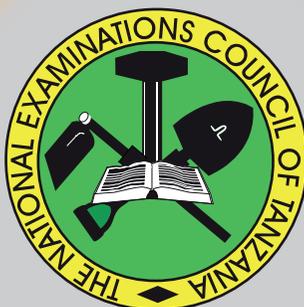


THE NATIONAL EXAMINATIONS COUNCIL OF TANZANIA



**STUDENTS' ITEMS RESPONSE ANALYSIS
REPORT FOR THE FORM TWO NATIONAL
ASSESSMENT (FTNA) 2017**

022 ENGLISH LANGUAGE

THE NATIONAL EXAMINATIONS COUNCIL OF TANZANIA



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TABLE OF CONTENTS

FOREWORD	iv
1.0 INTRODUCTION	1
2.0 ANALYSIS OF THE STUDENTS' PERFORMANCE IN EACH QUESTION	2
2.1 Section A: Comprehension and Summary	2
2.1.1 Question 1: Comprehension with Short Answers and True/False Questions	2
2.1.2 Question 2: Reading and Obtaining Specific Information from the Given Passage	7
2.2 Section B: Language Use	11
2.2.1 Question 3: Matching Items	11
2.2.2 Question 4: Re-arranging Jumbled Sentences into a Logical Sequence	13
2.2.3 Question 5: Writing a Composition	15
2.3 Section C: Patterns and Vocabulary	20
2.3.1 Question 6: Completing a Paragraph Using Words Given in a Box	20
2.3.2.1: Question 7 (a): Filling in the Blanks Using Correct words from the List	23
2.3.2.2 Question 7 (b): Re-writing Sentences Using Correct Question Tags	23
2.3.3.1 Question 8 (a): Re-writing Sentences Using Correct Forms of Verbs in the Brackets	28
2.3.3.2 Question 8 (b): Family Relations	28
2.4 Section D: Reading Programme	35
2.4.1 Question 9: Class Readers	35
4.0 CONCLUSION	42
5.0 RECOMMENDATIONS	43
Appendix	44

FOREWORD

The Students' Item Response Analysis (SIRA) report on the performance of students in English Language subject in the Form Two National Assessment (FTNA) for 2017 has been prepared in order to provide feedback to educational administrators, school managers, teachers and other stakeholders about students' abilities in the English Language subject.

The report contains an in-depth analysis of the students' performance in English Language subject in the 2017 FTNA. The report highlights the challenges faced by the students in answering questions. These include: the inability to identify tasks of the questions, the lack of knowledge of tenses and grammar, inadequate basic vocabulary for use in different situations and the inability to interpret and combine concepts in a comprehension passage. Contrarily, the analysis indicates that some of the students scored high marks because they could identify the tasks of the questions, they had sufficient knowledge of grammatical rules, they had adequate basic vocabulary for use in different situations and they were able to interpret and combine concepts in a comprehension passage.

The National Examinations Council of Tanzania (NECTA) expects that the feedback provided in this report will enable educational administrators, school managers, teachers, and other stakeholders to take appropriate measures to improve the teaching and learning of the English Language in secondary schools. This will eventually lead to a better performance in the subject. In addition, the Council expects that the skills which students will acquire from the analysis will improve their performances, not only in the Form Two National Assessment (FTNA), but also in other NECTA examinations.

The National Examinations Council of Tanzania will highly appreciate comments and suggestions from teachers, school quality assurers, curriculum developers and any other educational stakeholders for improving future FTNA SIRA reports.

Finally, the Council would like to thank examinations officers, examiners and all people who participated in preparing and analysing the data used in this report. The Council equally thanks all who participated in the printing of the report.



Dr. Charles E. Msonde
EXECUTIVE SECRETARY

1.0 INTRODUCTION

This report is an analysis of the performance of students, who sat for the Form Two National Assessment (FTNA) in the English Language subject in November, 2017. The analysis indicates strengths and weaknesses of the students during the answering of questions. The focus of the analysis was on questions which were performed well, those with average performance and those with poor performance. The analysis also focused on questions which were avoided by most of the students.

The analysis of the students' performance in individual items is presented by indicating the percentages of those who attempted the question and those who scored various marks. The focus is on the percentages of students with high marks, average marks and low marks. Extracts of responses from the students' scripts have been presented to show how they answered questions in view of the demands of each item.

Three categories of performance are also used in the analysis of the students' performance in each topic. The performance from 65 to 100 percent is categorised as *good*, from 30 to 64 percent is *average*, and from 0 to 29 percent is *weak*. Three basic colours have been used to represent the performances: *green* indicates a good performance, *yellow* shows an *average* performance while *red* denotes a weak performance. The whole analysis is based on the average percentage of the students who scored an average of 30 percent or above, of the marks allocated to the question. The students' performance in each topic is summarised in the Appendix.

The English Language Assessment for FTNA 2017 tested the students' competences on *Comprehension and Summary*, *Language Use*, *Patterns and Vocabulary* and *Reading Programme*. The English Language paper had four sections A, B, C and D, with a total of 10 compulsory questions. Section A had 2 questions, where question 1 had 15 marks and question 2 had 5 marks, making a total of 20 marks. Section B, had 3 questions, where question 3 and 4 carried 5 marks each, and question 5 carried 10 marks, making a total of 20 marks. Section C, had 3 questions, whereas, question 6 carried 5 marks, question 7 carried 15 marks and question 8 carried 20 marks, making a total of 40 marks. Section D had 2 questions each carrying 10 marks, making a total of twenty 20 marks. All questions were set based on the English Language Syllabus for Secondary Schools of 2010.

The number of students who sat for this paper in November 2017 was 484,637, of which 253,983, were girls and 231,527 were boys. Among the students who sat for the English Language National Assessment, 81.16 percent passed with different grades, as shown in Table 1.

Table 1: Students’ Pass Grades in FTNA 2017, English Language National Assessment

Grade	A	B	C	D	F
% of Students	14.76	8.34	25.94	32.12	18.84

According to this data, the performance in this year’s English Language examination has increased by 3.95 percent when compared to 2016 where 77.21 percent of 409,507 students passed with different grades, as shown in Table 2.

Table 2: Students Pass Grades in FTNA 2016 English Language National Assessment

Grade	A	B	C	D	F
% of Students	6.11	11.34	28.46	31.29	22.78

2.0 ANALYSIS OF THE STUDENTS’ PERFORMANCE IN EACH QUESTION

2.1 Section A: Comprehension and Summary

There were two (2) compulsory questions in this section. Question 1 consisted of part (a), which carried 10 marks and part (b), which carried 5 marks. Question 2 carried 5 marks, making a total of 20 marks.

2.1.1 Question 1: Comprehension with Short Answers and True/False Questions

In this question, the students were instructed to read a given passage and answer a question that followed using information from the passage (i-v) in part (a) and to write TRUE if a statement is correct or FALSE if a statement is not correct (i-v) in part (b). The question tested the students’ ability to read and comprehend the given passage.

My pet is a dog, his name is Nene. He has brown and black fur and his hind legs are slightly shorter than the front ones. His ears are always upright. I can remember certainly well the day my father brought him home. It was on 17th December, 2015. At that time, he

was a puppy of two months, it was surely the best day of my life. I held him and tried to be good at him, but it was a bad day for him since he had been separated from his mother and other puppies.

Nene did not eat or drink anything the whole day. Of course, I was happy to have him for my own, but his cries made me feel sorry for him and I promised to take good care of him. After three days, he started eating well and even played with me.

Nene is a lovely dog; he is loved by all members of our family. He comes to greet me whenever I come back from school. He wags his tail and lies down ready to play. He is an intelligent and obedient dog I have ever seen.

After finishing my homework, I always play with him. My mother often tells me “Mark, I am happy you got what you have always wanted”. We feed him once a day, we provide him with plenty of water throughout the day, along with dog-food. To make him clean, we give him a bath with dog-shampoo once a week. We also clean his kennel every day. Every year, we take him to the veterinary clinic for vaccinations. He is both a protector and a friend.

The question was attempted by 100 percent of the students, of which 30.14 percent scored from 10 to 15 marks, which is a good performance. Moreover, 56.03 percent scored from 4.5 to 9 marks, which is an average performance and 13.83 percent scored from 0 to 4 marks, which is a weak performance. Among the students with a weak performance, only 0.25 percent scored 0. The general performance of the students in the question was therefore good, since 86.17 percent scored from 4.5 to 15 marks. The over allstudents’ performance in the question is summarised in Figure 1.

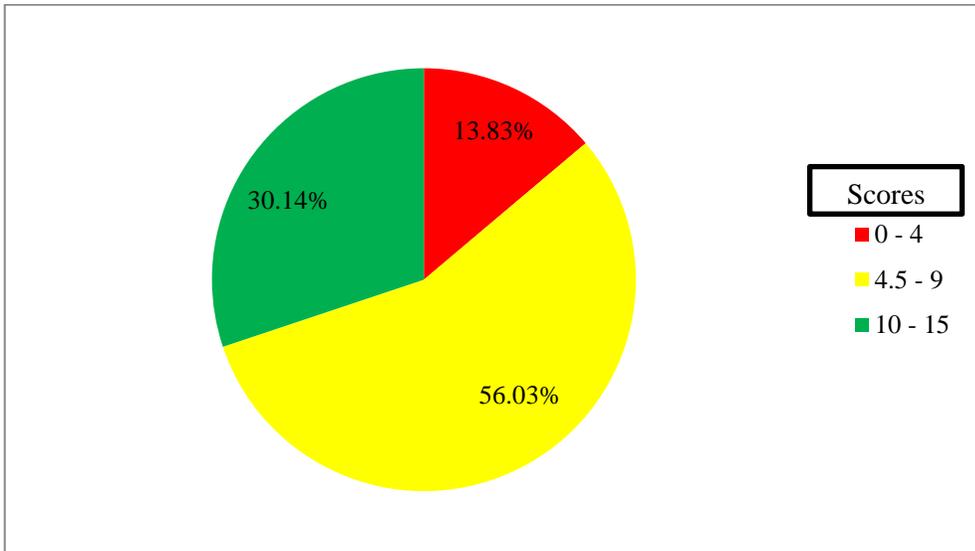


Figure 1: The Percentages of the Students' Performance in Question 1.

