

THE NATIONAL EXAMINATIONS COUNCIL OF TANZANIA



**CANDIDATES' ITEM RESPONSE ANALYSIS REPORT FOR
DIPLOMA IN SECONDARY EDUCATION EXAMINATION
(DSEE) 2019**

724 COMMUNICATION SKILLS

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724 COMMUNICATION SKILLS

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FOREWORD

The Candidates' Items Response Analysis (CIRA) for 2019 Diploma in Secondary Education Examination (DSEE) for Communication Skills has been written to provide a feedback to student teachers, tutors, parents, guardians, policy makers and the general public, on the candidates' performance and challenges they encountered in attempting the examination questions.

The Communication Skills Examination is among the examinations that mark the end of two years of the diploma course in education. It is a summative evaluation that reveals the effectiveness of the teaching and learning process achieved by the end of the course. I believe that, the candidates' responses to this examination are strong indicators of what the student teachers in their two years of studies have achieved.

The report is intended to contribute towards understanding the determinants of the candidates' performance in the Communication Skills subject. The report analyses factors that are likely to have made some candidates fail to score high marks in different questions of the examination. The factors include failure to understand the needs of the question, lack of knowledge of concepts related to the subject and inability to follow the examination instructions. We also analyse possible factors that make students scored high marks. In this category, reasons for achievement includes having knowledge of the topic, having good writing skills and having understood the demands of the questions.

The feedback is expected to enable education administrators, college managers, tutors, student teachers and other stakeholders to think of proper measures to be taken to improve the candidates' performance in future examinations administered by the Council.

Finally, the Council would like to thank all those who participated in processing and analysing the data used in this report.



Dr. Charles E. Msonde
EXECUTIVE SECRETARY

1.0 INTRODUCTION

This report presents the performance of candidates who sat for Diploma in Secondary Education Examination in May 2019 for the Communication Skills subject. A total of 7,272 candidates sat for the examination. Out of that number, 4,079 candidates had studied using the University of Dodoma (UDOM) curriculum and 3,193 had used the Tanzania Institute of Education (TIE) curriculum. Under UDOM curriculum, the examination tested the candidates' competences in communication theory, oral presentation, listening, reading, writing and language structure (grammar). Based on the TIE curriculum, the examination tested the candidates' competence in communication, reference skills, reading, writing, oral presentation and language structure (grammar). The general performance of the candidates was good as Table 1 shows.

CANDIDATES TYPE	NUMBER OF CANDIDATES	NO. OF CAND AND %	THOSE WHO PASSED	GRADES				
				A	B	C	D	F
ALL (DSEE)	7,272	No.	7,266	1,423	2,091	3,262	486	3
		%	99.96	19.54	28.63	44.66	6.65	0.04
UDOM CURRICULUM	4,079	No.	4,076	10	560	3,028	478	2
(DSEE)		%	99.93	0.25	13.73	74.23	11.72	0.05
TIE CURRICULUM	3,193	No.	3,190	1,417	1,531	234	8	1
(DSEE)		%	99.91	44.42	47.95	7.33	0.25	0.03

Table 1 shows that 99.91/% of the candidates under TIE curriculum passed the examination and 99.93% of the candidates under the UDOM curriculum passed.

Since the DSEE using UDOM curriculum was short lived, in this report, detailed analysis is done on the performance of candidates who sat for examination using TIE curriculum. This is because reports like this are meant to provide recommendations for future examinations.

In the TIE curriculum, the Communication Skills examination paper consisted of two sections A and B; and had sixteen (16) questions. Section A comprised ten (10) compulsory questions; carrying forty (40) marks in total. Section B consisted of six (6) questions, each carrying fifteen (15) marks; but the candidates were required to answer only four (4) questions; making a total of sixty (60) marks for the section. The duration of the examination for the paper was three (3) hours.

The analysis of the candidates' performance in this report is organized in such a way that each individual item indicates the percentage of candidates who attempted it and the percentage of scores; The extracts of the candidates' responses are provided to show how they responded to the demands of each question.

The performance for each question is classified as good, average or weak. The performance is rated Good if at least two thirds ($\frac{2}{3}$) of the candidates got it right; weak if one third ($\frac{1}{3}$) or less of the candidates got it right and average if the percentage of the candidates who got it right ranged from one third ($\frac{1}{3}$) to two thirds ($\frac{2}{3}$). Finally, the report provides the performance of candidates for each topic, conclusion and recommendations.

The following sections contain analysis of the candidates' responses and extracts from the candidates' examination scripts.

2.0 ANALYSIS OF THE CANDIDATES' PERFORMANCE IN EACH QUESTION

2.1 SECTION A: OBJECTIVE TYPE OF QUESTIONS

This section consisted of ten (10) questions from various topics in the Communication Skills Syllabus for Diploma. Each question weighed four (4) marks and thus making a total of forty (40) marks for the whole section.

2.1.1 Question 1: Writing Skills

In this question, the candidates were required to write down one use for each of the following punctuation marks (a) Exclamation mark (b) Quotation mark (c) Comma and (d) Semi - colon. The question was attempted by 3,242 candidates (100%), of which, 1,692 candidates (52.2%) scored 0 to 1.5 marks; which indicates poor performance. Additionally, the analysis shows that, 1,183 candidates (36.5%) scored from 2 to 2.5 marks; indicating an average performance and only 367 candidates (11.3%) scored from 3 to 4 marks indicating good performance. Generally, the performance of the candidates in the question was average since 1,540 candidates (47.8%) scored from 2 to 4 marks. Figure 1 shows the performance of the candidates in this question.

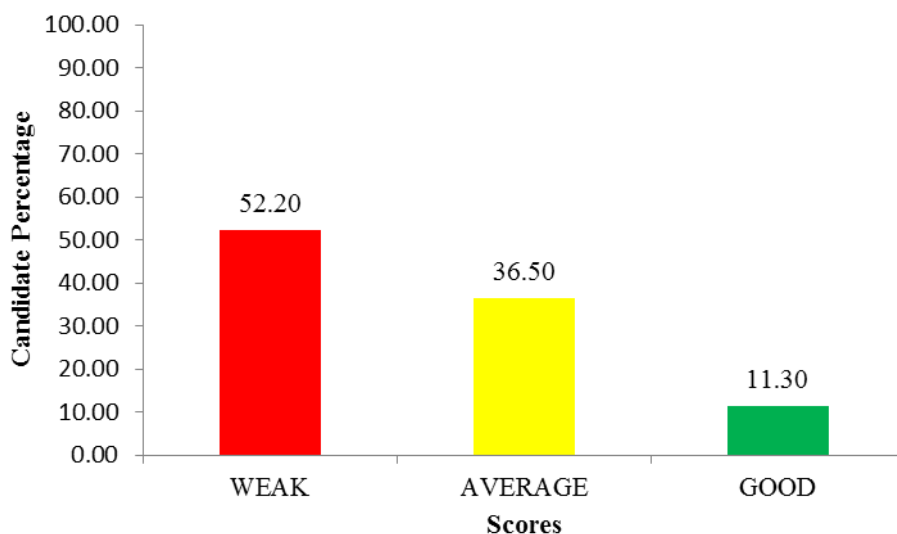


Figure 1: The Candidates' Performance in Question 1

The analysis of the candidates' performance indicates that 367 (11.3%) who scored from 3 to 4 were able to write down one use for each of the following punctuation marks: exclamation mark, quotation mark, comma and semi - colon quite well. The use of each of the punctuation marks mentioned above is as follows:

Exclamation mark: Used to express a strong feeling of the communicator (anger, fear, happiness, anxiety, shock etc.)

Quotation mark: Used to indicate the direct speech, that is, someone's actual words.

Comma: Used to separate words or phrases in a list.

Semi - colon: Used to balance two equally important, related or unrelated ideas.

Extract 1.1 is a sample of a good response from a candidate who wrote down each use of the given punctuation marks correctly.

1.	(a) Exclamation mark	
	Symbol :	
	uses ✓ use to express emotion that has been suddenly happened	
	Example Eehee!! Juma is the thief.	
	(b) Quotation mark.	
	Symbol " "	
	uses ✓ used when we repeat statement that have been spoken by another person.	
	Example.	
	Jumane said that "The president is very careful"	
	(c) Comma	
	Symbol ,	
	uses ✓ used to separate the list of things or an objects.	
	Example	
	✓ Within the boxes there one pen, orange, cord, and pencil	
	(d) Semi Colon	
	Symbol ;	
	uses ✓ Semi colon used to show ratio and also could be used to show hours	
	Example 3;4 ratio	
	07;20 hours	

Extract 1.1: A sample of candidate's good response in question 1.

By contrast, 1,692 candidates (52.2%) who scored from 0 to 1.5 marks had weak performance in the question. The candidates in this category failed to write down at least one use of each of the given punctuation marks that. Some of them misinterpreted the question and hence wrote the meaningless points. Some candidates gave irrelevant answers for example; one of the candidates gave a wrong response to the semi colon as *used to introduce the list of the objective*. Another candidate cited that *comma is used to show a date 6, 5, and 2019*. Extract 1.2 illustrates.

