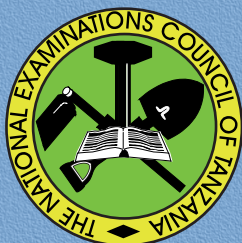


THE NATIONAL EXAMINATIONS COUNCIL OF TANZANIA



**CANDIDATES' ITEM RESPONSE ANALYSIS REPORT
FOR GRADE A TEACHER CERTIFICATE
EXAMINATION (GATCE) MAY 2019**

622 ENGLISH LANGUAGE

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FOREWORD

The Candidates' Items Response Analysis (CIRA) report on the performance in the English Language subject in Grade A Teacher Certificate Examination (GATCE) for 2019 has been prepared in order to provide feedback to education administrators, college managers, tutors and other education stakeholders about candidates' performance in the aforementioned subject.

The analysis provided in this report is intended to contribute towards understanding of possible reasons behind the candidates' performance in the English Language examination. The report highlights the challenges faced by the candidates in answering questions correctly. These include: inability to understand questions requirements, lack of knowledge of English grammar, inadequate basic vocabulary for use in different contexts and insufficient or lack of knowledge on various topics. However, the analysis indicates that some of the candidates performed well because they were able to identify the requirements of the questions, they had adequate knowledge on the grammar of the language, they had sufficient basic vocabulary for use in different contexts, and they had sufficient knowledge on various topics.

The National Examinations Council of Tanzania (NECTA) expects that the feedback provided in this report will enable the education administrators, college managers, tutors, and other stakeholders to identify proper measures to be taken in order to improve the teaching and learning of English Language in Grade A Teacher Colleges. This will eventually improve the candidates' performance in the future examinations administered by the Council.

Finally, the Council would like to thank all those who participated in processing and analysing the data used in this report.



Dr. Charles E. Msonde
EXECUTIVE SECRETARY

1.0 INTRODUCTION

This report is an analysis of the performance of candidates who sat for the Grade A Teacher Certificate Examination in the English Language subject in May, 2019. The analysis indicates the strengths and the weaknesses of the candidates in answering the questions. The performance is graded into three categories namely good performance, average performance and weak performance. The analysis also focused on the questions which were avoided by most of the candidates.

The analysis of the candidates' performance in individual items is presented by indicating the percentages of candidates who attempted the question and their scores. The focus is on the percentages of candidates with high, average and low marks. Extracts of responses from the candidates' scripts have been provided to illustrate their responses in relation to the requirements of each item.

Candidates' performance is categorised into three groups, namely good, average and weak. The performance from 70 to 100 percent is considered as *good*, from 40 to 69 percent is *average* and from 0 to 39 percent is regarded as *weak performance*. Three basic colours have been used to present this performance: *green* indicates good performance, *yellow* shows average performance and *red* denotes weak performance. Candidates' performance in each topic is summarised in the appendix.

The English Language Examination for GATCE 2019 tested the candidates' competences in *Analysing the Primary School English Language Syllabus, Possessions, Principles of English Language Teaching and Learning, Preparation for Teaching, Expressing Past Events, Expressing Habitual Events, Conditional Sentences, Literary Analysis and Teaching Pronunciation*. The paper had three sections A, B, and C, with a total of 16 questions. Section A had 10 compulsory questions, each carrying 4 marks, making a total of 40 marks. Sections B and C had 3 optional questions each. A candidate was supposed to answer any two questions from each section, making a total of sixty (60) marks. All questions were set basing on the English Language Syllabus for the Certificate Course in Primary Education of 2009.

The total number of candidates who sat for the GATCE in English Language Examination in May 2019 was 4,371 out of which 4,062

(92.99%) candidates passed this examination while 306 (7.00%) candidates failed.

2.0 ANALYSIS OF THE CANDIDATES' PERFORMANCE IN EACH QUESTION

2.1 SECTION A: Short Answer Questions

There were ten compulsory questions in this section, each carrying 4 marks making a total of 40 marks.

2.1.1 Question 1: Conditional Sentences

In this question, the candidates were required to use *if* or *unless* to complete the sentences given. The question aimed to test candidates' ability to use conditional sentences.

This question was attempted by 100 percent of the candidates, out of which 7.2 percent scored from 0 to 1.0 marks, which is a weak performance; 9.0 percent scored 2.0 marks, which is an average performance and 83.8 percent scored from 3.0 to 4.0 marks indicating a good performance. The general performance of the candidates in this question was good as 92.8 percent of the candidates scored from 2.0 to 4.0 marks. This performance is illustrated in Figure 1.

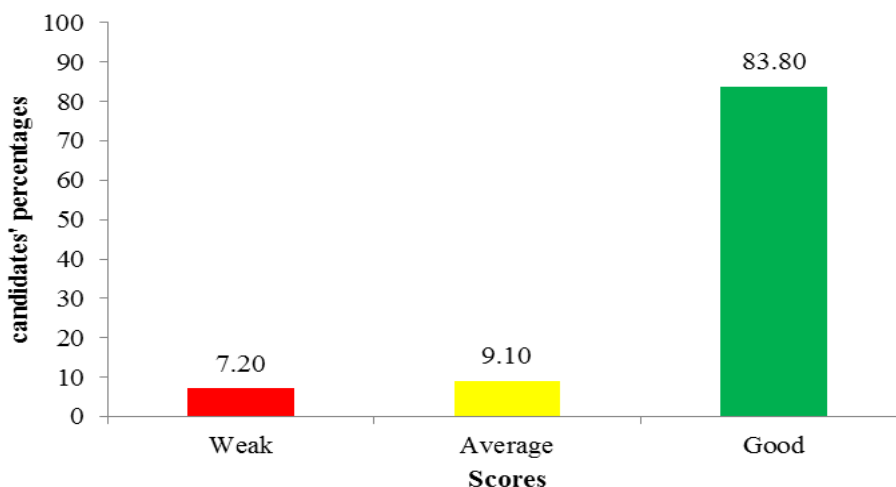


Figure 1: Percentages of the Candidates' Performance in Question 1.

The analysis of the responses shows that, the candidates who scored high marks in this question were able to construct correct sentences by using the

conjunctions *if* or *unless*. For example, one of the candidates provided the following responses:

- (a) You will never get a good class position *unless* you work hard.
- (b) *Unless* you are tall, you will never enter the beauty competition.
- (c) *If* you are my friend, accompany me to the party.

The responses provided suggest that the candidates had sufficient knowledge on the topic of Conditional Sentences. Extract 1.1 below is an example of the best response.

1	(a) Unless
	(b) Unless
	(c) If
	(d) Unless .

Extract 1.1: A sample of a candidate's good response in question 1.

Extract 1.1 is a response from the candidate who filled in the blanks with the correct conjunctions "*if* or *unless*".

Further analysis shows that, 9.0 percent of the candidates with average performance (2 marks) were able to construct two correct sentences. The answers they provided demonstrated their low knowledge on the use of conditional sentences.

On the other hand, the analysis done shows that, 6.2 percent of the candidates scored low marks. These candidates were able to provide at least one correct sentence. The responses from these candidates suggest that they understood the question but due to their poor mastery of the English language, they could not use the correct conjunction in making conditional sentences. The candidates (1%) who scored zero in this question lacked knowledge of using the conjunctions "*if* or *unless*". Extract 1.2 is a sample of a response from a candidate who failed to use the correct conjunctions.

1.	a) If
	b) If
	c) Unless
	d) If

Extract 1.2: A sample of a candidate's poor response in question 1.

Extract 1.2 is a response from the candidate who failed to complete the sentences by using the correct conjunctions.

2.1.2 Question 2: Preparation for Teaching

In this question, the candidates were required to briefly explain four importance of using English language syllabus in teaching and learning process. The question tested the candidates' knowledge on the use of English Language syllabus.

This question was attempted by 100 percent of the candidates, out of which 7.2 percent scored from 0 to 1.5 marks, which is a weak performance; 5.6 percent scored from 2.0 to 2.5 marks, which is an average performance and 87.2 percent scored from 3.0 to 4.0 marks indicating a good performance. Generally, the performance of the candidates in this question was good as 92.8 percent of candidates scored from 2.0 to 4.0 marks. Figure 2 illustrates the candidates' performance in this question.

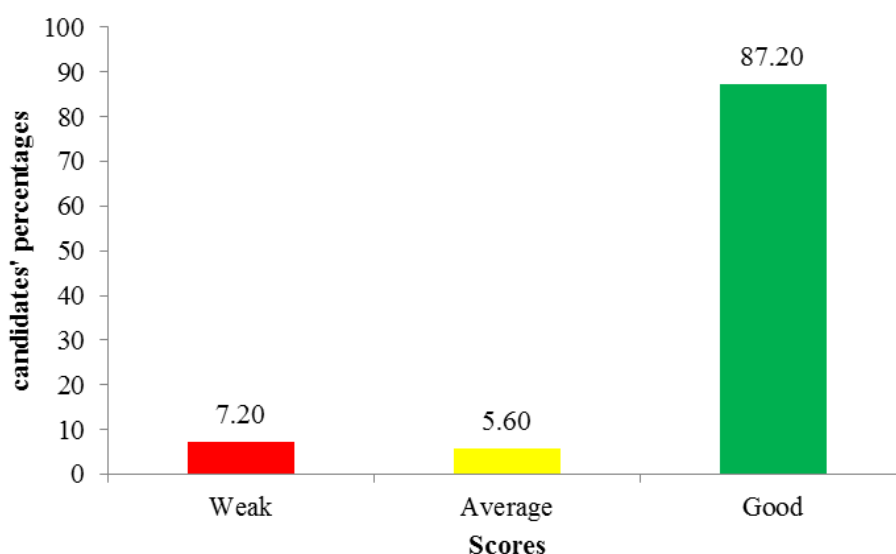
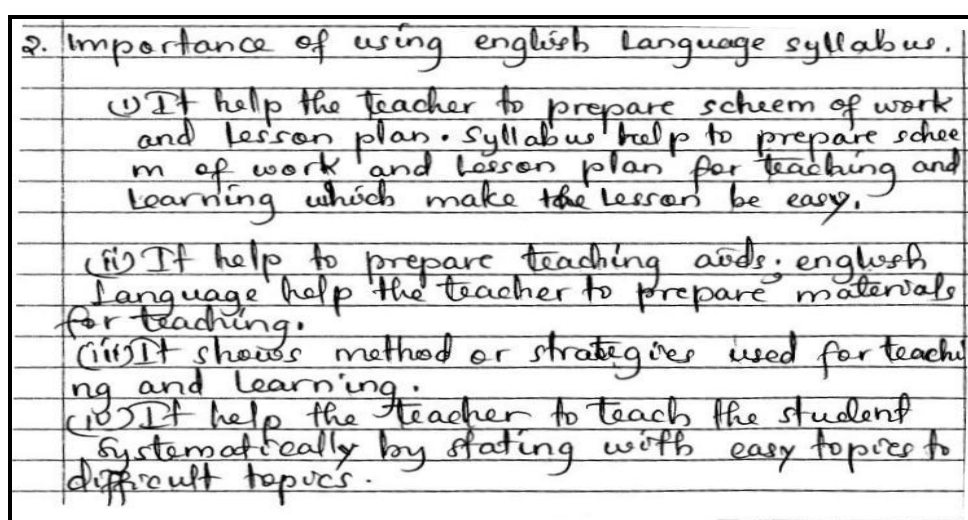


Figure 2: Percentages of the Candidates' Performance in Question 2.

