



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) 2022**

**ENGLISH LANGUAGE**



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*Published by:*

The National Examinations Council of Tanzania,  
P.O. Box 2624,  
Dar es Salaam, Tanzania.

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## FOREWORD

This report presents the Candidates' Items Response Analysis (CIRA) on the Diploma in Secondary Education Examination (DSEE) in English Language, which was conducted in May 2022. This report aims to give feedback to all education stakeholders on the contributory factors to the candidates' performance in English Language. This summative evaluation measures the effectiveness of the teaching and learning process at the end of the course.

Moreover, the report aims to highlight the possible reasons behind the candidates' performance in the English Language subject examination. It also points out the factors that made some candidates score either low, average, or high marks. The factors that caused them to register low performance include partial knowledge of the topics assessed, failure to understand the requirements of the questions and their poor command of English. On the other hand, candidates, who scored high marks exhibited a good command of the English language, had adequate knowledge of the topics assessed and, therefore, the strength of their responses and clarity of their explanations added to their advantage. The general performance for this paper was good.

The National Examinations Council of Tanzania (NECTA) expects that the feedback provided in this report will shed light on the challenges for the education stakeholders to take proper measures aimed to improve the teaching and learning of the English Language subject. Ultimately, the students would acquire knowledge, skills and competences as stipulated in the syllabus for better performance in future examinations administered by the Council.

Overall, the Council appreciates the contribution of all those who participated in writing this report.



**Athumani S. Amasi**  
**EXECUTIVE SECRETARY**

## 1.0 INTRODUCTION

This report analyses the performance of the candidates who had sat for the English Language subject for the Diploma in Secondary Education Examination (DSEE) in 2022. The examination was set in accordance with the English Language syllabus of 2009 and the examination format of 2021.

The examination had sections A and B. Section A had ten (10) questions. Each question carried four (4) marks, hence a total of forty (40) marks. Sections B had four (4) questions, each carrying fifteen (15) marks, making a total of sixty (60) marks. All the questions from each section were mandatory for the candidates to answer.

The analysis of the candidates' performance on each item considers the percentage of candidates who attempted the question and the percentage of those who scored various marks based on their responses. Additionally, the report presents samples of extracts of candidates' responses.

The report uses three categories of performance to analyse the candidates' performance for each topic. The performance classifications is as follows: 70-100 percent is good represented in this report by the green colour; 40 - 69 percent is average denoted by yellow; and 0 - 39 percent is weak performance and is marked by red. The candidates' performance for each topic is summarised in the Appendix. Finally, the report presents the conclusion and recommendations based on the analysis of the candidates' performance.

In all, 292 candidates had sat for the English Language subject examination for DSEE in May 2022, 98.28 per cent varyingly passing. Table 1 presents their different grades:

**Table 1: Candidates' DSEE Pass Grades in 2022 and 2021 English Language Subject Examination**

Grade	A	B	C	D	F
% of candidates in 2022	0	2.4	41.4	54.1	1.7
% of candidates in 2021	1.3	13.1	62.0	23.0	0.3

The analysis indicates that the 2022 performance of 98.28 percent is lower by 1.45 percent than the 2021 English Language subject performance when 99.73 percent candidates varyingly passed the examination.

## 2.0 ANALYSIS ON THE CANDIDATES' PERFORMANCE ON EACH QUESTION

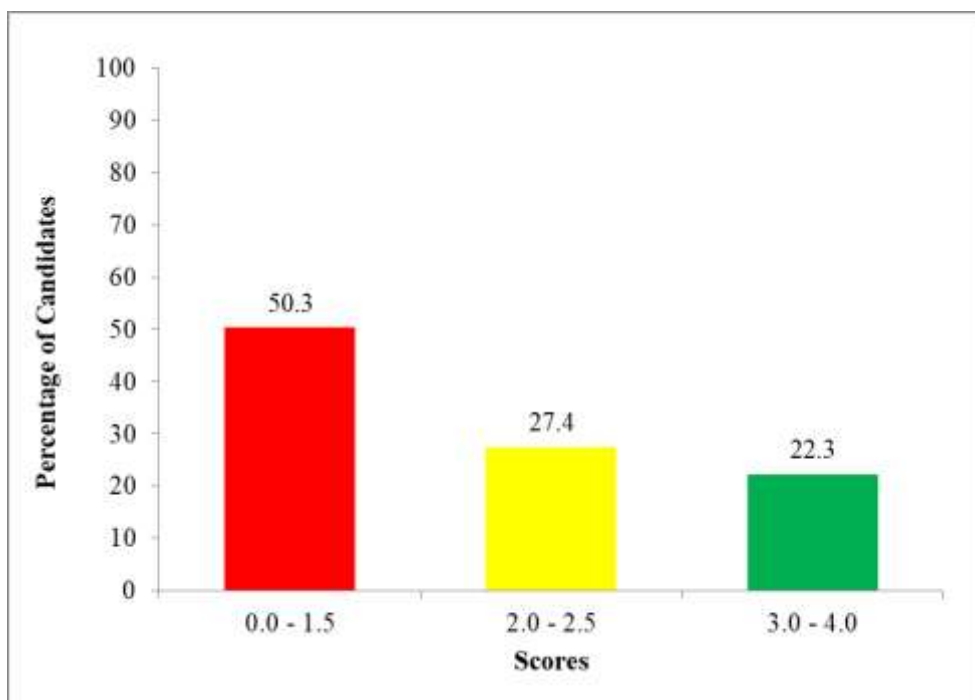
### 2.1 SECTION A: Short Answer Questions

In this section, there were ten (10) compulsory short answer questions. The candidates had to attempt all the questions. Each question carried four (4) marks, hence a total of forty (40) marks.

#### 2.1.1 Question 1: Sentence Types and Punctuation

For this question, the candidates identified and explained two main components of a compound sentence in addition to citing examples. This question aimed to test the candidates' skills in forming compound sentences.

During the examination, all the 292 candidates (100%) attempted to answer this question. The analysis of their performance shows that 147 (50.3%) candidates scored from 0 - 1.5 marks, 80 (27.4%) from 2 - 2.5 marks and 65 (22.3%) candidates from 3 - 4 marks. The general performance in this question was average as 145(47.3%) candidates scored from 2 - 4 marks. Figure 1 illustrates the candidates performance in question 1.



**Figure 1:** *Candidates' Performance on Question 1*

Further analysis of the candidates' performance on this question shows that 147 (50.3%) candidates who scored from 0 - 1.5 marks had insufficient knowledge of a compound sentence and its components. Most of them did not know that a sentence is a complete set of words, with a compound sentence having more than one sentence or clause. One of the candidates identified a compound word instead of a compound sentence and, hence, wrongly grouped it into hyphenated and non-hyphenated compound words. Another candidate wrote: *The main components of compound sentence are clauses and phrases*. This statement was contrary to the requirement of the question, hence out of context. Extract 1.1 shows a sample of candidate's responses who misinterpreted the requirements of the question:

1	
17	hyphenate and non hyphenate compound
	hyphenate compound
	thus is the compound words which has no
	hyphenate eg ding - dong, tick - top, etc
	non hyphenate compound
	thus is the compound words which has
	no hyphenate.
	eg brotherhood,

**Extract 1.1:** A sample of incorrect responses to question 1.

Further analysis shows that some candidates had partial knowledge to attempt this question successfully. These candidates had scores of 2 - 2.5 marks. Most of them identified the two components of a compound sentence: The independent clause and co-ordinating conjunction but failed to cite appropriate examples to substantiate their answers, hence only partially getting the question right.

In fact, only a few candidates (22.3%) answered this question correctly. These candidates scored from 3 - 4 marks. These candidates' responses demonstrate that they had sufficient knowledge of the main components of a compound sentence, and cited examples of such sentences. Moreover, the candidates managed to identify the components of a compound sentence: The independent clause and co-ordinating conjunction. Also, they provided relevant examples of sentences showing the two independent clauses that form a compound sentence and co-ordinating conjunctions that join two



clauses to form a compound sentence. For example, a candidate wrote: (i) *Independent clause: This sentence can stand alone and provide meaning;* (ii) *Conjunction: It has two sentences joined by conjunctions like but.* Extract 1.2 shows a response from one of the candidates who successfully attempted this question:

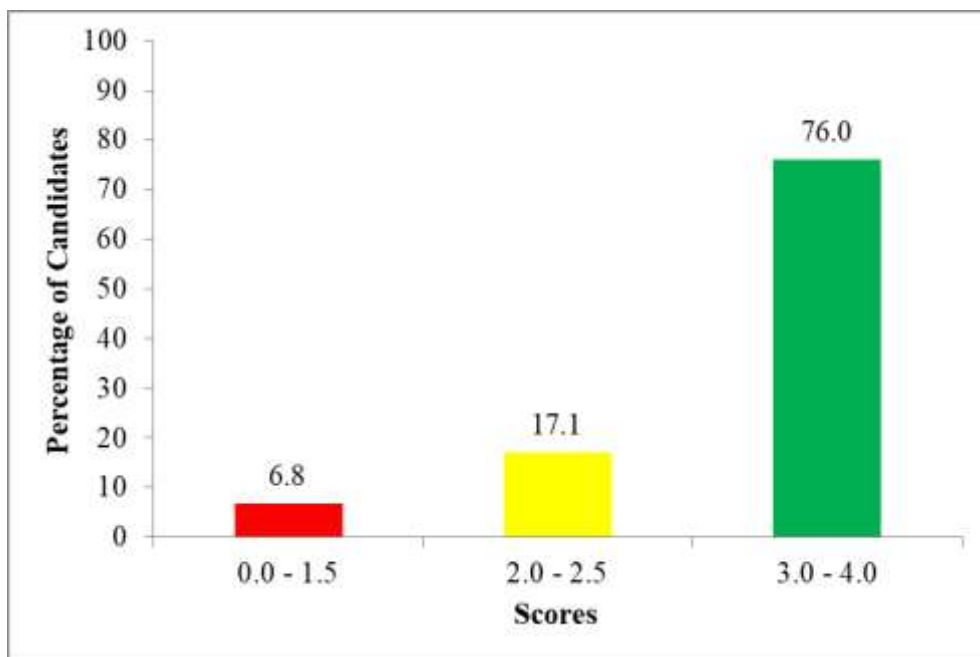
i)	Two Independent clause; these are sentences or phrases which can stand themselves and produce meaning.
	For example Anna is cooking and Alima is playing. these are the two Independent clause.
ii)	Conjunction
	these are the words which are used to join the two Independent clause in a sentence for example in a sentence John is studying while Asha is cooking.
	'while' is used as a conjunction which join the two clause.

