THE UNITED REPUBLIC OF TANZANIA
MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY
NATIONAL EXAMINATIONS COUNCIL OF TANZANIA
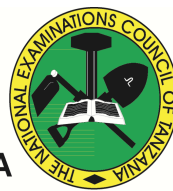
CANDIDATES' ITEM RESPONSE ANALYSIS REPORT ON THE DIPLOMA IN SECONDARY EDUCATION EXAMINATION (DSEE) 2021

COMMUNICATION SKILLS

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724 COMMUNICATION SKILLS

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FOREWORD

The National Examinations Council of Tanzania is pleased to issue this report on the Candidates' Item Response Analysis (CIRA) on the Diploma in Secondary Education Examination (DSEE) in the Communication Skills subject in 2021. This report was prepared to provide feedback to student-teachers, tutors, parents, guardians, policy makers and the public on the candidates' performance and the challenges that they encountered in attempting the examination questions.

The Diploma in Secondary Education Examination marks the end of the diploma course in education. This summative evaluation reveals the effectiveness of the teaching and learning process.

This report is intended to contribute towards understanding possible reasons for candidates' responses in the Communication Skills examination. It shows the factors that made the candidates to obtain high or low marks. Some candidates performed well because they correctly understood the requirements of the questions; they had adequate knowledge of grammar; they had sufficient basic vocabulary for use in different contexts; and they had sufficient knowledge about various topics. In contrast, others attained low performance due to their inability to understand the questions' requirements, inadequate knowledge of English grammar, lack of basic vocabulary to use in different contexts, and insufficient knowledge of various topics.

The National Examinations Council expects that, the feedback provided in this report will enable stakeholders to take appropriate measures to improve candidates' performance in future examinations administered by the Council.

Finally, the Council would like to thank the Examination officers, tutors and all who participated in the preparation of this report.

Dr. Charles E. Msonde
EXECUTIVE SECRETARY

1.0 INTRODUCTION

This report presents the performance of the candidates who sat for the Diploma in Secondary Education Examination in May, 2021 in the Communication Skills subject. The examination was prepared based on the 2009 Communication Skills Syllabus. The subject focuses on testing candidates' competencies in *communication theory*, *reference skills, oral presentation, reading skills, writing skills, vocabulary* and *structure*. The total of 2,097 candidates sat for the examination. Data show that the performance of candidates in the subject in 2021 has decreased compared to that in 2020 as shown in the table below:

Comparison of Candidates' Pass Grades in DSEE 2020 and 2021 in Communication Skills Examination.

Year	Candidates sat	Percentage	Grades				
			A	B	C	D	F
2020	2,812	99.89	0	182	2,186	422	03
2021	2,097	99.81	4	247	1,544	274	04

The table indicates that the performance of the candidates decreased in 2021 by 0.08 per cent.

The Communication Skills examination paper consisted of sections A and B with a total of sixteen (16) questions. Section A consisted of ten (10) compulsory questions, each carrying four (4) marks making a total of forty (40) marks. Section B had six (6) optional questions. The candidates were required to answer four (4) questions, each carrying 15 marks making a total of 60 marks. The performance on each question in Section A was considered good if the candidates' scores ranged from 3.0 to 4.0 marks, *average* if the candidate' scores ranged from 2.0 to 2.5 marks, and *poor* if the candidates scores ranged from 0 to 1.5 marks. However, in Section B, good performance ranged from 10.5 to 15.0 marks; average performance ranged from 6.0 to 10.0 marks and poor performance ranged from 0 to 5.5 marks. These performances levels are presented in figures and appendices using green, yellow and red colours to represent good, average and poor performance levels respectively.

The analysis of the candidates' performance in this report has been organized in such a way to allow presenting each individual item by

indicating the percentage of the candidates who attempted the question and the percentage of candidates who scored various marks based on their responses. Sample extracts of the candidates' responses are presented as evidence on how the candidates responded to the demands of the questions.

The criterion for the general performance on each topic is either good, average or weak. This performance grouping is based on the percentage ranges where the range from 70-100 is considered as good, 40-69 Average and 0-39 weak. A summary of the candidates' performance on each topic is shown in Appendix 1.

2.0 ANALYSIS ON THE CANDIDATES' PERFORMANCE PER QUESTION

This part comprises Section A and B. Section A analyzes short answer questions, while Section B analyzes essay type questions. The detailed analysis is as follows:

2.1 SECTION A: OBJECTIVE TYPE QUESTIONS

There were ten (10) compulsory questions in this section that were derived from various topics in the syllabus. Each question carried four (4) marks.

2.1.1 Question 1: Reference Skills

This question required the candidates to mention four categories of media channels of communication. The question was attempted by 2,097 (100%) candidates. The general performance of the candidates on this question was average as 48.6% of the candidates scored from 2.0 to 2.5 marks, as shown in Figure 1.
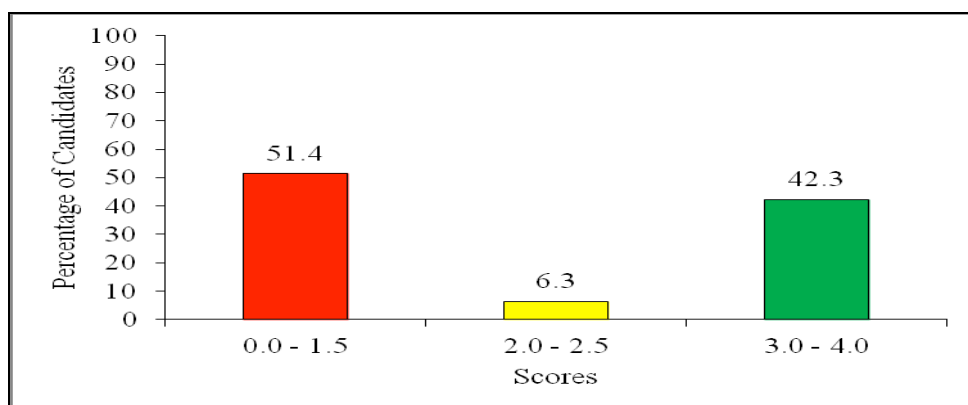
Figure 1: *Candidates' performance on Question 1.*

In Figure 1, the analysis indicates that 51.4% of the candidates scored from 0.0 to 1.5 marks. These candidates had poor knowledge of the categories of media channels of communication; in contrast others did not understand the demand of the question, hence giving incorrect responses. For example, one of the candidates wrote the elements of communication such as *sender, receiver, medium* and *message.* Another candidate mentioned incorrect responses like *mass media, face to face communication, electric communication, liquid media, gaseous media, verbal communication and non-verbal communication.* Some of these responses related to types of communication, namely verbal and non-verbal communication. Other candidates provided inappropriate answers such as *standard media channel, non-standard media channel, factual and non-factual information* instead of: *visual media, audio -visual media, audio media and written media.* Extract 1.2 is a sample of the incorrect responses to the question.

Extract 1.1: A sample of the incorrect response to question1.

Extract 1.1 suggests that the candidate misunderstood the demand of the, Hence, he/she thus mentioned social media instead of the categories of media channels.

Further analysis shows that 6.3% of the candidates scored from 2.0 to 2.5 marks as they partially addressed the demand of the question. For example, *audio-visual channel, audio channel* as correct responses and *video channel,* and *electric channel* as incorrect responses. Other candidates provided partial correct answer, *Audio* and *visual media* as appropriate responses and *printed media and non-printed media* as inappropriate responses.

In contrast, 42.3% of the candidates correctly mentioned four categories of media channels of communication. Those who scored full marks (21%) demonstrated good knowledge of analyzing the categories of media channels of communication and understood the requirement of the question, as illustrated in Extract 1.2.

1	i)	Written media channel of communication	
	ii)	Oral media channel of communication	
	iii)	Audio media channel of communication	
	iv)	Visual media channel of communication.	

Extract 1.2: A sample of the correct responses to question 1.

2.1.2 Question 2: Vocabulary

This question required the candidates to briefly explain the concepts of derivation and conversion by providing one example for each. It was attempted by 2,096 (99.9%) candidates. Their overall performance on this question was weak sincs 88% of the candidates scored from 0.0 to 1.5 marks, as illustrated in figure 2.
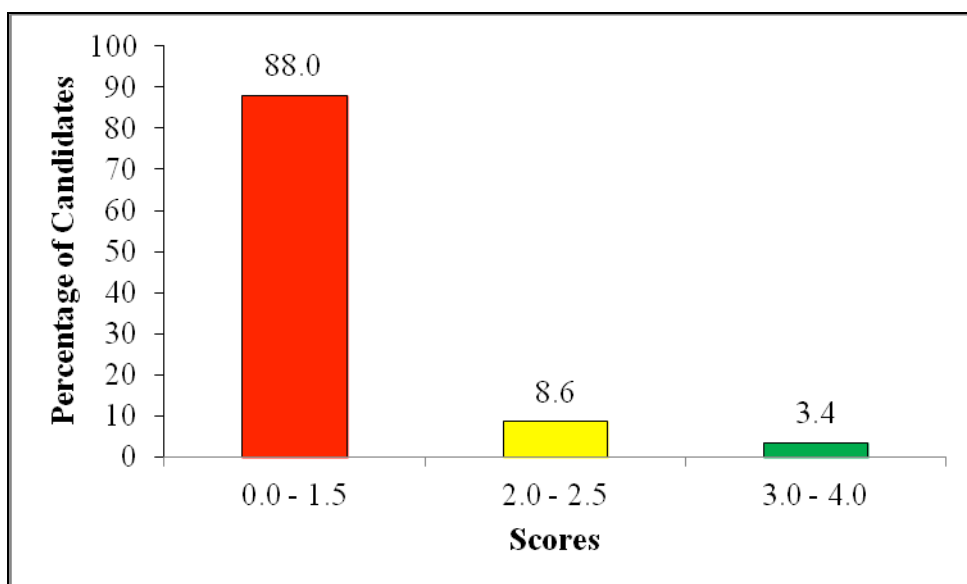
Figure 2: *Candidates' performance on Question 2.*

Data in Figure 2 indicate that 88.0% of the candidates scored from 0.0 to 1.5 marks. Most of them (7%) scored 0; These candidates failed to briefly explain the concepts of derivation and conversion due to lack of knowledge about word formation contributed to their failure. Some of them explained the two concepts wrongly by providing the definition of communication and mixing the concepts with other word formation processes like

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affixation, compounding, borrowing and clipping. Furthermore, others skipped the question. For instance, one candidate explained: *derivation is the process of message from sender or to transfer to receiver, conversion is the situation by receiver response to the massage accept from sender.* Another candidate wrote: *derivation is the process of adding affix to a words* and *conversion is the process of changing certain thing into another shape and size, Derivation is a process of cutting a word from the origin to form the abbreviation eg. Flue from influenza. Conversion is a process of taking or transferring a word from one language. Eg philosophy from Greek language.* Some candidates mixed conversion with conversation and dialogue as they wrote: *Conversion is the spoken between two people or is the dialogy between two people.* Extract 2.1 presents an incorrect response by a candidate who was not knowledgeable about word formation processes.

