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

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 2022. This report was prepared to provide feedback to student-teachers, tutors, parents, guardians, policy makers and the general 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 intends to contribute towards the understanding of 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 understood the questions. They had adequate knowledge of grammar. They had sufficient basic vocabulary for use in different contexts and sufficient knowledge of various topics. In contrast, others had low performance due to their inability to understand the questions, 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 given in this report will enable stakeholders to take appropriate measures to improve the candidates' performance in the future examinations administered by the Council.

Finally, the Council would like to thank all those who participated in the preparation of this report.

Athumani S. Amasi
EXECUTIVE SECRETARY

1.0 INTRODUCTION

This report presents the performance of the candidates who sat for the Diploma in Secondary Education Examination in May, 2022 for the Communication Skills subject. The examination was set based on the 2009 Communication Skills Syllabus. The subject focused on testing candidates' competences in *communication theory, reference skills, reading, writing, oral presentation, vocabulary and structure.* A total of 4,424 candidates sat for the examination. The data show that the performance of candidates on the subject in 2022 dropped compared to that of 2021 as shown in Table 1.

Table 1: Comparison of Candidates' Pass Grades in DSEE 2021 and 2022 for the Communication Skills Examination.

Year	Number of candidates who sat	Percentage of Candidates who passed	Grades				
			A	B	C	D	F
2021	2,097	99.81	4	247	1,544	274	04
2022	4,424	96.82	3	246	2,784	1,194	139

Table 1 indicates that the performance of the candidates in Communication skills subject decreased in 2022 by 2.99 per cent.

The Communication Skills examination paper consisted of sections A and B with a total of fourteen (14) questions. The candidates were required to attempt all questions in both sections. Section A consisted of ten (10) questions, each carrying four (4) marks, making a total of forty (40) marks. Section B had four (4) questions, each carrying 15 marks making a total of 60 marks. The performance in each question in Section A was considered *good* if the candidates' scores ranged from 3 to 4 marks, *average* if the candidate' scores ranged from 2 to 2.5 marks and *weak* 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 to 10 marks and *weak* performance ranged from 0 to 5.5 marks. This performance range is presented in figures and the appendix by using green, yellow and red colours to represent good, average and weak performance respectively.

The analysis on the candidates' performance in this report has been organised in 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 have been presented to show how the candidates responded to 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 good, 40-69 was average and 0-39 was 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 comprised Section A and B. Section A analyzes short answer questions, while Section B analyses essay type questions.

2.1 SECTION A: OBJECTIVE TYPE QUESTIONS

This section comprised ten (10) questions that were derived from various topics in the syllabus. The candidates were required to attempt all the questions. Each question carried four (4) marks.

2.1.1 Question 1: Reference Skills

This question required the candidates to state four categories of media channels which are suitable in the teaching and learning process. The question was attempted by 4,424 (100%) candidates. The general performance of the candidates in this question was weak as 34.6% of the candidates scored from 2 to 4 marks, as shown in Figure 1.
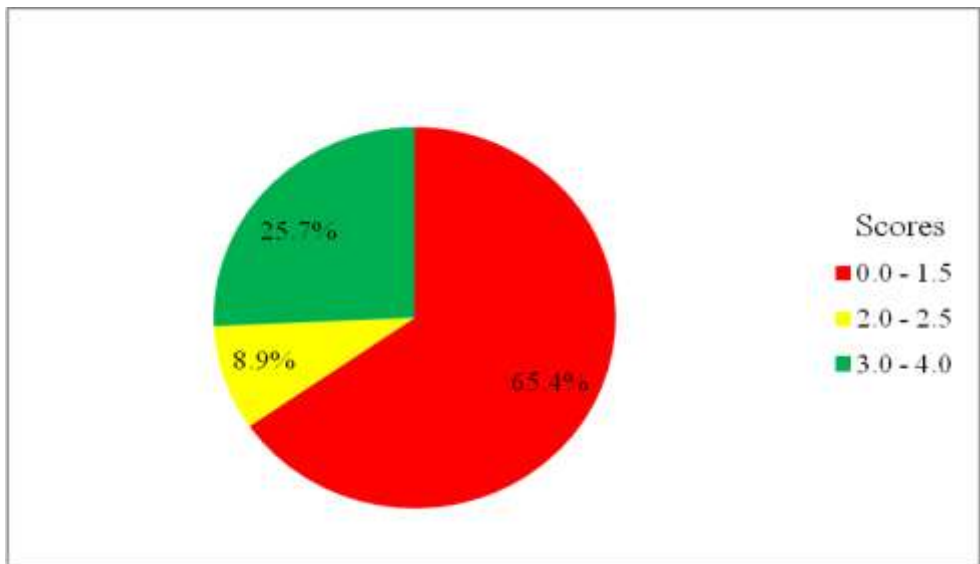
Figure 1: *Candidates' Performance on Question 1*

In Figure 1, the analysis indicates that 2,892 (65.4%) candidates scored from 0 to 1.5 marks. Among them, 1,320 (29.8%) scored 0. This implies that those who scored 0 lacked the knowledge of the categories of media channels; while those who scored 0.5 to 1.5 marks had little knowledge of the categories of media channels. For example, one of the candidates wrote categories of media channels as *group discussion, questionnaire, interview and presentation*. Another candidate explained the characteristics of good teaching aids instead of categories of media channels as was required. He/she explained the categories of media channel wrongly as *should be visible to students, should be relevant to the content being taught, should be attractive and should be interactive to the learners*.

Moreover, under this category, some candidates did not understand the question, hence giving incorrect responses. For example, one of the candidates wrote the categories of media channels wrongly as *internet media, education media, mass media* and *social media*. Categories of media channels in teaching and learning process are: *audio media channel, audio-visual media channel, visual media channel and written media channel*. Extract 1.2 is a sample of the incorrect response given by one of the candidates in this question.

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ii	Feedback: Feedback are used in the process of teaching and learning process where by students can reveal their strength and weakness from their responsible teacher.
ii	Message: Are the information to be sent to an individual. This can be used instead of content needed to be sent to students
iii	Sender - Are the incoder to be sent. Here the sender is a teacher who planned to teacher content student and emphasize knowledge among them.
iv	Receiver (decoder): Are the one who receiver the information. Here the receiver are students who are needed to get knowledge, skills, attitudes and values so that to use them in different ways in the real life situation.

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

Extract 1.1 shows that the candidate lacked the knowledge of the categories of media channels; hence, he/she briefly explained elements of communication instead of stating the categories of media channels as was required.

Further analysis shows that 395 (8.9%) candidates scored from 2.0 to 2.5 marks as they partially adhered to what the question required them to do. These candidates had partial knowledge of the categories of media channels. This can be exemplified by the way the candidates responded to the question by listing categories of media channels without giving examples of those media channels. For instance, one of the candidates listed media channels such as *audio media channel, visual media channel, audio visual media channel* and *written media channel*. Other candidates listed a few categories of media channels correctly. For example, one of the candidates wrote: *visual media channel, audio media channel*, *video channel* and *instructional media channel*. *Video* is just an example of audio visual media channel while *instructional media channel* is not one of the categories of the media channel.

In contrast, 1,137 (25.7%) candidates correctly mentioned four categories of media channels. Among them, 338 (7.6%) scored all marks allocated for this question. These candidates demonstrated enough knowledge of the categories of media channels with examples as illustrated in Extract 1.2.

1	
i)	Audio media:- The recorded sound through tape recorders and cassets.
ii)	Visual media:- These are pictures, chart and graph.
iii)	Audio-visual media:- These are mainly picture with a sound.
iv)	Written media:- Are all channel that is in form of written words example books and news paper.

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

In Extract 1.2, the candidate wrote the categories of media channel correctly. This indicates that he/she had sufficient knowledge of the categories of media channel.

2.1.2 Question 2: Reading

The question required the candidates to list four features of extensive reading. This question was attempted by 4,424 (100%) candidates. The overall performance for this question was good since 3,278 (74.1%) candidates scored from 2 to 4 marks, as illustrated in figure 2.
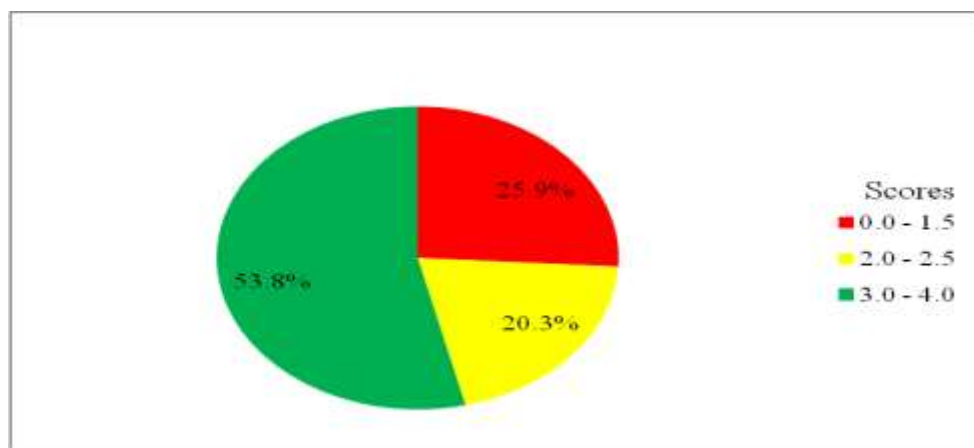

Figure 2: *Candidates' Performance on Question 2*

Data in Figure 2 show that 2,381(53.8%) candidates scored 3 to 4 marks. The candidates understood the the question. Also, they had sufficient knowledge of extensive reading as well as good command of the English language. They managed to list four features of extensive reading correctly. Extract 2.1 provides a sample of correct responses provided by one of the candidates in this question.

