



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



**CANDIDATES' ITEMS RESPONSE ANALYSIS
REPORT FOR GRADE A TEACHER CERTIFICATE
EXAMINATION (GATCE) 2020**

624 COMMUNICATION SKILLS



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Published by

The National Examinations Council of Tanzania,

P.O. Box 2624,

Dar es Salaam, Tanzania.

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FOREWORD

The Candidates' Items Response Analysis (CIRA) for 2020 Grade A Teachers' Certificate Examination (GATCE) in the Communication Skills subject has been 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 has also been indicated.

The report intends to highlight the 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 examination instructions. The analysis also indicates that there were some candidates who scored high marks, as they had adequate knowledge in the topics tested, and a good understanding of the demands of the questions.

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

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 the writing of this report.



Dr Charles E. Msonde
EXECUTIVE SECRETARY

1.0 INTRODUCTION

This report analyses the performance of candidates who sat for the Grade A Teacher Certificate Examination in the Communication Skills subject in June, 2020. The Communication Skills Examination for GATCE 2020 tested the candidates' competences in: *Referencing skills, Writing skills, Note taking and note making, Theory of Communication, Test and examination, Oral presentation, Reading skills, and using the library*. The paper had two sections; A and B, with a total of 16 questions. Section A had 10 compulsory questions, each carrying 4 marks, making a total of 40 marks. Section B had 4 optional questions; and a candidate was supposed to answer any four questions, adding up to sixty 60 marks. All the questions were based on the 2009 Communication Skills Syllabus for Grade A Teacher certificate.

The analysis indicates both strengths and weaknesses revealed by the candidates in answering the questions. The candidates' performance on individual items is presented by indicating the responses of candidates who attempted the question and their scores. The focus is on the marks 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.

The performance is graded into three categories namely good performance, average performance and weak performance. Three categories of performance have been used in the analysis of the candidates' performance in each topic. The performance from 0 to 39 percent is poor; from 40 to 69 percent is average, while from 70 to 100 percent is good. Three colours have been used to represent the performances: red denotes poor performance; yellow indicates average performance, while green indicates good performance. The whole analysis is based on the average percentages of the candidates who scored an average of 40 percent and above of the marks allotted to the question. The candidates' performance per topic is presented as Appendix.

2.0 ANALYSIS OF THE CANDIDATES' PERFORMANCE IN EACH QUESTION

2.1 SECTION A: Objective Questions

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

2.1.1 Question 1: Writing skills

In this question, the candidates were required to list down four (4) things to consider in referencing. The question was intended to test the candidates' ability to identify important things to consider in the writing of references.

The question was attempted by all the 2,880 candidates, which is equivalent to 100 percent. Performance of candidates in this question was good, as 67.7 percent of the candidates who attempted this question scored from 3.0 to 4.0 marks. Furthermore, the analysis shows that, 5.1 percent of the candidates scored from 2.0 to 2.5, indicating an average performance, while 27.2 percent performed poorly by scoring from 0 to 1.5 marks. Figure 1 summarises the candidates' performance in Question 1.