The analysis of the candidates' responses shows that, 87.2 percent of the candidates who scored high marks in this question were able to briefly explain the four importance of using English Language syllabus. The responses suggest that, the candidates had sufficient knowledge on the importance of using syllabus in the teaching and learning of English Language. Extract 2.1 shows one of the best responses.



Extract 2.1: A sample of a candidate's good response in question 2.

Extract 2.1 indicates a response from the candidate who managed to briefly explain the four importance of using English Language syllabus in teaching and learning process.

The candidates with average performance in this question were able to provide two importance of English Language syllabus out of the four required and scored 02 marks. For example, one of the candidates provided the following: (a) *It lead to growth of English language* (b) *will help learners to have confident and to be fit on English speaking* (c) *It will help learners to build word power* (d) *It indicate number of period*. Such responses indicate that, the candidate had partial knowledge on the topic.

On the other hand the candidates' responses analysis shows that, 4.7 percent of the candidates scored zero mark. These candidates had no knowledge on the four importance of using English Language syllabus in the teaching and learning process. Some of the candidates misinterpreted the requirements of the question. Therefore, instead of explaining the importance of using English Language syllabus; they explained things to consider during teaching and learning in the class. Some of the responses provided by these candidates were: (i) *Teaching for arrangement* (ii) *Teaching with confidence* (iii) *Managing time* (iv) *Teaching understanding very fast*. The correct responses for this question were: (i) *it provides guidelines to examination bodies in setting tests and examinations* (ii) *It suggests teaching and learning aids* (iii) *It shows methods and techniques to be followed during teaching and learning process* (iv) *It indicates estimated number of periods per topic*. Extract 2.2 below is an example of a poor response from one of the candidates.

2(ii)	English language enable the student to express them selves. Is true that english language help's the student to expr- ess them selves infront of the people without any obstacle.
+	It help the student to acquire the basic needs
(iii)	It help the student to apply different grammar. Through english language it easy to the student to apply different grammar
iii)	English language Helps to develop four skill /language skill. forexample of skill which develops is like Reading, writing, listening, speaking
iv)	It help the student with a futher person advanceme- nt through Teaching and Learning use and Usage. it true english language It alway used in Teaching and learning process

Extract 2.2: A sample of a candidate's poor response in question 2.

Extract 2.2 shows the response from the candidate who explained the importance of using English Language instead of the importance of using English Language syllabus.

2.1.3 Question 3: Expressing Past Events

In this question, the candidates were required to define regular and irregular verbs and give two examples for each. The question tested candidates' competences in using regular and irregular verbs to express events using different tenses.

This question was attempted by 100 percent of the candidates, out of which 30.7 percent scored from 0 to 1.5 marks, which is a weak performance; 18.6 percent scored from 2.0 to 2.5 marks, which is an average performance and 50.7 percent scored from 3.0 to 4.0 marks indicating a good performance. The general performance of the candidates in this question was average as 69.3 percent of candidates scored from 2.0 to 4.0 marks. Figure 3 illustrates the candidates' performance in this question.

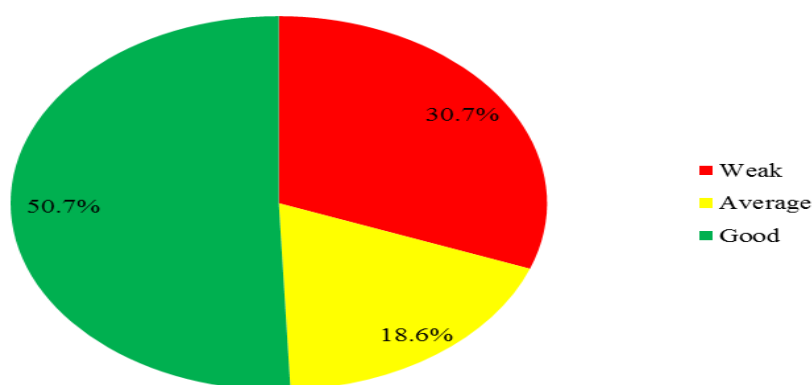


Figure 3: Percentages of the Candidates' Performance in Question 3.

The analysis of the candidates' responses shows that, 50.7 percent of the candidates who scored high marks in this question were able to define the concepts “regular and irregular verbs”. These candidates also managed to give two examples of verbs for each concept. Their responses indicated that these candidates were knowledgeable on regular and irregular verbs as extract 3.1 illustrates.

3. (a) Regular Verbs
These are verbs which allow the addition of ied, ed, and d to their simple past and past participle example of regular verbs. cry – cried – cried
cook – cooked – cooked
(b) Irregular Verbs
These are verbs which do not allow the addition of ied, ed, d to their simple past and past participle. Example of irregular verbs are write – wrote – written.
Eat – Ate – Eaten.

Extract 3.1: A sample of a candidate's good response in question 3.

Extract 3.1 indicates a response from a candidate who was able to define and provide correct examples of regular and irregular verbs.

Conversely, 18.6 percent of the candidates who scored average marks were able to define correctly one or both terms and either managed to give two correct examples of verbs for one term. For example, one candidate wrote

the following: “Regular verbs ended with “ed” example (i) Washed (ii) Closed, Irregular verbs are those words which are not ended with “ed”, for example, (i) Goes (ii) Lay. These candidates demonstrated their little knowledge on the subject matter.

The analysis indicates further that, 30.7 percent of the candidates scored low marks. Those who scored zero (16.1 percent) were unable to give the definition of the two terms, namely *regular* and *irregular* verbs. Additionally, they failed to provide two examples as required. These candidates provided responses that were quite different from what the question required. For example, one of the candidates listed incorrect verbs as shown in the following:

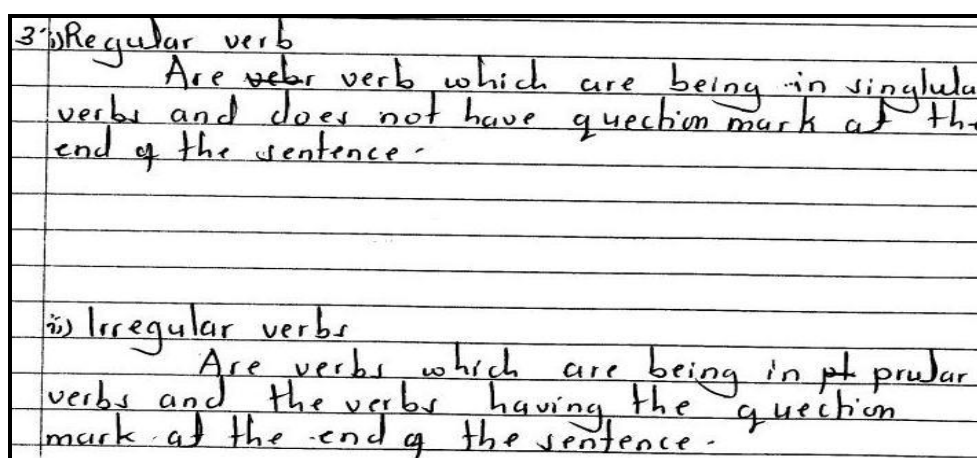
Regular

- (i) Go-Went
- (ii) Sing-Song

Irregular

- (i) Come-Coming
- (ii) Play-Played

This suggests that, the candidates had insufficient knowledge on the subject matter. Extract 3.2 is a sample of a response from a candidate who failed to give the definition of the two terms.



Extract 3.2: A sample of a candidate’s poor response in question 3.

Extract 3.2 shows a response from a candidate who failed to define and exemplify regular and irregular verbs.

2.1.4 Question 4: Preparation for Teaching

In this question, the candidates were required to briefly elaborate four criteria to be considered when selecting appropriate teaching aids to be used in a lesson. The question tested candidates' ability to prepare a lesson.

This question was attempted by 100 percent of the candidates, out of which 18.8 percent scored from 0 to 1.5 marks, which is a weak performance; 29.4 percent scored from 2.0 to 2.5 marks, which is an average performance and 51.8 percent scored from 3.0 to 4.0 marks indicating a good performance. The general performance of the candidates in this question was good as 81.2 percent of candidates scored from 2.0 to 4.0 marks. Figure 4 illustrates the candidates' performance in this question.

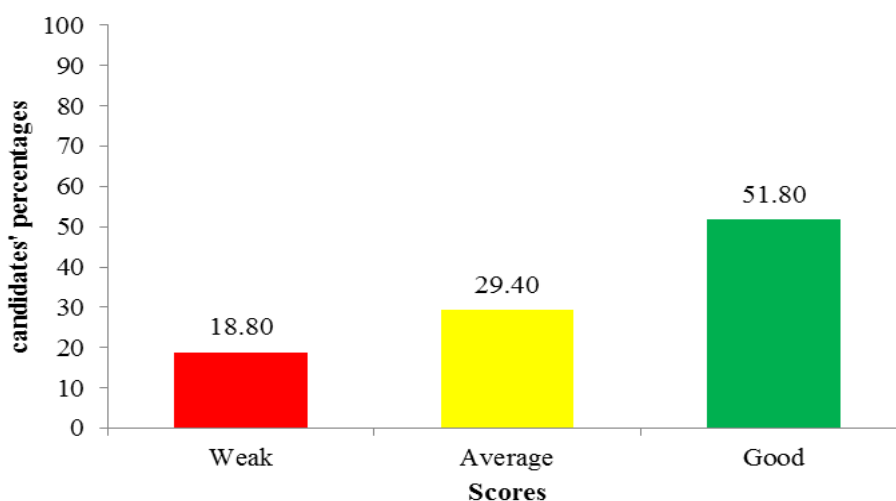


Figure 4: Percentages of the Candidates' Performance in Question 4.

The analysis of the candidates' responses indicates that, 51.8 percent of the candidates with high marks (3 to 4) managed to explain briefly the criteria that should be considered to select appropriate teaching aids. These candidates understood the requirements of the question and had sufficient knowledge on the lesson preparation. Extract 4.1 is an example of the best answers.

4.	<p>Teaching aid - Are things or materials which uses by a teacher to make his or her teaching more efficient and effective. The following are the criteria when selecting appropriate teaching aids.</p> <p>The topic being taught - When a teacher selecting the teaching aids he/she must consider the topic what he want to teach and hence find the teaching aids which relate to the topic.</p> <p>The learners age and back ground. Also the teacher must consider this when selecting the teaching aids because when the age of the students are small also the teaching aid must relate with the age of students.</p> <p>The size of the class; when the class is very big the teaching aids also should be big in order for the students to see them, Every students must have to see what the teacher is explaining in the blackboard including teaching aids.</p> <p>The possibility of not causing harm; A teacher must choose the teaching aids which it doesn't have any kind of harm. When the aid is very dangerous the students will get danger. This is very important for the teacher to consider when selecting teaching aids.</p> <p>Therefore; These criteria must be followed by the teacher when selecting appropriate teaching aid in order to make his/her lesson more efficient and effective to the students.</p>
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Extract 4.1: A sample of a candidate's good response in question 4.

Extract 4.1 is a response from a candidate who was able to elaborate briefly four criteria to be considered when selecting teaching aids.

The analysis indicates further that, 29.4 percent of the candidates who scored average marks managed to elaborate two criteria out of the four required. Other candidates just mentioned the criteria without briefly elaborating them as required by the question. For example, one of the candidates mentioned as follows: (i) *Number of pupil's* (ii) *Age of the pupil's* (iii) *The topic* (iv) *Relevance*. The responses suggest that, these candidates had knowledge on the subject matter but could not provide explanations.