2. (a) Derivation.		
Is the process of delivering Something from a Certain		
point or a subject matter forexample to delive formulars.		
(b) Conversion.		
Is the process of Converting two things forexample		
to Convert the Statement Scale into fractional Scale.		

Extract 2.1: A sample of the incorrect response in question 2

Extract 2.1 the candidate wrote incorrect description of derivation and conversion.

In contrast, 8.6% of the candidates attained average performance, from 2.0 to 2.5 marks, because they did not fully address the requirement of the question. An example of such partially correct answers were: *Derivation is the process of word formation which involves adding of affixes with changing the class of the word eg. Use-usefulness while conversion is the process of conveying message or information among two or more people through the word of mouth.* Another candidate wrote: *Derivation is the process of word formation in which occur through addition of the Affix to the stem of the work such as; Teach-er, Teacher. conversion is the process*

of word formation which occurs without changing the meaning of the word class. example of the word "love".

I love you is noun
*I love Juma only in this class is verb.*

Also, Figure 2 shows that a few candidates (3.4%) scored from 3.0 to 4.0 marks. Those scored full marks (0.9%) briefly explained the concepts of derivation and conversion and give relevant examples for each. They demonstrated adequate knowledge of word formation, specifically of derivation and conversion. Hence they provided appropriate responses as shown in Extract 2.1.

Extract 2.2: A sample of the correct responses to question 2

2.1.3 Question 3: Writing Skills

This question required the candidates to list four components of the Curriculum Vitae (CV). The question was attempted by 2,097 (100%) candidates. The general performance on the question was good as 94.4% of the candidates scored from 2.0 to 4.0 marks, as shown in Figure 3.
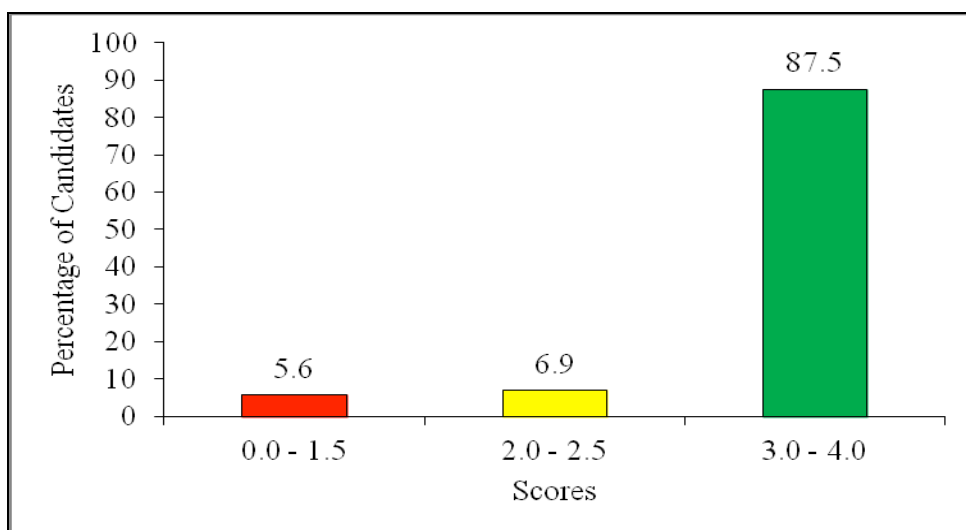
Figure 3: *Candidates' performance on Question 3*

Figure 3 shows that most candidates (87.5%) had scored from 3.0 to 4.0 marks implying good performance. Those who scored full marks (65%) on this question were knowledgeable about Curriculum Vitae. One of these candidates wrote: *personal details, educational background, working experience and skills.* They provided correct examples to support the listed points, as shown in extract 3.1.

Extract 3.1: A sample of the correct response in question 3

Further analysis shows that 6.9% of the candidates scored from 2.0 to 2.5 marks. They provided responses which partially addresses the demand of the question. One of the candidates wrote inadequate response like *level of education, experience, self expression, and supporters* The candidate was supposed to specify "experience" and use appropriate terms such as *personal details* instead of *self expression* and *reference* instead of *supporters*. Another candidate listed some components that were partially correct such as *personal background* and *work experience,* and incorrect such as *declaration* and *signature.*

However, 5.6% of the candidates failed to list four components of the Curriculum Vitae (CV). Those who scored zero (2.4%) provided irrelevant responses like *heading or title*, *introduction, main body, conclusion and summary, job carrier, historical background, and assistance of your CV* instead of Educational Background, Personal Details, Reference, Skills, Interests, Work experience etc. This shows that the candidates lacked knowledge of preparing a Curriculum Vitae. Extract 3.2 illustrates an incorrect response.

3	(i) Sheet	
	(ii) pen	
	(iii) writer	
	(iv). goal	

Extract 3.2: A sample of the incorrect response to question 3

2.1.4 Question 4: Communication Theory

The question tested the candidates' ability to differentiate written communication from spoken communication by giving four points. The analysis indicates that 2,097 (100%) candidates attempted the question. In general, the performance on this question was good since 97.7% of the candidates scored from 2.0 to 4.0 marks, as illustrated in Figure 4.
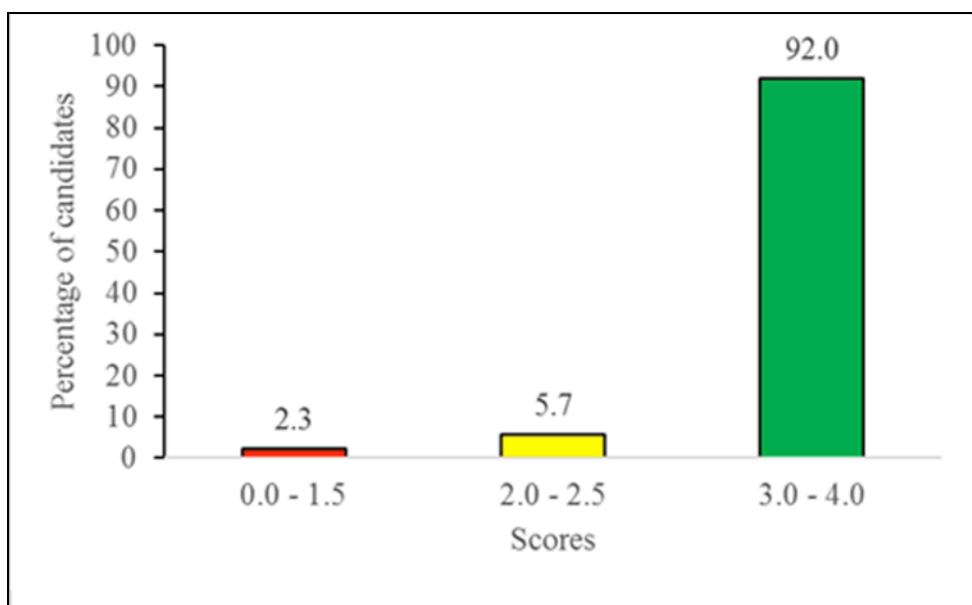
Figure 4: *Candidates' performance on Question 4*

Figure 4 shows that the majority of the candidates (92.0%) scored from 3.0 to 4.0 marks. Those who scored full marks (82.3%) provided four points that clearly differentiate the two concepts. Most of these candidates provided good responses, as illustrated in Extract 4.1.

Extract 4.1: A sample of the correct responses to question 4

Further analysis shows that 5.7% of the candidates scored 2.0 to 2.5 marks. These candidates provided less than four points contrary to the demand of the question. For example, candidate responded: *written communication is the kind of communication transferred in written words example story books and others while spoken communication transferred through mouth from one generation to another or from one people to another.* Another candidate wrote*: written communication is the type of communication that involves people communicate through writing: This include: books, magazine, newspaper while spoken communication is the type of communication that the information delivered by using the words of mouth example story telling.* These responses imply that the candidates had limited knowledge. Hence, they could not fully address the question.

However, a few candidates (2.3%) scored from 0.0 to 1.5 marks. Those who scored 0 (0.8%) failed to differentiate written communication and spoken communication. Analysis shows that they lacked knowledge. Some incorrect responses were; *written communication always deals with specific topic while spoken communication sometimes can be no specific topic, written communication can be use as official document in government level while spoken communication cannot be use as official document in government level.* These candidates failed to realize that written communication involves only a few people who can read and write, while spoken communication involves a large group of people, from children to adults, without considering their ability to read or write etc. Extract 4.2 shows an incorrect response to the question.

04.	i) Meaning; Communication is just ex-change of information between reciever and Sender. While Spoken Communication is the communication transfor-med through mounth or talks.	
	ii) Channels; Communication may invo-nues any channel while Spoken have few channel audio and audio visual like telephone and face to face.	
	iii) feedback; Communication its feed back may be immediatey or rate; while Spoken Communication involves immediate feedback.	
	iy) Communication is formal Situation where by Spoken Communication can be informal Situation.	

Extract 4.2: A sample of the incorrect responses to question 4

In extract 4.2, the candidate wrote the elements of communication instead of differentiating written communication from spoken communication.

2.1.5 Question 5: Structure

This question required the candidates to write four uses of the simple present tense by giving one example for each use. The analysis of candidates' performance on this question indicates that the question was attempted by 2,097 (100%) candidates. The overall performance on this question was weak since 33.5% of the candidates scored from 2.0 to 4.0 marks. Figure 5 illustrates the candidates' performance on question 5.
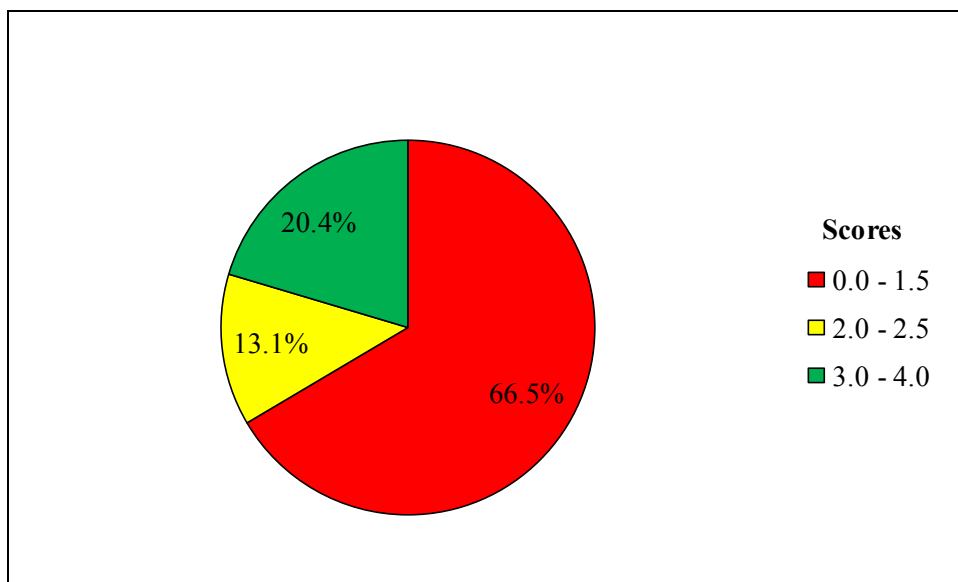
Figure 5: *Candidates' performance on Question 5.*

Figure 5 shows that most candidates (66.5%) scored from 0.0 to 1.5 marks. The analysis depicts that those who scored 0 (37.7%) did not understand the requirement of the question. For instance, some candidates presented points that reflect articles and word classes like *to show the verb, to show the article in the sentence, to show the noun*, *to show the Adjective/singular*, *used to show how things is done, it used to show appreciation, used to criticize and it used to show the happy.* Further analysis shows that other candidates lacked knowledge about the uses of the simple present tense. Some of them had a repetition of ideas in some responses such as *used to show complete action, used to show the action, used to show past and continuous event can be used to refer to the action.* ie. *Used to sent the message from one person to another eg. She drinks water, to announce people eg. Go to cut the plant and used in the meeting for discussion eg. We listen to him carefully.* They were also not aware that simple present tense is used to express a habitual action, for example, Daniel returns from school at 4 pm daily. The tense is also used to express general truth; for example, the Earth rotates around the sun. It also introduces quotations. For example, "A thing of beauty is a joy forever." Extract 5.1 is a sample response by a candidate who misinterpreted the demand of the question.

