>It has led to the improvement of communication technology. In today's world, communication in different aspects of life has been improved. People get different information through digital instruments in a very fast way.</p> <p>It has led to industrial revolution too. Digital revolution has improved machines that are used for production in the industries. This has also led to increase in production for instruments used are modern. Hence improvement in life standard.</p> <p>It has led to the improvement of transportation activities in various parts of the world. The goods transported using digital instruments reach at the place at fast way. For example, one can send money to the other person through phone. This helps to save time.</p> <p>It has led to improvement in provision of social services to the community. Places with advanced digital facilities get plenty of social services that are important for day to day activities. For example of services are electricity and water supply.</p> <p>It has led to the improvement of education sector. The education sector goes relatively with technology. The digital revolution has led students get a lot of materials. For example, a student can get materials for studying through phone.</p> <p>Lastly, it has led to improvement in medical treatments. Now days, technology has helped people to have advanced skill when giving medical care. This will helps even though we do not know the real melachies present in it through digital items.</p> <p>Therefore, in order for one to develop, here she should use digital instruments that goes with advanced technology in daily life.</p>
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Extract 9.1: A sample of a correct response in Question 9.

However, other candidates understood the question and wrote down the required points but failed to elaborate them fully. Hence, they were awarded one mark each instead of the required two marks. Therefore, they attained average marks.

Further analysis shows that, there were candidates who lacked the knowledge of composition writing, thus failed to interpret the question and ended up misinterpreting the question. For example, one of the candidates wrote *a debate* which was not required. Another candidate in this category argued for the given statement instead of arguing against it as shown below in Extract 9.2.

Qn 9. I argue that Digital revolution has spoilt the world. Digital revolution is a situation of increase the science and technology in a country the world. Its true the digital revolution has spoilt the world for the following points.

It lead the moral decay; the use of the mobile phones for the people they use that mobile phones for watching pornography. that led to the destroy the moral values to the young people which they affect them.

It lead of increase the rate of crimes; due to the digital people they use phones and Computer to steal the money to the various - institution such as Bank. digital revolution has spoilt the world.

Digital revolution has spoilt the Culture; in the world, a Culture is a total way of life. every Country has its Culture and the coming of the Digital revolution it led to the destruction of Culture and the Culture of the different Country die. example the Culture of traditional dance,

Digital revolution it lead spread of disease; the items used in digital such as telephones, and Computer, personal Computer it cause the disease such as Cancer which kill the people in the world. death of the people led to the depopulation and production in the world.

Digital revolution cause the pollution in the world; the pollution is a fast releasing the harmful materials to the environment, digital things such as Television, Telephone they release harmful rays and gases which cause pollution in the world.

Extract 9.2: A sample of an incorrect response in Question 9.

2.3.2 Question 10: Using the poems "A Freedom Song" by Mcgoeye M.O and "Song of Lawino" by Okot p Bitek to portray oppression and its relevance.

The question aimed at testing the candidates' ability to read and appropriately interpret literary works. It also aimed at accessing the candidates' ability to express themselves using the English Language. Furthermore, the question

intended to test the candidates' ability to relate what they have read with what is taking place in their societies.

This question was attempted by 142,910 candidates, out of which 84.3 per cent scored from 0 to 5 marks. Additionally, 14.8 per cent scored 4 marks and 0.9 per cent scored from 11 to 15. Among the candidates with weak performance, 39.1 per cent scored 0. The general performance of the candidates in the question was weak, considering that 15.9 per cent scored an average of 30 per cent and above, of the 15 marks allocated to the question. The overall candidates' performance in the question is summarised in Figure 10.

