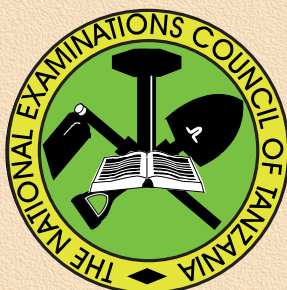**THE NATIONAL EXAMINATIONS COUNCIL OF TANZANIA**

CANDIDATES' ITEM RESPONSE ANALYSIS REPORT FOR THE GRADE A TEACHERS' CERTIFICATE EXAMINATION (GATCE) 2019

624 COMMUNICATION SKILLS

THE NATIONAL EXAMINATIONS COUNCIL OF TANZANIA

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624 COMMUNICATION SKILLS

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FOREWORD

The Candidates' Items Response Analysis (CIRA) for 2019 Grade A Teachers' Certificate Examination (GATCE) in Communication Skills subject was prepared to provide a feedback to different educational stakeholders including student teachers, tutors, parents, guardians, policy makers and the general public. The analysis of the candidates' performance and challenges encountered in attempting the examination questions was also indicated.

The report is intended to help understanding the determinants of the candidates' performance in Communication Skills subject and some factors that made some candidates fail to score high marks in the examination. Such factors include failure to understand the needs of the questions, inadequate knowledge of concepts related to the subject and failure to observe the examination instructions. However, the analysis indicates that there were some candidates who scored high marks since they had adequate competency about the topics tested, good understanding of the needs of questions.

The feedback is expected to enabling educational administrators, college managers, tutors, student teachers and other stakeholders to develop proper measures that can be employed during teaching and learning of Communication Skills subject in order to improve the candidates' performance in future examinations to be administered by the Council.

The National Examinations Council of Tanzania (NECTA) will however appreciate constructive comments or suggestions from student teachers, teachers, college quality assurance coordinators, curriculum developers and all education stakeholders that can help to improve candidates' performance in future examinations.

Finally, the Council would like to thank the examination officers, examiners and all participants who took part in preparing and analysing the data used in this report.

Dr. Charles E. Msonde
EXECUTIVE SECRETARY

1.0   INTRODUCTION

This report presents candidates' performance analysis who sat for the Grade A Teachers' Certificate Examination (GATCE) in May, 2019 in Communication Skills subject. The strengths and weaknesses of candidates' answers have been indicated in this analysis. Basing on the analysis of this report, three criteria namely, good performance, average performance and poor performance have been used to describe the candidates' competency. The analysis focused on highly performed questions, the questions with average performance as well as those with poor performance. Furthermore, the questions attempted by a few students were also analysed.

The presentation of candidates' performance analysis in individual items is done by indicating the percentages of candidates attempted the questions and scored various marks. The analysis including those who scored high marks as well as those with average marks and low marks. Extracts of responses from the candidates' scripts have been attached to show their responses against the items provided.

The analysis of the candidates' performance in this report is divided into three categories. The candidates who scored from 0 to 39 percent are classified in a group of poor performance, from 40 to 69 percent are in average performance and those who scored from 70 to 100 percent are categorised in a group of good performance. During the analysis of this report, three colours have been used to represent the performance; red stands for poor performance, yellow for average performance while green indicates good performance. The analysis of the general performance shows that 71.83% percent of the candidates scored 40 percent and above, which implies an average performance. Finally, the report provides the performance of candidates in each topic, conclusion and recommendations.

Communication Skills examination paper consisted of two sections: A and B; having a total of sixteen (16) questions. Section A comprised ten (10) compulsory questions; carrying forty (40) marks in total. Section B had six (6) questions, each carrying fifteen (15) marks; whereas the candidates were required to choose only four (4) questions; making a total of sixty (60) marks. The duration of the examination for the paper was three (3) hours.

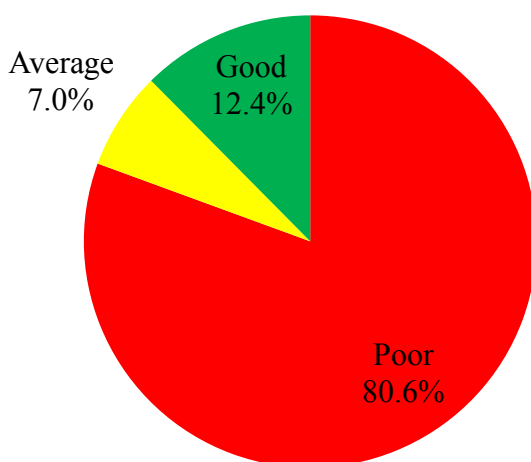## 2.0 ANALYSIS OF THE CANDIDATES' PERFORMANCE IN EACH QUESTION

2.1 Section A: Objective Type of Questions

There were ten compulsory questions in this section, involving various topics from the syllabus; each carrying four marks; making a total of 40 marks.

2.1.1 Question 1: Reading Skills

In this question, the candidates were required to explain briefly four contexts where scanning skills can be used in one's daily life. The question was intended to test the candidates' ability on the contexts in which scanning could be applied.

The question was attempted by 1222 candidates (99.91%), of which, 985 candidates (80.6%) scored from 0 to 2.0 marks indicating poor performance, 86 candidates equivalent to 7 percent scored from 2.5 to 3.0 marks indicating an average performance and 151 candidates (12.35%), scored from 3.5 to 4.0 marks; indicating good performance. Generally, the performance of the candidates in this question was poor in the sense that only 19.37% scored from 2.5 to 4.0 marks indicating passing marks. Figure 1 illustrates the performance of the candidates in the question.

Figure 1: *Trend of the Candidates' Performance in Question 1*

On the other hand, the analysis of the candidates' performance indicates that 985 (80.6%) who scored from 0 to 1.5 marks failed to explain the four contexts where one could use scanning in daily life. Some of them misinterpreted the question - explaining going by the meaningless points to the respective question. For example, one candidate explained about reading materials such as; books, newspapers, magazines and story books instead of four contexts where scanning could be used. Extract 1.1 is a sample of a poor response from a candidate who explained about reading materials.

Extract 1.1.A sample of a wrong response

Other 86 (7%) candidates partially explained the contexts where scanning could be used whereby they scored 2 marks which indicates an average performance. Their performance was a result of low knowledge they had on the subject matter. Candidates under this category were few in number compared to other three categories.

However, 151 (12.35%) candidates who scored from 3 to 4 marks, had a good performance in the question. The candidates in this category exposed their competency on the contexts where scanning is applicable. Referring to their responses as they correctly explained four contexts, the following were presented; *when reading examination results, when searching a phone number from the mobile phone, when reading the time table and when looking for a meaning of a word from a dictionary.* Extract 1.2 illustrates the correct responses given by the candidate on the four contexts where scanning could be used.

Extract 1.2.A sample of a correct response

2.1.2 Question 2: Searching for Information

In this question required the candidates were required to identify four types of information that might be found in a dictionary.

The question was attempted by all 1223 candidates (100%), in which, 289 candidates (23.6%) scored from 0 to 1.5 mark indicating poor performance. Total of 96 candidates 7.8 percent scored from 2 to 2.5 marks indicating an average performance while 838 candidates (68.6 %) scored from 3 to 4 marks indicating a good performance. The general performance in this question was good because 934 candidates equivalent to 76.4% passed by scoring from 2.5 to 4 marks. Figure 2 illustrates the performance of the candidates in the question.

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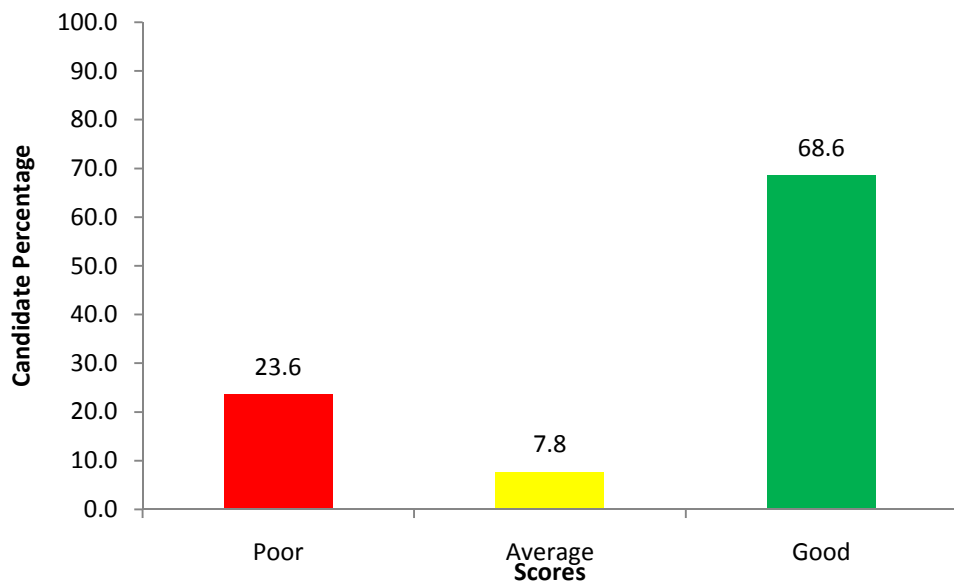
Figure 2: *Trend of the Candidates' Performance in Question 2*

Analysis of the candidates' performance shows that the candidates who had good performance managed to identify three to four types of information that are found in a dictionary. Their responses indicate that they had an adequate knowledge about the subject matter, as a result they gave correct responses. Extract 2.1 exemplifies such a response.