5. Uses of simple present tense:	
i) It used to show the word root of the tea word. For example, The counter	
ii) Used to show the morpheme in the sentence. For example, The teacher is in the class	
iii) Used to show the noun in the sentences. For example, Halima is a tall	
iv) Used to show the different adverb in the sentence. For example, Juma is writing the notes.	

Extract 5.1: A sample of incorrect responses in question 5

In extract 5.1 shows that the candidate misinterpreted the question thus wrote uses of articles and parts of speech instead of the uses of the simple present tense.

Moreover, the analysis shows that 13.1% of the candidates had average performance, scoring from 2.0 to 2.5 marks. Most of their responses were repetitions. For example, *It help to show the present of an action eg. I'm cooks ugali, it helps to show repetition of an habit eg Juma cooks a delicious food everyday, it help to give information about a certain habit eg Kudra rides a bicycle in a road, it help to show the common habit eg I reads book and newspaper.* Some candidates also wrote fewer points than the requirement of the question. One of the candidates for example, wrote three points instead of four at the same time, and the third point was wrong because of poor proficiency in. An example is *simple present tense used to show I, II and III soul for both plural and singular.eg. she writes (II soul), I cooks (I soul) and you drink (III soul).*

Further analysis shows that 20.4% of the candidates had scored 3.0 to 4.0 marks. Those who scored full marks (8.6%) provided detailed information, enriched with good examples. The candidates tackled the question as required. Extract 5.2 is an example of the correct responses to the question.

5.	(i) Simple present tense expresses all actions done daily, always, often and after a certain interval of time. For example, Juma goes to school every day.	
	(ii) Simple present tense expresses news and informations occuring contemporarily in a nation. For example, A court decides upon Tabora's migration.	
	(iii) Simple present tense is used to express the main and large functions of unique objects. For example; The sun rises and sets.	
	(iv) Simple present tense is used to narrate the past tense storries which occurred anciently. For example; An old woman who picks and gathers dropped fruits had to run regardless of aging.	

Extract 5.2:   A sample of the correct response in question 5.

2.1.6   Question 6: Writing Skills

This question required the candidates to briefly explain four purposes for essay writing. 2,097 (100%) candidates attempted the question. Their general performance was good since 88.5% of the candidates scored from 2.0 to 4.0 marks. Figure 6 illustrates the candidates' performance on this question.
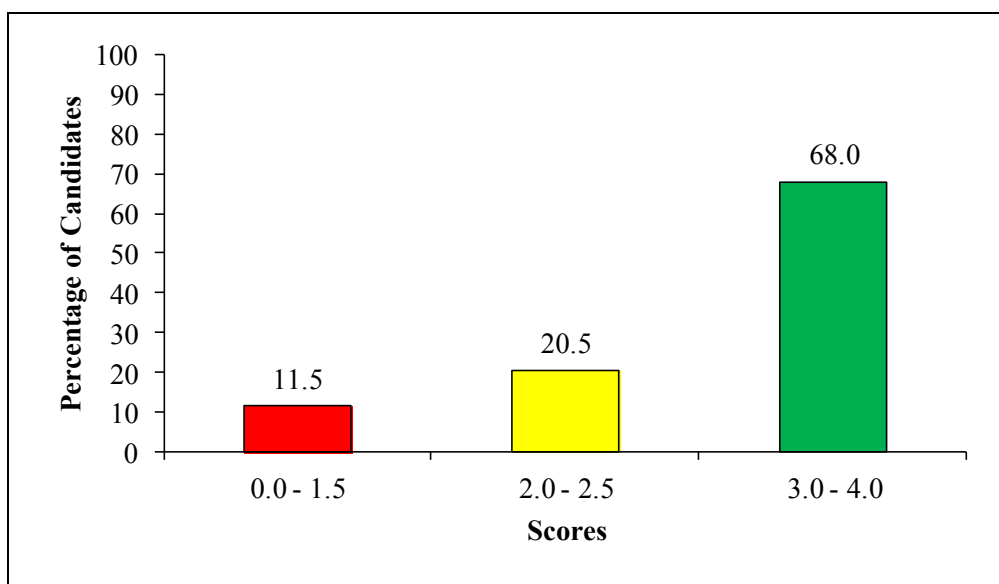
Figure 6: *Candidates' performance on Question 6*

Figure 6 indicates that most of the candidates (68%) were knowledgeable about the purpose ofr the essay writing since their scores ranged from 3.0 to 4.0 marks. Those who scored full marks (34.9%) understood the demand of the question, and they had adequate knowledge of essay writing. Examples of the correct responses by one candidate were *essay provide information about different issues, to give knowledge to the people, to influence people and entertainment purpose through narrative essay.* Extract 6.1 shows a response by a candidate who correctly attempted this question.

6	Purposes of essay are;	
i)	For narrating the story	
ii)	for clear illustration of things or events	
iii)	To expose the sequence of events or phenomena	
iv)	It help in examining the knowledge and skills one has through organization of contents in teaching and learning process.	

Extract 6.1: A sample of the correct responses to question 6

Further analysis shows that 20.5% of the candidates scored 2.0 to 2.5 marks. Some of these candidates provided the partial responses which reveals that the candidates partially responded to the question, revealing

their inadequate knowledge of the topic. For example, one of the candidates presented as*: to determine the speed of the learners* and *to determine the ability to express their feelings.* and *to improve hand writing of the learner and to determining arrangement of works* as unclear responses. Other candidates responses were: *to describe the knowledge of the learner*, *to observe the competent of the student on verbs, adjectives, to observe the grammatically writings and to determine the arrangement of the writings.* Apparently, the candidate did not understand the demand of the question since their responses reflect the purpose of essay writing.

Moreover, 11.5% of the candidates scored from 0.0 to1.5 marks. Those who scored 0 (3.3%) failed to provide the purposes of the essay writing. It seems that some of them lacked knowledge about the main purpose of the essay writing; thus, they wrote inappropriate answers such as *heading, participants, years/duration, main objectives, unity, coherence and order*, instead of correct responses such as to describe a place, scene, people and events; assess learner's academic activities, and provide information about particular issues.

Extract 6.2: A sample of the incorrect responses to question 6

In extract 6.2 the candidate provided qualities of essay instead of the purpose of essay writing.

2.1.7 Question 7: Oral Presentation

This question required the candidates to show the importance of an introduction in oral presentation by giving four points. The question was attempted by 2,097 (100%) candidates. Their overall performance on this question was good since 95.5% of the candidates scored from 2.0 to 4.0 marks. Figure 7 summarizes the candidates performance.

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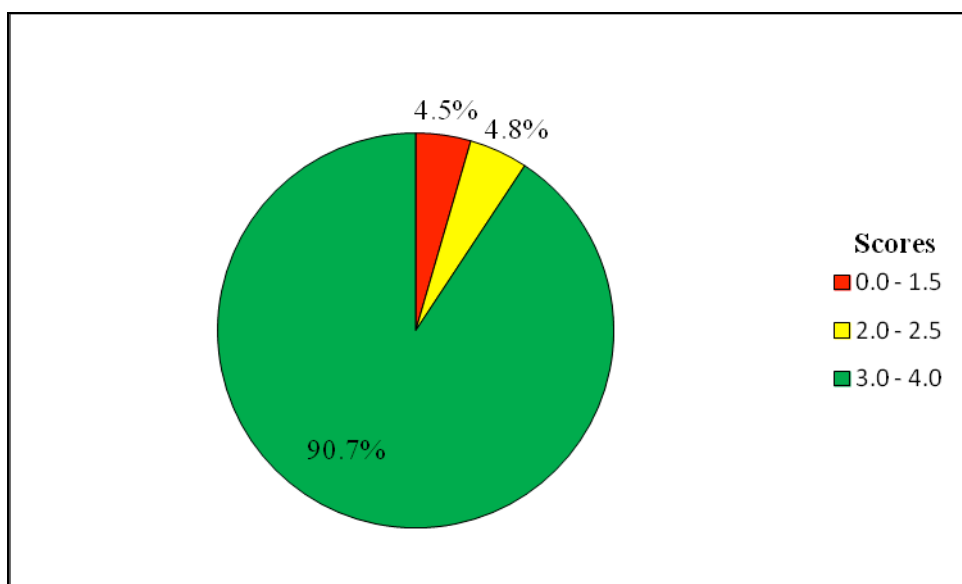
Figure 7: *Candidates' performance on Question 7*

Figure 7 shows that 90.7% of the candidates scored from 3.0 to 4.0 marks. Among them 84.4% scored full marks. They mentioned points which correctly show the importance of the introduction in oral presentation. Some of their appropriate responses candidates include *It help provide the true picture/objective of the presentation, it help to arouse the listening interest, it help to clarify the important terminology and give summary to the presentation and it help the listeners to be active (concentrate.* These responses suggest that the candidate had adequate knowledge of the topic, understood the demand of the question, and good proficiency in English Language. Extract 7.1 shows a sample of the correct responses to the question.

7.	Importance of introduction in oral presentation;
(i)	Helps listeners to know the objective or goals of the presentations
(ii)	Prepares the listener to pay much attentions on the presentation.
(iii)	Helps the listeners to know the main topic of presentation.
(iv)	Helps the listeners to understand well the status of presenter and those who are in presentations

Extract 7.1: A sample of the correct responses to question 7

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Further analysis shows that 4.8% of the candidates scored from 2.0 to 2.5 marks. Their responses did not meet the number of points required by the question. The candidates provided correct answers like *to know the topic to be presented, to know the audience, helps to transfer information from one person to another* and *help to make aware about the main content or topic* and incorrect responses such as *to know location and it help in making practice, help continuous with main body of all presentation and help to solve problems in our society.* Such responses suggest that the candidates had inadequate knowledge of the topic.