1	write down one use for each of the	
	following punctuation marks.	
	(a) Exclamation mark:	
	It used to open and close the statement	
	(b) Quotation mark.	
	It show how some condition within	
	the sentence	
	eg oohh \$!	
	(c) Comma; It used to statement before	
	the full stop	
	(d) Semi colon: It used before the full meaning	

Extract 1.2 is a sample a wrong response.

2.1.2 Question 2: Reading Skills

The question required the candidates to write down four points on the importance of skimming a text.

The question was attempted by 3,241 candidates (100%): out of them, 1,008 candidates (31.1%) scored from 0 to 1.5 marks; indicating a weak performance in the question: Furthermore, 1,274 candidates (39.3%) scored from 2 to 2.5 marks; indicating an average performance and 960 candidates (29.6 %) scored from 3 to 4 marks indicating a good performance. The general performance for the question was good since 2,334 candidates (68.9%) scored from 2 to 4 marks). Figure 2 illustrates the performance of the candidates for the question.

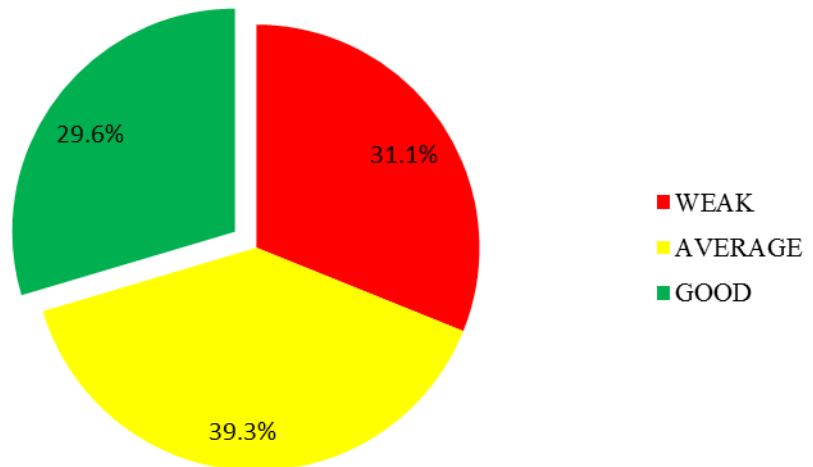


Figure 2: Trend of the Candidates' Performance in Question 2.

The analysis of the candidates' performance shows that the candidates who failed to write down four points on the importance of skimming misunderstood the question. As a result, they wrote elements of communication process instead of the elements of non-verbal communication.

One candidate wrote: *skimming a text helps to 'reduction of cost'*. Another candidate wrote *"skimming it supports to supply to others"*. Their answers suggest that they exactly did not know the four points about the importance of skimming a text. Extract 2.1 exemplify a response.

2.	(i) it help to obtain the detail about the certain the text	
	(ii) it help the student to pass through before <u>examination</u> concluded the test	
	(iii) it help the student or the learner to know the simple question to his or her selves	
	(iv) it help the learner to remove fear before doing the <u>examination</u>	

Extract 2.1: A sample of wrong response.

Moreover, 960 candidates (29.6%) scored from 3 to 4 marks. These ones managed to write down four points on the importance of skimming a text correctly. The candidates in this category successfully recalled the importance of skimming a text as (1) *It enable a reader to main points or general idea of a text* (2) *It is an activity which helps one to decide whether to buy ,read, or select a reading material* (3) *It saves time and energy of reading the whole text which one might have considered as possessing the required information* (4) *It enables one to know whether the text he/she choose is useful for his /her purpose or not.*

2.1.3 Question 3: Writing Skills

In this question, the candidates were required to give briefly explanation on four objectives of report writing. The question was attempted by 3,242 candidates (100 %). Out of them, 926 (28.6%) scored from 3 to 4 marks; indicating good performance; 1,251 candidates (38.5%) scored from 2 to 2.5 marks; indicating an average performance; on the other hand, 1,065 candidates (32.9%) scored from 0 to 1.5 marks; indicating a weak performance. The general performance in the question was average (considering the fact that 2,176 candidates (67.1%) scored from 2 to 4 marks). Figure 3 illustrates the performance of the candidates in the question.

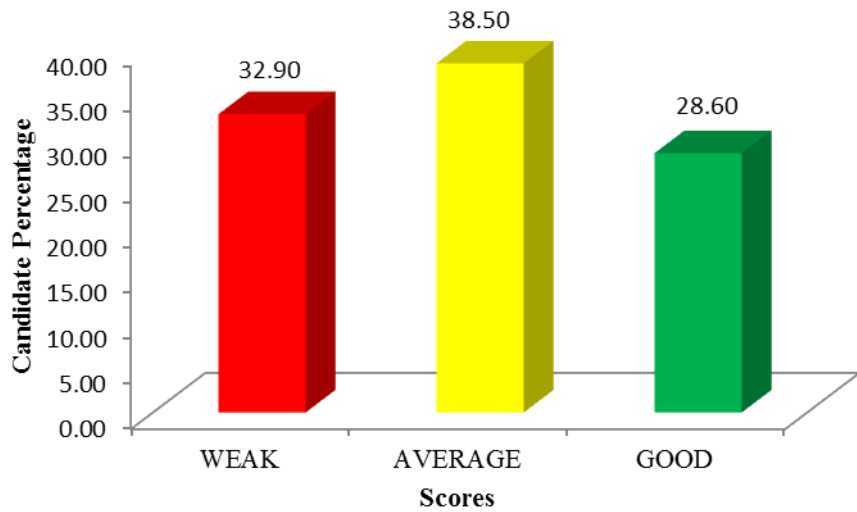


Figure 3: Trend of the Candidates' Performance in Question 3

The analysis of the candidates' responses shows that, those who answered the question correctly explained the four objectives of report writing. A sample of good performance of a candidate is shown in Extract 3.1.

3.	(i) To keep record. Report is being written for the purpose of keeping a record about the certain problems or subject matter.
	(ii) To show different ways used in solving a certain problems. this helps other to know various ways used in solving the problems and when if others people will face a certain problems can use those methods and procedures
	(iii) To inform people about a certain problem or subject. so report is being written so as to make people to be aware with the problem that may be occurred in the society.
	(iv) To educate people. also report can be written to educate people concerning different issues occurs in the society

Extract 3.1: A sample of candidate's good response in question 3.

By contrast, 1,065 candidates (32.9%) scored from 0 to 1.5 marks. These failed to explain briefly four objectives of report writing. Some poor responses on this question were as one candidate who cited the importance of report to include responses such as *shaping altitude, stimulating want or desire*. From these responses it can be concluded that the main cause of failing to explain the objectives of report writing was inability of the candidates of applying knowledge that they have to meet demand of the question. Extract 3.2 illustrates this response.

3.	i/ To show pronunciation	
	ii/ To show spelling	
	iii/ To improve grammar	
	iv/ To improve language	

Extract 3.2: A sample of wrong response.

2.1.4 Question 4: Writing Skills

In this question, the candidates were required to give four differences between business and friendly letters.

The question was attempted by 3,242 candidates (100%) out of that number, 1,343 candidates (41.4%) scored from 3 to 4 marks. Moreover, 1,208 candidates (37.3%) scored from 2-2.5 marks, and 691 candidates (21.3%) scored from 0 to 1.5 marks. The general performance for the question was average (since 2,551 candidates (78.7%) scored from 2 to 4 marks. Figure 4 illustrates.

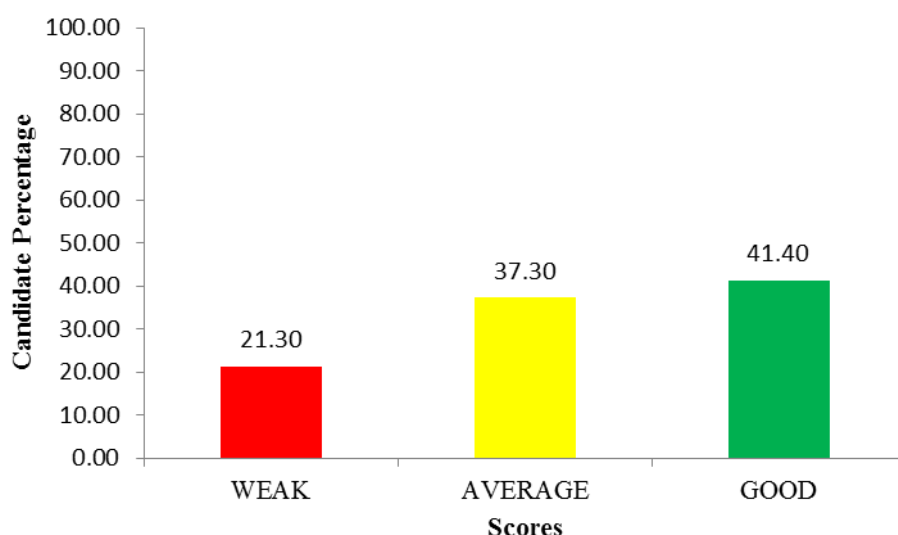


Figure 4: *Trend of the Candidates' Performance in Question 4*

The analysis indicates that, the candidates who answered the question correctly understood the requirement of the question. Extract 4.1 provides a sample of a response from a candidate in this category.