Extract 2.1.A sample of a correct response.

Further analysis indicates that 7.8 percent of candidates who scored an average performance were able to provide two points out of four as required by the question. The performance of candidates was average because they mixed correct answers with incorrect ones. Example one of the candidates responded to the question by

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giving the following responses *(i) educational information, (ii) international information, (iii) pronunciation information (iv) meaning information.*

The analysis shows that 23.6 percent of the candidates who performed poorly failed to identify four types of information that could be found in a dictionary. The candidates in this group gave incorrect answers while others gave only one correct answer. This performance is at large due to low understanding of the question requirements which made some of the candidates identify types of the dictionaries based on the languages they contain, instead of identifying information found in a dictionary. Extract 2.2 depicts a sample of the candidates' responses under this category.


Extract 2.2.A sample of a wrong response.

2.1.3 Question 3: Communication Theory

In this question, the candidates were required the candidates to list down four main channels of communication.

The candidates who attempted the question were 1223 (100%), among them, 745 candidates which is 60.9% scored from 0 to 1.5 mark indicating poor performance, 197 (16.1%) candidates scored from 2 to 2.5 marks, which indicates an average performance, while 281 (22.9%) candidates scored from 3 to 4 marks; indicating good performance. The general performance in the question was poor since 478 candidates equal to 39% scored from 2 to 4 marks which indicates passing marks. Figure 3 illustrates the performance of the candidates in the question.
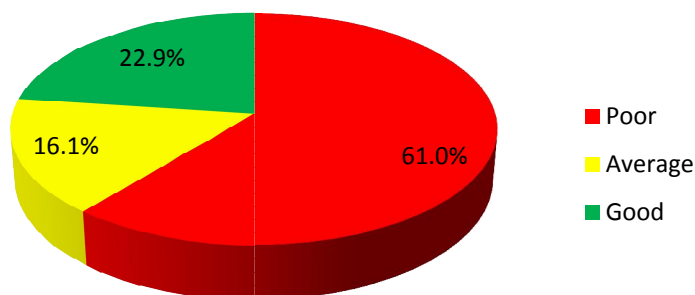
Figure 3: *Trend of the Candidates' Performance in Question 3*

The analysis of the candidates' responses shows that the candidates who answered the question correctly managed to list down three to four main communication channels as required. They scored 3 to 4 marks because they listed correctly namely; Written channel, Oral channel, Visual channel and Audio visual − channel. Extract 3.1. is a sample of candidates' good performance in the question.
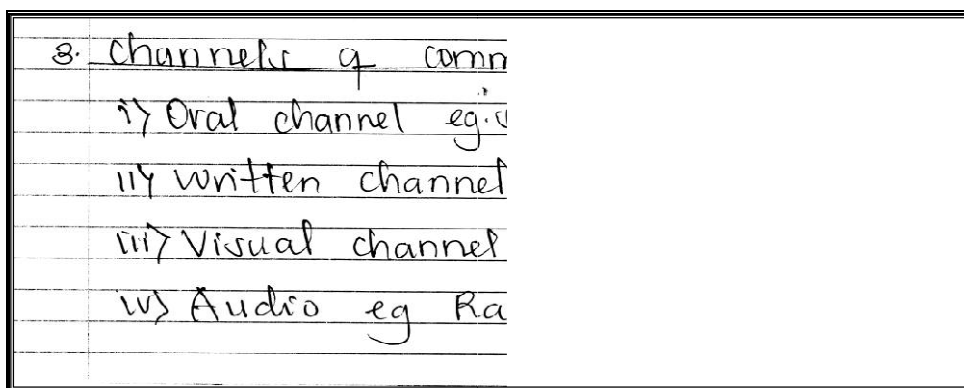
Extract 3.1.A sample of a correct response.

However, 197 candidates (16.1%) scored from 2 to 2.5 marks which implies that they failed to list down correctly all the four main communication channels, instead they listed only two channels leading them into an average performance. For example one candidate responded by listing *(i) Written channel (ii) Oral channel (iii) gestures channel (iv) Body language channel*.

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Furthermore, the analysis indicates that 745 (60.9%) candidates who scored from 0 to 1.5 mark had poor performance due to the fact that they failed to list down the four main channels of communication. Their responses indicate that they misinterpreted the requirements of the question which led them to wrong responses. For example, one candidate responded by listing down four elements of communication instead of the main channels of communication. Extract 3.2. is a sample of candidates' with incorrect response in question 3.
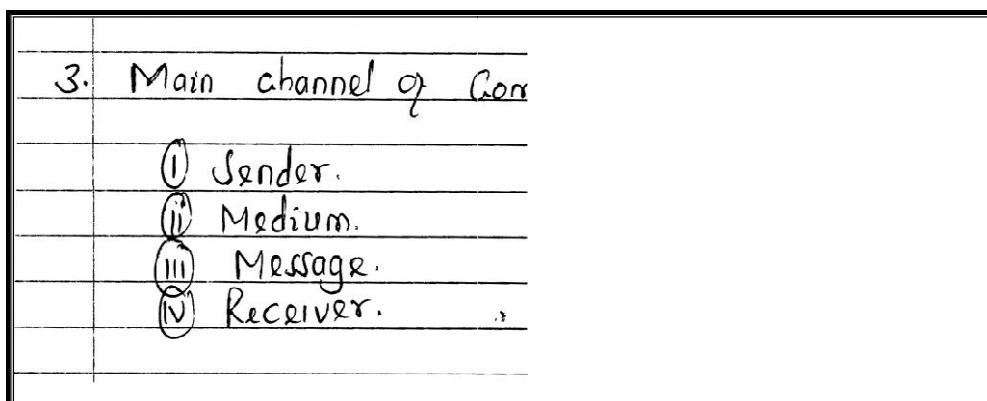

Extract 3.2 A sample of a wrong response.

2.1.4 Question 4: Tests and Examination

In this question, the candidates were required to give four reasons of reading the instructions before attempting the examination.

The question was attempted by 1223 candidates (100%), of which, 544 candidates (44.5%) scored from 3 to 4 marks indicating good performance, 355 candidates (29.0%) scored from 2 to 2.5 marks indicating average performance while 324 candidates (26.5%) scored from 0 to 1.5 mark indicating poor performance. The general performance in the question was good as 73.5%% scored from 2 to 4 marks, Figure 4 illustrates the stated performance.
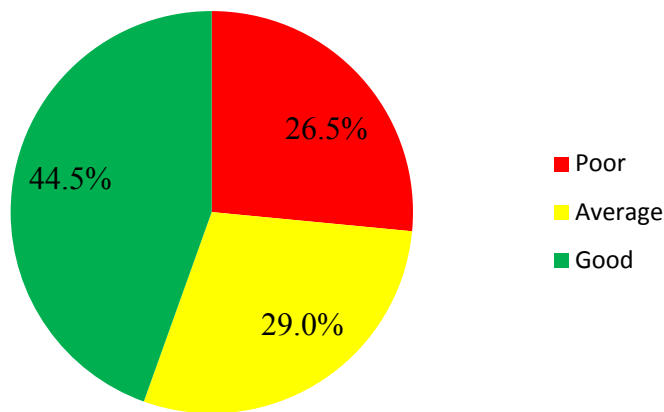
Figure 4: *Trend of the Candidates' Performance in Question 4*

The analysis indicates that the candidates who were able to answer the question correctly (44.5%), had enough knowledge about the subject matter. They gave four reasons of reading instructions before attempting the examination as required in the question. Extract 4.1 depicts a sample of a response from a candidate in this category.

Extract 4.1 A sample of a correct response.

The candidates who performed poorly by scoring from 0 to 1.5 mark failed to give all the four reasons of reading instructions before attempting the examination correctly. Some of them managed to give only one correct reason resulting into three incorrect responses, which led to scoring 1 mark which indicates poor performance. Extract 4.2 is a sample of such a wrong response.

Extract 4.2 A sample of a wrong response.

2.1.5 Question 5: Oral Presentation

In this question, the candidates were required to outline four advantages of using visual aids during oral presentation. The question was intended to test candidates' ability in demonstrating the importance of using visual aids when doing oral presentation.