It was further noted that, 18.8 percent of the candidates failed this question, out of which 2.8 percent scored 0. Those who scored zero mark, failed completely to briefly elaborate four criteria to be considered when selecting appropriate teaching aids. The analysis shows that some candidates misinterpreted the requirements of the question, as they elaborated factors to consider when selecting a text book. For example, one the candidates wrote: (i) *Language use must be simple and clear* (ii) *Coast- The cost of book must be easy to selling by teacher* (iii) *Introduction- The selecting appropriate teaching aids in lesson must be good introduction*". These responses suggest that, these candidates lacked knowledge on the subject matter or misunderstood the question. Extract 4.2 is a sample of a poor response from one of the candidates.

4.	i/ The tools are designed to Involved the student promote interaction and promote faster learner and better Comprehension.
	ii/ Teaching and assist children to learning.
	iii/ Student tend to get more involve when learning if teaching aids are implemented in to the other Curriculum
	iv/

Extract 4.2: A sample of a candidate's poor response in question 4.

Extract 4.2 is a response from a candidate who elaborated the importance of teaching aids instead of elaborating the criteria to be considered when selecting the teaching aids.

2.1.5 Question 5: Literary Works

In this question, the candidates were required to state the meaning of the following concepts as used in the literary works;

- (a) Literature
- (b) Written literature
- (c) Oral literature
- (d) Content

The question tested candidates' knowledge on Literary Analysis.

This question was attempted by 100 percent of the candidates, out of which 5.1 percent scored from 0 to 1.5 marks, indicating a weak performance; 15.3 percent scored from 2.0 to 2.5 marks, which is an average performance and 79.6 percent scored from 3.0 to 4.0 marks which is a good performance. The general performance of the candidates in this question was good as 94.9 percent of candidates scored from 2.0 to 4.0 marks. Figure 5 illustrates the candidates' performance in this question.

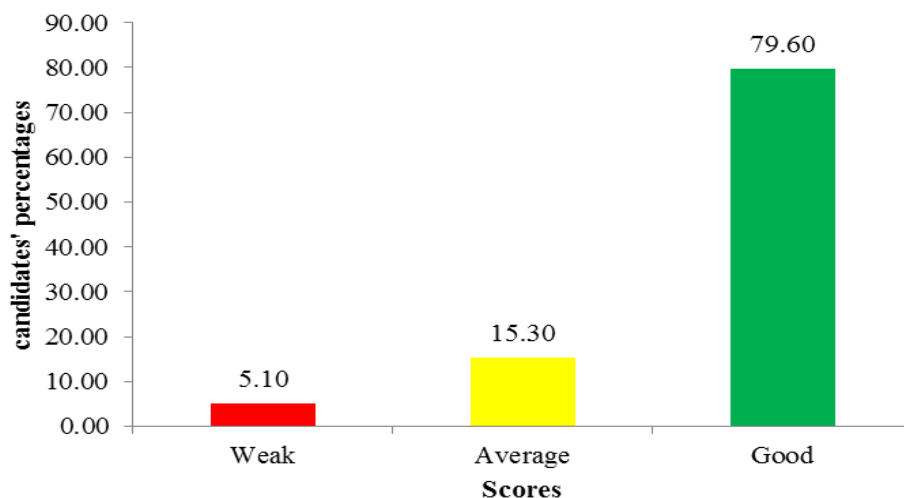


Figure 5: Percentages of the Candidates' Performance in Question 5.

The analysis of candidates' responses indicates that, 79.6 percent of the candidates who scored 3.0 to 4.0 marks were able to state the meaning of the literary terms: *Literature*, *Written literature*, *Oral literature* and *Content*. This indicates that the candidates understood the demand of the question and had sufficient knowledge on literary works. Extract 5.1 is a

sample of a response from a candidate who stated correctly the meaning of all four literary terms.

05	(a) Literature - is the a work of art that uses language - creatively to express human realities.
	(b) Written literature - is the type of literature that is expressed (presented) in written form. foreexample: novel plays and short stories.
	(c) Oral literature - is the type of literature that is expressed / presented in oral forms. foreexample: poetry, and songs.
	(d) Content - is the part of literary works that which is comprised of themes, message etc.

Extract 5.1: A sample of a candidate's good response in question 5.

Extract 5.1 shows a response from a candidate who managed to state correctly the four concepts as used in literary works.

The analysis of the candidates' responses also shows that, 15.3 percent of the candidates who scored average marks stated correctly some of the literary concepts while missing others. For example, one of the candidates provided the following responses in which two points were correct, whereas the rest were wrong: (i) *Literature is a work of art in language effectively in a social realities* (ii) *Written literature is a type of literature which involve written form* (iii) *Oral literature is a type of literature which involve oral oppression* (iv) *Content is a page which show any topic in the book*". Their responses suggest that, the candidates had inadequate knowledge on the subject.

The analysis established that, 5.1 percent of the candidates who scored low marks failed to provide the meaning of the literary terms given. For example, some candidates stated as follows: "*literature is a book and oral literature is a book which written oral stories*". This indicates that the candidates had insufficient knowledge on literary works. The correct answers for this question were such as follows: (i) *Literature: is a work of art that acts as a mirror for the society to reflect social realities using*

language (ii) Written literature: it is expressed in writing (iii) Oral literature: is a literary work delivered through the word of mouth (iv) Content: it refers to what the literary work is talking about". Extract 5.2 illustrates one of the poor responses from one of the candidates who failed to state the meaning of literary terms.

5.	content - is used to show all things that wri
	ten in the book.

Extract 5.2: A sample of a candidate's poor response in question 5.

Extract 5.2 shows a response from a candidate who could not provide the meaning of the four literary terms.

2.1.6 Question 6: Analysing the Primary School English Language Syllabus

In this question, the candidates were required to briefly describe the two major parts of a syllabus. The question tested candidates' understanding of the respective syllabus.

This question was attempted by 100 percent of the candidates, out of which 36.8 percent scored from 0 to 1.5 marks, which is a weak performance; 25.9 percent scored from 2.0 to 2.5 marks, which is an average performance and 37.3 percent scored from 3.0 to 4.0 marks indicating a good performance. The general performance of the candidates in this question was average as 63.2 percent of the candidates scored from 2.0 to 4.0 marks. Figure 6 illustrates the candidates' performance in this question.

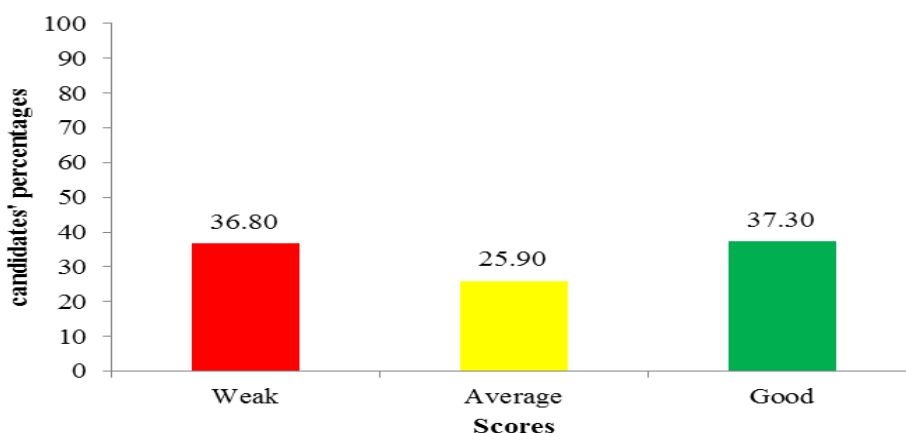


Figure 6: Percentages of the Candidates' Performance in Question 6.

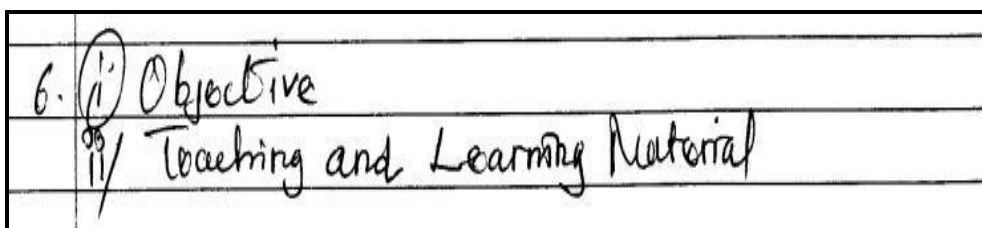
The analysis of candidates' responses indicates that, 37.3 percent of the candidates who scored high marks, including 4 marks, were able to briefly describe the two major parts of a syllabus. This indicates that, they understood the requirements of the question and they had sufficient knowledge on the analysis of Primary School English Language Syllabus. Extract 6.1 is a sample of a good response.

6	Syllabers have two parts which describe the content which learners get. those are:
	Introductory parts; here it include the aims and objectives of teaching english in primary school, objective of subjects, specific objective and the aim of teaching english language in Tanzania.
	Matrix parts; the these part the syllabus have include the table of content which include, competence, objective, month, week, number of period, specific objective, and remark.

Extract 6.1: A sample of a candidate's good response in question 6.

Extract 6.1 indicates a response from a candidate who briefly described the two major parts of the primary school English Language syllabus.

The analysis of the candidates' responses shows further that, 36.8 percent of the candidates scored low marks (0 to 1.5). Those who scored zero (16.1 percent) were not able to briefly describe the two major parts of the syllabus which are: *The introductory part that consists of information necessary to introduce the syllabus and the content part that consists information which provide details of the syllabus.* Some candidates provided wrong responses such as: *introduction part that involve the objects and the content part that involve all table* and others wrote the following incorrect responses: (i) *objective : This part it show the object of learn- and teaching for each topic* (ii) *participant: Also the syllabus it show the user of each syllabus if standard four, three and so on.* The responses indicate that candidates had no knowledge on the topic. Extract 6.2 is an example of a poor response.



Extract 6.2: A sample of a candidate's poor response in question 6.

Extract 6.2 is a response from a candidate who provided responses not related to the demand of the question.

The analysis on the candidates' responses shows that, 25.9 percent scored average marks. Some of these candidates just mentioned the two parts of the syllabus without describing them. For example, one candidate wrote: (i) *Introductory part* (ii) *content part*. This suggests that the candidates had partial knowledge on the subject matter or they were incompetent in English Language, thus failed to provide brief descriptions.

2.1.7 Question 7: Expressing Habitual Events

In this question, the candidates were required to mention four verbs that can take "s" and four others that can take "es" to express habitual actions in the third person singular. The question tested candidates' competences to express habitual actions.

This question was attempted by 100 percent of the candidates, out of which 24.3 percent scored from 0 to 1.5 marks, which is a weak performance; 34.2 percent scored from 2.0 to 2.5 marks, indicating an average performance and 41.5 percent scored from 3.0 to 4.0 marks, which is a good performance. The general performance of the candidates in this question was good as 75.7 percent of candidates scored from 2.0 to 4.0 marks. Figure 7 illustrates the candidates' performance in this question.