4	Differences between business and friendly letters are;	
	(i) Business letters has sender address and receiver address while friendly letter has has only sender address.	
	(ii) Business letters use formal language in writing while friendly letters not necessary to use formal language meaning that one can write a friendly letter with unformalized language.	
	(iii) Business letter has fixed structure while friendly letters has variable writing structure like one can decide to write the salutation but others are not willing to write salutation in friendly letter.	
	(iv) Business letters has two style of writing such as old style and modified block style in writing while friendly letters has no such kind of writing as in business letter but has only unformal way.	

Ext

tract 4.1: A sample of candidate's good response in question 4.

Furthermore, 691 candidates (21.3%) who scored from 0 to 1.5 marks failed to give out the differences between business and friendly letter correctly. The candidates in this category lacked adequate knowledge of the respective topic. For example, one candidate provided an incorrect answer when differentiating between business and friendly letter as “business letter deal with process of buying and selling goods while friendly letter does not involve buying and selling goods”. Extract 4.2 provides a sample of an incorrect response.

4.i)	Business: Is the particular work which can doing by a person due to get their Needs. forexample of Business can be trade, Agricultural sectors.
	while friendly letters: Is the work which written due to transform to or send to the friendly like Mathor, Dad, friends, A Uncle, Aunt.
ii)	Business are work which do it by - human used a man power to do that business
	while. friendly letters: Are not difficult work is just written a words and also sending but also human being are written.
iii)	Business are hard work which are. - Used hard tools like Machines, hoes, - tractors, to transport from one place to another but while: friendly letter: Are no hard work but It is simple to write a letter and sending through that are not small work, justice knitting.
iv)	Business are coastfully and Also are use all part of the body and Also thinking

Extract 4.2: A sample of wrong response.

2.1.5 Question 5: Reading Skills

In this question, the candidates were required to list down four reference materials a student should review before the examination. These included lesson notes, handouts, relevant past examination papers and experiments.

The question was attempted by 3,242 candidates (100%). Among them, 194 candidates (6.0%) scored from 0 to 1.5 marks; indicating weak performance. Moreover, 252 candidates (7.8%) scored from 2 to 2.5 marks; indicating an

average performance. In addition, 2,796 candidates (86.2%) scored from 3 to 4 marks; indicating very good performance. The overall performance for this question was very good (considering that 2,796 candidates (86.20%) scored from, 3 to 4 marks. Figure 5 illustrates.

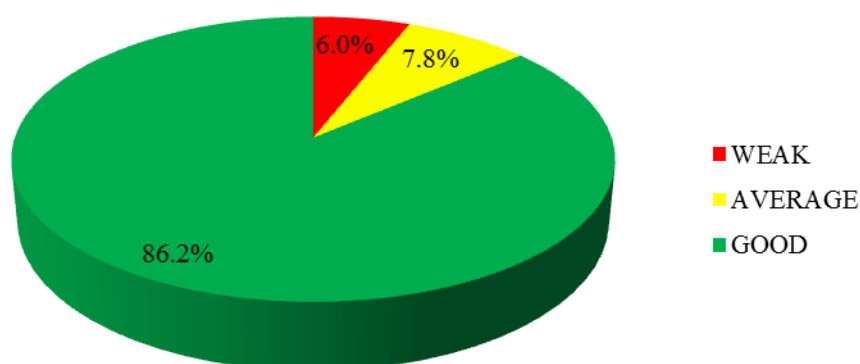


Figure 5: *Trend of the Candidates' Performance in Question 5*

The analysis indicates that, those who had poor performance for this question were unable to identify materials that are used for reference before examinations. One candidate gave the following response “*current issues as they occur or appear before examination that seems important such as general election*”. Another wrong response, for example, involved writing a list of reference books instead of reference materials that a student can review before the examination. Extract 5.1 is a sample of a wrong response.

5.	FOUR List of reference materials that a student should review before examination	
i/	WAKAMOGA MASINDE (2005). Book Four Physics for secondary school Book Four(4).	
ii/	OXFORD (2009), For secondary school Basic mathematics book four.	
iii/	NYAMBARI NYANGWINE (2009); Physics for secondary school Book Three.	
iv/	WAKAMOGA MASINDE 2005 (2009). Question and answer;	
v/	WAKAMOGA MASINDE (2009). Physics for secondary school Book Four three and four; Question and answer.	

Extract 5.1: A sample of a wrong response.

Furthermore, 2,796 candidates (86.2%) who scored from 3 to 4 marks demonstrated a good list of reference materials that a student can review before the examination.

2.1.6 Question 6: Communication Theory

In this question, the candidates were required to explain briefly four causes of communication barriers.

The question was attempted by 3,242 candidates (100%), among them 2,938, (90.6%) scored from 3 to 4 marks; indicating very good performance for this question. In addition, 191 candidates (5.9%) scored from 2 to 2.5 marks; indicating average performance, moreover 113 candidates (3.5%) scored from 0 to 1.5 marks; indicating weak performance. The general performance for the question was very good (since 3,129 candidates (96.5%) scored from 2 to 4 marks). The figure below illustrates the performance of the candidates in the question.

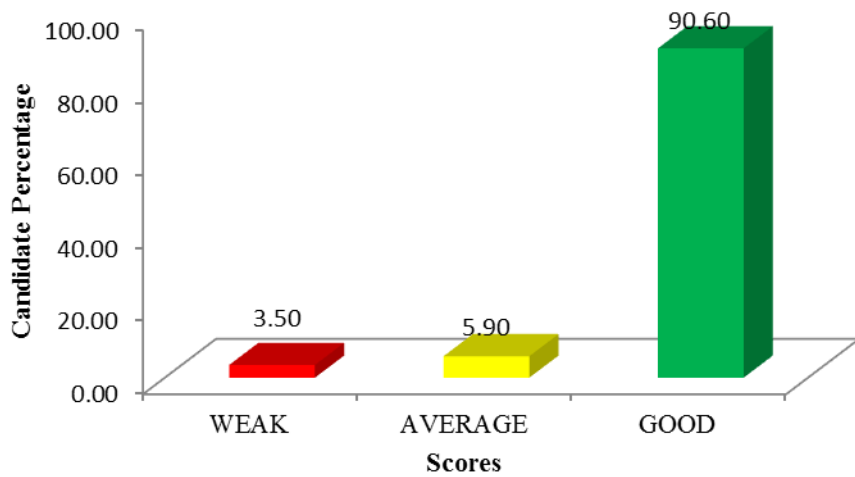


Figure 6: *Trend of the Candidates' Performance in Question 6*

The analysis indicates that, the candidates who performed well were able to explain four causes of communication barriers. Extract 6.1 is a sample of a correct response.

06.	CAUSES OF COMMUNICATION BARRIERS	
	i) Psychological barrier;	
	A person may cause barrier psychologically and failed to communicate like feeling and emotion of sadness tend makes a barrier in communicating himself with other people.	
	ii) Physical barrier;	
	These are noises caused by technical and machines which collapse the effectivity of the communication.	
	iii) physiological barrier	
	These are physical disability of an individual he/she may not capable of seeing or hearing and makes difficult to communicate.	
	iv) Language barrier;	
	This barrier also it cause the communication to be poor because when there is poor pronunciation, different language used, ambiguous of the language, vocabulary, all these may facilitate the barrier to communication.	

Extract 6.1 A sample of candidate's good response in question 6.

∴

In addition, 113 candidates (3.5%) who scored from 0 to 1.5 marks failed to explain causes of communication barriers. This has been caused by the lack of sufficient knowledge of communication and hence they were unable to interpret the question. One candidate cited an example of long target as a cause of communication barrier. Extract 6.2 illustrates.

6.	Four causes of Communication barriers	
	i. Synonyms	
	ii. Homographs	
	iii. Homonyms	
	iv. Homophones	

Extract 6.2: A sample of wrong response.

2.1.7 Question 7: Reading Skills

In this question, the candidates were required to outline four advantages of extensive reading.

The question was attempted by 3,242 candidates (100%), of which, 2,957 candidates (91,2%) scored from 3 to 4 marks; indicating a good performance, 217 candidates (6.7%) scored from 2 to 2.5; indicating an average performance. Moreover, 68 candidates (2.1%) scored from 0 to 1.5 marks indicating weak performance. The overall performance in the question was very good (considering that most of the candidates (91.2%) scored from 3 to 4 marks. Figure 7 shows the performance of the candidates in the question.