The question was attempted by all 1223 candidates (100%), of which, 41 candidates 3.4 percent scored from 0 to 1.5 mark indicating a poor performance, 29 candidates 2.4 percent scored from 2 to 2.5 marks indicating an average performance; while, 1153 candidates (94.3%) scored from 3.5 to 4.0 marks indicating a good performance. The general performance was good since 96.7% of the candidates who attempted this question scored 3 to 4 marks. Figure 5 illustrates the performance in summary.

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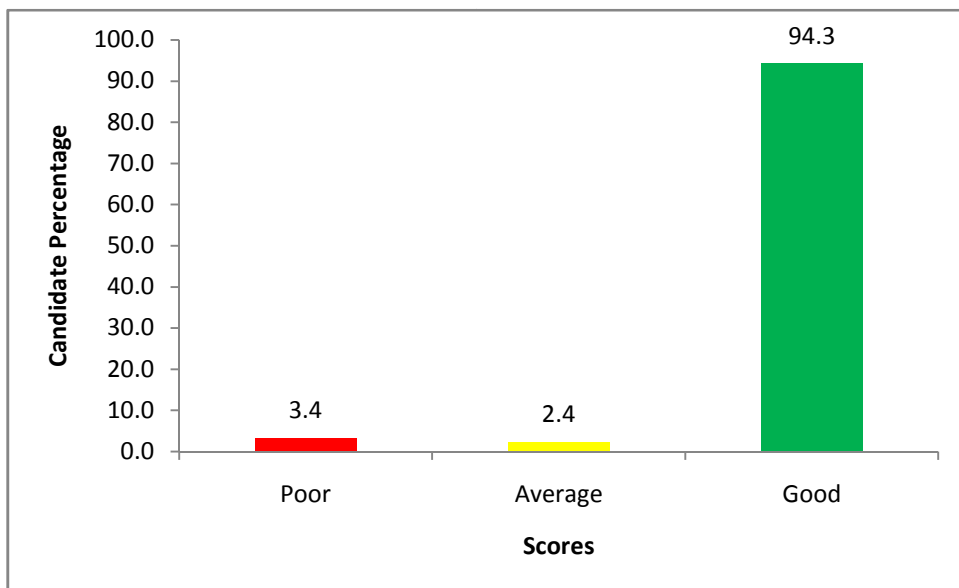
Figure 5: *Trend of the Candidates' Performance in Question 5*

The analysis indicates that 1094 candidates (89.5%) who scored from 3.5 to 4.0 marks demonstrated a good understanding in the advantages of using visual aids during oral presentation. They gave correct responses as per requirement of the question. Extract 5.1 shows such a sample of correct response from a candidate who performed well in this question.

Extract 5.1. A sample of a correct response.

The candidate who performed averagely by 2.4 percent were able to outline three advantages of using visual aids during oral presentation. Their responses indicate that they were not competent enough to fulfill the requirements of the question resulting into average score of 3.0 marks.

The analysis also indicates that, the candidates who performed poorly by scoring 0 to 2.0 marks failed to outline the advantages of using visual aids during oral presentation. These responses suggest that the candidates had inadequate competence on the matter asked. An example of the poor responses is presented in Extract 5.2.


Extract 5.2. A sample of a wrong response.

2.1.6 Question 6: Writing Skills

In this question the candidates were required to describe briefly four uses of Curriculum Vitae (CV).

This question was attempted by 1223 candidates (100%), of which 528, (43.2%) scored from 3 to 4 marks indicating good performance, other 507 candidates (41.4%) scored from 2 to 2.5 marks indicating an average performance, while 188 candidates (15.4%) scored from 0 to 1.5 mark indicating a poor performance. The general performance in this question was average since only 528 candidates (43.2%) scored from 3 to 4 marks. Figure 6 illustrates the performance of the candidates in the question.
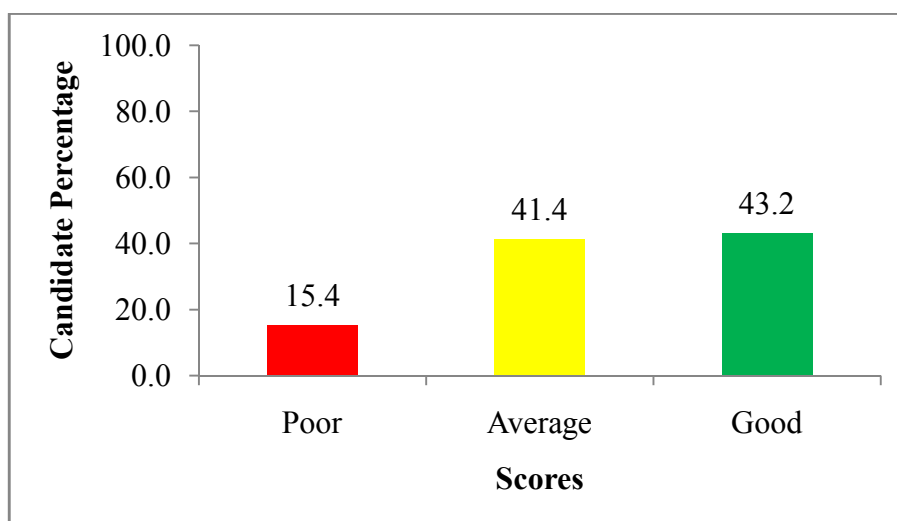
Figure 6: *Trend of the Candidates' Performance in Question 6*

This analysis indicates that the candidates who performed well, correctly described all the four uses of a Curriculum Vitae (CV) correctly. Their responses indicate that they had an adequate understanding in the subject matter. The following are the responses given by the candidates; *it is used as a supporting document for a grant or contract funding proposal; it is used as a supporting document when applying for admission in the educational Institutions; it is used as a requirement for internal review in legal contract or job promotions; it is used as an application requirement for membership in a professional society or organisations; and it is used as a background statement for an introduction at a conference presentation*, among many others. Extract 6.1 is a sample of such a correct response.

Extract 6.1. A sample of a correct response.

The analysis also indicates that 507 candidates (41.4%) who scored from 2 to 2.5 marks managed to describe only two uses of Curriculum Vitae (CV) correctly; it happened as a result of mixing up the correct answers with incorrect ones as Extract 6.2 demonstrates.

Extract 6.2. A sample of an average response.

On the other hand, the candidates who had poor performance in the question were not able to describe any of the four uses of Curriculum Vitae (CV). This shows that those candidates were not competent enough to demonstrate the uses of Curriculum Vitae due to low understanding of the question requirement. The responses of some candidates suggest that they did not understand what the question required them to respond, which made them go astray. Extract 6.3 depicts a sample of such a response.


Extract 6.3 A sample of a wrong response.

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2.1.7 Question 7: Reading Skills

This question had two parts (a) and (b). In part (a) the candidates were required to differentiate intensive reading from extensive reading, while in part (b) they were required to name three benefits of extensive reading.

The question was attempted by 1223 candidates (100%), of which, 652 candidates (53.3%) scored from 3 to 4 marks indicating a good performance, 307 candidates (25.1%) scored from 2 to 2.5 indicating an average performance, while other 264 candidates (21.6%) scored from 0 to 1.5 indicating a poor performance. Generally, the performance in this question was good provided that 959 candidates (78.4%) who scored from 2 to 4 marks. Figure 7 shows the performance of the candidates in the question.
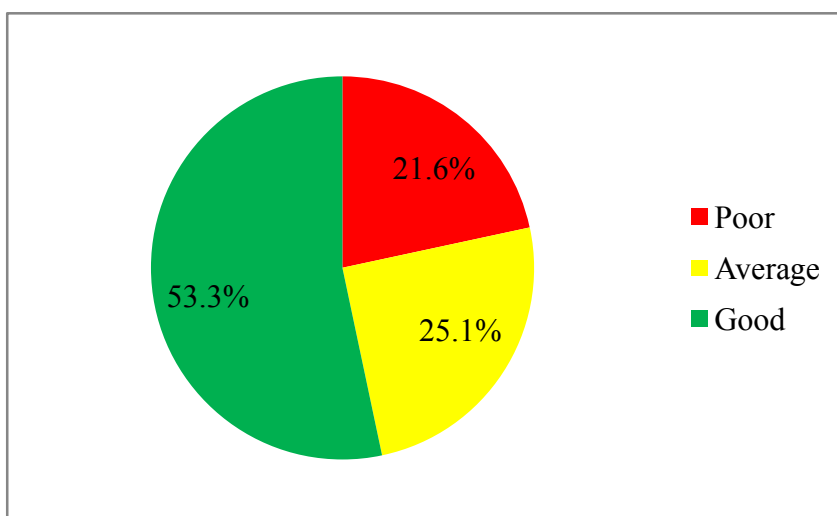
Figure 7: *Trend of the Candidates' Performance in Question 7*

The analysis denotes that the candidates who performed well in this question had an ability to differentiate intensive from extensive reading as they demonstrated the basic features which differentiate between the two reading skills. Moreover, those candidates under this category were also able to name three benefits of extensive reading namely; *(i) It motivates learners to read (ii) It can increase learner's knowledge (iii) It can lead to learner's improvement in reading (iv) It can enhance learner's general language competence*, just to mention few. Extract 7.1 is a sample of correct response to the question.

