THE NATIONAL EXAMINATIONS COUNCIL OF TANZANIA

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

724 COMMUNICATION SKILLS
THE NATIONAL EXAMINATIONS COUNCIL OF TANZANIA

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

724 COMMUNICATION SKILLS
# Table of Contents

FOREWORD ......................................................................................................................... iv  
1.0  INTRODUCTION ........................................................................................................... 1  
2.0  ANALYSIS OF THE CANDIDATES' PERFORMANCE IN EACH QUESTION .......................................................... 3  
2.1  SECTION A: OBJECTIVE TYPE OF QUESTIONS ................................................................. 3  
2.1.1  Question 1: Oral Presentation .................................................................................. 3  
2.1.2  Question 2: Communication Theory ...................................................................... 6  
2.1.3  Question 3: Reading skills ...................................................................................... 8  
2.1.4  Question 4: Writing ............................................................................................... 11  
2.1.5  Question 5: Writing ............................................................................................... 13  
2.1.6  Question 6: Writing Skills ..................................................................................... 15  
2.1.7  Question 7: Communication Theory ...................................................................... 18  
2.1.8  Question 8: Structure ........................................................................................... 19  
2.1.9  Question 9: Reading ............................................................................................. 21  
2.1.10 Question 10: Reading ........................................................................................... 23  
2.2  SECTION B: OPTIONAL SUBJECTIVE QUESTIONS ............................................................ 25  
2.2.1  Question 11: Writing skills ..................................................................................... 26  
2.2.2  Question 12: Reading ........................................................................................... 30  
2.2.3  Question 13: Oral Presentation ............................................................................. 34  
2.2.4  Question 14: Writing skills ..................................................................................... 37  
2.2.5  Question 15: Oral Presentation ............................................................................. 40  
2.2.6  Question 16: Writing skills ..................................................................................... 42  
3.0  PERFORMANCE OF CANDIDATES IN EACH TOPIC ......................................................... 46  
4.0  CONCLUSION ............................................................................................................... 46  
5.0  RECOMMENDATIONS .................................................................................................... 47  
Appendix A ......................................................................................................................... 48
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.

<table>
<thead>
<tr>
<th>CANDIDATES TYPE</th>
<th>NUMBER OF CANDIDATES</th>
<th>NO. OF CAND AND %</th>
<th>THOSE WHO PASSED</th>
<th>GRADES</th>
</tr>
</thead>
<tbody>
<tr>
<td>ALL (DSEE)</td>
<td>7,272</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>No.</td>
<td>7,266</td>
<td>1,423</td>
<td>A</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>99.96</td>
<td>19.54</td>
<td>B</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>28.63</td>
<td>C</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>44.66</td>
<td>D</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>6.65</td>
<td>F</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>0.04</td>
<td></td>
</tr>
<tr>
<td>UDOM CURRICULUM</td>
<td>4,079</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(DSEE)</td>
<td>No.</td>
<td>4,076</td>
<td>10</td>
<td>A</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>99.93</td>
<td>0.25</td>
<td>B</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>13.73</td>
<td>C</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>74.23</td>
<td>D</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>11.72</td>
<td>F</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>0.05</td>
<td></td>
</tr>
<tr>
<td>TIE CURRICULUM</td>
<td>3,193</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(DSEE)</td>
<td>No.</td>
<td>3,190</td>
<td>1,417</td>
<td>A</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>99.91</td>
<td>44.42</td>
<td>B</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>47.95</td>
<td>C</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>7.33</td>
<td>D</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>0.25</td>
<td>F</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>0.03</td>
<td></td>
</tr>
</tbody>
</table>
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 (2/3) of the candidates got it right; weak if one third (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 (1/3) to two thirds (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](image-url)
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.
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.
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.
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.
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.
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 attitude, 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.

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.

![Bar Chart](image)

**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.
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.
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 (86.2.0%) scored from, 3 to 4 marks. Figure 5 illustrates.

![Pie Chart](image)

**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.
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.
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.
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.

<table>
<thead>
<tr>
<th>6. Four Causes of Communication Barriers</th>
</tr>
</thead>
<tbody>
<tr>
<td>i. Synonyms</td>
</tr>
<tr>
<td>ii. Homographs</td>
</tr>
<tr>
<td>iii. Homonyms</td>
</tr>
<tr>
<td>iv. Homophones</td>
</tr>
</tbody>
</table>

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](image)

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.
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.

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.

![Pie chart showing performance distribution](image)

**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.

<table>
<thead>
<tr>
<th>8th Form of Oral Presentation</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tunes</td>
<td>2</td>
</tr>
<tr>
<td>Volume</td>
<td></td>
</tr>
<tr>
<td>Pronunciation</td>
<td></td>
</tr>
<tr>
<td>Pitch</td>
<td></td>
</tr>
</tbody>
</table>

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.

