



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



**STUDENTS' ITEM RESPONSE ANALYSIS REPORT  
ON THE FORM TWO NATIONAL ASSESSMENT  
(FTNA) 2022**

**ENGLISH LANGUAGE**



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## **FOREWORD**

This report presents Students' Items Response Analysis (SIRA) on Form Two English Language National Assessment which was conducted in November 2022. This report aims to provide feedback to all educational stakeholders on the factors that contributed to the students' performance in English.

The Form Two National Assessment (FTNA) is a formative evaluation which intends to monitor students' learning to provide feedback that teachers, students and other educational stakeholders can use to improve teaching and learning respectively. This analysis shows justification for the students' performance in the English Language subject. The students who attained high scores had adequate knowledge of tenses and grammatical rules, sufficient basic vocabulary to use in different contexts and the ability to interpret simple stories to understand multiple choice questions and choose correct responses and to match the occupational descriptions with their common names. However, students who scored low marks faced difficulties in responding to the questions due to their insufficient knowledge of the tested concepts.

This report will help students to identify strengths and weaknesses for them to improve learning before sitting for their Certificate of Secondary Education Examination (CSEE). It will help teachers to identify the challenging areas and take appropriate measures during teaching and learning.

The National Examinations Council of Tanzania (NECTA) expects that the feedback provided in this report will shed light on the challenges for which education stakeholders should take proper measures to improve teaching and learning the English Language subject. Consequently, students will acquire knowledge, skills and competence indicated in the syllabus for better performance in future assessments and examinations.

The Council appreciates the contribution of all those who prepared this report.



Dr. Said Ally Mohamed  
**EXECUTIVE SECRETARY**

## **1.0 INTRODUCTION**

This report analyses students' performance in the English Language Form Two National Assessment (FTNA), which was conducted in November 2022. The assessment was set following the 2010 English Language syllabus and the 2021 English Language format.

The paper consisted of Sections A, B and C, with a total of 10 compulsory questions. Section A consisted of multiple choice and matching item questions: Question one (1) consisted of 10 multiple choice items, and each item weighed one (01) mark, making a total of 10 marks. Question two (2) consisted of five (5) matching items, each weighing one (1) mark, making a total of five (5) marks. Section B comprised of seven (7) Language Use Questions from Questions three (3) to nine (9). Each question weighed 10 marks, making a total of 70 marks. Section C focused on reading with Question 10 weighing 15 marks.

The analysis of students' performance on each question is presented by indicating the requirement of each question, the performance of the students, and the explanations on the students' responses. Sample responses are attached to support the explanations on students' responses.

This analysis is based on three performance categories: 65 to 100 per cent is categorized as good and indicated by green colour; 30 to 64 per cent is average and indicated by yellow colour; and 0 to 29 per cent is weak and is indicated by red colour. The students' performance on each topic is summarized in Appendices A and B.

A total of 634,791 students sat for the English Language Assessment in November 2022. Among them, 381,914 (60.31%) passed. The performance has decreased by 26.18 per cent when compared to the performance in FTNA 2021, whereby 520,480 (86.49%) passed with various grades, as shown in Table 1:

**Table 1: Students' Pass Grades in FTNA 2021 and 2022 by Gender**

Year	Gender	Sat	Total passed	Grades				
				A	B	C	D	F
2021	M	276,040	241,308	38,174	27,761	93,918	81,455	34,313
	F	326,584	279,172	34,026	23,885	104,691	116,570	46,989
	<b>Total</b>	602,624	520,480	72,200	51,646	198,609	198,025	81,302
2022	M	292,676	187,509	9,304	10,883	53,714	113,608	104,364
	F	342,115	194,405	9,616	9,484	47,057	128,248	146,924
	<b>Total</b>	634,791	381,914	18,920	20,367	100,771	241,856	251,288

Table 1 shows that the number of females who passed in both FTNA 2021 and FTNA 2022 outweighs that of males. However, most females passed with grades C and D.

## **2.0 ANALYSIS OF STUDENTS' PERFORMANCE PER QUESTION**

### **2.1 Section A: Multiple Choice and Matching Item Questions**

Multiple choice and matching item questions were set to assess the status of higher order thinking skills of the students in terms of identification, recognition and recollection competence in specific content areas.

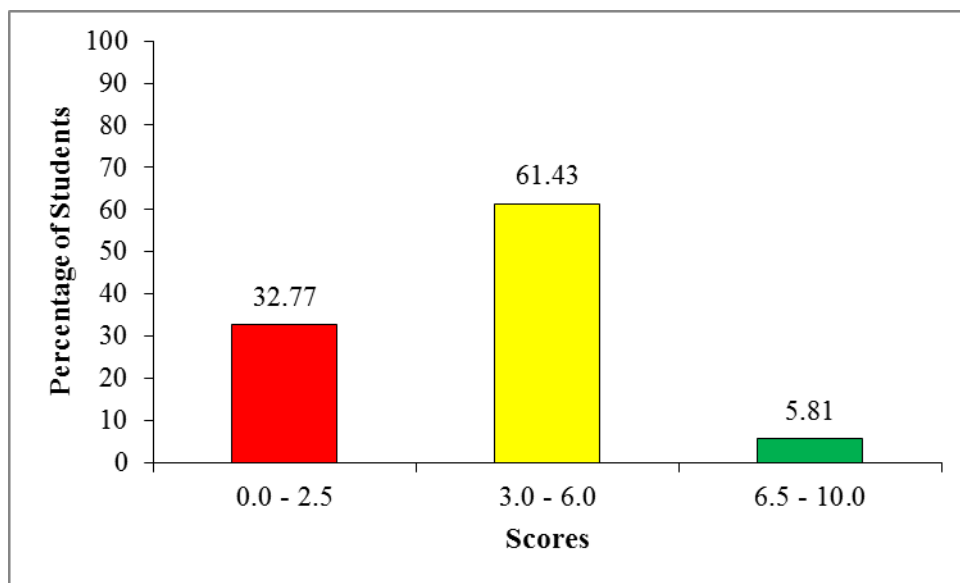
This section consisted of two (2) questions: one (1) and two (2). Question one (1) consisted of ten items that weighed 10 marks, and Question two (2) consisted of five items that weighed five (5) marks, making a total of fifteen 15 marks in this section.

#### **2.1.1 Question 1: Multiple Choices**

Question 1 required the students to choose the correct answer from the four given alternatives by writing its letter in the box provided. The question aimed at testing the students' ability to remember and understand the vocabulary items used in various topics. For example, Question 1(i) Talking about Events, Question 1(ii) Writing a Variety of Texts, Question 1(iii) Giving Directions, Question 1(iv) Asking for Services, Question 1(v)

Expressing likes and Dislikes, Question 1(vi) Dictionary Use, Question 1(vii) Talking about Events, Question 1(viii) Expressing Ongoing Activities (Stative Verbs), Question 1(ix), Expressing Opinions and Feelings (Articles), and Question 1(x) Analyzing Information from the Media.

This question was attempted by 634,791 students (100%). Among them, 36,835 (5.81%) scored from 6.5 to 10 marks, which is good performance; 389,918(61.42%) scored from 3 to 6, which is average performance; and 208,037 (32.77%) scored from 0 to 2.5 marks, which is weak performance. The general performance on this question was good because 67.23 per cent of the students scored from 3 to 10 marks. The students' performance on this question is summarized in Figure 1.



**Figure 1:** *Students' performance on Question 1*

The students with good performance on this question scored from 6.5 to 10 marks. This variation was determined by the correctness of their answers. Those who scored 10 marks read and obtained the correct meaning from the given alternatives. Hence, they correctly answered the questions in all items. These students had adequate knowledge of the topics from which the questions were set. The majority of the students scored average marks (3 to 6), indicating unsatisfactory knowledge about the subject matter; they



provided few correct responses. These students had partial knowledge of some of the topics. Hence, they failed to score full marks. Some students also scored from 0 to 2.5 marks. These had inadequate knowledge of the subject matter. Some of them left the items unanswered, and others guessed the answers. The following part analyses the students' responses to the items from (i) to (x).

Item (i): *Majengo was watching a football match between Kagera Sugar and Mbeya City at the BWM Stadium. In this situation Majengo was a*

- A *referee*
- B *striker*
- C *defender*
- D *spectator*

Most of the students chose the correct answer, which was D (spectator), showing that they had a good understanding on the topic of *Talking about Events* under the sub topic of *Talking about Sports*. This also implies that they were familiar with the vocabularies used in the football match. These students could relate the term *spectator* with someone who is outside the playing ground observing the match. Most of them did not choose other alternatives as they were all connected to someone who is among the team members. Conversely, only a few students failed to choose the correct answer as some of them chose A (referee). These students could not realize that the referee is an official who watches a match closely to ensure that the rules are adhered to. Those who chose B (striker) did not understand that a striker is a player who mainly attacks and scores goals. Those who selected C were not aware that a defender in football is a player whose main task is to try and stop the other side from scoring. These incorrect choices indicate that such students were not knowledgeable about the relevant topic, particularly the sub topic of *Talking about Sports* where all these terminologies are applied in football commentaries.

Item (ii): *Imagine you are filling in an official form. You come across an item that requires you to fill in the particulars about the country you belong to. What does this item refer to?*

- A *Marital status*
- B *Nationality*

- C *Nationalization*
- D *National*

The correct response was B (nationality). Students who selected this option had a clear understanding of the topic *Writing a Variety of Texts*, particularly on *Filling in Forms*. These students knew that a nationality is a country one belongs to because he/she was born there and has a legal right to be its citizen. In contrast, some students provided wrong choices like A (marital status). These students did not know that marital status focuses on whether one is married, single or divorced. Those who opted for C (nationalization) could not realize that nationalization is the process of taking privately controlled companies, industries or assets and putting them under the control of the government. The students' choice of option D (national) implies that they did not know that the term means relating to the entire country or nation rather than to part of it or to the other. The students lacked knowledge about important personal particulars and the English language because they failed to figure out what their belongingness to their country meant.