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

In extract 2.1, the candidate explained the features of an extensive reading. This implies that he/she had knowledge of the features of an extensive reading.

Further analysis shows that 897 (20.3%) candidates had average performance. Their scores ranged from 2 to 2.5 marks. The candidates had average performance because they did not fully address what the question required them to do. This indicates that the candidates had partial knowledge of the features of extensive reading and had poor command of the English language. For example, one of the candidates listed partially the features of extensive reading by providing answers such as *reader read in order to get specific information, reader pass the information not extensively, read for leisure* and *the reader go directly to read the intended need.*

On the other hand, other candidates did not perform well on this question. They were 1,146 (25.9%) candidates. Their scores ranged from 0 to 1.5

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marks. Among them, 400 (9.0%) scored zero. Some of these candidates did not understand the demand of the question as a result they provided incorrect responses. For example, one of the candidates listed the importance of reading extensively instead of listing the features of an extensive reading as was required. He/she wrongly listed them as *it increases knowledge, it improves reading skills, it creates confidence to a learner since the learner becomes fluently in reading, it saves time and it helps to get information*.

In addition, under this category some candidates had insufficient knowledge of the features of extensive reading. For example, one of the candidates listed the features of an extensive reading wrongly as *skimming, scanning, intensive reading and extensive reading*. This candidate listed reading skills instead of features of extensive reading. The correct features of an extensive reading are: *high reading speed and longer texts, the focus is on fluency and not accuracy, reader chooses simple materials to read, the reading is merely for pleasure, reading big volumes* and *it is a self-directed kind of reading*. Extract 2.1 presents a sample of the incorrect responses provided by one of the candidates for this question.

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

Extract 2.1 shows that the candidate failed to write the features of extensive reading due to lack of knowledge about the features of extensive reading.

2.1.3 Question 3: Writing

The candidates were required to write brief notes on the uses of each of the following punctuation marks:

(a) Semi-colon   (b) Colon

(c) Slash   (d) Dash

The question was attempted by 4,424 (100%) candidates. The general performance on the question was average as 2,583 (58.3%) candidates scored from 2 to 4 marks, as shown in Figure 3.
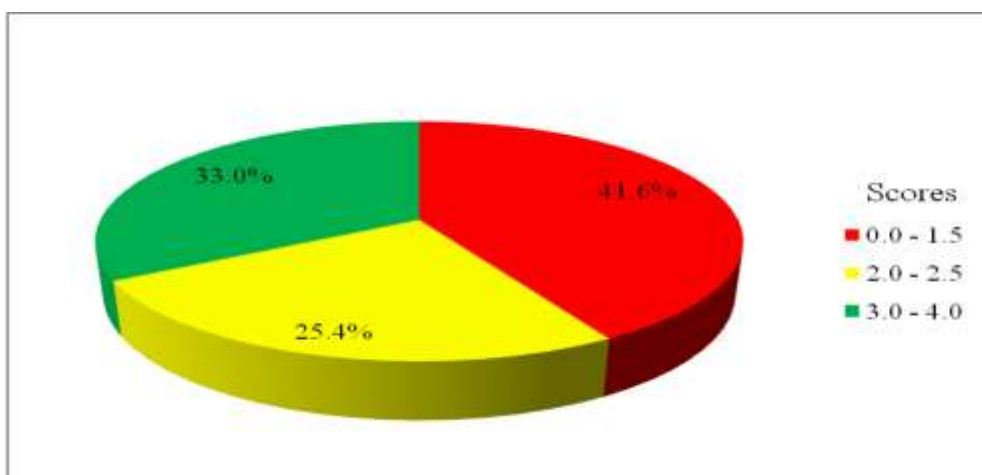

Figure 3: *Candidates' Performance on Question 3*

The analysis on the candidates' performance shows that 1,841 (41.6%) candidates scored 0 to 1.5 marks. In this category, 845 (19.10%) candidates scored zero. These candidates lacked either the knowledge of the use of punctuation marks or they failed to understand the demand of the question. Those who scored from 0.5 to 1.5 marks had insufficient knowledge of the punctuation marks as well as poor command of the English language. For example, one of the candidates wrote: *semi - colon is used in the compound word; colon is used to show the relation of word; slash is used to show the word which has similar meaning*; and *the dash is used to show the sense continuation of the sentence*. Extract 3.2 illustrates incorrect responses provided by one of the candidates.

3	
	(a)
	Semi colon: nre used to show the Emphasizing of the Sentense.
	(b) Colon: used to show the something which is unique!
	(c) Slash. It used when your ~~writing the~~ need to separate the word in the Sentensas:
	(d) Dash: used when your writing the Data.

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

Extract 3.2 shows a response from the candidate who failed to write brief notes on the uses of the punctuation marks namely, semi - colon, colon, slash and dash. The candidate lacked knowledge of the uses of the given punctuation marks.

Further analysis on this question shows that 1,123 (25.4%) candidates had average performance. Their scores ranged from 2 to 2.5 marks. They provided responses which partially addressed the question. This was due to the partial knowledge they had on the use of punctuation marks. Some of the candidates wrote the uses of the given punctuation marks but failed to give the correct examples of those punctuation marks.

On the other hand, 1,460 (32.9%) candidates scored 3 to 4 marks, implying good performance. Among these, 585 (13.2%) candidates scored all marks allocated for this question. These candidates were knowledgeable on the punctuation marks especially on the uses of semi-colon, colon, slash and dash. The candidates wrote the uses of punctuation marks with examples, as shown in extract 3.1.

3	a) Semi -colon → (;) Used in reported speech of a sentence Example; Minze said that; "You will die"
	b) Colon - Used to show series of things example science subject include: chemistry, physics, Geography.
	c) Slash → Used to show alternation of things example Jag/cup
	d) Dash → Used to indicate range between two object Example 2020 - 2040.

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

In Extract 3.1, the candidate briefly wrote the correct uses of the punctuation marks namely, semi- colon, colon, slash and dash. This implies that he/she had adequate knowledge of the uses of the given punctuation marks.

2.1.4 Question 4: Writing

In this question, the candidates were given a scenario based on the school context in which each candidate assumed to be the academic master/mistress of the school. The headmaster/mistress had assigned them to write a report on the teaching and learning process. They were supposed to give four main parts of the teaching and learning process report that they would consider when writing such kind a report.

The question was attempted by 4,424 (100%) candidates. Generally, the performance on this question was good since 3,105 (70.1%) candidates scored 2 to 4 marks, as illustrated in Figure 4**.**
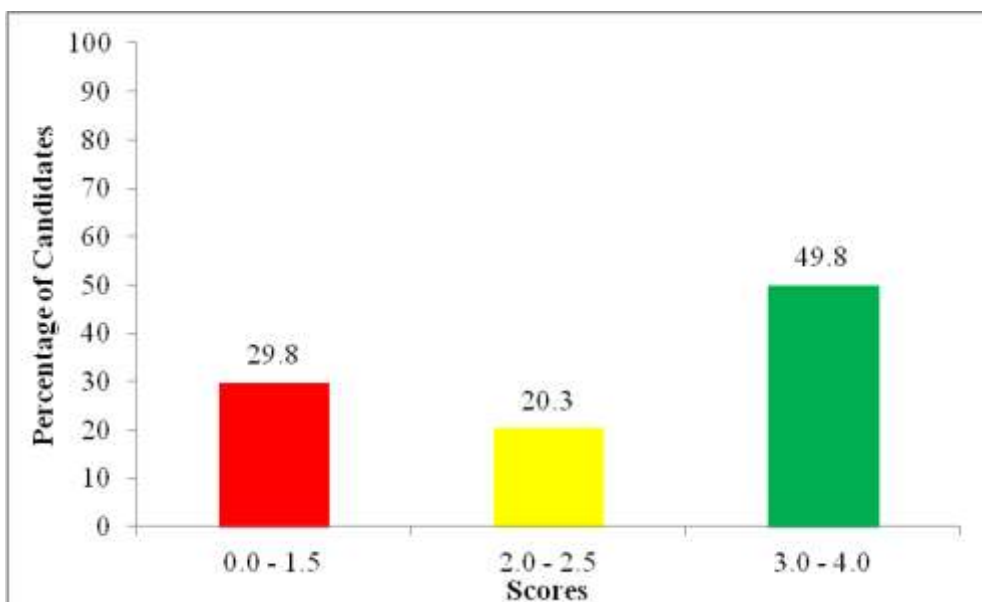
Figure 4: *Candidates' Performance on Question 4*

Figure 4 shows that 2,205 (49.8%) scored from 3.0 to 4.0 marks. Of these, 263 (5.9%) scored all marks. These candidates gave the four main parts of the report they would consider when writing a report on teaching and learning process. Most candidates provided correct responses. A sample is provided in Extract 4.1.