The analysis also indicates that a few candidates (4.5%) failed to attempt this question properly for they did not understand the question. The responses provided focused on preparations before an oral presentation i.e. *preparation of the speaker before conducted in the stage must see his/her work and comments, to have varieties of vocabularies in the mind so as to master the translation, study the nature of the audiences before introduce oral presentation because the speaker know the mode of creation of environment that attracts the audiences like music bands.* Other responses from one of the candidates were: *it is simple to present, it uses short time to present the information, simplify transfer of knowledge and it is not costfull, less cost.* Such responses reveal that the candidates had insufficient knowledge about the topic. Besides they misinterpreted the demand of the question, as shown in Extract 7.2.

7	(2) It is used as a source of knowledge.	
	(1) It is used as a source of Information.	
	(11) It is used for study or learning activities.	
	(1V) It is used for communication.	

Extract 7.2: A sample of the incorrect response to question 7

Extract 7.2 shows that the candidate wrote the uses instead of the importance of an introduction in an oral presentation

2.1.8 Question 8: Writing skills

This question required the candidates to identify four advantages of writing minutes of a meeting. The question was attempted by 2,097 (100%) candidates whose general performance was good since 91.8% of them

scored from 2.0 to 4.0 marks. Figure 8 illustrates their performance on the question.
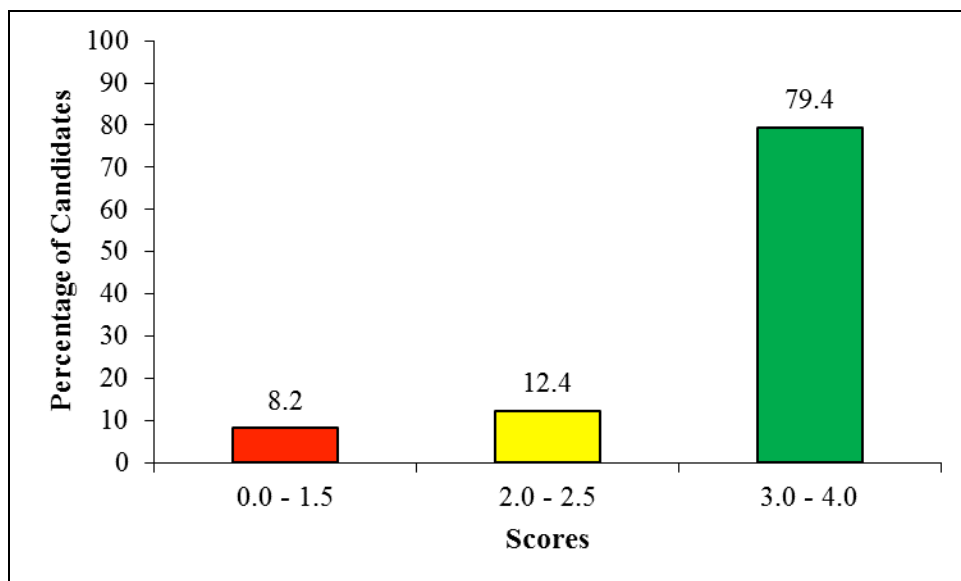
Figure 8: *Candidates' performance on Question 8*

Figure 8 shows that most candidates (79.4%) scored from 3.0 to 4.0 marks. Among them 49.3% scored full marks for they gave correct responses on uses of writing minutes such as *for keeping records for future use, used to inform members who are not present in the meeting, used to show action or decision made in the meeting and used to show the members whore participating on the meeting. Another candidate wrote: it ensures record keeping, it provide chance for reference for what has been agreed in the previous meeting* and *it help to identify absentees during meeting.* Further analysis of the candidates' responses denotes that the candidates' strength stemmed from their ability to interpret the demand of the question, adequate knowledge and good English language proficiency. Extract 8.1 shows a sample of responses of the correct response to the question.

8.	i	Minutes help to keep record of different meeting for feature use.	
	ii	Minutes help to keep records of agenda discussed, which reach conclusion and which did not get solution	
	iii	Minutes help to know number and names of participate who attend meeting and those who didn't attend meeting.	
	iv	Minutes show action planning of meeting and their implementation before next meeting	

Extract 8.1: A sample of the correct responses to question 8

Further analysis of the candidates' responses shows that 12.4% of the candidate scored 2.0 to 2.5 marks. Their average performance can be attributed to their inadequate knowledge about the advantages of writing minutes of a meeting. For example, one of the candidates gave responses which partially address the question as follows: Relevant answers: *help to remember the previous meeting., it helps for future use.* Irrelevant answers: *use for apoligise* and *used to entertain people.*

In contrast, the analysis shows that a few candidates (8.2%) scored from 0.0 to 1.5 marks. Further analysis of candidates' responses in this category revealed that those who scored from 1 to 1.5 marks (2.9%) were not knowledgeable about minutes of a meeting. One of them responded: *it avoid boredness to the listeners, to control the speed of the speaker and it ensure time saving.* instead of: *to form basis for discussion, to keep the important documents for the purpose of the management, for decision making in any organization etc.* Extract 8.2 indicates a response by a candidate in this category.

08.	i) It Save time	
	ii) To provide information from one people to an	
	other'	
	i9 To	

2.1.9   Question 9: Reading Skills

This question required the candidates to give four situations in which intensive reading can be applied. The question was attempted by 2,097 (100%) candidates. Their overall performance was good since 70.2% of the candidates scored from 2.0 to 4.0 marks. Figure 9 shows their performance on this question.
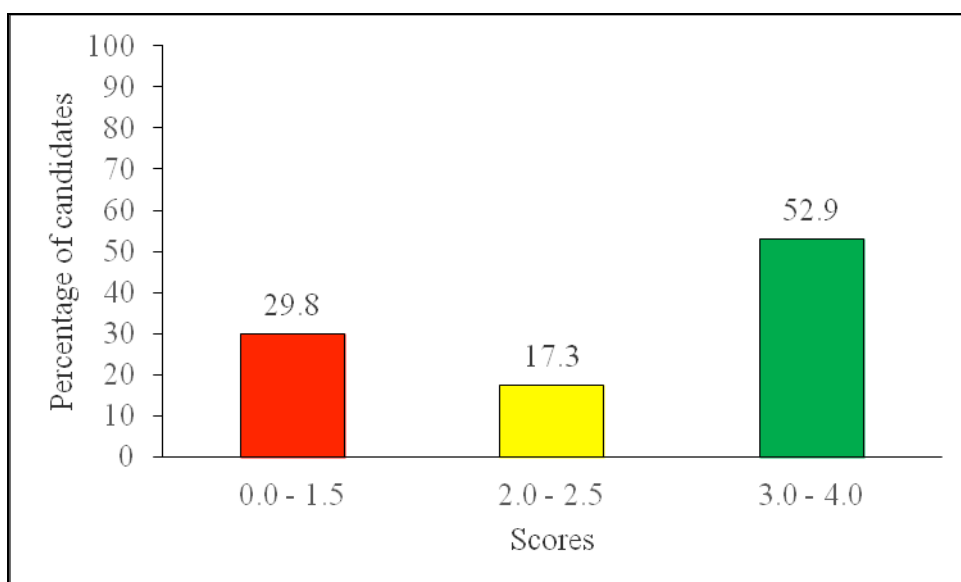
Figure 9: *Candidates' performance on Question 9*

Figure 9 shows that many candidates (52.9%) scored 3.0 to 4.0 marks. Among them 28.7% scored full marks. They demonstrated adequate knowledge of the situations in which intensive reading can be applied; they provided correct responses like *for further understanding of the concept, for research activities, for gathering information and verification of information* and *preparation for teaching topic in a classroom.* Another candidate's response to this question was *when making notes, when finding the detail information on the passage, when write the research or project*

and when preparing for examination. etc. Extract 9.1 is one of the correct by this group of candidates.

9.	Situation which Intensive reading can be applied		
	(i) When Making note /note making		
	(ii) When preparing a Lecture /oral presentation		
	(iv) When preparing for examination example students, and Interviews preparation		
	(v) When Seeking Solutions for the Certain problem		

Extract 9.1: A sample of the correct responses to question 9

In contrast, 17.3% of the candidates scored from 2.0 to 2.5 marks. They partially wrote situations in which intensive reading could be applied. One of the candidates' responses were *it is applied during preparation for the exam, it is applied in the library to study different books concerning certain subject.* Some incorrect responses were *it is applied in classroom to gain knowledge about difficult concepts, it is applied when there is few resources in the classroom for example text book.* The first and second points by these candidates were correct, while the third and fourth points were incorrect since the candidate considered *"classroom"* as a place where intensive reading can be used instead of situation. Another candidate wrote: *intensive reading is applied in private studies during preparation for assessments and in examination rooms for reading questions and instructions* as relevant points while *in group discussion* and *in seeing songs* as irrelevantones.

Furthermore, the analysis shows that 29.8% of the candidates scored from 0.0 to 1.5 marks. These candidates attained weak performance due to misinterpretation of the question and lack of knowledge about reading skills. One of the candidates gave responses referring to physical places where intensive reading can be applied such as *in administrative areas eg*

police, in educational areas eg time of refresh mind, in environmental social clubs areas and *in Religious areas like church and mesquite, at home, in class, in library* and *in office.* Other responses candidates responded: *When looking words from the dictionary, when reading information from the newspapers, when finding name from the list and when looking for results from the list .it is applied well by increasing knowledge in which a person read more and get more knowledge, it enhancing concentration.* These responses relate to other styles of reading like skimming, scanning, and extensive reading. Moreover, the candidates provided incorrect responses on the situations in which intensive reading can be applied such as *reading by using abbreviations, reading by paying attention, reading by summary and reading by using symbols and signs.* instead of the situations like understanding texts in details, preparing for tests and examinations and preparation for public presentation. Extract 9.2 illustrate responses by this group of candidates.

Extract 9.2: A sample of the incorrect response to question 9

In Extract 9.2 the candidate wrote four skills of language, instead of focusing on the situations which require intensive reading.