Item (iii): *Neema was at point A in the East when she saw the ball at point B in the West. At the same time, Baraka at point C saw the same ball in the South. In which direction would Neema see Baraka?*

- A *South-East*
- B *North-West*
- C *South-West*
- D *North-East*

Most of the students failed to choose the correct answer, which was B (North-West), indicating that they had inadequate knowledge about the four points of the compass in the topic *Giving Directions*. However, a few students provided the correct choice, indicating that they had adequate knowledge of the four points of the compass. Hence, they gave the correct direction required. These students knew the main four compass directions i.e. North, South, East and West. They could also determine the positions of the ball and the respective people.

Item (iv): *When you want to buy a pair of shoes and you have less money, you will ask the shopkeeper to give you a discount. If you manage to get a discount, what does that act refer to?*

- A *Requesting*
- B *Arguing*
- C *Asking*
- D *Bargaining*

Only a few students chose the correct answer D bargaining, in this item. These students had adequate knowledge of the language used when shopping. They knew that bargaining is the negotiation of the term and conditions of a transaction. The students had shown their mastery of the topic *Asking for Services* and their ability to apply the knowledge acquired to their real life situation. On the contrary, most students failed to choose the correct response as they opted for A (requesting) and C (asking). These students treated those words as synonyms without considering the context provided in the particular question. The students who chose B (arguing) did not realize that the term referred to angrily speaking to someone showing discontent on an issue. Hence, they were wrong. This shows that the students failed to apply the acquired knowledge.

Item (v): *Anna told her mother, "I like reading story books." It happens that her mother likes the same activity. How would Anna's mother reply to Anna?*

- A *And me too I like*
- B *So do me*
- C *And me also*
- D *So do I*

The item tested the students' ability to use language in communication. Some of the students provided the required response as they showed how one can respond to a person whom he/she shares the same preferences. Students with adequate knowledge of the English language chose D (so do I). These students realized that *so do I* is an idiom used to show that one feels the same way. Those who opted for A (and me too I like) were misled by the word *like* in the distractor which also appeared in the question to express something which one is fond of. This option is wrong because it is a direct translation of Kiswahili words. The students who chose B (so do

me) were not aware of the idiom because *me* in the phrase *so do me* is the first person singular pronoun which is used as the object of the verb. Therefore, the phrase is grammatically wrong because if one is talking about him/her self, then the person should be the subject. Those who opted for C (and me also) were wrong because the phrase is a direct translation of Kiswahili words which one uses in expressing the same preference as others. This shows that the students lacked adequate knowledge of the English language as well as the rules that guide sentence structures. These students failed to show how to use language in communicating similar preferences.

Item (vi): *If you are asked to rewrite the sentence “Women are inferior” into its opposite. How would your sentence read?*

- A Women are good.
- B Women are of low status.
- C Women are superior.
- D Women are equal.

The students with good performance on this question identified the opposite or antonym of the word *inferior* as they chose option C (Women are superior). On the contrary, a few students failed to identify the antonym of the word *inferior* and hence failed to give the correct response. For example, the students who chose A were not aware that good means having the required qualities or of a high standard, which is contrary to what the question required. Those who opted for B gave the synonym of the word *inferior* whereby synonyms are words with similar meanings. The students who chose D as their answer lacked the knowledge that equal means being the same in status, value, quantity, size or degree.

Item (vii): *When a person says, “He has enough money to buy a new car”. What does it mean?*

- A He will buy a car.
- B He does not buy a new car.
- C He is able to buy a new car.
- D He cannot buy a new car.

Most students failed to apply the knowledge of language use in the area of conjunctions. The conjunction *enough... to ...* is used in positive situations.

The communicative use of the word *enough ...to...* in the item shows that the person mentioned in the sentence can buy the car, something which most students failed to identify. Only a few students who attempted the question answered this item correctly.

Item (viii): *Our English teacher asked four students to use the action 'hear' to compose a sentence that shows an ongoing activity. There was only one student who composed the correct sentence. Identify the correct sentence among the following:*

- A I hear noises from outside.*
- B We are hearing them singing.*
- C He is hearing what you say.*
- D Speak up! I am not hearing you.*

Some students failed to apply the knowledge of forming or expressing ongoing activities with stative verbs. The choices of most of the students were B, C and D because the alternatives had *ing* attached to the verb *hear*. They were not aware that stative verbs do not take an *ing* form in a verb; hence, the verb remains in its infinitive form. They did not realize that stative verbs are those which relate to thoughts and opinions; examples are agree and believe. They relate to feelings and emotions, such as like and wish, and those relating to senses and perceptions, such as hear and seem. Therefore, the correct response to this item was A; only a few students answered it correctly.

Item (ix): *You have learnt the uses of articles 'a' and 'an'. Using the acquired knowledge, why is it correct to say "an hour" but saying "an university" is incorrect?*

- A 'a' is used before a consonant sound while 'an' is used before a vowel sound.*
- B 'an' and 'a' are used interchangeably without considering the sounds.*
- C 'a' is used with long words while 'an' is used with short words*
- D 'an' and 'a' can be used with all nouns that begin with vowel letters.*

The correct answer for this item was A. Most students failed to choose the correct answer. They could not distinguish the uses of the indefinite articles ‘a’ and ‘an’. They did not know that the general rule is to use ‘a’ when the indefinite article precedes a countable noun beginning with a consonant sound and ‘an’ when it precedes a countable noun beginning with a vowel sound. Some of them had inadequate knowledge of the words which begin with silent consonants but possess vowel sounds. An example of such words is *hour*, as used in the question.

Item (x): *Which factual information accounts for Taifa Stars failure to earn points in the league of champions?*

- A Probably the team does not have experienced players.*
- B It could be due to lack of patriotism from the players.*
- C It is because of the budget that didn't cater for the needs in the preparation process.*
- D It is likely because of short time preparations.*

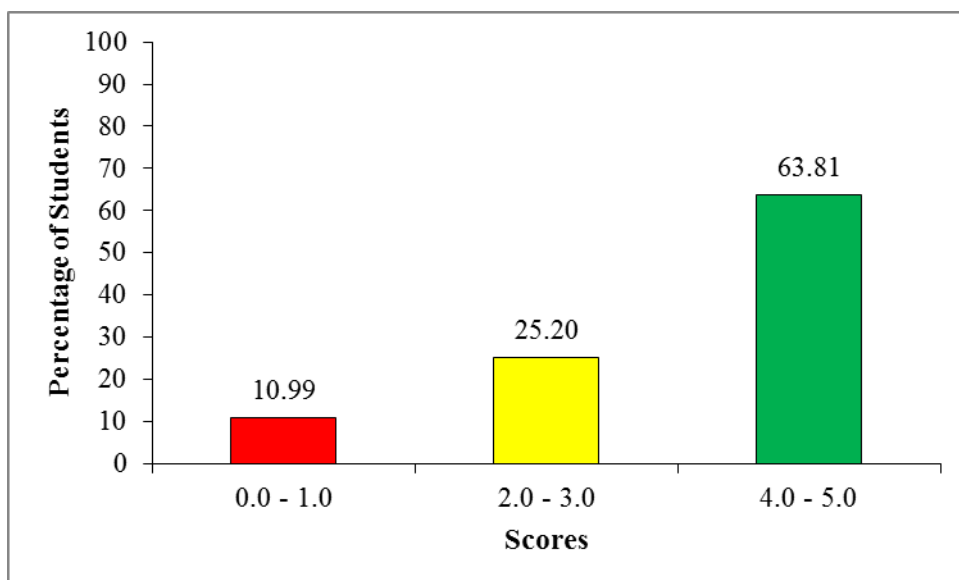
Students who had good performance on this question had adequate knowledge of facts and opinions. They could tell which of the given alternatives expresses factual information and which one expresses nonfactual information by considering the features of non-factual information which include *Probably ...*, *Maybe ...*, *It might be ...*, *I think...*, *It is likely ...* and *It could be...* Hence, they correctly identified option C as the correct answer to this item. Conversely, those who had weak performance failed to differentiate factual from non-factual information. Hence, they opted for A, B and D.

### **2.1.2 Question 2: Matching Items**

This question required the students to match the occupational descriptions in **List A** with their common names in **List B** by writing the letter of the correct answer against the item number. The question intended to test their ability to understand and remember peoples' occupations. The occupational descriptions and their common names were as follows:

List A		List B	
(i)	A person whose job is to take care of people's teeth.	A	Agent
(ii)	A person who writes books.	B	Secretary
(iii)	A person whose job is to connect and repair electrical equipment.	C	Cobbler
(iv)	A person who builds using stones or blocks.	D	Dentist
(v)	A person who works in an office, dealing with letters and telephone calls, typing, keeping records and arranging meeting with people.	E	Author
		F	Mason
		G	Electrician

A total of 634,791 students (100%) attempted the question. Of whom, 405,076 (63.81%) scored from 4 to 5 marks, which is good performance; 159,927 (25.20%) scored from 2 to 3 marks, which is average performance; and 69,788 (10.99%) scored from 0 to 1 mark, which is weak performance. Among those with weak performance, 25,387 (4.0%) scored 0. Their general performance on this question was good, since 565,003 (89.01%) scored from 2 to 5 marks. Their overall performance on the question is summarized in Figure 2.



**Figure 2:** *Students' performance on Question 2*

Analysis shows that the students who scored high marks had adequate knowledge of various occupations and the common names given to people belonging to such occupations. They also demonstrated adequate knowledge of vocabularies. Hence, they correctly applied the knowledge to match the descriptions given in the table with their corresponding common names. For example, in item (i), some students matched a dentist with someone whose job is to take care of people's teeth. In item (ii), a person who writes books was matched with E (author). Furthermore, in item (iii) the students correctly matched the person whose job is to connect and repair electrical equipment with G (electrician). Additionally, in item (iv), the students matched a person who builds using stones and blocks with F (mason). In item (v), the students matched a person who works in an office dealing with letters and telephone calls, dealing with letters, typing, keeping records and arranging meetings with people with B (secretary). Extract 2.1 is illustrative.

