



**THE UNITED REPUBLIC OF TANZANIA
MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY
NATIONAL EXAMINATIONS COUNCIL OF TANZANIA**



**STUDENT'S ITEM RESPONSE ANALYSIS REPORT
ON THE FORM TWO NATIONAL ASSESSMENT
(FTNA) 2020**

ENGLISH LANGUAGE



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FOREWORD

This report is based on the students' Items Response Analysis (SIRA) on the Form Two English Language National Assessment which was conducted in November 2020. The aim of this report is to give feedback to all education stakeholders on the factors which contributed to the students' performance in English Language.

The Form Two National Assessment (FTNA) is a formative evaluation which intends to monitor students' learning in order to provide feedback that can be used by teachers and students to improve their teaching and learning respectively.

The analysis done in this report shows clearly the factors which justify the students' performance in the English Language subject. The students who had high scores had adequate knowledge of tenses and grammatical rules, sufficient basic vocabulary for use in different contexts, ability to interpret simple stories and poems as well as ability to interpret and combine concepts in a comprehension passage. However, the students who scored low marks faced some difficulties in answering questions such as failure to interpret the questions and insufficient knowledge of the concepts tested.

This report will help students to identify their strengths and weaknesses they need to work on in the course of learning and before they sit for their final examinations predominantly the Certificate of Secondary Education Examination (CSEE). It will help teachers to identify the challenging areas and address problems immediately during the teaching and learning process.

The expectations of the National Examinations Council of Tanzania is that, the feedback provided in this report will trigger all the education stakeholders such as Curriculum Developers, Education Quality Assurers and Policy Makers to take the proper measures to improve teaching and learning process in the English Language subject. Ultimately, the measures taken will help students to acquire the required knowledge, skills and competences for better performance in the future.

The Council appreciates all who in one way or the other contributed to the preparation of this report.



Dr. Charles E. Msonde
EXECUTIVE SECRETARY

1.0 INTRODUCTION

This report presents an in- depth analysis of the students’ performance in the English Language subject for the Form Two National Assessment (FTNA) which was conducted in November 2020. The English Language Assessment was set in accordance with the English Language subject syllabus of 2010 and the English Language subject Assessment format of 2017.

The English Language Assessment for FTNA 2020 tested the students’ competences on *Comprehension and Summary*, *Language Use*, *Patterns and Vocabulary* and *Reading Programme*. This paper comprised four sections; Section A, B, C and D with a total of ten compulsory questions. Section A, on *Comprehension and Summary*, had two questions with a total of 20 marks. Section B, on *Language Use*, comprised three questions which carried a total of 20 marks. Section C, which was about *Patterns and Vocabulary*, had three questions with a total of 40 marks. Section D, on *Reading Programme* had two questions, each carrying 10 marks, making a total of 20 marks.

The analysis of the students’ performance in each topic is done based on the three categories of performance. The performance ranging from 65 to 100 per cent is categorised as good, that from 30 to 64 per cent as average, and from 0 to 29 per cent as weak. Three colours have been used to represent the performances: green indicates good performance, yellow represents an average performance and red denotes weak performance. The analysis is based on the average percentage of the students who scored an average of 30 per cent or above of the marks allocated to the question. The students’ performance in each topic is summarised in Appendices A and B.

The number of students who sat for the English Language National Assessment in November 2020 was 601,412. Among these, 485,656 (81.0%) passed with different grades. In comparison with 2019, where 570,734 students sat for the assessment, of which 456,888 (80.05%) passed with different grades as seen in Table 1.

Table 1: Students Pass Grades in FTNA 2019 and 2020, English Language National Assessment

Year	Grades	A	B	C	D	F
2019	% of students	7.22	6.05	27.43	39.36	19.95
2020	% of students	11.7	7.1	27.0	35.1	19.1

The 2020 English Language performance is good when compared to the 2019's performance since the results indicate that the 2020 performance has increased by 1.0 per cent when compared to 2019's performance.

2.0 ANALYSIS OF THE STUDENTS' PERFORMANCE IN EACH QUESTION

2.1 Section A: Comprehension and Summary

This section consisted of two (2) compulsory questions; question 1 and 2. Question 1 consisted of part (a) which weighed 10 marks and part (b) which weighed 5 marks. Question 2 weighed 5 marks, making a total of 20 marks.

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

The students were instructed to read a given passage and answer the questions in order to test their reading and comprehension skills. The question had two parts; (a) and (b). In part (a), they were supposed to answer the given five questions in the blank spaces by using the correct information from the passage. In part (b) basing on the passage, the question demanded students to write True for the correct statements and False for the incorrect statements.

The given passage was:

A debate is a public meeting in which speeches and arguments are made on a particular issue or topic. The debate aims at making a discussion on a particular topic. The topic for debate is known as the motion or resolution. An example of a motion might be "advertisements do more harm than good"

In any debate, there are always two sides; those who support the motion and those who oppose the motion (opposing side). There should also be an audience to listen to the arguments and to participate. The debate is controlled by the chairperson and sometimes assisted by a timekeeper in time keeping.

The debate begins with the chairperson reading out the motion and this is followed by the speakers from each side. The first to speak is the main speaker who is the proposer/supporter of the motion. He or she is followed immediately

by the main speaker on the opposing side. Thereafter, speakers from each side who support what the main speakers have said from both sides follow.

After the opening speeches, the chairperson declares the motion open to the floor. Anyone in the audience can now speak for or against the motion, but must get permission from the chairperson.

After sufficient discussion, the chairperson asks the main speakers from both sides to 'sum up'. The side that opposes first argues why people should vote against the motion; the proposer side is then asked to summarise why people should support the motion.

The final stage of the debate is to vote on the motion. The speakers and audience may vote for against or abstain if not agreeing with either side. The votes are counted and the chairperson announces the result and the winner.

The questions from the passage in part (a) were:

- (i) What is the suitable title for this passage?*
- (ii) What makes a debate more interesting?*
- (iii) State the main role of the chairperson in a debate.*
- (iv) What is the name of the group that is against the motion?*
- (v) Give the importance of a debate?*

The True/ False statements in part (b) were as follows:

- (i) A debate is a public meeting in which speeches and arguments are written on a particular topic.....*
- (ii) A debate is only conducted in schools.....*
- (iii) In any debate, two sides are involved on arguments.....*
- (iv) Proposers support the motion.....*
- (v) To harm means to bring positive charges.....*

This question was attempted by 100 per cent of the students, out of which 20.2 per cent scored from 10 to 15 marks. Apart from that, 52.9 per cent scored from 5 to 9 marks and 26.9 per cent scored from 0 to 4 marks. However, 0.5 per cent scored 0. The general performance of the students in this question was good since 73.1 per cent had scores that ranged from 5 to 15 marks. The overall students' performance in the question is summarised in Figure 1.

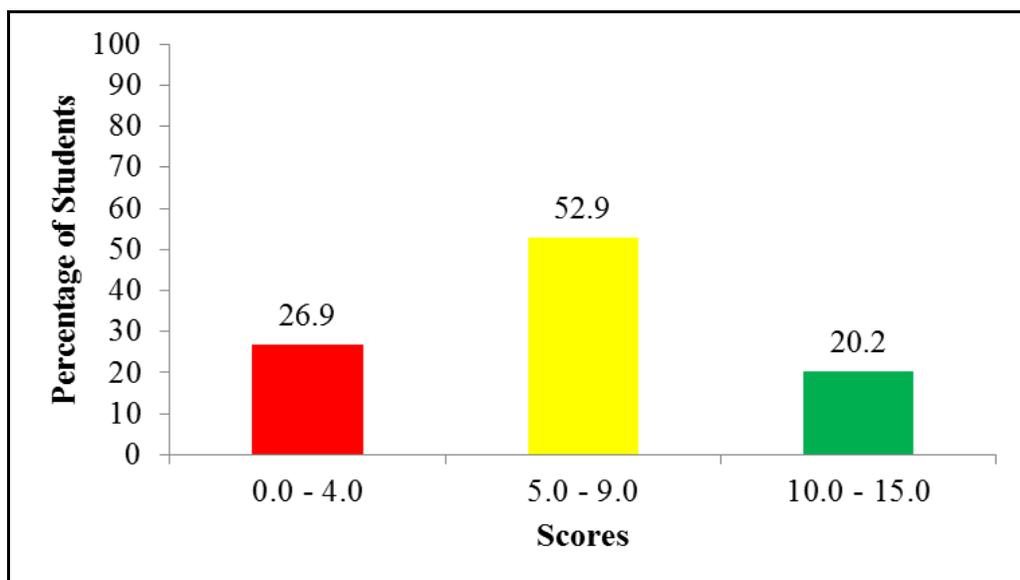


Figure 1: Percentages of the Students' Performance in Question 1

The students with good performance in this question accounted for 20.2 per cent; they had their marks ranging from 10 to 15 marks. This variation was determined by the strengths of the points and clarity of their explanations. Those who scored 15 marks were able to read and obtain meaning from the given passage. Hence, they answered questions in part (a) with correct information obtained from the passage. In item (i), the students were able to suggest the suitable title for the passage and they wrote *DEBATE*. Apart from the fact that the word *debate* being repeated or mentioned in the first line of paragraph one, two, three and six, the students also understood that it is the central idea presented throughout the passage.

In item (ii), the students were able to know various things that make a debate more interesting such as good motion, good organisation, and the role of the chairperson or active participation from the audience due to their ability in reading and understanding the passage.

In item (iii), the students were able to state the main role of the chairperson which is to control the debate. Additionally, he/she reads out the motion and declares the motion open to the floor. In item (iv), the students were able to name the group that is against the motion as opposers. These students realised that in paragraph two, the sides taking part in a debate had been mentioned, hence they comprehended that those who oppose the motion are known as opposers (opposing side).

Furthermore, in item (v), the students were able to give the importance of a debate which includes making discussion on a particular topic and reach a resolution (to solve a problem). Others include, debates educate people on certain issues also it makes speakers courageous and confident. Extract 1.1 is a sample of a correct response from a student who scored high marks.

(i) What is the suitable title for this passage? DEBATE
(ii) What makes a debate more interesting? A debate becomes more interesting when there are two groups with different ideologies the opposers and proposers.
(iii) State the main role of the chairperson in a debate. The chairperson controls the debate and also he is the one who reads out the motion before the discussion begins.
(iv) What is the name of the group that is against the motion? Opposers
(v) Give the importance of a debate? A debate aims at making a discussion on a particular topic.

Extract 1.1: A response of a student who comprehended the passage and provided correct information from it to answer question 1(a).

The analysis of the students' responses in part (b) shows that the students who identified *True* or *False* statements showed good understanding in reading for comprehension because they were able to identify the sentences or paragraphs where the statements were found. They were able to identify some word signals

or language clues which helped them to judge whether the given statements were correct or incorrect. Hence, they could identify all the correct and incorrect statements based on the information contained in the passage. For example, they identified the sentence in item (i) as *False*. Despite the fact that the sentence was taken from the passage, there is an addition of one word *written* which changes the meaning of a debate. The students were able to understand that, the word *made* was replaced by the word *written* resulting into two different sentences in meaning; therefore they judged it to be *False*.

Apart from that, in item (ii), the students were able to show their understanding on a debate by writing *False* to negate that “A debate is only conducted in schools”. They understood that the word *only* made the statement to be incorrect. A debate can be conducted in different settings other than schools like in Political arena, sports matters and other social or economic issues.

In item (iii), they were capable of demonstrating their knowledge and understanding on debate, groups involved and how to organise it. This helped them to supply *True* response to support that in every debate, two sides are involved on arguments. There is no any debate conducted on whatsoever matter when only one side is involved.

In item (iv), the students were able to read, understand and remember what they read in the passage that in every debate, there are two groups; one of them are the proposers that support the motion, hence they wrote *True*. Furthermore, in item (v), the students were able to show their understanding on the given motion “advertisements do more harm than good” In this motion, they were able to understand that, the words *harm* and *good* are antonyms; the words with different meanings, hence the opposite of a word *good* is *bad*. They were also able to know that the use of a word *than* indicates two things of different qualities. Hence they wrote *False*. Extract 1.2 is a sample of a good response from a student who scored high marks in question 1 part (b).

For each of the following statements, write **TRUE** if the statement is correct or **FALSE** if the statement is not correct in the blank spaces provided.

- (i) A debate is a public meeting in which speeches and arguments are written on a particular topic **FALSE**
- (ii) A debate is only conducted in schools **FALSE**
- (iii) In any debate, two sides are involved on arguments **TRUE**
- (iv) Proposers support the motion **TRUE**
- (v) To harm means to bring positive changes **FALSE**

Extract 1.2: A response of a student who identified the True and False statements using the information from the passage in order to answer question 1 (b).