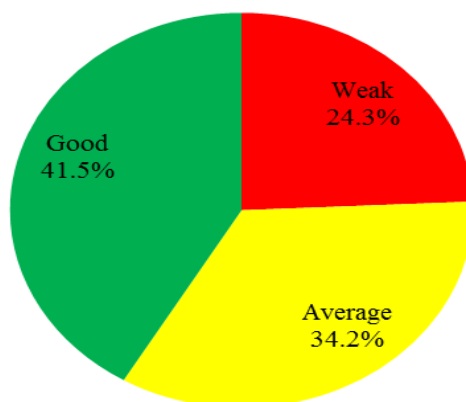


Figure 7: Percentages of the Candidates' Performance in Question 7.

The analysis of candidates' responses shows that, 41.5 percent of the candidates who scored high marks including 4 marks were able to mention four verbs that can take “s” and four others that can take “es” to express habitual actions in the third person singular. The responses provided imply that, candidates had knowledge on tenses as well as the ability to express habitual actions. Extract 7.1 exemplifies one of the good responses.

7B	Verbs that can be added (s)
i/	Cooks
ii/	Talks
iii/	Walks
iv/	Says
	Verbs that can be added (es)
i/	Washes
ii/	Pushes
iii/	Brushes
iv/	Watches

Extract 7.1: A sample of a candidate's good response in question 7.

Extract 7.1 shows a response from a candidate who managed to mention four verbs that can take “s” and four others that can take “es” in expressing habitual actions in the third person singular.

The analysis indicates further that, 34.2 percent of the candidates who scored average marks managed to mention only four verbs that take “s” in expressing habitual actions, but failed to provide those that can take “es”. For example, one candidate wrote as follows:

Four verbs that you can add ‘s’ to express habitual actions in the third person singular are:

- (i) *Talk which becomes talks*
- (ii) *Eat which becomes eats*
- (iii) *Sing which becomes sings*
- (iv) *Play which becomes plays*

Four verbs that you can add ‘es’ to express habitual actions in the third person singular are:

- (i) *Elaborate which becomes elaborates*
- (ii) *Take which becomes takes*
- (iii) *Write which becomes writes*
- (iv) *Promote which becomes promotes*

The answers given by these candidates suggest that they had partial knowledge on the use of tenses.

On the other hand, 24.3 percent of the candidates scored low marks. Those who scored zero (3.9 percent) provided wrong responses contrary to the demand of the question. For example, some candidates mentioned nouns such as: “pens, books and sentences” as verbs that can take “s” to express habitual actions. Other candidates listed some nouns and verbs as follows: add (s) (i) *Friends* (ii) *welcomes* (iii) *persons* (iv) *subjects*, add (es) (i) *Examples* (ii) *Comes* (iii) *Please* (iv) *Sentences*. These kind of responses suggest that, candidates had no knowledge on tenses hence their ability to express habitual actions was poor. Extract 7.2 illustrates one of the poor responses from a candidate who misinterpreted the requirements of the question.

7.	Verbs that can be added "s"	
	a. car	- cars
	b. Door	- Doors
	c. Cup	- Cups
	d. Room	- Rooms

Extract 7.2: A sample of a candidate’s poor response in question 7.

Extract 7.2 is a response from a candidate who mentioned nouns instead of verbs that can take “s” and “es” in expressing habitual actions in the third person singular.

2.1.8 Question 8: Preparation for Teaching

In this question, the candidates were required to briefly explain four advantages of subject logbooks to a Head Teacher. The question tested the candidates' understanding on the topic of preparation for teaching.

This question was attempted by 100 percent of the candidates, out of which 36.3 percent scored from 0 to 1.5 marks, which is a weak performance; 34.0 percent scored from 2.0 to 2.5 marks, which is an average performance and 29.7 percent scored from 3.0 to 4.0 marks indicating a good performance. The general performance of the candidates in this question was average as 63.7 percent of candidates scored from 2.0 to 4.0 marks. Figure 8 illustrates the candidates' performance in this question.

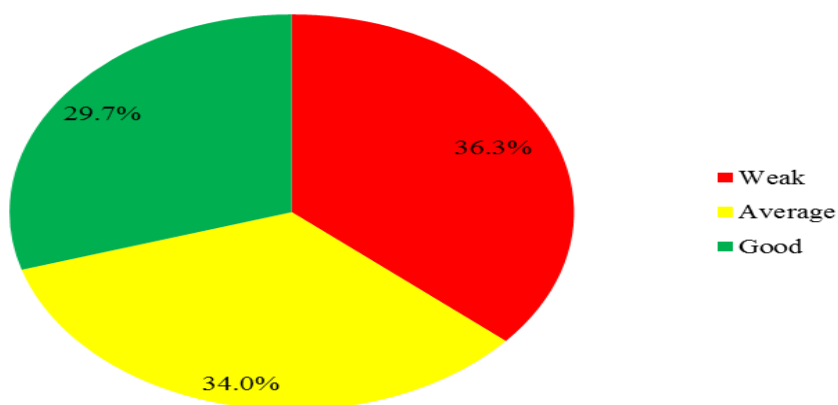
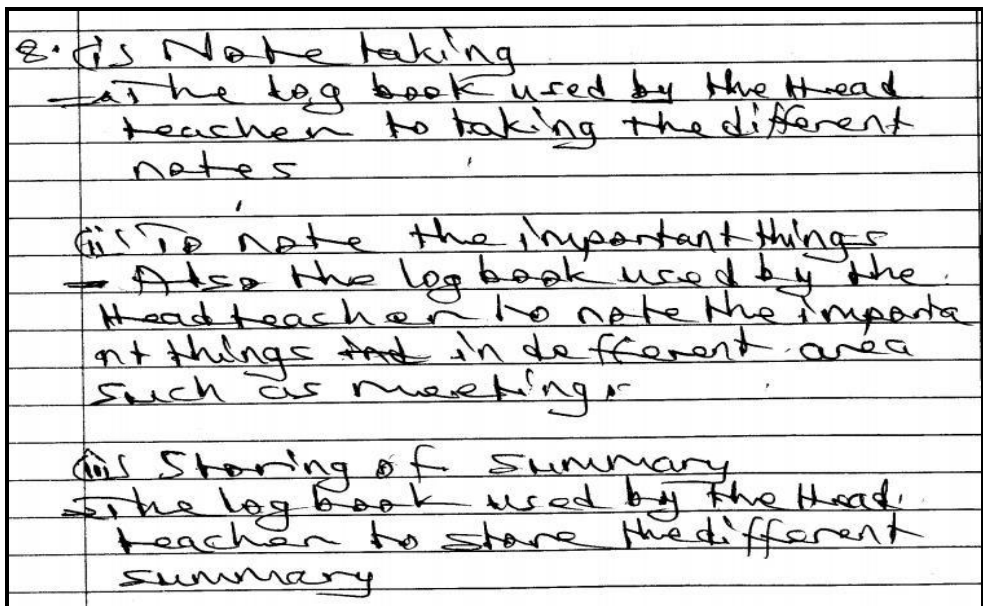


Figure 8: Percentages of Candidates' Performance in Question 8.

The analysis of the candidates' responses indicates that, 36.3 percent of the candidates who scored low marks were able to briefly explain one advantage out of the four required or failed completely to explain any of them. Some candidates provided responses such as: (i) *it help to write the information that meeting in our school activities* (ii) *it help to make revision of events that it can be starting to meet in our school area* (iii) *it help to remember and to know the number of pupils of our school* (iv) *it help to keep the document in our school location*. Others misinterpreted the demand of the question by giving the definition of subject logbook instead

of providing the importance. For example, one candidate wrote “logbook is the book that summaries all topics that should be taught” while another candidate wrote the following: “a subject logbook is a syllabus”. The responses provided by these candidates imply that, the candidates had no knowledge on the subject matter or they misunderstood the requirements of the question. Extract 8.1 is a sample of a response from a candidate who failed to explain the advantages of a subject logbook.



Extract 8.1: A sample of a candidate’s poor response in question 8.

Extract 8.1 is a response from a candidate who wrote on the importance of a note book instead of explaining briefly the advantages of subject logbooks to a Head Teacher.

On top of that, 34.0 percent of the candidates who scored average marks were able to briefly explain correctly two of the four advantages of a subject logbook to a Head Teacher. For example, one of the candidates wrote as follows: “(i) It helps to know how the teacher is serious in teaching (ii) It helps the head teacher to know the topics and sub-topics taught (iii) It help a head teacher to preparing instructions when education departiment entering in the school (iv) It help the head teacher to compare syllabus”. This suggests that the candidates had partial knowledge on the topic.

It was further noted that 29.7 percent of the candidates who scored high marks in this question were able to briefly explain four advantages of a subject logbook to a Head Teacher. The responses given by the candidates imply that they had adequate knowledge on the subject matter. Extract 8.2 exemplifies this.

10.	
i)	It help in assessment, Logbook help teacher in the time of assesment when the assesor come in school want the log book in order to know if teacher are taught well.
ii)	It help to keep record of teaching and learning process log book record all the topic which teacher taught at the first pen period to the last.
iii)	It help to know all the topic that covered. In log book there is show all topic that teacher covered.
iv)	It help to know their speed of teaching, Because in the log book show all the topic that learning for first time to final term.

Extract 8.2: A sample of a candidate's good response in question 8.

Extract 8.2 shows a response from a candidate who managed to explain briefly the four advantages of a subject log book to a Head Teacher although the responses had errors of grammar.

2.1.9 Question 9: Conditional Sentences

In this question, the candidates were required to complete the sentences by writing the correct form of the verbs. The question tested candidates' competences to use conditional sentences.

This question was attempted by 100 percent of the candidates, out of which 82.5 percent scored from 0 to 1.5 marks, which is a weak performance; 11.2 percent scored from 2.0 to 2.5 marks, which is an average performance and 6.3 percent scored from 3.0 to 4.0 marks indicating a good performance. The

general performance of the candidates in this question was poor as 17.5 percent of candidates scored from 2.0 to 4.0 marks. Figure 9 illustrates the candidates' performance in this question.

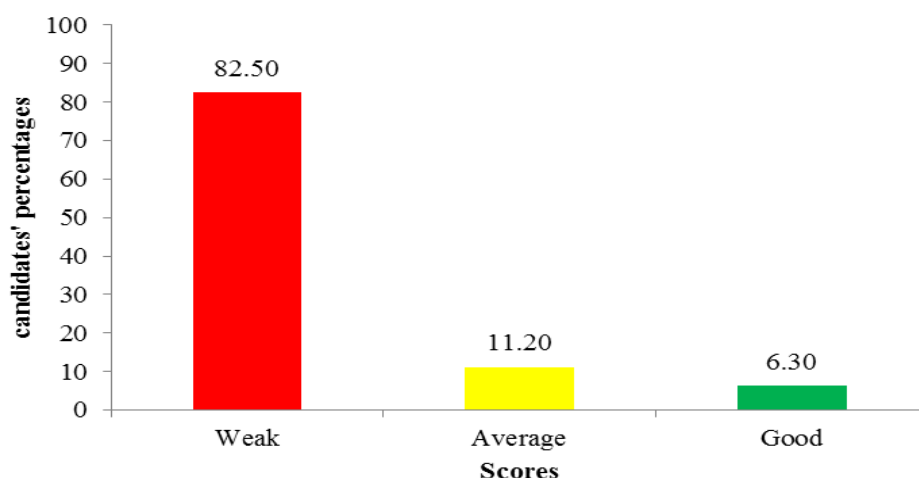


Figure 9: Percentages of Candidates' Performance in Question 9.