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

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In Extract 4.1, the candidate wrote four main parts of the report on the teaching and learning process as was required. This indicates that the candidate's ability in writing four parts of the report writing namely, introduction, main body, conclusion and references.

Further analysis shows that 900 (20.3%) candidates scored 2 to 2.5 marks. These candidates provided less than four points contrary to the instructions given in the question. The scores imply that the candidates had partial knowledge of the main parts of the report writing hence, they could not fully answer the question as required. For example, one of the candidates wrote: *preliminary part, main body, conclusion* and *recommendations*. Another candidate wrote: *selection of the topic, title of the topic, main body* and *conclusion*.

Statistics also shows that, 1,319 (29.8%) candidates scored 0 to 1.5 marks. Of these, 796 (18%) scored zero. These candidates could not write the four main parts of the report on the teaching and learning process. Those who scored 0.5 to 1.5 marks had little knowledge of the main parts of the report on the teaching and learning process. Some of the incorrect responses were as follows: *strategies, strengths, weaknesses*. Other incorrect responses were: *consider language used*, *consider the purposes of the report* and *the report should be clear and understood*. The correct responses for this question were: introduction of the report, the body (main points) of the report, summary/Conclusion of the report and list of references/sources of information. Extract 4.2 shows incorrect responses to the question.

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

In extract 4.2, the candidate failed to write the four main parts of the report on the teaching and learning process; instead he or she wrote the attendance of teachers and the agenda to be discussed in the meeting.

2.1.5   Question 5: Communication Theory

This question required the candidates to briefly explain the strategies that must be considered in making an effective communication by giving five points.

The question was attempted by 4,424 (100%) candidates. The overall performance on this question was good since 3,633 (82.1%) candidates scored 2.0 to 4.0 marks. Figure 5 illustrates the candidates' performance on question 5.
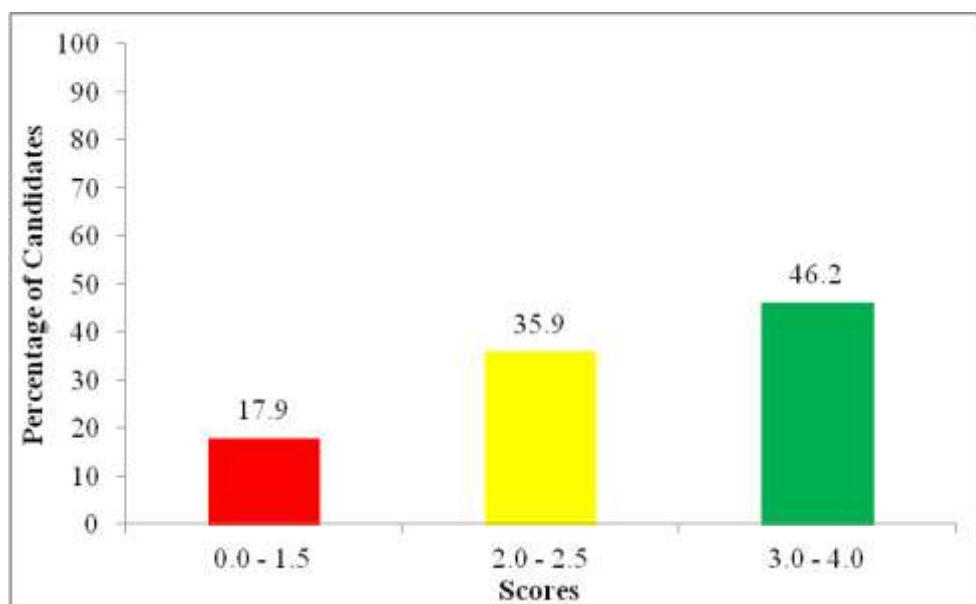
Figure 5: *Candidates' Performance on Question 5*

Figure 5 shows that 2,045 (46.2%) candidates scored 3 to 4 marks. The analysis shows that the candidates had sufficient knowledge of the strategies for effective communication as well as good command of English language. Extract 5.1 is a sample response from a candidate who explained briefly the strategies for effective communication.

Extract 5.1: A sample of correct responses to question 5.

In extract 5.1, the candidate explained briefly the strategies for effective communication.

Moreover, the analysis shows that 1,588 (35.9%) candidates got average scores ranging from 2 to 2.5 marks. These candidates explained partially the strategies for effective communication. This was because they had partial knowledge of the strategies for effective communication. Some of them explained briefly the strategies for effective communication but their sentences had some grammatical errors. For example, one of the candidates explained the strategies for effective communication as *clarity of voice or words, reduction of distance between speaker, attentive listening to each other, minimize psychological barrier;* and *improvement of science and technology for internet communication.* Another candidate explained as; to *have a conducive environment, to create a good body posture, to be aware of what is going on* and *the use of good language*.

Further analysis on this question shows that 791(17.8%) candidates performed weakly. Their scores ranged from 0 to 1.5 marks. Of these, 285 (6.4%) scored zero. These candidates could not explain the strategies for effective communication because they lacked the knowledge of strategies

for effective communication. On the other hand, those who scored 0.5 to 1.5 marks had inadequate knowledge of the strategies for effective communication. Some of them misinterpreted the question. For example, one of the candidates explained the elements of communication instead of the strategies for effective communication as *sender - place where information is originated, message-information produced by the sender, channel-is the path where the message is transmitted, and receiver - is the place where the message is interpreted.* Other candidates mentioned the points without explaining them briefly as was required. The correct responses for this question were: *to know the audience, to know the message to communicate, selection of effective channel, selecting the proper language that fits both the speaker and listeners (audience), as a speaker one must make practice so as to improve skills of communication, communication process should be a two-way traffic; and selection of the appropriate time limit.* Extract 5.2 shows the sample of incorrect responses to question 5.

Extract 5.2: A sample of incorrect responses to question 5.

In extract 5.2, the candidate failed to explain the strategies for effective communication. Instead, he/she wrongly explained the four language skills namely, writing skills, reading skills, speaking skills and listening skills.

2.1.6 Question 6: Oral Presentation

In this question, the candidates were required to explain briefly the reasons for teachers to conduct discussion during oral presentation so as to facilitate teaching and learning.

The question was attempted by 4,424 (100%) candidates. The general performance on this question was average since 2,130 (48.1%) candidates scored 2 to 4.0 marks. Figure 6 illustrates the candidates' performance on this question.
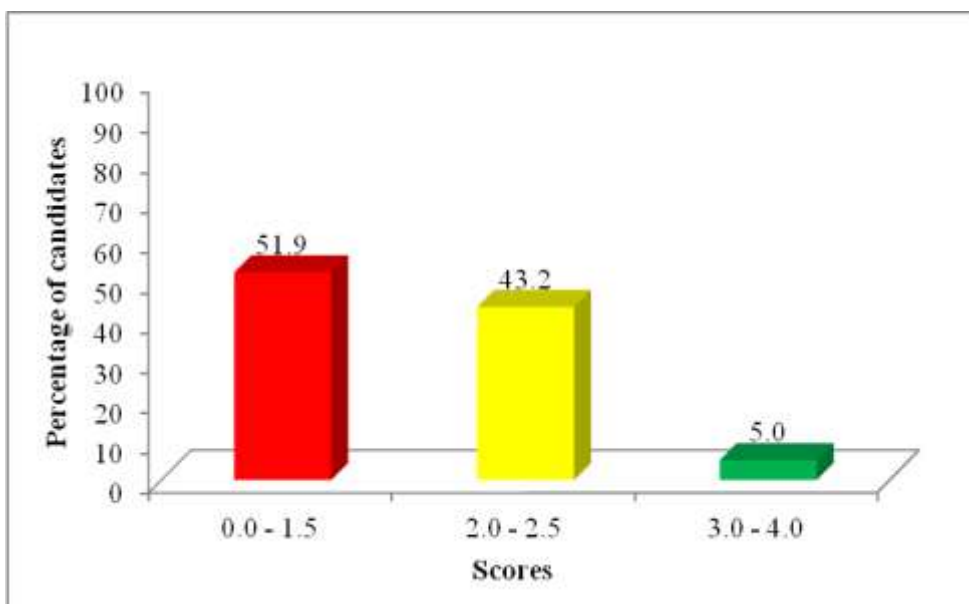

Figure 6: *Candidates' Performance on Question 6*

The analysis shows that 2,294 (51.9%) candidates scored from 0 to 1.5 marks. Of these, 262 (5.9%) scored zero. These candidates lacked knowledge of the reasons for the teachers to prefer group discussion during oral presentation. Those who scored from 0.5 to 1.5 marks had little knowledge of the reasons for the teachers to use oral presentation in teaching and learning. For example, one of the candidates gave incorrect responses such as; *group discussion is feedback, it employs figures of*

speech, it is briefly and clearly; and it is well organised and *simple language use*.