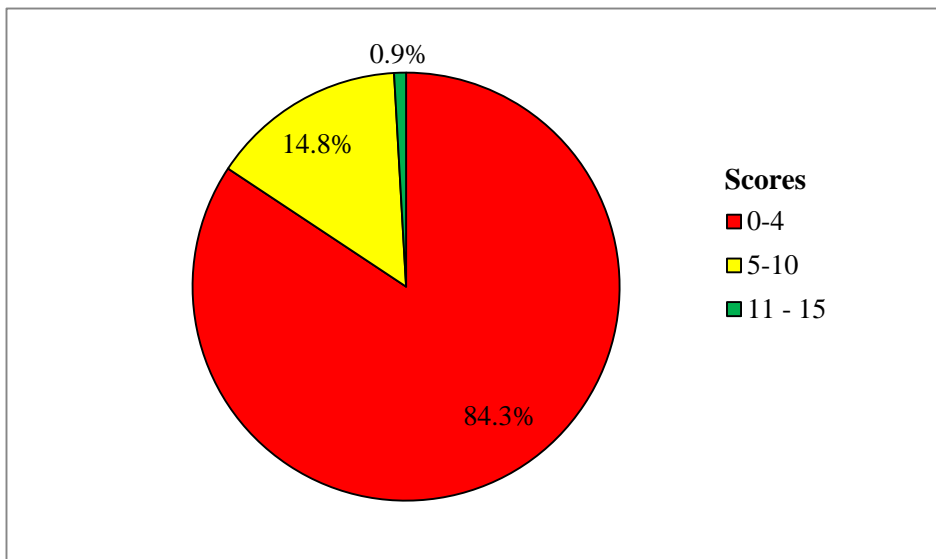


Figure 10: The Percentages of the Candidates' Performance in Question 10.

The candidates who scored high marks defined what oppression is. They explained how poets have portrayed the problem of oppression by citing examples from the two poems that are '*A Freedom Song*' by McGoye M.O and *A Song of Lawino* by Okot p Bitek. These candidates showed knowledge of poetry by making a thorough analysis on the two poems. However, the candidates mentioned *women's divorce, men's involvement in extra marital affairs, men abusing their wives as well as women abusing their fellow women*, points which qualified their arguments. A sample of a candidate who responded correctly is shown in Extract 10.1.

10 First, the poet has discussed the issue of child oppression through child labour, a child is a person who is below eighteen years. The poet has used Atieno to show child oppression & through child labour where her uncle overworks her when she was eight years old. She had to do all domestic work and waking up early. This is proved when the poem says;

"Atieno washes dishes

Atieno plucks the chicken

Atieno wakes up early

Beds up her bed down in the kitchen

Atieno eight years old

Atieno go!" (stanza 1)

Therefore the ^{stanza}~~quote~~ above proves that there is child oppression in terms of child labour. The issue of child oppression in terms of child labour still exist in our societies since many children are working in small industries and mining sectors.

Second, the poet has portrayed the issue of child oppression in terms of not being paid (exploited). The poet has also shown how Atieno is being exploited because she has to work and do all domestic chores without any pay. This is proved when the poet says:

"Since she is my sister's daughter,

Atieno needs no pay,

while she works my wife can sit

Sewing every sunny day

With her earnings I support

Atieno go!" (stanza two 2)

Therefore the stanza above proves that there is child oppression in terms of exploitation. The problem is also common in our societies since there is exploitation of children from family levels where they are to do work and also exploitation of house maids.

10	when she said,	
	"--Ocul abuses me that I don't know the letter	
	A --."	
	Therefore the quote above proves that women are being oppressed by their husbands by being abused. The problem is also in our societies since many men abuse their wife leading to family conflicts.	
	Third, the poet has portrayed the issue of women oppression in terms of being considered valueless by their husbands; the poet has shown how Lavinia is complaining that her husband compares her with the rubbish in the rubbish pit. This is proved as she said,	
	"He compares me with the rubbish	
	In the rubbish pit--"	
	Therefore the quote above proves that women are oppressed by being considered valueless. The problem is also in our societies which makes women inferior and men more superior.	
	In a nutshell, the government can teach its people to eradicate all forms of oppression so that people can live happily in the country which will also help to form a stable nation without conflicts.	

Extract 10.1: A sample of a good response in poetry.

However, other candidates either succeeded to give out the required points but instead of six points in total, they were able to give out lesser points than the required number between three and four, this led them to score average marks.

On the contrary, other candidates failed to make use of the two poems as required, instead not only wrong answers but also composed a poem not totally related to the requirements of the question as shown in Extract 10.2.

10	I Love My school	
	I Love Pat	
	I Love eat so much	
	so much wellob	
	so much wellob	
	so much wellob somach.	
	i: Education - Is A key of Life	
	ii: Pat - is the Uhai of people.	
	iii:	

Extract 10.2: A response of a candidate who provided incorrect answers.