The analysis of the candidates' responses indicates that, 82.5 percent of the candidates scored low marks (0 to 1.5). Those who scored zero (55.1 percent) failed to provide the correct form of the verbs. For example, some candidates changed the verbs into simple past tense, as shown in the following examples;

- (a) *I gave you a pencil*
- (b) *He played for a school team*

The correct responses for the above given examples were:

- (a) *I would give you a pencil if I had one.*
- (b) *If he is fit, he will play for the school team on Saturday.*

Others wrote ungrammatical sentences such as: “(i) *If I was had one a pencil I give* (ii) *If I were you was not marry him* (iii) *If he was fit play for school team on Saturday* (iv) *If he pass the examination will be promoted*”.

Such responses suggest that the candidates either had no knowledge on the conditional sentences or they misunderstood the question. Extract 9.1 is a sample of a poor response from one of the candidates.

9a	I gave you a Pencil if had one
b	If I were you, I didn't marry him
c	if he is fit, he played for the school team on Saturday
d	If he passed the examination, he will be promoted

Extract 9.1: A sample of a candidate's poor response in question 9.

Extract 9.1 indicates a response from a candidate who wrote the verbs into simple past, instead of providing conditional sentences.

The analysis of candidates' responses shows that, 11.2 percent of the candidates with average scores were able to provide two correct forms of the verbs out of the four to complete the given sentences. For example, one candidate gave the following answers: "(i) *I would give you a pencil if had one* (ii) *If I were you I am* (iii) *If he is fit he plays for the school team on Saturday* (iv) *If he passes the examination, he will be promoted*". This suggests that the candidates had partial knowledge on the subject matter.

Furthermore, the analysis of candidates' responses indicates that, 6.3 percent of the candidates who scored high marks managed to complete correctly each of the given sentences by writing the correct form of the verbs in brackets. This is an indication that the candidates had sufficient knowledge on the use of conditional sentences. Extract 9.2 is a sample of a response of a candidate who responded correctly.

9(a)	I <u>would give</u> you a pencil if I had one
(b)	If I were you, I <u>would not marry</u> him.
(c)	If he is fit, he <u>will play</u> for the school team on Saturday.
(d)	If he <u>passes</u> the examination, he will be promoted.

Extract 9.2: A sample of a candidate's good response in question 9.

Extract 9.2 exemplifies a response from a candidate who provided the correct form of the verbs.

2.1.10 Question 10: Preparation for Teaching

This question required the candidates to differentiate general objectives from specific objectives by giving two points. The question tested candidates' knowledge on the preparation for teaching.

This question was attempted by 100 percent of the candidates, out of which 60.4 percent scored from 0 to 1.5 marks, which is a weak performance; 31.4 percent scored from 2.0 to 2.5 marks, which is an average performance and 8.2 percent scored from 3.0 to 4.0 marks indicating a good performance. The general performance of the candidates in this question was poor as 39.6 percent of candidates scored from 2.0 to 4.0 marks. Figure 10 illustrates the candidates' performance in this question.

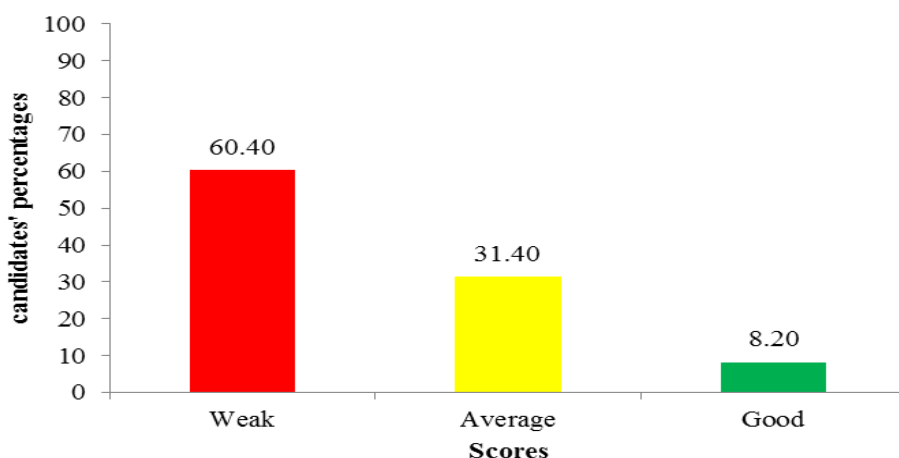


Figure 10: Percentages of Candidates' Performance in Question 10.

The analysis of the candidates' responses shows that, 60.4 percent of the candidates who scored low marks showed inability to differentiate general objectives from specific objectives. Those who scored zero (14.7 percent) provided wrong responses. For example, one of the candidates provided the following incorrect responses: *"Objectives it founds to the old carcullam while specific objectives it found to the new carricullam"*. The answers that these candidates provided suggest that they either had no knowledge on the topic or they misunderstood the requirements of the question. Extract 10.1 is a sample of a poor response.

10	general objectives
	they, I, him, them,
	specific objectives.
	- He
	- She

Extract 10.1: A sample of a candidate's poor response in question 10.

Extract 10.1 is a response from a candidate who mentioned the personal pronouns instead of differentiating general objectives from specific objectives.

The analysis indicates further that, 31.4 percent of the candidates who scored average marks were able to provide only one correct difference between the general objectives and specific objectives. For example, one of

the candidates wrote: (i) *The general objectives are covered by a long time-The specific objectives are covered by a short time like one or two periods* (ii) *The general objectives does not use the specific verbs like, To know-The specific objectives use specific verbs like, to identify, to clarify to show e.t.c* Such responses demonstrated insufficient knowledge on the topic.

The analysis shows that, 8.2 percent of the candidates with high performance managed to differentiate correctly general objectives from specific objectives. Their answers imply that they had sufficient knowledge on the subject matter. However, the quality of some responses was compromised by candidates' low mastery of the English language. Extract 10.2 is a sample of the best responses.

10.	General objectives are the objectives which should be attained by the pupils after the end of the topic	
	WHILE specific objectives are the objectives where whereby pupils should attain or reached after forty (40) minutes.	
ii.	In general objectives it takes a long time until it reached WHILE in specific objectives it should be reached after the end of each period.	

Extract 10.2: A sample of a candidate's good response in question 10.

Extract 10.2 is a response from a candidate who managed to provide two differences between general and specific objectives although the responses had some errors of grammar.

2.2 SECTION B: Essay Questions on Academic Content

This section consisted of three questions 11, 12 and 13. These questions were optional and each carried 15 marks. A candidate was required to answer two questions thus making a total of 30 marks.

2.2.1 Question 11: Literary Works

In this question, candidates were required to justify in three points on the statement that “Parents are trying to shape their children to be like them”. The candidates were asked to use two readings “This Time Tomorrow” by Ngugi wa Thiong’o and “Three Suitors One Husband” by Oyono Mbia. The question tested candidates’ analysis skills of literary works.

This question was attempted by 46.9 percent of the candidates, out of which 88.3 percent scored from 0 to 5.5 marks, which is a weak performance and 11.7 percent scored from 6.0 to 10.0 marks, which is an average performance. The general performance of the candidates in this question was poor as 11.7 percent of candidates scored from 6.0 to 10.0 marks. Figure 11 illustrates the candidates' performance in this question.

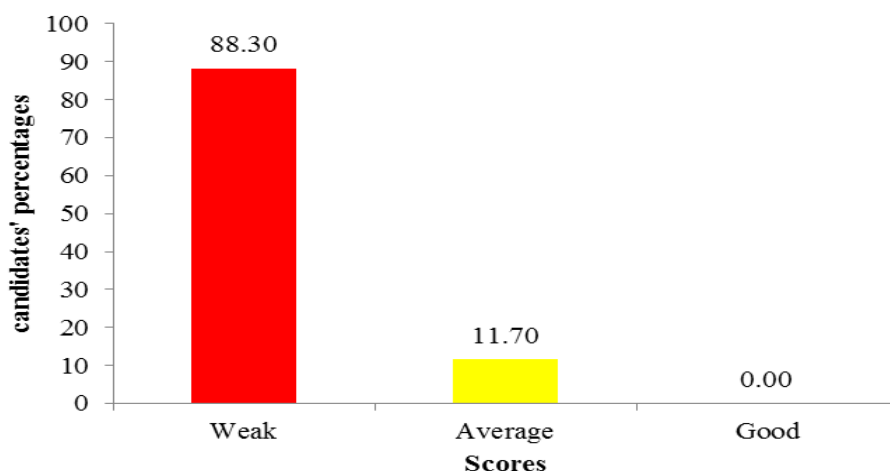


Figure 11: Percentages of Candidates' Performance in Question 11.

The analysis of candidates' responses shows that, 88.3 percent of the candidates scored low marks. Those who scored zero (0.8 percent) indicated inability to analyse literary works. For example, one of the candidates provided incorrect points such as: (i) *humiliation* (ii) *poverty*” while the correct points: for example in the play “This Time Tomorrow” Njago wants her daughter to acquire the following (i) *She wants her daughter to be hardworking* (ii) *She wants her daughter to have self-awareness* (iii) *She wants her daughter to avoid Western culture e.t.c.* On the other hand, in the play “Three Suitors One Husband”, parents want their children: “(i) *To abide by their customs* (ii) *They want the status of women*

to remain inferior". The responses given by these candidates suggest either the lack of knowledge on the topic of literary analysis or they misunderstood the question. Extract 11.1 is a sample of a poor response from one of the candidates.

11	<p>— Because they have chance to advise their parents where they going wrong by using three sisters one husband fullrate say to he parent she can't not be married because still the student.</p> <p>— The children change the negative attitude in the society, for example fullrate in three sister one husband refused to engaged polygamist system by nora</p> <p>— The children provide education in the society. This is make those people who unaware unknown to know the problem facing society, fullrate refused forced marriage, polygamist.</p>
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Extract 11.1: A sample of a candidate's poor response in question 11.

Extract 11.1 demonstrates a response from a candidate who failed to justify the given statement by using the suggested readings.

Furthermore, 11.7 percent of the candidates with average performance provided unclear and poorly elaborated points. Some of the candidates managed to provide points. However, were of poor quality due to inappropriate choice of words and poor grammar. This indicates that, candidates had inadequate knowledge on the topic of literary analysis. Additionally, their low competence in English language contributed to their poor performance.

2.2.2 Question 12: Expressing Habitual Events

In this question, the candidates were required to construct five sentences in simple present tense for each of the following:

- (a) Affirmative sentences
- (b) Negative sentences
- (c) Interrogative sentences

The question tested candidates' competences to express habits.

This question was attempted by 56.1 percent of the candidates, out of which 64.2 percent scored from 0 to 5.5 marks, which is a weak performance; 21.3 percent scored from 6.0 to 10.0 marks, which is an average performance and 14.5 percent scored from 10.5 to 15.0 marks indicating a good performance. The general performance of the candidates in this question was poor as 35.8 percent of candidates scored from 6.0 to 15.0 marks. Figure 12 illustrates the candidates' performance in this question.