The analysis of the students' responses shows that the students with high marks were able to read and understand what was written in the passage. As a result, they could complete the five sentences (i-v) in part (a) with correct information from the passage. They also identified statements (i), (ii) and (iv) which were correct and statements (iii) and (v) which were not correct among the five statements given in part (b). The performance suggests that the students understood the task of the question and had adequate reading comprehension skills. Correct responses for part (a) and (b) are shown in Extract 1.1 and 1.2, respectively.

Extract 1.1

Questions

- (a) Answer the following questions by using the right information from the passage.
- (i) Who was keeping the dog?
Mark was keeping the dog.
 - (ii) When was the dog brought home?
The dog was brought home on 17th December 2015.
 - (iii) Why do you think Nene was crying?
Nene was crying since he had been separated from his mother and other puppies.
 - (iv) How many times was Nene fed in a day?
Nene was fed once a day.
 - (v) Why was Nene taken to the veterinary clinic?
Nene was taken to the veterinary clinic for vaccinations.

Extract 1.1: A response by a student who read and understood the passage, as was able to identify the answers for the five items (i-v) given.

Extract 1.2

- (b) For each of the following statements, write **TRUE** if the statement is correct or **FALSE** if the statement is not correct.
- (i) The dog had brown and black fur **TRUE**
 - (ii) Nene was a protector and a friend..... **TRUE**
 - (iii) Mark did not like to play with the dog ... **FALSE**
 - (iv) Nene's ears were always upright..... **TRUE**
 - (v) Nene was brought home when he was three month old..... **FALSE**

Extract 1.2: A response by a student who realised that statements (i), (ii) and (iv) were correct while statements (iii) and (v) were not correct.

The students with average marks in this question scored from 4.5 to 9 marks. The majority of the students in this group were able to answer items (i), (ii), (iv) and (v) in part (a) and items (i), (iii) and (iv) in part (b). This performance suggests that they had partial comprehension skills, which prevented them from identifying all the answers in the passage.

Further analysis showed that a few students who scored 0 failed to respond to the questions as required; probably due to a poor mastery of the English Language, which might have hindered them from understanding what was written in the given passage. Consequently, many of them left the questions unanswered. Others just picked unrelated words or sentences from the passage and used them as answers. In answering item (i) *Who was keeping the dog?*, for example, one of the students, responded as follows: *his name is Nene*. Another student provided the following response: *Is a lovely dog. He is loved by all members of our family*. Another student responded as follows: *It was surely the best day of my life*. Comparatively, however, very few students scored 0 in part (b) of the question. Samples of poor responses for part (a) and (b) are presented in Extract 1.3 and 1.4, respectively.

Extract 1.3

- (i) Who was keeping the dog?
 He has brown and black fur and his hind legs are slightly shorter than the front ones. His ears always upright.
- (ii) When was the dog brought home?
 Nene is a lovely dog. He is loved by all members of our family. He comes to greet me whenever I come back from school.
- (iii) Why do you think Nene was crying?
 He wags his tail and lies down ready to play. He is an intelligent and obedient dog. I ever seen.
- (iv) How many times was Nene fed in a day?
 It was on 17th December 2015. At that time he was a puppy of two months.
- (v) Why was Nene taken to the veterinary clinic?
 Nene did not eat or drink anything the whole day. He is both a protector and a friend.

Extract 1.3: A response by a student who just copied some words and sentences from the passage and used them in answering part (a).

Extract 1.4

(b) For each of the following statements, write **TRUE** if the statement is correct or **FALSE** if the statement is not correct.

(i) The dog had brown and black fur... **TRUE**.....

(ii) Nene was a protector and a friend... **FALSE**.....

(iii) Mark did not like to play with the dog... **TRUE**.....

(iv) Nene's ears were always upright... **FALSE**.....

(v) Nene was brought home when he was three month old... **TRUE**.....

Extract 1.4: A response by a student who scored only 1 mark in item (i) among the five statements given.

2.1.2 Question 2: Reading and Obtaining Specific Information from the Given Passage

In this question, the students were instructed to read a short passage and thereafter identify five adjectives from the passage. The question tested the students' ability to identify specific information from the passage, making application on what they have learned, specifically adjectives and using the knowledge in answering the question.

I am not as big as an elephant. I am not as fat as a pig. I am not as tall as a giraffe. I am not as fierce as a lion. I am not as talkative as a parrot. I am not as greedy as a hyena. I am not as fast as a cheetah and I am not as blind as a bat because I am who I am.

The question was attempted by 99.99 percent of the students, of which 39.15 percent scored from 4 to 5 marks, which is high performance. Moreover, 3.45 percent scored from 2 to 3 marks, which is average performance and 57.40 percent scored from 0 to 1 mark, which is weak performance. Among the students with a weak performance, 55.68 percent scored 0. The general performance of the students in the question was therefore average, since 42.60 percent scored from 2 to 5 marks. The overall students' performance in the question is summarised in Figure 2.

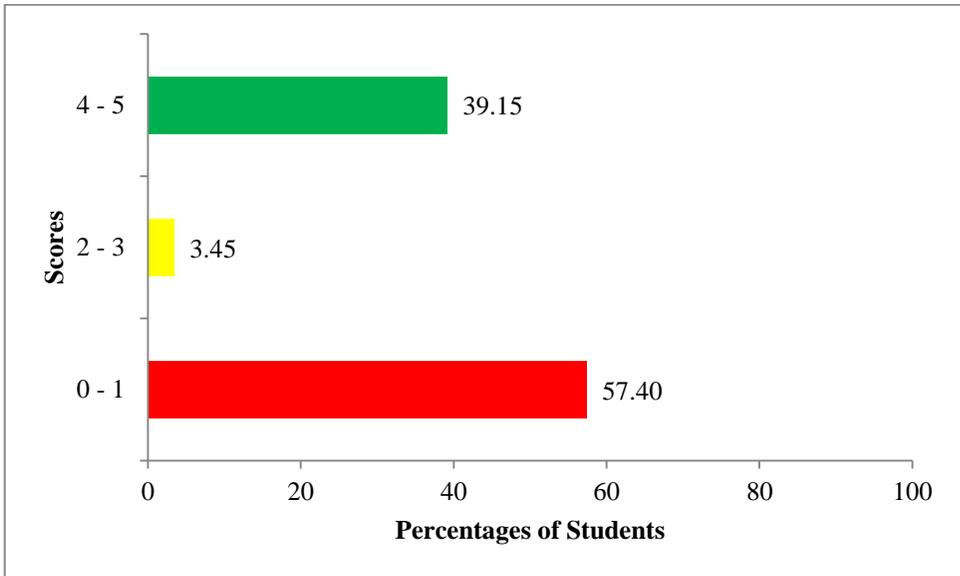


Figure 2: The Percentages of the Students' Performance in Question 2.

The students with high marks in this question scored from 4 to 5 marks. Those who scored 5 marks were able to read the short passage and identify five adjectives among the eight adjectives given in the passage. These are: “big”, “fat”, “tall”, “fierce”, “talkative”, “greedy”, “fast” and “blind.” This suggests that they knew what adjectives are. Extract 2.1 is a response of a student who identified the adjectives: “big”, “fat”, “greedy”, “tall” and “fierce” from the short passage, as shown in Extract 2.1.

Extract 2.1

Identify five adjectives from the given passage:

- (i) ... *Big*
- (ii) ... *Fat*
- (iii) ... *Tall*
- (iv) ... *Fierce*
- (v) ... *Talkative*

Extract 2.1: A response by a student who identified the five adjectives from the given passage, thus scoring high marks.

The student with average marks in this question scored from 2 to 3 marks. These students were able to identify two or three adjectives among the eight adjectives given in the passage. Many of these students mixed adjectives with other word classes, such as nouns, verbs or an adverb, as shown in Extracts 2.2 and 2.3, respectively.

Extract 2.2

Identify five adjectives from the given passage:

- (i) on
- (ii) tall
- (iii) fierce
- (iv) but because
- (v) lam

Extract 2.2: A response by a student who identified 2 adjectives in items (ii) and (iii). The words in items (i), (iv) and (v) were incorrect responses.

Extract 2.3

Identify five adjectives from the given passage:

- (i) big
- (ii) giraffe
- (iii) tall
- (iv) fierce
- (v) elephant

Extract 2.3: A response by a student who identified 3 adjectives in items (i), (iii) and (iv). The nouns in items (ii) and (v) were incorrect responses.

Further analysis shows that the students who scored 0 in this question failed to identify the five adjectives in the short passage, which is an indication that they did not know what adjectives are. Many of the students in this category left the question unanswered. Some of the students copied nouns in the short passage and used them as answers. One of the students, for example, provided the nouns: “lion”, “cheetah”, “elephant”, “hyena” and

“giraffe.” Others just copied some words in the short passage and used them as answers. One of the students, for example, provided the words: “I”, “Are”, “They”, “Is” and “Were”, as shown in Extract 2.4.