2.3.3 Question 11: Using characters from two novels studied to analyse bad traits which should not be adapted in Tanzanian context.

In this question, the candidates were required to use characters from the two novels studied under this section to analyse bad traits which should not be adapted in Tanzanian context by providing three points from each novel. The question aimed at testing the candidates ability to read, understand interpret literary works. Also it aimed at assessing the candidates' ability to respond to questions given out of books read.

Question 11 was attempted by 383,130 candidates, out of which 40.5 per cent scored from 0 to 5 marks. Moreover, 47.0 per cent scored 4 marks, and 12.5 per cent scored from 11 to 15. Among the candidates with weak performance, 11.3 per cent scored 0. The general performance of the candidates in the question was average, considering that 59.5 per cent scored an average of 30 per cent and above, of the 15 marks allocated to the question. The overall candidates' performance in the question is summarised in Figure 11.

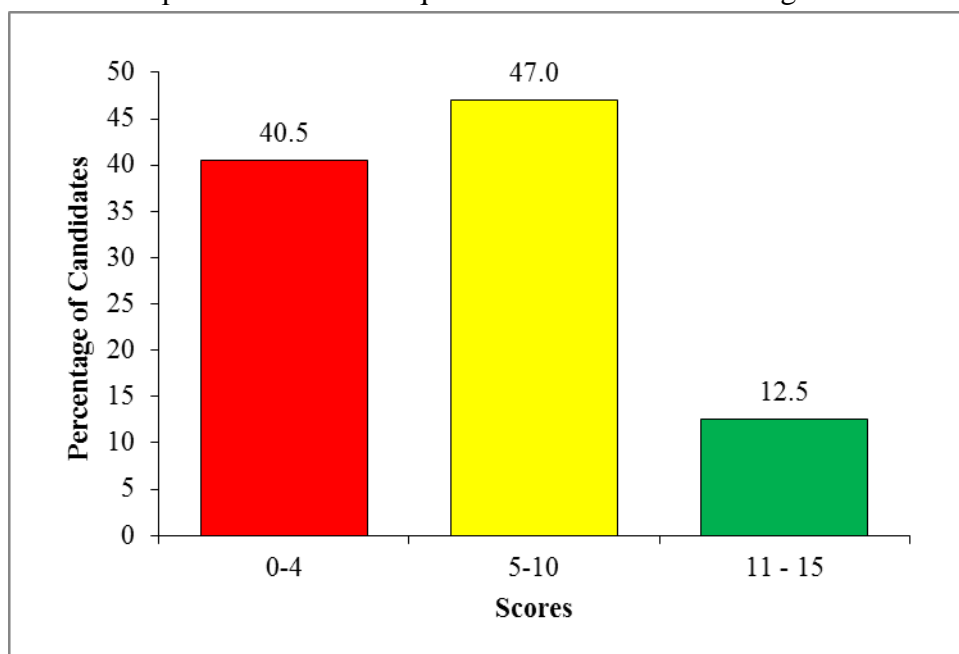


Figure 11: *The Percentages of the Candidates' Performance in Question 11.*

The candidates who scored high marks defined the term 'characters' as imaginary people, animals or creatures used by different novelists to convey their intended message. They also stated the two novels used. Furthermore,

the candidates analysed *corruption, adultery/promiscuity, excessive drinking, mistreatment of children, female genital mutilation, betrayal and sex before marriage as bad traits* that which exist in Tanzania and which should not be adapted in line with the associated characters for each trait. These were awarded high marks as shown in Extract 11.