Conversely, the analysis indicates that 52.9 per cent of the students who scored 5 to 9 marks exhibited the following weaknesses. Those students provided few correct points or they mixed correct and incorrect points in their answers. They failed to supply all correct responses because they had insufficient knowledge and comprehension skills to enable them to read and respond to the questions from the passage.

On the other hand, the students who scored 0 in part (a) of the question failed to demonstrate their ability to read and understand the passage in order to use the information to answer the question. These students ended up supplying incorrect or irrelevant responses to the questions asked. For example, in answering item (i), one of the students responded as follows: *aims at making a discussion on particular topic*. The student copied the sentence from a passage as the answer. Another student gave the following response: *Chairperson*. Some of the students in this category left the item unattended. Additionally, the analysis shows that some of the students copied instructions of the question as an answer, for example one of them responded: *carefully and answer the questions that follow*. These responses suggest that, the students failed to comprehend the question which required them to provide the title of the passage due to poor mastery of English Language.

Similarly, in item (ii), the students were asked to state what makes a debate more interesting. However, the students failed to understand the question, since their responses were contrary to the task of the question. One of the responses which reflected lack of understanding was; *harm than good*. Another student in this category wrote; *butu mushomo thoni truper but not aguing worth volate*. These students were not aware that, it is good motion or good organisation along with participation of the audience that makes a debate more interesting.

Moreover, in item (iii), the students were asked to state the main role of the chairperson in a debate. However, due to poor English Language ability, they failed to use the information contained in the second paragraph in order to answer the question correctly. For example, one of the students wrote; *in a debate chairperson is one chairperson*. Another student wrote irrelevant response as *anyone*. Some of the students copied a few sentences from the passage as the responses. One of the students in this category responded *timekeeper, time keeping and sometime* contrary to the requirements of the question.

In item (iv), the students failed to identify the group in a debate that is against the motion. The correct answer was Opposing side; however, the students in this category exhibited a number of weaknesses. For example, one of the students responded *resolution*. Another student wrote *chairperson* as the answer. Yet another student wrote 'winner' as the answer. One of the students responded 'my name is debate'. Others copied some sentences in the passage as their responses.

In item (v), the students were asked to give the importance of a debate. The correct answer was to make discussion on a particular topic and reach a resolution (to solve a problem). However, the students provided incorrect responses contrary to the requirements of the question. For example, one of them wrote *advertisements* while another responded *proposer and supporter*. Moreover, some of the students in this category left the question unattended whereas others copied some sentences from the passage as the response. This is a manifestation of insufficient knowledge exhibited by these students. A sample of a poor response by one of the students in this category is given in Extract 1.3.

- (i) What is the suitable title for this passage?
 The first to speak is the mainspeaker who is the proposer/supporter of the motion.
- (ii) What makes a debate more interesting?
 The speakers and audience may vote for or against or abstain if not agreeing with either sides.
- (iii) State the main role of the chairperson in a debate.
 out Thereafter speakers from each side who support what the main speakers have said from both sides follow.
- (iv) What is the name of the group that is against the motion?
 but must get permission from the chairperson
- (v) Give the importance of a debate?
 He or she is followed immediately by the main speaker on the opposing side.

Extract 1.3: A response of a student who scored low marks in question 1 (a).

Extract 1.3 shows a sample of response by a student who manifested limited comprehension skills to enable him/her to read and respond correctly to the questions from the passage. The student thus, copied some of the sentences from the passage as a response.

Likewise, the students who failed to identify the *True* and *False* statements in part (b) were unable to utilise the information provided in the passage due to lack of reading for comprehension skills and poor command of the English Language. These students lacked the knowledge to relate the terms stated in the statements with those used in the passage. For example, in item (i), the students wrote *True* because they were not aware on the word written which disqualifies the speeches and arguments to be termed as debate.

Additionally, they supplied *True* in item (ii) due to the fact that they overlooked the presence of the word *only*. The word *only* isolates other settings where debates are conducted; hence the correct answer was *False*. Moreover, in item (iii), which is *True*, they wrote *False*. They were unaware that in any debate, there must be two sides opposing each other on arguments. In item (iv), these students wrote *False* instead of *True* as they did not comprehend the meaning of the word *proposers*. In item (v), the correct answer was *False* because the

word *harm* is a negative one. Thus, it cannot bring positive changes. However, the students supplied *True* as response. Extract 1.4 is a sample of a poor response from a student who scored 0.

(b) For each of the following statements, write TRUE if the statement is correct or FALSE if the statement is not correct in the blank spaces provided.
(i) A debate is a public meeting in which speeches and arguments are written on a particular topic TRUE
(ii) A debate is only conducted in schools TRUE
(iii) In any debate, two sides are involved on arguments FALSE
(iv) Proposers support the motion FALSE
(v) To harm means to bring positive changes TRUE

Extract 1.4: A poor response of a student who supplied incorrect response.

Extract 1.4 shows a response by a student who wrote *True* instead of *False* to incorrect answers. Yet the student wrote *False* instead of *True* to correct answers, hence scored 0.

2.1.2 Question 2: Completing a Passage

In this question, the students were given a passage with five blank spaces which were to be completed using the words given in a box. The question aimed at testing the students' ability to give directions and to locate various destinations by using relevant vocabulary and phrases. The following were the words/phrases given to fill in the blank spaces in the passage.

between, zebra crossing, left, behind, straight ahead

The following was the passage given to be filled:

For you to reach Mtakuja Secondary School, walk (i).....about 20 metres on your right, you will see Azania Bank. Stop at the (ii)....., cross it, then turn (iii)..... In front of you, you will see a Chinese restaurant located (iv)..... Paradise Hotel and Upendo Social Hall. (v)..... the restaurant, there is a road leading to Mtakuja Secondary School, which is only about 10 metres from the restaurant.

This question was attempted by 100 per cent of the students, out of which 26.9 per cent scored from 4 to 5 marks. Additionally, 34.0 per cent scored from 2 to 3 marks and 39.1 per cent scored from 0 to 1 mark. Among the students with weak performance, 17.3 per cent scored 0. The general performance of the students in this question was average since 60.9 per cent had scores that ranged from 2 to 5 marks. The overall students' performance in the question is summarised in Figure 2.

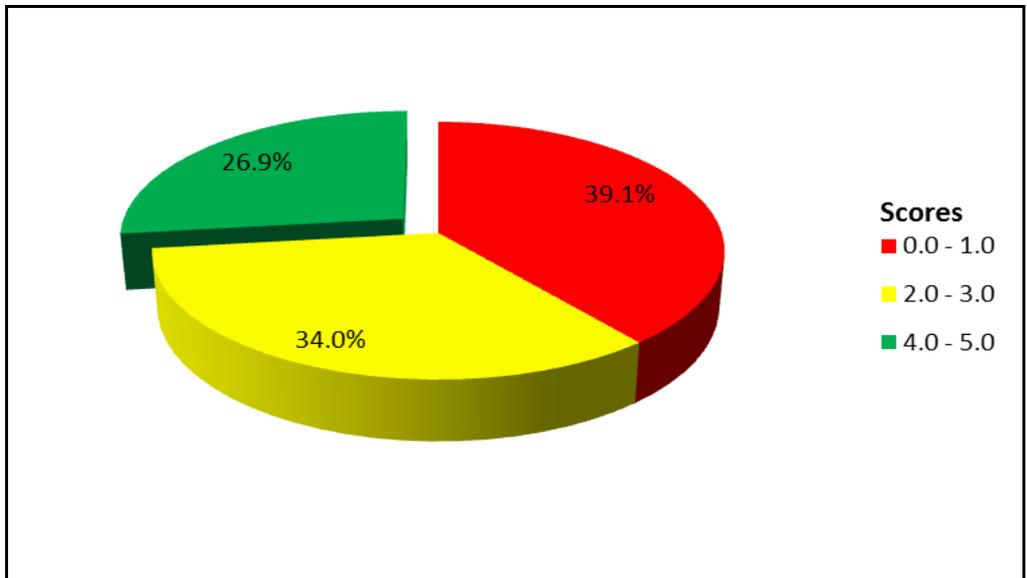


Figure 2: Percentages of the Students' Performance in Question 2

The analysis shows that, 26.9 per cent of the students whose scores ranged from 4 to 5 were able to read the short passage and identify the locations of the places using relevant vocabulary or phrases. They were also able to demonstrate adequate competence in locating places. For example, in item (i), the students were able to know that, there were two points; the first is where the addressee was standing and the second was Mtakuja Secondary School; hence the addressee was required to walk *straight ahead* from where he or she was to reach Mtakuja Secondary School.

Moreover, in item (ii), they realised that the correct phrase was *zebra crossing*. The students knew the word *cross* signifies the presence of a road with zebra crossing. Furthermore, in item (iii), the students applied their knowledge of giving and locating directions. They wrote *left* as the correct response due to

the fact that, the statements started with the word turn which must be followed by directions.

Additionally, in item (iv), the students manifested their knowledge and skills in using prepositions which enabled them to know that the preposition *between* is used to locate positions. The preposition *between* is used to locate something in the middle of other two objects or places.

In item (v), they opted for *behind* as the correct response showing something located or positioned at the back of something else. For example, one cannot say between the restaurant or left the restaurant or straight ahead the restaurant since they are not applicable. Extract 2.1 is a sample of a good response by a student who correctly filled in the blank spaces using the words in the list.

Complete the following passage by choosing the correct words or phrases given in the box and write it in the blank spaces provided.

between, zebra crossing, left, behind, straight ahead

For you to reach Mtakuja Secondary School, walk (i) *Straight ahead*..... about 20 metres on your right, you will see Azania Bank. Stop at the (ii) *Zebra Crossing*....., cross it, then turn (iii) *Left*..... in front of you, you will see a Chinese restaurant located (iv) *Between*..... Paradise Hotel and Upendo Social Hall. (v) *Behind*..... the restaurant, there is a road leading to Mtakuja Secondary School, which is only about 10 metres from the restaurant.

Extract 2.1: A response of a student who identified and located places using relevant vocabulary and phrases in question 2.

On the other hand, 34.0 per cent of the students with average performance in this question had scores ranging from 2 to 3 marks. These students were able to provide correct answers to two or three items only among the five given items. Many of these students provided incorrect answers because they failed to interpret important information from the passage and to use correct vocabulary. This made them score average marks.

Further analysis shows that 39.1 per cent of the students, whose scores ranged from 0 to 1 mark, failed to identify the relevant words to match with other

words in the paragraph. The analysis shows that, these students randomly picked the words from the list without considering the meaning of the sentences. Extract 2.2 is a sample response of a student who scored 0.

Complete the following passage by choosing the correct words or phrases given in the box and write it in the blank spaces provided.

between, zebra crossing, left, behind, straight ahead

For you to reach Mtakuja Secondary School, walk (i) *behind* about 20 metres on your right, you will see Azania Bank. Stop at the (ii) *crossing*, cross it, then turn (iii) *between* in front of you, you will see a Chinese restaurant located (iv) *zebra* Paradise Hotel and Upendo Social Hall. (v) *straight* the restaurant, there is a road leading to Mtakuja Secondary School, which is only about 10 metres from the restaurant.

Extract 2.2: A response of a student who failed to provide correct answers in question 2.

Extract 2.2 shows a response by a student who failed to identify the relevant words to fill in the blank spaces in the paragraph hence scored 0. The student manifested inability to comprehend the meaning of the words given in the box.

Likewise, there were students who provided unclear responses which reflected poor understanding and incompetence in using the English Language. Further analysis shows that there were students who just copied words, sentences or parts of sentences from other questions in the assessment paper and used them as answers for question number 2. Extract 2.3 illustrates this case.

2. Complete the following passage by choosing the correct words or phrases given in the box and write it in the blank spaces provided.

between, zebra crossing, left, behind, straight ahead

For you to reach Mtakuja Secondary School, walk (i) THASEC about 20 metres on your right, you will see Azania Bank. Stop at the (ii) TURALC, cross it, then turn (iii) WEASC in front of you, you will see a Chinese restaurant located (iv) HIAE Paradise Hotel and Upendo Social Hall. (v) YOTLC VEIAH the restaurant, there is a road leading to Mtakuja Secondary School, which is only about 10 metres from the restaurant.

Extract 2.3: A response by a student who scored 0 in question 2.

Extract 2.3 shows a response by a student who manifested inability to write correctly in English Language hence provided unclear responses to question 2.

2.2 SECTION B: LANGUAGE USE

This section consisted of three questions which were question 3, 4 and 5. Question 3 was about matching items, Question 4 was on Facts and Opinions and Question 5 was about locating places using compass direction.