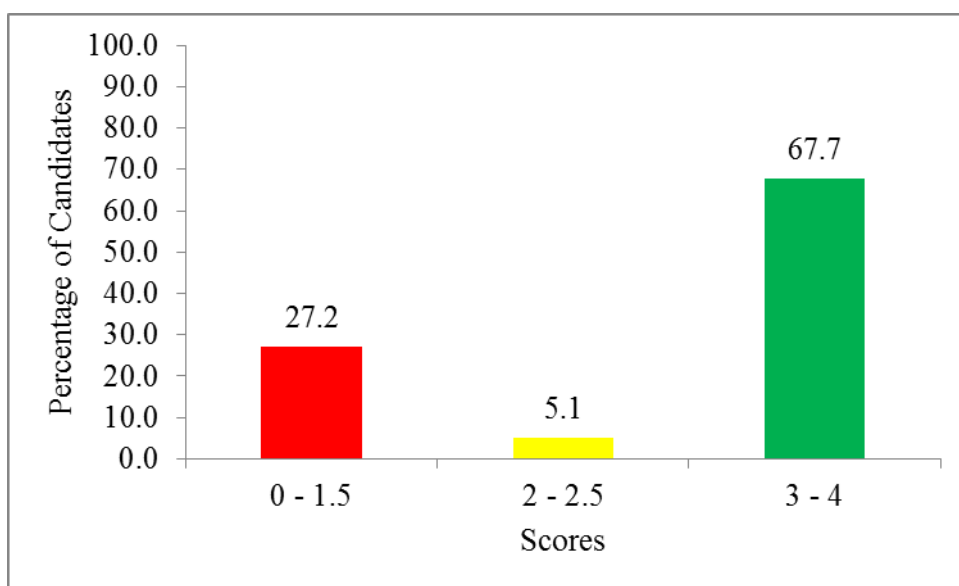


Figure 1: *Percentages of the candidates' performance in Question 1*

The analysis of the candidates' responses shows that, 67.7 percent of the candidates with good performance demonstrated good mastery of the things to consider in referencing. They correctly listed four things to consider in referencing: surname of the author followed by initials, year of publication,

title of the publication, city/place of publication and publisher. Extract 1.1 is an example of the best responses.

Q1.	The four things are;	
	(i) Name of the author	
	(ii) Year of publication	
	(iii) title of the book	
	(iv) place of publication.	

Extract 1.1: A good response to Question 1

Additionally, 5.1 percent of the candidates who had an average performance were able to list correctly two (2) things out of four (4) in referencing. This is an indication that the candidates manifested partial knowledge of referencing skills.

Conversely, some of the candidates who performed poorly that is 27.2% misconceived the requirement of the question. For example, one of the candidates wrote things to avoid when referencing such as “avoid palagialism, avoid the use of slangs, be passive, don’t use acronym”. Yet, there were candidates who provided irrelevant responses such as *address*, *telephone number* and *the place where he/she works*. Such items are not related to the demand of the question.

Furthermore, there were candidates who listed reference books/materials such as *dictionary*, *encyclopedia* also *atlas*. Such candidates misinterpreted the term ‘Referencing’. Additionally, the analysis shows that there were candidates who wrote functions of a dictionary as a reference material. These include *showing the spelling of words*, *pronunciation*, *origin of words*, and *meaning of words*, contrary to the demand of the question.

It was further noted that, there were candidates who manifested insufficient knowledge in writing skills, particularly in referencing skills. As a matter of fact, they wrote issues unrelated to the question. For example, one candidate in this category listed Curriculum Vitae (CV) items such as *hobbies*, *skills*, *occupation* and *nationality*. Yet, another candidate listed teaching tools such as *lesson notes*, *supplementary books*, *text books*, and *syllabus*. The candidates misconceived the term “referencing”. Another evidence of misconception by candidates under this category is presented as Extract 1.2.

i	To consider specific competence attempt	
ii	To consider method and tools use when teaching.	
iii	To consider learning skills that a child have	
iv	To consider curriculum	

Extract 1.2: A candidates' poor response to Question 1

In Extract 1.2 the candidate listed issues to be considered during classroom teaching instead of four things on referencing.

2.1.2 Question 2: Writing skills

In this question the candidates were required to describe four characteristics of a good summary. The question aimed at testing the learners' ability to describe features of a good summary.

The question was attempted by all candidates (2,880) which are equivalent to 100 percent. The performance of candidates in this question was good as 64.1 percent of the candidates who attempted this question scored from 3.0 to 4.0 marks. Moreover, the analysis shows that 20.3 percent of the candidates scored from 2.0 to 2.5 indicating an average performance while 15.7 percent performed poorly by scoring 0 to 1.5 marks. The general performance of the candidates in this question was average. Figure 2 summarises the candidates' performance in Question 2.