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

### 2.1.2 Question 2: Assessment

For question 2, the candidates had to provide two features for each of the assessment items given. The assessment items were: (a) *Multiple choice items*, and (b) *Essay items*. The question tested the candidates' skills in assessing the learners.

All the 292 candidates (100%) attempted this question. The analysis shows that 20 (6.8%) candidates scored from 0 - 1.5 marks, 50 (17.1%) from 2 - 2.5 marks, and 222 (76.0%) candidates from 3 to 4 marks. The overall performance on this question was good as 272 (93.1%) candidates scored 2 - 4 marks. The candidates' performance in this question is as illustrated in Figure 2:



**Figure 2:** *Candidates' Performance on Question 2*

The analysis on the candidates' performance on this question shows that 222 (76.0%) candidates who attempted the question scored 3 - 4 marks. This variation was determined by the strength and clarity of their points. These candidates had a demonstrable good command of the English language. They also showed a good mastery of the concept of assessment, particularly in the English language subject as they provided relevant features for both items in part (a) and (b). In part (a), for example, these candidates managed to give features of multiple-choice items such as *They cover broader area and measure various skills* and in (b) they described features of an essay like *they are easy and quick to construct*. Extract 2.1 presents a sample response from one of the candidates who gave the two features of assessment items he/she correctly mentioned:

2	<p>@ Two features of multiple choice item:</p> <p>(i) It contains a stem which explains the problem</p> <p>(ii) It has a prescribed correct answer.</p> <p>(b) Two features of Essay items</p> <p>(i) It measures high ability of understanding to the learner.</p> <p>(ii) It has a narrow scope of subject content to be measured. Means it can measure only one topic or subtopic. <del>for</del></p>
---	--

**Extract 2.1:** A sample of correct responses to question 2.

Moreover, the analysis shows that 50 (17.1%) candidates gained partial scores on this question. These candidates scored from 2 - 2.5 marks. The candidates got only some of the features right.

In contrast, 20 (6.8%) candidates registered 0 - 1.5 marks. These candidates demonstrated little knowledge of assessment and its features because they provided irrelevant responses or answered out of context. For example, one of the candidates listed the importance of multiple-choice items and essay items to the students. Extract 2.1 shows a sample of a response from one of the candidates who unsuccessfully attempted this question:

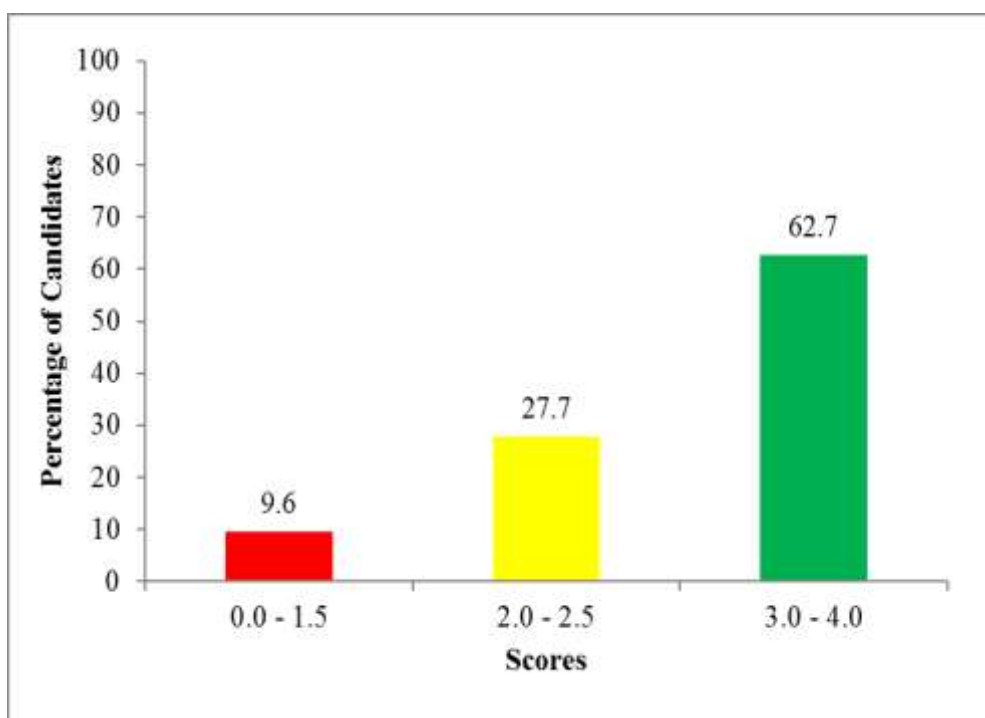
2	<p>ANSWER:</p> <p>a). Multiple choice items.</p> <p>1). To show the ability of the students</p> <p>2). To obtained creativity of the learners.</p> <p>b). Essay items.</p> <p>1). To show the confidences of the learners.</p> <p>11). To make the understanding of the student performance.</p>
---	--

**Extract 2.1:** A sample of incorrect responses to question 2.

### 2.1.3 Question 3: Word Forms and Meanings

This question required the candidates to explain two meanings of the words *bar* and *bank* as they appear in different contexts. The question tested the candidates' vocabulary command in the English language.

All the 292 (100%) candidates attempted this mandatory question. The analysis shows that 28 (9.6%) candidates scored from 0 - 1.5 marks, 81 (27.7%) from 2 - 2.5 marks and 183 (62.7%) candidates from 3 - 4 marks. The general performance of the candidates on this question was good as 264 (90.4%) candidates scored 2 - 4 marks. The performance in this question is illustrated as in Figure 3:



**Figure 3:** *Candidates' Performance on Question 3*

Analysis of the candidates' performance in answering this question shows that 183 (62.7%) performed well. These candidates demonstrated a good mastery of the topic, especially on vocabulary and their meanings relating to different contexts. For example, one of the candidates managed to write the two meanings with examples as required in part (a): *Bar, a place where alcoholic drinks are sold, a solid object used for washing clothes*. In part (b), the candidate wrote: *Bank, a place where money is kept, a tribute part [tributary] of the river*. This candidate also demonstrated to have good command of the English language. Extract 3.2 shows a sample of the

responses from one of the candidates, who gave the meaning of the items as they relate to different contexts with relevant examples:

3	
	① Bar
	- A place where there is a loud music and drinks normally alcohol.
	Example: After breaking up with her boyfriend she got drunk in a bar.
	- A piece of something normally a gold.
	Example: An expensive gold bar found in her closet so she is arrested.
	② Bank
	- A place where people keep their money.
	Example: It is much safer to keep money in a bank
	- A tribute or part of a river
	Example: The bag full of money found on the river bank.

**Extract 3.1:** A sample of correct responses to question 3.

Moreover, the candidates' performance on this question shows that 81 (27.7%) had scored 2 - 2.5 marks. These candidates had partial success on some of the items and not on others. These candidates provided one meaning of a given item but failed to mention the context in which the usage of such words apply.

Further analysis shows that 28(9.6%) candidates scored 0 - 1.5, hence registering a weak performance. These candidates happened to have inadequate command of the English language vocabulary and the associated context relating to those meanings. As a result, they failed to give correct meaning of words for different contexts. Some candidates misinterpreted the word context, hence providing irrelevant meanings. One of the candidates, for example, mentioned the compound form of the word *bank* and wrote *world bank*; another came up with a completely different item from the one the question provided. Extract 3.1 illustrates a sample of an incorrect response from one of the candidates who poorly performed on this question.

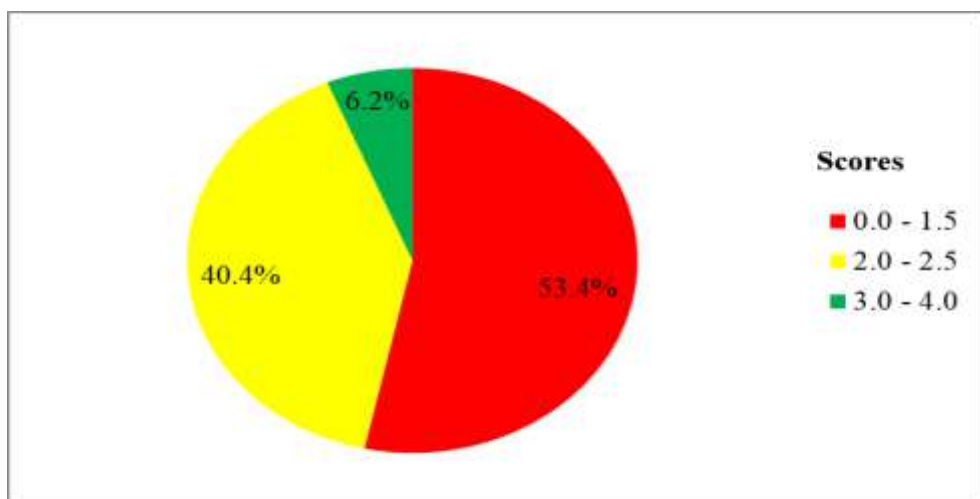
3	<p>A Bar - Are words with the same spelling and pronunciation but the different meaning.</p> <p>B Homophones - Are words with the same different spelling and pronunciation but the same meaning like bank, bark.</p>
---	---

**Extract 3.2:** A sample of an incorrect response to question 3.

#### 2.1.4 Question 4: Conversations, Discussions, and Oral Presentations

For this question, the candidates had to use four points to give procedures essential in an oral presentation on the topic titled “*Enhancing English Language subject performance to secondary students.*” This question tested the candidates’ knowledge in giving oral presentations on various topics.