Extract 2.4

Identify five adjectives from the given passage:

- (i) I
- (ii) Are
- (iii) They
- (iv) Is
- (v) Were

Extract 2.4: A response by a student who provided the words “I”, “Are”, “They”, “Is” and “Were”, instead of adjectives.

Other students copied the comparative sentences in the short passage and used them as answers, as shown in Extract 2.5.

Extract 2.5

Identify five adjectives from the given passage:

- (i) I am not as big as an elephant
- (ii) I am not as fat as a pig
- (iii) I am not as tall as a giraffe
- (iv) I am not as fast as a cheetah
- (v) I am not blind as a bat because I am who I am

Extract 2.5: A response by a student who failed to identify the five adjectives from the passage given.

2.2 Section B: Language Use

This section consisted of three questions, which were divided into matching items, jumbled sentences and writing a composition.

2.2.1 Question 3: Matching Items

In this question, the students were instructed to match items in column A with those in column B to make meaningful sentences by writing correct letters below corresponding item numbers. Column A consisted of five (5) statements describing ownership using the verb “belong.” Column B consisted of eight (8) alternatives containing different forms of possessive pronouns where the students were to select best answers. The question tested the students’ ability to use possessive pronouns “mine”, “ours”, “yours”, “hers”, “his” and “theirs” and “its.”

Column A	Column B
(i) This pen belongs to me.	A. It is yours.
(ii) These houses belong to us.	B. It is his.
(iii) This cat belongs to you.	C. It is theirs.
(iv) This dress belongs to Upendo.	D. They are ours.
(v) This knife belongs to my father.	E. It is its.
(vi) This farm belongs to them.	F. It is hers.
	G. It is ours.
	H. It is mine.

The question was attempted by 100 percent of the students, of which 41.55 percent scored from 4 to 5 marks, which is a good performance. Moreover, 31.81 percent scored from 2 to 3 marks, which is an average performance and 26.64 percent scored from 0 to 1 mark, which is a weak performance. Among the students with a weak performance, 10.9 percent scored 0. The overall performance of the students in the question was therefore good, considering that 73.36 percent scored from 2 to 5 marks. The students’ performance in the question is summarised in Figure 3.

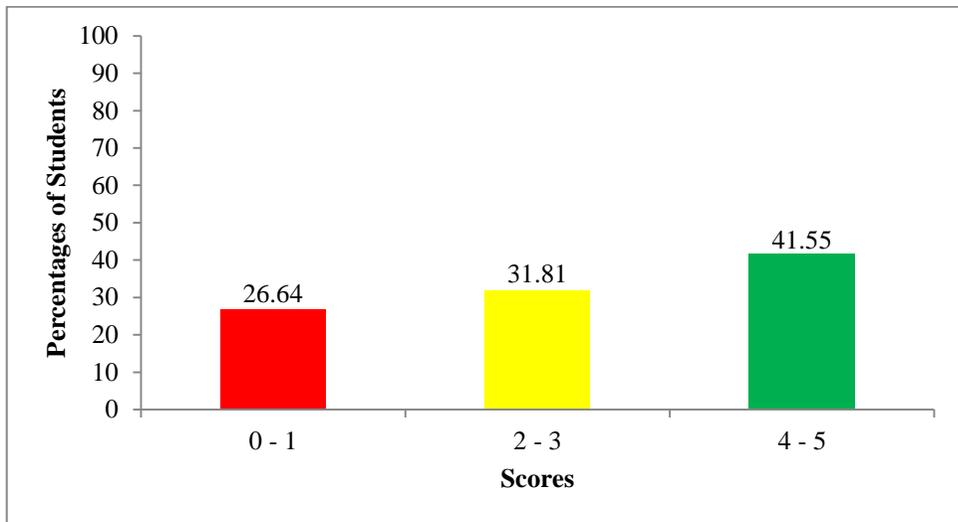


Figure 3: The Percentages of the Students' Performance in Question 3.

The students with high marks scored from 4 to 5 marks. Those who scored 5 marks were able to match statements in column A with their corresponding possessive pronouns in column B, which is an indication that they knew how to use the possessive pronouns tested. They knew that the possessive pronoun “mine” refers to a thing or things that belong to a speaking person. The possessive pronoun “ours” refers to a thing or things that belong to speaking people. The possessive pronoun “yours” refers to a thing or things that belong to a person or persons being spoken to. The possessive pronoun “hers” refers to a thing or things that belong to a female person spoken about. The possessive pronoun “his” refers to a thing or things that belong to a male person being spoken about. The possessive pronoun “theirs” refers to a thing or things that belong to people being spoken about. The possessive pronoun “its” refers to a thing or things that belong to an animal, a thing or even a child.

With that knowledge, the students were able to associate possessive pronouns in column B with statements in column A. They realised that item (i) required a possessive pronoun “mine” (letter “H”), since it correlates with a personal pronoun “me.” They realised that item (ii) required a possessive pronoun “ours” (letter “D”); since it correlates with a personal pronoun “us” and the subject in plural form “These houses.” They realised that item (iii) required a possessive pronoun “yours” (letter “A”), since it correlates with a personal pronoun “you.” They realised that item (iv) required a possessive pronoun “hers” (letter “F”), since it correlates with a

noun “Upendo”, which refers to a female person. Finally, they realised that item (v) required a possessive pronoun “his” (letter “B”), since it correlates with a noun “my father”, which refers to a male person. Extract 3.1 is a good response by one of the students.

Extract 3.1

ANSWERS

COLUMN A	(i)	(ii)	(iii)	(iv)	(v)	(vi)
COLUMN B	H	D	A	F	B	C

Extract 3.1: A sample of a response by a student who matched sentences in column A with their corresponding items in column B.

On the other hand, a few students who scored 0 failed to match the statements in column A with their corresponding possessive pronouns in column B. The incorrect matches provided by the students in this category show that, they did not have adequate knowledge of the meaning and use of possessive pronouns tested. As a result, they just guessed the answers. Extract 3.2 is a sample of a poor response by one of the students.

Extract 3.2

ANSWERS

COLUMN A	(i)	(ii)	(iii)	(iv)	(v)	(vi)
COLUMN B	B	H	G	D	A	C

Extract 3.2: A response by a student who failed to match items in column A with their corresponding items in column B.

2.2.2 Question 4: Re-arranging Jumbled Sentences into a Logical Sequence

In this question, students were instructed to re-arrange sentences into a logical sequence to make a meaningful paragraph by writing a letter of a corresponding number in the table provided. The question tested the students’ ability to relate events in a logical manner.

- A *The family was composed of four members.*
- B *The four members were Mr&Mrs Jonga and their two children.*
- C *One of the children was a boy and the other was a girl.*
- D *Once upon a time, there was one family living in the village*
- E *The village was known as Songambebe.*

F The boy was called Musa and the girl was Anne.

The question was attempted by 100 percent of the students, of which 9.13 percent scored from 4 to 5 marks, which is a good performance. Moreover, 17.43 percent scored from 2 to 3 marks, which is an average performance and 33.44 percent scored from 0 to 1 mark, which is a weak performance. Among the students with a weak performance, 24.18 percent scored 0. The general performance of the students in the question was therefore good, considering that 66.56 percent scored from 2 to 5 marks. The overall students' performance in the question is summarised in Figure 4.

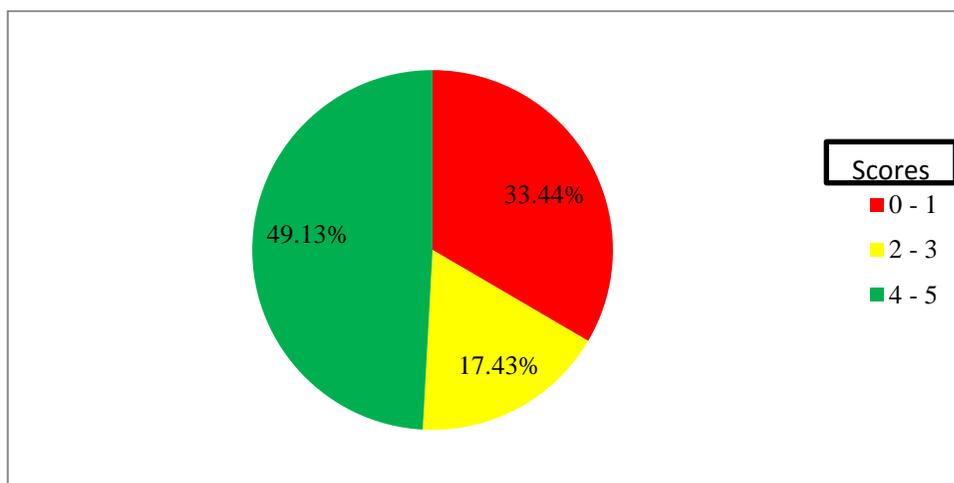


Figure 4: The Percentages of the Students' Performance in Question 4.