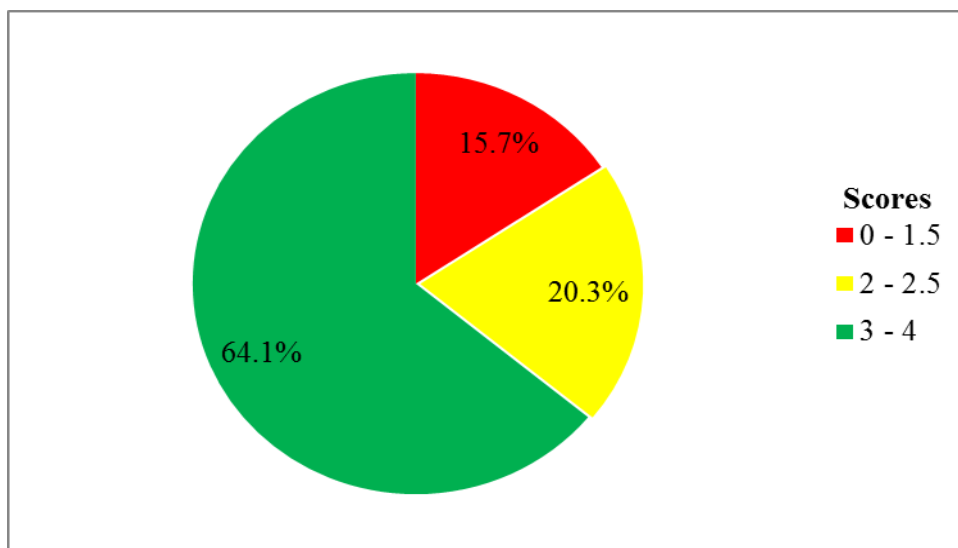


Figure 2: Percentages of the candidates' performance in Question 2

The analysis of the candidates' responses shows that 64.1 percent of the candidates with good performance were able to describe four characteristics of a good summary. They had sufficient knowledge of the topic (Writing skills) and grasped well the requirements of the question. For example, one of these candidates wrote: *Good summary should have the flow of information with clear meaning. Good summary should be brief and have logic. Good summary should consider the proper grammar, punctuation and spelling of the word. Good summary should be correctly found at origin source.* Extract 2.1 is a sample of a good response from a script of a candidate.

2.	Four characteristics of a good Summary	
i)	A good Summary should be short and clear to elaborate the meaning easily.	
ii)	A good Summary must have Simple language which is understandable to the readers.	
iii)	A good Summary is written or prepared by checking or using the key points of the information.	
iv)	A good Summary should be as well arranged so as the reader should not face any difficulties when reading.	

Extract 2.1: A good response to Question 2

Furthermore, a total of 584 (20.1%) candidates who performed averagely, were able to give two characteristics of a good summary. These candidates grasped well the requirement of the question; however, they provided only two out of four characteristics due to their insufficient knowledge on writing skills specifically on summary writing.

In contrast, a total of 451(15.7%) candidates who performed poorly failed to describe four characteristics of a good summary. These candidates demonstrated a number of weaknesses. Some of them wrote irrelevant responses due to their insufficient knowledge of summary writing. For example, one of them listed the expressions such as *the use of passive voice, the unity shows different issues and must be written in capital letters.*

Another reason which attributed to the failure of some candidates was due to misconceiving the demand of the question. This challenge led them to write what they believed to be the functions of good summary instead of characteristics of a good summary including *saving time especially in reading, used to review, for referencing, used to simplify the topic* contrary to the requirement of the question. Moreover, the analysis shows that there were candidates who left the question unattended while others misinterpreted the question. For example, one of the candidates in this category wrote: *must be written in good exercise book, heading must be written in capital letters and it must have a topic.*

These candidates who performed poorly were obliged to describe characteristics of a good summary as follows: it must be logical as the facts should be set out in their proper order and sequence and well arranged with meaningful information. Additionally, correctness must be adhered by obeying the rules of grammar. Another aspect of a good summary is completeness of information. The summary must contain sufficient details to enable the subject to be understood in all aspects. Moreover, the meaning in a summary should remain in relation to the original one. Extract 2.2 is a sample of a poor response from one of the candidates.