All the 292 candidates (100%) attempted the question. Performance-wise, 156 (53.4%) scored from 0 - 1.5 marks, 118 (40.4%) from 2 to 2.5 marks and 18 (6.2%) from 3 to 4 marks. Generally, the candidates’ performance in answering this question was average because 136 (46.6%) candidates scored from 2 - 4 marks. The candidates performance in this question is as illustrated in Figure 4:



**Figure 4:** Candidates' Performance on Question 4

Candidates with a good performance on this question scored 3 - 3.5 marks. The variation in their marks was determined by the strength of their points and clarity of their explanations. Those who scored 3.5 marks understood

the demand of the question and clearly stated the procedures for preparing an oral presentation specifically on the topic “*Enhancing English Language subject performance to secondary students*”. They outline the steps thusly: *Understanding the topic, planning and structuring the presentation, writing the presentation, and practising before the presentation*. These candidates demonstrated adequate competence in giving oral presentations. Extract 4.1 exemplifies a sample response from one of the candidates who had provided answers to this question correctly:

4	i/ Reading various texts concerning the topic to get general idea and organize the idea.
	ii/ Chose language, simple language which will be easy to be understood, avoid difficult vocabularies.
	iii/ Note down important points that I will use in presentation, this also helps to get familiar
	iv/ Practice enough before going to present, here will read what is written frequently and apply non verbal movement during practice so as to make the presentation interesting.

**Extract 4.1:** A sample of a correct response to question 4.

Further analysis shows that more than half of the candidates (156; 53.4%) scored only 0 to 1.5 marks. Incidentally, these candidates did not understand the demand of the question. Their inadequate knowledge of the procedures of an oral presentation, particularly on the title given about *Enhancing English Language subject performance to secondary students*, made some of them fail to answer accordingly. Some of these students only identified the parts of an essay, such as introduction, main body, and conclusion instead of the oral presentation procedures. Others only gave the ways of improving English Language performance in secondary schools. Some were ignorant about what a presentation entails as they provided answers unrelated to the question. Extract 4.2 shows a sample response from a candidate who had provided an incorrect response to this question:

4	i To define the meaning of English Language
i	ii To define the meaning of English Language.
ii	To mention the things that Course poor perform ance of English Language in Secondary School.
iii	To mention good way that can led good performance of English Language in Secondary Students.
iv	Give them advantage of using English Language or Studing English Language in out do to day Life.

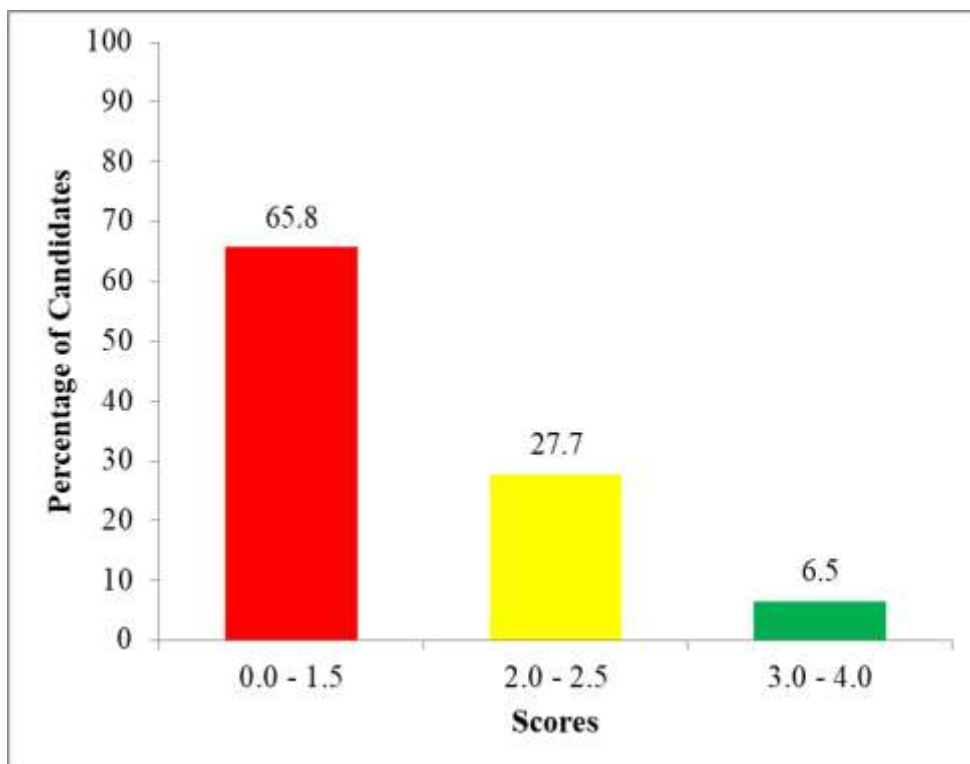
**Extract 4.2:** A sample of an incorrect response to question 4.

### 2.1.5 Question 5: Word Forms and Meanings

The candidates also had to apply the morphemes given to a word and state the function of the morphemes performed for each word. The question tested the candidates' knowledge and skills in affixation of morphemes to form new words. It also tested their knowledge of the functions of such morphemes appended to a word. The items given were (a) *-ness* and (b) *-al*

Even though all 292 (100%) candidates attempted this question, the analysis shows that 192 (65.8%) scored from 0 - 1.5 marks, 81 (27.7%) from 2 - 2.5 marks, and 19 (6.5%) candidates scored from 3 - 4 marks. The general performance of the candidates in answering this question was weak because only 100 (34.2%) candidates scored 2 - 4 marks. The performance of the candidates on this question is as illustrated in Figure 5:





**Figure 5:** *Candidates' Performance on Question 5*

Further analysis of the candidates' performance on this question shows that 192 (65.8%) had weak performance due to their inadequate knowledge of morphemes and their function in a word. Most of these candidates failed to apply the morphemes given to a word and state their function in the words to which they are attached. One of the candidates provided the following responses: *It shows singular and plural of the word. It shows the origin of a word.* Another candidate wrote: *It shows negation.* Extract 5.1 presents a sample of an incorrect response to this question from one of the candidates:

5	(a) "-ness" It is inflectional morpheme that used to show singular and plural form of the word eg adding "es", "s" to get meaning
	(b) "-al" It is derivational morpheme that used show negation of the word as used in word.

**Extract 5.1:** A sample of incorrect responses to question 5.

Further analysis of responses to this question shows that 81(27.7%) candidates had an average performance. They scored between 2 and 2.5 marks. Some of them got item (a) right but failed to give correct answers to item (b); others failed to address item (a) but gave correct answers to item (b). This shows that Implicitly, they were uncertain with their answers.

Only a handful of candidates (19; 6.5%) performed well. These candidates had sufficient knowledge of the morphemes and their function when added to a word. These few candidates demonstrated their knowledge of affixation and, hence, used the morphemes given in (a) and (b) and applied them to the stems to get meaningful words and, eventually, described the function of each morpheme in such words. One of the candidates wrote in part (a): *Happiness: It changes the word class from adjective to noun*. For part (b) the candidate wrote: *Developmental: Change[s] the word class from [a] noun to [an] adjective*. Extract 5.2 shows a sample of responses from one of the candidates who performed well on this question.

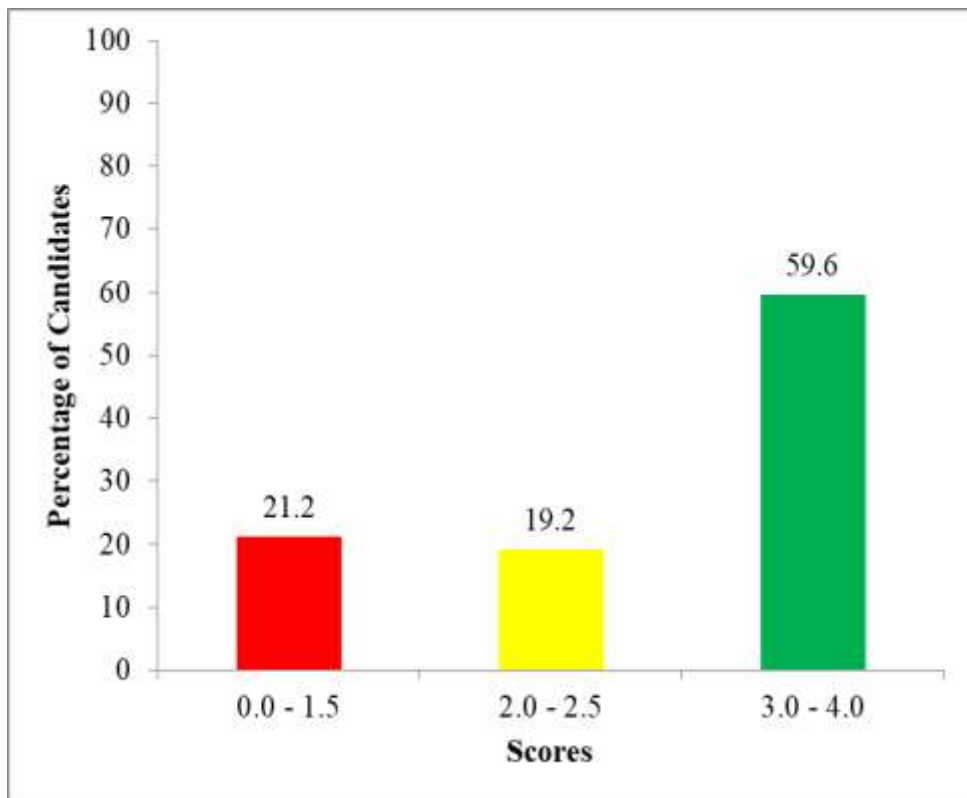
✓	ax: -ness
	-Happiness
	-It change word class from adjective to noun.
	bb: -al
	-Development - Developmental
	- change the word class from noun to adjective.

**Extract 5.2:** A sample of correct responses to question 5.

### 2.1.6 Question 6: Theories of Language Teaching and Learning

This question required candidates to use four points to support the statement: *“Unlike English which is a foreign language in Tanzania, Kiswahili enjoys a different status.”* The question tested the candidates’ knowledge in the application of the language for teaching and learning.