2.2.1 Question 3: Matching Items

This question required the students to match the expressions in Column A with their corresponding meanings in Column B. Column A consisted of five expressions describing family relations while Column B consisted of seven alternatives containing common names referring to various family members. The question aimed at testing students' ability to describe one's family members. The question was as follows:

Column A	Column B
(i) A female child of your daughter or son.	A Aunt
(ii) A sister of one's father or mother.	B Sister
(iii) A mother of one's father or mother.	C Grandmother
(iv) A daughter of one's brother or sister.	D Cousin
(v) A daughter of your father and mother.	E Brother
(vi) A daughter of one's aunt or uncle.	F Niece
	G Granddaughter

This question was attempted by 100 per cent of the students, out of which 43.2 per cent scored from 4 to 5 marks. Additionally, 36.6 per cent scored from 2 to 3 marks while 20.2 per cent scored from 0 to 1 mark. Among the students with weak performance, 6.8 per cent scored 0. The general performance of the students in this question was good since 79.8 per cent had scores that ranged from 2 to 5 marks. The overall students' performance in the question is summarised in Figure 3.

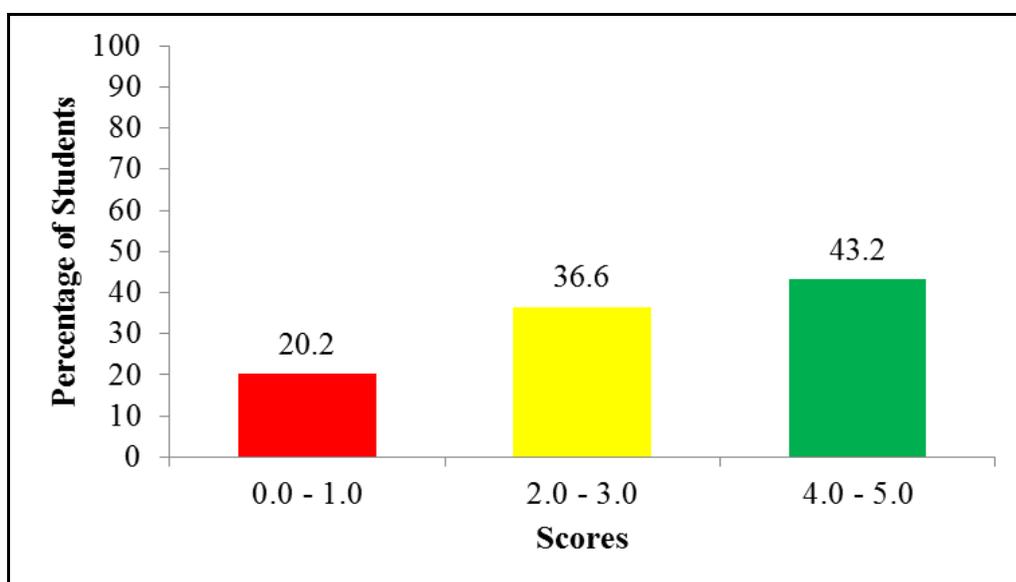


Figure 3: Percentages of the Students' Performance in Question 3

The analysis shows that 43.2 per cent of the students with high marks in this question had scores that ranged from 4 to 5 marks. The students were able to

match the expressions in column A with their corresponding meaning in column B. For example, item (i), *a female child of your daughter or son* matched with G, *granddaughter* while in item (ii), *a sister of one's father or mother* matched with A, *aunt*. Students were able to demonstrate their knowledge and skills on their family tree members and how they relate to them. They managed to differentiate a granddaughter from a grandson which is its opposite.

Apart from that, in item (iii), *a mother of one's father or mother* matched with C, *grandmother* while in item (iv), *a daughter of your mother or father* matched with B, *sister*. They also managed to distinguish different family members from the father's side and mother's side. Furthermore, in item (v), a daughter of one's aunt or uncle matched with F, *niece*. They understood that a son of one's aunt or uncle is called *nephew* which is the opposite of niece. Extract 3.1 is a sample of a good response by one of the students.

Answers						
Column A	(i)	(ii)	(iii)	(iv)	(v)	(vi)
Column B	G	A	C	F	B	D

Extract 3.1: A response of a student who could correctly identify words and their correct expressions in Question 3.

Conversely, the students (6.8%) who scored 0 in this question failed to match the expressions with their relevant words to create meaning. They lacked clear understanding about how members relate in the nuclear or extended family. Their answers displayed their incompetence toward the subject matter. For example, the students who matched (i) *A female child of your daughter or son* with C, *grandmother* lacked the knowledge of the meaning of the word *grandmother* that it cannot be a *female child*. Similarly, those who chose B, *sister* were attracted by the phrase *female child*, which relates to feminine gender. They did not consider the whole expression *female child of your daughter or son*. Lack of knowledge on the meaning of words could also be seen in (ii) *A sister of one's father or mother* where some students selected G, *granddaughter*, C, *grandmother* and E, *niece* instead of A, *Aunt*.

Moreover, the students who matched (iii) *A mother of one's father or mother* with G, *granddaughter* might have been influenced by some resemblance of the words 'grand'. They might have used *granddaughter* to mean *grandmother*.

Therefore, they failed to note that *grandmother* and *granddaughter* are words which differ in meaning. However, those who matched this item with A, *Aunt* completely lacked knowledge of the meaning of the word *Aunt*.

Furthermore, the students who matched (iv) *A daughter of one's brother or sister*, with E, *brother* might have been influenced by the presence of the word *brother* in the expression. Likewise, those who chose B, *sister* might have been trapped in the same category. The students who failed to select B, *sister* for (v) *A daughter of your father and mother* did not comprehend that a daughter is a female child of one's father and mother. The students who matched this item with F, *Niece*, lacked the knowledge of the meaning of the word *niece*. They did not realise that, niece is a daughter of one's brother or sister. Similarly, the students who matched this item with A, *Aunt*, B, *Sister*, C, *Grandmother* and E, *Brother* did not know the meaning of the words that were being matched. Extract 3.2 is a sample response of a poor response provided by a student who scored 0 in this question due to lack of knowledge on family relations and how the clan members relate to one another.

Column A	(i)	(ii)	(iii)	(iv)	(v)	(vi)
Column B	F	G	B	A	C	D

Extract 3.2: A response of a student who failed to match expressions with their meaning to answer question 3.

Extract 3.2 shows a poor response of a student who failed to identify and name members of the family using the English Language. The student exhibited lack of knowledge of how members relate in the nuclear or extended family. The answers displayed his/her incompetence toward the subject matter.

2.2.2 Question 4: Stating Facts or Opinions

This question required the students to read the given sentences and state whether they were facts or opinions. The students were given five sentences (a-e) describing various situations in the universe. Unlike opinions, factual statements are objective and must be supported by evidence in order to be proved while the opinions base on individual's perception or emotions. Generally, the question tested the students' ability to think critically.

The given sentences were as follows:

- (a) *It might rain today*.....
- (b) *The sky is blue*.....
- (c) *Science is better than arts*.....
- (d) *The most beautiful colour is red*.....
- (e) *All secondary school students do Form Two National Assessment*.....

This question was attempted by 100 per cent of the students, out of which 37.5 per cent scored from 4 to 5 marks. Moreover, 44.9 per cent scored from 2 to 3 marks while 17.6 per cent scored from 0 to 1. Among the students with weak performance, 6.8 per cent scored 0. The general performance of the students in this question was good since 82.4 per cent scored from 2 to 5 marks. The overall students' performance in the question is summarised in Figure 4.

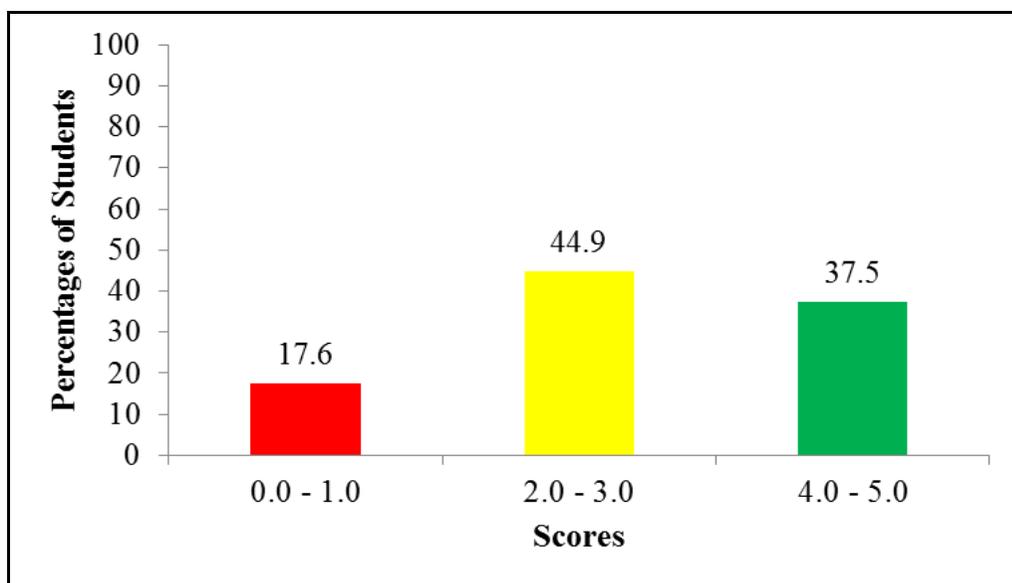


Figure 4: Percentages of the Students' Performance in Question 4

The students whose scores ranged from 4 to 5 marks were 37.5 per cent; these students understood the meaning of *Fact* and *Opinion*. These students managed to demonstrate their ability to read and understand in order to be able to state whether the sentence is a fact or an opinion. They were able to understand whether the statement is someone's views, suggestions, or opinions and whether they can be supported by evidences or proofs. For example, in item (i),

It might rain today; the students wrote *Opinion* to mean that the situation may change; hence it might rain or not. It is an opinion because the statement is based on one's personal views; since weather is not static, it is dynamic.

Furthermore, in item (ii), *The sky is blue*; the students were able to prove that the statement is *fact* since the sky is blue and has never changed. It is not an opinion because the colour of the sky is not viewed or perceived basing on one's feelings or emotions. It is a universal truth. Additionally, in item (iii), *Science is better than arts*; the students considered it as an *Opinion*, since something to be good or bad depends on one's attitudes, or like and dislikes. They understood that it cannot be a fact since the situation may change according to time and environment.

Moreover, in item (iv), *The most beautiful colour is red*; the students realised that it is an *Opinion*, as it is subjective and it appeals to one's beauty, interest and preference. In item (v), *All secondary school students do Form Two National Assessment*, the students wrote *fact* as the correct response. They managed to understand that, our secondary school education is divided into two parts, ordinary level (I – IV) and advanced level (V-VI), hence, for any graduate either of Form IV or Form VI, must pass through Form II National Assessment. Therefore, it is a true statement. Extract 4.1 is a sample of a good response of a student who managed to state facts from opinions.

4. State whether each of the following sentences is a FACT or an OPINION in the blank spaces provided.
(a) It might rain today OPINION
(b) The sky is blue FACT
(c) Science is better than arts OPINION
(d) The most beautiful colour is red OPINION
(e) All secondary school students do Form Two National assessment FACT

Extract 4.1: A response of a student who managed to judge and analyse whether the sentences are opinions or facts.

Furthermore, 44.9 per cent of the students managed to state correctly 2 or 3 out of 5 items whether the statement is a fact or an opinion due to the fact that they had limited knowledge on the topic concerned. These students had an average performance.

Conversely, 6.8 per cent of the students who scored 0 in this question failed to demonstrate their interpretive and analytical skills. They were not able to judge whether the sentences were facts or opinions. For example, one of the students in this category mixed up facts and opinion. The student selected *facts* to the *sentences* which were opinions and the vice versa to all items (a-e). Likewise, there were students who left the items unattended while others provided unclear responses which reflected poor mastery of the English Language.

Moreover, the analysis shows that there were students who copied words or sentences or phrases from other questions in the assessment paper and used them as answers for question 4. This is the manifestation of lack of knowledge of the facts and opinions identification. They did not realise that the presence of the word *might* in sentence (a) *It might rain today* is a clue of an opinion. Yet, they did not comprehend that in item (b) *The sky is blue*, is a fact because it is always the situation and it can be proved. Nevertheless, the students failed to understand that it is an *opinion* to say that *science is better than arts* in item (c).

On top of that, in item (d), these students did not recognise that beauty of a thing depends upon one's feelings or views. The sentence *The most beautiful colour is red*, is an opinion and not a fact because it is based on one's feeling or views. In item (e), the students did not understand that it is the *fact* all secondary school students do Form Two National assessment. Extract 4.2 is a sample of an incorrect response to question 4.