> 7. Intensive reading refers to the reading with much concentration in order to understand example reading class notes or bible
>
> WHILE
>
> Extensive reading refers to the reading which people read for enjoyment or intertainment for example reading stories and novel
>
> B: a) Is the part of making people happy and enjoyment
> b) Help people to decrease stress
> c) This type of reading being people together
> d) It educate people apart from intertainment due from reading those stories

Extract 7.1.A sample of a correct response.

Yet, 264 candidates (21.6%) who scored from 0 to 1.5 mark failed to differentiate intensive from extensive reading in part (a) of the question, they also failed to name benefits of extensive reading as required in part (b). The analysis of candidates' responses indicates that the candidates in this category lacked understanding of two concepts asked in the question namely; intensive and extensive reading as a result they gave irrelevant responses. Extract 7.2 is a sample of such incorrect responses.

```
7. (a)  intensive reading — is the process of reading and
        to correct the problems which appear. But
        in extensive reading — is the reading without correct
        the problems which appear.


    (b) i  It help a students to pass examination
        ii  It help to correct the problems
       (iii) It helps teacher to simplify their teaching
```

Extract 7.2.A sample of a wrong response.

2.1.8 Question 8: Communication Theory

In this question, the candidates were required to briefly describe four ways used to improve communication skills.

The question was attempted by 1223 candidates which is equivalent to 100%. The analysis shows that 718 candidates (58.7%) scored from 0 to 1.5 mark indicating a poor performance, 218 candidates (17.8%) scored from 2 to 2.5 marks; indicating an average performance, while 287 candidates (23.5%) scored from 3 to 4 marks; indicating a good performance. The performance in the question was generally average since 41.3% of the candidates scored from 2 to 4 marks. Figure 8 illustrates the performance of the candidates in the question.
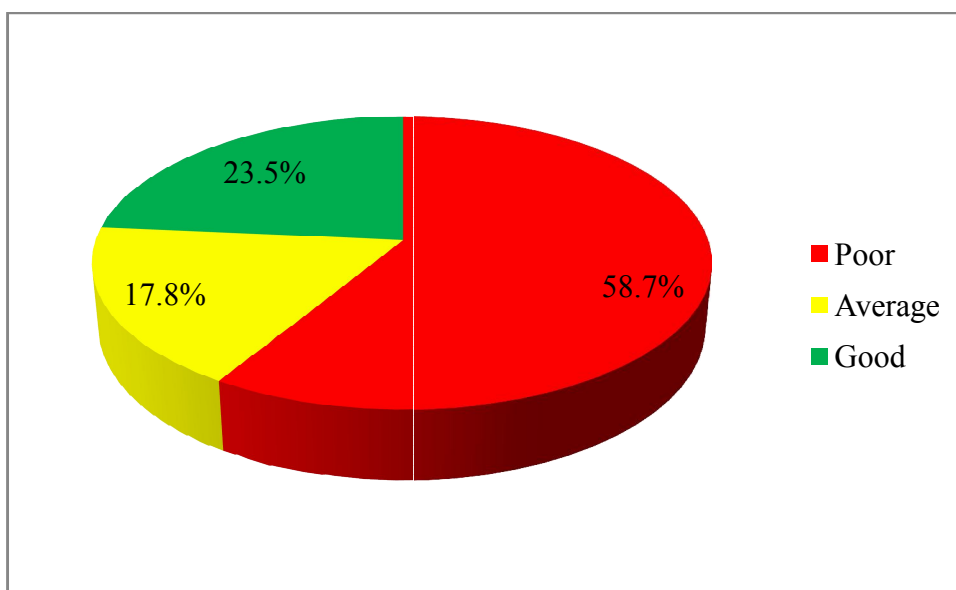
Figure 8: *Trend of the Candidates' Performance in Question 8*

According to this analysis, 287 candidates (23.5%) who scored from 0 to 1.5 mark failed to describe four ways used to improve communication skills. Those candidates misunderstood the question as they responded with incorrect answers which are not relevant to the question requirement. For instance, one of the candidates wrote points which suggest things to consider before communicating. Extract 8.1 shows a response from a candidate who failed to briefly describe four ways used to improve communication skills.

Extract 8.1. A sample of a wrong response.

The analysis also reveals that 218 candidates (17.8%) who scored on average performance managed to describe only two ways out of four. The candidates failed by confusing correct with incorrect answers due to lack of enough knowledge on the subject matter.

At the same time, some of the candidates had good performance in the question. Those candidates briefly described four ways used to improve communication skills in a correct way because they had enough knowledge and good understanding of the question's requirement. Extract 8.2 is a sample of a good response in the question.

Extract 8.2. A sample of a correct response.

2.1.9 Question 9: Writing Skills

In this question, the candidates were required to mention four purposes of note taking.

The question was attempted by 1223 candidates which is 100%. The total of 948 candidates (77.5%) scored from 3 to 4 marks indicating good performance, 164 candidates (13.4%) scored from 2 to 2.5 marks indicating an average performance, while, 111 candidates (9.1%) scored from 0 to 1.5 mark indicating poor performance. Generally, the performance of the candidates in the question was good since 90.9% of the candidates scored from 2 to 4 marks. Figure 9 illustrates the candidates' performance in the question.
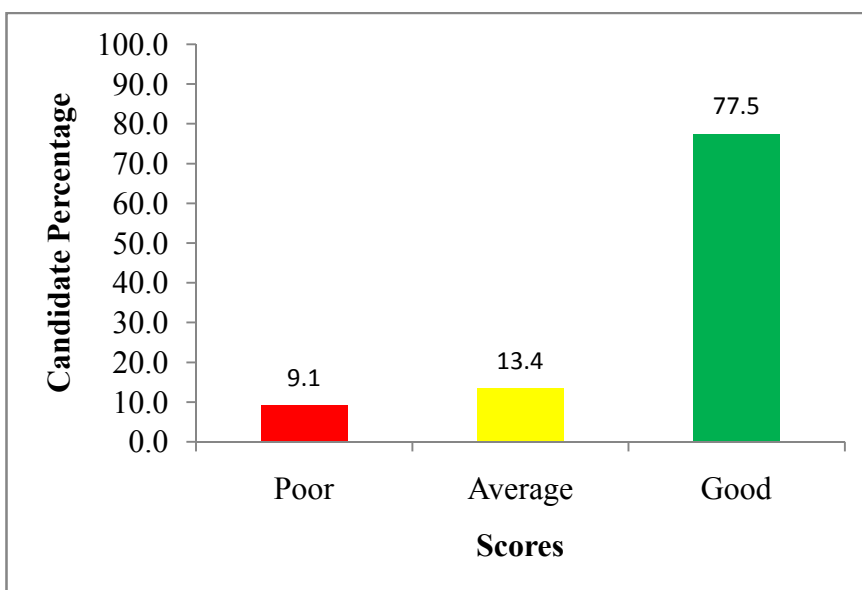
Figure 9: *Trend of the Candidates' Performance in Question 9*

On one hand, the analysis of this report indicates that the candidates with good performance were able to mention the four purposes of note taking. These candidates demonstrated the mastery of writing skills based on note taking. The correct answers were *(a) To take important information (b) To create a resource for review (c) To enable one to focus on the content (d) To make one concentrate, just to mention few.* Extract 9.1 is a sample of the candidates' good responses.

Extract 9.1. A sample of a correct response.

On the other hand, 164 candidates (13.4%) who scored from 2 to 2.5 marks with an average performance were able to mention only two purposes of note taking out of

four as required. This indicates that the candidates understood the question but were not competent enough to mention all the four points correctly. For example one of the candidates wrote *(i) Help to store information for future use (ii) It simplify the teaching and learning activities (iii)Used to store information in summary (iv)The information is not added word so it is clear and true as taken from the source.*

The analysis in this report also indicates that, 111 candidates (9.1%) who scored from 0 to 1.5 mark (poor performance) failed to mention any of the four purposes of note taking. The responses from those candidates suggest that they lacked good understanding of the question which led them to give incorrect answers. Extract 9.2 shows a sample of such responses.

Extract 9.2. A sample of a wrong response.