All the 292 (100%) attempted this question. The analysis shows that 62 (21.2%) candidates scored from 0 - 1.5 marks, 56 (19.2%) scored from 2 - 2.5 marks, and 174 (59.6%) candidates scored from 3 - 4 marks. The overall performance of the candidates on this question was good because 230 (78.8%) candidates scored 2 - 4 marks. Figure 6 illustrates the candidates performance.



**Figure 6:** *Candidates' Performance on Question 6*

The analysis on the candidates' performance in answering this question shows that 174 (59.6%) candidates performed well. These candidates had adequate knowledge of the advantageous status the Kiswahili enjoys over English in the context of Tanzania. Candidates with a good command of English responded well to this question and clearly articulated the status Kiswahili enjoys in Tanzania. One of the candidates did not only give relevant responses such as *Kiswahili is a national language, a media of instruction in Primary schools* but also explained how these qualities make Kiswahili enjoy a privileged status in Tanzania. Extract 6.1 is a sample of appropriate responses from the candidate who scored high marks on this question:

6	<p>Kiswahili is a national language, In Tanzania language which is accepted to be used as a tool of communication is Kiswahili language. So due to this Kiswahili enjoys a different status.</p> <p>Kiswahili used as a language of teaching and learning process, In primary school Kiswahili is used to facilitate the whole process of teaching and learning and also used as a subject in secondary education.</p> <p>Language used in trading activities, Mostly during different trading activities Kiswahili is used to facilitate communication among of the people.</p> <p>Language used in Mass Media, Different Mass Media like BBC use Kiswahili language in order to provide information among of the people. So Kiswahili enjoy a different status due to this.</p>
---	---

Extract 6.3: A sample of a correct response to question 6.

Further analysis of the candidates' performance on this question shows that 56 (19.2%) had average performance. These candidates provided some of the parts correctly and others incorrectly.

On the contrary, 62 (21.2%) candidates registered a weak performance in answering this question. These candidates happened to have only partial knowledge of the demand of the question. One of the candidates misinterpreted the question and explained the status of English instead of that of Kiswahili. Other candidates explained why people know Kiswahili more than English language. This shows that these candidates have weak command of English language; therefore, they did not understand the demand of the question. Extract 6.1 shows a sample of incorrect responses from one of the candidates in this question:

6	
	i) English language is the language of instruction. English language that is the language that used for instruction for primary and high level of education is language of instruction.
	ii) Simply for learning. That is the simple to learn because we compare rule with Kuvavhili.
	iii) English is international language than Kuvavhili.
	iv) English language cover large area. Because many institutional use English language.

Extract 6.1: A sample of an incorrect response to question 6.

### 2.1.7 Question 7: Preparation for Teaching

This question required candidates to explain how they would prepare an effective lesson plan. The question tested their knowledge in planning and preparing a lesson plan and their grasp of the structural elements for applying when preparing such a plan.

Of the 292 (100%) candidates, who attempted this question, 122 (41.8%) candidates scored 0 - 1.5 marks, 86 (29.5%) from 2 - 2.5 marks, and 84 (28.8%) candidates from 3 - 4 marks. The general performance of the candidates on this question was weak. After all, 170 (58.3%) candidates scored from 2 - 4 marks. The distribution of the candidates' varying performance on this question is as illustrated in Figure 7:

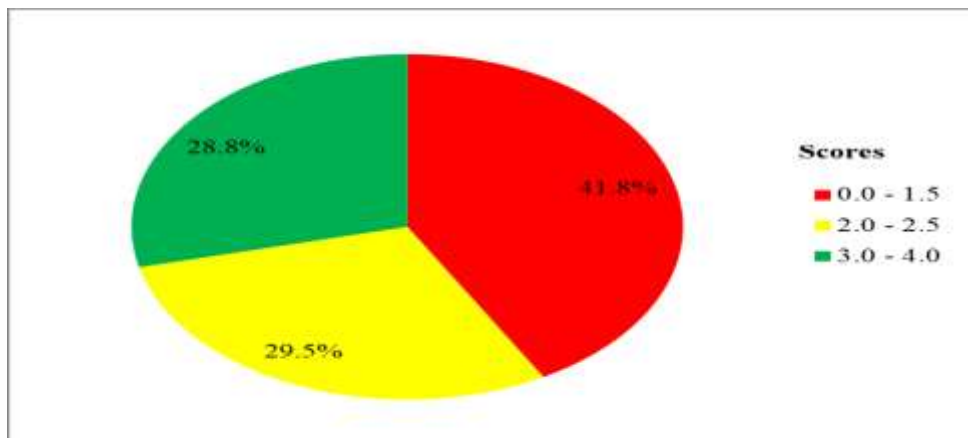


Figure 7: Candidates' Performance on Question 7

The analysis of the candidates' performance in writing this question shows that 122 (41.8%) candidates performed poorly. Most of these candidates lacked ample knowledge on the *Preparation for Teaching* topic, especially on how to write an effective lesson plan based on its structural elements. One of the candidates misinterpreted the question and provided responses that deviate from the demand of the question. The candidate responded described the qualities of specific objectives in a lesson plan instead of using the items given as stages of writing a lesson plan and explain what should be done in those stages. Another candidate wrote: *Through having [a] scheme of work, syllabus, lesson notes and text books*. The candidates' responses indicate that they were not conversant with the topic. Extract 7.1 shows a sample of incorrect responses to question 7:

7	① Through having scheme of work
	② Through syllabus
	③ Through having text books and teacher's guide book
	④ Through having lesson notes.

**Extract 7.1:** A sample of incorrect responses to question 7.

The analysis further shows that 86 (29.5%) candidates could only muster an average performance. These candidates correctly explained some of the elements out of the four elements provided, hence scoring half marks. Others offered explanations but failed to cite correct examples whereas others provided only correct examples but without relevant explanations.

Further analysis shows that 84(28.8%) candidates registered good performance. These candidates had enough knowledge of the *Preparation for Teaching* topic, especially on the effectiveness of writing a lesson plan in line with the structural elements, as their responses illustrate. One of the candidates wrote: *Evaluation: Assess the learners['] understanding. Specific objective: Check [whether] the learner's skills have been attained. Reflection shows the relation[ship] between the lesson taught and the learner's real life. Remarks, general achievements of the teacher in the class and challenges*. Extract 7.2 presents a sample of such responses:

1	(i) Evaluation → 14 students over 15 were able to explain the meaning of dictionary and its (4) four uses in different context.
	(ii) Specific objective → By the end of 40 minutes each student should be able to explain the meaning of dictionary and uses in different context.
	(iii) Reflection → Guide student through question and answers on where they can apply the knowledge of dictionary use in their daily life.
	(iv) Remark section → The lesson was well taught I will proceed with another subtopic and I will find extra-time during manual work to help a student who did not able to explain meaning and uses of dictionary.

Extract 7.2: A sample of a correct response to question 7.

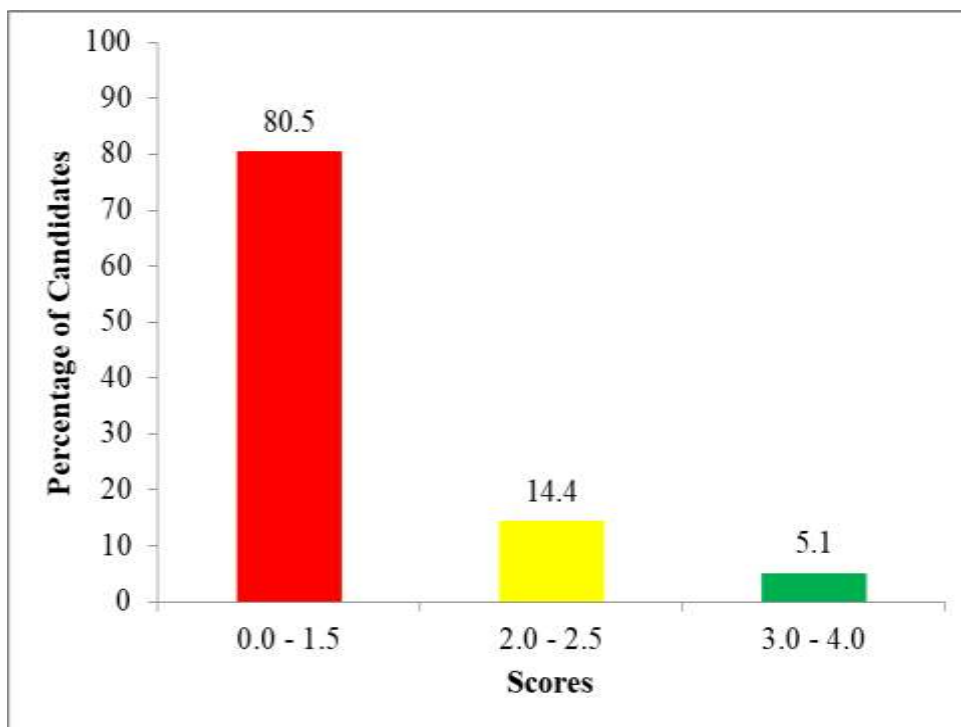
### 2.1.8 Question 8: Word Formation

This question required the candidates to show the relationship between the following analogies:

- (a) *The new baby at our house reminds me of a very young puppy.*
- (b) *Musa is as tall as a giraffe.*
- (c) *Having missed his book on his table, John became a lion.*
- (d) *Having received the reward, Easter became as happy as a bride.*

This question assessed the candidates' knowledge of the concept of analogies and the relationship between two unlike things whose comparison is based on the resemblance of an aspect or aspects.