4.	State whether each of the following sentences is a FACT or an OPINION in the blank spaces provided.
(a)	It might rain today YNA
(b)	The sky is blue HEC'
(c)	Science is better than arts TerLHC
(d)	The most beautiful colour is red THEOC
(e)	All secondary school students do Form Two National assessment JHAE

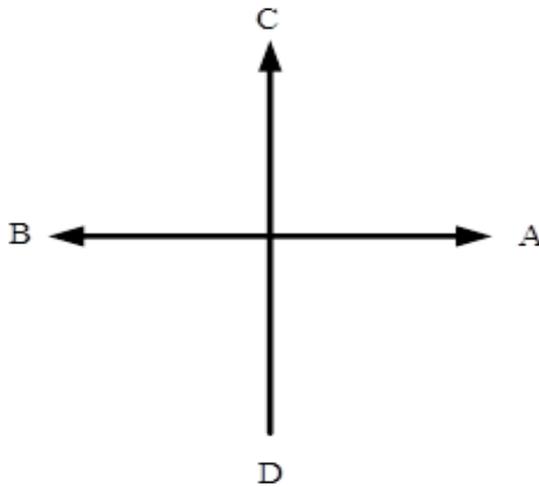
Extract 4.2: A response of a student who failed to provide correct answers to question 4.

Extract 4.2 shows unclear response of a student who failed to analyse the sentences being a fact or opinion. The student manifested lack of knowledge of

identifying Factual information from non-Factual information. Hence, the student scored 0.

2.2.3 Question 5: Showing Directions

In this question, the students were provided with a drawing of a compass with four main points known as cardinal points. They were required to locate places from the compass. The question aimed at testing the students' ability to show directions using cardinal points or compass direction. They were instructed to identify the four cardinal points of compass that is North, West, East and South. The given diagram to be labelled with its respective questions was as follows:



- (a) *In which direction is C located?*
- (b) *Where is B found?*.....
- (c) *In which direction is D placed?*
- (d) *In which compass direction is A located?*.....
- (e) *Give one use of the given drawing*.....

This question was attempted by 100 per cent of the students, out of which 47.6 per cent scored from 7 to 10 marks. Moreover, 27.0 per cent scored from 3 to 6 marks and 25.4 per cent scored from 0 to 2. Among the students with weak performance, 14.7 per cent scored 0. The general performance of the students

in this question was good since 74.6 per cent had scores that ranged from 3 to 10 marks. The overall students' performance in the question is summarised in Figure 5.

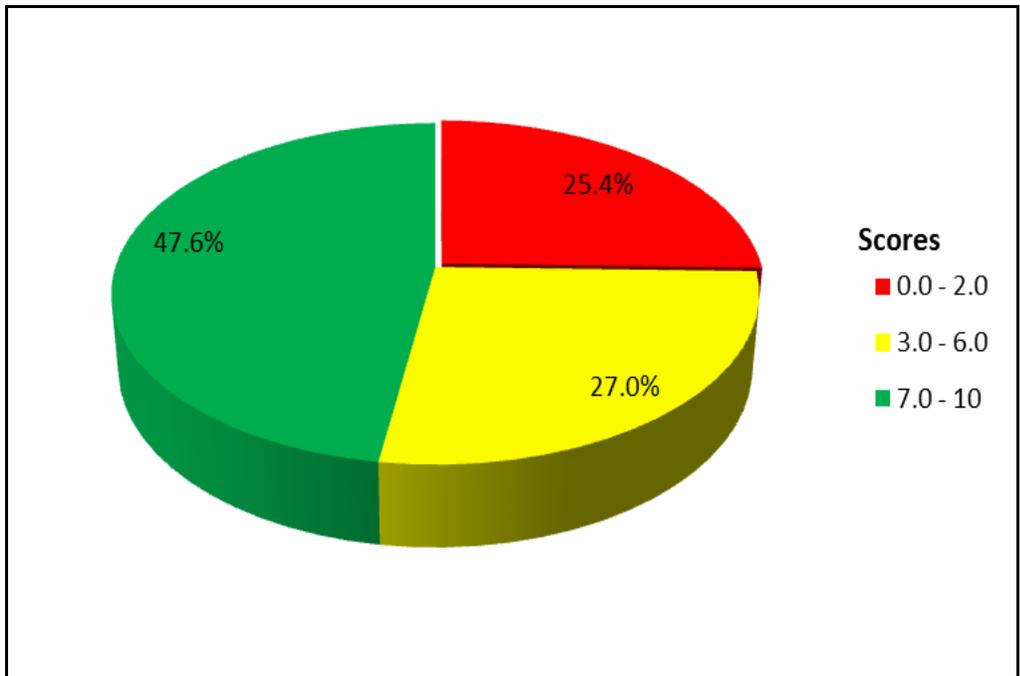
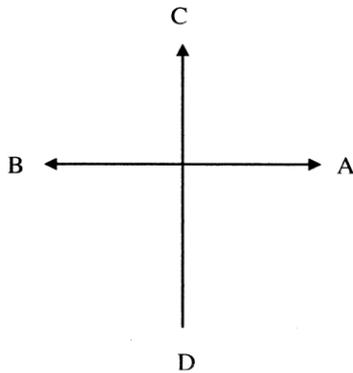


Figure 5: Percentages of the Students' Performance in Question 5

The students with good performance in this question were 47.6 per cent; these students had scores that ranged from 7 to 10 marks. Those who scored 10 marks were able to identify various places by using cardinal points or directions. For example, in item (a), *location of point C*, the students managed to locate the main compass direction from North to other three directions. They were able to differentiate directions such as North, South, East and West. Hence, they were able to locate items A, B, C and D as East, West, North and South respectively using compass direction. In item (e), they managed to state the use of the given drawing saying that it is used to give direction or location. Extract 5.1 is a response of a student who managed to locate various places using compass direction.

5. Study the following compass showing direction and answer the questions that follow.



(a) In which direction is C located?

North

(b) Where is B found?

West

(c) In which direction is D placed?

South

(d) In which compass direction is A located?

East

(e) Give one use of the given drawing.

It is used to show direction.

Extract 5.1: A response of a student who managed to locate various places using compass direction.

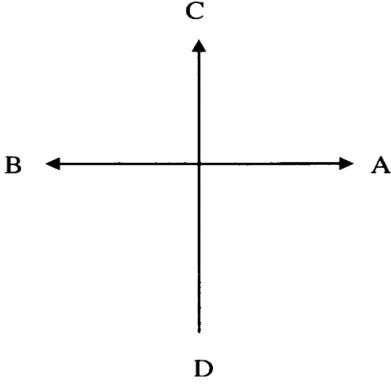
Moreover, 27 per cent of the students managed to identify 2 required places due to their inability to locate places using compass direction. They demonstrated limited knowledge on the topic concerned. These students had an average performance.

On the other hand, 14.7 per cent of the students who scored 0 failed to identify and locate places by using the given compass drawing. They had limited knowledge and skills on identifying places using cardinal points or compass direction. The analysis shows that some students provided irrelevant information to the question. For example, one of the students in this category wrote in item (a), *KZ* instead of the correct answer, *North*. Another student wrote irrelevant response as *Notti* to the same item.

Additionally, the analysis shows that there were students who copied words in the question as responses. For example, in item (b), one of them copied the word *located* while another wrote the word *found* from the question. The correct response for the item was *West*. Moreover, lack of knowledge of locating places and giving direction is seen in students' response to item (c) *South*, where some students responded by writing alphabets A, B, C and D.

In item (d) *East*, there were students who wrote using *Kiswahili* as *Mashariki*. They had an idea of the place and knew its name in *Kiswahili* but not in the English Language. These students faced a challenge of lack of enough vocabulary. Likewise, in item (e), some of these students left the item unattended while others wrote irrelevant responses such as *it is used to be found showing*. Extract 5.2 is a sample of a poor response from one of the students in this category.

Study the following compass showing direction and answer the questions that follow.



(a) In which direction is C located?
 *manga libi*

(b) Where is B found?
 *kusini*

(c) In which direction is D placed?
 *MASHARIKI*

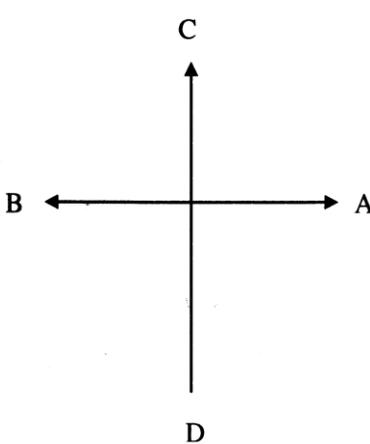
(d) In which compass direction is A located?
 *MASHARIKI*

(e) Give one use of the given drawing.

Extract 5.2: A response of a student who labelled the cardinal points in Kiswahili.

Extract 5.2 shows responses by a student who exhibited lack of knowledge of locating places and giving direction using the English Language. Hence, the student opted to provide the answers in Kiswahili to items (a-d) while leaving item (e) unanswered. Another student in this category provided incorrect answers related to locating and giving direction. Extract 5.3 represents such a response.

Study the following compass showing direction and answer the questions that follow.



(a) In which direction is C located?
 East Africa

(b) Where is B found?
 south Africa

(c) In which direction is D placed?
 west Africa

(d) In which compass direction is A located?
~~East Africa~~ north Africa

(e) Give one use of the given drawing.

Extract 5.3: A response by a student who failed to locate places.

Extract 5.3 shows a response by a student who misinterpreted the requirements of the question. The student therefore, wrote incorrectly the regions of African continent. The student manifested lack of knowledge of locating places and direction using compass.

2.3 SECTION C: PATTERNS AND VOCABULARY

This section consisted of three compulsory questions: 6, 7 and 8. Question 6 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) which carried 10 marks each, marking 20 marks in total. The whole section had a total of 40 marks.

2.3.1 Question 6: Changing the Sentences into Plural Form

In this question, the students were given five sentences (a-e) in singular form and they were required to change them into plural form. The question tested the students' ability to correctly express plural in nouns and pronouns.

The given sentences were as follows:

- (a) *I met a person on my way to school.....*
- (b) *He saw a ship in the Indian Ocean.....*
- (c) *My school is located at Masaki.....*
- (d) *A student was required to work hard.....*
- (e) *My book has a very nice cover.....*

This question was attempted by 100 per cent of the students, out of which 6.3 per cent scored from 4 to 5 marks. Moreover, 8.8 per cent scored from 2 to 3 marks and 84.9 per cent scored from 0 to 1. Among the students with weak performance, 76.7 per cent scored 0. The general performance of the students in this question was weak since 84.9 per cent had scores that ranged from 0 to 1 mark. This is among the questions with poor performance. The overall students' performance in the question is summarised in Figure 6.

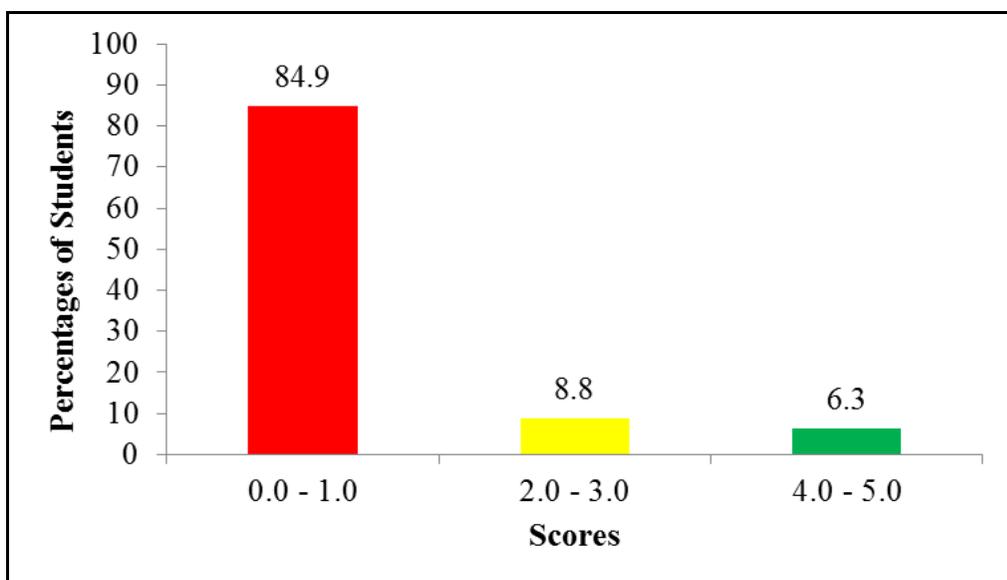


Figure 6: Percentages of the Students' Performance in Question 6

The students with good performance in this question accounted for 6.3 per cent; these students had scores ranging from 4 to 5 marks. Those who scored 5 marks were able to correctly change the sentences from singular to plural. They demonstrated their knowledge and skills on various rules of the English Language *grammar* particularly, on how different words change from singular to plural forms. For example: in item (a), *I met a person on my way to school*; the students were able to change the sentence into plural form that *We met people on our way to school*. They were able to change the singular pronoun *I* to plural personal pronoun *we*. Likewise, they changed a phrase *a person* to plural *people* and singular possessive pronoun *my* to its plural *our*. They changed a singular noun *school* to plural *schools*.