The students with a good performance scored from 4 to 5 marks. Those who scored 5 marks were able to identify and use appropriate transitional clues in re-arranging the five jumbled sentences into logical sequences to make a meaningful paragraph. The students recognised the sentence “D” to be the first sentence because it starts with an expression “Once upon a time” which is used at the beginning of children’s stories to mean “a long time ago.” The sentence “E” was identified to be the second sentence because it states a name of the village (Songambe), which was first introduced in the sentence “D”. The sentence “A” was selected to be the third sentence since it starts with a phrase “the family” which refers back to the phrase “one family” in the sentence “D”. The sentence “B” was selected to be the fourth because it mentions the four members of the family introduced in the sentence “A”. The sentence “C” was recognised to be the fifth sentence because it mentions the sex of the two children introduced in

the sentence “B.” Extract 4.1 is a sample of a good response by one of the candidates who scored high marks in the question.

Extract 4.1

ANSWERS

1 st	2 nd	3 rd	4 th	5 th	6 th
D	E	A	B	C	F

Extract 4.1: A response by a student who was able to re-arrange the jumbled sentences in a logical sequence to make a meaningful paragraph.

The students who scored 0 failed to identify and use transitional markers to determine the arrangement of sentences from the first sentence to the last in the given jumbled sentences. As a result, they seemingly guessed answers. Extract 4.2 is a sample of a poor response by one of the students.

Extract 4.2

ANSWERS

1 st	2 nd	3 rd	4 th	5 th	6 th
A	F	B	C	D	F

Extract 4.2: A response by a student who failed to re-arrange the jumbled sentences in a good order to make a meaningful paragraph.

2.2.3 Question 5: Writing a Composition

In this question, the students were instructed to write a composition entitled “My Friend’s Birthday Party.” The question tested the students’ ability to narrate past events. The students were given the following guidelines.

- (a) *When and where was the venue?*
- (b) *How were the people dressed up?*
- (c) *How many people attended the party?*
- (d) *Were there any entertainments, e.g. singing, dancing?*
- (e) *What and how was the food and drinks served?*

The question was attempted by 99.99 percent of the students, of which 17.45 percent scored from 6.5 to 10 marks, which is a good performance.

Moreover, 28.84percent scored from 3 to 6 marks, which is average performance and 53.71percent scored from 0 to 2.5 marks, which is weak performance. Among the students with a weak performance, 35.13 percent scored 0. It was further noted that 0.01 percent avoided the question. The general performance of the students in the question was therefore average, since 46.29percent scored from 3 to 10 marks. The overall students' performance in the question is summarised in Figure 5.

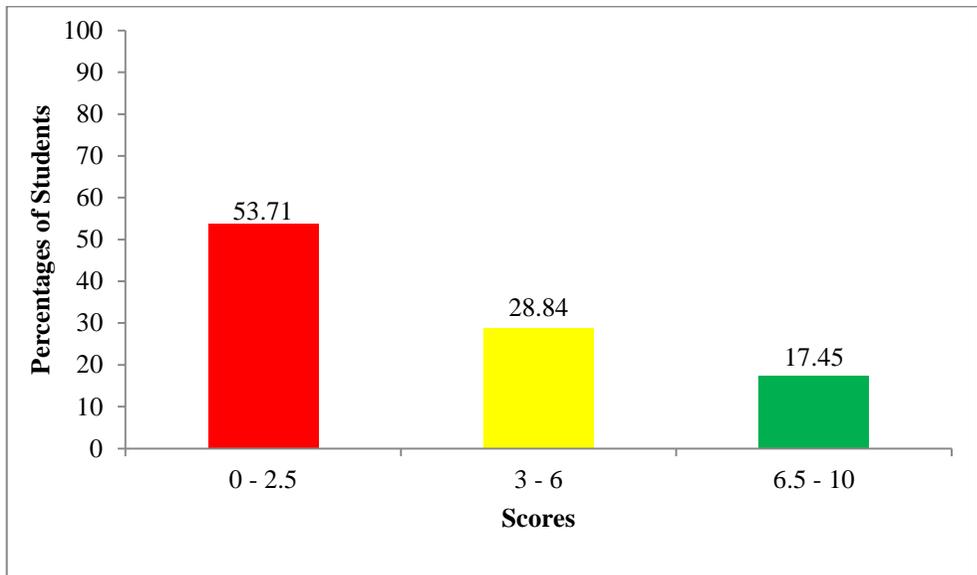


Figure 5: The Percentages of the Students' Performance in Question 5.

A few students who scored from 6.5 to 10 marks demonstrated adequate knowledge of the subject matter. Those who scored 10 marks wrote a composition entitled "My Friend's Birthday Party" using the five guide questions correctly. They also demonstrated a good command of the English Language. They excellently elaborated and organised the points using appropriate words and well-formed sentences. Extract 5.1 is a sample of a good composition by one of the students who scored high marks.

Extract 5.1

MY FRIEND'S BIRTHDAY PARTY

It was on 12th November 2017, at 04:00 p.m when I was preparing myself to go to my friend's birthday party which was held at Jaadani Hall which is in Bagamoyo.

When I reached there, I met so many people. All of them dressed nicely. They looked so good. Then I thought that I didn't do a mistake to choose the cloth that I wore. Otherwise, I could feel shy.

The party had so many people. They reached 500 people. The people were friends, neighbours and even relatives. My friend was very happy seeing that all those people attended her party.

The party went well because it was accompanied with songs, dancing and there were games for children. They happily played dama, rope skipping and draft.

When it reached time for taking, everybody while in a line, passed in a very long table which had various types of foods. You choose any food that you want and serve in your plate. The foods were pilaw, white rice, roasted meat, fried banana, Chapati, meat, samosa and fried chicken. The drinks were mango juice, apple juice and milk. We ate and everybody was satisfied. Then, we went back home after giving our presents to my friend.

Extract 5.1: A good response by a student who wrote a composition about his/her friend's birthday party and thus score highmarks.

The students who scored from 0 to 2.5 marks, which is categorised as a weak performance, failed to write a composition as required. Some of the students tried to invite their friends to a birthday party. Those who scored from 1 to 2 marks failed to elaborate points clearly due to the poor mastery of the English Language. For example, one of such students provided the following explanation: *My friend I like I attended birthday party. There many entertainment, singing, dancing and music.* The following unclear explanations were also provided by one of the students: *birthday party of my friend's attended Monday morning at 2:00. Also were dancing music to singing that day, were eating rice, and drinking drinks.* Another student provided the following explanation: *So was many people in the party people dressed one type of clothes colour which is black. We have 60 people who attended in the party.*

Further analysis of the students' responses shows that the students who scored 0 demonstrated inadequate knowledge of composition writing. Many of such students left the question unanswered. Some of the students invited their friends to a birthday party, as shown in Extract 5.2.

Extract 5.2

BIRTH DAY
 ME ANITA - ALISTIDES
 friend find your welcome of the Birth day of me
 Date 15th December 2017 Sat of Sunday at home
 in the party after noon time 7:00 - 12:00 PM
 evening, to the home welcome
 GOD BLESS YOU.
 ME ANITA - ALISTIDES

Extract 5.2: A response by a student who tried to invite a friend to a birthday party contrary to the task of the question.

There were also the students who just described their daily routines. Others tried to re-arrange the sentences in question 4 and used them as answers to question 5. Others just copied some words or sentences from the passage in question 1 and used them as answers in question 5, as shown in Extract 5.2.

Extract 5.2

my pet is a dog, his name is nene. He has brown and black fur and his hind legs are slightly shorter than the front ones. His ears are always upright. I can remember certainly well the day my father brought him home. It was on 17th December 2015 at that time he was a puppy of two months. It was surely the best day of my life. I held him and tried to be good at him but was a bad day for him but it was a bad day for him since he had been separated from his mother and other puppies. Nene did not eat or drink anything the whole day of. Course I was happy to have him for an owner but his cries made me feel sorry for him and I promised to take good care of him. After three days he started eating well and even played with me. Nene is a lovely dog. He is loved by all members of our family. He comes to greet me whenever I come back from my school. He wears

Extract 5.2: A response by a student who copied some sentences from the passage in question 1 and used them as answers in question 5.

2.3 Section C: Patterns and Vocabulary

This section consisted of three compulsory questions 6, 7 and 8. Question 6 that carried 5 marks, part (a) of question 7 carried 5 marks and part(b) carried 10 marks, making a total of 15 marks. Question 8 had parts (a) and (b) that carried 10 marks each, making a total of 20 marks. The whole section had a total of 40 marks.

2.3.1 Question 6: Completing a Paragraph Using Words Given in a Box

In this question the students were given a paragraph with five blank spaces which were to be filled in using words given in a box. The question tested the correct use of indefinite pronouns.

Someone, nobody, somewhere, everybody, nothing

It was a cold and windy night. Manju and his family were in their sitting room doing (a)..... (b)..... wanted the door closed, but (c)..... stood up to do it. The wind came from (d)..... up the hills. (e) “..... should stand up and close the door, it is too windy for me,” shouted the youngest boy. Surprisingly enough, all of them stood up and rushed to the door.

The question was attempted by 99.99 percent of the students, of which 12.53 percent scored from 4 to 5 marks, which is a good performance. Moreover, 33.47 percent scored from 2 to 3 marks, which is an average performance and 54.00 percent scored from 0 to 1 mark, which is a weak performance. Among the students with a weak performance, 26.73 percent scored 0. The general performance of the students in the question was therefore average, since 46.00 percent scored from 2 to 5 marks. The overall students’ performance in the question is summarised in Figure 6.