Of the 292 (100%) candidates who had attempted the question, 235 (80.5%) candidates scored 0 - 1.5 marks, 42 (14.4%) candidates from 2 - 2.5 marks and 15 (5.1%) candidates from 3 - 4 marks. Generally, the performance of the candidates on this question was weak because 57 (19.5%) scored from 2 - 4 marks. Figure 8 presents the distribution of the candidates' performance on this question:



**Figure 8:** *Candidates' Performance on Question 8*

The analysis on the candidates performance in answering this question shows that 235 (80.5%) had performed poorly as their scores ranged from 0 - 1.5 marks. These candidates demonstrated inadequate knowledge of the concept of “analogies” and the relationship between two unlike things compared based on the resemblance of a particular aspect or aspects. Most of these candidates provided irrelevant responses because they could not discern the relationship between the seemingly two unlike things presented in the analogies given in item (a) to (d). One of the candidates, for example, misinterpreted the question and mentioned figures of speech instead. As a result, this candidate for item (a) indicated *personification*, (b) *simile*, (c) *metaphor* and (d) *irony*. Another candidate copied the questions and used them as answers whereas others filled the blanks with whatever irrelevant information they had. Extract 8.1 serves as a sample of incorrect of a candidate's responses to this question:



8	
(a).	It used figure of speech for example "a"
(b).	It is used figurative language for example as, a.
(c).	It also use figure of speech, which is metaphor for example "John became a lion".
(d).	It is also use figure of speech for example as --- as a bride. so all sentence are use the figure of speech.

**Extract 8:1:** A sample of incorrect responses to question 8.

Further analysis shows that 42 (14.4%) candidates only managed average performance with scores ranging from 2 - 2.5 marks. Even though these candidates explained some of the items correctly, they failed to provide give clear responses for other items.

Conversely, analysis shows that 15 (5.1%) candidates score 3 - 4 marks. The responses of these candidates had sufficient knowledge on analogies given and clearly showed the relationship between the two unlike things whose basis of comparison was the resemblance of a particular aspect they shared. The candidates managed to relate the analogies and come up with relevant responses. One of the candidates wrote: (a) *The relationship is a state of being a baby Both a baby and a puppy are not matured*; (b) *Height: Abnormal height of Mussa is related to that of a giraffe*; (c) *Aggressiveness: A person whose thing is lost becomes as aggressive as a lion*. (d) *happiness, when someone receives a gift he becomes happy*. Extract 8.2 shows a sample response to this question from one of the candidates with good performance:

8	<p>(a) The relationship is a state of being a child. (a baby) Both are immature organisms; a child a baby and a puppy are not matured.</p> <p>(b) Height - abnormal height of mums, hence related to as of giraffe. The relationship is height both are tall.</p> <p>(c)</p> <p>(d) Aggressiveness or anger, The lion is always aggressive hence people when their things are stolen becomes angry as such.</p> <p>(e) Happiness is the relation as she receives the gift she becomes more happy.</p>
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Extract 8.2: A sample of correct responses to question 8.

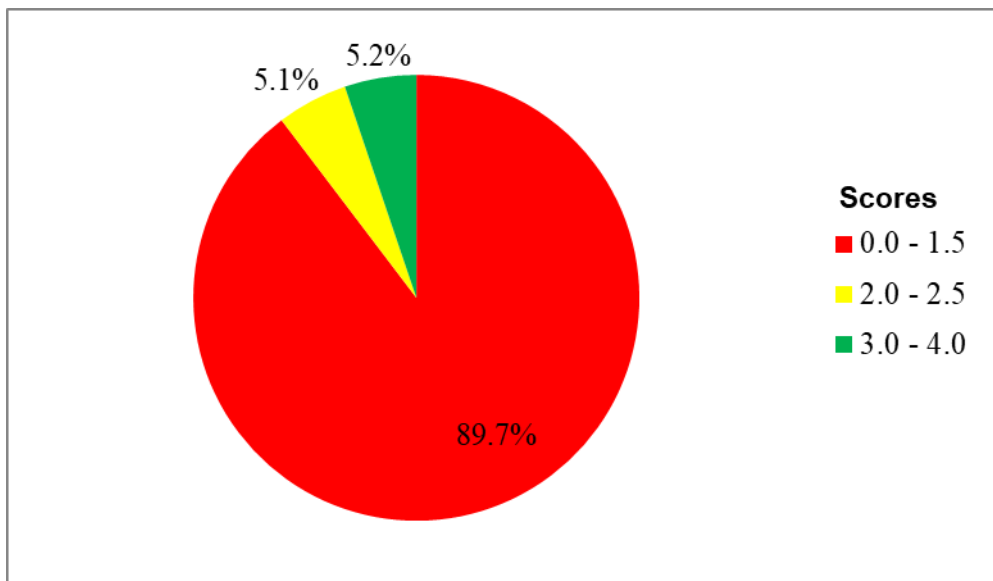
### 2.1.9 Question 9: Comprehension of a Variety of Information in Texts

This question required the candidates to infer from each of the statement provided. Specifically, the following question sought to assess the candidates' knowledge in speculating situations and drawing conclusion on various matters:

*Make an inference for each of the following statements:*

- (a) *My friend is not in school today.*
- (b) *The students did not prepare themselves for examination.*
- (c) *Some students forgot to return the books they had borrowed from the library.*
- (d) *Someone is holding an umbrella.*

Even though all the 292 (100%) candidates attempted the question, the majority (262; 89.7%) of the candidates scored from 0 - 1.5 marks. Only a few managed to register better performances, with 15 (3.8%) scoring from 2 - 2.5 marks, and 15 (5.1%) candidates from 3 - 4 marks. In other words, the general performance of the candidates in answering this question was rather weak because only 30 (8.9%) candidates scored from 2 to 4 marks. Figure 9 illustrates the candidates' performance in answering this question:



**Figure 9:** *Candidates' Performance on Question 9*

The analysis of the candidates' performance shows that 262 (89.7%) candidates had weak performance primarily because of their inability to draw inferences from the statements provided. The candidates had inadequate knowledge to speculate on the statements given. As a result, they came up with irrelevant conclusions. Some of the candidates even misinterpreted the question and provided question tags as answers to the items given. For example, a candidate wrote: *Is she?*, *did they?* *didn't they?* *doesn't he?* as responses to items (a), (b), (c) and (d), respectively. Another candidate instead mentioned verb tenses for these items as answers like such as *present continuous tense*, and *simple past tense*. Implicitly, the candidates were not competent in making inferences based on statements provided. Extract 9.1 presents a sample of incorrect responses from one of the candidates who attempted the question:

a)	Is my friend not In School today?
b)	Did the students not prepare themselves For examination?
c)	Some students forget to return the books they had borrow ed From the library.
d)	Is Someone holding an Umbrella?

Extract 9.1: A sample of incorrect responses to question 9.

In extract 9.1, the candidate was supposed to provide logical deduction from the items given. For example in item (a) the candidate was supposed to write *My friend is not in school today because he is sick*, and not changing the item given into a question like what the candidate has written as shown in the extract. The question required the candidates to give relevant speculations from the sentences given and not changing the sentences into interrogative form.

Conversely, 15 (3.8%) candidates only managed to attain average performance. These candidates managed to provide only some of the points correctly, as they failed to come up with valid inferences for all the items.

Moreover, 15 (5.1) candidates scored from 3 - 4 marks. The variation in the responses was brought about by the clarity of the inferences they provided to all the items given. Candidates demonstrated their knowledge in comprehending a variety of information and provide relevant speculations about the items given. These candidates also demonstrated a good command of the English language and, hence, interpreted well the question in addition to providing relevant logical deductions. For example, one of the candidates wrote: (a) *My friend is not in school today because he is sick*. (b) *The students will fail the exam because they did not prepare themselves*. (c) *They will be punished by failing to return the books*. (d) *Someone is holding an umbrella because it is raining*. Extract 9.2 represents a sample of correct responses from one of the candidates who attempted the question:

9	(a) my friend is not in school today because is sick
	(b) The students will fail the examination because did not prepare themselves
	(c) They will be punished by failing to return the books
	(d) Someone is holding an umbrella because it is raining

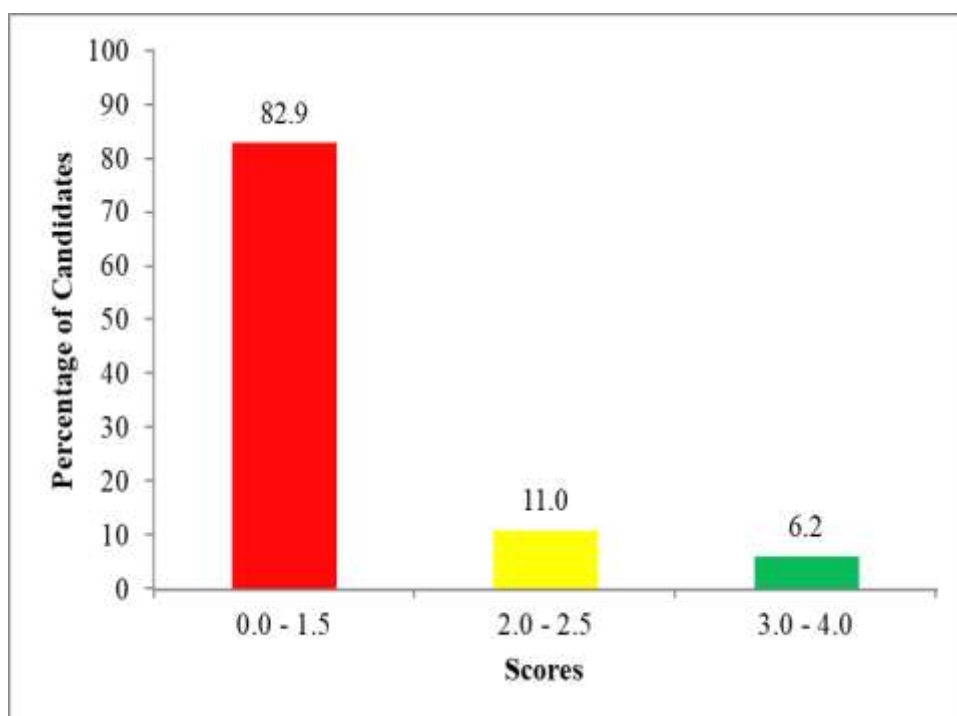
Extract 9.2: A sample of correct responses to question 9.