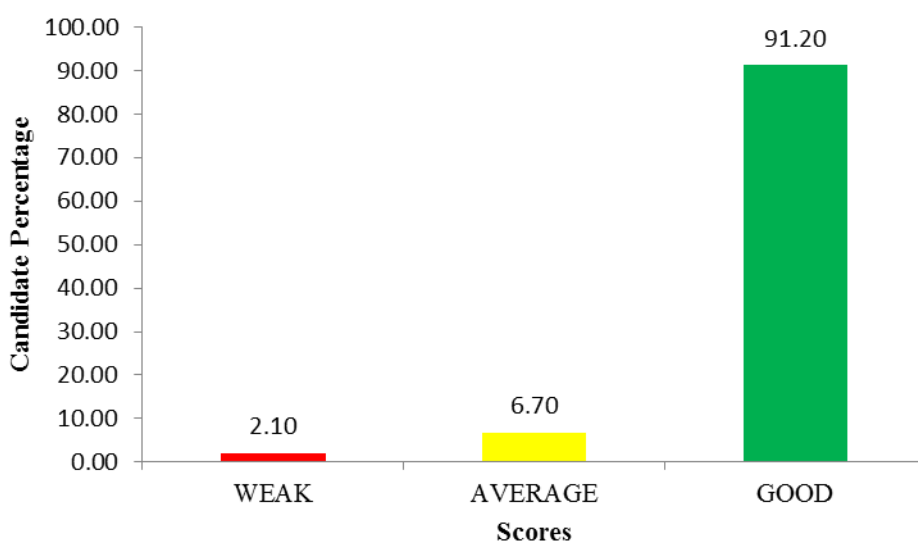


Figure 7: *Trend of the Candidates' Performance in Question 7*

The analysis shows that, some of the candidates outlined four advantages of extensive reading. The correct answers were; it increases knowledge of vocabulary, it helps to improve writing skills, enhancing learners' language competence and motivating learners to read and facilitates development of prediction skills. Extract 7.1 is a sample of a correct response.

7	Advantage of extensive reading are	
	i) To improve reading skills	
	ii) To get variety information	
	iii) To develop vocabulary and grammar	
	iv) To get intertainment or enjoy when reading uterises.	

Extract 7.1: A sample of candidate's good response in question 7.

Conversely, 68 candidates (2.1%) who scored from 0 to 1.5 marks failed to outline advantages of extensive reading. It appears that those candidates did not understand the requirement of the question. Extract 7.2 provides a sample of a response.

7.	Extensive reading; are the type of reading when a reader reads for leisure.	
	the following are the Advantage of Extensive reading in which are:-	
	Encourage active participation in learning process, due to learning in which encouraged more in cooperation actively due to increase/open knowledge.	
	Discourage rote learning; due to learning in which people people are claimed ideas from one area to another are discouraged in communication process.	
	Retention; through learning process people are retentives through leisure in different place.	
	Motivation; through learning process people are motivated through leisure in different studies.	
	All in All, In case of Advantage of Extensive reading, have disadvantages who are engaged in learning studies.	

Extract 7.2: A sample of wrong response.

Moreover, some of the candidates identified the elements of communication such as *sender* or *source*, *message*, *channel*, *receiver* and *feedback*. Another candidate mentioned *skimming*, *scanning*, *intensive reading* and *extensive reading*; which are all the components of reading skills contrary to the demands of the question.

2.1.8 Question 8: Oral Presentation

In this question, the candidates were required to mention four forms of oral presentation which are normally used in the classroom situation.

The question was attempted by 3,242 candidates (100%), out of them, 896 candidates (27.6%) scored from 0 to 1.5 marks; indicating weak performance, 373 candidates (11.5%) scored from 2 to 2.5 marks; indicating an average performance, while, 1,973 candidates (60.9%) scored from 3 to 4 marks; indicating good performance. The performance for the question was generally good since 2,346 candidates (72.4%) scored from 2 to 4 marks. Figure 8 illustrates the performance of the candidates for this question.

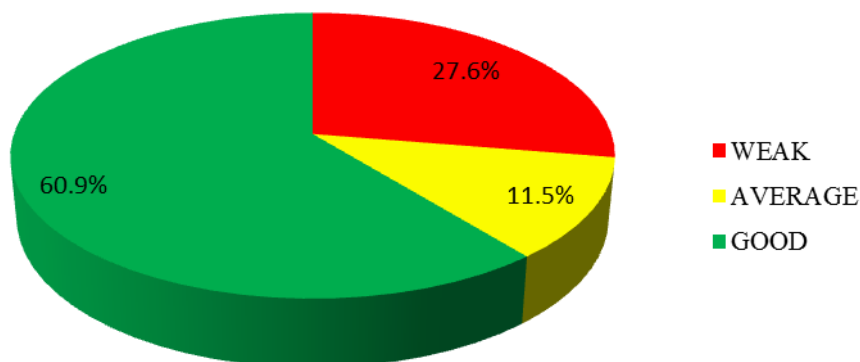


Figure 8: *Trend of the Candidates' Performance in Question 8*

The analysis reveals that 896 candidates (27.6%) who scored from 0 to 1.5 marks failed to mention four forms of oral presentation. One candidate gave congress as a form of oral presentation which can be used in classroom situation. From this answer, it can be concluded that most of the candidates who failed to mention four forms of oral presentation used in classroom lacked enough skills in interpreting the question. Extract 8.1 shows a response from a candidate who failed to mention four forms of oral presentation.

8- Forms of oral presentation.	
- Tunes	2
- Volume	
- Pronunciation.	
- Pitch.	

Extract 8.1: A sample of wrong response.

Some candidates provided irrelevant answers. For instance, one candidate wrote that the presence of audience and the speaker as responses. This is contrary to the demands of the question. Extract 8.2 shows a sample of wrong response.

8.	i/ The presence of Audience	
	ii/ The Speaker	
	iii/ learning environment	
	iv/ Well organized speech	

Extract 8.2: A sample of wrong response.

Some candidates performed well in this question. They correctly mentioned four forms of oral presentations which are normally used in the classroom situation. The four forms of oral presentation included group discussion, oral questions and answers, lecture, speech, debate, interview, dialogue, seminar and conversation. Extract 8.3 is a sample of a response of this category.

8.	i/ Conversation	
	ii/ Interview	
	iii/ Speech	
	iv/ Dialogue.	

Extract 8.3: A sample of candidate's good response in question 8.

2.1.9 Question 9: Reading Skills

In this question, the candidates were required to explain briefly the specified types of questions with examples which are Open-ended questions and Close-ended questions.

The question was attempted by 3,242 candidates (100%), of which, 1,564 candidates (48.2%) scored from 0 to 1.5 marks; indicating poor performance. In addition, 497 candidates (15.4%) scored from 2 to 2.5 marks; indicating an average performance. Moreover, 1,181 candidates (36.4%) scored from 3 to 4 marks; indicating good performance. The general performance of the candidates for this question was average as 1,678 candidates (51.8%) scored from 2 to 4 marks. Figure 9 illustrates the candidates' performance for the question.

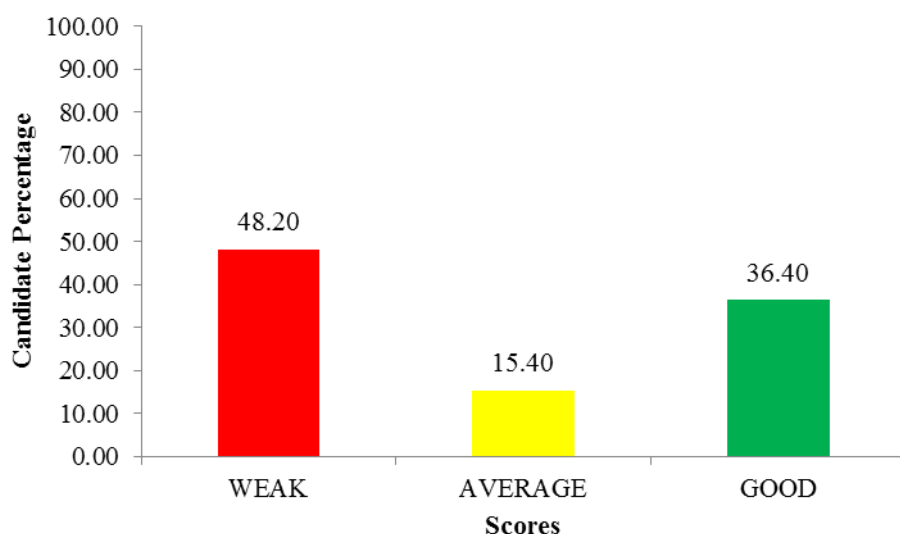


Figure 9: Trend of the Candidates' Performance in Question 9

The analysis indicates that the candidates with weak performances did not understand the demand of the question. For example, one candidate defined *open-ended question* as question which is normally arranged in good structure from simple to complex and *closed-ended question* which is selected randomly in different area of the content the question. Extract 9.1 is a sample of the candidates' weak responses.