2.1.10 Question 10: Reference Skills

In this question, the candidates were required to rewrite a bibliography and indicate the missing four punctuation marks. The question was attempted by 2,096 (99.9%) candidates. The overall candidates' performance was weak since only 16.1% of the candidates scored from 2.0 to 4.0 marks, as shown in Figure 10.
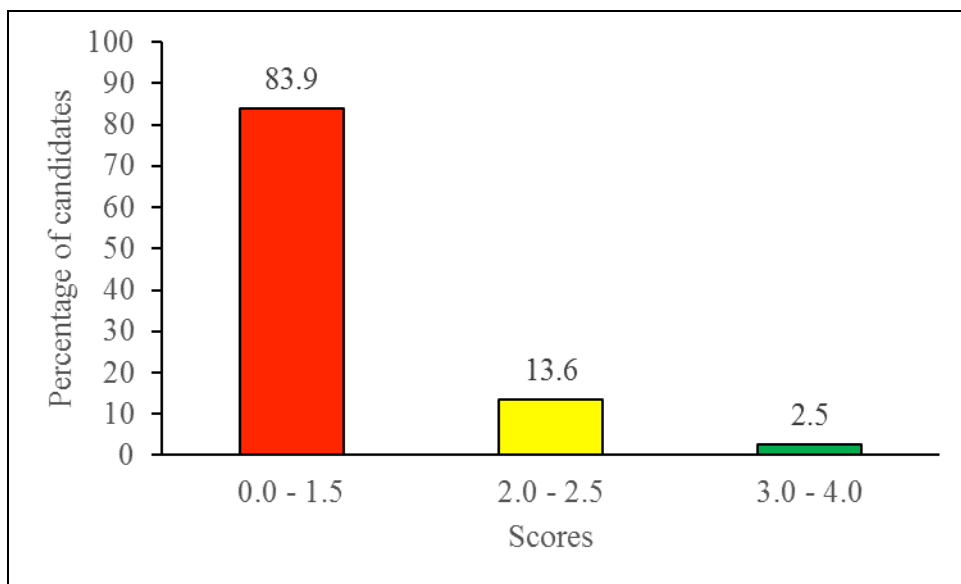
Figure 10: *Candidates' performance on Question 10*

Figure 10 shows that 83.9% of the candidates scored from 0.0 to 1.5 marks. The analysis reveals that those who scored 0 (47.9%) inserted the required punctuation marks in the wrong place where they were not supposed to be. They also used only one punctuation mark (,) to punctuate the text instead of indicating the missing four punctuation marks as the question instructed. One of the candidates for example, wrote *Oxford Dictionary, 2005 (7ᵗʰ edition), for Advanced Learners, Oxford University press.* Another candidate wrote *7ᵗʰ edition, 2005 oxford Advanced learners dictionary. University press. Wehmeir et al.* Another candidate defined punctuation marks as *Comma, it can be used to separate two independent clauses, full stop- it can be used at the end of the sentences; Hyphen- it used to combine two relative sentences and Colon it used to combine sentences together. Oxford Advance the learners dictionary, 2005, wehmeir et al: oxford university press 7ᵗʰ edition.* However, the correct responses to this question were Wehmeir et al (2005). Oxford Advanced Learner's Dictionary (7th Edition). Oxford: Oxford University Press. The four punctuation marks are the bracket, apostrophe, colon and full stop. Extract 10.2 is an example of the incorrect responses to the question.

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10	The missing punctuation marks are	
	i) Comma	
	ii) Full stop	
	iii) Colon	
	iv) Semi colon	

Extract 10.2: A sample of the incorrect response to question 10

In Extract 10.1, the candidate provided a list of punctuation marks contrary to the demand the demand of the question which required them to rewrite and properly insert punctuations.

In contrast, the analysis shows that 13.6% of the candidates' scored 2.0 to 2.5 marks. These candidates lacked skills in writing and punctuating a text correctly as shown *Whmeir, et al. (2005). Oxford Advance learners Dictionary: (7th Edition) Oxford. Oxford University Press. The missing four punctuation marks: i. Conjunction, ii Bracket (), iii Colon: and full stop.* Another response *was: Oxford! Oxford! Oxford! ;(2005) Advanced learner's Dictionary 7th Edition university Press. Wehmeir et al.* These candidates attained average performance because they inserted only some punctuation marks correctly as needed in text.

In contrast, Figure 10 shows that 2.5% of the candidates attained high scores from (3.0 to 4.0 marks) in this question. Among them, 0.3% scored full marks since they correctly wrote good bibliographies with proper punctuation marks. Extract 10.1 is a sample of the correct responses by the candidates in this group.

|		
10	Wehmeir et all, (2005). Oxford Advanced Learners Dictionary; (7th Edition) Oxford: Oxford University press.	

Extract 10.1: A sample of the correct responses to question 10

2.2 SECTION B: OPTIONAL SUBJECTIVE QUESTIONS

In this section, the candidates were required to answer four (4) out of six (6) questions. Each carried fifteen (15) marks, making a total of sixty (60) marks.

2.2.1 Question 11: Communication theory

This question required the candidates to elaborate six factors that promote effective communication. The question was attempted by 1,673 (100%) candidates. The general performance was good since 94.5% of the candidates scored from 6.0 to 15.0 marks, as shown in Figure 11.
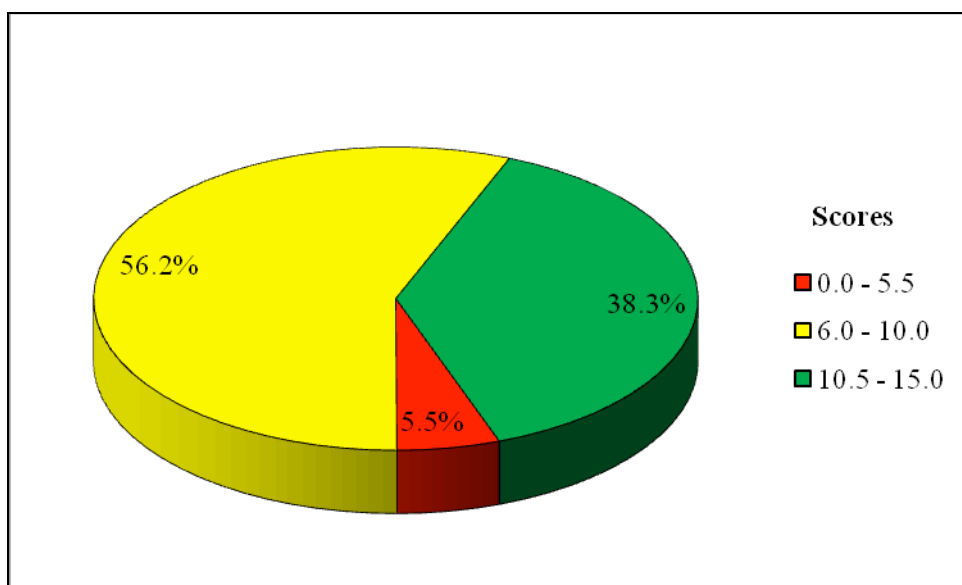
Figure 11: *Candidates' performance on Question 11*

Figure 11 shows that 56.2% of the candidates scored from 6.0 to10.0 marks. Their responses revealed that most candidates provided partially correct responses due to insufficient knowledge. For example, one candidate wrote: *to avoid to make communication with the person with psychological problem, the use of simple language, to avoid the use of words which have more than one meaning, to ensure effective use of the components of communication etc.* Some points in the response were wrong while others were repetitions. i.e. *to avoid the use of words which have more than one meaning* is the clarification to*; the use of simple language.* Another candidate provided some points with little ideas as *proper pronunciation of word, improvement of science and technology* and others were incorrect eg *Environmental problem, create save and development of means through which information can be shared.*

Figure 11 indicates that 38.3% of the candidates scored from 10.5 to 15.0 marks. These candidates attained high scores because of their correct responses. They presented six effective factors that enhance

communication. Their responses reflect their adequate knowledge and skills in expressing themselves in English. Extract 11.1 illustrates.

11	Effective communication refers to the process of sharing information under all favourable conditions for the clear communication to take place. The following are the factors that promote effective communication.	
	The initiator of the message (sender) should know the audience, under this factor, a sender should know the status of his or her audience so as he or she can prepare and send the message that is relevant to the audience.	
	The information shared should be clear and straight foward, the information should not bring confusion or misunderstanding between the people. The information shared must use clear and well understood language.	
	Means of which information is shared should be well organised, Example channels involving in the communication should be smart and there should be a control against barriers of communication by sellection a suitable channel that fits a specific context.	
	There should be use of non-verbal communication where necessary, this can mostly be suitable in oral presentation. Non-verbal communication involves facial expression, waving hands, this make the communication more interesting.	
	There should be on time feedback, the feedback is very importance since communication is all about informing and being	

11	informed. Feedback is the main and major element in communication, because feedback determines the extend to which the communication has been succeedded or not. The kind of communication made should consider the Context, inorder the Communication to be effective, it is very important to select conduisive context so as to make the Communication. Each kind of Communication has its suitable settings. Generally, effective Communication is done where there are very minimum barriers to communication, people who are communicating should keep more effort on overcoming the barriers to communication before and during Communication.	

Extract 11.1: A sample of the correct responses to question 11

On the contrary, the analysis indicates that 5.5% of the candidates scored from 0 to 5.5 marks. The performance was attributed to their little knowledge of factors that promote effective communication. The candidates provided incorrect points, repeated ideas and wrote some unclear points. For instance, one candidate's responses were *grammar, pronunciation, vocabulary, proper logically, using simple language,* and *to use sign and symbol clearly.* Another candidate wrote *telling/lecturing, asking, listening, observing, paying attention and participating* instead of the speaker should assess him/herself to improve his communication skills; the speaker should be able to use simple or well-known language to avoid communication barriers, the speaker should be interested in his/her audience and indicate how his/her message is relevant to the audience etc. Extract 11.2 demonstrates an incorrect response by one of the candidates.

11. Effective communication refer to the communications that Involve the listener Understand the message from the Sender and being able to make the feedback.

The following are the factor that promote effective Communication these are, Sender message / text medium channel, Receiver, Evaluation and feedback

Sender / Source this is the first factor that promote effective Communication Where by the Sender is the person or any object that stand as a Source of Communication

Message / text this is the another factor for Influencing effective Communication Where by the Sender send the message / text for the different purpose

Medium / channel refer to the channel Where message are pass from Sender / Source example of medium are audio, Visual media Which may be picture, graphics and others and audio Visual media Which may be metal telephone Computer, Video and others

Receiver. this is the another factor for effective Communication Where by the message are pass through medium / channel from sender and reach to the receiver for more Understanding and making evaluation before Sending the feedback

Evaluation - refer to the Judgment reasoning done Through the message / text before being forwarded for more feedback from the receiver.

11. Feedback. this is the final factor for effective Communication. where by the message are being Conveying and finally make the feedback from the receiver to the Sender

Generally feedback and other factors of effective Communication are Very Important In the Communication process because It lead to make Communication to be effective and make easier to exchange the ideas and Information

Extract 11.2: A sample of the incorrect response to question 11

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Most of the points elaborated in Extract 11.2 relate to the elements of communication rather than factors which promote effective communication such as the relevance of message to the audience, the use of simple/known language and familiarity of the speaker to the message.