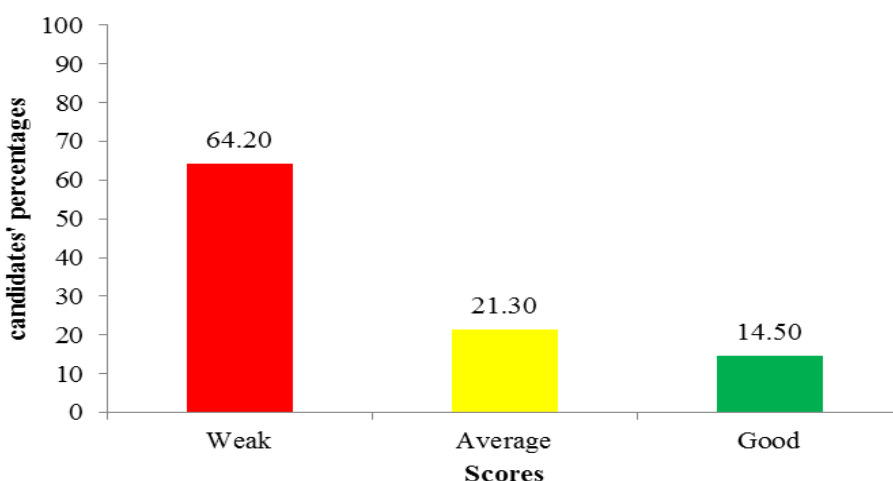


Figure 12: Percentages of Candidates' Performance in Question 12.

The analysis of the candidates' responses indicates that, 64.2 percent of the candidates scored low marks. For those who scored zero (23.6 percent), they could not construct any correct sentence in simple present tense for the given types, namely; Affirmative sentences, Negative sentences and Interrogative sentences. For example, some of the candidates provided the following responses: “(a) Affirmative sentences: (i) *He is go to school* (ii)

She is cooks ugali (iii) it is raining (iv) Juma sweem in sweeming pool (v) Mariam is walks faster (b) Negative Sentences: (i) She walk like a lion (iii) He sweeping the wall (iii) She do prostitution (iv) he is humaniser (v) He is a man of the people (c) Interrogative sentences (i) He run like tiger (ii) Juma is tall like giraffe (iii) Anna walks like graffe (iv) winds comes like rainfall". Others misinterpreted the requirements of the question by writing sentences into present continuous, instead of simple present tense, as one candidate wrote: Affirmative sentences: "(i) we are playing football (ii) iam cooking (iii) iam going to the market (iv) we are cleaning the environment (v) iam fetching water". The responses that they provided suggest that the candidates had no knowledge on expressing habitual events or they did not understand the requirements of the question. Extract 12.1 illustrates a poor response.

12. a/	i/ Juma is playing football
	ii/ Asha is crying.
	iii/ Tomorrow I will go the farmer.
	iv/ Always head prefect is smart
	v/ Allen is study, styding
b/	i/ You are so intelegent, you tel examinations.
	ii/ you are da rought, you look so beauty.
	iii/ I shouted happy when I get zero of English test
	iv/ you have a good pronuniation, you speak badly.
	v/ Always you are smart, v.
	v/ You are taller, you look so shorter.
c/ i/	I will run while others walks.
	ii/ I will eat while you read the book.
	iii/ I will write you a letter while I reach home.
	iv/ I will buy a pen while you write notes.
	v/ I will play football while you study.

Extract 12.1: A sample of a candidate's poor response in question 12.

Extract 12.1 illustrates a response from a candidate who failed to construct five sentences in simple present tense for “(a) Affirmative sentences (b) Negative Sentences (c) Interrogative sentences.

The analysis indicates further that, 21.3 percent of the candidates who scored average marks were able to construct at least six to ten correct sentences according to the instructions given. This indicates that, those candidates had some knowledge on expressing habitual events.

It was also noted that, 14.5 percent of the candidates with good performance were able to construct at least eleven correct sentences. Those who scored all the 15 marks were able to construct five sentences in simple present tense for each of the following; (a) Affirmative sentences (b) Negative sentences (c) Interrogative sentences. For example, one of them wrote as follows: “Affirmative sentences (i) *I play football* (ii) *She sweeps the house* (iii) *He drinks safe water* (iv) *They watch television* (v) *We go to Mbagala* , Negative sentences: *I do no play football* (ii) *She does not sweep the house* (iii) *He does not drink safe water* (iv) *They do not watch television* (v) *We do not go to Mbagala*, Interrogative sentences: (i) *Do I eat ugali and banana?* (ii) *Does Okwi score the goal* (iii) *Do we travel to Mtwara* (iv) *Does she play football* (v) *Do I pass the examination?*”.

Their responses demonstrated that they had sufficient knowledge on expressing habitual events. Extract 12.2 is a sample of one of the best responses.

12.	a) i) I play Football every Saturday.
	ii) They go to school every day
	iii) She cooks Ugali every time.
	iv) He sweeps a compound every day.
	v) We dance a music every Sunday
	b) i) I do not play a game every day.
	ii) They do not go to the market.
	iii) She does not cook ugali every time
	iv) It does not jump on the tree every time.
	v) We do not dance - music every day.
	c) i) Do I pray every day?
	ii) Does she read - books?
	iii) Do they sing a song every Friday?
	iv) Does he play a draft on the table?
	v) Do you cut the tree in the forest?

Extract 12.2: A sample of a candidate's good response in question 12.

Extract 12.2 is a response from a candidate who constructed five sentences as instructed.

2.2.3 Question 13: Possession

In this question, the candidates were required to do the following;

- by giving two examples, to identify two rules which guide the use of the possessive verb "have".

- (b) construct three sentences using the verbs (i) has and (ii) have.
- (c) read the dialogue and then identify statements which have possessive verbs.

This question measured the candidates' understanding of possessive verbs.

This question was attempted by 90.8 percent of the candidates, out of which 27.1 percent scored from 0 to 5.5 marks, which is a weak performance; 56.7 percent scored from 6.0 to 10.0 marks, which is an average performance. 16.2 percent scored from 10.5 to 15.0 marks indicating a good performance. The general performance of the candidates in this question was good as 72.9 percent of candidates scored from 6.0 to 15.0 marks. Figure 13 illustrates the candidates' performance in this question.

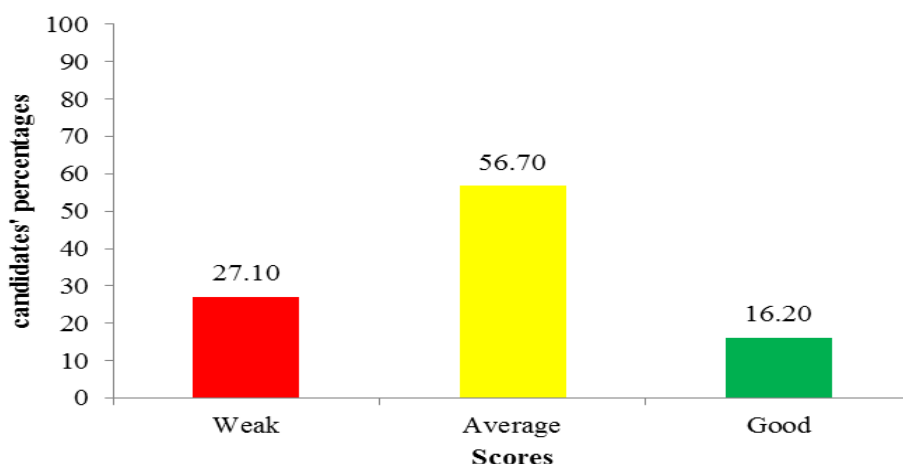


Figure 13: Percentages of Candidates' Performance in Question 13.

The analysis of candidates' responses indicates that, 56.7 percent of the candidates who had average marks had partial knowledge on the subject since they were able to; (a) identify one rule which guides the use of the possessive verb "have" (b) construct few sentences using; (i) Has (ii) Have (c) identify few statements which have possessive verbs from the given dialogue.

Further analysis shows that, 27.1 percent of the candidates with low marks including zero were not able to attempt any of the questions. For example , one of the candidates who scored zero in this question wrote: *"(a) Doesn't using a things that can be natural, a passive verbs, a passive verbs can't*

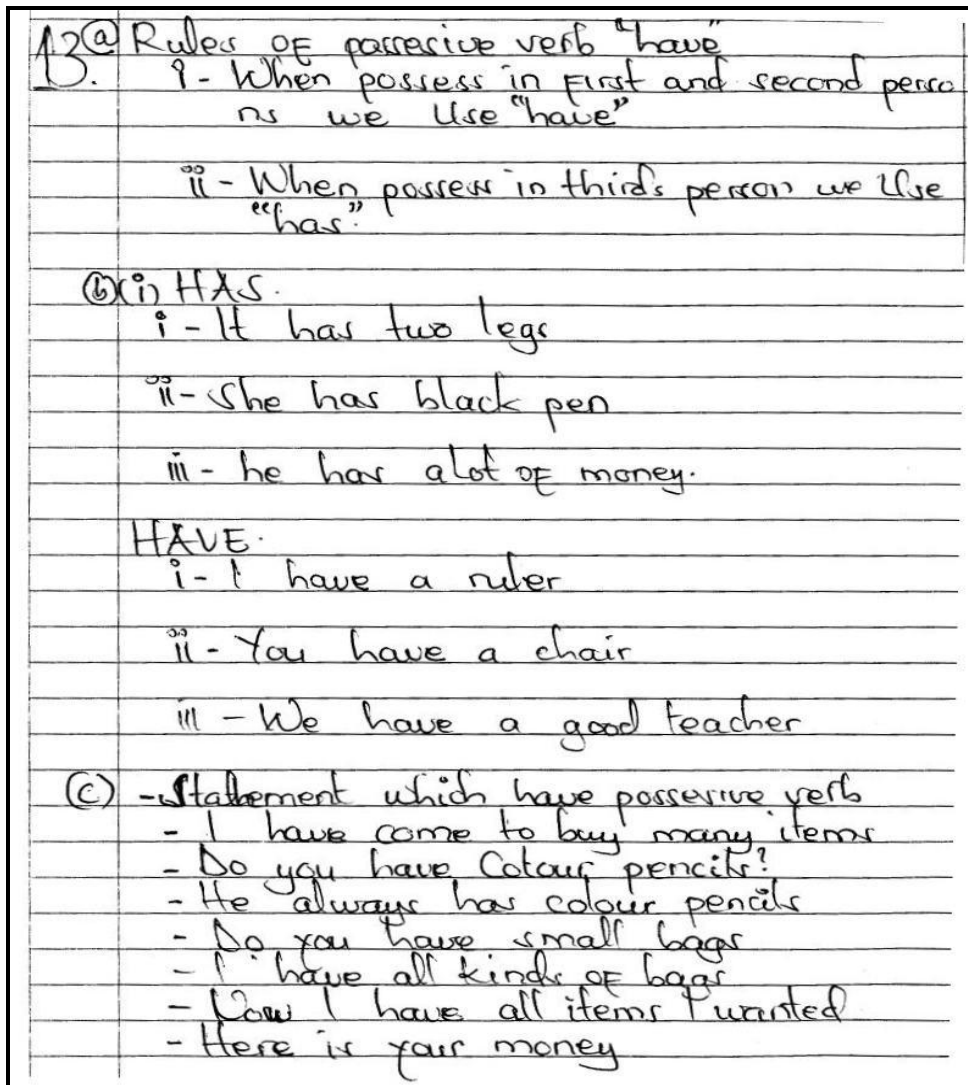
use in a things that can be natural like sun cloud Example I have see cloud (b) (i) –She has been a ministers officers-He has been a ball boy in a stadium – She has been see you last week (c) (ii)-I have been borrow me a pencil- I have go hospital last week –The visited have him in office e.t.c.” Such responses is an indication that the candidates had no knowledge on the topic and their competences in English language was very low. Extract 13.1 exemplifies a poor response from one of the candidates.