Moreover, in item (b), *He saw a ship in the Indian Ocean*, the students changed it to plural, *They saw ships in the Indian Ocean*. The students demonstrated their ability and skills that a singular pronoun *he* to be in plural pronoun *they*. In addition, the noun phrase *a ship* to be *ships*. It is known that the noun phrase *Indian Ocean* will remain unchanged since it is one and only in the world. Furthermore, in item (c), *My school is located at Masaki* was correctly changed to *our schools are located at Masaki*. They understood that the singular pronoun *my* can be changed to plural *our*. On top of that, singular concrete noun *school* changes to plural *schools*, singular auxiliary verb *be is* changes to

plural auxiliary verb *are* while the place noun *Masaki* and the preposition *at* remain unchanged.

In item (d), *A student was required to study hard*, was changed to plural as *Students were required to study hard*. They changed a noun phrase *a student* to *the students* or *students*. They recognised that to form plural, the noun *student* must be inflected with plural suffix 's'. Apart from that, they changed the auxiliary verb *was* to *were* in plural form while other words as the verb *required*; the preposition *to* the lexical verb *study* and the adverb *hard* remained unchanged.

Furthermore, in item (e), *my book has a very nice cover* was changed to *our books have very nice covers*. The students realised that the singular possessive pronoun *my* changes to plural possessive pronoun *our*. Nevertheless, they recognised that a singular concrete noun *book* changes to plural noun *books*. Additionally, these students changed the auxiliary verb *has* to *have* and the singular noun *cover* to plural noun *covers*. Finally, they knew that the adjective *nice* remains unchanged. Extract 6.1 is a sample response from one of these students who managed to change the sentences from singular to plural form.

Change each of the following sentences into plural form and write it in the blank space provided.

(a) I met a person on my way to school.

We met people on our way to school.

(b) He saw a ship in the Indian Ocean.

We saw ships in the Indian Ocean.

(c) My school is located at Masaki.

Our schools are located at Masaki.

(d) A student was required to study hard.

The students were required to study hard.

(e) My book has a very nice cover.

Our books have very nice covers.

Extract 6.1: A response of a student who correctly changed the sentences from singular to plural.

Further analysis indicates that, 8.8 per cent of the students who scored 2 to 3 marks demonstrated limited knowledge of the rules of the English Language grammar. Those students managed to change 2 to 3 sentences correctly but they could not do so for the rest of the sentences. These students had an average performance.

Conversely, the majority of the students (76.7 %) who scored 0 failed to change the given sentences due to inadequate knowledge of the rules of the English Language grammar particularly, on singularity and plurality. They lacked skills on typical characteristics of nouns and pronouns that they change in terms of number or quantity in plural. These students failed to demonstrate their ability on how various word classes change from singular to plural form. For example, in item (a), *I met a person on my way to school*, one student wrote an irrelevant response as *I metal pens my*. The student demonstrated lack of knowledge of rules of *plurality* in the English Language. Additionally, there were students who copied the same sentence as response to the same item.

Moreover, in item (b) *He saw a ship in the Indian Ocean*; one of the students for example, added ‘s’ to the words *Saw*, *Indian* and *Ocean* to have *Saws*, *Indians* and *Oceans* which is an incorrect response. There were students who left the item unattended while others copied the same sentence of the item as their responses. Furthermore, in item (c), *My school is located at Masaki*, was incorrectly answered by the students. For example, one misinterpreted the requirement of the question by changing the tense of the sentences to read *My school was locating at Masaki*.

Further analysis shows that, in item (d), *A student was required to study hard*, was changed incorrectly by the students. For example, one of the students changed to *The student is require for studies hards*. The student demonstrated little knowledge of the rules of plurality in the English Language. In item (e), *My book has a very nice cover*, was also incorrectly answered by the students. The answer, *nice my book very has* was provided by one of the students. It is a demonstration of the misunderstanding of the demands of the question. On top of that, there were students who wrote the opposite of the sentence as one of them wrote *My book does not have a very nice cover* contrary to the demands of the question. Extract 6.2 is an incorrect response from a student who scored 0.

Change each of the following sentences into plural form and write it in the blank space provided.

(a) I met a person on my way to school.
 I Person on my school.

(b) He saw a ship in the Indian Ocean.
 SHIP TOUR Cross india ocean

(c) My school is located at Masaki.
 Masaki. located in school

(d) A student was required to study hard.
 Student was study hard

(e) My book has a very nice cover.
 book has ver nice

Extract 6.2: A response of a student who scored 0 in question 6.

Extract 6.2 shows a response of a student who rearranged the words instead of changing them from singular to plural. The student's response exhibited insufficient knowledge of the English Language grammar particularly on singularity and Plurality.

2.3.2 Question 7: Completing the Sentences by using the Correct Words

The question had two parts; (a) and (b). In part (a), the students were required to complete the given sentences by using the possessive pronouns *my, yours, his, hers, her, its, ours, our, theirs, their* and *mine*. In part (b), the students were given five sentences and instructed to re-write them according to the instructions in each sentence. The question aimed at testing students' ability to use possessive pronouns to show ownerships or possessions in part (a) and in part (b). It tested students' ability to use relative pronouns, conditional sentences and correlative conjunctions.

The sentences to be completed in part (a) were as follows:

- (i) *The farm belongs to us. It is.....*
- (ii) *My teacher gave me a pen as a gift. It is.....*
- (iii) *Our teachers have an office at school. It is*
- (iv) *Hamisi has a new book. It isbook.*
- (v) *My mother bought a new car. It is car.*

In part (b), the sentences were as follows:

- (i) *If you don't eat a balanced diet, you will get sick. (Begin with: Unless.....)*
- (ii) *Ali does not ride a bicycle. He also does not drive a car. (Join using: neither...nor).*
- (iii) *The boy is playing football. His parents work in Unguja. (Join using: whose)*
- (iv) *Upendo is a good woman. Halima is a good woman too. (Begin with: 'Both')*
- (v) *He is a hard worker. He is polite. (Join using: not only.....but also)*

This question was attempted by 100 per cent of the students, out of which 73.9 per cent scored from 0 to 4 marks. Moreover, 17.1 per cent scored from 5 to 9 marks and only 9 per cent scored from 10 to 15 marks. Among the students with weak performance, 26.6 per cent scored 0. Generally, the performance of the students in this question was weak since 73.9 per cent had scores that ranged from 0 to 4 marks. The overall students' performance in the question is summarised in Figure 7.

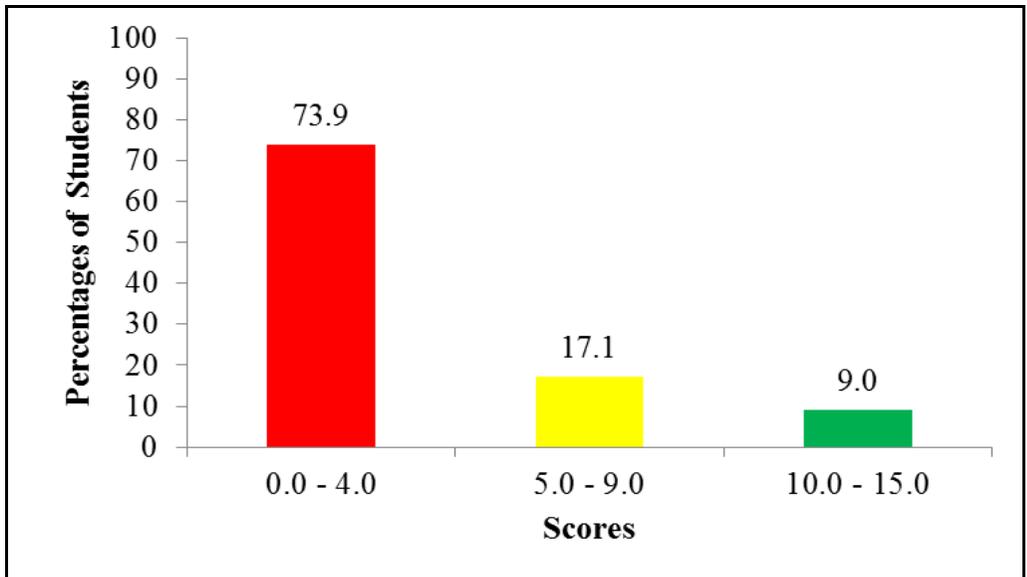


Figure 7: Percentages of the Students' Performance in Question 7

Students with good performance were 9.0 per cent. In part (a), they exhibited knowledge on pronouns particularly the possessive pronouns. This helped them to fill in the blank spaces using the correct possessive pronouns to complete the given sentences. The analysis shows that these students had adequate knowledge of meaning, form and the correct uses of the tested items. For example, they were able to know that item (i) required the pronoun *ours* as signalled by another possessive pronoun *us* indicating plurality. Likewise, the possessive pronoun *mine* in item (ii) fits the singular objective pronoun *me* as a beneficiary of a pen from the teacher.

Moreover, they knew that item (iii) required the pronoun *theirs* to match with noun phrase *our teachers* while item (iv) matched with pronoun *his* to correspond with proper noun *Hamisi*. They also understood that the proper noun *Hamisi* is a masculine gender that fits with a pronoun *his*.

Furthermore, the students understood that item (v) required to be completed with the possessive pronoun *hers* to correspond with a singular common noun *mother*. These students also realised that the word *mother* is feminine. Hence it goes with *hers*. Extract 7.1 is a sample of a good response from one of these students.

<p>7. (a) Complete the following sentences using the words given in the list by writing it in the blank spaces provided.</p> <p>my, yours, his, hers, her, its, ours, our, theirs, their, mine</p> <p>(i) That farm belongs to us. It is ...<i>ours</i>.....</p> <p>(ii) My teacher gave me a pen as a gift. It is ...<i>mine</i>.....</p> <p>(iii) Our teachers have an office at school. It is ...<i>theirs</i>.....</p> <p>(iv) Hamisi has a new book. It is ...<i>his</i>..... book.</p> <p>(v) My mother bought a new car. It is ...<i>hers</i>..... car.</p>

Extract 7.1: A response of a student who supplied the correct possessive pronouns to complete the given sentences in 7 (a).

The analysis of the students' responses shows that those with high marks in part (b) were able to join the sentences expressing opinions, future plans or activities by using relative pronouns and correlative conjunctions. For example, in item (i), *If you don't eat a balanced diet, you will get sick. (Begin with: Unless.....)*, the students joined the sentences to read; *unless you eat a balanced diet, you will get sick* while in item (ii) *Ali does not ride a bicycle. He also does not drive a car*, they appropriately joined the sentences to read *Ali neither rides a bicycle nor does he drive a car* or *Ali neither rides a bicycle nor drives a car*.

In item (iii), the students showed their ability in joining the sentences using the relative pronoun *whose* by writing; *the boy whose parents work in Uguja is playing football*. Additionally, in item (iv), they properly joined the sentences using the word *both* that refers to two persons or things with the same quality to read *both Upendo and Halima are good women*. They demonstrated their knowledge and skills in connecting sentences using the given words as instructed.

In item (v), they wrote; *he is not only a hard worker but also polite* or *not only is he a hard worker but also polite*. They managed to apply all rules of constructing sentences using the sentence connectors. They also understood that if the sentence begins with *not only.... but also*, the auxiliary verb *is* must be preceded by pronoun (*he*) to be; *Not only is he a hard worker but also polite* instead of *Not only he is a hard worker*. Extract 7.2 is a sample of good response from a student who managed to construct all five sentences using the given words in the bracket.

(b) Re-write the following sentences according to the instructions given in brackets in the blank spaces provided.

(i) If you don't eat a balanced diet, you will get sick. (Begin with: Unless....)
 Unless you eat a balanced diet, you will get sick.

(ii) Ali does not ride a bicycle. He also does not drive a car. (Join using: neither... nor)
 Ali neither rides a bicycle nor drives a car.

(iii) The boy is playing football. His parents work in Unguja. (Join using: whose)
 The boy whose parents work in Unguja, is playing football.

(iv) Upendo is a good woman. Halima is a good woman too. (Begin with: 'Both')
 Both Upendo and Halima are good women.

(v) He is a hard worker. He is polite. (Join using: not only..... but also)
 He is not only a hard worker but also polite.

Extract 7.2: A response of a student who constructed correctly all sentences in question 7(b).