2.	- introduction every summary should be having an introduction about what is being not writing inside.	
	- Main body. Here we look the main things of writing that summary it can be the effects, importance of courses of some things.	
	- conclusion. This is the another direct characteristics of a good summary and here we conclude our summary.	

Extract 2.2: A poor response to Question 2

In Extract 2.2 the candidate misinterpreted the requirement of the question by writing the stages in essays which are introduction, main body and conclusion contrary to the demand of the question.

2.1.3 Question 3: Note-taking and note-making

In this question, the candidates were required to identify four properties of good notes. The question tested candidates' ability to identify and elaborate the properties of good notes.

The question was attempted by all candidates (2,880) which are equivalent to 100 percent. The performance of candidates in this question was poor as 44.2 percent of the candidates who attempted this question scored from 0 to 1.5 marks. Furthermore, the analysis shows that 29.3 percent of the candidates scored from 2.0 to 2.5 indicating an average performance while 26.3 percent scored from 3.0 to 4.0 marks. Figure 3 summarises the candidates' performance in Question 3.

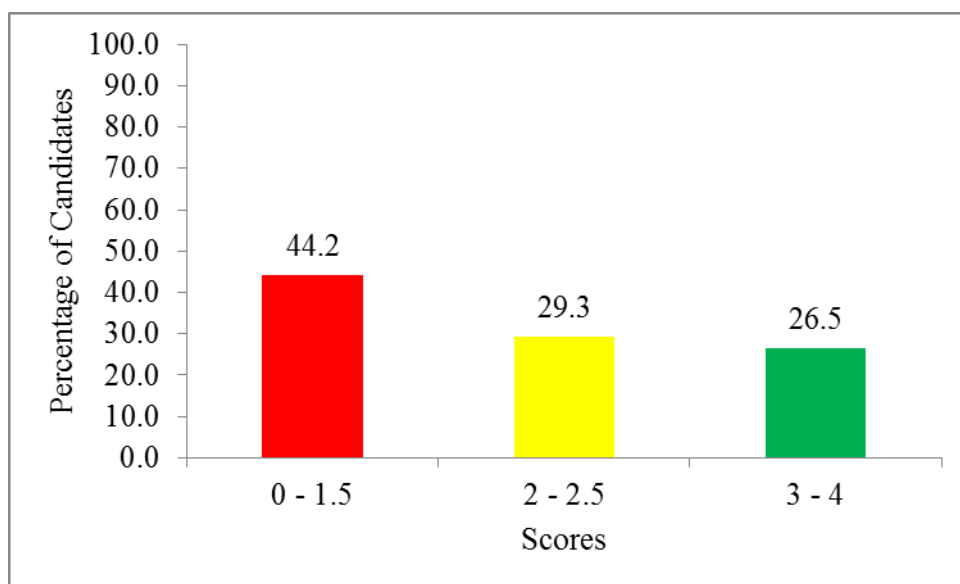


Figure 3: Percentages of the candidates' performance in Question 3

The analysis of the candidates' responses shows that 44.2 percent of the candidates with poor performance misinterpreted the demand of the question. For example, one of the candidates listed teaching tools such as *lesson plan*, *syllabus*, *scheme of work* and *textbook*. Some of them listed irrelevant and unrelated issues to the question. This is exemplified by a candidate who wrote *must have exercise*, *consist of many things* and *should follow curriculum vitae* while another candidate wrote *it change according to the time*, *it show the specific purpose from lecture*, *meeting*, *debate* and *books*. Furthermore, some of the candidates in this category listed the key elements in essay writing which are *introduction*, *main body* and

conclusion instead of the properties of good notes, including being easily understood, containing relevant information, looking presentable and revisable. Extract 3.1 exemplifies such a misconception by one of the candidates in this category.