2.2.2 Question 12: Reference Skills

This question required the candidates to describe the usefulness of the internet in the teaching career. The question was attempted by 1,818 (100%) candidates. Generally, their performance was good since 93.6% of them scored from 6.0 to 15.0 marks. Figure 12 illustrates the candidates' performance on this question.
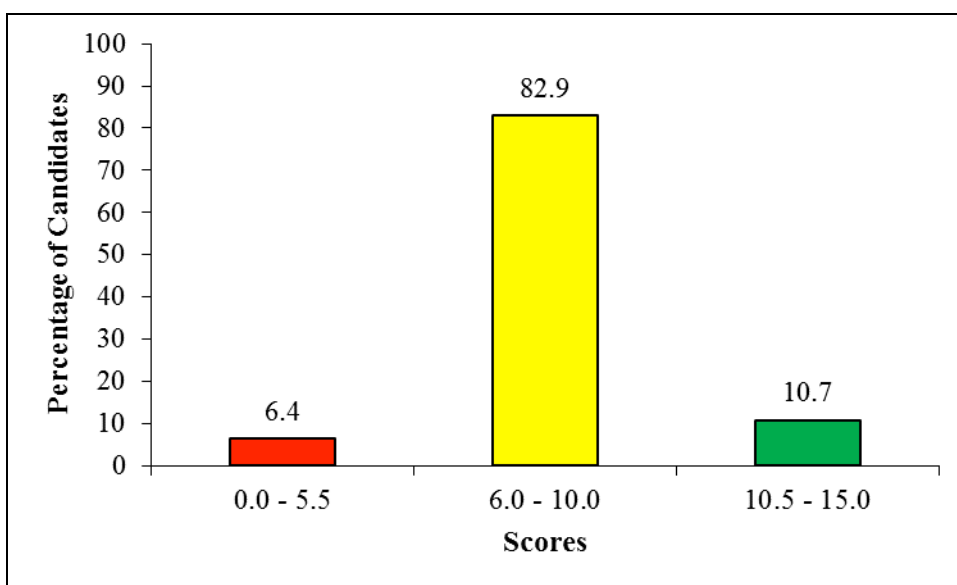
Figure 12: *Candidates' performance on Question 12*

Figure 12 shows the performance on the question was average since (82.9%) scored from 6.0 to 10.0 marks. Most of their responses had few correct points which were not well defended. The candidates demonstrated inadequate knowledge about the internet in the teaching career. For example, one candidate provided answers like *it can simplify teaching and learning, it is used for maintaining security in educational institution, it is used in assisting the students to practice new skills, it is used in storing and sending of information etc.* Other candidates were able to mention the points correctly but did not support them with examples, as in the following response: *internet used in searching different materials, used to understand different programs to the students, used to create opportunities of*

employment, used to solve different problems in teaching, used to record different documents which concerning teaching and help the students to read on line.

In contrast, 10.7% of the candidates scored from 10.5 to 15.0 marks. Those who scored from 12 to 14 marks (2.7%) correctly described four to six elements on the usefulness of the internet in the teaching career. For example, *Internet provides teaching and learning resources to people, it stores personal information and documents, it gives a library full of supplementary materials, it helps to manipulate learner's data and store them and it acts as a communication junction between one institution and another.* Their responses were detailed and well described, as shown Extract 12.1

12.	Internet is a worldwide shared network where by different people enter to find, search and upload various materials which could be helpful and useful to their career. Teaching career is among of the arena which involve nowday the highly usage of network in teaching and Learning process. The following are usefulness of internet in teaching career. Firstly Internet helps a teacher in searching of knowledge to be used in a Lesson and teaching process. nowdays various books are found within internet whereby a teacher can enter and search prefered materials and knowledge so as to expand his or her competence. Nowdays a teacher can use smartphones and computers in entering internet to seek for knowledge. Secondly; Internet provide with an extra teaching methodologies and strategies to a new teacher through e-learning. A teacher can find an additional teaching methodology and strategies which will be usable to him or her while teaching or demonstrating the lesson in a classroom. Thirdly, Internet reduces over-involvement of a teacher and increase over-involvement of a students in lesson. Since a student can get time to pass through internet and read various materials which enhance the knowledge of learner. This eventually reduces the hard tack to be performed by a teacher in the classroom while teaching	

12. Cont	the subject lesson. Also students are exposed to environments which will expand their knowledge.	
	Furthermore, Learning materials, Methodologies and demonstration are shared easily by large number of teachers and students through Internet. Since Internet is shared by any person hence different knowledge is shared at different people on moment resulting into reduction and simplicity of teaching process in teaching career.	
	Moreover, Internet simplify the Communication Process among a teacher and students through the process of e-learning in the internet. A teacher can get a chance to expose his/her ideas or content easily to the students through the usage of internet. Also students can get access of knowledge from their teacher through e-learning done in internet.	
	Lastly; Internet can simplify the storage of educational document, simplify the release of results, simplify grading and selection of students in a progressive stage. Nowdays examination results can be uploaded to internet easily and be seen easily by every individual everywhere making the administration in educational career easy.	
	In a nutshell the above are usefulness of internet in teaching career, but there are other usefulness that should be regarded to contribute high success of educational career.	

Extract 12.1: A sample of the correct responses to question 12

Conversely, analysis shows that a few candidates (6.4%) attained poor performance because they lacked essential skills in writing and good techniques of interpreting the question. Some of the candidates provided the disadvantages of using the internet instead of its usefulness. For

example, one candidate responded: *increase laziness of students, increase the social crimes, reduce the interest of career to learner, not all material in the internet are valid,* and *internet lead to consume time.* Other candidates correctly mentioned the points but failed to defend them due to their poor understanding of the question. For example, *Internet helps on searching different materials, simplify communication process, it simplify on line classroom, it helps students to get knowledge, skills through searching different materials and it helps for a teacher to keep records concerning academic issues.* Some relevant responses to the question are knowledge of the internet enables a teacher to assess his/her learners online; assignments, tests and examinations can be emailed to examinees; it enables the teacher to further his/her education through E-Learning; it helps the teacher to advance his/her knowledge and career through internet-assisted research. Extract 12.2. is a sample by one of the candidates who misinterpreted the requirement of the question.

12	Internet is the global inter-connection of computers that used to access data and sharing information. The following are the usefulness of internet in teaching career.	
	Moral decay is one of the usefulness of internet this due to the fact that some majority of students or people use the internet in improper way like searching of ponograph video and picture that accelerate the decaying of the values moral	
	Also internet facilitate is costful due to the use of data access that we need the use of Mb or the use of electronic instrument like computer, cable wire and other things involved need a lot of money to purches it.	
	Create lazyness to some students this is due to the fact that the student laerner fail to use his or her mind on cretical thing of solving problems like answering question that need more thinking capacity.	
	Insecurity is also among of the usefulness of internet due to the fact that some interne accessed have got not security therefore every person can share information of some one even though are very essential to a particular person example using internet in face book all information are shared by any body due to insecurity.	
	Not all materials faunding in the internent a variable some of them are usefulnes that can not be used in teaching career.	

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| 12 | *Also internet is selective due to the fact that the internet used by educated person only therefore the uneducated people do not enjoying and benefit on the use of inter nent.* | |
| | *Generally the points mentioned above which are /moral decay, costful, create Lazyness, insecurity, selective and Not all materials found in the internet are variable are all explained as the usefulness of internet in teaching Career.* | |

Extract 12.2: A sample of the incorrect response in question 12.

2.2.3 Question 13: Writing Skills

In this question, the candidates were required to write an application letter for a teaching post. The question was optional and it was attempted by 1,650 (100%) candidates. Their overall performance was good since 99.4% of the candidates (scored from 6.0 to 15.0 marks, as demonstrated in Figure 13.
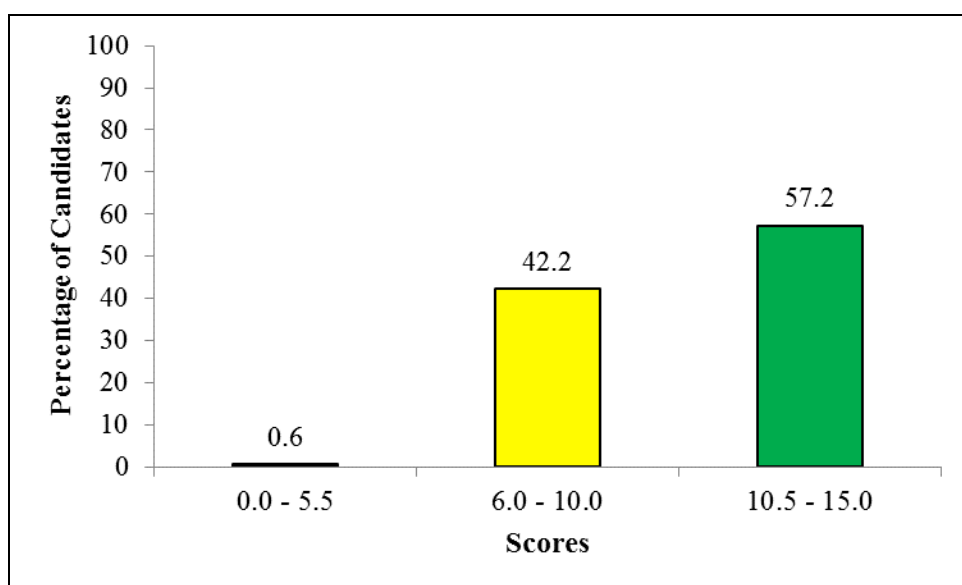

Figure 13: *Candidates' performance on Question 13*

Figure 13 shows that 57.2% of the candidates scored from 10.5 to 15.0 marks. Those who scored 14 and above had enough knowledge and good skills in writing official letters, specifically application letters for the teaching post. Extract 13.1 shows the sample of the correct responses by one of the candidates.

13.			
		Mianubeni street,	
		P.o Box 1002,	
		MWANZA	
		11th May 2021.	
	THE HEADMASTER,		
	Mwendokasi secondary school,		
	P.o.Box 2054,		
	DODOMA.		
	Dear Sir,		
	Re: APPLICATION FOR TEACHING POST.		
	Refer to the heading above. I am Elisha		
	Natamba aged 24 years old. I am a Tanzanian		
	I completed my studies at Mpwapwa Teachers		
	College in May 2021 in ordinary diploma in secondary		
	education undertaking Physics and Mathematics subjects.		
	during my two (2) years Course offered at the college.		
	I am applying for the teaching post to your		
	school so as I can develop my carrier as a teacher		
	I have experience in teaching my subjects since I		
	managed to work in various schools like Makutupora		
	secondary school for two months and Mafiga secondary		
	school for one month. during my teaching, I experienced		
	and learnt many things related to teaching proffesional		
	so with that experience I am able to work under		
	any condition and pressure thus I am experienced enough.		
	It will be a great honour to work with		
	you to your school as I have attached my cv		
	and hoping to hear from you.		
	Yours faithful		
	Elisha Natamba		

Extract 13.1: A sample of the correct response to question 13

Conversely, data indicate that 42.2% of the candidates attained average performance, scoring from 6.0 to 10.0 marks. Many of them showed insufficient skill like improper arrangement of some components such as the signature, name, and sender's address. Besides, they failed to provide good expression in the main body of the letter.