On the contrary, 73.9 per cent of the students scored low marks. In part (a), they failed due to inability to understand the meaning and use of possessive pronouns. For example, one student in item (i), *That farm belongs to us, it is.....* wrote *her* instead of *ours*. The student was unaware that the pronoun *us* is plural. Nevertheless, it signals the need for the use of possessive pronoun '*ours*'. In addition, the item (ii), *My teacher gave me a pen as a gift. It is.....*

was also answered incorrectly by the students. The provision of an answer *his* is an indication that the student had limited knowledge of the meaning and uses of the possessive pronouns.

Further analysis shows that the students did not comprehend the rule of the English Language particularly on the use of the possessive pronoun *theirs*. For example, in answering item (iii), *Our teachers have an office at school. It is.....*, one of the students selected the possessive *ours*. The student was attracted by the presence of the pronoun *our* from the sentence, hence selected the pronoun *ours* instead of the pronoun *theirs*.

Likewise, another challenge to the students was lack of knowledge of the use of the possessive pronoun *his* as opposed to the pronoun *her* as exhibited in item (iv), *Hamisi has a new book. It is.....book*. The correct response to the item was *his*, however, some students in this group selected the pronoun *her* instead of *his*. The challenge observed here is not only the correct usage of the pronoun but also the knowledge of feminine and masculine gender on the nouns.

The students faced another challenge in answering item (v), *My mother bought a new car. It is.....car*. The correct response was the possessive pronoun *her*. However, the students failed to associate the common noun *mother* with the appropriate possessive pronoun *her*. For example, one student wrote *hers* instead of *her*. This might be due to the failure of the student to differentiate the use of the possessive pronoun *hers* from *her*. The correct use of *her* when it is used as a possessive pronoun normally precedes a noun for example, *her car* or *her book*. Extract 7.3 is a sample of a response from a student who scored low marks.

(a) Complete the following sentences using the words given in the list by writing it in the blank spaces provided.

my, yours, his, hers, her, its, ours, our, theirs, their, mine

- (i) That farm belongs to us. It is *her*
- (ii) My teacher gave me a pen as a gift. It is .. *Our*
- (iii) Our teachers have an office at school. It is *yours*
- (iv) Hamisi has a new book. It is *mine* book.
- (v) My mother bought a new car. It is *Ours* car.

Extract 7.3: A response of a student who provided incorrect possessive pronouns in Question 7(a).

Extract 7.3 shows a response by a student who did not manage to select the correct possessive pronouns from the given list in order to complete the sentences in question 7(a). The student's responses manifest the lack of knowledge of the usage of the possessive pronouns. Therefore, the student scored 0.

Further analysis shows that, the students with low marks in part (b) failed to re-write the given sentences according to the instructions given. They had limited knowledge in some areas concerning the tested items. For example, in item (i), they were not aware that in forming conditional sentences, the clause with a subordinator (*if/unless*) does not take auxiliary verb like *will*. Nevertheless, in item (ii), they were not aware that when the structure *neither ... nor* is used with singular subjects, a present tense verb should be used. Missing such knowledge, those students found themselves providing incorrect responses. For example, one student wrote *Ali do neither rode a bicycle also do not ride a bicycle*.

Moreover, in item (iii), the students failed to join the two sentences by using the word *whose*. They manifested lack of knowledge of the meaning and usage of the word *whose* particularly when it is used to join two sentences. One of the students in this category for example, joined the sentences by just removing the full stop at the end of the first sentence and inserted the word *whose* followed by the second sentence. The new structure reads *the boy is playing football whose His parents work in Unguja*.

Furthermore, in item (iv), the students did not manage to adhere to the instruction. They were required to join with 'Both' the sentences *Upendo is a good woman* and *Halima is a good woman too*. Many of these students generalized that in joining sentences, they have to insert the linking word or conjunction between the two sentences. Henceforth, they constructed an ill formed structure, as one of them, for example wrote *Upendo is a good woman both Halima is a good woman too*. There were students who managed to join the sentences using the word *both*. However, they retained the word *too* instead of removing it.

In item (v), *He is a hard worker. He is polite. (Join using: not only....but also)*, some students failed to join these sentences. They lacked knowledge of how the structure *not only ... but also* is used to join two sentences. For example, one of them wrote *But also he hard worker polite not only*. The response is a result of failure to apply knowledge of conjunctions to join sentences. Extract 7.4 is a response of such students.

(b) Re-write the following sentences according to the instructions given in brackets in the blank spaces provided.

(i) If you don't eat a balanced diet, you will get sick. (Begin with: Unless....)
 If you don't eat a begin with the balanced diet you unless.....
 will get sick.....

(ii) Ali does not ride a bicycle. He also does not drive a car. (Join using: neither... nor)
 Ali does neither ride a bicycle nor he also does drive a car.....

(iii) The boy is playing football. His parents work in Unguja. (Join using: whose)
 The boy is playing football whose his parent work in unguja:.....

(iv) Upendo is a good woman. Halima is a good woman too. (Begin with: 'Both')
 Upendo is a begin with good waomam both halima is a
 good woman too.....

(v) He is a hard worker. He is polite. (Join using: not only..... but also)
 He is a hard not only worker but also he is polite.....

Extract 7.4: A response of a student who failed to join the sentences as instructed.

Extract 7.4 is a response of a student who did not manage to join the sentences using correlative conjunctions or word connectors hence provided incorrect sentences. The student manifested lack of knowledge on rules of constructing English sentences by using the given conjunctions.

2.3.3 Question 8: Changing the verbs in Brackets

The question had two parts; (a) and (b). In part (a), the students were required to change the verbs of the given sentences in the brackets into their correct forms in order to form meaningful sentences. In part (b), the students were instructed to re-write the sentences by changing the adjectives into their correct forms.

In part (a), the sentences were as follows:

- (i) *I (trust)..... God.*
- (ii) *Your father (go).....to visit my uncle yesterday.*
- (iii) *She has (bring).....this toy.*
- (iv) *People in the village were (celebrate).....the Union day.*
- (v) *Mr. Mito has been (teach).....us for a long time now.*

In part (b), the sentences were as follows:

- (i) *Zainab is the (tall).....girl in the class.*
- (ii) *We met a person who is (good)..... than you.*
- (iii) *My sister bought the (big) car from Japan last year.*
- (iv) *You are the (more)..... intelligent boy in our village.*
- (v) *Be (care).....when you drive.*

This question was attempted by 100 per cent of the students, out of which 42.1 per cent scored from 0 to 5 marks. Moreover, 40.7 per cent scored from 6 to 12 marks and 17.2 per cent scored from 13 to 20 marks. Among the students with weak performance, 10.5 per cent scored 0. Generally, the performance of the students in this question was average since 57.9 per cent had scores that ranged from 6 to 20 marks. The performance in the question is summarised in Figure 8.

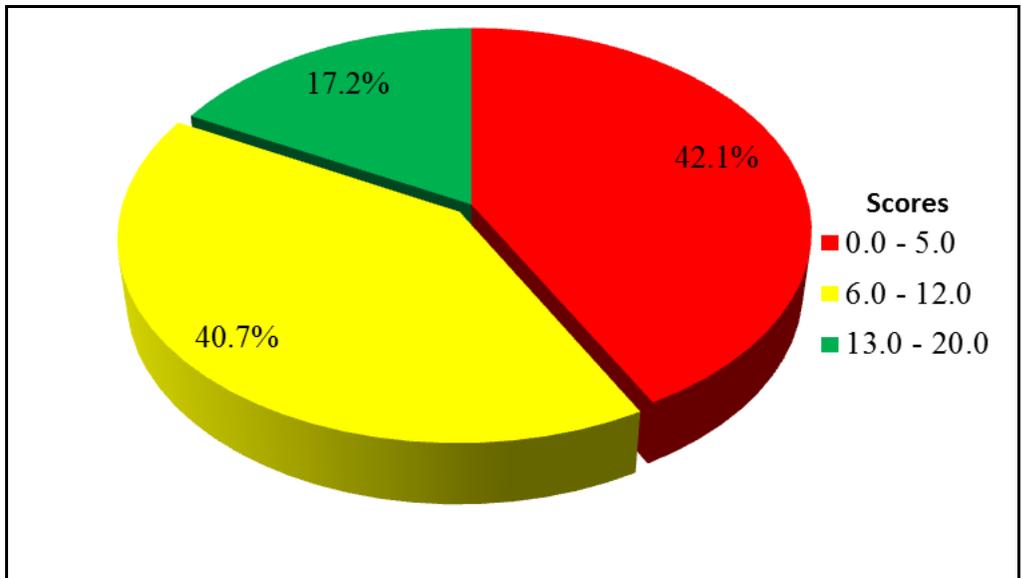


Figure 8: Percentages of the Students' Performance in Question 8

The students (17.2%) with good performance in part (a) demonstrated their knowledge and skills on the English Language grammar specifically on tenses basing on various words signals. They managed to change the given verbs in brackets into their correct forms and write them in the blank spaces provided. However, these students realized that the verb *trust* is not supposed to change its form as they knew that in item (i), the verb in the bracket *trust* is in Simple Present Tense, hence the sentence read *I trust God*. They demonstrated their ability on tenses particularly in Simple Present Tense.

Likewise, in item (ii), the students succeeded to change the verb *go* to *went* in order to read *your father went to visit my uncle yesterday*. They noticed that the adverb *yesterday* meant past time in which the verb *go* should be changed into *went*. Moreover, in item (iii), they correctly changed the bracketed verb *bring* to *brought* because the auxiliary verb *has* denotes that the sentence is in present perfect tense.

Also in item (iv), they identified the presence of the past auxiliary verb *were*. *When this auxiliary verb* precedes the main verb then the main verb, must take the *-ing* form. This knowledge helped them to change the bracketed verb *celebrate* into *celebrating* in Past Continuous Tense to read *People in the village were celebrating the Union day*.

In item (v), the students correctly changed the verb *teach* to *teaching* due to the fact that it is preceded by auxiliary verbs *has + been* which necessities the

addition of *-ing* after the main verb *teach* to form the Past Continuous Tense. Hence the sentence read *Mr Mito has been teaching us for a long time now*. Extract 8.1 is a sample of a good response of a student in this category.

Change the verbs in brackets into the correct form and write them in the blank spaces provided.

(i) I (trust) *trust* God.

(ii) Your father (go) *went* to visit my uncle yesterday.

(iii) She has (bring) *brought* this toy.

(iv) People in the village were (celebrate) *celebrating* the Union day.

(v) Mr. Mito has been (teach) *teaching* us for a long time now.

Extract 8.1: A response of a student who correctly changed the verbs in the brackets.

In part (b), the students were given five sentences (i-v) by changing adjectives in the brackets into their correct forms. The question tested the students' ability to demonstrate their knowledge and skills in quantities and qualities of various objects and to manipulate different degrees of adjectives according to the given sentences.

The students with good performance in part (b) changed the adjectives in the brackets into their correct forms. They managed to use various signals which helped them to change adjectives into their required forms. For example, in item (i), the students changed the adjective *tall* to *tallest*. They were able to identify the article *the* which always changes the adjective into superlative or the adjective of third degree. In item (ii), they correctly changed the adjective *good* into *better*, the adjective of second degree due to presence of the word *than*.

Additionally, in item (iii), they used their knowledge and skills in comparison and superlatives to change the given adjective from *big* to *biggest*. This has to be known that when an adjective is preceded by the article *the*, *-est*, it will be added in regular or irregular adjectives. Apart from that, in item (iv), the use of *more* helped the students to understand that it is used before an adjective of third degree hence the correct response *most intelligent*. In item (v), they correctly changed the word *care* to *careful*. Extract 8.2 is a response of good

response from a student who managed to change the adjectives in the brackets to their correct forms.

(b) Re-write the following sentences by changing the adjectives in brackets into their correct forms in the blank spaces provided.

(i) Zainab is the (tall) girl in the class.
Zainab is the tallest girl in the class.

(ii) We met a person who is (good) than you.
We met a person who is better than you.

(iii) My sister bought the (big) car from Japan last year.
My sister bought the biggest car from Japan last year.

(iv) You are the (more) intelligent boy in our village.
You are the most intelligent boy in our village.

(v) Be (care) when you drive.
Be careful when you drive.

Extract 8.2: A response of a student who changed the adjectives in the brackets to correct forms.

On the other hand, 42.1 per cent of the students who scored low mark in part (a) demonstrated lack of knowledge of the English Language grammar particularly on the tenses. For example, in item (i), some students added *-ing* to read trusting, which is an incorrect response as far as the given sentence, is concerned. There were students who attached *-ed* to the verb *trust* in order to read *trusted* while the correct response was *trust*. Nevertheless, there were also students who left the item unattended due to their insufficient knowledge of the English Language grammar.