Also, in this category some candidates failed to understand the question. For example, one of the candidates explained the general characteristics of oral presentation. Instead of focusing on group discussion as is preferred by teachers. The responses were: *It can use word of mouth, it can involve all people within the area, it needs every one speaks on what he/she understands, it does not consume time and cost.* The correct responses for this question were: *During discussion, ideas can be generated so that better understanding of the topic will be achieved. Also, the objectives of the topic are clarified to most of the students, it improves language skills, it improves confidence to students; and enhances storage of facts in students as they speak and advance the ideas*. Extract 6.1 shows a sample of incorrect responses provided by one of the candidates to question 6.

6	Why do teacher prefers to Conduct discussion durin Oral presentation so as to facilitate teaching and leaning?
	is Age of Learners Oral presentation man used by the Lecture because the age of Learners is above is very big which are in University, Colleges.
	ii) Nature of the Content; Oral presentation is being regareded to the Subject Content which will help the teacher to teach fast.
	iii) Class Size; When the class has large number of student the techer prefers to use Oral presentation.
	iv) Ability of the Learners Oral presentation is being Used to the Learners Who have ability to taking notes when listeaning

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

In extract 6.2, the candidate failed to explain briefly the reasons for the teachers to prefer group discussion in oral presentation to facilitate teaching and learning process.

Further analysis shows that 1,911(43.2%) candidates scored 2 to 2.5 marks. These candidates partially responded to the question, revealing their partial knowledge of the topic. For example, one of the candidates presented reasons for the teachers to prefer discussion in the teaching and learning process including *to improve reading skills, to improve speaking skills, to improve listening skills* and *to improve writing skills*. Among the four points given by the candidate two are correct because in group discussion there is an improvement in speaking and listening. Also, some of the candidates' responses were not clearly understood. For example, one of the candidate's responses were: *to simplify work, to cover content, is the source of new knowledge and skills;* and *it motivates learners to learn for their future*.

On the other hand, 219 (4.9%) candidates performed well on this question. Their scores ranged from 3.0 to 4.0 marks. These few candidates understood the question and had adequate knowledge of oral presentation especially on the importance of using group discussion in facilitating teaching and learning. Extract 6.1 is a response by a candidate with correct answers.

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

2.1.7   Question 7: Reading

In this question, the candidates were given a scenario on the release of form four national examinations results as published in one of the local news

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papers. They were supposed to select four suitable techniques they would use to read the newspapers quickly so as to get the required results.

The question was attempted by 4,424 (100%) candidates. The overall performance on this question was weak since only 520 (11.7%) candidates scored 2 to 4 marks. Figure 7 summarises the candidates performance.
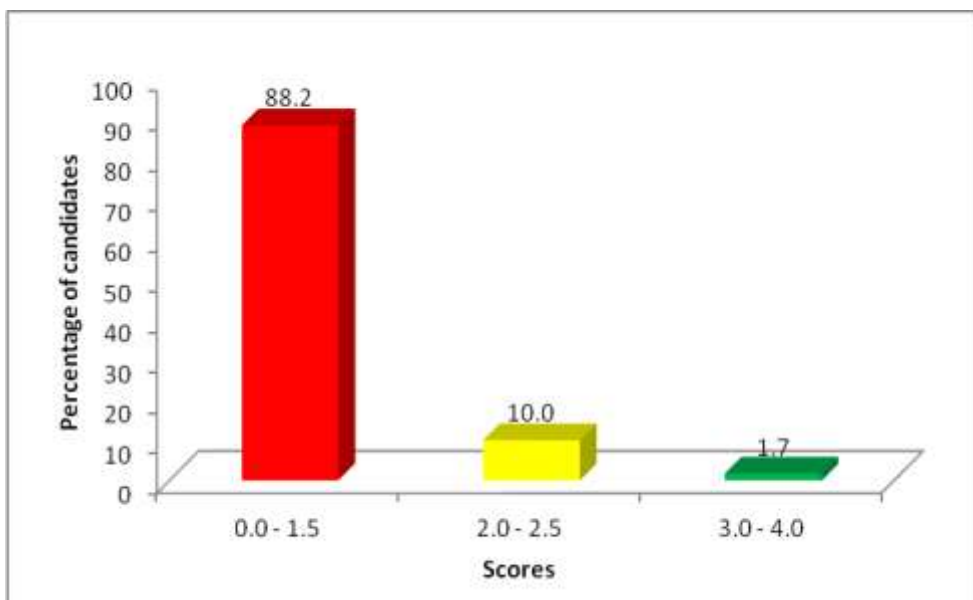

Figure 7: *Candidates' Performance on Question 7*

Figure 7 shows that 3,904 (88.2%) candidates scored 0 to 1.5 marks. Of these, 898 (20.3%) scored zero. These candidates did not understand the question. For example, one of the candidates wrote: *through phones, internet, website* and *E-mail*. The candidates had inadequate knowledge of skimming in reading. For example, one of the candidates wrongly wrote the four reading skills as the techniques to be used to get the desired results as *scanning, skimming, intensive reading* and *extensive reading*. Reading form four national examinations results from the news papers requires one to have the ability of applying the skills of skimming in reading in order to get the desired results quickly. So, in this question those who performed weakly had insufficient knowledge and skills of reading using skimming methods.

The correct responses for this question were*: identify the newspapers for the results by reading headings or sub headings in each of the provided*

newspapers. Finding the clue words related to either national results to tip all about NECTA or results in those newspapers. Looking for the possible graphical forms of which the results might have been presented e.g. lists, tabulations. Looking for the possible arrangements/layout of the results which may in one way differ from the other arrangements e.g. landscape. Looking for unusual typological, wording or qualifying words. Extract 7.1 shows a sample of incorrect responses to the question.

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

In Extract 7.1, the candidates failed to select the suitable techniques to be used to read the newspapers quickly so as to get the required results. The responses provided indicates that he/she lacked skimming skills in reading.

Further analysis shows that 443 (10%) candidates scored 2 to 2.5 marks. Their responses did not meet the number of points required. This is due to the partial knowledge they had towards the topic. For example. one of the candidates wrote: *to read the specific objective only, to find what you need to know, to read heading only, to find the results which you intended to read; not to read all news papers.* Another candidate wrote: *identify the main ideas, understand the sequence, recognize the strengths and weaknesses and summarization.* Such responses suggest that the candidates did not have sufficient techniques of finding form four national results in the news papers.

On the other hand, the analysis shows that 77 (1.7%) candidates scored from 3 to 4 marks. These few candidates answered the question correctly because they had sufficient skills in skimming as a kind of reading. This can be shown in Extract 7.2

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7	(i)- Read the title of the newspaper & this technique help to know or to get idea on what the newspapper is all about.
	(ii)- Read the first and last sentence in the paragraph of the newspaper & this it means the to read reading only by points in order to get idea,
	(iii)- Note any pictures and graphs;- this is because The presence of pictures and graphs can facilitate ability of quickly understandings.
	(iv)- Note any bold or italized words;- this is because, bold and italized words they are used to emphasize what have been written.

Extract 7.2: A sample of correct responses to question 7.

In extract 7.2, the candidate wrote four suitable techniques he/she could use to read the newspapers quickly so as to get the form four national results. This indicates that the he/she had sufficient skills in skimming the texts.

2.1.8 Question 8: Reading

This question required the candidates to outline four merits of subjective test items. The question was attempted by 4,424 (100%) candidates. The general performance in this question was average since 2,010 (45.4%) candidates scored from 2 to 4 marks. Figure 8 illustrates their performance in the question.
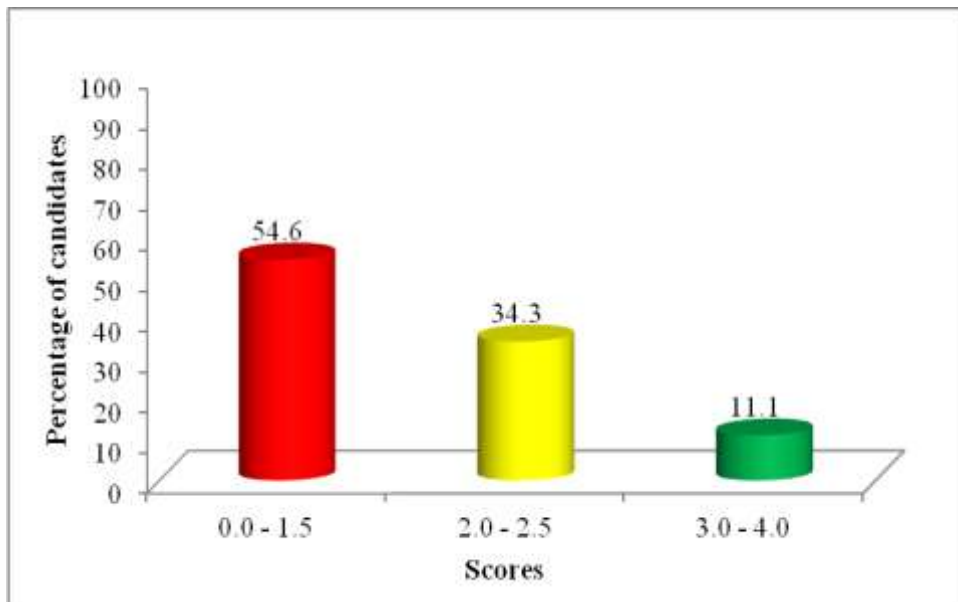
Figure 8: *Candidates' Performance on Question 8*