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>8.</td>
<td>i/ The presence of Audience</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>ii/ The Speaker</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>iii/ learning environment</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>iv/ well-organized speech</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>8.</td>
<td>i/ conversation</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>ii/ Interview</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>iii/ Speech</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>iv/ Dialogue</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>09.</th>
<th>(a) Open-ended questions.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Use technique ways of asking the learners. Example: The first president of Pakistan is known as</td>
</tr>
<tr>
<td>2.</td>
<td>(b) Closed-ended questions.</td>
</tr>
<tr>
<td>3.</td>
<td>Use more technique meaning and did not understand quickly. For example,</td>
</tr>
<tr>
<td>4.</td>
<td>Explain the five (5) meaning of different object word of difference pronunciation.</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Q.</th>
<th>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?</th>
</tr>
</thead>
<tbody>
<tr>
<td>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 compares with the false answers. Example: Which one is the types of communication?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>a) Channel</td>
</tr>
<tr>
<td></td>
<td>b) Verbal communication</td>
</tr>
<tr>
<td></td>
<td>c) Noise</td>
</tr>
<tr>
<td></td>
<td>d) Source.</td>
</tr>
</tbody>
</table>


### 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.

![Circle Graph](image)

**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.
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.

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.

![Pie chart showing the distribution of performance among candidates.]

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.
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:

A little of the minute. When writing minutes of the meeting the first guideline is a little of a minute. For example the meeting was about the graduation of form four students the minute will consist the place where the meeting held, date where the meeting held, minute and year for example.

A MINUTE OF THE MEETING ABOUT THE GRADUATION OF FORM FOUR STUDENTS WHICH HELD DATE 06/05/2019 AT FORM ONE D CLASS.

Participants: All people who participated in the meeting should be shown their names at this part include主持 presents and apologized with staff reasons for why they didn’t attend in the meeting for example:

PRESENCE
1. Tollen Elonge - Chairman
2. Jessica Mohani - Secretary
3. Jamaal Juma - participant
4. Emmanuel STORE - participant
5. Muslim Idris - participant

ABSENTEE:
1. Mariam Kalema - participant - sick
2. Amin Juma - participant - no reason
3. Simon Kikungule - 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. Election
4. Closing the meeting

Also, a secretary has to show who opened the meeting. For example: A chairman of the meeting opened the meeting by saying the meeting started at 08.00 am.

Agreement according to the meeting: The secretary should have to write what things the members of the meeting agreed to do before the graduation. For example: All members in the meeting agreed that the budget will cost 500,000 shs. and the deadline is 2010.

Ex: Also, in writing minutes of the meeting, a secretary should write if there.
### Extract 11.1 A sample of candidate's good response in question 11.

If 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.

Example:

The chairperson closed a meeting by inviting all members to contribute their money before 26/05/2019 the meeting closed at 11h30am.

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 record and also it will be used as a reference when the meeting will be held at a second time.

---

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.
Examine 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.
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.
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.
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:

1. 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.

2. The idea becomes the message (Encoding), then after the sender to identify which he/she wants to communicate, the ideas become organized as the message or an information which need to be transmitted to the receiver.

3. Message is transmitted through the channel (transmitter). This refers to the means of communication which will be used to transfer the message.
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.

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](image)

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.
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.

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](image)

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 [skool] and Cut [kut].
- It is used to show how you can pronounce word.
- It is used to show origin of the word. Example: Sushi [sush-i] Japan, Safari [sur-wah-ri] king/war British. It 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: Rooney is a noun.
- It is used to show spelling of the word. Means each word in dictionary are written in good spellin' hence help to know the.

15. It help to know the meaning of different words. Example: Analyze

Means to separate things or concept and A boy means male person.

It help to show illustration and picture of thing's during explain of words hence help student to know picture of different animals and objects. Example: picture of leopard, lion.

Conclusion: Dictionary also help to learn tense, means how construct sentence because it have got example of sentence and also help to know grammar of the sentence.
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](image)

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.
Note making is the process of making good notes or to write all information to be discussed, for example, during debate, meeting, seminar, and others. Techniques of note making used to analyse all 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:

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

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

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

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

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.
Note taking: refer to the writing of notes as the summary of the topic or content from a source. The sources can be textbooks, reference books, journals, articles, encyclopedias, etc.

The following are the importance of note taking for a learner:

- It helps to prepare notes. Note taking helps students to prepare notes for learning in relation to a particular topic, subtopic, or any content.
- 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 expands knowledge. Note making also may help students their own understanding and knowledge, particularly in a given topic, subtopic, etc.
- It helps 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 helps to develop curiosity and originality of the learner. Through note making, students may develop their thinking, capacity through reading things in detail and in higher accuracy.

45
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.

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

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