03	Good notes have the following properties	
	Topic; this is a title (Heading) which	
	should be located on a top of a sheet and	
	written by capital letters	
	Sub-Topic; this should be written by small	
	letters under the main topic	
	Date; this shows the datification of	
	document	
	Details; here is where the sub-topic	
	have been explained appropriately	

Extract 3.1: A poor response to Question 3

In Extract 3.1 the candidate misinterpreted the demand of the question by providing unrelated issues, which are topic, sub-topic, date, and details instead of properties of good notes.

Conversely, candidates (29.3%) who had an average performance were able to list correctly 2 properties of good notes out of 4. This is an indication that the candidates manifested partial knowledge of the Note taking and Note making.

In contrast, the candidates with good performance, that is 26.5 percent demonstrated their mastery of Note taking and Note making particularly on properties of good notes, as they correctly identified four characteristics of good notes which were; clear and neat, use simple language, well understood and systematic. Extract 3.2 is a sample of one of the responses by the candidate who correctly identified four characteristics of good notes.

3.	i) Good notes should be understood.	
	ii) Good notes should use simple language.	
	iii) Good notes should be clear and neat	
	iv) Good notes should be systematic or good arranged.	

Extract 3.2: A good response to Question 3

2.1.4 Question 4: Note taking and note making

In this question, the candidates were required to state four purposes of note taking. The question tested the ability of candidates in stating the purposes of note taking.

The question was attempted by all candidates (2,880) which are equivalent to 100 percent. The performance of candidates in this question was good as 69.5 percent of the candidates who attempted this question scored from 3.0 to 4.0 marks. Furthermore, the analysis shows that 20.3 percent of the candidates scored from 2.0 to 2.5 indicating an average performance while 10.2 percent scored from 0 to 0.5 marks. Figure 4 summarises the candidates' performance in Question 4.

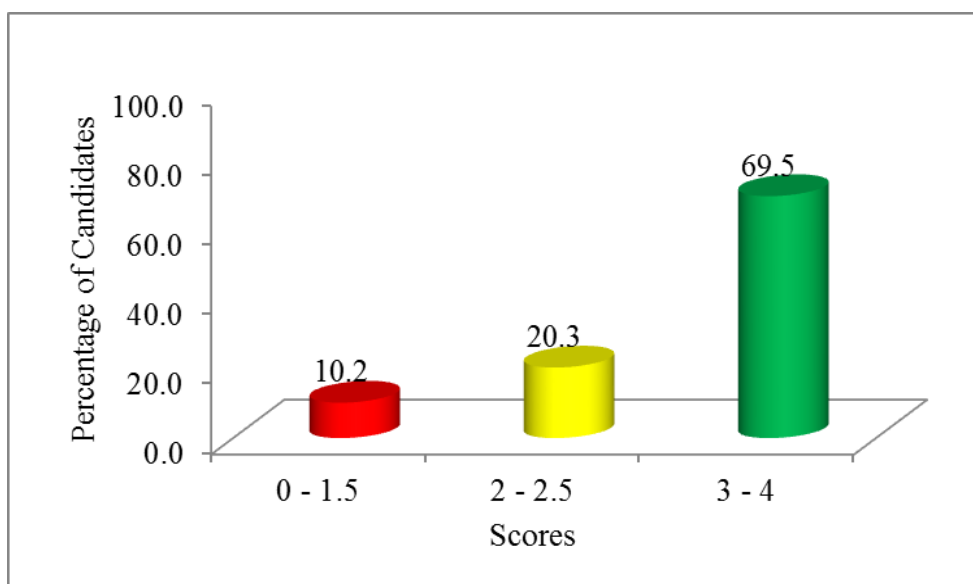


Figure 4: *Percentages of the candidates' performance in Question 4*

The analysis of the candidates' responses shows that 69.5 percent of the candidates with good stated correctly four purposes of note taking. The candidates were knowledgeable on note making and note taking skills. Extract 4.1 is a sample of response by one of the candidates who correctly stated four purposes of note-taking.