		use only
11.	<p>characters are living or non living things used by the writer of a given literary work so as to convey a given Message to the people concerned. In the novels <i>PASSED LIKE A SHADOW</i> by B.M. Mapalala and <i>UNANSWERED CRIES</i> by Papan context the author has shown various bad traits (characters) which should not be adopted in Tanzanian context.</p> <p>Starting with the novel <i>PASSED LIKE A SHADOW</i> by B.M. Mapalala the following are the bad traits shown by the author which should not be adopted in Tanzanian context.</p> <p><u>Drunkardness</u>, this is the action of using Alcohol and other recreational drinks which may have an effect to some one's health. This is shown by Adyeri in the novel where by he spends alot of money so as to get recreational drinks such as alcohol and hence his continuous behaviour causes him to be drunkard. In our societies there are also some people who use alcohol and other recreational drinks which causes drunkardness as the way to overcome emotional stress and other problems that they face. This is mostly practised by youth. This behaviour is bad and should not be practised in Tanzania because it leads to negative impacts such as increase of poverty and street children.</p> <p><u>Raping</u> as shown by John in the novel the author has shown Raping as the bad trait. Raping is the practise of doing unwilling sex with a person. John rapes Aboki because Aboki was not willing to have sex with him hence John puts a drug which causes sleepness to Aboki so as to fulfill his will. In our societies there are various criminal crimes concerning with raping where by even young girls are exposed to this violence by their closely related neighbours such as uncles, brothers and fathers. This is a bad trait and should not be practised in Tanzania due to its negative impacts such as spread of HIV/AIDS and other sexual transmitted diseases hence the government should formulate</p>	

11.	to laws against raping and should take seriously punishment to law breakers.	
	Prostitution as shown by Vicky, Tusiime and Kunihiya, prostitution is the commercial sex where by some one sells her body for the purpose of getting money. The author has shown that prostitution is mostly influenced by poverty and peer pressure. Vicky, Tusiime and Kunihiya engaged themselves in prostitution because of poverty. In our societies prostitution is mostly practised by girls where by they sell their bodies so as to get money for their basic needs such as food, shelter and clothes. This practice is bad since it causes fast spread of sexual transmitted diseases such as AIDS hence in order to overcome the problem social education against bad peer influence should be provided and also people should work very hard.	
	Also in the novel UNANSWERED CRIES by Osman Conteh the author has shown the following bad traits which should not be adapted in Tanzanian context, Betrayal and corruption as shown by Pa-Amadu and Edward Cole. This is the act of doing something out on an agreement, in the novel the author has shown that Edward Cole betrays Olabisi by exposing the relationship in the court. Also Pa-Amadu betrays Makalay by receiving corruption from Olabisi and hence he does not take her back to Makalay. In our societies also most of people fail to reach their goals due to corruption and betrayal. For example most of road accidents occur due to corruption received by the traffic wardens from the drivers. This behaviour is bad and should not be adapted in Tanzania due to negative impacts such as condemning people's rights.	
	Promiscuity and Infidelity, promiscuity is the behaviour of having many sexual partners. Infidelity	

11.	<p>is the practice of having other sexual partners apart from your wife. Ade Jones is promiscuous because he has a conflict with Ough due to his behaviour of having many sexual partners like Yamide. In our societies there are also some people who have many sexual partners as the result of family conflicts and easy spread of sexual transmitted diseases such as AIDS. This practice is bad and should be stopped by provision of education on the negative impacts and also by religious teachings.</p> <p>Fornication as shown by Olabisi and Eddy is the practice of having sex before marriage. The author has shown that Olabisi and Eddy have engaged themselves in sexual intercourse more than once. In our societies there are various people practising this bad behaviour and especially youth by keeping in mind that it's their time to enjoy their youth stage. This behaviour is bad because it is against religious teaching and also against the African culture hence should be discouraged and should not be practised in Tanzanian context.</p> <p>Generally the above are the bad traits as shown by various characters in the novels UNANSWERED QUESTIONS by Osman Centeh and PASSED LIKE A SHADOW by B.M. Mapalala. These behaviours have various negative impacts such as easy spread of sexual transmitted diseases such as AIDS, social conflicts in the societies, condemning people's rights and increased street children. Hence they can be overcome by formulating strict rules and punishing the people going against the law. Also bad traits such as drunkardness should be stopped by providing relevant education on their negative impacts.</p>
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Extract 11.1: A sample of a correct response.

On the other hand, the candidates who scored average marks used the correct novels but failed to analyse fully the bad traits, they also mentioned and analysed few traits from one novel or mentioned the traits but failed to relate them to the bad traits as required. One candidate mentioned the traits without relating them to the characters. Hence, they were moderately awarded to get average scores.

The other group of candidates failed to meet the demand of the question by just mentioning and analysing the bad traits without relating them with the characters concerned. One of these candidates, for example, mentioned

characters without showing their correlation with the bad traits. Another one mentioned characters and define without further elaboration to the bad traits. Extract 11.2 is a sample of such incorrect responses.