09.	(a) open-ended questions.	
	→ A those question which are not use technique ways of asking the learners. Example:- The first president of Tanzania is know as _____	
	(b) closed-ended questions.	
	→ A those question which are use more technique meaning and did not understand quickly. For example.	
	Explain the five (5) meaning of differ diff word of difference pronunciation.	

Extract 9.1: A sample of an incorrect response.

However, 1,181 candidates (36.4%) scored from 3 to 4 marks; indicating a good performance. These candidates successfully explained the specified types of questions. For instance, they explained open ended- questions are those which call for free responses thus someone can add more details during the interaction and discussion. By contrast, closed –ended questions are questions whose responses are limited to specified focus. For example, questions which require *Yes* or *No* answers.

9.	A) Open-ended questions. Is the questions which give freedom of expression of Ideas using own Ideas and knowledge. The student are free to explain the answer with there own Ideas. example. What do you understand about communication?	
	B) Closed-ended questions. Is the questions which have given a predetermined answers. where by the student have been limited to the certain answer. Example So the closed-ended question comprises with the false answers. example. which one is the types of communication?	
	a) channel	
	b) Verbal communication	
	c) Noise	
	d) Source.	

Ext

fact 9.2.: A sample of candidate's good response in question 9.

2.1.10 Question 10: Structure

In this question, the candidates were required to state four uses of the definite article 'the' giving one example for each use. The question tested the candidates' ability to state and give examples on the uses of the definite article 'the' such as making reference to unique things in nature such as *the sun*, *the sea*, *the sky*, *the moon*. Secondly, the definite article *the* is used to talk about persons or things mentioned for the second time for example, *last week I met with a girl. The girl asked me who I am*. Thirdly, the definite article 'the' is used to introduce names

of well-known books. For example: *The Quran*, *The Bible*. Fourthly, the definite article ‘the’ is used with superlatives forms of adjectives. For example, *the smallest*, *the largest*, *the most beautiful* and so on among many others

The question was attempted by 3,242 candidates (100%), among them, 727 (22.4%) scored from 0 to 1.5 marks; indicating weak performance. In addition, 637 candidates (19.7%) indicating average performance while 1,876 candidates (57.9%) scored from 3 to 4 marks, indicating good performance. The overall performance of the candidates in this question was good as 2,513 candidates (77.6%) scored from 2 to 4 marks. Figure 10 illustrates.

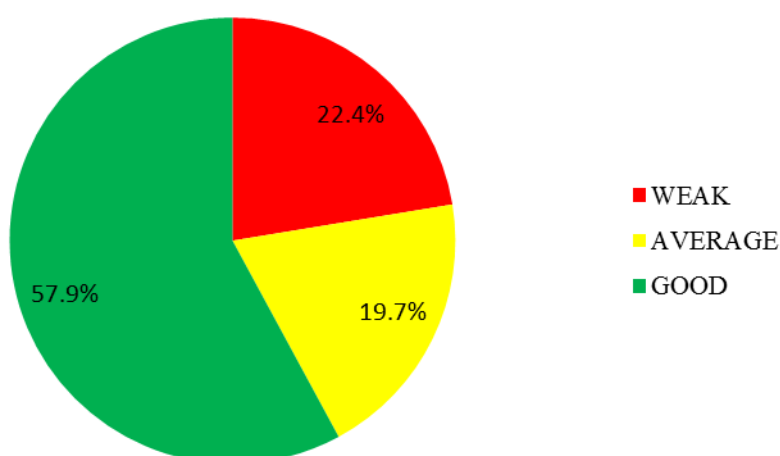


Figure 10: Trend of the Candidates' Performance in Question 10

The analysis shows that 727 candidates (22.4%) scored 0-1.5 marks; which signaled weak performance. These candidates were unable to state the uses of the definite article ‘the’ correctly. One candidate gave the following responses the definite *article that is “used before organization”*; the candidate omitted the key word in the answer making it meaningless to qualify as one of the uses *the* definite article ‘the’. Others go beyond by linking between the uses of article ‘the’ and those of identifying head words in the dictionary. Extract 10 illustrate a sample response.

10.	The following are the uses of article 'The'	
	(i) Help used to form different sentences	
	(ii) Used to identify alphabetical letters	
	(iii) Used to show the real meaning of a certain sentence in a dictionary.	
	(iv) Used to differentiate consonant and vowel	

Extract 10.1: A sample of an incorrect response.

The analysis of the candidates' performance indicates that some candidates provided correct answers by stating and giving examples on the uses of the definite article 'the'. Extract 10.2 illustrates.

10.	(i) Used for all nouns except proper nouns Example, The boy who is coming is beautiful.	
	(ii) Used for nouns which are listed or mentioned more than one Example, Jaya is going to climb a tree in which the tree has mangoes	
	(iii) Used for the nouns which are unique. Example, The sun is hot.	

Extract 10.2: A sample of candidate's good response in question 10.

2.2 SECTION B: OPTIONAL SUBJECTIVE QUESTIONS

In this section, the candidates were required to answer four questions out of six questions. Each question carried 15 marks, making a total of sixty marks.

2.2.1 Question 11: Writing

The question tested the candidates' ability to analyse six guidelines to be used for writing minutes of the meeting.

The question was attempted by 1,619 candidates (49, 9%); among those, 35 candidates (2.2%) scored from 10.5 to 15 marks; indicating good performance. Analysis also shows that 1,318 candidates (81.4%) scored from 6 to 10 marks; indicating average performance. Furthermore, 266 candidates (16.4%) scored from 0 to 5.5 marks; indicating weak performance. The general performance for this question was average since 1,318 candidates (81.4%) scored from 10.5 to 15 marks. Figure 11 presents the performance in summary.

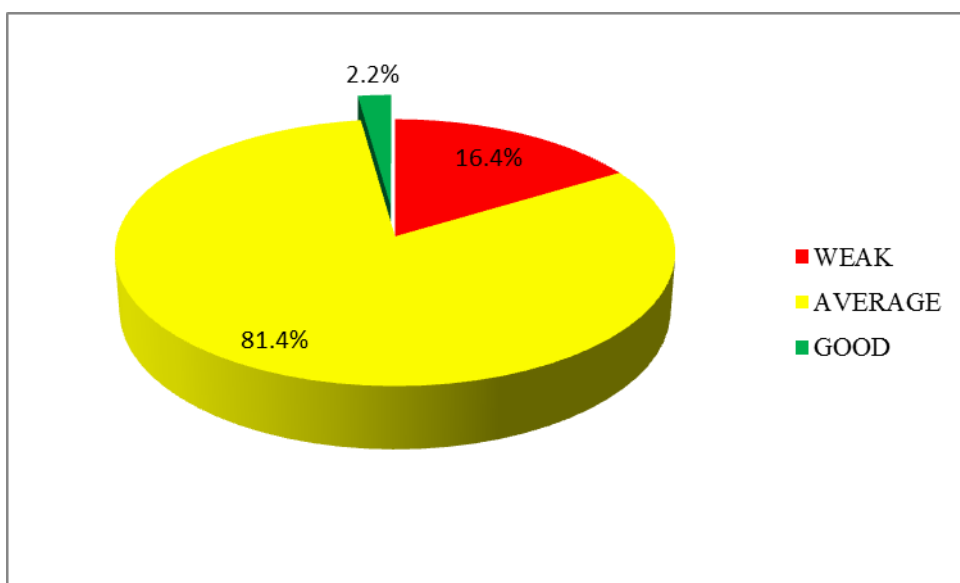


Figure 11: Trend of the Candidates' Performance in Question 11

It was observed that the candidates who performed well for this question correctly analysed the guidelines used in minutes writing and cited relevant examples for each guideline provided. Extract 11.1 presents a sample of good response.

11	<p>Minutes of the meeting refers to the all important things which are going to be held in the meeting it is clearly that there are different things which guidelines to be used in writing minutes of the meeting as follows:</p> <p>Title of the minute: When writing minutes of the meeting the first guideline it is a title of a minute for example the meeting was about the graduation of form four students the title will consist the place where the meeting held, date where the meeting held, month and year for example</p> <p>A MINUTE OF THE MEETING ABOUT THE GRADUATION OF FORM FOUR STUDENTS WHICH HELD DATE 06/05/2019 AT FORM ONE CLASS.</p> <p>Participants: All people who participated in the meeting should be shown their names at this part include both presents and absentees with their reasons to why they didn't attend in the meeting for example;</p> <p>PRESENT</p> <ol style="list-style-type: none"> 1. Fredian Kilengule - chairman 2. Keesia mehani - secretary
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- 11
3. Ibehimu Pilla - participant
 4. Emmanuel Leonce - participant
 5. Muslim Idrica - participant

ABSENTEES

1. Mariam Kalata - participant - sick
2. Aradin Yain - participant - no reason
3. Simon Kilengule - participant - no reason.