Figure 8 shows that 2,414 (54.6%) candidates scored 0 to 1.5 marks which indicates weak performance. Of these, 379 (8.6%) scored zero. These candidates had insufficient knowledge of the merits of subjective test items. For example, some candidates outlined wrongly the merits of subjective test as; *it helps in teaching and learning process. It helps to increase the performance of students at schools. It helps in evaluations and achievement goals to students and; it helps in influencing the curriculum development to be top.*

Other candidates misinterpreted the question by outlining the demerits of subjective test items instead of the merits. For example, one of the candidates wrote: *Time consuming in terms of marking and answering. It is bias as it based on marker's interest. It can lead one of the individual to come up with more than one answer. It is not uniform in provision of marks as it depends on the opinions of the subject matter.*

The merits of the subjective test items are: *They are used when the group to be tested is small. Also, they are used to encourage the reward and the development of student's skills in writing, Furthermore, they are used when the teacher is interested in exploring student's attitudes then measuring his/her achievements.* Lastly, *subjective test items are used when the weight*

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of the test is great.   Extract 8.1 shows a sample of the incorrect responses to the question.

Extract 8.1: A sample of incorrect responses to question 8.

In Extract 8.1, the candidate failed to outline four merits of subjective test items due to the lack of knowledge of subjective test items.

Further analysis on the candidates' performance on this question shows that 1,518 (34.3%) candidates had average scores. Their scores ranged from 2.0 to 2.5 marks. Their average performance can be attributed to their partial knowledge of the merits of subjective test items. Some responses provided by the candidates were correct hence they scored average marks. For example, one of the candidates gave responses which partially addressed the question as follows: *It helps to expand the student's thinking capacity, it improves writing skills, it reduces guessing answers and it helps to improve knowledge to the students*. Other partial responses were such as: *It allows students to express their ideas, it can cover the content, It expands knowledge and skills* and *it is easy in scoring student's responses.*

The analysis further shows that 492 (11.1%) candidates scored from 3 to 4 marks. These few candidates had sufficient knowledge of the merits of the subjective test items. Apart from the sufficient knowledge they possessed, they had good command of the English language. Extract 8.2 indicates a sample of good responses provided by one of the candidates in this category.

Extract 8.2: A sample of correct responses to question 8.

In Extract 8.2, the candidate outlined the merits of subjective test items correctly. This implies that he/she had sufficient knowledge of subjective test items.

2.1.9 Question 9: Writing

In this question, candidates were given a scenario about three students who were assigned to take notes independently in the lecture sessions. Each student used different approaches. The candidates were required to identify four skills that could help them to write good notes.

The question was attempted by 4,424 (100%) candidates. The overall performance of the candidates on this question was average because 3,043 (68.8%) candidates scored from 2 to 4 marks. Figure 9 illustrates their performance in this question.
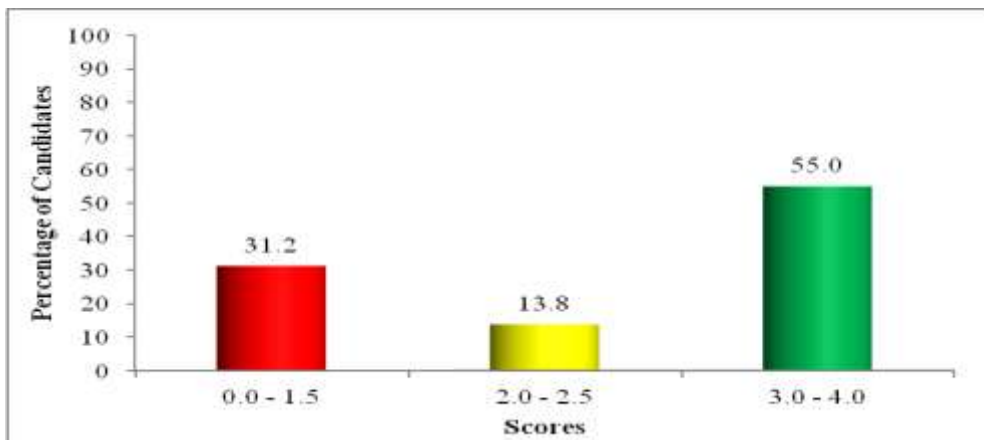

Figure 9: *Candidates' Performance on Question 9*

Figure 9 shows that 2,433 (55%) candidates scored from 3.0 to 4.0 marks. Of these, 1,372 (31%) candidates scored all marks. They demonstrated adequate knowledge of the skills for note taking. They also demonstrated a good command of the English language. Extract 9.1 shows the correct responses provided by one of the candidates in answering this question.

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

In Extract 9.1, the candidate identified correctly four skills that could help students to take good notes in lecture session. The candidate had the skills for note taking because he/she provided correct responses.

Furthermore, the analysis on this question shows that 610 (13.8%) candidates performed averagely. Their scores ranged from 2 to 2.5 marks. They partially identified four skills that could help students to write good notes. For instance, one of the candidates identified *attention, listening carefully, speed of the students, vocabulary* and *spelling*. Another candidate provided partial responses such as *to be brief, eye contact with lecturers, write some words and ask for repetition*. All these responses indicate that the candidates had partial knowledge of note taking skills.

However, further analysis on this question shows that 1,381 (31.2%) candidates performed weakly. Their scores ranged from 0 to 1.5 marks. Of these, 1,042 (23.6%) scored zero. These candidates lacked the skills for note taking and some of them misinterpreted the question. Those who scored from 0.5 to 1.5 marks had inadequate skills for note taking. For example, one of the candidates identified the four English language skills instead of identifying note taking skills such as *reading skills, speaking skills, listening skills* and *writing skills.* Another candidate provided incorrect responses like *searching books from the library, searching notes or information in the internet, use of note taking from lecture, use other source of knowledge with the same content*. The skills that could help the students to write good notes include: *identifying the main points or ideas, notes should be written in the writer's own words, avoid taking every word from the lecturer, notes should be written in a point form with clear numbering, headings, sub-headings, abbreviations and other short forms can be used to save time, use common symbols or signs, arranging notes tidily*. Extract 9.2 shows a sample of incorrect responses provided by one of the candidates in question 9.

9	Skills That Used to write good notes.
	(i) Skimming; Invulve general objective
	(ii) Scanning; It involve specific objective
	(iii) Intensive reading; Used for purpose like Examination
	(iv) Extensive reading; Used for leasure either
	by 1 reading story books.

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

In Extract 9.2, the candidate wrote four reading skills, instead of identifying four note taking skills that could help the students to take good notes in the lecture session as the question required.

2.1.10 Question 10: Vocabulary

In this question, the candidates were given two words: "blackboard" and "bye bye" which are formed by the word formation process. The candidates were required to identify the word formation process used to form each word and to provide the morphological differences for each word.

The question was attempted by 4,424 (100%) candidates. The overall candidates' performance was weak because only 1,516 (34.2%) candidates scored 2 to 4 marks, as shown in Figure 10.
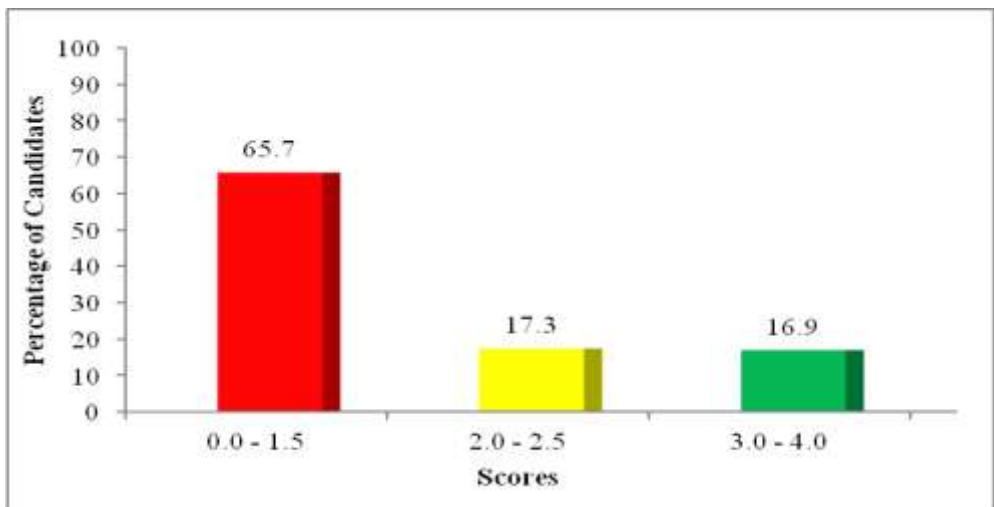

Figure 10: *Candidates' Performance on Question 10*

Figure 10 shows that 2,908 (65.7%) candidates scored from 0 to 1.5 marks. The candidates had inadequate knowledge of word formation process especially the types of word formation involved in creating the words "blackboard" and "bye bye" and their morphological differences. For example, one of the candidates identified wrongly "blackboard" to have been formed by *clipping* and "bye bye" as *blending*. Another candidate identified wrongly the word "blackboard" as *coinage* and "bye bye" as a result of *affixation*; and their morphological differences as follows: *the word "black" has been added to the word "board" and the word "bye bye" has been separated*. The correct responses for this question was: *word formation process used to form these words were: black + board = blackboard - compounding, bye bye-reduplication.The morphological differences are: compounding which involves combining the bases of more than one word; and reduplication involves repeating the base of the same word.* Extract 10.1 is a sample of the incorrect responses to the question.