Moreover, few candidates (0.6%) got lower scores from (0.0 to 5.5 marks). These lacked knowledge and skills in writing official letters. The candidates failed to arrange properly the components, to express their ideas in writing and organize them logically. Besides, candidates wrote official letters without stating the purpose of such letters and salutations. Extract 13.2 is a sample of the incorrect letters.

13		Mwendokasi secondary school	
		P.O. Box 2054,	
		Dodoma.	
	Headmaster		
	P.O. Box 2054		
	Dodoma		
	REF: APPLICATION FOR TEACHING		
	Refers to the heading above, My name is Stone		
	I came from Dodoma, the aim of this letter is for		
	application of teaching in your school, the main goal		
	of this asking for teaching I have experience in		
	teaching activities, not only but also I have been		
	qualified at morogoro teacher colleges. Also in work		
	experiences I have two years since I started to		
	teach of msekwa secondary school but also I have		
	twenty six years old, then am teaching Geography		
	subject. I believe I have done my job as you wish		
	Your faithful.		
	Stone Mbanga.		

Extract 13.2: A sample of the incorrect responses to question 13

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2.2.4 Question 14: Reference Skills

The question required the candidates to explain the significance of using the library in teaching and learning in six points. The question was attempted by 1,832 (100%) candidates, whose overall performance was good as 98.9% of them scored from 6.0 to 15.0 marks, as indicated in Figure 14.
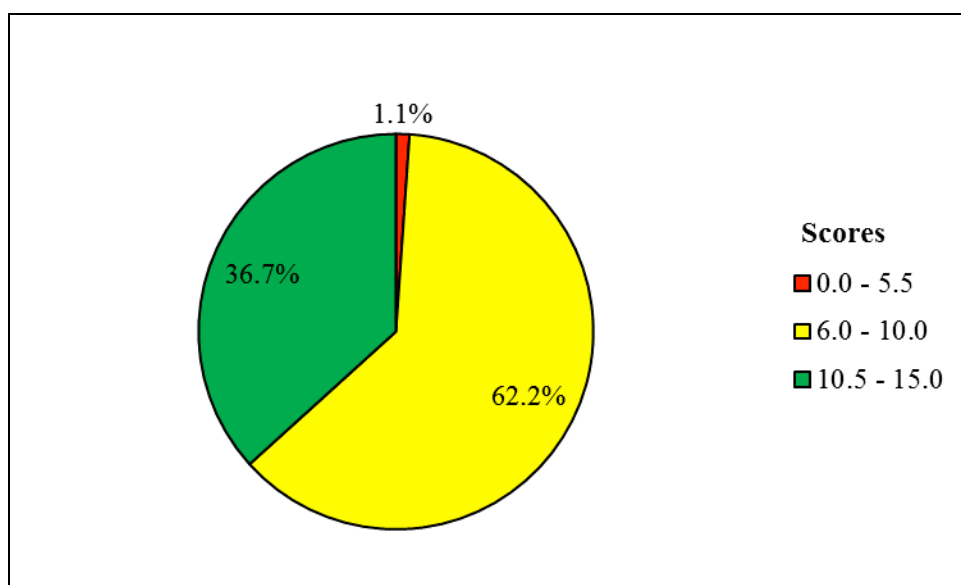
Figure 14: *Candidates' performance on Question 14*

Figure 14 shows that 62.2% of the candidates scored averagely, from 6.0 to 10.0 marks, as they partially explained the significance of the library in teaching and learning. Others provided correct points but without appropriate clarifications. One candidate wrote: *it helps to have hide knowledge, it helps to motivate the learner in learning, it in good decision making and it simplify time management it the classroom.* The responses show that the candidate failed to present the points clearly. Another candidate wrote: *it helps in development of language, used to better performance, it is used as a storage of books and is a source of socialization.* The candidate failed to elaborate the responses, indicating limited knowledge about significance of using the library in the teaching and learning career.

Further analysis shows that 36.7% of the candidates scored from 10.5 to 15.0 marks. They had adequate knowledge about significance of using the

library in teaching and learning. They accurately interpreted the question accurately. The introduction, the body of the essay and the conclusion were clearly presented. For example: *libr*ary is a *conducive area* for *studying, it is a safe storage of different textual materials for studying, it is used by the researchers to find different documents to support their work or findings, it helps to keep cultural values through transfer of knowledge from one generation to another, it is easy place to get any record kept etc.* Extract 14.1 indicates a sample of the correct responses to the question.

14	content given by his/her teacher. So due to the presen-
	ces of library in the teaching and learning process will
	help Students to have an ability to Speculate.
	Simplify teaching and learning process. This Occur
	when a teacher Can Use libraria effectively by allowing
	Students to Use it will Simplify teaching and learning
	Since teacher act as a facilitator or Catalyst that why
	Learner will be active in Searching for Materiah in
	the library inorder to Ensure deeper Understanding
	about the Content learned in the Class. S~ It's
	Important having a library at School or College because
	Simplify teaching and Learning process.
	Create Condusive Environment for learning.
	So that the library produce an area for Studying effe-
	ctively if the libraries rules and regulation followed.
	Library Create Condusive Environment for Learning
	through the good Ventilation, Enough light and Other
	that attract Students to be Involved or going daily
	for Studying. So libraries its Important because it
	Create a Condusive Environment for Learning or
	Studying. So School and Other areas should have a
	libraries
	Library its Used to Store Information. So
	that the Students will Use it for Searching Various
	Information forexample Various Reference textbook
	that help Students to Increase his/her knowledge so that
	library its Much Important in the School area becau-
	so promote attitude of the Learner or Students of
	Searching Information
	Generally Library its More Important in
	School or College area because Stimulate teaching and
	Learning process by Various Ways forexample thr
14	through Simplifying teaching and Learning process and
	Other that its Useful in teaching and Learning
	Process.

Extract 14.1: A sample of the correct response to question 14

In contrast, the analysis shows that very few candidates (1.1%) attained weak performance. Their responses included repetition of some points and irrelevant ideas such as *preserving books, carry a teaching and learning aids, carry story books, carry review books for each subject and carry social materials* instead of saying that the library as a collection of teaching and learning materials; the library is always a calm and quiet place and the

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library encourages teachers and learners to develop reading habits. Extract 14.2 illustrates an incorrect response by a candidate.

14.	Library- This refer to the special room or building designed for the purpose of keeping books or different books. For the enfation of reading, the people. Library It contain enough furniture, It has good ventilation in which people sit and read comfortable. The following are the significance of using the library in the teaching and learning process. These It include the following significances. Library contain enough furniture in which can accommodate larger number of people in teaching and learning process.	

14. This make the process of teaching and learning to become easily.

Presence of librarian which direct the people during teaching and learning. Example to which kind of people he/she want to learn.

Library if have enough ventilation which produce conducive environment for entering of air in order to the people to feel comfortable during teaching and learning process.

Library it has catalogy card where by book are arranged according to the tittle of the book, this simplify the people to get the required book he/she want to read.

It contain fire extinguisher. This it ensure security once necessary there is an outbreak of fire This it enhance larger number of people to prefer in to read in the library.

Have enough books, in which many people can get in order to facilitate the process of teaching and learning process.

Conclusion. Library improve the process of teaching and learning due to the presence of different facilities in the library like books ve ntilation as well as security.

Extract 14.2: A sample of the incorrect responses to question 14

2.2.5   Question 15: Reference Skills

This question required the candidates to explain six sources of information improving communication skills. The question was attempted by 940 (100%) candidates. In general, the overall performance was good since 76.8% of the candidates scored from 6.0 to 15.0 marks, as presented in Figure 15.
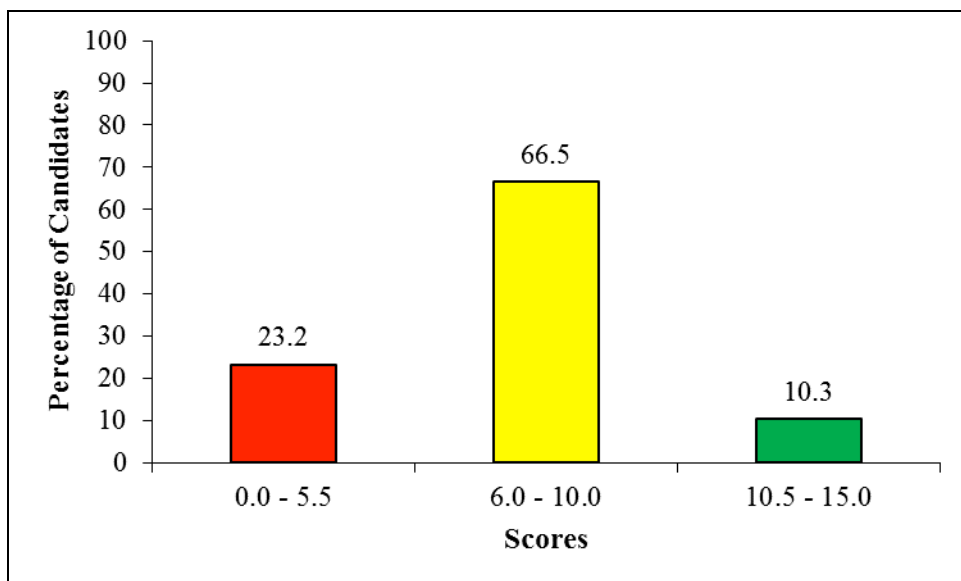
Figure 15: *Candidates' performance on Question 15*

Figure 15 shows that candidates had average performance since 66.5% scored from 6.0 to 10.0 marks. Their responses partially met the demand of the question; they were also characterised with repetition of points. For instance, one candidate wrote: *Through newspapers, through discussion, through reading for information* and *through teaching and learning process. Television, magazines, radio, computer and newspaper.* The above response shows that the candidate understood the demand of the question required but there were some repetitions of points. Some responses focused on how to improve the English language; thus performed averagely. Examples include; *through making debate, through participating in making dialogue by using English through listening speech, and through participating in providing morning and evening speech.*

Further analysis shows that 10.3% of the candidates scored from 10.5 to 15.0 marks, with 0.1% scoring above 13 marks; they correctly explained six sources of information for improving communication skills. The candidates' responses were well elaborated and enhanced with examples, as Extract 15.1 demonstrates.

15. Communication skills refers to knowledges and information required to enhance the effective exchange of ideas among the people. For Communication skill to be improved various skills should be considered including the writting skills, reading skills, listening skills and speaking skills. The following are sources of information to be used in order to improve communication skills.

Firstly; Library as a source of information involve various different materials to be used by a learner in order to improve reading and writting skills. Through library various books with a lot of information are found so as to enhance a learner increase and improve his or her communication skills. When a learner is reading books in the library reading skills is developed as well as writting skills.

Secondly; Encyclopedia as a source of information contain a detailed information about a certain issues or events, a learner use encyclopedia to expand the knowledge which will be useful in speaking skill as a public speaker and hence improve the communication skill. Also reading skill is attained through encyclopedia which improve communication skill.