### Answers

List A	(i)	(ii)	(iii)	(iv)	(v)
List B	D	E	G	F	B

Extract 2.1: A sample of students' correct responses to Question 2

The student had adequate knowledge of occupational descriptions and their common names.

In contrast, 159,927 students (25.19%) with average performance on this question scored from 2 to 3 marks. These students provided correct answers to some items in the question. Other students provided incorrect answers because they failed to interpret important information from the box provided, and some of them had inadequate knowledge of the occupational descriptions and their common names.

Further analysis shows that 69,788 students (10.99%) scored from 0 to 1 mark. These students had inadequate knowledge of occupational descriptions and their common names. Some of them could not manipulate



language properly. Thus, they provided irrelevant responses. For example, one of the students matched a person whose job is to take care of people's teeth with B (secretary) instead of D (dentist). Another one matched a person who writes books with G (electrician) instead of E (author). Extract 2.2 is worth considering.

#### Answers

List A	(i)	(ii)	(iii)	(iv)	(v)
List B	Σ	G	B	D	X

Extract 2.2: A sample of students' incorrect responses to Question 2

The student lacked knowledge about the concept of occupational descriptions.

## 2.2 SECTION B: LANGUAGE USE

This section consisted of seven (7) compulsory questions including Questions 3 to 9. The questions required the students to fill in the spaces provided and give brief explanations. Each question carried ten (10) marks, making a total of seventy (70) marks.

### 2.2.1 Question 3: Active and Passive Voice

This question contained five items (i-v) which required the students to re-write the given sentences into the passive voice. The question tested their knowledge of the active and passive voice. The given sentences were as follows:

- (i) China makes cheap mobile phones.

.....

.....

.....

- (ii) My grandfather keeps sheep.

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- (iii) People in East Africa and northern Mozambique speak Kiswahili.

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- (iv) This restaurant sells nice coffee.

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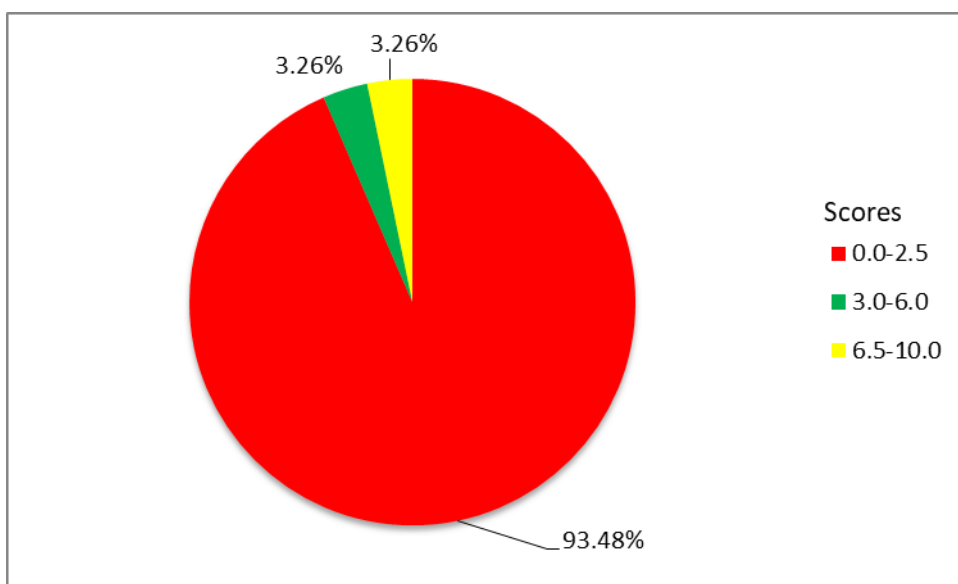
- (v) The farmer kills crop destructive mice.

.....

.....

.....

A total of 634,791 students (100%) attempted this question. Among them, 20,720 (3.26%) scored from 6.5 to 10 marks, which is good performance; 20,658 (3.26%) scored from 3 to 6 marks, which is average performance; and 593,413 (93.48%) scored from 0 to 2.5 mark, which is weak performance. Among those with weak performance, 580,455 (91.40%) scored 0. Their general performance on this question was weak since 41,378 (6.52%) scored from 3 to 10 marks. The students' overall performance on the question is summarized in Figure 3.



**Figure 3:** *Students' performance on Question 3*

The students who correctly answered the question provided accurate statements in the passive voice. They were knowledgeable about the rules that govern active and passive voice manipulation. They correctly changed the forms of the verbs (verb to be and the participle form) to suit the passive voice versions of the sentences. Additionally, they were aware of the optional status of the by-phrase which shows the doer (agent) of the action. Moreover, they correctly recognized the locative clause elements in the active voice. The elements were to be introduced by the preposition 'in' (instead of by) in the passive sentences as illustrated in Extract 3.1.

3. For each of the items (i) -(v), rewrite the given sentences in the passive voice.

- (i) China makes cheap mobile phones.

Cheap mobile phones are made in China.

- (ii) My grandfather keeps sheep.

Sheep are kept by my grandfather.

- (iii) People in East Africa and northern Mozambique speak Kiswahili.

Kiswahili is spoken by the people in East Africa and Northern Mozambique.

- (iv) This restaurant sells nice coffee.

Nice coffee is sold in this restaurant.

- (v) The farmer kills crop destructive mice.

Crop destructive mice are killed by the farmer.

Extract 3.1 A sample of students' correct responses to Question 3

The student had sufficient knowledge and competence in constructing active and passive voice sentences.

In contrast, those who performed poorly on this question had insufficient knowledge and competence in using active and passive voice constructions, specifically in the simple present tense. Some of them attempted the question using direct and indirect speech instead of using the passive voice. Others copied the questions and wrote them as their answers and yet others wrote irrelevant information. For example, one student mentioned football players instead of changing the sentences into the passive voice. Consider Extract 3.2.

3. For each of the items (i) -(v), rewrite the given sentences in the passive voice.

- (i) China makes cheap mobile phones.

It is said that "China does make cheap mobile phones".

- (ii) My grandfather keeps sheep.

I said that "My grandfather does keep sheep".

- (iii) People in East Africa and northern Mozambique speak Kiswahili.

It is said that "People in East Africa and northern Mozambique do speak Kiswahili".

- (iv) This restaurant sells nice coffee.

(For iii) I said "This restaurant does sell nice coffee".

- (v) The farmer kills crop destructive mice.

It is said that "The farmer does kill crop destructive mice".

Extract 3.2 A sample of students' incorrect responses to Question 3

The student attempted the question by rewriting the given sentences into the indirect speech instead of the passive voice.

### 2.2.2 Question 4: Expressing Future Plans or Activities

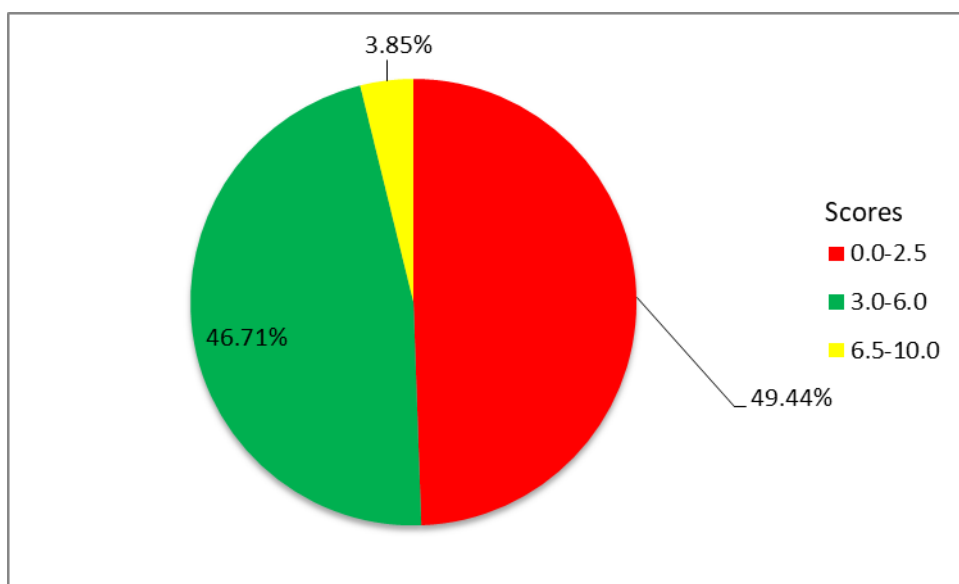
The question required the students to choose one word from the words given in the box that communicates messages about the future in each of the given situations. The question was set to test the students' competence in expressing future plans.

4. For each of the items (i) – (v), choose one word from the box that best describes the message communicated in each of the following situation:

arrangement, promise, habit, certainty, possibility
---

- (i) Monica tells her friends: “When I grow up, I will be inviting my friends for dinner every weekend.” .....
- (ii) Neema is aware that her sick friend, Madina is admitted to the regional hospital. She is heard saying, “I will visit Madina tomorrow.” .....
- (iii) My father doubted our ability to pass the examination. In response, I told him: “I assure you that I will pass our examinations because I had been working very hard.” .....
- (iv) My daughter has been repeatedly reminding me to buy her a gift. Today I had to tell her “My daughter, today I will buy you a doll.” .....
- (v) Ashura has negative attitude towards life. However, Halima has some hope. She was heard saying, “Ashura will presumably change her attitude towards.” .....

This question was attempted by 634,791 students (100%). Among them 24,462 (3.85%) scored from 6.5 to 10 marks, which is good performance; 296,497 (46.71%) scored from 3 to 6 marks, which is average performance; and 31,832 (49.44%) scored from 0 to 2.5 marks, which is weak performance. Among the students with weak performance, 74,082 (11.70%) scored zero. The general performance on this question was average since 320,959 (50.56%) scored from 3 to 10 marks. Figure 4 summarises their overall performance on the question.