Agenda This is the most important thing to consider when writing minutes of the meeting because this is the main idea of the meeting. For example:

AGENDA

1. To open the meeting
2. To discuss the budget of the graduation
3. Extra
4. Closing the meeting.

Also your a secretary has to show who opened the meeting. For example A chairman of the meeting opened the meeting by prayer the meeting starts at 08.09 am.

Agreements according to the meeting. After a secretary should have to write what things members of the meeting agree to do before the graduation. For example: All member in the meeting agreed that the budget will cost Tshs. 100,000/- = 50, every members will pay Tshs 50,000/- and the deadline it is 20/05/2019.

Extra. Also, in writing minutes of the meeting a secretary should write if there

11	any discussion despite to the main idea of the meeting.	
	End / closing the meeting: Also this is the most important thing to consider when writing the minutes of the meeting a secretary should show who closed that meeting and also a time when the meeting was closed for example:	
	The chairperson closed a meeting by insisting all members to contribute their money before 26/05/2019 the meeting closed at 11:00am.	
	Generally, despite of guidelines to be used in writing minutes also meeting minutes of the meeting are very important in any meeting because it help to keep records and also it will be used as a reference when the meeting will be held at a second time.	

Extract 11.1 A sample of candidate's good response in question 11.

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Further analysis shows that 266 candidates (22.4%) who scored from 0 to 5.5 marks failed to analyse six guidelines used in writing the minutes of a meeting correctly. Some of the candidates went contrary to the demand of the question as they provided wrong answers. Some candidates provided responses that were partially correct while others were completely wrong. Extract 11.2 provides wrong answer.

11.	Minutes refers to the conversation which is updated by the group of people for a certain purpose, minutes can be presented through oral presentation, example of minutes can be conducted by the group of people on the basis of on how they can improve their project example imagine project the following are the guidelines which can be used in writing minutes of the meeting:
	Use clear and simple language of when writing the minutes, in writing minutes of the meeting the one who is writing should write in by using simple language which can easily understood by the other people.
	Use write only the key concepts, unnecessary words or explanations should not be included during writing the minutes of the

Extract 11.2: A sample of wrong response.

2.2.2 Question 12: Communication Theory

In this question, candidates were required in six points, to explain the process of communication focusing on effective communication.

The question was attempted by 1,663 candidates (51.3%). Among them, 168 candidates (10.1%) scored from 10.5 to 15 marks; indicating good performance and 1,085 candidates (65.2%) scored from 6 to 10 marks; indicating average performance; Moreover, 410 candidates (24.7%) scored from 0 to 5.5 marks; indicating weak performance. Generally, the performance of the candidates in the question was average bearing in mind that 1,085 candidates (65.2%) scored from 6 to 10 marks. Figure 12 illustrates the candidates' performance for this question.

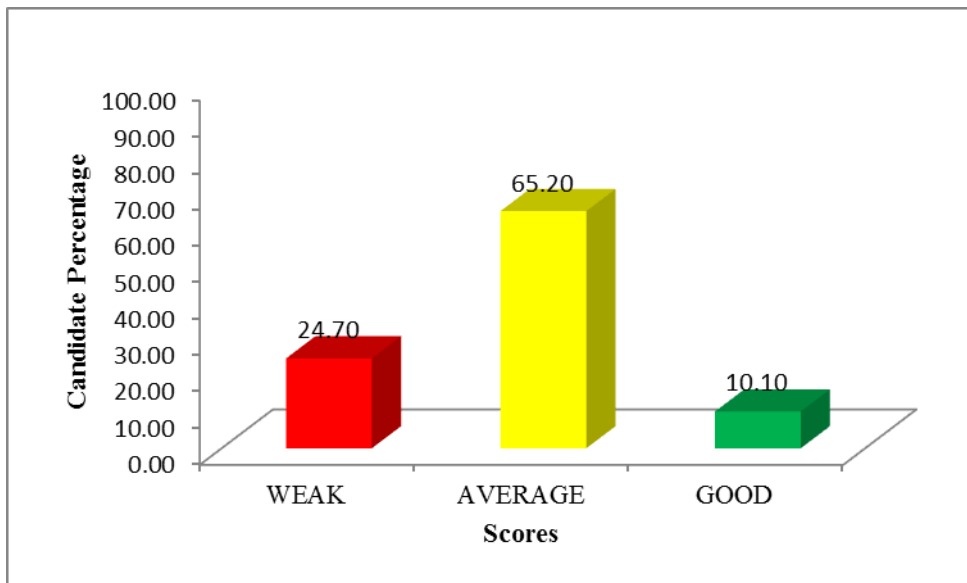


Figure 12: Trend of the Candidates' Performance in Question 12

The analysis of the candidates' performance indicates that 410 candidates (24.7%) could not explain correctly the process of communication focusing on effective communication due to lack of skills in applying the knowledge they have in – line with the demands of the question. The poor response from the candidates' responses in this situation shows that the candidate cited points such as use of simple language, organization of speech, negative understanding as points of effective communication instead of expounding the communication model. Extract 12.1 is a sample of such a weak response.

12.	<p>The process of communication focusing on effective communication can be explained as follows:</p> <p>Recognize the body language and non-verbal communication. Perform them in situations.</p> <p>Listening to the message. It makes the good understanding of the text.</p> <p>Use voice to communicate. A voice can simplify and make good communication.</p> <p>Taking Take the emotional control. Use a body in instead of moving to and flow to reduce friction.</p> <p>Use the visual material to express picture or diagram. This makes the effective communication.</p>
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Extract 12.1: A sample of an incorrect response.

Further, 168 candidates (10.1%) scored from 10.5 to 15 marks; which is a good performance. Such candidates clearly explained the process of communication focusing on effective communication. Extract 12.2 provides a sample of a good response.

12	<p>Communication process are the steps to be taken in order to acquire effective communication. Also the effective communication is the communication which have both sender and receiver and also involves feedback. The communication process involves six stages so as to make communication effective. Most of them includes</p> <p>Sender has an idea to communicate (communicator). The sender is the first element in communication process, so in order to achieve effective communication, there must be a sender which acts as the source or an information source.</p> <p>An idea becomes the message (Encoding), then after the sender identifies which he/she wants to communicate, the ideas become organized as the message or an information which need to be transmitted to the receiver.</p> <p>Message is transmitted through the channel (transmitter). This refers to the means of communication which will be used to transfer the message.</p>	
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12	<p>or to enhance communication between sender and receiver, a channel may be telephone or any other means of communication.</p> <p>Message is received by the receiver (decoding), After transmission of message through the channel then it become received by the receiver the process called decoding, so for effective communication process to take place, the decoding stage is essential.</p> <p>Message is interpreted in a receiver mind (interpretation) After receiving a message (decoding process) a receiver is required to interpret the message in order to understand the meaning and aim of that message so as he/she can give feedback to the sender.</p> <p>A receiver respond and give feedback (Feedback) This is the last step of the communication process, "in order to achieve effective communication, there must be the concept of feedback," According to schramm's model of communication. Hence this makes communication to become effective.</p> <p>Finally, To achieve effective communication, those communication processes should be followed chronologically, Also Appropriate language should be used, also both sender and receiver should have comfortable area for communication to take place, A sender should know the message which he/she want to send and how to send it, Hence an effective communication can take place to bring a meaningful communication between sender and receiver.</p>	
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Extract 12.2: A sample of candidate's good response in question 12.

2.2.3 Question 13: Oral Presentation

The question tested the candidates' ability to explain six activities an oral presenter is obliged to perform before the presentation. The required responses were; (1) choosing an appropriate topic, (2) thinking about the audiences

knowledge about the subject matter, (3) size of the audience, (4) having a definite purpose, (5) gathering materials for your speech and (6) arranging your material by preparing an outline.

The question was attempted by 2,215 candidates (68.3%). Out of that number, 264 candidates (11.9%) scored from 0 to 5.5 marks; indicating weak performance. In addition, 1,671 (75.5 %) scored from 6 to 10 marks; indicating an average performance. Moreover, 280 candidates (12.6%) scored from 10.5 to 15 marks; indicating good performance. The overall performance of the candidates for the question was average as 1,671 candidates (75.5%) scored from 6 to 10 marks. Figure 13 illustrates the candidates' performance for the question.