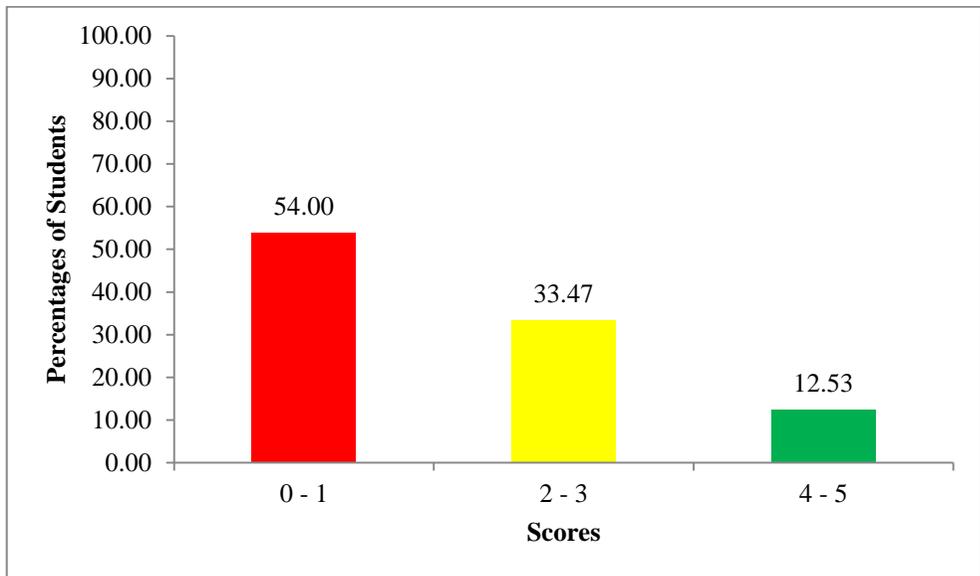


Figure 6: The Percentages of the Students' Performance in Question 6.

The students who scored high marks were able to complete the paragraph using the indefinite pronouns given in the box. These students had adequate knowledge of the meaning and uses of the indefinite pronouns given in the box. They knew that indefinite pronouns are used to refer to people, things or places without saying exactly who or what they are. The indefinite pronouns ending in “-body” or “-one” are used for people, the indefinite pronouns ending in “-thing” are used for things and the indefinite pronouns ending in “-where” are used for places. They thus related the indefinite pronouns to the blank spaces in the paragraph and realised that item (a) required an indefinite pronoun “nothing”, which correlates with a word “nothing.” Normally, people do something or nothing. They also realised that item (b) required an indefinite pronoun “everybody”, which correlates with a clause “wanted the door closed because it was a cold and windy night.” Moreover, they realised that item (c) required an indefinite pronoun “nobody”, which means “no one” stood up to do it.” They further realised that item (d) required an indefinite pronoun “somewhere”, which correlates with a phrase “the wind came from.” They finally realised that the item required an indefinite pronoun “someone”, which implies “any person.” Extract 6.1 is a sample of a good response by one of the students who scored high marks in the question.

Extract 6.1

It was cold and windy night. Manju and his family were in their sitting room doing (a) *Nothing*..... (b) *Everybody*..... wanted the door closed, but (c) *nobody*..... stood up to do it. The wind came from (d) *Some where*..... up the hills. (e) "*Someone*..... should stand up and close the door, it is too windy for me," shouted the youngest boy. Surprising enough, all of them stood up and rushed to the door.

Extract 6.1: A response by students who correctly completed the paragraph by using the words given in the box, thus scoring highmarks.

Contrarily, the students who scored 1 mark or 0 did not have adequate knowledge of the meaning and uses of the indefinite pronouns given. Consequently, they randomly picked the words without considering the meaning of the sentences given. For example, one of the students used an indefinite pronoun "someone" in item (a), without realising that the subsequent sentence: "Manju and his family were in their sitting room doing *someone*" was meaningless. The student also used the word "nothing" in item (b), without realising that the item required an indefinite pronoun "everybody" that refers to people, as signalled by the words "wanted the door closed. However, the student correctly used an indefinite pronoun "nobody" in item (c) to make a meaningful sentence: "nobody stood up to do it." In item (d) the student used the indefinite pronoun "everybody", without realising that the words "came from" correlates with "a place", not "people." In item (e) the student used an indefinite pronoun "somewhere", without realising that the resultant sentence: "*Somewhere* should stand up and close the door,..." was meaningless. Extract 6.2 is a response of a student who failed to complete the paragraph by filling in the blank spaces using the words given in the box.

Extract 6.2

It was cold and windy night. Manju and his family were in their sitting room doing
(a) *Every body*..... (b) *Some where*..... wanted the door closed,
but (c) *nothing*..... stood up to do it. The wind came from (d)
Some one..... up the hills. (e) “ *nobody*..... should stand up and close
the door, it is too windy for me,” shouted the youngest boy. Surprising enough, all of them
stood up and rushed to the door.

Extract 6.2: A response by a student who failed to complete the paragraph by using correct words.

2.3.2.1: Question 7 (a): Filling in the Blanks Using Correct words from the List

In this question, the students were instructed to fill in the blanks using correct words from a given list. The question tested the correct use of prepositions of place, direction and time.

Words: **towards, within, through, after, at**

- (i) *He arrived here.....sunrise.*
- (ii) *The travellers rested.....out the day.*
- (iii) *We are the allocated time.*
- (iv) *The party will start.....6:00pm.*
- (v) *We are heading.....the bus stand.*

2.3.2.2 Question 7 (b): Re-writing Sentences Using Correct Question Tags

In this question, the students were given five sentences to re-write using correct question tags. The question tested the correct use of question tags.

- (i) *Abdallah likes playing tennis.....*
- (ii) *Cats like rats.....*
- (iii) *George does not enjoy reading novels.....*
- (iv) *Your parents hate smoking.....*
- (v) *Reading makes me happy.....*

The question was attempted by 100 percent of the students. Among these students, 76 percent scored from 0 to 4 marks, out of which 7.04 scored 0. Moreover, 17.74 percent scored from 4.5 to 9 marks, which is an average performance and only 6.26 percent scored from 10 to 15 marks, which is a high performance. The general performance of the students in the question was therefore weak, since only 24 percent scored from 4.5 to 15 marks. The overall students' performance in the question is summarised in Figure 7.

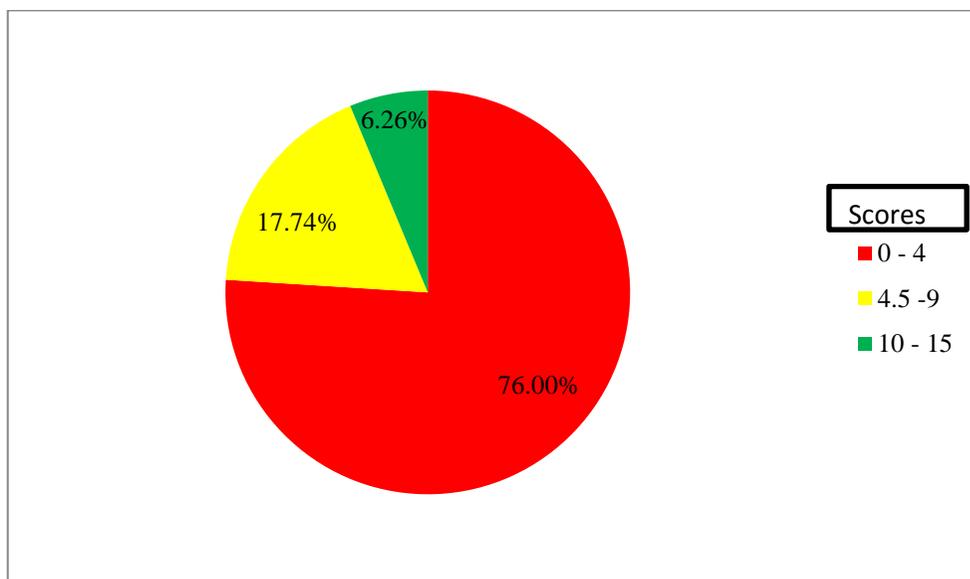


Figure 7: The Percentages of the Students' Performance in Question 7.

The students who scored low marks, including 0 in part (a) of question 7 did not have adequate knowledge of the meaning and uses of the tested prepositions. They thus guessed answers. In attempting item (i), for example, many students in this category used the incorrect prepositions “through”, “towards” or “within.” In attempting item (ii), they used the incorrect prepositions “after”, “through”, “within” or “towards.” In attempting item (iv), they used the incorrect prepositions “within” or “through.” In attempting item (v), they used the incorrect prepositions “at”, “through”, “after” or “within.” Extract 7.1 is a sample of a poor response by one of the students.

Extract 7.1

- (i) He arrived here within sunrise.
- (ii) The travellers rested at out the day.
- (iii) We are towards the allocated time.
- (iv) The party will start through 6:00 pm.
- (v) We are heading after the bus stand.

Extract 7.1: A response by a student who failed to fill in the blank spaces with correct prepositions given in the list.

Conversely, the students who scored high marks in part (a) were able to fill in the blank spaces with correct prepositions given in the list. This suggests that they had adequate knowledge of the meaning and uses of the tested prepositions. They realised, for example, that item (i) required the preposition “at”/“after”, as signalled by the word “sunrise” denoting the time with reference to the appearance of the sun in the morning. They realised that item (ii) required the preposition “through”, which correlates with the words “out” and “day” to imply “the whole day.” They also realised that item (iii) required the preposition “within” denoting “inside” or “not beyond” the allocated time. Moreover, they realised that item (iv) required the preposition “at”/“after” denoting “the time when an event takes place.” Finally, they realised that item (v) required the preposition of direction “towards” denoting “in the direction of the bus stand.” Extract 7.2 is a sample of a good response by one of the students.