2.1.10 Question 10: Searching for Information

This question was divided into two parts in which the candidates were required to; (a) Define the term catalogue and (b) Illustrate three types of catalogue system.

The question was attempted by a total number of 1223 candidates (100%), of which, 607 (49.6%) scored from 0 to 1.5 marks indicating poor performance, 161 candidates (13.2%) scored from 2 to 2.5 marks indicating an average performance while 455 candidates (37.2%) scored from 3 to 4 marks indicating a good performance. Generally, the performance was average in this question, since 50.4% percent of the candidates scored from 2 to 4 marks. Figure 10 illustrates the summary of their performance.
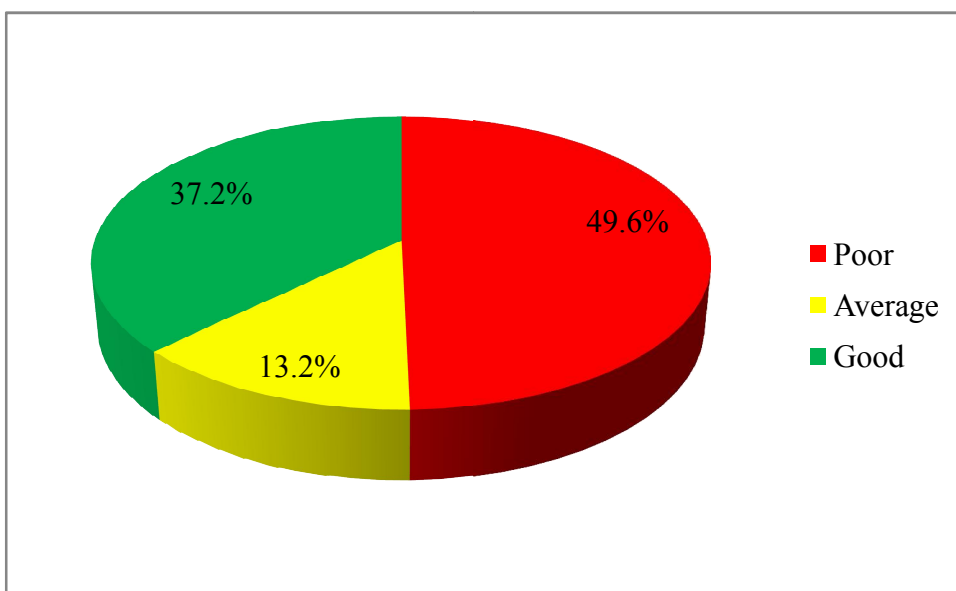
Figure 10: *Trend of the Candidates' Performance in Question 10*

The analysis shows that 607 candidates (49.6%) who scored from 0 to 1.5 mark were unable to define the term catalogue and give three types of catalogue system. These candidates were not competent in the subject matter, as a result they failed to respond correctly to the question. Some of them gave wrong definition in part (a) and were unable to write anything in part (b). Extract 10.1 shows such a response.

Extract 10.1. A sample of a wrong response.

Moreover, the analysis indicates that among 161 candidates which is equal to 13.2 percent scored from 2 to 2.5 marks with an average performance as they managed to give the correct definition of the term catalogue and illustrated one type of catalogue system correctly. At the same time these candidates understood the requirements of the question but failed to construct the correct points for the question because they had inadequate knowledge about catalogue. Extract 10.2 shows a sample of such candidates' responses.

Extract 10.2. A sample of a wrong response.

The analysis also indicates that, 455 candidates (37.2%) who scored from 3 to 4 marks obtained (good performance). They demonstrated the ability to define the term catalogue and illustrate three types of catalogue system as well as having an understanding and competence of a question on a given topic. Extract 10.3 illustrates a sample of a candidates' correct response on the question.

Extract 10.3. A ample of a correct response.

2.2   SECTION B: OPTIONAL SUBJECTIVE QUESTIONS

In this section, the candidates were required to answer four questions only out of six questions. Each question carried 15 marks, making a total of sixty marks.

2.2.1   Question 11: Communication Theory

In this question, the candidates were required to explain six factors that negatively affect communication process.

The question was attempted by 1141 candidates (93.29%), of which, 116 candidates (10.2%) scored from 0 to 5.5 marks; indicating a poor performance, 930 candidates (81.6%) scored from 6 to 10 marks; indicating an average performance, and 95 candidates (8.4%) scored from 10.5 to 15 marks; indicating a good performance. An overall performance in the question was good following that 90% of the candidates scored from 6 to 15 marks. Figure 11 presents the performance.
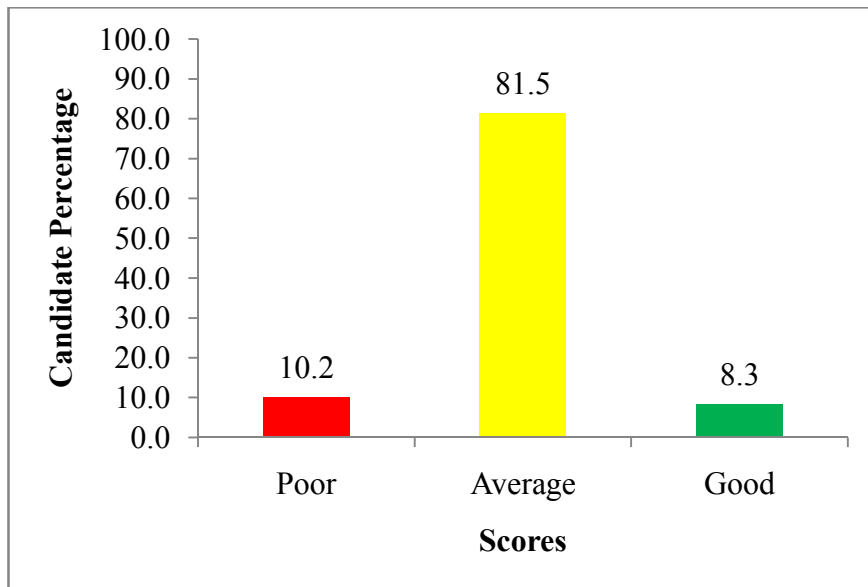
Figure 11: *Trend of the Candidates' Performance in Question 11*

The analysis of candidate's responses shows that the candidates who had good performance in this question were competent in the topic as they demonstrated the ability to explain six factors that are negatively affecting communication process. Extract 11.1 presents a sample of such candidate's responses.

11. Communication refers as the process of transfering information inform of message, symbols, thoughts from one person to another by using different channels the communication help's people to solve their problems in the societies. The following are the factors that negatively affect communication process.

Language barrier; Language is a tool of communication process, so if one cannot understand language to the other person in communication. It happen the misunderstanding among the people because the information that giving the knowledge on how to do cannot understanding. Example if Sambaa people make communication to the white people.

Physical barrier; Category into two physical area which are man made feature and non man made features So the availability of mountains, forest are non man made features that can impair the effective communication as well as building which is man made feature cause the impair to the communication process.

Gender barrier; Different sex can cause impair to the communication process because girls have more vocabularies than boys and girls speak early than boys, so if communication made between boys and girls become a barrier to effective communication

Extract 11.1 Continues

> 11 | Psychological barriers; A person who has unhappy tend to be a factor that negatively affect communication process because you can make communication with a person who has unhappy. Example problems psychologically can cause one not focused on speaking.
>
> Difference in Perception; The one perception is different to the other people when making communication, The topic discussed in understanding is different to the other people due each human being have perception unique.
>
> Wrong choice of media or channels; The channels simplifies the communication process. So when person choices the media that has no qualities for communication can cause a barrier in communication process.
>
> Therefore, there are ways to overcome those factors that hinder communication process. which is make communication simple clear and well organize the flow information to eliminate the psychological barrier.

Extract 11.1. A sample of a correct response.

Further analysis shows that 930 candidates (81.6%) who scored from 6 to 10 marks with average performance had knowledge to explain but not more than five points correctly. Extract 11.2 illustrates a sample of the candidates' responses who had an average performance.

SECTION B.

11. Communication is the process of transferring information from one person to another due to share ideas with each other. In communication you may use different way of reached information may use Radio, Newspaper, magazine, Telephone all are the ways.

The following were are factors that negatively affect communication process.

Language barrier: This communication to be affected by language used if other not understand for example people use english language but other may be misunderstand that communication can not make among of them.

Physical barrier: communication can affected through physical like noise in the environment. This caused by either mountain, humani activities can be affected.

Psychological barrier: This through mentally if you have a stress communication given may not understand well, so due to make communication well should have not stress when to communicate with other during to share ideas, feeling and emotion.

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Extract 11.2 Continues

11. Different perception: may cause communication to be affected forexample people may communicate with society about how to prevent HIV due to reduce number of death, but society may say that come here to get money and no to counselling or to educate the society.