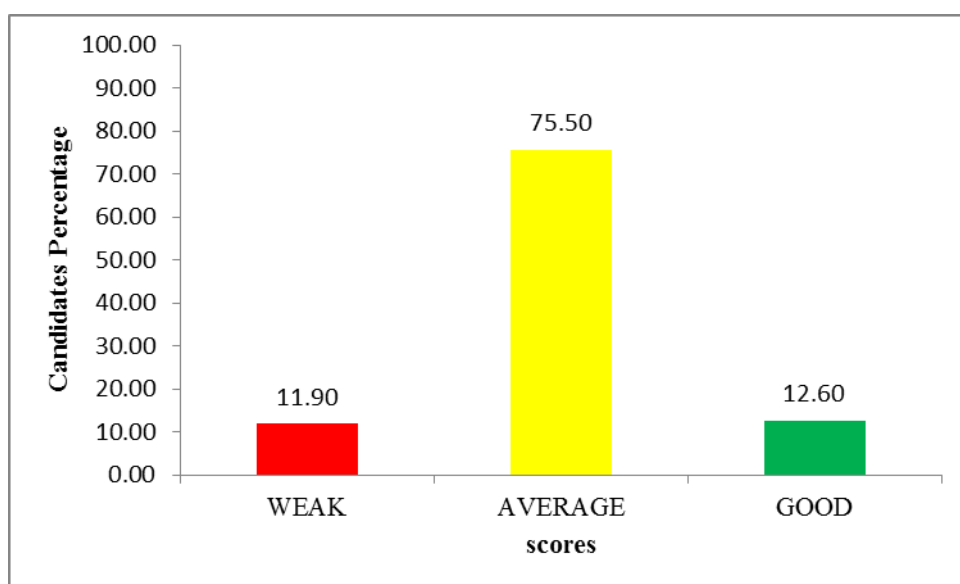


Figure 13: Trend of the Candidates' Performance in Question 13

The analysis also shows that 264 candidates (11.9%) did not explain correctly six activities of an oral presenter to be performed before the presentation. These candidates gave explanations that do not relate to the question. For instance, the candidate wrote types of communication where he/she failed to match skills with the demand of the question. Extract 13.1 shows sample response.

13	oral presentation, is the type of communication that use speech, it involve two types which is formal oral presentation and informal oral presentation. formal oral presentation is the types which is planned and organized ^{structured} while informal oral presentation is the is one which is not planned and structured.	use only
	The following are the activities that oral presenter is obliged to perform before the presentation.	
	Oral presentation is for informative purpose due to this the oral presenter have the activities of informing others before performing oral presentation.	
	Oral presentation is for persuasion the oral presenter can persuade so that to ensure the oral presentation are going well either in speech form or debate form.	
	Oral presentation is for entertain ment, the oral presenter should entertain others before going to present to the mass of the people so that they can inform first the people so that are the activity of an oral presenter before presentation	

Extract 13.1: A sample of wrong response.

Moreover, the analysis of the responses indicates that some of the candidates correctly explained the strategies to be followed in making an oral presentation and also they gave relevant examples.

2.2.4 Question 14: Reading

The question tested the candidates' ability to justify the argument that, intensive reading is done in order to serve particular purpose using six points.

The analysis of the students' performance shows that 1,526 candidates (52.9%) attempted the question. Among them 65 candidates (4.3%) scored from 0 to 5.5 marks; indicating weak performance and 975 candidates (63.5%) scored from 6 to 10 marks; indicating an average performance. Moreover, 486 candidates (31.8%) scored from 10.5 to 15 marks; indicating good performance. The overall performance in the question was average since 1,461 candidates (95.7 %) scored from 6 to 15 marks. Figure 14 illustrates the candidates' performance for this question.

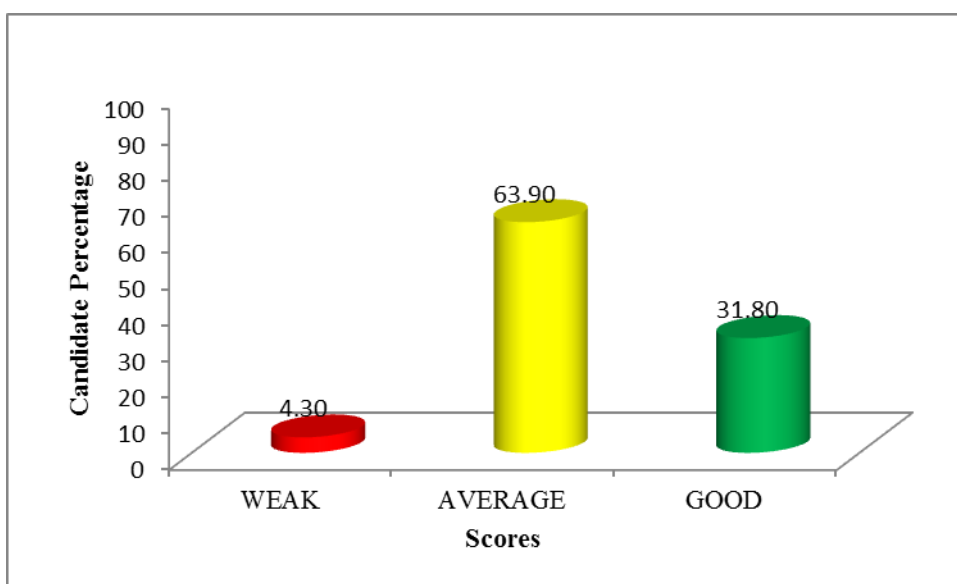


Figure 14: Trend of the Candidates' Performance in Question 14

The analysis shows that the candidates explained the purpose of intensive reading such as .understanding text in details, noting new vocabulary and expressions and the alike. A response from one of the candidates is shown by Extract 14.1 which follows.

14	<p>Helps people to get details information. Through intensive reading enable learner to get detail information and knowledge concern with the topic or subject matter. For example reading intensive topic of Disease from a book helps a learners to get new knowledge, information concern with different diseases and the appropriate ways of prevent it. Due to intensive reading helping to expand knowledge to learners.</p> <p>Used for attempt examination and test. Learners used to read for revision in order to make preparation for attempt the different examination or test concern with subject matter. Re Learner read and capture important things that his or her can use to reflect during his or her examination or test to answer well the question.</p> <p>Helps learners to understand characters and setting of the author. Through using intensive reading encourage learner to understand and recognize types of characters during reading a book for example main characters and other characters and also to understand well the setting of the book. Setting of the book include a place where characters plays.</p>
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Extract 14.1: A sample of candidate's good response in question 14

Moreover, 65 candidates (4.3%) who scored from 0 to 5.5 marks failed to explain the purpose of intensive reading. Most of the candidates in this category did not meet the demand of the question as they give irrelevant answers. For example; one of the candidates explained the importance of extensive reading contrary to

the demand of the question. One response of the candidate in this category reads that “*save time*”. Extract 14.2 provides a sample response.

14	Intensive reading is a kind of reading that a reader reads very quickly but for deeply. Example reading a head of magazine, the head of letter.	
	After the explanation about the intensive reading, I justify the truth of the statement by giving the following points:	
	Save time: the intensive reading saves time since he/she reads by looking the important things.	
	It is not expensive: since there is no payment when may be want to read the head of a certain newspaper.	
	Help a reader to read many things and for a short time that will help him/her for his/her life.	
	Help a reader to read different materials and references and to discover how to read without depending of jotting may be points since may lost your jotting materials.	

Extract 14.2: A sample of wrong response.

2.2.5 Question 15: Reference Skills

In this question, the candidates were required to explain six uses of a dictionary.

The question was attempted by 3,100 candidates (95.6%). Out of that number, 153 candidates (4.9%) scored from 0 to 5.5 marks; indicating weak performance. In addition, 2,410 candidates (77.8%) scored from 6 to 10.5 marks; indicating an average performance. Furthermore, 537 candidates (17.3%) scored from 10.5 to 15 marks; indicating a good performance. The general performance for this question was average as 2,410 candidates (77.8%) scored from 6 to 10 marks. Figure 15 illustrates the candidates' performance for this question.

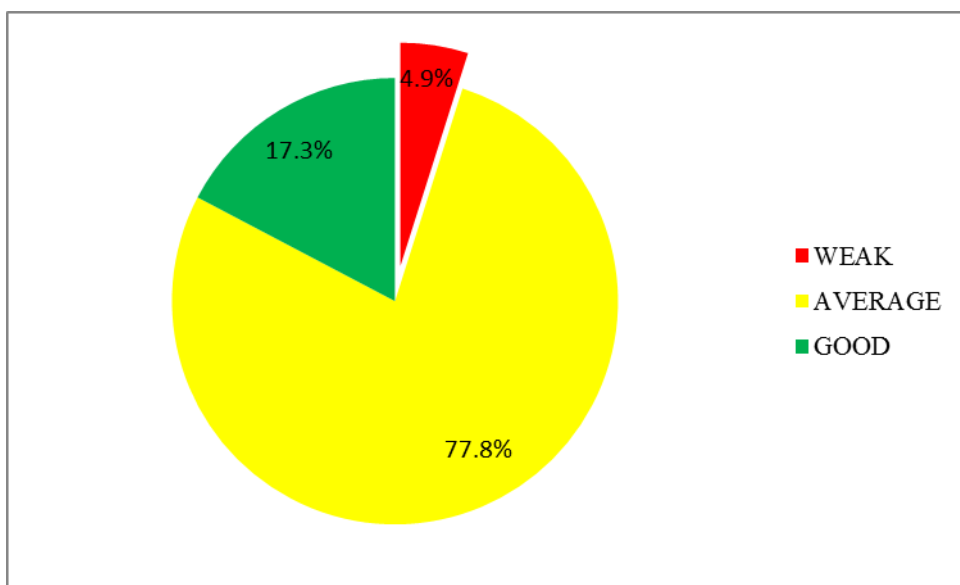


Figure 15: Trend of the Candidates' Performance in Question 15

The analysis indicates that 153 candidates (4.9%) scored from 0 to 5.5 marks; indicating weak performance in the question.