### 2.1.10 Question 10: The English Sound System

This question required the candidates to draw and name the place and manner of articulation of the underlined consonant sounds in the table. The question tested the candidates' knowledge of and skills in identifying the English sound system in terms of the place and manner of articulation of the consonant sounds. The table was as follows:

<i>Word</i>	<i>Place of Articulation</i>	<i>Manner of Articulation</i>
<i>e.g. <u>F</u>ather</i>	<i>Dental</i>	<i>Fricative</i>
<i>(a) <u>S</u>inging</i>		
<i>(b) <u>R</u>obber</i>		
<i>(c) <u>M</u>ea<u>s</u>ure</i>		
<i>(d) <u>S</u>elling</i>		

All the candidates (292; (100%) attempted the question. The analysis shows that 242 (82.9%) of these candidates scored from 0 - 1.5 marks, 32 (11.0%) candidates from 2 to 2.5 marks and 18 (6.2%) candidates from 3 to 4 marks. The general performance of the candidates in answering this question was weak because only 50 (17.2%) of them managed to score 2 - 4 marks. Figure 10 illustrates the candidates' performance on this question:



**Figure 10:** *Candidates' Performance on Question 10*

The analysis of the candidates' performance in answering this question shows that 242 (82.9%) candidates registered weak performance. Most of these candidates had inadequate knowledge of the place and manner of articulation of the consonant sounds. Most of these candidates provided guessed responses as they wrote the places of articulation in the position of manner of articulation and the vice versa. Some candidates, in the place of articulation, mentioned organs such as the tongue, nose and mouth. Others drew a diagram of the mouth and labelled the organs found in the mouth contrary to the demand of the question. Extract 10.1 shows a sample of an incorrect response from one of the candidates in this question:

10	Word	Place of Articulation	Manner of Articulation
	a) singing	billabial dental	Affricative
	b) Robber	Labio-dental	Fricative
	c) Measure	Labio - dental	Fricative
	d) selling	billabial dental	Affricative

Extract 10.1: A sample of an incorrect response to question 10.

Further analysis on the performance of the candidates on this question shows that 32 (11.0%) candidates had average performance. These candidates provided correct responses for some of the items.

Another 18 (6.2%) candidates performed well. These candidates demonstrated adequate knowledge in the topic of *The English Sound System*, particularly on places and manners of articulation of consonant sounds. The places and manners given were relevant and, hence, signalled their competency in the topic. One of the candidates wrote *velar* instead of articulation and *nasal* on the manner of articulating a word “singing”. The candidate also wrote *bilabial* instead of articulation and *stops/plosives* for the manner of articulation of a word “robber”. Extract 10.2 shows a sample of correct responses from one of the candidates on this question:

10				
		Word	Place of Articulation	Manner of Articulation
		a) Singing	Vellar	Nasals
		b) Robber	Bilabial	Stops or plosives
		c) Measure	Palato Alveolar	Fricatives
		d) Selling	Alveolar	Lateral

**Extract 10.2:** A sample of correct responses to question 10.

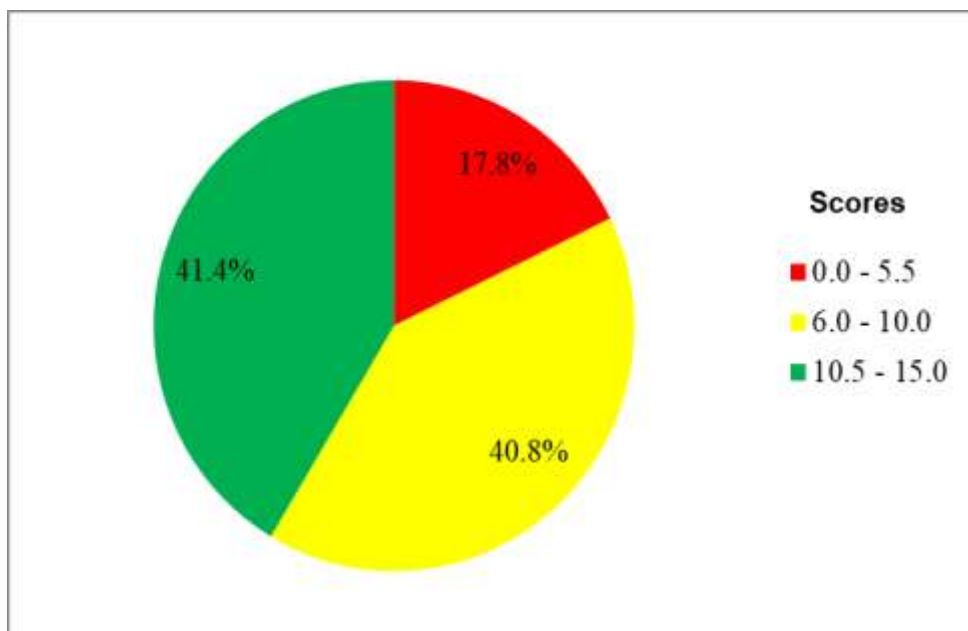
## 2.2 SECTION B: Essay Questions on Academic Content

This section had four questions: 11, 12, 13 and 14. All these questions were mandatory. Each question carried fifteen (15) marks, hence a total of sixty (60) marks.

### 2.2.1 Question 11: Writing in a Variety of Forms

This question required the candidates to write an essay using four points to support the statement: “*Wearing masks, using sanitisers and maintaining social distance can prevent people from COVID 19.*” The question set out to test the candidates’ writing skills.

Of all, the 292 (100%) candidates, 52 (17.8%) scored from 0 - 5.5 marks, 119 (40.8%) from 6 - 10 marks, and 121 (41.4%) candidates from 10.5 - 15 marks. Generally, the performance of the candidates in answering this question was good because 240 (82.2%) candidates scored 6 - 15 marks. The candidates’ performance on this question is summarised in Figure 11:



**Figure 11:** *Candidates' Performance on Question 11*

The analysis of the candidates' performance in this question shows that 121 (41.4%) candidates performed well on this question. These candidates with outstanding performance had sufficient writing skills. The candidates also demonstrated to be proficient in the English language and knowledge of current issues. The clarity of their points and strength of their explanations made them score high marks in this question. They explained that sanitisers kill bacteria and viruses, masks prevent a person from being infected by the viruses and social distancing prevent a person from contacting the corona virus. Their relevant elaboration of points was strengthened by their good command of English as well as their adequate awareness of current issues. Extract 11.1 shows a sample of correct responses to question 11 from one of the candidates.



11	<p>COVID 19, Refer to the disease which has been transmitted through air. The main source which lead to the upread of this disease is air. This disease made people lose their lives because until today there is no disease which have been used to treat this disease. Through wearing masks, using sanitizers and maintaining social distance can prevent people from COVID 19. The following are the points which support the statements.</p> <p>Help to kill harmful bacteria which may cause the spread of COVID 19. Through using of sanitizers in hands it help to kill harmful bacteria which may cause to the spread of disease known as COVID 19. So people need enough education in order to use sanitizers because it help them to kill the bacteria which are the source of the spread of disease. Due to this it help to eradicate or avoid COVID 19.</p> <p>Help to avoid transmitted disease which has been caused by air. Through wearing of masks it help people to avoid transmitted disease which have been caused by air like Influenza or flu. so due to this also it help to prevent people from getting COVID 19. so all people must wear masks in order to solve this problem related to the invention of COVID 19 within the society.</p>
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**Extract 11.1:** A sample of responses to question 11 from a candidate with good performance.

Further analysis of the candidates' performance in this question shows that 119 (40.8%) candidates had average performance. These candidates correctly explained some of the points on the prevention of COVID 19.

Conversely, 52 (17.8%) candidates scored 0 - 1.5 marks on this question. These candidates had inadequate writing skills and weak command of the English language. Some candidates misinterpreted the question and wrote the effects of COVID 19 such as death, decline of economy. Others wrote on the causes of the disease and others wrote whatever information they had that did not relate to the demand of the question. They could not even manipulate the points given and come out with possible ways in which such preventive measure can help people avoid contracting COVID 19. Extract

11.2 shows a sample of responses from one of the candidates with low scores:

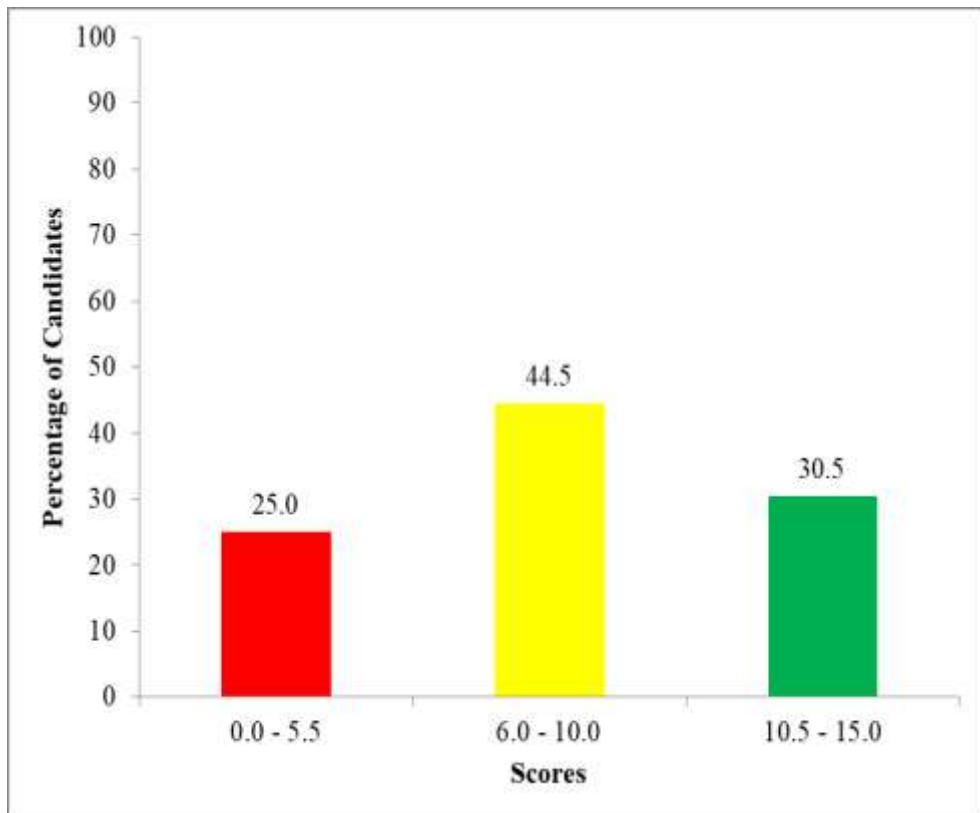
11	<p>COVID 19: Is the epidemic disease which is containing with Coronavirus virus that erupted since 2019 outdated result it killed many people in different continent in the world, Up to date having vaccine nation. All in all previous days ago people use traditional method like boil ginger, green leaves from the forest as medicine and help people.</p> <p>Cause of COVID 19 in the world are the following below;</p> <p>High fever and headache: Above 37°C is said as high fever of human being. If a person is above 37°C and feels headache all the time is among of cause of COVID 19.</p> <p>Loose appetite: People loose appetite of eating and drinking anything, this is among of cause of COVID 19.</p> <p>Loose weight: The result of loose appetite leading the loose of weight of the human body.</p> <p>Effects of COVID 19 are the following below;</p> <p>Death of people: Up to date many people loose their lives because of dangerous disease in the world. people have to be serious with Corona virus because it is a dangerous disease.</p> <p>Inflation: The rise of price in the world for example Oil, food, is very high in price. This because people are not allowed to interact as normal as they do before the eruption of this disease.</p> <p>Poverty: People are dying because of hunger and famine also they have no money for buying</p>
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**Extract 11.2:** A sample of responses to question 11 from a candidate with weak performance.