Gender barries: Gender cause communication to affected because woman have more word compare with man who use short word and make clearly, So if man or male communicate with other the information may be reache than female.

Wrong choosing technology: when your technology are wrong communication may not done because information depend better technology that help communication to be well. So after before we your technology like Telephone should be tested due to see may use or not.

Therefore there are many hinder the communication to take place in any areas, so due to avoid that should be carefully in human relations, use simple Language, plan and orginese your information and To avoid use unnecessary information that are not good for others.

Extract 11.2. A sample of response with an average performance.

Moreover, 116 candidates (10.2%) who scored from 0 to 5.5 marks which indicates poor performance failed to respond accordingly. Their answers implies that they

misunderstood the question and as a result they gave wrong answers to the question. Extract 11.3 shows a sample of candidate's poor response.

11. Communication is the process of sharing information from one people to another or from a group of people to another. The communication process may be in negatively or positively affect. The following are negatively affect of communication process.

To make conflict among the people; this is the negative effect of the communication when used in bad uses can cause the conflict between the people.

It facilitate of un understand of the information of the between the people; when communication process is negative the people can not understand the information which provide.

It facilitate the minimizing of the relationship between the people; to the people the relationship is the better thing to consider but when the communicatio process is in negatively it can minimize the relationship between them.

It facilitate disunity among the people. When communication is negative the commun it is difficult to make unity to the people that facilitate the disunity to the people

It facilitate uncoperation among the people; when the communicatin is direct and positive can make the coperration to the people but the when is negative creaide uncoperration to the people.

It facilitate civil war among the people; the negative communiccation make the civil between the people which can cause negative thinking to the people but the positive communicat promote love between them.

Therefore if the communication is negative the people make the strategies inorder the communication to be positive which can promote the developme between the people.

16. Making notes is the process of writing the peace of information from written sources such as book, newpaper. The not-malking have their importente which are the following.

Help to provide important thing from the written sources; the important thing can provided in the source of matirials and can written in other space to make crear study.

Help to remember easy important things. also note making from the various sources can help the student to make well the study in writing a piece of information.

11 It facilitate uncoperation among the people; when the communication is direct and positive can make the coperration to the people but the when is negative creade uncoperration to the people.

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Help to remember easy important things. also note making from the various sources can help the student to make well the study in writing a piece of information.

Extract 11.3. A sample of a wrong response.

2.2.2 Question 12: Writing Skills

In this question, the candidates were required to examine the importance of writing reference by using six points.

The question was attempted by 626 candidates (51.2%). The analysis in this report reveals that 100 candidates (16%) scored from 0 to 5.5 marks indicating poor performance, 469 candidates (74.9%) scored from 6 to 10 marks; indicating an average performance, while 57 candidates (9.1%) scored from 10.5 to 15 marks which indicates a good performance. Generally, the performance of the candidates in the question was good considering that 84% of the candidates scored from 6 to 15 marks. Figure 12 presents the candidates' performance in the question.
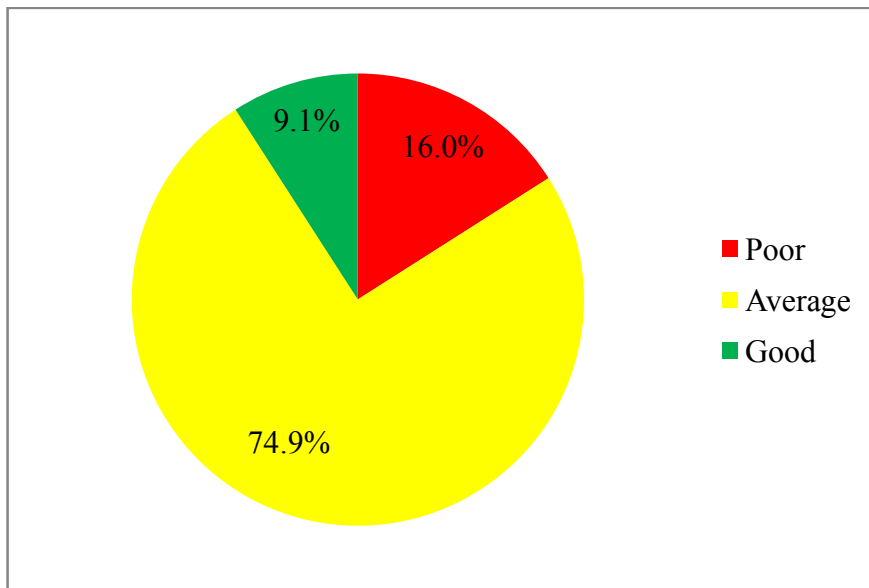
Figure 12: *Trend of the Candidates' Performance in Question 12*

The analysis of the candidates' performance indicates that 100 candidates (16%) who performed poorly were unable by using six points to examine the importance of writing reference by stating six points. The analysis indicates that the candidates lacked understanding in the question's requirement which led them to go astray. Extract 12.1 is a sample of wrong response from one of the candidates.

Extract 12.1. A sample of a wrong response.

Furthermore, 57 candidates (9.1%) who scored from 10.5 to 15 marks with a good performance, correctly examined the importance of writing reference. The analysis shows that the candidates had enough knowledge and good understanding in the question which made them attain such performance. Extract 12.2. is a sample of a response from a candidate who was able to examine the importance of writing reference.

12. Reference; Is the List of books in Alphabetically Order which are used when writing a peace of Information, report or essay. Example of Reference is A Assey M, (2016), DEMOCRACY IN TANZANIA. TET, DSM. The following are the Importances of writing reference.

It help another reader to find out the source of your materials; when someone write the source of his/her material /notes it enable another reader to find that source of material inorde to read more so it make the work of finding that material to be simple because without reference it is difficult to know what or where is the source of that material.

To convice the teacher that you pass through the required material. Also If you write reference it convice the teacher to appreciate that you pass through the required information and it will be

Extract 12.2 Continues

simple to the teacher to find out that source of your material inorder to compare If the materials are the same of you write only reference without passing through that required Information.

To give credit and appreciations to other peoples who their works has been used in your work, also when the student write reference it give another people whose works used in his/her work appreciation and see that their works are the best that's why they are used in writing the peace of material, essay, research or report.

It help the students to make further or more reading; because after writing the reference of him/her material it will help him/her when she/he want to pass through that information more. So it will be simple to find that information because reference is available so it will help him/her in finding that information for more reading.

To avoid plagiarism, Also when the student writing reference or source of the material it avoid the use of another person's material without his/her permission so it's very important to write reference in order to avoid conflicts and also to avoid plagiarism. so if the student will not write the source of material or reference it may cause Plagiarism and its something that is not good at all.

Extract 12.2. A sample of a correct response.

2.2.3 Question 13: Reading Skills

The question required the candidates to explain six reading habits that can make a pupil be an effective reader.

The question was opted by 380 candidates which is 31.1 percent. 209 candidates (55.0%) scored from 0 to 5.5 marks; indicating a poor performance, 141 candidates (37.1%) scored from 6 to 10 marks; indicating an average performance, and 30 candidates (7.9%) scored from 10.5 to 15 marks; indicating a good performance. The overall performance of the candidates in the question was average since 45% of the candidates scored from 6 to 15 marks. Figure 13 illustrates the candidates' performance in the question.
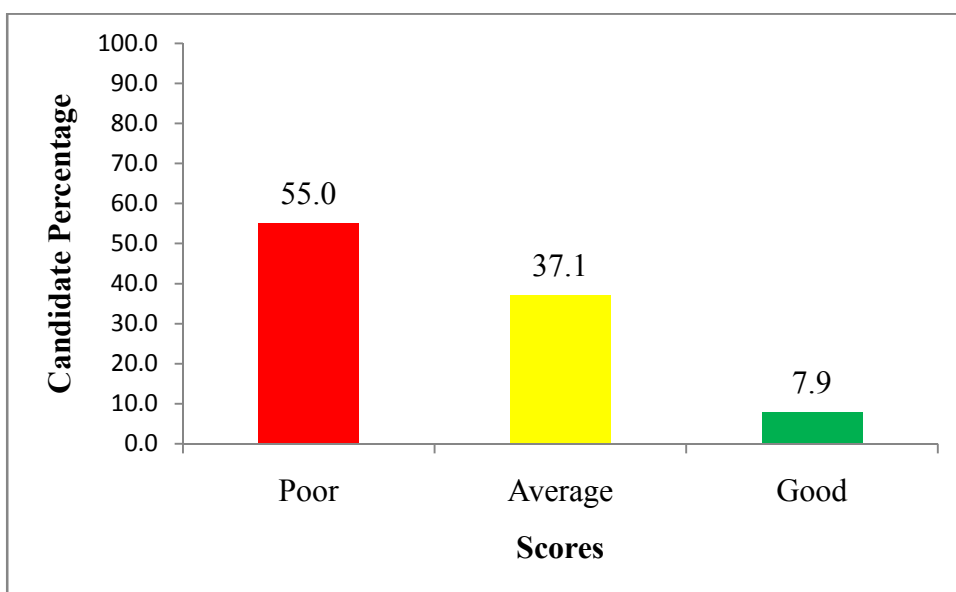
Figure 13: *Trend of the Candidates' Performance in Question 13*

The analysis of this report shows that 30 candidates (7.9%) who scored from 10.5 to 15 marks indicating good performance had an ability to explain the habits that can make a pupil be an effective reader. Those candidates under this category were knowledgeable especially about reading skills. Extract 13.1 shows a sample of candidate's response who correctly explained reading habits that can make a pupil be an effective reader.