Extract 10.1: A sample of incorrect responses to question 10.

In Extract 10.1, the candidate wrongly identified "blackboard" as prefixation and "bye bye" as suffixation and morphological differences as black + board as the prefix and bye bye as the suffix.

Further analysis shows that, 767 (17.3%) candidates had average performance on this question. Their scores ranged from 2 to 2.5 marks.

Their average performance was attributed to the partial responses which were observed through their scripts. They had partial knowledge of word formation processes especially on the types of word formation and their morphological differences. Some candidates managed to attempt part (a) correctly but failed to do so in part (b). For example, one of the candidates partially identified word formation as *blackboard - compounding, bye bye - reduplicating, while the morphological differences are the changes of the meaning and word class.*

Apart from weak and average performance observed in this question, 749 (16.9%) candidates performed well. Their scores ranged from 3 to 4 marks. Of these, 489 (11.1%) scored all marks. They identified the word formation process used to form the words "blackboard" and "bye bye" as well as their morphological differences. This implies that they had enough knowledge of word formation processes. Extract 10.2 is a sample of the correct responses by a candidate in this group.

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

In Extract 10.2, the candidate identified the word formation process of the words "blackboard" and "bye bye" as well as their morphological differences. This indicates that he/she had sufficient knowledge of the word formation process.

2.2 SECTION B: ESSAY QUESTIONS

This section had 4 questions. The candidates were required to answer all the questions. Each question carried fifteen (15) marks, making a total of sixty (60) marks.

2.2.1 Question 11: Structure

The candidates were required to analyse six uses of the definite article 'the,' by providing two examples of sentences for each point. The question was attempted by 4,424 (100%) candidates. The general performance on this question was weak because only 722 (16.3%) candidates scored 6.0 to 15.0 marks, as shown in Figure 11.
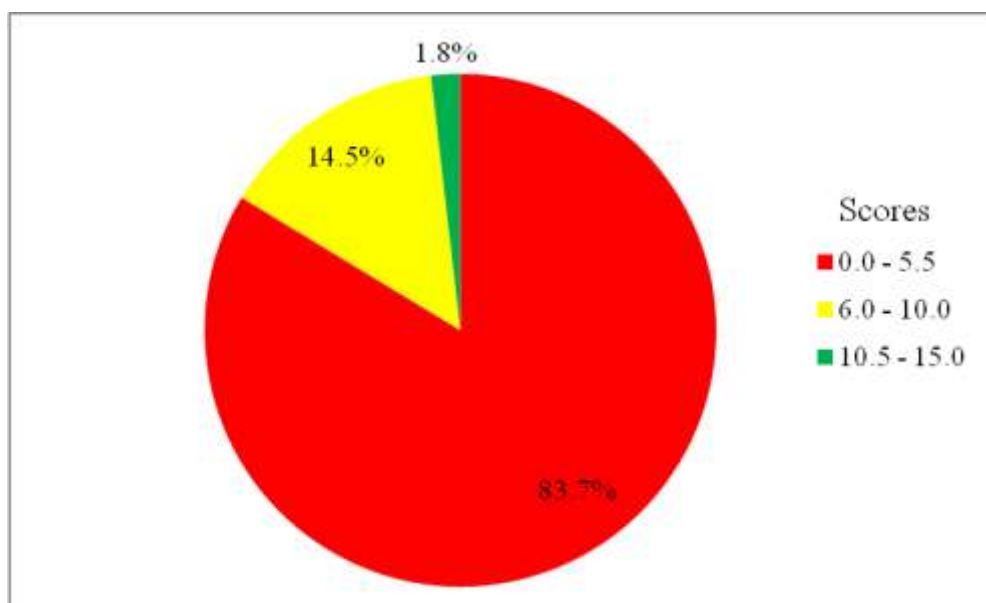

Figure 11: *Candidates' Performance on Question 11*

Figure 11 shows that 3,702 (83.7) candidates scored from 0 to 5.5 marks.Of these, 558 (12.6%) scored zero. These candidates lacked knowledge of the use of the definite article 'the.' Those who scored 0.5 to 5.5 marks had little knowledge of the definite article 'the.' For example, one of the candidates wrongly explained the uses of the definite article 'the' as *to show direction of things, to show position of things, to show the presence of things; and to show the situation of things.* Another one wrongly explained the uses of the definite article 'the' as; *used in creating sentences, used to explain the simple future tense, used to connect words, used to give the meaning of*

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some words, to show the identification of names and it is used to show verb in a sentence. The correct responses for this question were: *It is used with unique things in nature e.g. the sun, the moon, the earth. It is used to talk about particular persons or things e.g. the teacher, the boy. It is used for singular nouns representing the whole class e.g. the elephant, the lion. It is used with the well-known books e.g. the Quran, the Bible. It is used for persons or things mentioned for the second time from the passage in a story; and it is used with superlative adjectives.* Extract 11.1 shows a sample of incorrect responses provided by one of the candidates to question 11.

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11 The ; Is the article that is used to imply different meaning. The following are the six points to support the statement on the uses of the definite article "the", which are;

It used to introduce a certain thing or name; The article "the" is used to introduce different things which are found within our society and which we normally using them to perform different activities with forexample, the car have stop since yesterday on this mountain.

It is used to into different sentences; The article "the" is used into different sentences as to make connection of the sentence so as can provide a meaningfully of such sentence and which can be well understandable, forexample "Juma was running to the mountain last month".

It is used to determine different things or properties; The article "the" is used to determine different things or properties on which can be well determine and well understandable by the person, forexample the white house.

It is used to introduce or at the first place of the sentence; The article "the" is used to introduce a certain certaince, because it is used to show the or to indicate different names of the people, animals, forexample the Mrs. President was announcing it yesterday.

It is used to show the indication of the properties; The article "the" is used to show the indication of different properties which are surrounding the environment, forexample the car which get an accident yesterday night is ours.

It is used to show the properties of different things; The article "the" is used to show the properties or features of different things within our world or which they can be determined by the article "the" forexample, the black is beaut".

Generally, the article the is used for different purposes such as to show the properties or features of different things, also it is used to introduce different sentences.

Extract 11.1: A sample of incorrect responses to question 11.

In Extract 11.1, the candidate failed to explain the uses of the definite article 'the.' This implies that he/she lacked the knowledge of how the definite article 'the' is used.

Further analysis shows that 641 (14.5%) candidates had average performance on this question. Their scores ranged from 6 to 10 marks. Their performance was attributed by the partial knowledge they demonstrated towards the question. For example, one of the candidates explained partially the uses of the definite article 'the' as *it is used to show unique things, used after the first mention of the noun, used to explain things, used in starting the sentences, used before superlative and used to show heading.*

Further analysis shows that 81 (1.8%) candidates performed well in this question. Their scores ranged from 3 to 4 marks. These few candidates attained high scores because of their correct responses. Despite their high scores, they had a few grammatical errors in their explanations. Their responses reflect their knowledge of the use of the definite article 'the' as required. Extract 11.2 provides a sample of the correct responses provided by one of the candidates in this question.

Extract 11.2: A sample of correct responses to question 11.

In Extract 11.2, the candidate explained correctly the uses of definite article 'the' despite a few grammatical errors observed.