### 2.2.2 Question 12: Literary Analysis

This question required the candidates to use textual evidence from two plays to justify the statement: “Authors use characters as their mouths to speak what they intend to communicate to the society.” The question aimed to assess the candidates’ knowledge of analysing the work of art on the area of plays. They used Guillaume Oyônô Mbiya’s *Three Suitors: One Husband* and Ngugi wa Thiong’o’s *This Time Tomorrow* to provide three points from each of the two plays to support their argument.

All the 292 (100%) candidates attempted the question. The analysis shows that 73 (25.0%) candidates scored from 0 - 5.5 marks, 130 (44.5%) scored 6 - 10 marks, and 89 (30.5%) candidates from 10.5 - 15 marks. The general performance of the candidates on this question was good as 219 (74.6%) candidates scored from 6 - 15 marks. The candidates performance on this question is as illustrated in Figure 12:



**Figure 12:** *Candidates' Performance on Question 12*

The analysis on the candidates' performance in answering this question shows that 219 (74.6%) candidates had good performance. Most of the candidates explained the roles different characters played in communicating with the society and delivering the intended message. One candidate, for example, noted that the play uses character Julieth from *Three Suitors: One Husband* to communicate *the role of education, self-awareness, and position of women in the society*. Also, in *This Time Tomorrow*, one of the candidates identified Njango as the character the play uses to communicate *the issue of poverty, tribalism, and women discrimination*. Extract 12.1 presents a sample of correct responses from a candidate who had explained different roles characters play in communicating the intended message to the audience.

Authors use characters as their mouths speaks what they intend to communicate to the society. The author Oyono Mbia of the play titled "THREE SUITORS, ONE HUSBAND" and the author Ngugi wa Thiong'o who written the play titled "THIS TIME - TOMORROW" using characters to speaks what they intend to communicate. The author use the character who is Juliette in the "Three suitors one husband" by Oyono Mbia and Ngugi wa Thiong'o using the character who is "The stranger" in the "This time tomorrow".

By starting with "THREE SUITORS, ONE HUSBAND" by Oyono Mbia the character Juliette discussed by author to convey what he intended as follows below;

The role of Education in the society; the author of the play portray Juliette as the one who educated. This Education help Juliette to have their own perception rather than her society that they believing in superstitious believes. The role of Education is that it's indill people with revolutionary ideas in the community. Also, The author Oyono Mbia shows that because of education that Juliette she gets helps her to have her rights.

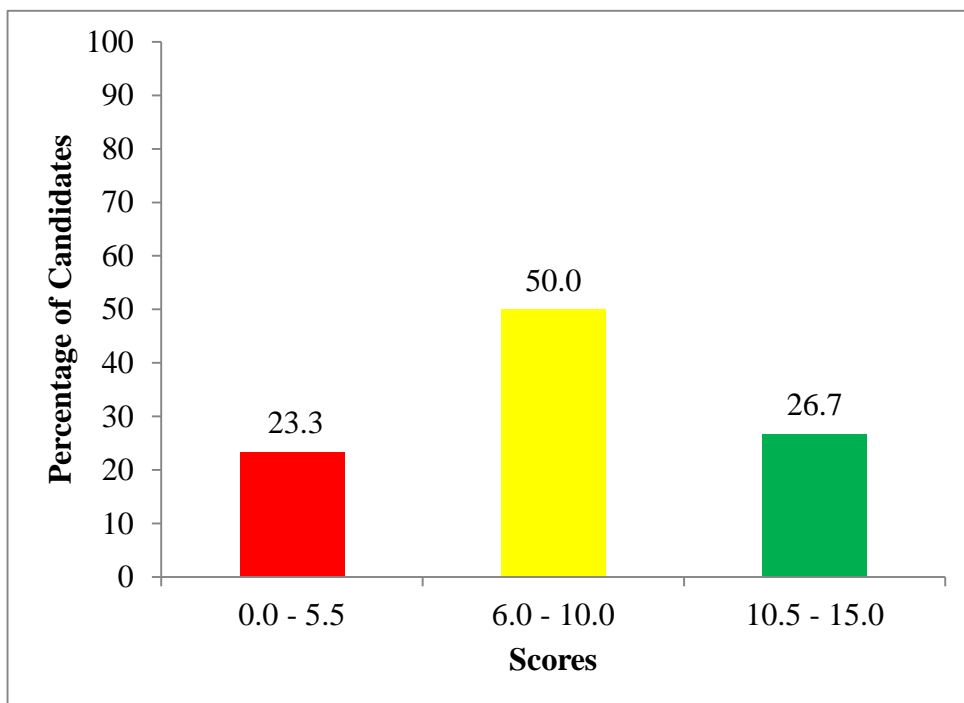
Position of women in the society; The author Oyono Mbia of the play titled "Three suitors one husband" portray Juliette as a source of changes in the society. Due to the confidence that Juliette shows to her family this shows that woman can change the society from bad ideologies to good ideology. Juliette refuse to marry the man who choosen by her family and finally want Oke as his man. So the author intend to show that women are superior to change the society.

Revolution; in the book shows that Juliette going against her family and who society due to their behaviour and need to make revr revolutions by educating people the effects of bad cultural situation practices on the society. Juliette target on superstitious believe and overdrunkness done in her society.

**Extract 12.1:** A sample of correct responses to question 12.

Further analysis shows that the students with weak performance failed to answer the questions with textual evidence from the two plays. Their responses exposed the candidates inadequate skills in interpreting plays as they could not explain how playwrights use characters to speak out what they intend to communicate to the society. In this regard, most of the candidates covered only the introductory part and failed to interpret the plays, let alone provide three supportive points from each play depicting the roles characters play. Extract 12.2 shows a sample response from a candidate who failed to show how characters communicate various messages to the society and, inevitably, scored low marks:





**Figure 13:** *Candidates' Performance on Question 13*

The analysis of the candidates' performance in answering this question shows that 224 (77.0%) candidates performed well. These candidates managed to explain correctly how reading aloud helps to smoothen classroom interaction in an English Language classroom. The candidates had adequate knowledge of reading skills and high proficiency in English, which explains why they provided relevant and valid points. They also clarified their points and their explanations were generally strong. One of the candidates justified such reading by arguing that it *improves listening skills, capture[s] learners['] attention* and *[makes it] easy to correct errors*. Others mentioned points such as it *improves pronunciation, makes the class active* and *improves learners['] confidence*. Extract 13.3 shows a sample of correct responses to this question from one of the candidates:

13	
	<p>Reading aloud This is the style of reading which involve looking on a text and say it. This involve interpretation of word in a sound. Reading aloud is considered a very useful style of reading that helps to smooth classroom interaction in the English language classroom due to the following reasons</p> <p>It help to improve pronunciation of words; Reading aloud it can help student to improve pronunciation this was because it involve looking on a text and saying it so when a learner make mistake in pronunciation he/she can be corrected with fellow learners or with a teacher so her pronunciation can be improved.</p> <p>It can rise confidence of the learner; Through loud reading it can help a learner to be with a confidence to look on a text and speak it compared to the learner who read silently he/she does not have a confident to look on a text and say it he/she may feel shy so loud reading help to improve confidence and understanding of the learner.</p> <p>It make the class to be active; Also through reading aloud it can make a class to be active since they can listen the way he or she pronounce the word on correct form compared to the silent reading as the individual involve only looking on text with her own understand this does not make a class active So through loud reading a class can make</p>

**Extract 13.1:** A sample of correct responses to question 13.

Further analysis on the candidates' performance on this question shows that 68 (23.3%) candidates had weak performance. These candidates failed to give and explain points correctly, which made them lose marks and score lowly. Some of these candidates failed to understand the requirements of the question because, instead of explaining how reading aloud is useful, they explained the styles of reading and, hence, gave irrelevant points and explanations, mainly out of context. One of the candidates provided

responses such as *be physical and mental alert, postpone judgment, avoid noise and use casual style*. Another candidate wrote: *silent reading, intensive reading, and extensive reading*. Extract 13.1 presents a sample of weak responses from one of the candidates, who had misinterpreted the requirements of this question:

13	<p>Reading. Is the process of paying attention from the written document. In reading there are different kind of reading. And in reading a loud reading is considered a very useful style where due to that also there some of the reading style which are used th pro.</p> <p>Silent reading style, Is the one of the kind of reading where people should undergo reading silent and this its more appli cable by the individual person which does not need interaction with the other people. So due to that its the one among the style which are used in reading.</p> <p>Intensive reading style, Its the one among the style used in reading in which a learner is needed to read intensively for the purpose of increasing knowledge and also in answering exam and other important things it need the presence of intensive reading.</p> <p>Extensive reading style, Its the one among the style which are used in reading and in this reading it deals with reading for pleasure or leisure for example reading Magazine, story book and its not a seriously reading.</p>
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**Extract 13.2:** A sample of incorrect responses to question 13.