13.   Reading, is th
phering, Interpret
the meaning fror
urce or printed t
ant tu become
ere are some   re
ou may follow
re.
          Reader have
ctive, the effectiv
have purpose or
act have going
pils should hau
objective for re
          Reading   be
If the pupils   wa
good reader   sh
ding its culture
& when there a
or questions.
          Reading with
So the pupils   sl
he/she taxes a   s
Se through takin
is can remember
om the reading
          Reading is
reader should   re
not to stop in t
cult vocabulary
that become ha
ing habbits that

Reading is silent by looking eyes, one of the proper reading habbits is that so the pupils should follow this In order to become an effective reader rather than reading through verbalizati on.

Reading through the reading formulas, also the reader its go od when he/she follow the read ing formulcs due to that form ulars the reader can understand well the content of the message examples of reading formulars are SQ3R, PRWR.

In generall the above are the proper reading habbits when the pupils follows he/she become an effective reader and can under stand the Information or messa ge clearly so am advise the pupils to follow those proper re ading habbits In, order to beco me a good reader.

Extract 13.1. A sample of a correct response.

In addition, the analysis indicates that 209 candidates (55.0%) incorrectly explained the habits that can make a pupil be an effective reader. Those candidates are categorised with poor performance. The responses of those candidates indicate that they lacked the competence and understanding in reading skills and the question's requirement as a result they gave incorrect answers. Extract 13.2 is a sample of a

response of a candidate who wrongly explained habits that can make a pupil be an effective reader.

Extract 13.2. A sample of a wrong answer.

2.2.4 Question 14: Oral Presentation

In this question, the candidates were required to explain five differences between a debate and a speech.

The candidates who opted for this question were 729 which means 59.6 percent. The analysis of candidates performance in the question shows that, 97 candidates (13.3%) scored from 10.5 to 15 marks; indicating a good performance, 499 candidates (68.5%) scored from 6 to 10 marks; indicating an average performance, while 133 candidates (18.2%) scored from 0 to 5.5 marks; indicating a poor performance. The overall performance in the question was good since (81.8%) candidates scored average and above average. Figure 14 illustrates the candidates' performance in the question.
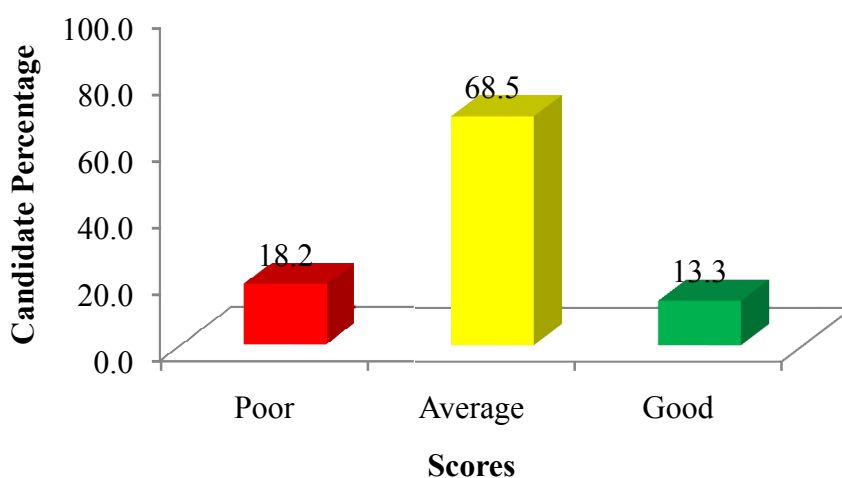
Figure 14: *Trend of the Candidates' Performance in Question 14*

The analysis shows that 97 candidates (13.3%) who scored well in this question managed to give differences between debate and a speech. The analysis shows that the candidates were competent in the subject matter as a result they performed well. The candidates in this category scored from 10.5 to 15 marks. Extract 14.1. is a sample response from one of the candidates who scored well in this question.

as the topic select to talk will be organised other to be oppose side and other propose inside to talk about that motions. But Speech This is the Situation nowhere by some talking body - talking Certain issue infront of to audience - the following are the different between debate and speech.

Debate it involves many people to done. This debate involve two groups which is oppose side and Propose side which were Talking about one issue, but speech it involves one people who be infront of The audience and started is repr ent the certain issue or topic.

Debate involve Their chairperson, secretary and time keeper, debate must be have The reader which they involves to control their audience but Speech Involve any person to give the speech to the audience without their reader.

Debate it allow to ask the question during the speaker speaking but the speech if not allow to ask the question before finished to speak about.

Debate enable to get knowledge and skills when your participate in debate it enable to get new skill and knowledge through speak ing their point and explain if but speech it is not get knowledge and skills because they using note to speak.

Debate it need enough explanation when were Mention point. debate need to explain in deply in order to understand others but speech it needs simple explanation during speaking

41

Extract 14.1 Continues

Extract 14.1. A sample of a correct response.

Moreover, 133 candidates (18.2%) who scored from 0 to 5.5 marks failed to give the difference between a debate and a speech as required in the question. Those candidates fall into a category of poor performance. The analysis reveals that some of those candidates understood the question's requirement but did not have enough knowledge on the differences of debate and speech. Extract 14.2 presents a sample of incorrect answer from a candidate whose performance was poor.


Extract 14.2. A sample of a wrong response.

2.2.5 Question 15: Writing Skills

In this question, the candidates were required to write a composition on the importance of forest conservation by giving six points.

The question was attempted by 976 candidates (79.8%), of which, 9 candidates equivalent to 0.9 percent scored from 0 to 5.5 marks; indicating poor performance,

731 candidates (74.9%) scored from 6 to 10.5 marks; indicating an average performance, while 236 candidates (24.2%) scored from 10.5 to 15 marks; indicating a good performance. The performance of the candidates in general was good since 99.1% of the candidates scored from 6 to 15 marks. Figure 15 presents the candidates' performance in the question.
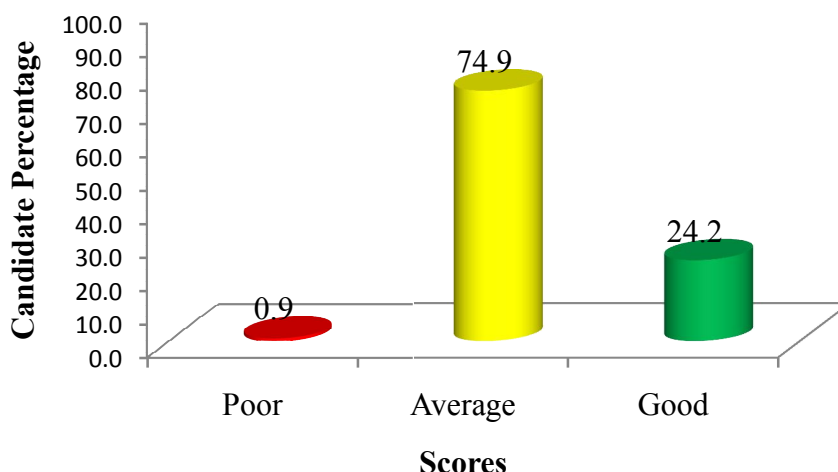
Figure 15: *Trend of the Candidates' Performance in Question 15*

The analysis indicates that 236 candidates (24.2%) who scored from 10.5 to 15 marks; having a good performance managed to write a composition with not less than five correct points. Those candidates had a good understanding of the question and good writing skills. Example of the correct points to the question are; *(a) It is the source of industrial raw materials (b) Source of construction materials (c) It helps to get medicine (d) It is the source of fuel (e) It can give furniture (f) It influences good climate;* just to mention few. Extract 15.1 shows a sample of such a good response from a candidate.