**Figure 4:** Students' performance on Question 4

Students with high marks on items (i-v) of this question had adequate knowledge of expressing future activities/plans. The students were knowledgeable about using simple English to communicate in social interactions and settings. In item (i), for example, they chose *habit* as the correct answer because the sentence signalled that there would be a habitual activity of inviting friends in the future. In item (ii), the correct answer was *arrangement* because the event of visiting a patient was planned to take place the following day. The students chose *promise* in item (iii) because it was a declaration or assurance that one would do something or that a particular thing would definitely happen. In item (iv), *certainty* was the correct answer because the sentence signalled that the person was confident that he would fulfill the mission. Certainty is a firm conviction that something is the case. Students opted for *possibility* as the answer in item (v) because the sentence signalled something which might be chosen or done out of several possible alternatives. Students with good command of the English language correctly understood the future plans expressed in the sentences. Hence, they chose the correct words that best described the message communicated in such sentences. Extract 4.1 is illustrative.

4. For each of the items (i) – (v), choose one word from the box that best describes the message communicated in each of the following situation:

arrangement, promise, habit, certainty, possibility

- (i) Monica tells her friends: "When I grow up, I will be inviting my friends for dinner every weekend." ..... habit .....
- (ii) Neema is aware that her sick friend, Madina is admitted to the regional hospital. She is heard saying, "I will visit Madina tomorrow." ..... arrangement .....
- (iii) My father doubted our ability to pass the examination. In response, I told him: "I assure you that I will pass our examinations because I had been working very hard." ..... promise .....
- (iv) My daughter has been repeatedly reminding me to buy her a gift. Today I had to tell her "My daughter, today I will buy you a doll." ..... certainty .....
- (v) Ashura has negative attitude towards life. However, Halima has some hope. She was heard saying, "Ashura will presumably change her attitude towards." ..... possibility .....

Extract 4.1 A sample of students' correct responses to Question 4

The student demonstrated a good command of the English language and competence in expressing plans.

Moreover, some students answered some of the items correctly. Most of these students demonstrated partial knowledge of the use of the given nouns to express future plans.

In contrast, the students who scored 0 failed to comprehend the messages communicated in the given sentences and choose the wrong words that express future plans. These students had insufficient knowledge about the usage of such nouns and their functions in expressing future plans. Extract 4.2 is worth considering.



4. For each of the items (i) – (v), choose one word from the box that best describes the message communicated in each of the following situation:

arrangement, promise, habit, certainty, possibility

- (i) Monica tells her friends: "When I grow up, I will be inviting my friends for dinner every weekend." ..... *possibility*
- (ii) Neema is aware that her sick friend, Madina is admitted to the regional hospital. She is heard saying, "I will visit Madina tomorrow." .... *promise*
- (iii) My father doubted our ability to pass the examination. In response, I told him: "I assure you that I will pass our examinations because I had been working very hard." ..... *Arrangement*
- (iv) My daughter has been repeatedly reminding me to buy her a gift. Today I had to tell her "My daughter, today I will buy you a doll." ..... *habit*
- (v) Ashura has negative attitude towards life. However, Halima has some hope. She was heard saying, "Ashura will presumably change her attitude towards." ..... *certainty*

Extract 4.2 A sample of students' incorrect responses to Question 4

The student had insufficient knowledge of the terminologies that can be used to express future plans.

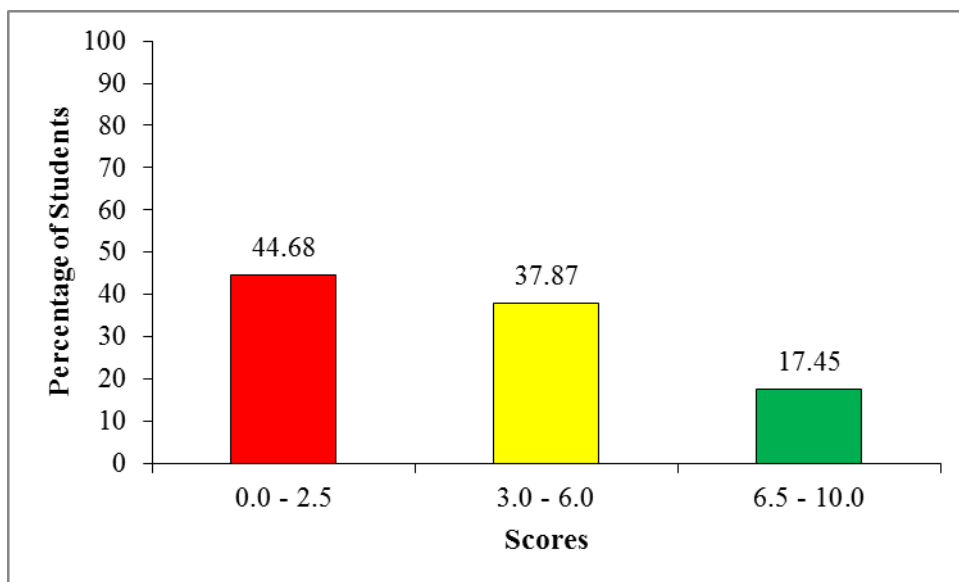
### 2.2.3 Question 5: Dictionary Use

The question required the students to provide the long forms of the abbreviations listed so that a friend understands what they stand for. The question tested the students' skills in using the dictionary especially in identifying the abbreviated words.

The question asked follows:

5. Your friend is looking for some information in the dictionary. She finds the abbreviations she does not understand. Provide the long forms of the following abbreviations so that she understands what they stand for.
- (i) sb .....  
(ii) sth .....  
(iii) adj .....  
(iv) AmE .....  
(v) adv .....

This question was attempted by 634,791 students (100%). Among them, 110,770 (17.45%) scored from 6.5 to 10 marks which is good performance; 240,365 (37.87%) scored from 3 to 6 marks, which is average performance; and 283,655 (44.68%) scored from 0 to 2.5 marks, which is weak performance. Among those with weak performance, 169,461 (26.70%) scored zero 0. The general performance on this question was average since 351,135 (55.32%) scored from 3 to 10 marks. The students' overall performance on the question is summarized in Figure 5.



**Figure 5:** *Students' performance on Question 5*

Students with good performance on this question provided the long forms of the abbreviations listed correctly. They demonstrated good understanding and skills in using the dictionary by providing the long forms of the abbreviated words. They correctly wrote that *sb* stands for somebody; *sth* stands for something; *adj* stands for adjective; *AmE* stands for American English and *adv* stands for adverb, as Extract 5.1 illustrates.

5. Your friend is looking for some information in the dictionary. She sees and lists the abbreviations she does not understand. Provide the long forms of the following abbreviations so that she understands what they stand for.

(i)	sb	..... <u>Somebody</u> .....
(ii)	sth	..... <u>Something</u> .....
(iii)	adj	..... <u>Adjective</u> .....
(iv)	AmE	..... <u>American English</u> .....
(v)	adv	..... <u>Adverb</u> .....

Extract 5.1 A sample of students' correct responses to Question 5

Conversely, the students who scored 0 had inadequate knowledge and skills in using the dictionary, particularly knowledge about abbreviations. For example, one student wrote that sb stands for substances instead of *somebody*; sth stands for *south* instead of something; adj stands for *adjacents* instead of adjective; AmE stands for *Iam East* instead of American English and adv stands for *advanced* instead of adverb. Some of these students copied the given abbreviations from the question. Others wrote irrelevant information like names of people. Consider Extracts 5.2 and 5.3.

5. Your friend is looking for some information in the dictionary. She sees and lists the abbreviations she does not understand. Provide the long forms of the following abbreviations so that she understands what they stand for.

(i)	sb	..... <u>Kilwa</u> .....
(ii)	sth	..... <u>MSOKA</u> .....
(iii)	adj	..... <u>side</u> .....
(iv)	AmE	..... <u>Kibombo</u> .....
(v)	adv	..... <u>Mwanfinjo</u> .....

Extract 5.2 A sample of students' incorrect responses to Question 5

The student had inadequate knowledge about the concept of dictionary use. Hence, he/she used irrelevant words to attempt the question.

5. Your friend is looking for some information in the dictionary. She 'sees' and lists the abbreviations she does not understand. Provide the long forms of the following abbreviations so that she understands what they stand for.

- (i) sb ..... *adj.* .....
- (ii) sth ..... *adv.* .....
- (iii) adj ..... *ame.* .....
- (iv) AmE ..... *Sb.* .....
- (v) adv ..... *sth.* .....

Extract 5.3 A sample of students' incorrect responses to Question 5

The student was not competent in dictionary use. Hence, he/she copied the given abbreviations from the question.

#### 2.2.4 Question 6: Writing an Invitation Card

The question required the students to identify the missing information in the given invitation card. The given card did not include important information like the *place*, *date* and *time* of the ceremony. The students were required to identify this information and rewrite the card showing the *date*, *place* and *time* of the ceremony. The question tested the students' ability to write formal invitation cards.

The question asked as follows:

6. The following invitation card misses some important information.

INVITATION CARD

Mr. & Mrs. Masanja have the pleasure to invite Mr. & Mrs. Onyango to the wedding ceremony of their son Kulwa & his wife Amalia.

RSVP. Mr. Masanja

Tel. 0255600017

- (i) Identify the missing information.

.....

.....

.....