4:	i) We are taking notes so as to improve writing skills.	
	ii) We are taking notes so as to improve listening skills.	
	iii) We are taking notes so as to build long lasting memory.	
	iv) We are taking notes so as re-read what we have learnt.	

Extract 4.1: A good response to Question 4

Conversely, 20.3% of the candidates who had an average performance were able to list correctly 2 purposes of note taking out of 4. This is an indication that the candidates manifested partial knowledge of the Note taking and note making.

On the other hand, the candidates who performed poorly failed to meet the requirements of the question. Failure by the candidates in stating purposes of note taking was due to lack of knowledge on the subject matter. For example, one of the candidates in this category wrote irrelevant issues as *in order to answer examination, to find research of something also to develop distinction and to get new ideas*. Another candidate mentioned the preconditions before one takes notes including *sit in a good way, pay attention and write key words instead* of stating four purposes of note taking.

Furthermore, some of the candidates manifested misconception of the requirements of the question. For example, one of the candidates listed the rationale of writing notes including *to help teacher in preparing the lesson plan, help in making evaluation in teaching, and to increase materials for learning to the students*. The analysis therefore revealed the candidates' problem of misconceiving the demands of the question. This has led to their failure to grasp the meaning of purposes of note taking. Extract 4.2 is a response from a candidate who performed poorly.

4	(i) To persuade	
	(ii) To educate	
	(iii) To influence	
	(iv) To entertain	

Extract 4.2: A poor response to Question 4

2.1.5 Question 5: Communication Theory

In this question, the candidates were required to explain four functions of non-verbal communication in speech delivery. The question aimed at testing the candidates' ability to explain the functions of non-verbal communication in speech.

The question was attempted by all the 2,880 candidates, which is equivalent to 100 percent. The performance of candidates in this question was poor as 59.3 percent of the candidates who attempted this question scored from 0 to 1.5 marks. Furthermore, the analysis shows that 23.7 percent of the candidates scored from 2.0 to 2.5 marks indicating an average performance while only 17.0 percent scored from 3 to 4 marks.

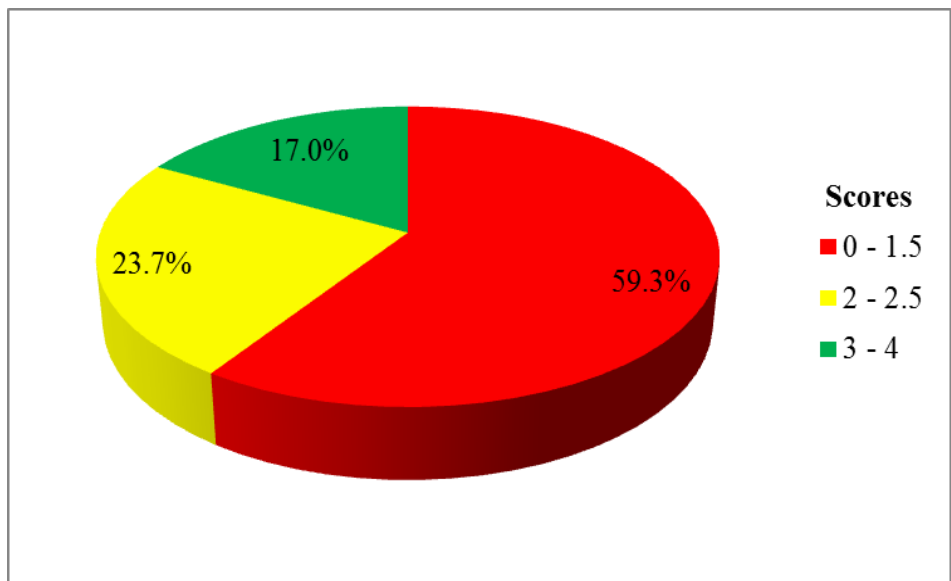


Figure 5: Percentages of the candidates' performance in Question 5

The analysis of the candidates' responses shows that 59.3 percent of the candidates with poor performance were unable to explain four functions of non-verbal communication in speech delivery. This implies that the