Moreover, in item (ii), the analysis shows that the students who failed to supply the correct answer had a number of weaknesses. For example, some of these students lacked knowledge of the past tense particularly when the past tense marker such as adverb has been used. The adverb yesterday is a marker of past tense therefore, the verb *go* was supposed to be changed to past tense form. The correct response to the item was the verb *went*, however some students wrote *goes* while others supplied the answer *going* contrary to the requirements of the question. Another major challenge to these students was the lack of knowledge on the use of the irregular verbs. The verb *go* is an irregular one. This verb does not take the *-ed* form however, there were students who wrote *goed* due to inadequate knowledge on irregular verb forms.

Further analysis shows that in item (iii), the students failed to provide the correct answer due to varied reasons. Some of these students added *-es* after the verb *bring* to read *bringes*, which is an incorrect response. The challenge to these students is the misconception of the rule of changing tenses in irregular verbs. The word *bring* is an irregular verb which changes to *brought* in the past tense. It is not inflected with any morpheme. In responding to this item, there were students who attached the *-ing* after the verb *bring* to read *bringing*. This is an incorrect answer because the structure of the sentence required the verb phrase to be in present perfect. The structure *has+(bring)* demanded a verb in the brackets to be changed to *brought* to form a structure *has + brought* which is in the Present Perfect Tense.

Additionally, the students who failed to provide the correct answer in item (iv) showed a number of mistakes. The analysis shows that these students had no knowledge of the Past Continuous Tense. They were not aware that the structure *were + (celebrate)* required the main verb to take *-ing* in order to form the Past Continuous Tense. The constructed structure was supposed to be *were + celebrate + ing* to form the verb phrase *were celebrating* as the Past Continuous Tense. On the contrary, many of the students wrote incorrectly as *were celebrates* while others wrote *were celebrate*. There were students who responded as *were for celebrate* whilst some wrote *were celebrated*.

In item (v), the students who failed to answer correctly this item faced a number of challenges. They were not knowledgeable on the structure of the Present Perfect Continuous tense. The given sentence had the structure *has + been (teach)* which is analysed as *has* (the present auxiliary verb, *been* (the past form of the verb *be*) and *teach* (the main verb). Therefore, in order to form the Present Perfect Continuous Tense, the structure was supposed to be *has + been + teach+ ing*. The attachment of the *-ing* signifies the marker of continuity. Extract 8.3 is a sample of a poor response from one of the students who scored low marks.

8. (a) Change the verbs in brackets into the correct form and write them in the blank spaces provided.
- (i) I (trust)*trusting*..... God.
- (ii) Your father (go)*go*..... to visit my uncle yesterday.
- (iii) She has (bring)*bringin*..... this toy.
- (iv) People in the village were (celebrate).....*celebrates*..... the Union day.
- (v) Mr. Mito has been (teach) ...*teachu*..... us for a long time now.

Extract 8.3: A response of a student who incorrectly changed the verbs in the brackets.

Extract 8.3 shows a response by a student who failed to answer all items in question 8 (a) as he/she wrote incorrect answers. This is a manifestation of the lack of knowledge of the tenses in the English Language.

On the other hand, the students with low marks in part (b) failed to demonstrate their knowledge and skills in changing the given adjectives to their correct forms. They were not able to identify some signals such as the article *the*, or words like *more* and *than*, which would help them change the given adjectives to their correct forms. For example, in item (i), the adjective *tall* required the *-est* form to construct *tallest*. This is because the sentence has a signal of superlative degree which is a noun phrase *in the class*. This phrase does not compare two objects or people rather it compares more than two persons or things or their qualities. However, the students in this category lacked this knowledge, for example, some of them added *-er* to the adjective *tall* to form *taller* not knowing that *taller* was a comparative degree while the sentence ought to be in the superlative degree.

Moreover, in item (ii), the presence of an irregular adjective *good* might be the reason for the failure of the students in this item. Some students did not realise that the adjective *good* is irregular. It is not inflected with any suffix or prefix but it changes altogether to *better* (comparative) and *best* (superlative). However, some of the students added *-ed* to the adjective *good* to create ungrammatical word *gooded*. Some of the students due to misconception wrote *best* (a superlative degree) instead of *better* which was a correct response.

Furthermore, in item (iii), the students were obliged to write the correct form *big* in its superlative *biggest*. Yet, the students provided incorrect responses, for example, one of them added *-s* inflection to form *big's* while others added *-ing* to form *biging* instead of *biggest*.

In item (iv), the students failed to provide the correct answer which was *most intelligent* due to different challenges. There were students who did not change the adjective to its superlative degree as they wrote *more intelligent*. They faced a challenge of not knowing that the phrase in our village required a superlative degree form. Some of them added *ed* to the word *more* to form *mored* while others wrote *more intelligents* contrary to the demands of the question. In item (v), the students misconceived the requirements of the item, hence provided incorrect responses. For example, some of them attached *-s* inflection to the word *care* to read *cares* while others added *-ed* to form *cared*. The correct response was *careful*. Extract 8.4 is a sample of poor responses.

(b) Re-write the following sentences by changing the adjectives in brackets into their correct forms in the blank spaces provided.

(i) Zainab is the (tall) girl in the class.
Zainab is tall girl in the class.

(ii) We met a person who is (good) than you.
You met a person is good than you.

(iii) My sister bought the (big) car from Japan last year.
You sister bought is big car for Japan last year.

(iv) You are the (more) intelligent boy in our village.
I am intelligent boy in our village.

(v) Be (care) when you drive.
Do care that you drive.

Extract 8.4: A response of a student who wrongly changed the adjectives from the given sentences.

Extract 8.4 shows a response of a student who supplied incorrect adjectives to question 8 (b), hence scored 0.

2.4 SECTION D: READING PROGRAMME

This section consisted of two questions; 9 and 10. Question 9 required the students to choose one class reader while question 10 required them to read the given poem and then answer questions that follow.

2.4.1 Question 9: Class Readers

In this question, the students were required to choose one class reader either done in Form One or Two and answer questions that follow in the blank spaces provided.

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 (1977), William Collins Sons and Company Ltd, Great Britain.
Mabala the Farmer	-	R.S Mabala (1988), Ben & Company, Dar es Salaam.

Questions:

- (a) (i) Give the title of the book.
- (a) (ii) What is the name of the author?
- (b) (i) Who is the main character in the story you read?
- (b) (ii) Which strength of the main character you have identified in (b) (i)?
- (c) Briefly explain the weakness of the main character in (b) (i)?
- (d) Relate the main character you have identified in (b) (i) to your society.
- (e) What have you learnt from the story you have read?

This question was attempted by 100 per cent of the students, out of which 16.9 per cent scored from 7 to 10 marks. Apart from that, 53.2 per cent scored from 3 to 6 marks and 29.9 per cent scored from 0 to 2.5. Among the students with weak performance, 4.3 per cent scored 0. The general performance of the students in this question was good since 70.1 per cent had scores that ranged from 3 to 10 marks. The overall students' performance in the question is summarised in Figure 9.

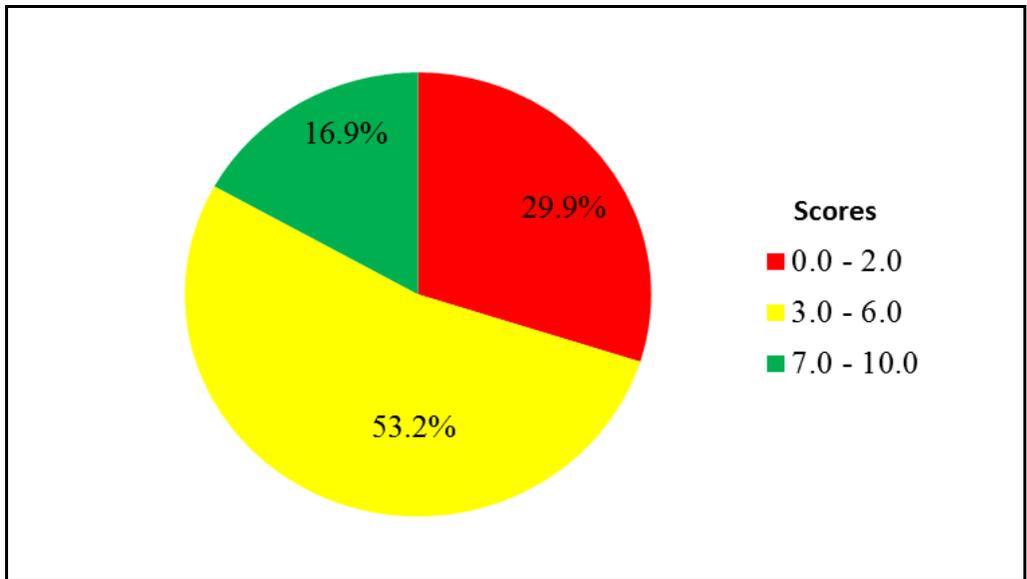


Figure 9: Percentages of the Students' Performance in Question 9

The analysis shows that 16.9 per cent of the students with high marks in this question demonstrated their ability in Reading Skills which enabled them to answer correctly by using the correct information from the class readers. The question tested the student's ability to interpret simple stories in order to explain the relevance of such stories and its related information found in such stories. For example, in item (a) (i), they stated the title of the book, such as *Kalulu the Hare* while in (ii); they mentioned *Frank Worthington* as the author of the book. Others wrote *Mabala, the Farmer* as title of the book in (a) (i) whereas *Richard Mabala* is the author in (ii) item.

In item (b) (i), the students mentioned *Kalulu the Hare* as a main character in the story *Kalulu the Hare* while those who picked *Mabala, the farmer* mentioned the main character *Mabala*. Additionally, in (ii), the strength of *Kalulu* is that he won against many challenges regardless of his small

appearance. The students who picked Mabala mentioned his strength as he was a good accountant which helped his village.

In item (c), the students stated the weakness of Kalulu the Hare, for example one of them mentioned that *Kalulu* was a liar and tricky creature. On the other hand, *Mabala* was regarded as lazy particularly in farming activities.

Moreover, in item (d), the students who referred to Kalulu the Hare wrote varied points to relate Kalulu with their society. For example, one wrote that, *Kalulu* relates to people who live without sweating rather they trick others to earn their incomes. The students who chose Mabala had different arguments; for example, one of these students wrote *Mabala* can be related to people who are lazy and fond of drinking alcohol.

In item (e), one of the students who selected *Kalulu the Hare* mentioned that, the lesson from story read was people should not be tricky and use other's properties out of lies. The students who picked *Mabala* had a number of lessons, for example, one of them wrote *people should work hard in farming activities*. Another student wrote *we should not be arrogant like Mr Mabala*. Additionally, another student wrote that *we should receive advice from experienced people*. Extract 9.1 is a good response from a student who managed to read and comprehend message from the class reader.

(a) (i) Give the title of the book.
 MABALA THE FARMER

(ii) What is the name of the author?
 Richard S. Mabala.

(b) (i) Who is the main character in the story you read?
 Mabala is the main character.

(ii) Which strength of the main character you have identified in (b) (i)?
 The strength of the main character was the ability of changing his behaviour so as to bring up his reputation and he succeeded.

(c) Briefly explain the weakness of the main character in (b) (i).
 The main character who is Mabala had a weakness of being lazy during farming. Also he never listened to other people's advice which made him more lazy.

(d) Relate the main character you have identified in (b) (i) to your society.
 In our society, there are people who are like Mabala whereby they never listen to others and are lazy leading to underdevelopment in the society.

(e) What have you learnt from the story you have read?
 I learn not to be lazy as Mabala for laziness do not bring achievement in life. Also, trying to change from bad to good as how Mabala tried and he later on succeeded.

Extract 9.1: A response of a student who answered all the items correctly from the selected class reader.

The analysis of the students' responses shows that 29.9 per cent of the students with weak performance could not answer the questions basing on the class readers. For example, in item (a), the students picked up names of the characters in class readers as either the title of the book or the name of the author. Others copied the instructions from the question as the response. In item (b), these students failed to mention the main character in one of story read as well as the strength of the particular character. One of them, for example, wrote the main character is *William Collins sons and company* in (b) (i) as copied from the *Fast Money's* publisher's company. There were students who mentioned the titles of the stories instead of main characters in (b) (ii) while

others either left the item unanswered or provided incorrect responses such as strength is Dar es Salaam Company.

Additionally, the analysis shows that in item (c), *explain the weakness of the main character in (b) (i)*, the students wrote varied incorrect responses. For example, one of them wrote the *strength of the main character is you have playing football*. Furthermore, there were students who wrote irrelevant responses as *klreany id is me*. The students might have faced a stumbling block in knowing the meaning of the word *strength*; hence many of them provided responses deviating from the correct answer.

In item (d), *relate the main character you have identified in (b) (i) to your society*, the analysis shows that the students failed to provide the correct answer due to variety of reasons. There were those students who just mentioned characters from stories without any explanations on them. On top of that, some of them listed class readers they have read while others left the item unanswered. The challenge to these students might have been the presence of the word *relate*. Therefore, instead of relating the main character to the society, they wrote incorrect responses.