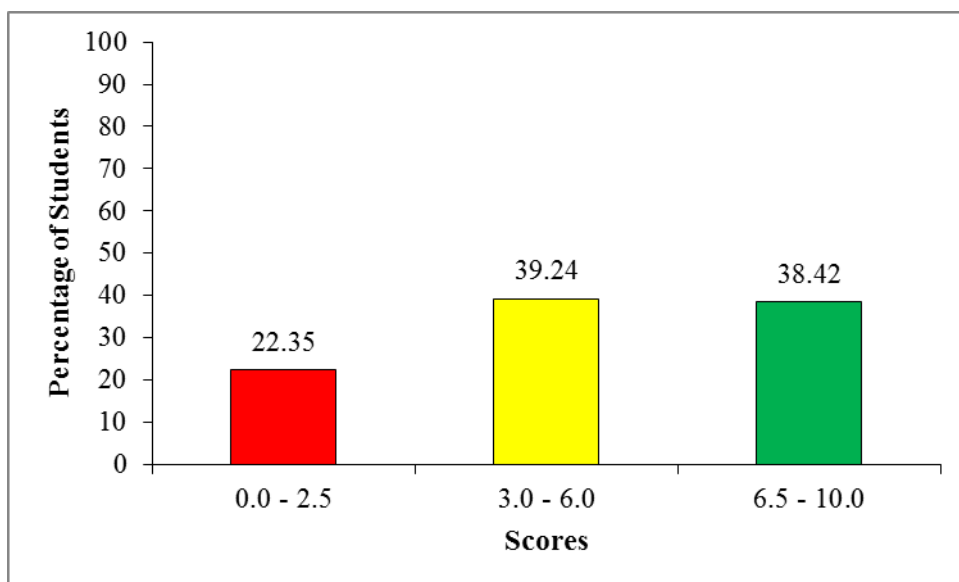
.....

.....

.....

- (ii) Rewrite the card correctly

This question was attempted by 634,791 students (100%). Among them, 243,839 (38.42%) scored from 6.5 to 10 marks, which is good performance; 249,053 (39.24%) scored from 3 to 6 marks, which is average performance; and 141,897 (22.35%) scored from 0 to 2.5 marks, which is weak performance. Among students with weak performance, 73,727(11.61%) scored zero. The general performance on this question was good since 492,892 (77.65%) scored from 3 to 10 marks. The students' overall performance on the question is summarized in Figure 6.



**Figure 6:** *Students' performance on Question 6*

The students who scored higher marks on this question had adequate knowledge of writing cards, and they were competent in grammar. These students addressed the demands of the question by identifying the missing information in the given card namely the *place*, *date* and *time* and could correctly re-write it. They demonstrated the ability to write formal invitation cards for different occasions and events. The given card had all important information like the type of event, which is a wedding ceremony; the inviter's name and address; and the invitees' name. The only information missing was the time, place and date of the event that these students correctly identified. Extract 6.1 is illustrative.

(i) Identify the missing information.

i) In the title, the specific type of ceremony.

ii) Date of the ceremony.

iii) Venue of the ceremony.

iv) Time when the ceremony is going to take place.

(ii) Rewrite the card correctly.

ONVANGO OANDAMAZIA

**WEDDING INVITATION CARD**

The family of Mr. and Mrs. Masanja have a pleasure to invite  
Mr. and Mrs. ONVANGO

to the wedding ceremony of their son Kulwa & his wife  
Amalia which is going to take place at Sea cliff  
Resort in Masaki on 8th November, 2022 from 7:00pm.

You are warmly welcomed.

RSVP: Mr Masanja  
Tel. 0255600017

A husband leaves his mother and leaves  
to his wife...

Extract 6.1 A sample of students' correct responses to Question 6

The student addressed the demands of the question by identifying the missing information in the given card in item (i), namely *place*, *date* and *time*. The student correctly re-wrote the card in item (ii).

Furthermore, the students who scored 0 failed to identify the missing parts from the given invitation card. Some of them were not knowledgeable about the invitation card format. Hence, they wrote friendly letters instead of invitation cards. Some students with poor proficiency in English resorted into using Kiswahili. Others did not understand the requirements of the question; hence, they copied the card without filling in the missing information. Extracts 6.2 and 6.3 are illustrative.

(i) Identify the missing information. *This missing information is that Masanja our welcome at the this program to enjoy life of our Kulwa & Amalia's.*

(ii) Rewrite the card correctly.

INVITATION CARD

ISAKAMANE SECONDARY SCHOOL,  
S. L. P 54,  
MISUNGWI.  
02 November 2022.

DEAR MASANJA.

Mr. & Mrs. masanja have the pleasure to invite Mr. & Mrs. Onyango to the wedding ceremony of their son Kulwa & his wife Amalia. So I need your supporting in to my to invite for home place their about Kulwa and Amalia.

R.S.V.P Mr. Masanja  
Tell. 0255600017.

END OF INVITATION CARD.

Extract 6.2 A sample of students' incorrect responses to Question 6

The student was not knowledgeable about the invitation card format. He/she wrote a friendly letter instead of an invitation card.



- (i) Identify the missing information.

INVITATION CARD In the process Inanga  
fondo mika pabafachika

- (ii) Rewrite the card correctly.

The family of Mr & Mrs Maganga mago Furaha  
kukuulika/kuwaalika: Pk/Prof/Teach/Kwenye cere  
mony yakumuagabinkiyacompensazi magan  
itakayo fanyika Tarhe 12/11/2022 Saal 12:00  
ion hadi 8:00 usiku  
PSRP : Mr. maganga  
Tel: 0712624156

Extract 6.3 A sample of students' incorrect responses to Question 6

This student had poor mastery of the English language. Therefore, he/she wrote in Kiswahili.

### 2.2.5 Question 7: Expressing Personal/Group Routines

This question had five items (i-v). It required the students to re-write the sentences that one intends to make to express habitual actions using verbs given in brackets. The question tested their ability to understand and apply the knowledge of habitual actions.

The given sentences were as follows:

- (i) Athletics (impress) me.

.....  
.....

- (ii) Our teacher (conduct) a class meeting every Friday.

.....

- (iii) This student (speak) fluent English.

.....  
.....

- (iv) My mother always (cook) delicious meals.

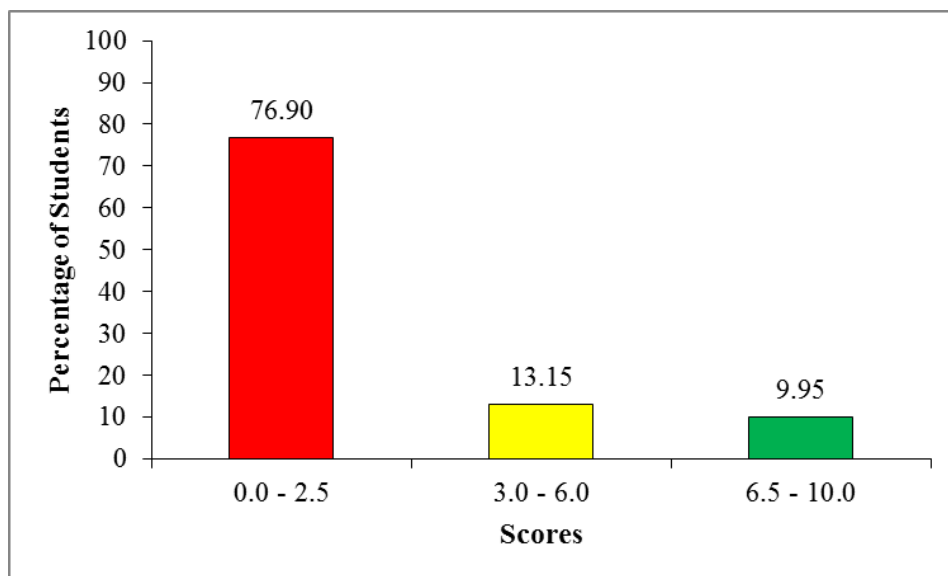
.....  
.....

- (v) Our president often (give) speeches about the precautions against COVID-19.

.....  
.....

This question was attempted by 634,791 students (100%). Among them, 63,179 (9.95%) scored from 6.5 to 10 marks, which is good performance; 83,488 (13.15%) scored from 3 to 6 marks, which is average performance; and 488,124 (76.9%) scored from 0 to 2.5 marks, which is weak

performance. Among students with weak performance, 405,296 (63.81%) scored zero. The general performance on this question was weak since 146,667 (23.1%) scored from 3 to 10 marks. The students' overall performance on the question is summarized in Figure 7.



**Figure 7:** *Students' performance on Question 7*

The students who scored high marks on this question managed to re-write the sentences correctly to express habitual actions using the verbs in brackets. These students were knowledgeable about subject verb agreement and the rules that make the verb express habitual actions. Therefore, they changed the verb tenses correctly. For example, in item (i) the students wrote *Athletics impresses me* as the correct answer because these students knew what the vocabulary *athletics* meant and they knew that it was a singular noun. They also knew that the verb *impress* adds *es* to express habitual action of a singular noun and, therefore, correctly answered the question. In item (iv), the student wrote *My mother always cooks delicious meals* as the correct answer regardless of the adverb *always* which confused some of the students in expressing habitual actions. This signals that the students had a good command of the English language. Consider Extract 7.1.

7. You intend to make the following sentences to express habitual actions. Rewrite them correctly using the verbs in brackets to communicate your intention in the spaces provided.

(i) Athletics (impress) me.  
 ..Athletics impresses me.....  
 .....

(ii) Our teacher (conduct) a class meeting every Friday.  
 ..Our teacher conducts a class meeting every Friday.....  
 .....

(iii) This student (speak) fluent English.  
 ..This student speaks fluent English.....  
 .....

(iv) My mother always (cook) delicious meals.  
 ..My mother always cooks delicious meals.....  
 .....

(v) Our president often (give) speeches about the precautions against COVID-19.  
 ..Our president often gives speeches about the precautions.....  
 ..against COVID-19.....  
 .....

Extract 7.1 A sample of students' correct responses to Question 7

The student correctly wrote sentences that express habitual actions.