11.2	Bad traits should not adapted in Tanzania his use two novel first novel Unanswered cries and the Another novel called pass like a shadow Novel unanswered cries Author of this novel Osman conteh. And Another novel called Pass like a shadow Author of this novel Bened Makutala in 2006 start novel Unansw ered cries: Olabisi. Makutaly. Also makutaly Bad traits because need take Olabisi land camp and Olabisi dislike Makutaly in Tanzania is not people of traits. Because need get Olabisi effect. So Maku taly bad traits which should not be adapted in Tanzania. Adyeri. Also in this novel unsw ered cries Adyeri bad trait because drink Alcoholism. So Adyeri bad trait which should not be adapted in Tanzania. The following is the another novel pass like a shadow Kunihira. Means that in this novel pass like a shadow Kunihira promiscuity and then get HIV/AIDS. But Kunihira in this novel is not bad behavior. So Kunihira bad trait which should be not be adapted in Tanzania. David. In this novel David pass like a shadow because of HIV/AIDS and Alcoholism. David engage in alcoholism after than get HIV/AIDS and pass like a shadow. So David bad trait which should not be adapted in Tanzania. Vicky. In this novel pass like a	
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	shadow vicky engage in promiscuity. VICK	
	in Tanzania in not people behavior good.	
	So, vicky bad traits which should not be	
	adapted in Tanzania.	
	In this novel pass like a shadow and	
	unanswered cries understand bad trait should	
	not be adapted in Tanzania. In novel two	
	another character bad trait. So it should be	
	people is not engage in bad trait.	

Extract 11.2: A sample of incorrect response.

2.3.4 Question 12: Justifying the statement “Literature as a mirror reflects the culture of a particular society” by using two plays.

In this question, the candidates were required to start by defining the term culture because it was a root of the question. The question aimed at assessing the candidates’ ability and knowledge on the elements of culture such as *polygamy, taboos, food, traditions, customs, beliefs, values and social organisations*. Likewise, the candidates were needed to show their understanding and application of what was read in literary books to the society.

Furthermore, the candidates were required to demonstrate their ability to justify the statement that “literature as a mirror reflects the culture of a particular society”. The candidates were supposed to think from known (mirror) to unknown (literature) to enable them to link the functions of a mirror and that of literature. Finally, the candidates were required to relate the themes revealed or reflected in plays, such as bride prices, superstition beliefs, tribal marriages and more other to the contemporary society.

This question was attempted by 378,504 candidates, out of which 45.1 per cent scored from 0 to 5 marks. Moreover, 43.9 per cent scored 6 to 10 marks and 11.0 per cent scored from 11 to 15. Among the candidates with weak performance, 10.3 per cent scored 0. The general performance of the candidates in the question was average, considering that 54.9 per cent scored an average of 30 per cent and above, of the 15 marks allocated to the question. The overall candidates’ performance in the question is summarised in Figure 12.