13	<p>Possessive verb, (the verb which is show an action the example of possession verb it can be I do, she do, Have, should be used through the sentences it is plural form example They are singing now.</p> <p>Have - It is used in asking question example you have my pen? The sentence</p> <p>The sentence which is show the possessive verb by three sentences,</p> <p>Has - It is used in past perfect Tense which can be used in he, she, It. the following are the sentence which is show the possessive verb, she has went to school, she has bought the new skirt, He has been cooked the delicious meal.</p> <p>Have, it is used in past perfect tense which can be used in We, I, They, the following are the sentences which show the possessive have verb by using have. They have stolen my pen in my bag, I have my pen, we have making noise.</p> <p>The following is the statement which have possessive verbs found in the dialogue.</p> <p>I have come to buy many items, the verb is come so it show the possessive verb of come.</p> <p>You are welcome the verb is welcome (to show the way of welcomed somebody in her or her shop)</p> <p>Do you sell exercise books? the verb is sell. he or she is asked if shopkeeper having the exercise book or not. I do, hope.</p> <p>All in all through dialogue the statement which is showing the verb and then the user of has and have should be known because have represent in single and have used in plural example of the sentences</p>
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Extract 13.1: A sample of a candidate's poor response in question 13.

Extract 13.1 shows a response from a candidate who was not able to respond correctly to any part of the question.

On the contrary, 16.2 percent of the candidates with good performance were able to (a) using two examples, identify two rules which guide the use of the possessive verb "have" (b) construct three sentences in each of the following possessive verbs; (i) Has (ii) Have (c) identify statements which have possessive verbs from the dialogue provided. The responses imply that, the candidates had sufficient knowledge on possessive verbs. Extract 13.2 exemplifies one of the best responses.



Extract 13.2: A sample of a candidate's good response in question 13.

Extract 13.2 exemplifies a response from a candidate who was able (a) by giving two examples, to identify two rules which guide the use of the possessive verb

“have” (b) to construct three sentences in each of the following possessive verbs; (i) Has (ii) Have (c) to identify statements which have possessive verbs in the dialogue given.

2.3 SECTION C: Essay Questions on Pedagogy

This section consisted of three questions 14, 15 and 16. These questions were optional and each carried 15 marks. A candidate was required to answer two questions making a total of 30 marks.

2.3.1 Question 14: Teaching Pronunciation

In this question, the candidates were required to explain five ways of helping pupils with pronunciation problems in English Language. This question tested the candidates’ ability to teach pronunciation.

This question was attempted by 42.1 percent of the candidates, out of which 48.2 percent scored from 0 to 5.5 marks, which is a weak performance; 48.9 percent scored from 6.0 to 10.0 marks, which is an average performance and 2.9 percent scored from 10.5 to 14.0 marks indicating a good performance. The general performance of the candidates in this question was average as 51.8 percent of candidates scored from 6.0 to 14.0 marks. Figure 14 illustrates the candidates' performance in this question.

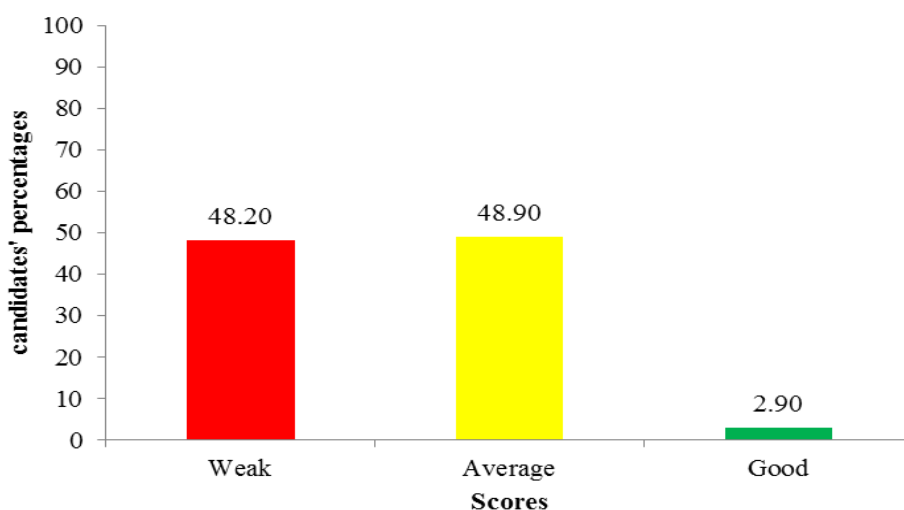


Figure 14: Percentages of the Candidates' Performance in Question 14.

The analysis of the candidates’ performance indicates that, 48.9 percent of the candidates with average performance were able to explain correctly at

least two of the ways, while missed the rest. Their responses suggest that the candidates had insufficient knowledge on the topic concerned.

Furthermore, the analysis shows that, 48.2 percent of the candidates with low marks were unable to explain five ways of helping pupils with pronunciation problems in English language. Some failed to provide a single point hence scored 0. Those candidates misunderstood the requirements of the question. Instead of explaining ways of helping pupils with pronunciation problems in English language, they explained the different ways of teaching vocabulary. For example, one of them wrote: (i) *Real objects* (ii) *Pictures* (iii) *Using drawing* (iv) *using definition e.t.c.*

Other candidates were not able to explain the main ways of helping children with pronunciation problems in English language instead, they provided irrelevant answers. For example, one of the candidates responded: (i) *To know part of speech* (ii) *To recognise point of view to the pronunciation* (iii) *To conjugate verb properly to pronunciations* (iv) *To must be use proper word order*. Such responses imply that, candidates had no knowledge on the topic.

Extract 14.1 illustrates a poor response from a candidate who was unable to explain five ways of helping pupils with pronunciation problems in English language.

14	<p>The following are ways of helping pupils with pronunciation problem in English language. They are:</p> <p>Vowel - In Kiswahili language they are only five vowel but in English language they are more than five vowel so that in order to help pupil pupils in pronunciation teacher should be teach pupil how to pronounce vowel. These vowel are A, e, i, o, u.</p> <p>Consonant - In case of consonant teacher should teach very well how pupils how to pronounce consonant in study in order pupils to understand very well pronunciation of consonant in English language.</p> <p>Consonant cluster - Teacher should teaching pupils the different of pronounce consonant and consonant cluster in order to remove all challenge in pronunciation in English language.</p> <p>Use mistake has opportunity of teaching and team learning when pupils try to pronounce the word teacher use the mistake to teach pupils to pronounce very well.</p> <p>Stress - Teacher may use stress as the way of teach pronunciation in the class room and outside of the class room that help help pupil to pronounce the word when try to speak English language.</p>
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Extract 14.1: A sample of a candidate's poor response in question 14.

Extract 14.1 is an illustration of a response from a candidate who could not explain five ways of helping pupils with pronunciation problems in English language.

The analysis shows that, 2.8 percent of candidates with good performance responded to the question correctly. Some of the points provided by one of the candidates were: "(a) Providing pupils with as many reading items. The teacher shall use story books, reading cards, tables e.t.c. on his/her teaching process (b) To build a rich environment. In normal ways a rich

environment we can say is talkative class. A class with a lot of reading cards, pictures and learning cards” e.t.c. However, some candidates could not score the highest marks because the quality of their responses was poor. The responses provided by candidates with highest score imply that, they understood the requirements of the question and they were knowledgeable on the topic. Extract 14.2 is a sample from one of the candidates who managed to explain five ways of helping pupils with pronunciation problems in English language.

14. Pronunciation is the way in which you pronounce the word, and pronunciation problem are those things that hinder a pupil to pronounce the word properly. Most of the pupils failed to pronounce the proper word of English language due to the effect of the Mother tongue. The following are the ways of helping pupils with pronunciation problem in English language:-

Give more drills: When you give more drills for pupils to pronounce the word they tend to change and to pronounce the correct word, for this situation the learners tend to pronounce the proper word of the English language.

Make pupils aware of intonation: Due to raising and falling of sound when speaking you support to help the pupils for intonation that when you put the intonation in the sentence, they tend to affect the pronunciation for example produce they affect the pronunciation.

Make sure that you pronounce the word before you ask the pupils to pronounce it; this helps learners to know the proper pronunciation of the word because when you pronounce the word properly a pupils also tend to pronounce like you.

Pay particular attention of word with problematic spelling: This also can help the learners to pronounce the proper pronunciation simply the learners pay attention of

pronounce the word, through doing that the learners tend to change and to pronounce the word properly.

Give priority of pronunciation, when a pupils also gives priority of pronounce the word they tend to change and to pronounce the correct word, and also the teacher helps the pupils to know the sentence stress because the emphasis given to a particular syllable, through doing that the pupils tend to pronounce the proper word.

A part from that ways of helping pupils with pronunciation problem in English language there are some of the pronunciation problem like mother tongue affect, the presence of short vowel sound and long vowel sound, intrusive vowel and failure of interpreting different tone or pitch due to raising and falling of the sound.

Extract 14.2: A sample of a candidate's good response in question 14.

Extract 14.2 shows a response from a candidate who correctly explained five ways of helping pupils with pronunciation problems in English language.

2.3.2 Question 15: Analysing the Primary School English Language Syllabus

In this question, candidates were required to examine five challenges which may face our education system if teaching and learning process is conducted without the use of a syllabus. This question intended to measure the candidates' knowledge on the significance of using a syllabus.

This question was attempted by 68.6 percent of the candidates, out of which 4.8 percent scored from 0 to 5.5 marks, which is a weak performance; 91 percent scored from 6.0 to 10.0 marks, which is an average performance while 4.2 percent scored from 10.5 to 14.0 marks indicating a good performance .The general performance of the candidates in this question was good as 95.2 percent of candidates scored from 6.0 to 14.0 marks. Figure 15 illustrates the candidates' performance in this question.

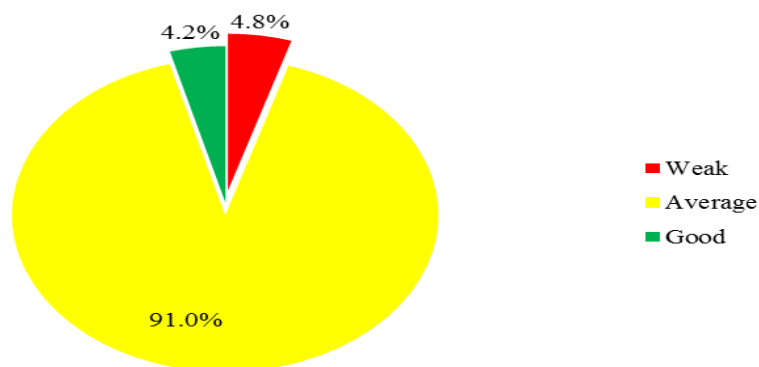


Figure 15: Percentages of Candidates' Performance in Question 15.

The analysis of candidates' responses shows that 91 percent of the candidates with average performance were able to examine at least two challenges that may face our education system if teaching and learning process is conducted without the use of a syllabus. Some students provided responses which lacked clarity, for example, one among them wrote as follows:(a) *When our education was taught without the syllabus we can use more time and fail to transfer the knowledge in good times* (b) *Teacher taught falsification things because there no any instruction which his/her follow in the teaching process* (c) *It failure to know which kind of teaching*

and learning Aids to use (d) When the teacher teaching without the syllabus it can cause to fail to confirm the main objectives (e) Different of the topic to be taught in schools". Such responses demonstrated that candidates had some knowledge on the subject matter.