The students who scored zero (0) on this question failed to re-write the sentences to express habitual actions using the verbs in brackets. These students had inadequate knowledge of habitual actions which are actions usually done by a person. These actions are considered to be the characteristic of a person. Students lacked knowledge of the rules that govern the formation of these habitual sentences. One of the students, for example, rewrote the sentences by adding *ing* to the verb in brackets and changed it into the past tense. Another student copied the sentences as the answers by changing the position of the brackets from the verb to other words. Others added question tags to the question. Extracts 7.2 and 7.3 are illustrative.

7. You intend to make the following sentences to express habitual actions. Rewrite them correctly using the verbs in brackets to communicate your intention in the spaces provided.

(i) Athletics (impress) me.

impress (me) athletics

(ii) Our teacher (conduct) a class meeting every Friday.

our teacher (a class) conduct meeting every Friday

(iii) This student (speak) fluent English.

This student (fluent) speaks English

(iv) My mother always (cook) delicious meals.

my mother (delicious) meals always

(v) Our president often (give) speeches about the precautions against COVID-19.

our president after COVID19 give speeches the ab  
out against

Extract 7.2 A sample of students' incorrect responses to Question 7

The student had insufficient knowledge of expressing habitual actions. Hence, he/she copied the question and moved the brackets from the verb to other words.

7. You intend to make the following sentences to express habitual actions. Rewrite them correctly using the verbs in brackets to communicate your intention in the spaces provided.

- (i) Athletics (impress) me.

Athletics impressing me.

- (ii) Our teacher (conduct) a class meeting every Friday.

Our teacher conducting a class meeting every Friday.

- (iii) This student (speak) fluent English.

This student speaking fluent English.

- (iv) My mother always (cook) delicious meals.

My mother always cooked delicious meals.

- (v) Our president often (give) speeches about the precautions against COVID-19.

Our president ~~of~~ often given speeches about the precautions against COVID-19.

Extract 7.3 A sample of students' incorrect responses to Question 7

The student had insufficient knowledge of expressing habitual actions. Hence, he/she changed the verb in brackets by adding *ing*.

## 2.2.6 Question 8: Giving Descriptions

The question had ten items (i-x). It was set to test students' understanding and application of adjectives to describing things.

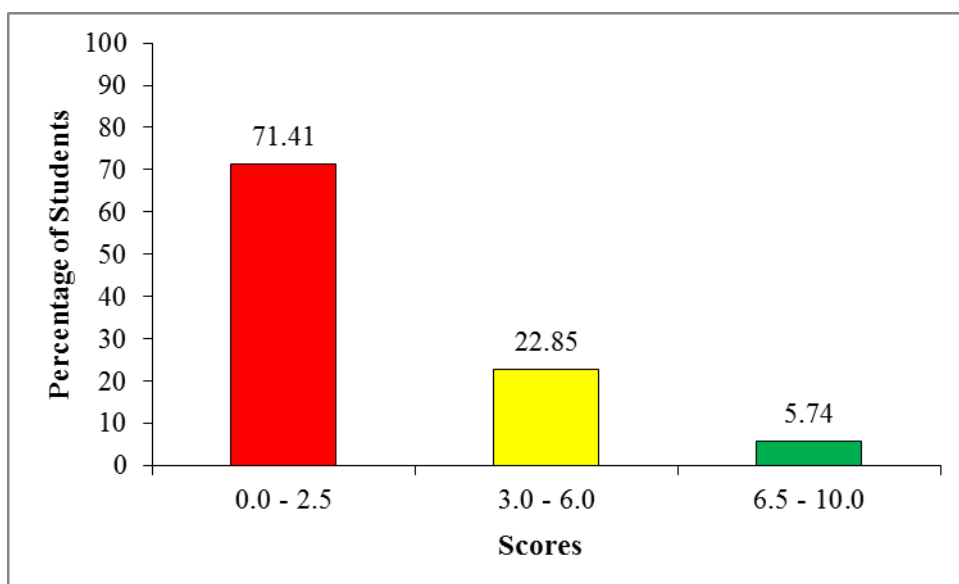
The question asked as follows:

8. You have written ten sentences to describe the new car which your mother bought recently. Choose appropriate words from the given box to correctly complete your sentence.

Admire, economic, brand-new, cheap, shines, expensive, economical, beautiful, comfortable, well-trained, four-wheel drive, two-wheel drive, sheds, seven-seater, heavy duty

- (i) *My mother spent a few dollars to buy the car than she expected. The car was .....*
- (ii) *Many people are impressed by the appearance of the car. It is .....*
- (iii) *The car is easily driven even on muddy and slippery roads. It is a ..... car.*
- (iv) *My mother is the first person to use the car. It is a ..... car.*
- (v) *The car uses less fuel than other cars. It is .....*
- (vi) *All people in our street wish they had this car. They ..... it.*
- (vii) *The car has big headlights. It ..... bright light at night.*
- (viii) *The seats of the car are very ..... You will enjoy sitting on them.*
- (ix) *My mother makes sure that she uses a ..... mechanic to service the car.*
- (x) *The car can carry seven people at once. It is a ..... car.*

This question was attempted by 634,791 students (100%). Among them, 36,432 (5.74%) scored from 6.5 to 10 marks, which is good performance; 145,057 (22.85%) scored from 3 to 6 marks, which is average performance; and 453,302 (71.41%) scored from 0 to 2.5 marks, which is weak performance. Among the students with weak performance, 150,523 (23.70%) scored zero 0. The general performance on this question was weak since 181,489 (28.59%) scored from 3 to 10 marks. The students' overall performance on the question is summarized in Figure 8.



**Figure 8:** *Students' performance on Question 8*

The students who scored high marks on this question managed to choose appropriate words from the box given that would fit to describe one's mother's car. They proved to be competent in using adjectives to describe things. They also had a good command of the English language because their answers signaled that the given descriptions of the car matched with the words chosen. For example, in item (i) students chose the word *cheap* because the description *fewer dollars* signaled a small amount of money. Also, in item (ii), the students chose the word *beautiful* to describe the appearance of the car that impressed many people, as Extract 8.1 illustrates.



8. You have written ten sentences to describe the new car which your mother bought recently. Choose appropriate words from the given box to correctly complete your sentences.

admire, economic, brand-new, cheap, shines, expensive, economical, beautiful, comfortable, well-trained, four-wheel drive, two-wheel drive, sheds, seven-seater, heavy-duty

- (i) My mother spent fewer dollars to buy the car than she expected. The car was cheap.
- (ii) Many people are impressed by the appearance of the car. It is Beautiful.
- (iii) The car is easily driven even on muddy and slippery roads. It is a four-wheel drive car.
- (iv) My mother is the first person to use the car. It is a brand-new car.
- (v) The car uses less fuel than other cars. It is economical.
- (vi) All people in our street wish they had this car. They admire it.
- (vii) The car has big headlights. It sheds bright light at night.
- (viii) The seats of the car are very comfortable. You will enjoy sitting on them.
- (ix) My mother makes sure that she uses a well trained mechanic to service the car.
- (x) The car can carry seven people at once. It is a seven-seater car.

Extract 8.1 A sample of students' correct responses to Question 8

The student was competent in describing one's mother's car.

Further analysis shows that there are students who got only some of the items correctly. These students managed to identify some of the descriptions of the car because they had partial knowledge of the adjectives used for describing things.

Conversely, the students who scored zero (0) failed to choose appropriate words to describe one's mother's car. They had inadequate knowledge of the adjectives used to describe things. Some of these students proved to have poor command of the English language as they guessed the answers inappropriately. For example, one of the students chose the word *expensive* to describe *the appearance of a car that impressed many people* instead of *beautiful* in item (ii). Also, in item (v), the student chose the word *sheds* to describe *a car that uses less fuel than other cars*, instead of *economical*. In

item (i) the student chose the word *brand new* to describe *the car that was bought using a few dollars*, instead of the word *cheap*. Extract 8.2 illustrates such responses.

8. You have written ten sentences to describe the new car which your mother bought recently. Choose appropriate words from the given box to correctly complete your sentences.

admire, economic, brand-new, cheap, shines, expensive, economical, beautiful, comfortable, well-trained, four-wheel drive, two-wheel drive, sheds, seven-seater, heavy-duty

- (i) My mother spent fewer dollars to buy the car than she expected. The car was brand new.
- (ii) Many people are impressed by the appearance of the car. It is expensive.
- (iii) The car is easily driven even on muddy and slippery roads. It is a admire car.
- (iv) My mother is the first person to use the car. It is a economical car.
- (v) The car uses less fuel than other cars. It is sheds.
- (vi) All people in our street wish they had this car. They comfortable it.
- (vii) The car has big headlights. It economic bright light at night.
- (viii) The seats of the car are very well trained. You will enjoy sitting on them.
- (ix) My mother makes sure that she uses a two wheel drive mechanic to service the car.
- (x) The car can carry seven people at once. It is a beautiful car.

Extract 8.2 A sample of students' incorrect responses to Question 8

The student has inadequate knowledge of giving description of things.

### 2.2.7 Question 9: Re-writing the sentences according to the instructions

The question had five items (i-v) which required the students to rewrite the sentences according to the instructions given after each. This question tested their understanding and knowledge of grammatical rules.

The question asked as follows:

9. Rewrite each of the following sentences according to the instructions given in brackets.

- (i) Mother cooked ugali earlier that day. Then I arrived from school. (Join the two sentences to show that one action happened before the other in the past)

.....

.....

.....

- (ii) The train left before Wednesday. (Make the sentence negative)

.....

.....

.....

- (iii) Yes, children had not eaten ugali before their parents did. (Write it in question form)

.....

.....

.....

- (iv) Students waited for the teacher for almost an hour. (Add a question tag)

.....

.....

.....