### 2.3.1 Question 14: Structure

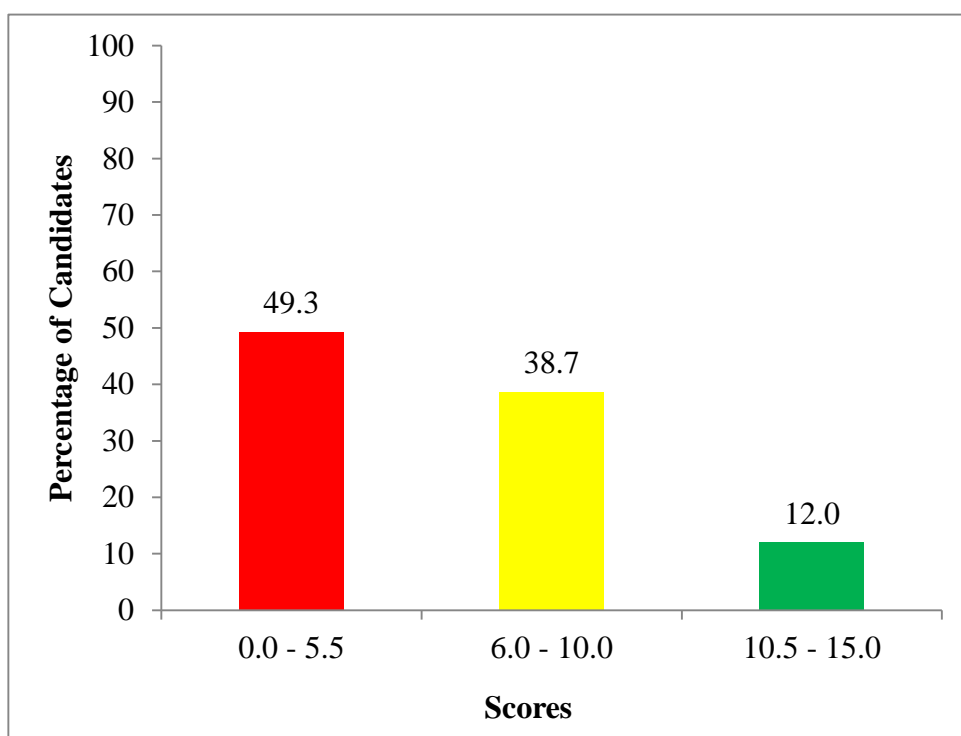
This question required the candidate to analyze five characteristics of meaningful activities that could ensure the class is active during the practice stage of a lesson's structure. The question was as follows:



*Mr. Nyobi's English Language class appears to be sad and inactive. You discover that the activities he conducts in the practice stage of a structure lesson are less meaningful. Giving five points, analyse the characteristics of meaningful activities that could ensure him the activeness of the class.*

The question sought to test the candidates' knowledge of the practising stage of a structure lesson.

Of the 292 (100%) candidates, 144 (49.3%) managed to score from 0 - 5.5 marks, 113 (38.7%) from 6 - 10 marks and 35 (12.0%) from 10.5 - 15 marks. The overall performance of the candidates on this question was average because 148 (50.7%) candidates scored from 6 - 15 marks. The candidates' performance on this question is as illustrated in Figure 14:



**Figure 14:** *Candidates' Performance on Question 14*

The analysis on the candidates' performance in this question shows that 113 (38.7%) candidates registered good performance. These candidates had sufficient knowledge of the topic *Teaching Structure* topic, especially the practicing stage of a lesson structure. The candidates explained how meaningful activities should be employed in the classroom to make it active and communicative. Extract 14.1 shows a sample of a good response to this question from one of the candidates:

14	<p>Meaningful activities are activities prepared by a teacher that when used by students help them to construct the meaning about the structure taught. The following are characteristics of meaningful activities that could ensure the activeness of the class;</p> <p>Active involvement/participation of the students; Most of the time, teachers should create activities that will make the students active throughout the lesson. This will make sure that every student can construct the meaning.</p> <p>Activities should relate with new structure taught; there should be connection and relationship between the concept of new structure to be taught with the meaningful activities prepared by a teacher.</p> <p>The use of teaching aids/resources; students should be involved in using teaching aids so that they can construct the meaning as they interact with the ready-made teaching aids.</p> <p>Having enough textbooks for the students; this will facilitate teaching and learning because textbooks add the knowledge to the students about what they are learning.</p> <p>Creating situation/context that can help students to construct the meaning about the new language items taught. A good english teacher may create some situations/context that aids students to get</p>
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Extract 14.1: A sample of correct responses to question 14.

Conversely, 144 (49.3%) candidates had weak performance. These candidates were largely not conversant with the *Teaching Structure* topic. Some of the candidates knew the requirements of the question but lacked knowledge on the characteristics of the meaningful activities. One of the candidates gave irrelevant points, for example, *The activities should contain [a] table of specification; they should have content to be covered; they should have question and answer.* Another candidate did not know the

demand of the question and diverged, hence answering out of context. Extract 14.3 shows a sample of irrelevant responses from one of the candidates on this question:

Meaning full activities; Refers to the stage of structure in which standing the meaning of the word in the sentence in language. The following are the characteristics of the meaningful stage of structure.

If translate the words in the sentence meanings Through the meaningful the word can receive the change due to the how words pronounced in the sentence. The meaningful can change through the vocabulary change.

If provide the meaning of words. the characteristics of meaningful stage in the sentence or the structure can bring meaning the words this means what the words about of the sentences.

If regulate the rule of language translation; Through the meaningful stage of structure the language can be translate through one word to another because of meaning part of the structure in the sentence.

If stand after meaningful of the sentence which enable to criticise the language user. Through the stage of meaning the structure direct how the words will be provide the meaning which can insist the other stages. example form and, other.

Extract 14.2: A sample of incorrect responses to question 14

### 3.0 ANALYSIS ON CANDIDATES' PERFORMANCE PER TOPIC

The analysis focused on twelve (12) topics of the English Language examination: Sentence types, Assessment, Word Forms and Meanings, Conversations, Discussions and Oral Presentations, Theories of Language

*Teaching and Learning, Preparation for Teaching, Comprehension of a Variety of Information in Texts, The English Sound System, Writing in a Variety of Form, Literary Analysis, Developing Reading Skills, and Teaching Structure.*

Topics that accounted for good performance were *Assessment* (93.1%), *Writing in a variety of forms* (82.2%), *Theories of Language Teaching and Learning* (78.8%), *Developing Reading Skills* (77.0%) and *Literary Analysis* (74.6%).

On the other hand, the topics that registered average performance were *Preparation for Teaching* (58.5%), *Teaching Structure* (50.7%), *Word Forms and Meanings* (48.0%), *Sentence types* (47.3%) and *Conversations, Discussions and Oral Presentations* (46.6%).

Finally, the topics on which the candidates only managed weak performance were *The English sound system* (17.2%) and *Comprehension of a Variety of Information in Texts* (8.9%).

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

The comparison of the students' performance in the English Language DSEE for 2021 and 2022 reveals a notable improvement for topics such as *Assessment, Writing in a Variety of Forms, Theories of Language Teaching and Learning, Literary Analysis and Developing Reading Skills*. Performance on these topics improved from 71 percent to 93.1 percent, 76.5 percent to 82.2 percent, 68.2 percent to 78.8 per cent, 57.87 percent to 77.0 per cent and 60.7 per cent to 74.6 percent in 2021 to 2022, respectively. Conversely, retrogression emerged for topics *Sentence Types, Conversations, Discussions and Oral Presentations, and Teaching Methods*, which registered a drop in the candidates' performance from 67 percent to 43.3 percent, 48.4 to 46.6 percent and from 71.4 percent to 58.3 percent in 2021 to 2022, respectively.

#### **4.0 CONCLUSION**

The general performance in the English Language subject for Diploma in Secondary Education Examination (DSEE) in 2022 was good because 98.28 percent of the candidates passed the examination. The analysis shows that, factors such as adequate knowledge of the topics tested, ability to understand questions requirements', and mastery of English, contributed to good performance.

A few candidates, who failed to score good marks, demonstrated partial knowledge of the topics assessed. As a result, they failed to understand the requirements of the questions. Moreover, they had a weak command of the English language.

## **5.0 RECOMMENDATIONS**

To improve the performance of the candidates in this subject, the report makes the following recommendations:

- (a) Tutors should use teaching/learning strategies such as demonstration, practise with word reference materials, apply think-pair-share, brainstorm, practise how to produce consonant sounds and hold group discussions, which can help improve the performance of the student teachers, especially on topics registering weak performances.
- (b) Learners should be guided on how to identify the demands of questions through weekly or monthly exercises/quizzes. This could be done in terms of homework, classroom tests, and assignments and inter-classroom or college examinations. Such tests and exercises will enable learners to improve their ability and skills in answering questions.
- (c) Student teachers should continue reading a variety of books and use English in all forms of communication at colleges to enhance their fluency in the language.

**SUMMARY OF THE CANDIDATES' PERFORMANCE IN THE ENGLISH  
LANGUAGE SUBJECT PER TOPIC**

S/N.	Topic	Question Number	Performance in Each Question (%)	Average Performance Per Topic (%)	Remarks
1.	Assessment	2	93.1	93.1	GOOD
2.	Writing in a Variety of Forms	11	82.2	82.2	GOOD
3.	Theories of Language Teaching and Learning	6	78.8	78.8	GOOD
4.	Developing Reading Skills	13	77.0	77.0	GOOD
5.	Literary Analysis	12	74.6	74.6	GOOD
6.	Preparation for Teaching	7	58.3	58.3	AVERAGE
7.	Teaching Structure	14	50.7	50.7	AVERAGE
8.	Word Forms and Meanings	3	90.4	48.0	AVERAGE
		5	34.2		
		8	19.5		
9.	Sentence Types	1	47.3	47.3	AVERAGE
10.	Conversations, Discussions and Oral Presentations	4	46.6	46.6	AVERAGE
11.	The English Sound System	10	17.2	17.2	WEAK
12.	Comprehension of a Variety of Information in Texts	9	8.9	8.9	WEAK