15	FOREST CONSERVATION	
	Forest are trees which is conserved from different areas. Forest conservation is the process of conserved trees from different areas. Tanzania is example of the country which is conserve forest from different areas.	
	The following are the importance of forest conservation.	
	forest conservation help us to get employment. Example some people are employed so as to kept or & to conserve forest.	
	forest conservation help to get rainfall. for example, areas which have conserved forest and trees, It have large rainfall of the season of the year.	
	Improvement of environment conservation forest conservation keep the environment to be good.	
	It help to avoid soil erosion. forest conservation help to avoid soil erosion which can occurs when can not have forest conservation	
	It help to get tourist. Forest conservation help to get tourist which come	

Extract 15.1 Continues

15	From different areas example Kenya, USA, Zambia, Uganda, Rwanda and Burundi.
	Availability of timber and firewood. Conservation of forest help to get firewood, chacoal which are used at home.
	Therefore explained above are the importance of forest conservation. Example availability of firewood and charcoal, to get imployment to the people, to get rainfall, help to conserve our environment and to avoid soil erosion.

Extract 15.1. A sample of a correct response.

Other 9 candidates equivalent to 0.9 percent who performed poorly by scoring 0 to 5.5 marks in this question had poor understanding of the question as a result responded wrongly by giving incorrect answers. Extract 15.2 presents a sample of a response from a candidate who gave wrong answers.

15. Consevahon is the way people to discussion matter in good and to get conclusion of the matters. The following on the Impofance of forest conservation

It simplify wrul of teaching because teacher are give work for student ther student doing conservation and are simple to get answers and to conclubion of case.

It helps people to get ideals or Information Sometimes other people are not know about something other people doing conversation and people gain Information.

It helps people to gain new meaning of the words, sometimes people are talter new words then other not understand are Understood from the conservation

It helps people to be confidental because are talk then face meaning ability of brain are capacity means high capacity

It helps people to Increase ability of talt because are talk Infront of the people to presentating about what discussion or conservation. So that gal are talk front of the people be comfortable because it easy tallc in front of the people.

It helps people to save time and money because will talk chap then get answer or conclusion without using money example research geogle must be using money and using long times

All in all about conservation

Extract 15.2. A sample of a wrong response.

2.2.6 Question 16: Note Taking and Note Making

In this question, the candidates were required to state the significance of making notes from the written sources by using five points.

This question was attempted by 1027 candidates which is equivalent to 84.0%. The candidates who scored from 0 to 5.5 marks indicating poor performance were 33

(3.2%), 490 candidates (47.7%) scored from 6 to 10 marks; indicating an average performance, while 504 candidates (49.1%) scored from 10.5 to 15 marks; indicating a good performance. In this question the general performance was good due to the fact that 96.8% of the candidates who attempted the question scored from 6 to 15 marks. Figure 16 illustrates the candidates' performance in the question.
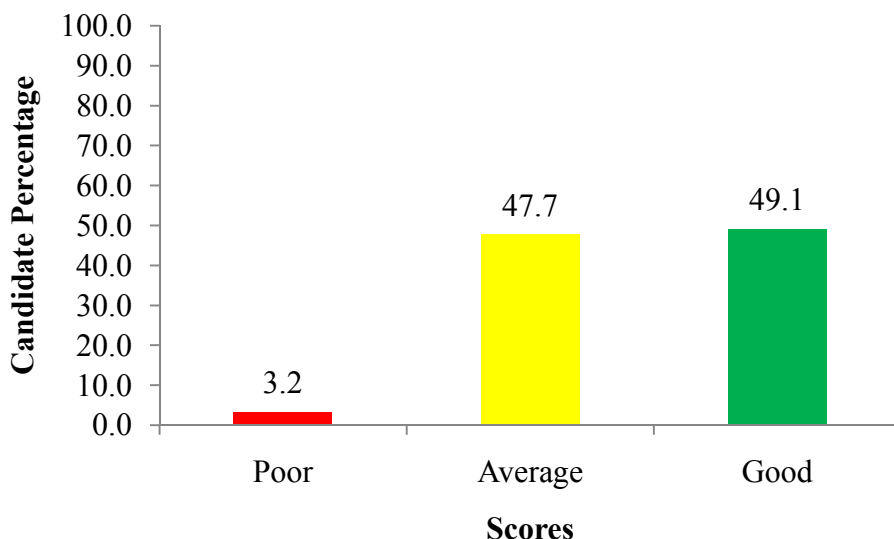
Figure 16: *Trend of the Candidates' Performance in Question 16*

The analysis in this report indicates that 504 candidates (49.1%) who performed well by scoring from 10.5 to 15 marks were knowledgeable enough to respond correctly that is to say; they managed to evaluate the significance of making notes from the written sources. Those candidates also had a clear understanding on the question. Extract 16.1. is a sample response from a candidate who responded correctly.

Extract 16.1. A sample of a correct response.

Furthermore, 33 candidates (3.2%) who scored from 0 to 5.5 marks had poor performance in this question. This indicates that they did not understand the question, as a result they responded by using wrong points to the question. Extract 16.2 is a sample of such a poor response.

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Note Making: involve Collection, analyzing and summarizing of what you hear or you read. the evalu ate the significance of making notes from the written sources

Summarizing: use to hear or read the information after then and Summarize the information of what you hea or read

Use Munemonics: use the munemonics to making notes fro m the written sources of specifi c information

Use diagram: after read or hea the informatitn to draw thing because of summarize. the your informatton.

highlit and underline; the dificult wor or dificult sentence make sure you underline or you highlit

Use abrivation; Marking notes you use the' abriviation of the word forexample U.S.A use to written sources

Therefore :. the note ma king have many significance to wri tten many soures mention foo point

Extract 16.2. A sample of a wrong response.

3.0 DATA ANALYSIS AND PRESENTATION ON PERFOMANCE OF CANDIDATES IN EACH TOPIC

The Candidates' Item Response Analysis in Communication Skills subject for 2019 GATCE shows seven assessed topics which were; Note taking and Note Making, Oral Presentation, Writing Skills, Test and Examination, Communication Theory, Searching for Information and Reading Skills.

The analysis also reveals that the overall performance on those seven topics was good by 71.73%.

The performance in each topic was between average and good due to low understanding of the questions and lack of enough knowledge shown by some of the candidates. A topic of Note Taking and Note Making with two questions (9&16) had performance of 93.8%, indicating the highest performance. Performance of other topics were; Oral Presentation (5&14) 90.55%, Writing Skills (6,12&15) 89.13%, Test and Examination (4) 73.5%, Communication Theory (3,8,&11) 56.76%, Searching for Information (2&10) 50.75% while Reading Skills (1,7&13) had performance of 47.63%.

The comparison of candidates' performance in the topics covered in the examination is well illustrated in the attached Appendix.

4.0   CONCLUSION

Statistical data analysis done, shows that the performance of the candidates was good in eleven questions, an average performance was in two questions, while three questions were poorly performed.

However, the analysis reveals that the performance of the candidates was good in four topics and average in three.

Moreover, the overall performance in Communication Skills for Grade A Teachers' Certificate Examination (GATCE) 2019 was good. This may have been attributed to the candidates' ability to understand the question's requirements and enough knowledge on the topics appeared in the questions.

Finally, it was also observed that other candidates did not perform well due to the fact that they had low ability to identify the needs of the questions, insufficient knowledge on the subject matter and incompetency in English Language together with reading skills.

5.0   RECOMMENDATIONS

In order to improve the performance of the candidates in Communication Skills examinations, the followings are recommended: -

(a)   Tutors must provide student teachers with enough exercises which can improve their reading skills, particularly, extensive reading along with reading materials such as story books, magazines and newspapers. Extensive reading will also improve their command of English language.

(b)   Tutors should encourage student teachers in colleges to visit libraries to practice book cataloging and other things relating to library use. This will help in understanding the areas which were not very clear to the student teachers. Through observing the real library situation, it will be simple for them to understand and practice.

(c)   Tutors must make sure they cover Communication Skills Syllabus to offer student teachers with enough knowledge and attempting wide scope of challenges in their daily life.

(d)   Student teachers should be encouraged to use English Language in their daily activities in order to widen their vocabulary and enabling them to have good understanding when attempting questions.

(e)   Student teachers should be encouraged to read intensively in order to increase their competences.

Appendix A

THE CANDIDATES' PERFORMANCE PER TOPIC

S/N	Topic	Performance in Each Question		% Average Performance Per Topic	Remarks
		Question Number	% Performance		
1	Note Taking and Note Making	9	90.9	95	Good
		16	99.1		
2	Oral Presentation	5	96.7	89.25	Good
		14	81.8		
3	Writing Skills	6	84.6	89.23	Good
		12	84		
		15	99.1		
4	Tests and Examination	4	73.5	73.5	Good
5	Searching for Information	2	76.4	63.4	Average
		10	50.4		
6	Communication Theory	3	39	56.7	Average
		8	41.3		
		11	89.8		
7	Reading Skills	1	19.4	47.6	Average
		7	78.4		
		13	45		