2.2.2 Question 12: Writing

This question required the candidates to support the assertion that, "an informal letter is more social than a formal letter." The question was attempted by 4,424 (100%) candidates. Their performance was weak since only 1,548 (37.2%) candidates scored from 6 to 15 marks. Figure 12 illustrates the candidates' performance in this question.
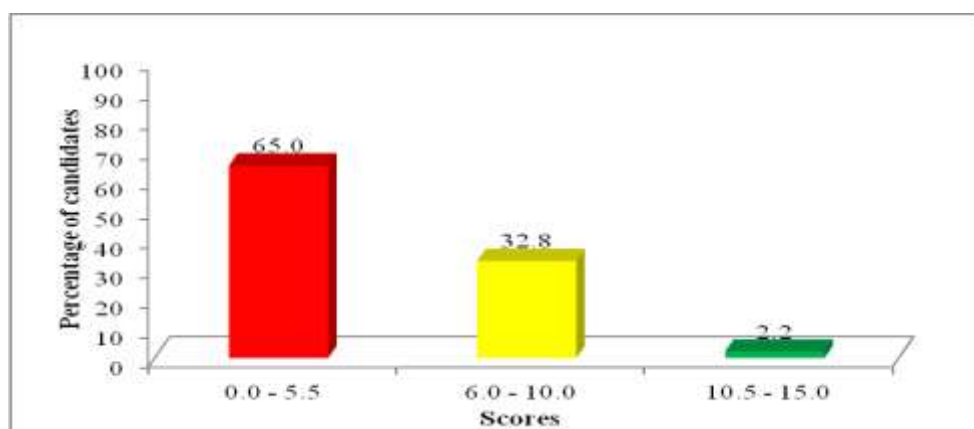

Figure 12: *Candidates' Performance on Question 12*

Figure 12 shows that the performance on the question was weak since 2,876 (65%) candidates scored 0 to 5.5 marks. Of these, 90 (2.03%) scored zero. The candidates who scored zero seemed to have lacked knowledge of the social aspects of an informal letter. Those who scored 0.5 to 5.5 marks had insufficient knowledge of the social aspects of an informal letter. Some candidates did not understand the question. They differentiated an informal letter from a formal letter in terms of their components. For example, one of the candidates explained: *informal letter has one address while formal letter has two addresses. Informal letter does not have heading while formal letter has heading. Formal letter has reference number while informal letter has no reference number.* The correct responses for this question were: *the use of informal language, the use of short and simple sentences, the presence of unorganised contents due to unorganized sentences or paragraphs, the use of active voice; and informal letter is written using all persons; that is first, second and third persons.* Extract 12.1 shows a sample of incorrect responses from one of the candidates.

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Informal letter is an official letter which consist two address means sender addresor and receiver address sett. is true that informal letter is more soual than formal letter, through the following reasons namely

Informal letter used in application of jobs: this due to that through informal letter people can apply for job rather than formal that focusing on the friendly salutation which now days people use phones so as to communicate.

Informal letter used in dismissal purpose: this dee to that through informal letter people make dismissal through using informal letter and not formal letter.

Informal letter used in requesting purpose: this due to that in the many office informal letter used for requesting permission, transfer.

Informal letter also used in invitation: this due to that through informal letter people from one institutional make invitation through informal letter example for sport and games purpose, academic purpose.

Informal letter used for reporting some thing: this due to that through informal letter using more in the institution because now days people suffer for oppart unties in order to report some thing in the office and institution you need to write informal letter rather than formal letter.

All in all the soual of the informal depend on the application of the informal letter. Informal letter now it is very applicable rather than formal letter because now days people use phone for communication normally.

Extract 12.1: A sample of incorrect responses to question 12.

In extract 12.1, the candidate explained wrongly the social aspects of an informal letter than a formal letter. This implies that he/she lacked knowledge of social aspects of an informal letter over the formal letter.

Further analysis on this question shows that 1,450 (32.8%) candidates had an average performance. Their scores ranged from 5.5 to 10 marks, This performance was attributed by their partial knowledge towards the question. For example, some candidates provided partially correct responses such as *informal letter uses informal language, it involves more than one purpose, it involves only one address, it has no title or heading and it is used by friends or relatives.*

Conversely, the analysis shows that 98 (2.2%) candidates attained good performance. Their scores ranged from 10.5 to 15 marks. These candidates demonstrated knowledge of social aspects of an informal letter over the formal letter despite a few grammatical errors observed in their explanations. Extract 12.2 provides a sample of correct responses provided by one of the candidates in this question.

Also Informal letter is said to be social because it allow even drawings. so as to make the letter attractive forexample: A person write a Informal letter to his or her friend so he or she may draw letter flowers that others express their feelings through those flowes. So the Informal letter is more social than a formal letter.

Informal letter is said to be more social than Informal letter because it allow the use of narration of story inside the letter where informal letter does not allow the narration of story inside the letter it only needs a person to go direct to the point.

Also Informal letter is more social than Formal letter because Informal letter express the feeling of a person even if are lies but he or she wrote a letter in a way that you can understand his or her feeling Compared to Formal letter that does not allow show the feeling of the person in deep.

Generally Formal and Informal letter both have the aim of Informing or sending the message to someone- either a familiar person or not familiar person.

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

In Extract 12.1, the candidate managed to explain how an informal letter is more social than a formal letter. This implies that he/she had enough knowledge of the social aspects of an informal letter over formal letter.

2.2.3 Question 13: Writing

In this question, the candidates were given the scenario about the secretary who was a newly recruited employee in the organisation. She had to take notes for every meeting she attended for record keeping. Then, the

candidates were asked to explain six steps which the secretary should have followed when taking notes in the meeting.

The question was attempted by 4,424 (100%) candidates. Their overall performance was weak because only 325 (7.3%) candidates scored from 6 to 15 marks, as demonstrated in Figure 13.
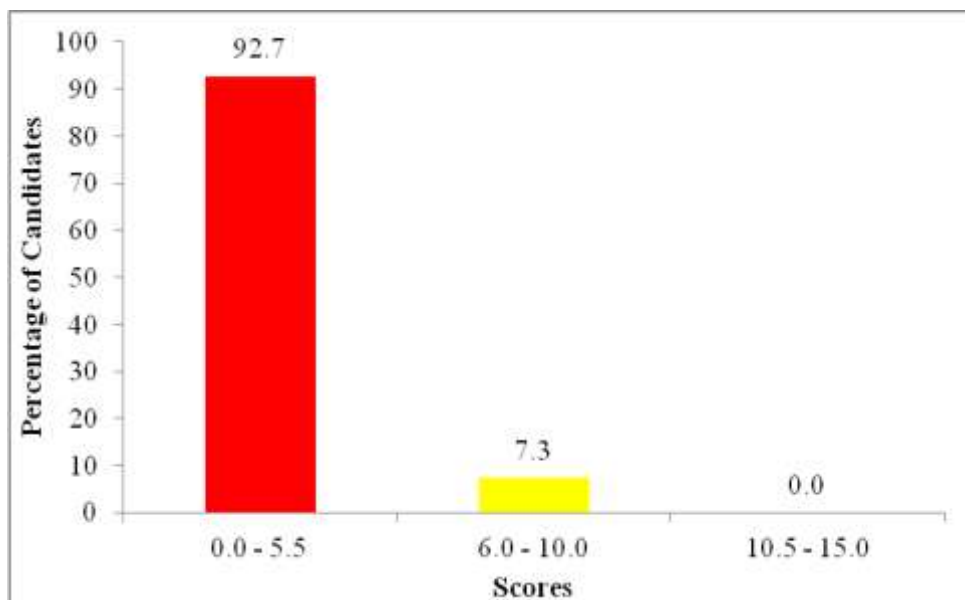

Figure 13: *Candidates' Performance on Question 13*

Figure 13 shows that 4,099 (92.7%) candidates scored 0 to 5.5 marks. Of these, 1,704 (38.5%) scored zero. These candidates either lacked the knowledge of the steps to be taken by the secretary when taking notes in the meeting or did not understand the question. Those who scored 0.5 to 5.5 marks seemed to have insufficient knowledge of the steps to be taken by the secretary when taking notes. Many candidates under this category did not understand the question because they explained the components of minutes instead of steps for note taking in the meeting. For example, one of the candidates explained: *title or heading of the minutes, date, venue of the meeting, participants, confirmation of the previous meeting, agenda to be discussed, matter arising, any other business (AOB)* and *signature of the chairperson and the secretary*. Other candidates explained the skills for note taking without adhering to the steps the secretary should follow when taking notes in the meeting. As a result, they scored low marks.

The correct responses for this question were: *First, the secretary should be prepared by having some thoughts to the topic before attending thea meeting or a discussion. Second, she should listen carefully for the key introductory phrases. Third, she should analyse unity and coherence of the thought process. Fourth, she should space her notes reasonably. Fifth, she should identify the central idea. Sixth, she should note every hand-out that may be given for further explanations. She should not write every word in full. Lastly, notes should be edited soon after writing as possible so that gaps can be filled, illegible words rewritten; and ambiguous abbreviations written in full*. Extract 13.1 is a sample of incorrect responses by one of the candidates in this question.

Extract 13.1: A sample of incorrect responses to question 13.

In Extract 13.1, the candidate failed to explain the steps that the secretary should follow when taking notes in a meeting. The responses provided by the candidates indicate that he/she lacked the skills and the steps for note taking.

Conversely, the data indicate that 325 (7.3%) candidates had average performance of 6 to 10 marks. These few candidates provided partial correct responses. This implies that they had partial knowledge of the steps to be followed when taking notes in a meeting. For example, one of the candidates provided partial answers as: *to listen attentively to the speaker, to listen to the key words, to be brief, to use abbreviations, secretary minds should be at the meeting and to paraphrase*. Another candidate explained as: *paying attention, listen to the participants, write heading and sub heading, paraphrasing, symbols and abbreviation and summarisation.*

2.2.4 Question 14: Communication theory

In this question, candidates were given a statement about actors in Tanzania. These actors were talented in using nonverbal communication signs to communicate effectively in order to achieve their intended goals. The candidates were required to argue in favour of the statement by focusing on the types of nonverbal communication used by actors.