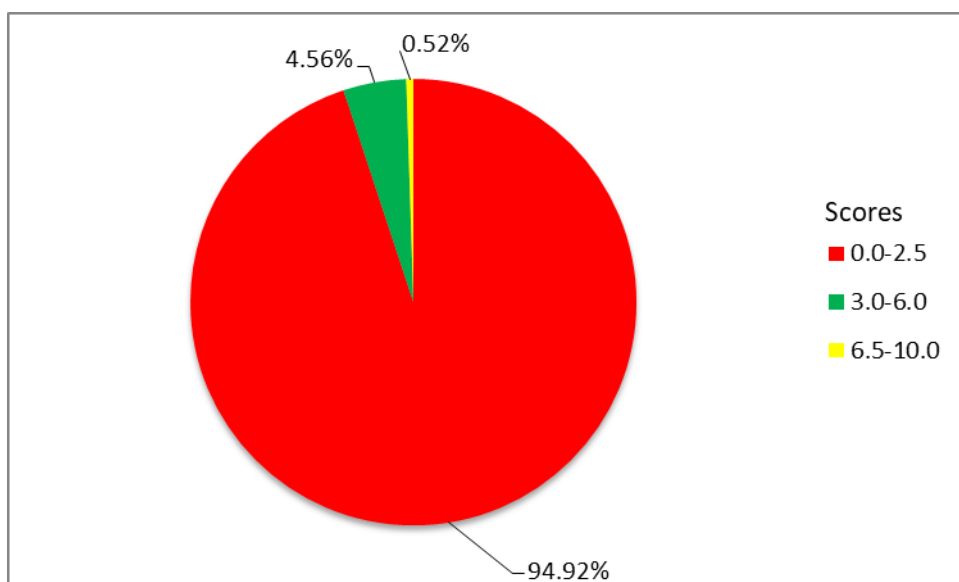
- (v) My sister used to cook dinner for me. (Negate the sentence using ..... *no longer*...)

.....

.....

.....

This question was attempted by 634,791 students (100%). Among them, 3,272 (0.52%) scored from 6.5 to 10 marks, which is good performance; 28,956 (4.56%) scored from 3 to 6 marks, which is average performance; and 602,563 (94.92%) scored from 0 to 2.5 marks, which is weak performance. Among the students with weak performance, 522,835 (82.36%) scored zero. Their general performance on this question was weak since 32,228 (5.08%) scored from 3 to 10 marks. Their overall performance on the question is summarized in Figure 9.



**Figure 9:** *The Students' performance in Question 9*

Analysis shows that the students with high marks on this question demonstrated their good understanding of tenses and structural patterns of sentences. Thus, they understood the instructions given on each sentences and answered the questions correctly. These students also proved to possess a good command of the English language; they provided sentences that are grammatically correct. In item (i), for example, some of those students joined the two sentences using conjunctions *when* and *before*; both are used to show that one action happened earlier than the other. They also changed the first part of the sentence into the past perfect tense to show that it happened earlier than the other one in the past.

Moreover, in item (ii), they correctly negated the sentence which was in past tense by using *did not* because *did not* is used to make a negative sentence in the past. In item (iii), the students correctly changed the given sentence into a question because they were knowledgeable about the rules that govern the formation of past perfect sentences into questions.

In item (iv), the students gave the correct question tag because they had the skills in adding the correct interrogative element to a declarative or an imperative clause by considering the tense used.

In item (v), the students correctly used *no longer* to rewrite the sentence that means the action was not taking place anymore. They correctly replaced the expression *used to* with *no longer* without distorting the sentence structure. Extract 9.1 is worth considering.

9. Rewrite each of the following sentences according to the instructions given in brackets.

(i) My mother cooked ugali earlier that day. Then I arrived from school.  
(Join the two sentences to show that one action happened before the other in the past)  
My mother had cooked ugali earlier that day before I arrived from school.

(ii) The train left before Wednesday. (Make the sentence negative)  
The train did not leave before Wednesday.

(iii) Yes, children had not eaten ugali before their parents did. (Write it in question form)  
Had the children not eaten ugali before their parents?

(iv) Students waited for the teacher for almost an hour. (Add a question tag)  
didn't they?

(v) My sister used to cook dinner for me. (Negate the sentence using ..... no longer...)  
My sister no longer cooks dinner for me.

Extract 9.1 A sample of students' correct responses to Question 9

The student had good ability in verb tenses and structural pattern of sentences.

In contrast, students with poor performance had inadequate knowledge of verb tenses or the structural pattern of sentences. These students also demonstrated poor command of English. Instead of rewriting the sentences according to instructions, they copied the question as their answers. These students also had inadequate knowledge of verb tenses, particularly the rules of forming past tense sentences. For example, in item (ii), one of the students wrote *The train didn't left before Wednesday* as a negative sentence instead of *The train did not leave before Wednesday*. These students also lacked skills in adding the correct interrogative element to a

declarative or an imperative clause by considering the tense used. For example, in item (iv), one of the students wrote *did they?* as a question tag instead of adding the phrase *didn't they?*, as illustrated in Extract 9.3.

9. Rewrite each of the following sentences according to the instructions given in brackets.

(i) My mother cooked ugali earlier that day. Then I arrived from school.  
(Join the two sentences to show that one action happened before the other in the past)  
My mother cooked ugali before the day I arrived from school.

(ii) The train left before Wednesday. (Make the sentence negative)  
The train didn't leave before Wednesday.

(iii) Yes, children had not eaten ugali before their parents did. (Write it in question form)  
Did children eat ugali before their parents?

(iv) Students waited for the teacher for almost an hour. (Add a question tag)  
Did they?

(v) My sister used to cook dinner for me. (Negate the sentence using ..... no longer...)  
no longer dinner is cooked by my sister.

Extract 9.3 A sample of students' incorrect responses to Question 9

The student had inadequate knowledge of verb tenses and structural patterns of sentences.

## 2.3 SECTION C: Interpreting Literary Works

The section had only one (01) question. It aimed at testing the students' ability to understand and analyse literary works (class readers). The question required the students to select two characters (One from each class reader) and analyse bad habits of each character and state why people should avoid such habits. A list of readings given was as follows:

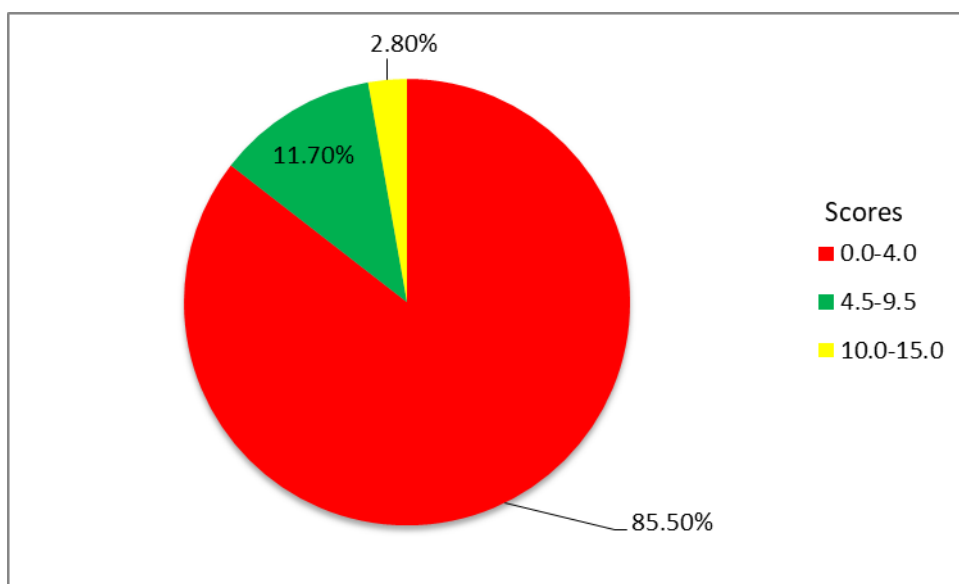
The Magic Garden	- K.R. Cripwell (1977), William Collins Sons and Company Ltd, Great Britain.
Kalulu the Hare	- F. Worthington (1937), Longman, England.
Hawa the Bus Driver	- R.S. Mabala (1988), Ben & Company, Dar es Salaam
Fast Money	- K.R. Cripwell (1978), William Collins Sons and Company Ltd, Great Britain.
Mabala the Farmer	- R.S. Mabala (1988), Ben & Company, Dar es Salaam

The question asked:

*In life there are habits that are considered good and those which are bad. With reference to two class readers, describe three bad habits you have learnt from each class reader and state why people should avoid such habits.*

This question was attempted by 634,791 students (100%). Of whom, 17,777 (2.80%) scored from 10 to 15 marks, which is good performance; 74,281 (11.70%) scored from 4.5 to 9.5 marks, which is average performance; and 542,733 (85.50%) scored from 0 to 4 marks, which is weak performance. Among the students with weak performance 238,911 (37.64%) scored zero. The general performance on this question was weak since 92,058 (14.5%) scored from 4.5 to 15 marks. The students' overall performance on the question is summarized in Figure 10.





**Figure 10:** *Students' performance on Question 10*

Analysis shows that students with high marks on this question demonstrated their ability in reading which enabled them to interpret the class readers. Hence, they answered the question correctly. Their good competence in English enabled them to understand the requirements of the questions, to correctly describe the bad habits portrayed by different characters in the class readers, and to suggest reasons for avoiding such habits. For example, in *Mabala The Farmer* the students described Mabala as a character who is *lazy, extravagant, arrogant, drunkard* and *troublesome*. Mabala also argues a lot with his wife, Mama Martina. These behaviours are bad and lead to a disadvantageous life of Mabala; he ends up losing his job and becomes broke.

Moreover, they used *Hawa The Bus Driver* to describe Selemani, who is Hawa's husband. His bad habits include *being jealous, careless* and *looking down at women*, especially his wife Hawa. Selemani fails to see what his wife is capable of and never believes in his wife's abilities. He discourages Hawa from working as a bus driver. These habits are bad as they discourage Hawa who is working hard. Extract 10.1 provides an example of the correct responses to the question.