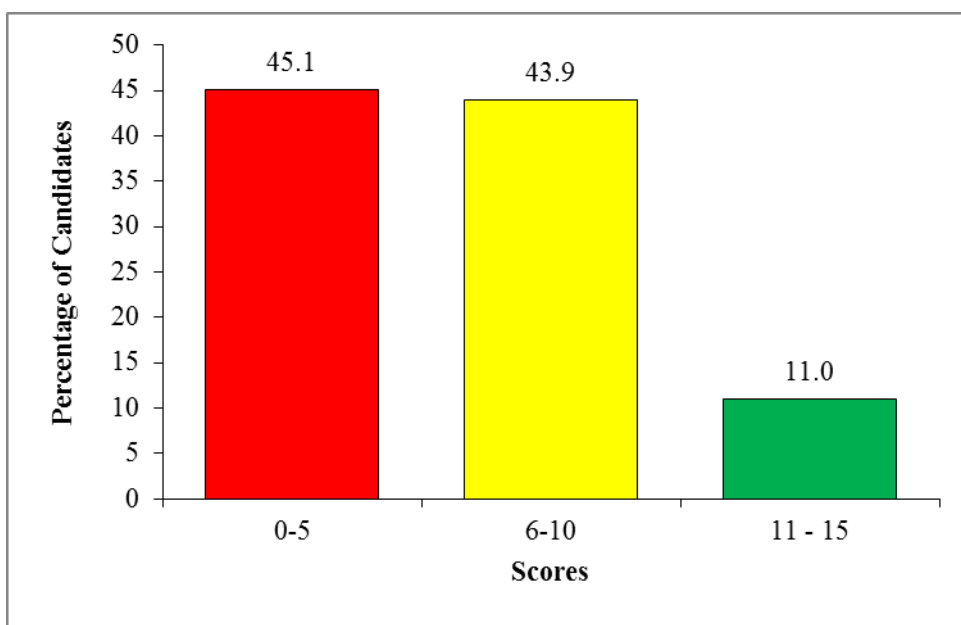


Figure 12: *The Percentages of the Candidates' Performance in Question 12.*

The candidates who scored high marks defined what culture is and explain appropriately its elements. They showed their ability in discussing the reflected themes by linking them or citing examples from the contemporary society where they live, hence deserved high marks as shown in the Extract 12.1.

12	<p>Literature is the branch of art which use words to express ideas to the people. By using the play I want to verify the statement by using <u>THREE SUITORS ONE HUSBAND</u> written by Oyono Mbida also <u>THE BLACK HERMIT</u> written by Ngugi wa Thiong'o.</p> <p>By using play of <u>THREE SUITORS ONE HUSBAND</u> I justify the statement by the following points.</p> <p><u>Forced marriage</u>; is the situation where by someone forced to be married with someone who didn't love. In the book Juliette forced to be marry with rich people but she doesn't want them like Ndi first suitor, Mbida second suitor and Tchetchen third suitor. In our society there are some tribe which practice it so forced marriage should be stopped.</p> <p><u>Superstition</u>; is the situation of the people to believe in the ancestors. In the book people of Mountasse they believe to the ancestors to solve their problems like in the family of Juliette they call Samatiti who is witchdoctor to know where money of bride price should be found. In our society also we believe in the superstition to solve a problems so superstition should be abolish.</p> <p><u>Polygamy</u>; is the situation where by man have more than wife. In the book most of the men have more than one wife like Kilid have eight wives in the family also Mbarga chairperson have more than one wives. In the society also there are some men who have many wives in the family. polygamy should be stop in our society.</p> <p>Turn into another book of <u>THE BLACK HERMIT</u> also show the culture of different society through the following points.</p> <p><u>Wife inheritance</u>; is the situation where by someone take wife of his brother when his brother die. In the book Ngome he need his son Remi to marry Thoni brother's wife but Remi he doesn't want. In our society this is the among of the cultural which practice Wife inheritance should be abolish in the society.</p> <p><u>Tribalism</u>; is the situation where by someone discrimi</p>	use only
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18	note other due to the tribe. In the book we verify due to the presence of division of tribes because one tribe is treated is more than other thus why they need Remi to be their leader. In our society also tribalism also continue up to now. Tribalism should be stopped.
	<p> Suicide is the situation where by some kill him self or her self. In the book Thoni kill herself when Remi he doesn't to marry her so to solve the problem Thoni she kills her self. In our society there are some society most of the people they kill themselves. Suicide should be stop and it is not the way to solve a problems. </p> <p> Generally culture is one among of identity of a particular society so should be preserved those which are good in the society and may be pass skills from one generation to another. </p>

Extract 12.1: A sample of good response.

Similarly, there were some candidates who scored average marks. For example, most of them understood the question but failed to explain how literature reflects the culture of a particular society. Others discussed unrelated themes which are irrelevant to their contemporary situation, such as colonialism; hence they failed to explain properly how literature reflects the culture of the society.

Furthermore, the analysis shows that there were other candidates who failed to meet the demands of the question. They lacked knowledge and language skills which would enable them to express themselves in the English Language. They ended up mentioning themes with different explanations; hence they were awarded low marks as shown in Extract 12.2.