Extract 7.2

- (a) Fill in the blanks by using the correct word from the following list.

towards, within, through, after, at

- (i) He arrived here after sunrise.
- (ii) The travellers rested through out the day.
- (iii) We are within the allocated time.
- (iv) The party will start at 6:00 pm.
- (v) We are heading towards the bus stand.

Extract 7.2: A response by a student who was able to fill in the blank spaces with correct preposition given in the list.

Further analysis shows that the students with high marks in part (b) of question 7 were able to re-write the given sentences with their correct question tags. This was an indication that they had adequate knowledge of how question tags are formed. They knew that:

- (i) If a statement is positive, a question tag should be negative and vice versa.
 - (ii) The use of auxiliary verbs changes according to the number (singular or plural) of subjects in statements.
 - (iii) Tenses of verbs in a statement should be the same as those in the tags.
- Extract 7.3 is a sample of a good response by one of the students.

Extract 7.3

- (i) Abdallah likes playing tennis.

Abdallah likes playing tennis, doesn't he?

- (ii) Cats like rats.

Cats like rats, don't they?

- (iii) George does not enjoy reading novels.

George does not enjoy reading novels, does he?

- (iv) Your parents hate smoking.

Your parents hate smoking, don't they?

- (v) Reading makes me happy.

Reading makes me happy, doesn't it?

Extract 7.3: A response by a student who was able to re-write the given sentences with their correct question tags.

On the contrary, the students who scored 0 in part (b) did not have adequate knowledge of question tag formation. Consequently, they provided incorrect sentences, where a positive statement is followed by a positive question tag; for example, *Abdallah likes playing tennis, *does he?* They also provided sentences without agreement between the auxiliary verb in the question tag and the subject in the statement; for example, *Your parents hate smoking, *doesn't they?* Instead of, *don't they?* Moreover, they provided sentences where the tense of the verb in a statement is not the same as those in the tags; for, example, *Abdallah likes playing tennis, *will he?*, as shown in Extract 7.4.

Extract 7.4

- (i) Abdallah likes playing tennis.

..... will he?

- (ii) Cats like rats.

..... Are she?

- (iii) George does not enjoy reading novels.

..... didn't not?

- (iv) Your parents hate smoking.

..... Are you?

- (v) Reading makes me happy.

..... did he?

Extract 7.4: A response by a student who could not insert correct question tags by violating the procedures.

There were also students who changed the structure of the sentences or omitted some parts of the sentences, as shown in Extract 7.5.

Extract 7.5

- (i) Abdallah likes playing tennis.

..... Abdallah likes tennis

- (ii) Cats like rats.

..... cats like

- (iii) George does not enjoy reading novels.

..... does not enjoy reading novels

- (iv) Your parents hate smoking.

..... your parents hate something

- (v) Reading makes me happy.

..... makes me happy

Extract 7.5: A response by a student who violated procedures of inserting correct question tags.

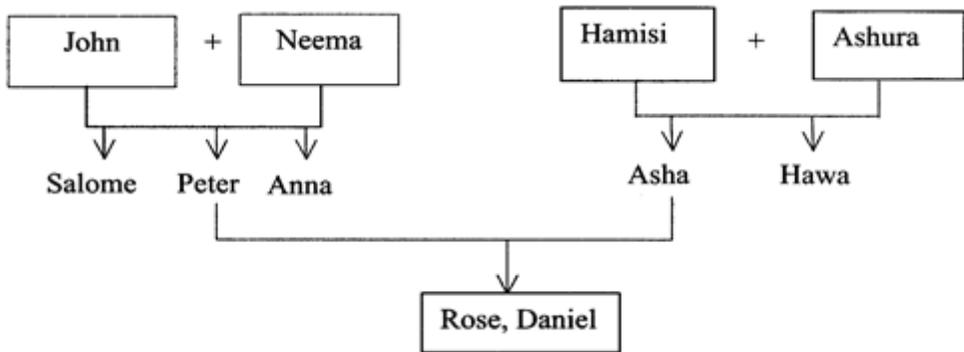
2.3.3.1 Question 8 (a): Re-writing Sentences Using Correct Forms of Verbs in the Brackets

In question 8 (a), the students were given five sentences to re-write using correct forms of verbs in the brackets. The question tested the correct use of the simple present tense.

- (i) Mboka (take) his breakfast at 7:00 a.m. every day.
- (ii) Our cow (go) to the river to drink water every afternoon.
- (iii) She (do) her homework at 5:00 every evening.
- (iv) We (learn) Mathematics every day.
- (v) My brother and I (watch) television every evening.

2.3.3.2 Question 8 (b): Family Relations

In question 8 (b), the students were given a family tree and were required to answer questions based on the relationships between family members. The question tested the students' ability to describe family relationships.



- (i) What is the relationship between John and Neema?
- (ii) How many children do Neema and John have?.....
- (iii) How many children do Hamis and Ashura have?.....
- (iv) Who is Hawa's mother?.....
- (v) Who is Rose's father?.....
- (vi) Who is Salome's brother?.....
- (vii) Who is Asha's father?.....
- (viii) Who is Daniel's mother?.....
- (ix) Who is Ashura's granddaughter?.....
- (x) Who is Hawa's brother in law?.....

The question was attempted by 100 percent of the students, of which 26.91 percent scored from 13 to 20 marks, which is a good performance. Moreover, 63.11 percent scored from 6 to 12.5 marks, which is an average performance and 9.98 percent scored from 0 to 5.5 percent, which is a weak performance. Among the students with a weak performance, only 1.93 percent scored 0. The general performance of the students in the question was therefore good, since 90.02 percent scored from 6 to 20 marks. The overall students' performance in the question is summarised in Figure 8.

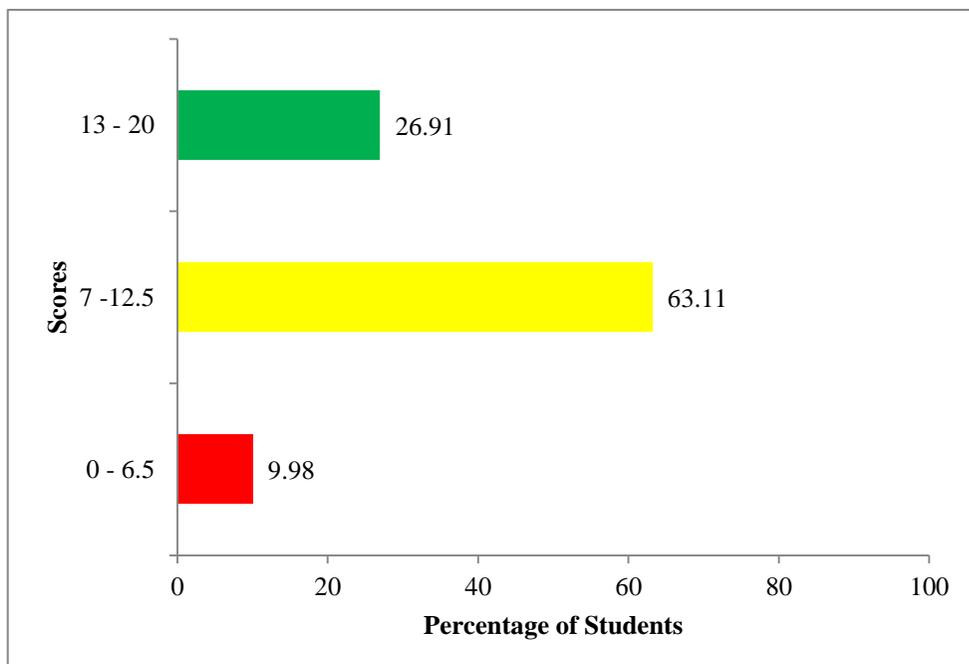


Figure 8: The Percentages of the Students' Performance in Question 8.

The students with high marks in part (a) were able to re-write the given sentences into the simple present tense. For example, they added “s” or “es” for the third person singular, in sentences (i) and (iii). The students also knew that some verbs do not change in their simple present when in collocation with other pronouns in the third person singular form, as in sentences (ii), (iv) and (v). Extract 8.1 is a sample of a good response by one of the students who scored high marks in question 8 (a).

Extract 8.1

- (i) Mboka (take) his breakfast at 7:00 a.m everyday.

Mboka takes his breakfast at 7:00 a.m everyday.

- (ii) Our cows (go) to the river to drink water every afternoon.

Our cows go to the river to drink water every afternoon.

- (iii) She (do) her homework at 5:00 every evening.

She does her homework at 5:00 every evening.

- (iv) We (learn) Mathematics every day.

We learn Mathematics every day.

- (v) My brother and I (watch) television every evening.

My brother and I watch television every evening.

Extract 8.1: A response by a student who correctly changed the verbs in the brackets into the simple present tense.

Contrarily, the students who scored 0 in question 8 (a) failed to re-write the given sentences into the simple present tense. In attempting item (a), for example, one of the students changed the sentence into: *Mboka take his breakfast at 7:00 am every day*. Another student changed it into: *Mboka taken his breakfast at 7:00 a.m. every day*. In attempting item (ii), one of the students changed the sentence into: *Our cows was goes to the river to drink water every afternoon*. Another student changed it into: *Our cow go to the river to drink water every afternoon*. In attempting item (iii), one of the students changed the sentence into: *She done her homework at 5:00 every evening*. In attempting item (iv), one of the students changed the sentence into: *We learns Mathematics every day*. In attempting item (v) one of the students changed the sentence into: *My brother and I watches television every evening*. There were also students who changed the verb in the brackets into the present continuous tense, as shown in Extract 8.2.