Habits means behaviours, actions or things that a person usually does in the society. Good habits are the behaviours which are acceptable in the society while bad habits are improper ways of doing things or behaving with different people in the society. By using two class readers which are "MABALA THE FARMER" written by Richard S. Mabala under the setting of Dar-es-Salaam and Morsgoro and "HAWA THE BUS DRIVER" written by Richard S. Mabala under the setting of Morogoro in Dar-es-Salaam, there are some bad habits which are presented. By starting with 'MABALA THE FARMER', there is:

**Laziness:** This means not putting efforts in doing a particular job. Mabala was a husband to Mayja and a father to Martina. He was a very lazy man because even after shifting from Dar-es-Salaam to Morsgoro village, he did a small work in the shamba then he slept under the tree and leaving all the work to ~~Hawa~~ Mayja. We should stop laziness and work hard because we can't achieve the goals we want if we don't put our efforts to get them. A good example is when Mayja succeeded to change Mabala's behaviour and they all worked in the shamba together and finally they were able to get a lot of harvests compared to before. Mabala was respected in the village since he was also a good village accountant.

**Extravagance:** This refers to the habit of overspending without keeping any savings. Mabala was extravagant because he did not keep any savings in the bank when in town instead he spent money roughly without thinking of the future. Life became hard for him in town since he had no enough money to sustain his family thus he decided to shift to the village. We should learn to have a tendency for keeping savings for the future since it can help us when we get into unexpectedly hard situations. We should not overspend without limit since we will just end up having a miserable life with no help.

**Being argumentive:** Mabala was very argumentive person because he never wanted to listen to other people's advices. The villagers called him, "Mr. Never Told" or "Bwana Haambiliki" due to his behaviour of not listening. For example, he was told by his wife not to apply fertilizer on top of the plants but he didn't want to listen and he applied it, after some time all the crops got destroyed due to the fertilizer applied by Mabala. Therefore, we should listen to other people's advice and take the good ones because if we don't listen we might do worst mistakes without knowing.

By using 'HAWA THE BUS DRIVER,' there is:

**Jealousness.** It was portrayed by Selemani who was Hawa's husband and ~~has~~ a father to Hassan and Saada. His wife, Hawa, was very famous in Manzese since she was a nice bus driver who also used to sell delicious *vitumbua* before going to work. Selemani supported her but later on he became jealous and ~~water~~ he wanted to stop her from driving a bus. Mzee Athumani who was Hawa's workmate advised Selemani not to be jealous because even if Hawa was famous more than him, she still loved him and cared for the family. Selemani understood and allowed ~~Hawa~~ to continue with the work and they all lived happy together. We should not be jealous because we may end up doing bad things to our friends in which we might end up hurting their feelings. If Selemani could stop Hawa without changing his mind, she could be very disappointed since she loved that work very much.

**The habit of undermining women.** Some people tried to stop Hawa from driving a bus by saying that women are not to be let to drive instead they should stay at home and take care of the family. They also advised Hawa's husband (Selemani) to stop her wife but they all never cared since Selemani knew that his wife loved her work very much and she was very hardworking. She believed in herself and also she believed that women can do great jobs and wonders like men or even more than them if they will be given chances. Therefore, we should not undermine women since even then they have the rights to do what they want so as to be independent and develop themselves.

**The habit of not caring and ignoring other people.** One day when Hawa was driving a bus, she saw a boy lying down on the road bleeding too much after being knocked by a bus called 'CHANGU NI CHAKO CHOTA KWAKO KWINGINE' and she stopped the bus with the aim of helping him. But the passengers started complaining that they could be late for work but Hawa stood up and said what if they could be their children who were done like that, could they ignore them? Every one kept quiet and she carried the boy to the hospital for treatment and she was congratulated for saving his life. Thus, we should learn how to help others who are in problems so as to save their life and also we should try to consider others' feelings by putting ourselves in their shoes and try to share their sorrows and pain together.

Extract 10.1 A sample of students' correct responses to Question 10

The student described bad habits of different characters and stated why such habits should be avoided.

Further analysis shows that the students with weak performance failed to answer the question based on the question requirement and the class readers. These students demonstrated their insufficient command of English and inadequate skills in interpreting class readers. For example, some of them wrote their answers in Kiswahili; others listed the characterization of Hawa in the class reader; yet others gave a summary of the book and highlighted the learned lessons. Consider Extracts 10.2 and 10.3.

wakulima na mkaa huku anakunyusi pombe  
majia alikuwa amebeka chakula arafiki akakibeka chini  
ya mti wa muenbe mabala alipochoka akazenda kukaa  
haku akingya pombe akakiona kile kikaru akakichuku  
a akakuta kunachakula afungua ile hotipoti akala  
chakula chote na pia akamali akanywa na maji yote  
majia alipomaliza kulima akazema gje achukua chakula al  
anafunua hotipoti anakuto hakuna chakula anafunua dumu  
ta maji hamna maji halafu mume wote anakolomatu  
akamuamusha wakachoka nyumbani kwao mahidi yapa  
vina wakauza wakanunua nguo na matitaji mngi  
ne nk

Extract 10.2 A sample of students' incorrect responses to Question 10

A student used Kiswahili instead of English language in answering question.

### HAWA THE BUS DRIVER

Hawa Ibrahim was a strong woman in the society which the husband of Hawa Ibrahim was Salemani.

The following are the good habits.

She is a strong woman because she is working hard: why is the strong woman because she is working hard to the society which are in a manze in Dar-es-salaam.

She is helpful: why because to help full in the society for living well with other people in the society in manze at Dar-es-salaam.

She is love any one living well with other people: because Hawa it can maintain to live well with other people in the society people can love Hawa Ibrahim in manze. The following are bad habits which are learning from the story.

She was fighting with a drunk man: why because the drunk man was use the words of rush while was talking with hawa in the bus what are the process to avoid this to teach people who are drunkies to stop to drink the alcohol.

The husband of hawa was tell hawa to stop to drive a car: because the wife of Salemani was a hard working.

Extract 10.3 A sample of students' incorrect responses to Question 10

The student provided the characterization of Hawa from *Hawa the Bus Driver*.

### 3.0 STUDENTS' PERFORMANCE ON EACH TOPIC

The topics included in the 2022 English Language FTNA were *Talking About One's Family*, *Giving Direction*, *Using a Dictionary*, *Expressing Future Plans/Activities*, *Writing Cards and Messages*, *Giving Descriptions*, *Expressing Personal and Group Routines*, *Interpreting Literary works*, *Talking about events*, *Talking About Past Events/Activities*, *Analyzing Information from the media*, *Asking for Services*, *Taking notes* and *Writing a Variety of Texts*.

The analysis done indicates that the students had good performance on the topics of, *Talking About One's Family* (Question 2), *Writing Cards and Messages* (Question 6) and *Giving Direction*, *Analyzing Information from the Media*, *Asking for Services*, *Taking notes* and *Writing a Variety of Texts* (Question 1). From these topics, the students attained high performance of 89.01 per cent, 77.65 per cent and 67.23 percent respectively. The students had average performance on *Using a Dictionary* and *Expressing Future Plans* (Questions 5 and 4). The average performance was 55.32 per cent and 50.56 per cent respectively. They had weak performance on *Giving Description* (28.59%), *Expressing Personal and Group Routines* (23.10%), *Interpreting Literary works* (14.50%), *Talking about events* (6.52%) and *Talking about Past Activities* (5.08%). These topics were from Questions 8, 7, 10, 3 and 9 respectively.

The students performed poorly on *Talking about Past Activities* because they had problems in forming the past tenses of sentences as well as the structural elements of sentences.

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

### 4.0 CONCLUSION

The students' general performance in the 2022 English Language FTNA, was average since 381,914 (60.32%) scored 30 marks or above. This performance reflected their ability to identify the requirements of the questions, follow the given instructions, and communicate their knowledge of various entities related to the topics.

Conversely, 251,288 (39.69%) of the students faced challenges in this assessment, particularly in answering Question 9. These challenges were caused by their inability to correctly follow the instructions given after each sentence and their inadequate knowledge of the concepts related to past activities.

## **5.0 RECOMMENDATIONS**

To increase the performance in the future, this report recommends the following:

- (a) The topics *Talking about Past Activities*, *Expressing Personal and Group Routines* and *Expressing Future Plans* should be taught following the rules that govern the formation of sentences expressing daily, past and future activities. Students should also be taught the sentence structures and patterns for them to apply the knowledge to express such events in different situations.
- (b) Teaching the *Interpreting Literary Works* topic should use appropriate teaching and learning strategies. For example, teachers can use drama, dialogues and story-telling techniques which bring the content of books into the real world. This practice can facilitate students to comprehend class readers.
- (c) The topics *Talking about Events*, *Using a Dictionary*, *Giving Descriptions* is one of the most challenging topics in contemporary English language lessons as language rules (grammar) are implicitly taught. Grammar should be taught explicitly in class. The students should be encouraged to do enough practice and read grammar books to equip themselves with rule-governed skills in using the English language.
- (d) Students should be encouraged to do many exercises on reading texts, pronouncing words and broadening their vocabulary to improve their mastery of comprehension skills in writing invitation cards, messages and friendly letters. Moreover, teachers should provide many dictation exercises to improve their students' listening and writing skills.

**Appendix A: Summary of the Students' Performance per Topic in the 2022 FTNA**

<b>SN</b>	<b>Topic</b>	<b>Question number</b>	<b>Percentages of Students who Scored the Average of 30 per cent and Above</b>	<b>Remarks</b>
1.	Talking about One's Family	2	89.01	Good
2.	Writing Cards and Messages	6	77.65	Good
3.	Giving Direction, Analyzing Information from the Media, Asking for Services, Expressing Ongoing Activities, Writing a Variety of Texts	1	67.23	Good
4.	Using a Dictionary	5	55.32	Average
5	Expressing Future Plans	4	50.56	Average
6	Giving Description	8	28.59	Weak
7	Expressing Personal and Group Routines	7	23.10	Weak
8	Interpreting Literary Works	10	14.50	Weak
9	Talking About Events	3	6.52	Weak
10	Talking about Past Activities	9	5.08	Weak