Furthermore mass media like radio, televisions, newspapers and magazines plays a big role in improving the communication skills. Through radio, and television a

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15 Cont	person attain listening skills and speaking skill which are very crucial in the improvement of communication skills. Also newspapers and magazines improve the reading skills of the person by adding various vocabularies and words which are essential for improvement of communication skills.
	Also, Internet use improve Communication skills. Through internet a person is likely to be exposed to vocabularies and large number of information which enhance various communication skills like oral presentation skills through speaking skills. Also other skills like listening skill, writing skills and reading skills are attained since an internet contain a lot of information to improve communication skills.
	Moreover, A dictionary can also be used as a source of information when the one is wanting to be competence enough in terms of spelling and pronunciations which enhance writing skills and reading skills which are key cornerstone of communication skills.
	Lastly; Audio-visual cassettes from meseums and other historical sites can be used as a source of information to improve various skills like listening skills and speaking skills so as to enhance and improve the communication skills.
15 Cont	In Conclusion, the above are some source of information to be used in order to improve communication skills. But there are other sources of information which can improve the communication skills including journals, archieves and brochures to be considered.

Extract 15.1: A sample of the correct responses to question 15

On the contrary, 23.2% of the candidates scored 0.0 to 5.5 marks. Those who scored 0 lacked knowledge about sources of information. Some of them provided responses which did not meet the requirement of the question. Example of such responses are: *observation, discussion, questionnaires, the use of interview, test or examination, nonverbal sources* and *verbal sources.* Another candidate provided only points, without well

elaboration such as *reading books, audio aid, spot and games, communication tools like telephones and letter writing* instead of the internet, library, media, dictionary, encyclopedia etc. Extract 15.2 shows a sample of the incorrect responses by one of the candidate.


Extract 15.2: A sample of the correct response to question 15

2.2.6 Question 16: Reading Skills

This question required the candidates to use the school context to analyse five situations in which scanning can be applied. This question was attempted by 467 (100%) candidates. The general performance on this question was good since 68.1% of the candidates scored from 6.0 to 15.0 marks as shown in Figure 16.
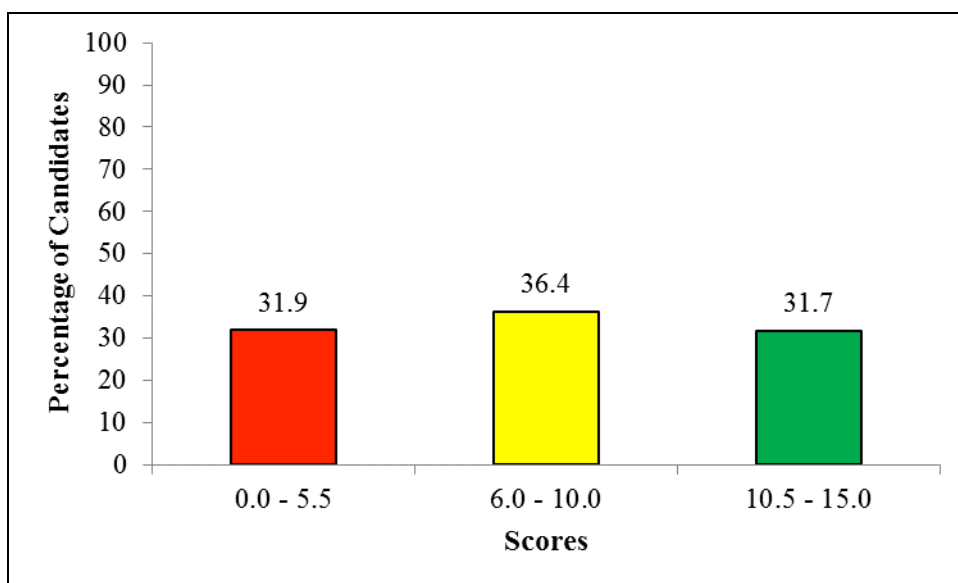
Figure 16: *The Candidates' performance in Question 16.*

Figure 16 shows that 36.4% of the candidates attained average performance, from 6 to 10 marks. Some of these candidates failed to provide adequate points on the situations in which scanning can be applied using the school context. Example of their responses are: *during installing a certain data in a phone or computer, during school registration of the students* and *during reference of the previous reading in the classroom during teaching and learning process.* In another situation, a candidate listed the correct points but failed to explain them adequately. For example, *it is used to simplify teaching and learning, it is used to provide knowledge to the learner, it is used to solve various learning problems, it is used to provide information about teaching and learning process* and *it used to gain and hold learners attention.*

16.   Scanning is the quickest type of reading whereby a person looks for the specific information. Scanning is useful when the information required is short. For example, scanning is applied when a person is looking for a certain name in the contact list of the mobile phone.

The following are the situations in which scanning can be applied in school context;

    When looking for a word in the dictionary, here scanning can be applied because words in the dictionary are arranged in alphabetical order so it is easy for a person to read a certain word by scanning. For example, if a person is looking for a word "dog" in the dictionary then he or she will go direct to where words with letter "d" belong. So looking for a word in the dictionary it is scanning.

    When looking for a name in the attendance list, here a teacher or class representative will apply scanning since the names in the attendance list are listed in the alphabetical order and in gender system. For example, if a teacher is looking for a name "Anna" he or she will go to the female names and look for a name in alphabet "a". So looking for a name in attendance list is scanning.

    When looking for a book in the library; books in the libraries are arranged in catalogue. The catalogue can be in form of author's name or subject name. When a librarian, teacher, student or any reader is looking for a book in the library he or she will apply scanning. So a reader will use the catalogue available to scan the name of author or books required.

16.	When looking for a word in the glossary of the book, the glossary in the book involves the meaning of difficult words used in that book. Glossary is also arranged in alphabetical order mostly. So when a reader face the difficult word in the book he or she can use glossary to get the meaning. So looking for a meaning of the word in the glossary is scanning.	
	When looking for a topic in the book, usually the topics in the book's are analysed in the table of content. So when a reader is looking for a certain topic in the book, he or she will go to the table of content and look for a page number in which he or she will find the specific topic. So finding a topic in the table of content is scanning.	
	In general, scanning is useful in reading because it saves time. Instead for a person to spend much time in looking for a simple and short information then he or she can apply scanning.	
	Scanning can be applied in other context apart from school such as in hospitals and in churches.	

Extract 16.1: A sample of the correct responses to question 16

In contrast, the analysis shows that 31.7% of the candidates scored from 10.5 to 15.0 marks. Most of them correctly introduced and analysed situations in which scanning could be applied in the school context, and concluded their work precisely, as illustrated in Extract 16:1.

Moreover, 31.9% of the candidates demonstrated weak performance as they scored from 0 to 5.5 marks. Those who scored 0 (1.7%) had unsatisfactory performance due to lack of skills especially in identifying good situations in the school environment in which scanning can be applied. The candidates provided incorrect answers by giving the places instead of situations. For example, *in the school or college assemble during instructions, in the laboratory during practical instructions* and *in letter writing.* One of the candidates presented inappropriate introduction and conclusion. Some of their points were also not well elaborated per the demand of the question. For example: *during looking for specific subject time table, looking for examination time table, during the looking of examination number in the group of students when looking examination results, and when looking the codes of subjects in diploma level* The situations needed; reading

examination results, finding a meaning of a word in the dictionary, reading the time table, and finding a particular name in the attendance register. Extract 16.2 illustrates an incorrect to the question.

16	Scanning Is the quickly reading for specific information. The following are situation which have been are applicable in education context To Understand or to know what your looking for, Also scanning it helps the reader to know or Understand both what your looking for so as to simplify checki ng of information from general perspective	
16	To skipp all unwanted materials, Also scanning helps to skipp all unwan ted material during learning process so as to get general ideas concerned abou t and then to specify what the inf ormation concerned Check the arrangement or orga nization of the text, Also scanning helps to check the arrangement of text and then to specify the main ideas concerned in the text by looking their organization of the text during reading of the text.	

Check the most commonly text or structure, Also scanning helps reader to check the most commonly text during reading the text and identify the main ideas concerned in the text or structure during reading of the text or structure.

Read subheading and heading of the text, Also scanning helps to to read the heading and subheading of the text in order to get the general information concerned in the text and specify the main is text or structure for reading quickly for specific information.

16. In Generally all above are strategies of scanning but also there importance of importance of scanning which one have during reading, Helps during revision all these are importance of scanning which facilitate learner to understand the information quickly for specific purpose.

Extract 16.2: A sample of the incorrect responses to question 16

3.0 ANALYSIS ON THE CANDIDATES' PERFORMANCE ON EACH TOPIC

The analysis of the candidates' performance on each topic revealed that the performance in the Communication Skills subject was good on three tested topics. The highest performance was attained on *Communication Theory* (96.1 per cent), *Oral presentation* (95.5 per cent) and *Writing skills* (93.5 per cent). In contrast, the performance of candidates was average on the topics of *Reading skills* (69.15 per cent) and *Reference skills* (66.8 per cent). However, their performance on the topics of *Structure* (33.5 per cent) and *Vocabulary* (12 per cent) was weak. The general performance of the candidates topic wise has been illustrated in the appendix.

4.0 CONCLUSION

The overall performance of the candidates in this subject was 99.81%, which is good performance, similar to 2020 (99.89%). Conversely, the

performance has decreased by 0.08% when compared to the last year's performance.

5.0 RECOMMENDATIONS

To improve candidates' performance in the Communication Skills subject, the following should be considered:

(a) Tutors should put more emphasis on the topics which seem to be difficult to learners, namely *Vocabulary* and *Structure.* They should use various strategies such as forming English subject clubs.

(b) Tutors should encourage learners to use the English language in and outside the classroom contexts. The learners should participate fully in English clubs, debates, dialogues, speeches (morning and evening speeches) to improve their proficiencies in English and hence a good command of the English language. This will help them address challenges encountered in their study.

(c) Tutors should guide learners through the process of preparing for examinations to equip them with skills in interpreting questions, organizing their answers, and writing essays. Tutors can achieve this through provision of enough assignments, exercises, quizzes and tests.

(d) Student-teachers should also be encouraged to read widely in order to grasp sufficient vocabulary which will assist them in their learning.

SUMMARY OF THE CANDIDATES' PERFORMANCE PER TOPIC IN COMMUNICATION SKILLS

SN	Topic	Performance in Each Question		%Average Performance per topic	Remarks
		Question Number	Perfor % mance		
1	Communication Theory	4	97.7	96.1	Good
		11	94.5		
2	Oral Presentation	7	95.5	95.5	Good
3	Writing skills	3	94.4	93.5	Good
		6	88.5		
		8	91.8		
		13	99.4		
4	Reading skills	9	70.2	69.15	Average
		16	68.1		
5	Reference skills	1	48.6	66.8	Average
		10	16.1		
		12	93.6		
		14	98.9		
		15	76.8		
6	Structure	5	33.5	33.5	Weak
7	vocabulary	2	12	12	Weak