The question was attempted by 4,424 (100%) candidates, whose overall performance was average as 2,930 (66.2 %) candidates scored 6 to 15 marks, as indicated in Figure 14.
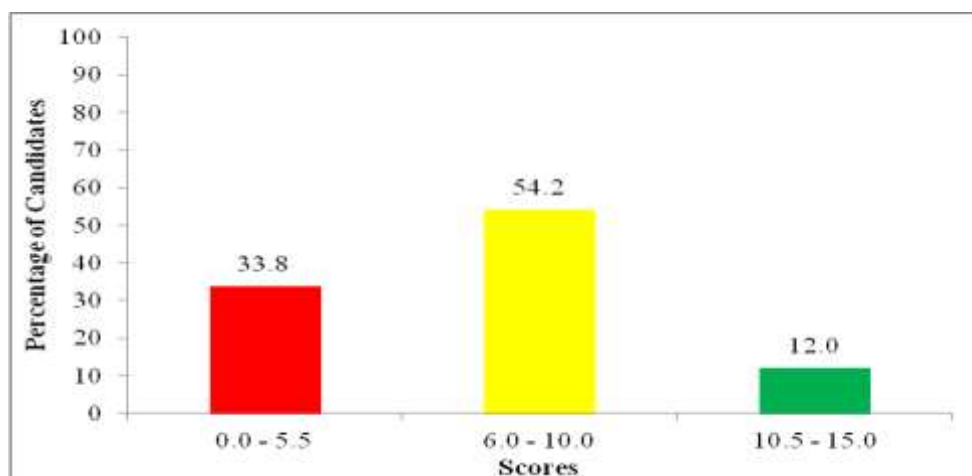

Figure 14: *Candidates' Performance on Question 14*

Figure 14 shows that 1,494 (33.8%) candidates scored from 0 to 5.5 marks. Of these, 88 (2.0%) scored zero. These candidates could not explain the nonverbal signs which are used by actors to achieve their goals of communication. This means, they lacked the knowledge of the types of nonverbal communication. Those who scored 0.5 to 5.5 marks managed to explain a few points on the types of nonverbal communication used by actors. This implies that they had inadequate knowledge of the types of nonverbal communication.   For example, one of the candidates explained the types of nonverbal communication used by actors as *it is used to entertain, it is used to give warning, it is used to educate, it is used to beautify the work of art and it is used to keep long memory.*

Some candidates did not understand the question. Ss a result they did not perform well in this question. For example, one of the candidates explained the importance of nonverbal communication instead of the types of nonverbal communication used by actors. He/she explained as *to make emphasis, to show emotions or feelings, to compliment verbal communication, to draw attention and to enhance conversation.*

The correct responses for this question were: *the use of gestures, eye contact, bodily posture, the expression of emotions, appearance, orientation, facial expression and paralanguage.* Extract 14.1 shows a sample of incorrect responses provided by one of the candidates.

It is not easy to Interpretate; This is because when can you say that "They is donkey" you can Interpretate that there is donkey while the meaning is "They is a women" so that can Use this non verbal communication In order to to send the message In the society.

It Increase your Creativity In talented. This is because when the dedication can going to the Society and the others people they can appreciate same to others they can Creet Create your

It Increase Creativity In the Society and In talented In order to Use this non - verbal Communication and

then the society to like and to appriciate also they can going to Create another thing by Using non verbal communication to get the message on the society.

They can transmite education from one person to another during saying " There is disease which is killing people for high rate which is the AIDS" but for Using it your talent they can say " There is a lion who killing people every day" so that this two meaning they have the same meaning but different words and the society when can get they can educated.

In order to send the message Indirect during to because of the social and culture and tradition of Tanzania can not support to use world to world to send the message to the society but you can send this message Indirect In order student Adult age child hood and any one to get message According to talent.

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Extract 14.1: A sample of incorrect responses to question 14.

In Extract 14.1, the candidate failed to explain the types of nonverbal signs used by the actors in order to achieve their intended goals of communication. This implies that he/she lacked the knowledge of nonverbal signs in communication.

Further analysis shows that 2,397 (54.2%) candidates scored from 6 to 10 marks. Their scores were the result of the partial knowledge they demonstrated towards the question. For example, one of the candidates explained partially the types of non verbal communication used by actors as *use of body movement for illustrations, using sharp eyes, facial expression is used to express emotion of the speaker, emphasizing by gestures, eye contact is used to express emotions, emphasis and attitude and using sign language.* Although some points were correct, the explanations provided did not focus on the actors as was required.

In contrast, the analysis shows that 533 (12%) had good performance. Their scores ranged from 10.5 to 15 marks. These candidates demonstrated

adequate knowledge of the types of nonverbal communication used by actors in order to achieve their intended goals of communication. Extract 14.2 is a sample of the correct responses provided by one of the candidates to this question.

Communication is the process of transfering Information From one person to another. In the communication there are two sides that means the sender and receiver. non-Verbal communication this is the types of Communication Which transfer the massage through body language or Movement of the part of the body.

Some actors In Tanzania are talented In Using their body Organs to Communicate effectively. This Means they Use a lot of non-Verbal communication signs to achieve their Intended goals of Communication. I argue this statement by the Following point.

The way they do wear their clothes this is the First thing Which show that they Use non-Verbal Communication to achieve their goals, In clothes that means you Can see If the artist Wear a Miniskirt or short skirt that Means that person have not the good behavior.

The way they Move this is another which Show whow actors Support or Use non-Verbal communication to achieve the goals, Forexample In Movement artist can act like a disable person or a person who need the help either who dont have the legs the way he or she Move he or she represent the person Who need the help.

Not only but also in actors Use eyes Contact, to represent or to achieve their goals In the society this is due to artist to Use eyes contact to Communicate with his or her artist In the Move Which help them to represent the goals or to achieve the goals In the society.

The Use of different sign during the Move Which help them to achieve the goal In the

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14 Cont.	Society by Using non-Verbal communication.
	The way they cry, they Use non-Verbal communication Sign to achieve their Intended goals of Communication Which show the empathies, that Means through the body Movement, or through them to Cry they help the audience to receive the Message of thats Way the Use non-Verbal Communication sign.
	The way they (smile, It help them to achieve their Intended goals. this is because they Use non-Verbal Communication to Sent the Message to the audience that Means they Use non-Verbal communication Sign to achieve their Intended goals.
	Generally, From the point above It show Whow the some actors In Tanzania are talented In Using their body Organs to communicate effectively that means they Use a lot of non-Verbal communication Signs to achieve their Intended goals.

Extract 14.1: A sample of correct responses to question 14.

In Extract 14.1, the candidate responded to the question by explaining the types of nonverbal signs used by actors in Tanzania and their implications despite a few grammatical errors observed.

3.0 ANALYSIS ON CANDIDATES' PERFORMANCE ON EACH TOPIC

The analysis of the candidates' performance on each topic shows that the performance on the Communication Skills subject was good in one tested topic. The highest performance was attained on *Communication Theory* (74.2%). In contrast, the performance of candidates was average on the topics on *Oral Presentation* (48.1%), *Writing* (47.9%) and *Reading* (43.7%). However, their performance on the topics on *Reference Skills* (34.6%), *Vocabulary* (34.2%) and *Structure* (16.3%) was weak. The general performance of the candidates per topic is illustrated in the Appendix provided at the end of this report.

4.0 CONCLUSION

The general performance in the Communication Skills subject for Diploma in Secondary Education Examination (DSEE) in 2022 was good because 96.82% 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 candidates' performance on the Communication Skills subject, the following are recommended:

(a) More emphasis should be put on the topics which seem to be challenging to student-teachers, namely *Reference Skills*, *Vocabulary* and *Structure*. Tutors should use strategies such as written or oral exercises, quizzes and tests to make students - teachers practice adequately.

(b)   Student-teachers should be encouraged to use the English language in and outside the classroom contexts for practice. They should participate fully in English clubs, debates, dialogues, speeches (morning and evening speeches) to improve their proficiencies in English and hence develop good command of the English language.

(c)   Student-teachers should be guided through the process of preparing for examinations to equip them with skills in understanding the demand of the question, organizing their answers, and writing essays. This can be achieved through provision of enough assignments, exercises, quizzes and tests.

(d)   Student-teachers should also be encouraged to read widely in order to grasp sufficient knowledge especially on the topics about *reference skills, vocabulary* and *structure*. This can be done through group discussions and searching books in the library or internet sources. These ways 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	% Performance		
1	Communication Theory	5	82.1	74.2	Good
		14	66.2		
2	Oral Presentation	7	48.1	48.1	Average
3	Writing	3	58.3	47.9	Average
		4	70.1		
		9	68.8		
		12	35		
		13	7.3		
4	Reading	2	74.1	43.7	Average
		7	11.7		
		8	45.3		
5	Reference skills	1	34.6	34.6	Weak
6	Vocabulary	10	34.2	34.2	Weak
7	Structure	11	16.3	16.3	Weak