In item (e), *what have you learnt from the story you have read?* This item was not correctly answered by the students. For example, some of them mentioned the titles of the stories they have read as the responses. Nevertheless, there were those who listed all the characters they know from the books while others copied the instructions to different questions from the paper contrary to the requirements of the question. The bottom line behind incorrect answers from these students lies on the fact that, knowledge of the class readers as far as their relevance is concerned was inadequate. Extract 9.2 illustrates such incorrect responses.

(a) (i) Give the title of the book.
R.S. Maabara

(ii) What is the name of the author?
Maabara the farmer

(b) (i) Who is the main character in the story you read?
The magic Garden

(ii) Which strength of the main character you have identified in (b) (i)?
K.R. Chipwell (1978) William Collins song and
Company Ltd Great Britain

(c) Briefly explain the weakness of the main character in (b) (i).
R.S. Maabara (1988) Ben & Company Dar es Salaam

(d) Relate the main character you have identified in (b) (i) to your society.
Kullala the hawk

(e) What have you learnt from the story you have read?
Hawa the bus driver

Extract 9.2: A response of a student who scored 0 in question 9.

Extract 9.2 shows a response of a student who responded incorrectly to items (a-e). The student manifested lack of knowledge of the class readers thus failed to respond correctly to all items of the question.

2.4.2 Question 10: Poetry

In this question, the students were given a four stanza poem to read and then to answer the questions about it. The question tested the students' ability to read and interpret simple poems.

The following was the poem:

The Lost Doll

*I once had a sweet little doll, dears,
The prettiest doll in the world,*

*Her cheeks were so red and so white, dears,
And her hair was so charmingly curled.*

*But I lost my poor doll, dears,
As I played in the health one day;
And I cried for her more than a week, dears,
But I never could find where she lay.*

*I found my poor little doll, dears,
As I played in the health one day
Folks say he is terribly changed, dears,
For her paint is all washed away.*

*And her arms trodden off by the cows, dears,
And her hair not the least bit curled;
Yes for old sake's sake she is still dears,
The prettiest doll in the world.*

Questions:

- (a) Which lines in the poem describe the beauty of the doll?
- (b) If someone sings the poem, will it sound good? Give a reason for your answer.....
- (c) Describe the use of the word "dears" in the poem.....
- (d) Who is the persona representing in real life?
- (e) Briefly, show the relevance of the poem to the society.....

This question was attempted by 100 per cent of the students, out of which 88.3 per cent scored from 0 to 2 marks. Moreover, 10.4 per cent scored from 3 to 6 marks and 1.3 per cent scored from 7 to 10 marks. Among the students with weak performance, 57.5 per cent scored 0. The general performance of the students in this question was weak since 88.3 per cent had scores that ranged from 0 to 2 marks. The overall students' performance in the question is summarised in Figure 10.

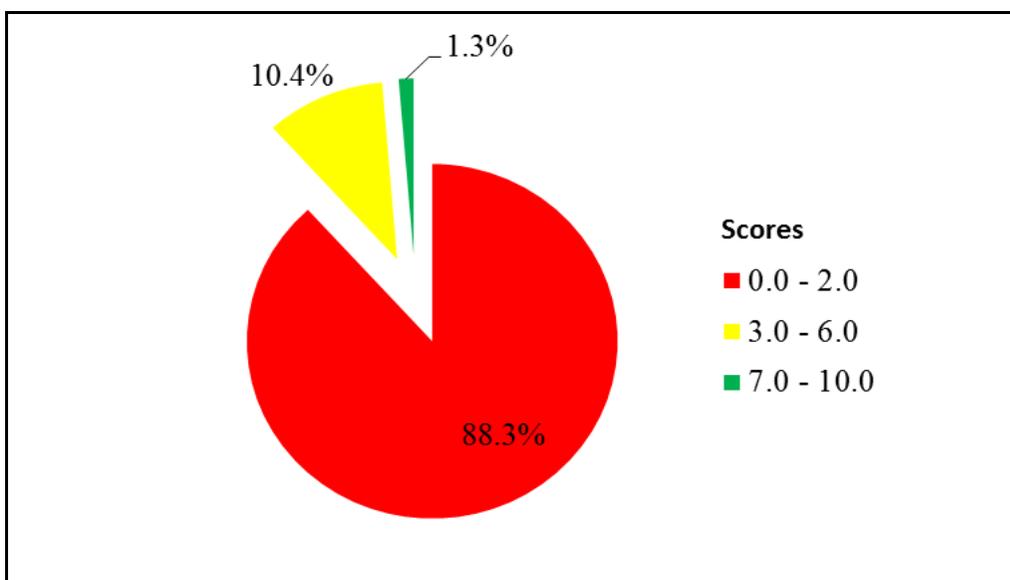


Figure 10: Percentages of the Students' Performance in Question 10

The analysis indicates that 88.3 per cent of the students, who scored 0 to 2 marks, did not have adequate knowledge and skills in interpreting the poem. Their response did not reflect the information contained in the poem. For example, in item (a), some of the incorrect responses provided were; *one, two and three, my poem* whereas in item (b), they wrote *her arms, the lost doll and week dears*. In item (c), the students failed to describe the use of the word *dears* in the poem by providing incorrect responses such as *dear society, man and woman* and *dears is love*. Yet, some of them misinterpreted the requirement of the question for example, one student wrote *there are four stanzas dears*. The students lacked English Language proficiency to read and interpret the poem.

In item (d), the students failed to state *who the persona represents in real life*. Some of them provided irrelevant responses such as *forms the sentences, is the poem* and *to study the doll*. There were students who copied some verses in the poem as the responses contrary to the demands of the question. The eminent challenge they faced might have been the failure to grasp the meaning of the word *persona*. Therefore instead of providing the correct answer as representing *the people who have lost their beloved ones*, they copied verses from the poem. Moreover, there were students who left the item unattended due to the lack of the English Language proficiency.

In item (e), the students failed to show the relevance of the poem to the society as they wrote varied incorrect responses. For example, one of them wrote *society is group of people in one leader* while another wrote *I like my society is have good environment*. Additionally, there were students who mentioned the list of class readers as responses such as *Kalulu the Hare, Hawa the bus Driver and Mabala the farmer*. Extract 10.1 is a poor response from one of the students in this category.

Questions

(a) Which lines in the poem describe the beauty of the doll?

I once had a sweet little doll, dears, the prettiest doll in the world. Her cheeks were so red and so white, dears, and her hair was so charmingly curled.

(b) If someone sings the poem, will it sound good? Give a reason for your answer.

If I found my poor little doll, dears, as I played in the hearth one day. I'd say he is terribly changed, dears, for her paint is all washed away.

(c) Describe the use of the word "dears" in the poem.

And her arms trodden off by the cows, dears,
And her hair ~~not~~ the best, lost ~~but~~
but curled.

(d) Who is the persona representing in real life?

I And I cried for the more than a week,
dears, but I never could find where she lay.

(e) Briefly, show the relevance of the poem to the society.

But I lost my poor little doll, dears, AS I played
in the hearth one day.

Extract 10.1: A response of a student who provided incorrect response to question 10.

Extract 10.1 shows a response of a student who lacked knowledge and skills to read and interpret poems. Therefore, the student copied some verses and stanzas from the poem as responses to items (a-e).

Conversely, the analysis shows that 1.3 per cent of the students with high marks in this question demonstrated their ability in reading and interpreting the given poem. Thus, they answered correctly capturing the information from the poem. In (a), they mentioned the lines that describe the beauty of the doll as 1st, 2nd, 3rd, and the 4th line of the first stanza. They also knew that other lines include 2nd and 4th of the fourth stanza as correct answers to this item. Moreover, in item (b), they correctly responded *yes* because it has observed rhythm, rhyme and repetition of several words such as *dear*.

In item (c), they correctly responded that the word *dears* has been used to show emphasis on what the persona says or rather it helps to make the poem sound when sung or recited. In item (d), they provided correct answers as representing the people who have lost their beloved ones. Additionally, they knew that the persona can also represent children who like to play with dolls and the sufferings they get when their dolls are lost. In item (e), they stated that the poem is relevant to the society as it portrays true love that can be found among the people in the society. Extract 10.2 is response of one the students who scored high marks in question 10.

(a) Which lines in the poem describe the beauty of the doll?

The 2nd, 3rd and 4th lines of the first stanza, and the 4th line of the fourth stanza.

(b) If someone sings the poem, will it sound good? Give a reason for your answer.

Yes the poem will sound good because of the Rhythme, the word 'dears' has been used as a Rhythmic word which brings a good sound when

(c) Describe the use of the word "dears" in the poem.

The use of the word "dears" is it has been used as a Rhythmic word which brings a good sound of how the ~~song~~ ^{poem} is. It brings a good Rhythm when one sings the poem.

(d) Who is the persona representing in real life?

The persona is representing a baby who likes playing with a doll. But the baby lose the doll as it was playing in the hearth. The baby cried for more than a week and found it very terribly changed.

(e) Briefly, show the relevance of the poem to the society.

The poem is relevant to the society since there are many children who like to play with dolls and take good care of them. The children also cry when they lose their dolls like the persona as said in verse ~~two~~ ^{three} in the second stanza.

"And I cried for her more than a week, dears,"

Extract 10.2: A response of a student who responded correctly to all items (a-e) in question 10.

3.0 PERFORMANCE OF THE STUDENTS IN EACH TOPIC

The topics assessed in English Language in the FTNA, 2020 were *Language Use, Comprehension and Summary, Reading Programme* and *Patterns and Vocabulary*.

The analysis of the students' performance indicates that the topics with good performance were *Language Use* where questions 3, 4 and 5 were derived, it had high performance by 79 per cent: *Comprehension and Summary* 67 per cent (questions 1 & 2). The topics with average performance were: *Reading Programme* which had 41 per cent (questions 9 & 10) and *Patterns and Vocabulary* which had 30 per cent (questions 6, 7 & 8).

The topic in which the candidates faced challenges was *Patterns and Vocabulary* due to the fact that they had problems in the application of nouns in terms of singularity and plurality.

The comparison of the students' performance in FTNA English Language for 2019 and 2020 shows a remarkable improvement in the topics of *Comprehension and Summary* and *Language Use*, which have changed from average performance in 2019 to good performance in 2020 respectively. Conversely, the retrogression has been encountered in the topics of *Patterns and Vocabulary* and *Reading Programme*, which dropped from 48.97 per cent to 30 per cent and from 48.85 per cent to 41 per cent in 2019 to 2020 respectively. The comparison of the performance of students in each topic for FTNA 2019 and 2020 is summarised in Appendix B.

4.0 CONCLUSION

The general performance of the students in the English Language, in the FTNA, 2020 was good since 81 per cent of them scored from 30 per cent and above. The students performed well in this assessment because they were able to identify the tasks of the questions, were able to follow the required instructions and had sufficient knowledge and skills about the concepts related to the topics. On the contrary, there were students who had problems in this assessment particularly in answering Question 10. These problems were caused by the students' failure to interpret the question and inadequate knowledge of the concepts related to poetry.

5.0 RECOMMENDATIONS

In order to increase the performance of prospective students, it is recommended that:

- (a) The topic *Language Use* should be taught by using the teaching and learning strategies such as *using the globe, maps, text about direction*, and *texts on facts and opinions* in order to maintain the performance and raise it to the best level in forthcoming assessments.
- (b) The topic *Reading Programme* should be improved by using appropriate teaching and learning strategies. For example the use of *drama, dialogues* and *story – telling technique* which put the particular books into real world that can facilitate students to comprehend the class readers.
- (c) In *Patterns and Vocabulary*, the students should be encouraged to do many practices and to read books especially, of the aspects of grammar.

Summary of the Students' Performance by Topic in the 2020 FTNA

S/N	Topic	Questions number	The Percentages of the Students who Scored the Average of 30 per cent and Above	Average Performance by Topic (%)	Remarks
1.	Language Use	4	82.4	79	Good
		3	79.8		
		5	74.6		
2.	Comprehension and Summary	1	73.1	67	Good
		2	60.9		
3.	Reading Programme	9	70.1	41	Average
		10	11.7		
4.	Patterns Vocabulary and	8	58	30	Average
		7	26		
		6	15		

Comparison Summary of Students' Performance per Topic for FTNA 2019 and 2020

S/N	TOPIC	2019			2020		
		Number of question	Percentage of Students who Scored an Average of 30 and Above	Remarks	Number of question	Percentage of Students who Scored an Average of 30 and Above	Remarks
1	Language Use	3,4,5	58	Average	3,4,5	79	Good
2	Comprehension and Summary	1,2	33	Average	1,2	67	Good
3	Reading Programme	9,10	49	Average	9,10	41	Average
4	Patterns and Vocabulary	6,7,8	49	Average	6,7,8	30	Average