However, a few candidates (5.8%) scored from 10.5 to 15 marks because they had good knowledge on the categories of questions asked. They identified dictionary use to include checking for correct spellings, word class, pronunciation, synonyms and antonyms and so on. Extract 15.1 shows a sample of such a good response.

15 Dictionary is the reference book that is arranged alphabetically that show meaning of the word.

The following are the uses of dictionary

- It is used to show pronunciation of words. Example School [SKU:ll] and Cut [CAt], so dictionary show how you can pronounce word.
- It is used to show origin of the word. Example 'Sushi' Japan, Safari /Kwahili/ King/war /British/. Means it is used to show word has originated from what country.
- It is used to show classes of the word. Example each word is explained if it is noun, pronoun or adjective such as Pooney is a noun.
- It is used to show spelling of the word. Means each word in dictionary are written in good calligraphic hence help to know the

15 It help to know the meaning of different words. Example Analyse Means to separate things or concept and A boy means male person.

It help to show illustration and picture of things during explain of word. Hence help student to know picture of different animals and objects. Example picture of leopard, Lion.

Conclusion, Dictionary also help to learn tenses, Means how Construct sentences because it have got example of sentences and also help to know grammar of the sentence.

Extract 15.2: A sample of candidate's good response in question 15

2.2.6 Question 16: Writing Skills

In this question, the candidates were required to describe six aspects on the importance of note making to a learner.

The question was attempted by 2,833 candidates (87.4%). Out of them, 650 candidates (22.9%) scored from 0 to 5.5 marks; indicating weak performance. In addition 2,020 candidates (71.3%) scored from 6 to 10 marks; indicating average performance, and 163 candidates (5.8%) scored from 10.5 to 15 marks; indicating good performance. The general performance for this question was average as 2,020 candidates (71.3%) scored from 6 to 10 marks). Figure 16 illustrates the candidates' performance for this question.

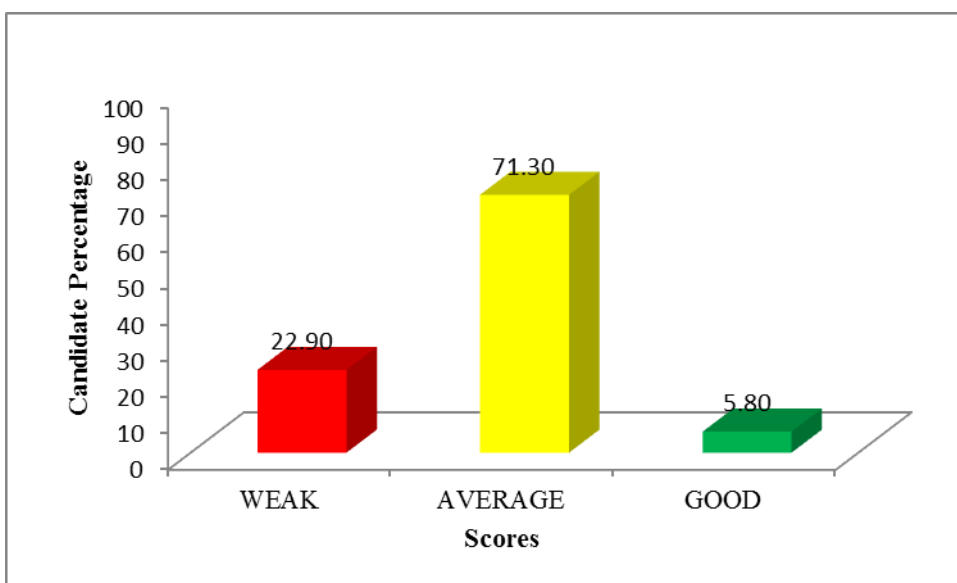


Figure 16: Trend of the Candidates' Performance in Question 16

The analysis shows that some of the candidates performed poorly because they did not understand the requirements of the question. This was revealed by the answers they provided. One candidate could not write an essay as it was required. Extract 16.1 illustrates.

16. Note making is the process of making a good notes or to write all information to be discussed for example during debate, meeting, seminars and others. Techniques of note making used to analyse all the information discussed during the meeting also to explain in detail the information. The following are the importance of note making to a learner are as follows.

It help learners to improve writing skills this is because during meeting process done the learner or student have high speed to write all things that are discussed during the meeting or during debate, seminars and others.

It help learners to have critical thinking this is because for example in the classroom if teacher use lecture method student they use their own knowledge to explain something that are discussed. Learner to have high critical thinking.

It help learners to be more creative this is because when teacher give more clarification student or learner take some abbreviation and when re-writing your notes they write the whole words and not abbreviations.

It help learner to prepare their own notes and those notes can be used for future because note making you write all things that are discussed during speeches, debate and others.

16--	<p>Help learner to have high experiences because of this process of note making bec also they get more knowledge and more ex skills and attitude because learner get more knowledge also they can apply the experience get from some where.</p> <p>Help learner to have confidence because of note making prepared during the meeting also they can teach other student in their class. Note making more use their knowledge to learners.</p> <p>All in all the above explanation are the importance of note making to learner. Note making help learner to perform very well because of the notes prepared during meeting, seminars, debate and others.</p>
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Extract 16.1: A sample of an incorrect response.

However, 163 candidates (5.8%) scored from 10.5 to 15 marks for this question. These candidates described the importance of note making to a learner correctly. Among best answers that they gave as the importance of note making included saving time during revision, making notes as an aid to understanding a subject and the like. Extract 16.2 is a sample of such a good response.

16.

Note making: refer to the writing notes as the summary of the topic or content from a source; the sources can be text books, reference book, journals, articles, early clipped etc.

The following are importance of note making to a learner.

It help to prepare notes. Note making help students to prepare notes for learning in relation to a particular topic, subtopic or any content.

It can be

It is used as a future reference.

Through note making students are able to prepare their own notes that can serve them in future time reading, or studying.

It expand knowledge. Note making also may help students their own understanding and knowledge particularly in a given topic, subtopic etc.

It help to develop skills.

Through note making, a learner may develop skills like reading skills, writing skills which may lead to good performance of that student.

It help to develop curiosity and originality of the learners. Through note making students may develop their thinking capacity through reading things in detail and in logical reasoning. Also through using different sources of

16	materials such as journal, text book, article, encyclopedia etc.	use only
	it help students to retain inform ation easily. note making enable student to prepare notes his/her self hence will easy for him/her to reading and retain it after reading	
	Conclusively: note making has greater significance to the learner but it may be hindered by several factors such as unavailability of enough of sources of information material or material such as text books, journals, articles, reference books etc.	

Extract 16.2 shows a response from a candidate who satisfactorily described importance of note taking to a learner

3.0 PERFORMANCE OF CANDIDATES PER TOPIC

The Candidates' Item Response Analysis in the Communication Skills subject for 2019 DSEE shows that some of the candidates had enough knowledge of Reference skills based on the fact that they got 80%.

The performance in some topics was satisfactory due to sufficient knowledge of the topics and understanding of the requirements of questions. The topics tested were: Writing (71%), Reading (78%) and Communication Theory (86%), Oral presentation (80%), Reference skills (95%) and Structure (71%). This is illustrated in Appendix A.

4.0 CONCLUSION

Statistical data analysis for each question shows that the candidates' overall performance in Communication Skills for Diploma in Secondary Education Examination (DSEE) in 2019 was average. This may have been attributed to the candidates' limited ability to understand the demand of the questions, lack of knowledge on the subject matter, lack of proficiency in English Language and writing skills.

5.0 RECOMMENDATIONS

In order to improve the performance of the candidates in future Communication Skills examinations, the followings are recommended: -

- (a) Student teachers should practice to look for meaning, spelling and pronunciation of words from dictionaries and encyclopedias.
- (b) For the topic of communication theory, the student teachers should make use of library/internet reading to identify barriers and strategies for effective communication.
- (c) For the topic of Reading, student teachers should use newspapers articles and other written texts.
- (d) In Writing Skills, the student teachers should practice note making and note taking from a variety of texts and oral presentations.(lectures).

Appendix A

Figure 17: The Summary of the Candidates' Performance by Topic

ANALYSIS OF CANDIDATES' PERFORMANCE PER TOPIC

S/N	Topic	Question Number	The percentages of candidates who scored 40% or above	% Average performance	Remarks
1	Reference Skills	15	95	95	Good
2	Communication Theory	6	97	86	Good
		12	75		
3	Oral Presentation	8	72	80	Good
		13	88		
4	Reading	2	69	78	Good
		5	74		
		7	98		
		14	96		
5	Structure	10	78	78	Good
6	Writing	1	48	71	Good