Moreover, the analysis indicates that, 4.8 percent of the candidates scored low marks. It was established that, the candidates who scored zero (0.2 percent) had no knowledge on the topic or they misinterpreted the requirements of the question, as one of the candidates provided the following as the challenges facing the teaching and learning of English language: *(a) Different between mother tongue Kiswahili and English (b) Shortage of teachers and learners (c) Lack of professional teachers (d) Community altitude (e) Incompetent teaching.* Extract 15.1 is a sample of one of the poor responses.

	Education system if teaching and learning process is conducted without use of a syllabus. This is the process how we can use the English in school and how the government can support Education in the Education system because Tanzania we have are bad education system. The following are the challenges which may face our education system if teaching and learning.
	They poor political system: This is source of poor Education in the country because of they bad government and must be are poor education they are many of poor people who not educate and they are not understand about Education.
	Poor teaching Aids; In process of teaching and learning process must have good aids to help the students to understand well the subject and sometimes the student enjoying the subject and to understanding and this teaching Aids is very Importance.
	low development system in Education - They are low development because many of people are not know the importance of Education and sometimes they are many people who not development and sometimes must be in the system because of development.
	They are poor government support: They government are the system which can help the Education in Tanzania and they are many source of good Education in country and good leader who can understand the problems and to show waying to solve it.
	They low science and Teaching ^{method} in the teaching and learning process: This is source of the bad system of Education in the societies and in the country because they are many problems who face the Education system in the societies and sometimes good government if the source of good government (good science and technology).
	Generally: This is challenges which may face our education system if teaching and learning process in the education must have this challenge to solve those problems who face Education in the society, must be good government at support to support Education system in teaching and learning.

Extract 15.1: A sample of a candidate's poor response in question 15.

Extract 15.1 is a response from a candidate who failed to examine five challenges which may face our education system if teaching and learning process is conducted without the use of a syllabus.

The analysis established that, 4.2 percent of the candidates with high marks were able to examine five challenges as per the demand of the question. Some of the responses provided by these candidates were: (a) *Failure to know objectives of education in teaching and learning process* (b) *Failure to know teaching and learning aids* (c) *Failure to know teaching and learning activities* (d) *Failure to construct a scheme of work because you will not know the topics*". The candidates falling in this category provided responses of different qualities, thus scoring different marks. Extract 15.2 exemplifies one of the best responses.

15 Five challenges which may face our education system if teaching and learning process is conducted without use of a syllabus

Syllabus is the document-material which contain topics to be covered in a particular subject through out the year. Syllabus ita consists two parts introduction preliminary parts and content part, in preliminary part they consist the following introduction, aim of education in Tanzania, objective of education in primary school and competence while in content part there are topics, subtopics, periods, teaching activities and student activity, Assessment etc.

The following is challenges which may face our education system if teaching and learning process is conducted without use of a syllabus:

Teachers may fail to prepare good scheme of work; this is because syllabus help teacher to prepare well scheme of work so when syllabus does not used teacher can prepare scheme which can not help them in teaching and learning.

Teachers may fail to know good methods and techniques of teaching and learning; in syllabus there are consists technique and methods of teaching -

when teacher teach without syllabus they can fail to know that methods and technique of teaching and learning.

The teacher can fail to know the teaching aid which relate with topic or specific objective of the lesson; when we use syllabus in the process of teaching there some aids which are volunteered to be used on a particular topic so when teacher didn't use syllabus they can fail to understand that teaching aids.

Teachers may fail to know number of periods to be used in a particular topic; when we use syllabus there are number of periods which can help teacher to teach his/her topic in systematic way and finish them in a specific time so when teacher doesn't use the syllabus they will fail to know the number of periods.

It is difficult to do assessment and evaluation if the syllabus does not use; this is because teachers they don't know which topic is going to be covered in a particular class and which number of activities is wanted to be taught in a particular class so teacher and other education supervisors they can not take an assessment in easy way because the syllabus is not used in teaching and learning.

Generally; Syllabus is very important in teaching and learning process because it show all activities, all things which are expected to be taught in a particular class through out the year so teacher must use a syllabus in order to teach systematical and efficient when giving a subject.

Extract 15.2: A sample of a candidate's good response in question 15.

Extract 15.2 is an example of a response from a candidate who correctly examined the challenges which may face our education system if teaching and learning process is conducted without the use of a syllabus.

2.3.3 Question 16: Principles of English Language Teaching and Learning

In this question, the candidates were required to analyse four advantages of using participatory method in the teaching and learning of English language. The question tested candidates' knowledge on the principles of English language teaching.

This question was attempted by 89.0 percent of the candidates, out of which 27.5 percent scored from 0 to 5.5 marks, which is a weak performance while 72.5 percent scored from 6.0 to 10.0 marks, which is an average performance. The general performance of the candidates in this question was good as 72.5 percent of the candidates scored from 6.0 to 10.0 marks. Figure 16 illustrates the candidates' performance in this question.

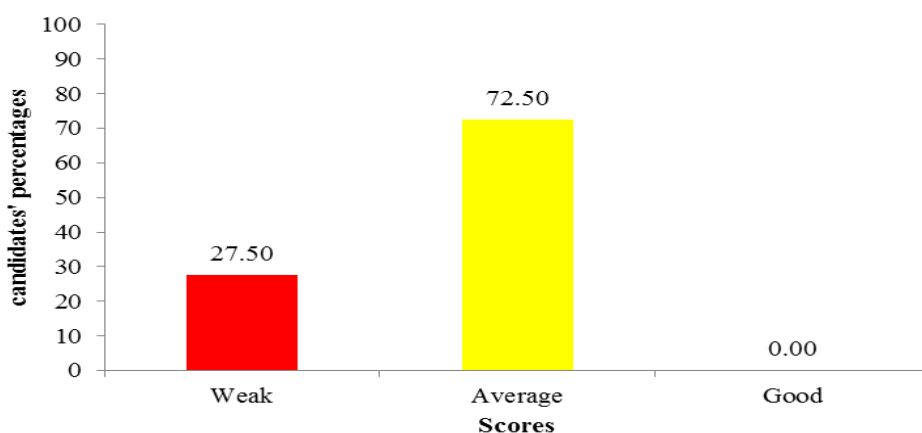


Figure 16: The Percentages of the Candidates' Performance in Question 16.

The analysis of candidates' responses indicates that, 72.5 percent of the candidates who scored average marks were able to analyse some points while missed the others. Some candidates provided unclear points and their grammar and vocabulary use was poor. One of the candidates responded as: *"It help student to like the subject, It help student to have confidence, It make the class to be active, It help students do not forgetable things that taught by the teacher"*.

Furthermore, the analysis indicates that 27.5 percent of the candidates scored low marks. Those who scored zero mark (0.2 percent) did not manage to analyse any advantage of using participatory method in the teaching and learning of English language. Their responses suggest that they had no knowledge on the topic or they did not understand the requirements of the question. For example, one candidate analysed irrelevant points by writing the following: *"(a) Statements which have pupils with challenges which may fance our education sytem (b) participatory method in the teaching and learning of English language advantages using participatory method (c) Statements which have pupils with challeng which may fane our education system it teaching and learning process (d) Participatory method in the teaching and learning of English language advantages to helping pupils process"*. The correct points in this question were as follows: *"(a) It makes pupils practice the language (b) Enables the pupils use new structures and vocabulary (c) Provide an opportunity to pupils to demonstrate the language (d) Develops learners oral skills and confidence in expressing ideas"*. Extract 16.1 is a sample of a poor response from one of the candidates.

16. English language : is the second official language in Tanzania and is the international language outside of the country. The following are the Advantage of using participatory method in the teaching and learning English language.

- To communicate with other outside people in the country. This means that teaching and learning English language help people to know the way of communication with other people which come outside of the country.
- To improve English language vocabulary. This means that when you teach and learn English language you improve many vocabulary which used in English language.
- To improve relationship with other people. This means that when you communicate with other people always you make the relationship among you for example people who comes from USA when comes in our country and communicate with you also you make the relationship among you and them.

Extract 16.1: A sample of a candidate's poor response in question 16.

Extract 16.1 is a response from a candidate who incorrectly provided the importance of teaching and learning English language, instead of analysing four advantages of participatory method in the teaching and learning of English language.

3.0 PERFORMANCE OF THE CANDIDATES IN EACH TOPIC

In this examination, nine topics were tested. The topics included *Analysing the Primary School English Language Syllabus*, *Possessions*, *Principles of English Language Teaching and Learning*, *Preparation for Teaching*, *Expressing Past Events*, *Expressing habitual Events*, *Conditional Sentences*, *Literary Analysis* and *Teaching Pronunciation*. The performance for each topic is presented in the paragraphs that follow.

The analysis indicates that, the candidates' performance in three topics (*Analysing the Primary School English Language Syllabus*, *Possessions* and *Principles of English Language Teaching and Learning*) was good. Questions set from these topics were questions 15, 6, 13 and 16. In these topics more than 70 percent of the candidates scored 40 percent and above.

Furthermore, the analysis shows that, six topics had average performance. Questions which were constructed from these topics were; 2, 4, 8, 10, 3, 7, 12, 1, 9, 5, 11 and 14. The percentages of candidates who scored 40 percent and above in these topics were as follows; *Preparation for Teaching* (69.32%), *Expressing Past Events* (69.30%), *Expressing habitual Events* (55.75%), *Conditional Sentences* (55.15%), *Literary Analysis* (53.30%) and *Teaching Pronunciation* (51.80%). This performance implies that the candidates had insufficient knowledge on the six topics. The performance of the candidates in different topics is summarised in the attached appendix.

4.0 CONCLUSION

The analysis of candidates' responses in the English language subject GATCE 2019 indicates that, the general performance was average. It has been noted that candidates who performed well had adequate knowledge on various topics, understood the requirements of the questions and comparatively had good command of the English language.

It was further established that candidates' with average performance was a result of inadequate knowledge on different topics, unclear explanations, poor grammar and inappropriate use of vocabulary which negatively affected the quality of candidates' responses.

5.0 RECOMMENDATIONS

Taking into account of the analysis of candidates' responses and conclusions drawn on the performance in this subject, it is recommended that:

- (a) Student teachers should be given sufficient time to practise using English language in order to improve their competences in both writing and speaking language.
- (b) Student teachers should be encouraged to study hard and make all the necessary revisions so as to master various topics, particularly the topics that appear to be demanding.
- (c) Student teachers should be made aware of instructional words used in formulating questions prior to examination time. This will make student teachers familiar with the instructional words and their differences.

Appendix

Summary of the Candidates' Performance in 622 English Language per Topic

S/N	Topic	Question Number	The percentages of Candidates who scored 40% or Above	% Average performance	Remarks
1	Analysing the Primary School English Language syllabus	15	95.2	79.2	Good
		6	63.2		
2	Possessions	13	72.9	72.9	Good
3	Principles of English Language Teaching and Learning	16	72.5	72.5	Good
4	Preparation for Teaching	2	92.8	69.32	Average
		4	81.2		
		8	63.7		
		10	39.6		
5	Expressing Past Events	3	69.30	69.30	Average
6	Expressing Habitual Events	7	75.7	55.75	Average
		12	35.8		
7	Conditional Sentences	1	92.8	55.15	Average
		9	17.5		
8	Literary Analysis	5	94.9	53.30	Average
		11	11.7		
9	Teaching Pronunciation	14	51.80	51.80	Average