12	<p>Literature as a mirror reflects the culture of a particular society" justify this statement by using to plays that you have studied under this section. for each play provide three point</p> <p>Harking to the play of Three suitors one husband written by Oyano mbia in 1994 the following are the point of this play which are</p> <p>Food labours This are the process of mirror reflection the culture of a particular society food labours are point of three suitors one husband</p> <p>Bride price This are the process of mirror reflection of the culture of a particular society bride price are the source of three suitors one husband</p> <p>Wife inheritance, wife inheritance are the process of this section of three suitors one husband, wife inheritance are the source of this section.</p> <p>From this play there is another play which are Black Hermit written by ngungi wa thiong'o in 1968 the following are the point of this black hermit</p> <p>A Rationalism. This are the process of black hermit which can be mirror reflection the culture of a particular group or society</p> <p>Wife inheritance; This are process of the mirror reflect the society in this play. Wife inheritance the of has many many wife can not be follow the culture of society three suitors one husband not hat is not good in your society.</p>	
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Extract 12.2: A sample of incorrect response.

3.0 PERFORMANCE OF THE CANDIDATES IN EACH TOPIC

Twelve topics were assessed in the English Language subject in CSEE 2019. These are: Using a Dictionary, Expressing Personal and Group Routine/habits, Expressing ongoing activities, Talking about Past Events/activities, Expressing Future Plans/activities, Reading a Variety of Texts, Reading and Interpreting Literary works, Talking about Events, Asking for services, Reading for Information from Different Sources, Writing Using Appropriate Language content and Style and Locating Places.

The analysis of the candidates' performance in each topic shows that *locating places* where question 2 was extracted had high performance by 97.1. Other topics had performance as follows: *Talking about Events* (53.2%) which question 8 was set. *Using a Dictionary* (47%) in question 4, *Talking about Past Events/Activities*, *Expressing Future Plans/Activities* (47%) which were tested in question 1. *Reading and Interpreting Literary Works* (43.4%) questions 10, 11 and 12.

The topics with average performance are '*Reading a Variety of Texts* (43%)' tested in question 3. *Asking for Services* (34.3%) tested in question 6 and *Reading for Information from Different Sources* (34.1%) tested in question 9.

The topics with poor performance are '*Talking about Past Events/Activities* (20.9%)' tested in 7 and *Expressing Future Plans/Activities* (5.2%) tested in question 5.

4.0 CONCLUSION

The general performance of the candidates in the English Language subject in the 2019 CSEE was average. The candidates with good performance exhibited 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 weakly due to their inadequate knowledge of the tested topics and weak mastery of the English Language skills, which prevented them from providing correct and comprehensible points. See Appendix.

5.0 RECOMMENDATIONS

From the analysis of the candidates' performance, it was clearly observed that, most of the candidates face a big problem of lack of competence in using English language. They lack ability to express themselves in writing coherently. Therefore, it is recommended that:

- (i) The topics with weak performance: '*Talking about Past Events/Activities* tested in 7 and *Expressing Future Plans/Activities* tested in question 5 should be taught thoroughly with many practices to the students.
- (ii) The topics with average performance: '*Reading a Variety of Texts* tested in question 3. *Asking for Services* tested in question 6 and *Reading for*

Information from Different Sources tested in question 9 should be taught with more emphasis on students' learner centered.

- (iii) The Government in collaboration with The Tanzania Institute of Education (TIE) and the Ministry of Education should ensure that teaching and learning materials reach all schools to facilitate the teaching of English from primary to secondary levels.
- (iv) The government in collaboration with the responsible ministry should be re-introduced the in-service training centres for teachers to give them exposure to the competence based mode of teaching.
- (v) Teachers should create and cultivate the reading habit so that candidates read widely or extensively to enhance knowledge and ability to interpret literary works.

Appendix

Summary of Candidates' Performance per Topic

SN	Topic	Question number	The percentage of candidates who scored an average of 30 or Above	Average Performance by Topic (%)	Remarks
1	Locating Places	2	97.1	97.1	Good
2	Writing Using appropriate Language Content and Style	8	53.2	53.2	Average
3	Using a Dictionary	4	47	47	Average
4	Using a Dictionary in question 4, Talking about Past Events/Activities, Expressing Future Plans/Activities	1	47	47	Average
5	Reading and Interpreting Literary Works	10	15.9	43.4	Average
		11	59.5		
		12	54.9		
6	Reading a Variety of Texts	3	43	43	Average
7	Asking for Services	6	34.3	34.3	Average
8	Reading for Information from Different sources	9	34.1	34.1	Average
9	Talking about Past Events/Activities	7	20.9	20.9	Weak
10	Expressing Future Plans/Activities	5	5.2	5.2	Weak