Extract 8:2

- (i) Mboka (take) his breakfast at 7:00 a.m everyday.

Mboka is taking his breakfast at 7:00a.m everyday

- (ii) Our cows (go) to the river to drink water every afternoon.

our cows were going to the river to drink water every afternoon.

- (iii) She (do) her homework at 5:00 every evening.

She is doing her homework at 5:00P.m every evening.

- (iv) We (learn) Mathematics every day.

We are learning mathematics every day.

- (v) My brother and I (watch) television every evening.

My brother and I am watching television every evening.

Extract 8.2: A response by a student who changed the verbs in brackets into the present continuous tense instead of the simple present tense.

Further analysis of the students' responses shows that the students who scored high marks in part (b) provided correct relationships between the members in the given family tree. This suggests that they read and understood the family tree and they knew the words used to describe the family members in the English Language. Extract 8.3 is a sample of a good response by one of the students.

Extract 8:3

- (i) What is the relationship between John and Neema?
The relationship between John and Neema is husband and wife.
- (ii) How many children do John and Neema have?
John and Neema have three children.
- (iii) How many children do Hamis and Ashura have?
Hamis and Ashura have two children.
- (iv) Who is Hawa's mother?
Ashura is Hawa's mother.
- (v) Who is Rose's father?
Peter is Rose's father.
- (vi) Who is Salome's brother?
Peter is Salome's brother.
- (vii) Who is Asha's father?
Hamisi is Asha's father.
- (viii) Who is Daniel's mother?
Asha is Daniel's mother.
- (ix) Who is Ashura's grand daughter?
Rose is Ashura's granddaughter.
- (x) Who is Hawa's brother in law?
Peter is Hawa's brother in law.

Extract 8.3: A response by a student who correctly provided the relationships between the members of the given family.

On the contrary, a few students who scored low marks, including 0, failed to answer the questions on the relationship between the members in the given family tree. This suggests that they did not understand the family tree nor did they have adequate knowledge of the words used to describe the family members in the English Language. One of the students, for example, used the names provided in the family as answers. Extracts 8.4 and 8.5 are samples of poor responses in question 8 (b).

Extract 8.4

- (i) What is the relationship between John and Neema?
.. Salome .. peter .. Anna ..
- (ii) How many children do John and Neema have?
.. It is Sammy ..
- (iii) How many children do Hamis and Ashura have?
.. Asha is Hawa best Hamisi Ashura ..
- (iv) Who is Hawa's mother?
.. Hawa is the bas deva ..
- (v) Who is Rose's father?
.. Hawa father no wele ..
- (vi) Who is Salome's brother?
.. Sammy ..
- (vii) Who is Asha's father?
.. Children ..
- (viii) Who is Daniel's mother?
.. best ..
- (ix) Who is Ashura's grand daughter?
.. Ashura is Hamisi ..
- (x) Who is Hawa's brother in law?
.. John .. Hawa ..

Extract 8.4: A response by a student who failed to answer questions on the relationship between the members of the given family.

Extract 8.5

- (i) What is the relationship between John and Neema?
..Son.....
- (ii) How many children do John and Neema have?
..Son.....
- (iii) How many children do Hamis and Ashura have?
..Son.....
- (iv) Who is Hawa's mother?
..mother in law.....
- (v) Who is Rose's father?
..father in law.....
- (vi) Who is Salome's brother?
..grand daughter.....
- (vii) Who is Asha's father?
..grand father.....
- (viii) Who is Daniel's mother?
..grand mother.....
- (ix) Who is Ashura's grand daughter?
..Soun.....
- (x) Who is Hawa's brother in law?
.....

Extract 8.5: A response by a student who failed to answer questions on the relationship between the members of the given family.

2.4 Section D: Reading Programme

There were two compulsory questions in this section. Question 9 was from Class Readers and question 10 was from Poetry. Each question carried ten (10) marks, making a total of 20 marks for the section. The questions tested the students' ability to interpret simple class readers and poems.

2.4.1 Question 9: Class Readers

In this question, the students were instructed to select one class reader they had read from the given list and answer questions given. The question tested the students' ability to interpret simple stories read.

LIST OF CLASS READERS

The Magic Garden	K. R Cripwell (1977), William & Collins Sons and Company Ltd., Great Britain.
Kalulu the Hare	F. Worthington (1937), Longman, England.
Hawa the Bus Driver	R. S. Mabala (1988), Ben & Company, Dar es Salaam.
Fast Money	K. R Cripwell (1978), William & Collins Sons and Company Ltd., Great Britain.
Mabala the Farmer	R. S. Mabala (1988), Ben & Company, Dar es Salaam.
The Death Factory	B. Mapalala (1996), Heinemann Educational Publishers, Great Britain.
The Pearl	J. Steinbeck (1948), William Heinemann Ltd., Great Britain.

- (a) Give the title and the author of the book.
- (b) Name two important characters in the story and briefly say what they did.
- (i)
- (ii)
- (c) Is the story interesting? Why?
-
- (d) Give two lessons you have learnt from the story
- (i)
- (ii)
- (e) Is the story relevant to our real society? Why?
-

The question was attempted by 100 percent of the students, of which 2.67 percent scored from 6.5 to 10 marks, which is a good performance. Moreover, 34.22 percent scored from 3 to 6 marks, which is an average performance and 23.11 percent scored from 0 to 2.5 marks, which is a weak performance. Among the students with a weak performance, only 4.58 percent scored 0. The general performance of the students in the question was therefore good, since 76.89 percent scored from 3 to 10 marks. The overall students' performance in the question is summarised in Figure 9.

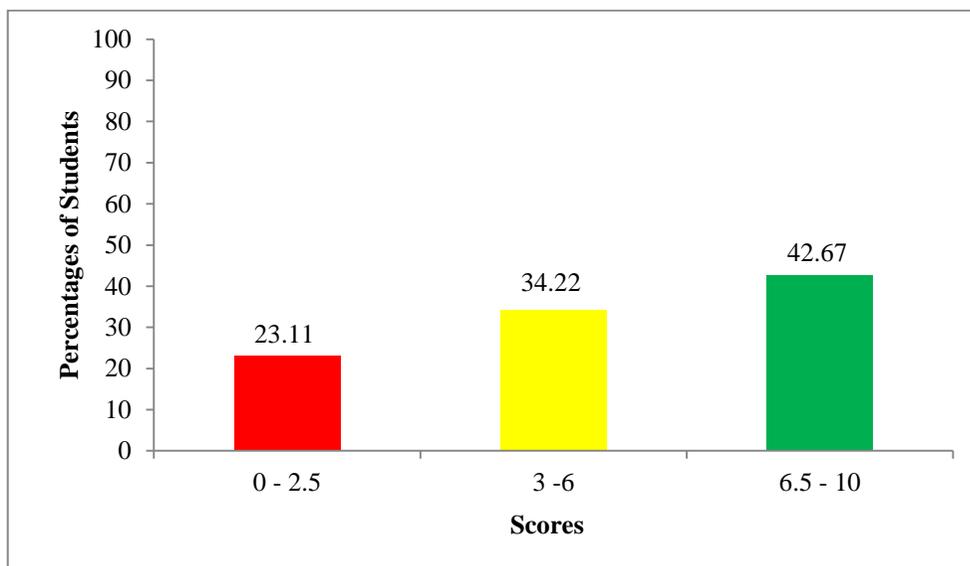


Figure 9: The Percentages of the Students' Performance in Question 9.

The students with high marks scored from 6.5 to 10 marks depending on the clarity of the response to a given item. Those who scored 10 marks were able to mention the title and the author of the Readers; for example, *Mabala the Farmer* written by *R. S Mabala*. They also mentioned two important characters in the class readers, for example, Mabala, Mauja and Martina and explained what these characters did. Moreover, they clearly explained that the story is interesting and relevant to our real life because there are lazy people in our societies getting problems like Mabala. They provided lessons they learnt from the story; for example, "laziness makes life difficult", "we should be careful with our money" and "being good mothers like Mauja the hard worker, not to be lazy like Mabala." They also elaborated points using of appropriate words and well-formed sentences. Extract 9.1 is a sample of a good response by one of the students.

Extract 9.1

- (a) Give the title and the author of the book.

The title of the book is *Mabala the Farmer* written by Richard S. Mabala.

- (b) Name two important characters in the story and briefly say what they did.

(i) Mabala - he was a man who didn't know how to live a village life, he also didn't know about the principles of cultivating. For example, he applied fertilizer on each maize plant, instead of applying to the soil.

(ii) Mauja - the wife of Mabala, she was a caring and hardworking woman. She tried to her level best to advice her husband and at long last, she succeeded.

- (c) Is the story interesting? Why?

The story is so interesting because it shows some kind of fun, like when Mabala carried sugar to the farm as fertilizer and when he applied fertilizer on each maize plant.

- (d) Give two lessons you have learnt from the story.

(i) I have learnt to be responsible to my duties, like Mauja, even though I face many challenges, and avoid laziness like Mabala.

(ii) I have learnt to listen to other people's advices and avoid to pretend that I know everything.

- (e) Is the story relevant to our real society? Why?

The story is relevant to our society, since there are many families in today's life who live like Mabala and his wife whereby the husband is lazy depending on his wife to do everything.

Extract 9.1: A response by a student who correctly answered the questions using *Mabala the Farmer* by R. S. Mabala.

Conversely, the students who scored low marks in the question failed to respond as required. Many of the students in this category managed to write the title of the books and the authors but failed to provide answers to other items. Further analysis shows that many of the students who scored 0 avoided the question or just copied titles of the class readers or publishers

given and used them as answers. The responses provided by the students with low marks, including 0 indicate that, they did not thoroughly understand the class readers given in the list. Extract 9.2 is a sample of a poor response by one of the students.

Extract 9.2

- (a) Give the title and the author of the book.
 HAWA the Bus Driver - R. S. Mabala (1982), Ben Company,
 Dar es Salaam.
- (b) Name two important characters in the story and briefly say what they did.
- (i) Mabala the Farmer - R. S. Mabala (1982), Ben & Company,
 Dar es Salaam.
 The Death factory - B. Mapalala (1996), Heinemann Ed
 ucational publishers, Great Britain.
- (ii) fast money - K. B. Crepueil (1972), William & Collins
 Sons and Company - L. T. D. Great Britain.
 The Kallulu the Hare - F. Westington (1937), Long
 man, England.
- (c) Is the story interesting? Why?
 is the Characters in the story HAWA The Bus Driver
 Characters of the story is Dar es Salaam City.
 The main Characters in a place of the HAWA Ibrahim
 The Author of the book Richard S. Mabala
- (d) Give two lessons you have learnt from the story.
- (i) HAWA The Bus Driver is the Characteristics of the
 story in Dar es Salaam City.
- (ii) Richard S. Mabala is the Author of the Book
 It is the place in the Dar es Salaam.
- (e) Is the story relevant to our real society? Why?
 The magin Garden K. B. Crepueil (1977), William &
 Collins Sons and Company L. T. D. Great Brit
 ain

Extract 9.2: A response by a student who failed to answer all questions on class readers given in the list.

2.4.2 Question 10: Poetry

In this question, the students were instructed to read a given poem and answer questions that followed. The question tested the students' ability to read and interpret the poem.

*Twinkle twinkle little star
How I wonder what you are
Up above the world so high
Like a diamond in the sky*

*When the blazing sun is set
And the grass with dew is wet
Then you show your little light
Twinkle, twinkle, all the night.*

Questions

(a) *What is the title of this poem?*

.....

(b) *What is it compared to the diamond?*

.....

(c) *Where are the stars found?*

.....

(d) *When can the stars be seen?*

.....

(e) *What can you learn from a poem?*

.....

The question was attempted by 99.98 percent of the students, of which 17.71 percent scored from 6.5 to 10 marks, which is a good performance. Moreover, 28.71 percent scored from 3 to 6 marks, which is an average performance and 53.58 percent scored from 0 to 2.5 marks, which is a weak performance. Among the students with a weak performance, 27.09 percent scored 0. The general performance of the students in the question was therefore average, since 46.42 percent scored from 3 to 10 marks. The overall students' performance in the question is summarised in Figure 10.

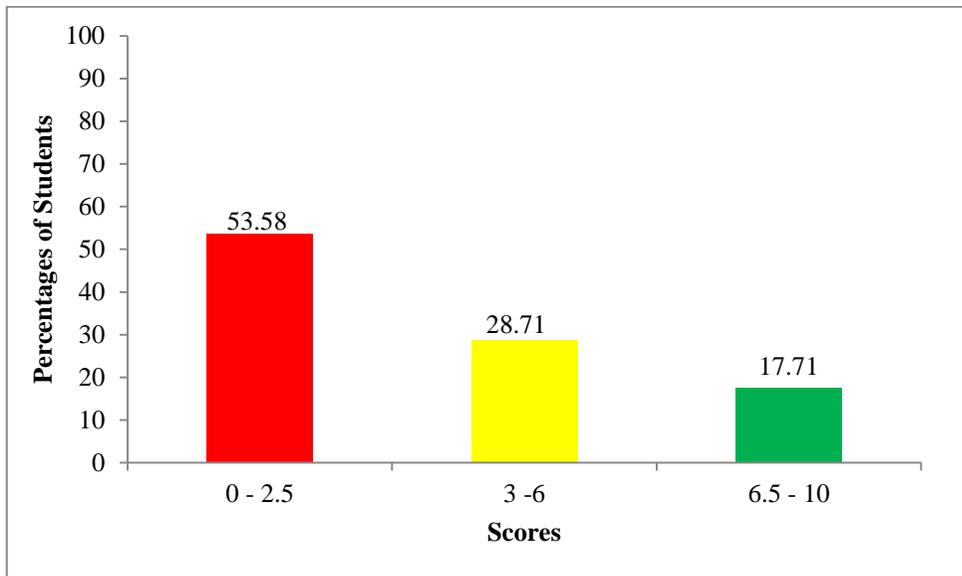


Figure 10: The Percentages of the Students' Performance in Question 10.

The students with high marks were able to read and understand what was written in the poem. As a result, they were able to answer questions on the given poem. Extract 10.1 is a sample of a good response by one of the students who scored high marks in the question.

Extract 10.1

- (a) What is the title of this poem?

LITTLE STARS IN THE SKY

- (b) What is it compared to the Diamond?

Stars are compared to the Diamond

- (c) Where are the stars found?

Stars are found in the sky

- (d) When can the stars be seen?

The stars can be seen at night or during the night

- (e) What can you learn from a poem?

What I learn from the poem is that we must behave well in our society in order to shine, and we must be as a mirror of the society for people to learn and behave the way we are doing

Extract 10.1: A response by a student who read the given poem and correctly answered the questions given.

On the contrary, the students who scored low marks in the question failed to respond as required, probably due to the inadequate interpretation skills or the poor command of the English Language. Many of the students in this category managed to answer items (a) or (b) but failed to answer other items in the question. Further analysis shows that some of the students who scored 0 just copied items in the question without providing answers. Others copied some words in a verse, lines or all stanzas of the poem and used them as answers, as shown in Extract 10.2.

Extract 10.2

(a) What is the title of this poem?

The title of this poem is you.

(b) What is it compared to the Diamond?

It compared to the Diamond is in this sky.

(c) Where are the stars found?

Are the stars found in four

(d) When can the stars be seen?

Can the stars be seen in 1988

(e) What can you learn from a poem?

Can you learn from a poem is about grass with dew
in the stanzas of the poem

Extract 10.2: A response by a student who failed to answer the question on the given poem.

3.0 PERFORMANCE OF THE STUDENTS IN EACH TOPIC

Four topics were examined in the English Language subject in FTNA 2017. These are *Comprehension and Summary*, *Language Use*, *Patterns and Vocabulary* and *Reading Programme*.

The analysis indicates that question 8 under *Patterns and Vocabulary* had a good performance, since 90.02 percent of the students scored from 6 to 20 marks. Question 1 under *Comprehension and Summary* ranked second, since 86.17 percent of the student scored from 4.5 to 15 marks. Question 9 under *Reading Programme* had a good performance, since 76.89 percent of the students scored from 3 to 10 marks. Question 3 under *Language Use* had a good performance, since 73.36 percent of the students scored from 2 to 5 marks. Question 4 under *Language Use* had a good performance, considering that 66.56 percent of the students scored from 2 to 5 marks.

Moreover, the analysis indicates that question 2 under *Comprehension and Summary* had an average performance, since 42.61 percent of the students scored from 2 to 5 marks. Question 10 under *Reading Programme* had an average, since 46.42 percent of the students scored from 3 to 10 marks. Furthermore, question 5 under *Language Use* had an average performance, since 46.30 percent of the students scored from 3 to 10 marks. Question 6 under *Patterns and Vocabulary* had an average performance, since 46.00 percent of the students scored from 2 to 5 marks. Finally, question 7 under *Patterns and Vocabulary* had a weak performance, since only 24 percent of the students scored from 4.5 to 15 marks.

The students' performance in each item and topic is summarised in the Appendix, where green colour represent a good performance, yellow colour an average performance and red colour a weak performance.

4.0 CONCLUSION

The general performance of the students in the English Language subject in FTNA 2017 was good. The students performed well because of their ability to identify tasks of the questions, were able to follow instructions, had adequate competence in concepts related to English Language topics and were able to explain and elaborate points using appropriate words and well-formed sentences. Conversely, a few students performed poorly due to their inability to identify tasks of the questions, lack of knowledge of the tested topics and the poor mastery of the English Language.

5.0 RECOMMENDATIONS

In order to maintain a good performance of the students in English Language subject, it is recommended that:

- 1.1 Students should be given a lot of tasks which will help them practise all the four language skills namely speaking, listening, reading and writing. This will eventually enable them to speak, listen, read and write various English Language texts.
- 1.2 Students should be guided to read class readers and poems recommended in the reading programme to enable them to improve their comprehension and analysis skills, which were seen lacking in some of the students' responses.
- 1.3 Students should be guided and encouraged to read intensively and extensively to enable them to improve their vocabulary and grammar competences. This will enable them to use vocabulary and grammatical elements correctly.

Appendix

S/N	Topic	Questions Number	The Percentages of Students who Scored an Average of 30 Percent or Above	Remarks
1.	Comprehension and Summary	1	86.17	Good
		2	42.61	Average
2.	Language Use	3	73.36	Good
		4	66.56	Good
		5	46.30	Average
3.	Reading Programme	9	76.89	Good
		10	46.42	Average
4.	Patterns and Vocabulary	8	90.02	Good
		6	46.01	Average
		7	24.00	Weak