candidates under this category lacked knowledge of theory of communication. For example, one of the candidates wrote *to improve writing skills, makes confidential of the message, to hide the content to the people and to make some speech* instead of functions of non-verbal communication. This is an indication of inadequate knowledge exhibited by the candidate. Some of these candidates wrote what they thought are the uses of non-verbal communication. The expressions like *it is used to solve conflict, to show meaning of words, to share information, ideas and knowledge* and *it is used to prepare a child in speaking skills* were stated by one of the candidates in this category.

Moreover, there were candidates who wrote irrelevant responses due to their insufficient knowledge of Theory of communication. One of these candidates wrote *it is use signs and symbols, it is easy or cheap and it is non-selective and help to get knowledge*. This is attributed by the fact that the candidate lacked enough knowledge on Theory of communication. Additionally, some of these candidates listed non-verbal items without explaining them. The items mentioned including posture, gesture and body language. On top of that, there were candidates who left the question unanswered.

Furthermore, some of the candidates misconceived the requirements of the question. For example, one of these candidates wrote *in schools to teach special groups through the use of signs and symbols, to improve thinking capacity, to secrete information and to it does not consume time*. Extract 5.1 is a sample of poor response from one of the candidates.

5	(a) Used to simplify teaching process When we consist the whole body action for show sign	
	(b) Used to show direction for example in drawing, or sketch the example for drawing of bridge when you move at the road	
	(c) Used to make pupils to think critical without speak when you need to solve the problems.	
	(d) Also help a children to know the the road sign like Mountain, Zebra Crossing, Stop, and can help a child to be perfect when you walk around the roads.	

Extract 5.1: A poor response to Question 5

In Extract 5.1, the candidate provided irrelevant responses which are; *used to simplify teaching process, used to show direction for example drowning, used to make pupils to think critically without speak also help children to know the road sign*. The responses indicate that, the candidate had no knowledge of the topic concerned as well as grammatical errors.

Furthermore, 23.7% of the candidates who had an average performance were able to explain correctly 2 functions of non-verbal communication in speech delivery out of 4. These candidates demonstrated partial knowledge of non-verbal communication in speech delivery.

Conversely, the candidates (17.0%) with good performance in this question were able to explain four functions of non-verbal communication in speech delivery. These candidates grasped the requirement of the question and had enough knowledge on the subject matter. Extract 5.2 exemplifies such good responses.

5.	Non-verbal communication is the communication which involve body language and gestures. four function of non-verbal communication are.
	i/ It help some one / listener to understand what she/he said.
	ii/ It increase the attention to the listeners to listen what she/he said.
	iii/ It simplify the communication.
	iv/ It help to know the mood of the speaker especially facial communication.

Extract 5.2: A good response in Question 5

2.1.6 Question 6: Tests and Examinations

In this question, the candidates were required to give four reasons on why is it important to read the instructions before attempting the examinations. The question aimed at testing the candidate's ability of identifying importance of reading instructions before attempting examinations.

The question was attempted by all candidates (2,880) which are equivalent to 100 percent. The performance of candidates in this question was good as 91.7 percent of the candidates who attempted this question scored from 3 to 4 marks. Furthermore, the analysis shows that 4.4 percent of the candidates scored from 2.0 to 2.5 marks indicating an average performance while 3.9 percent scored from 0 to 1.5 marks. Figure 6 summarises the candidates' performance in question 6.

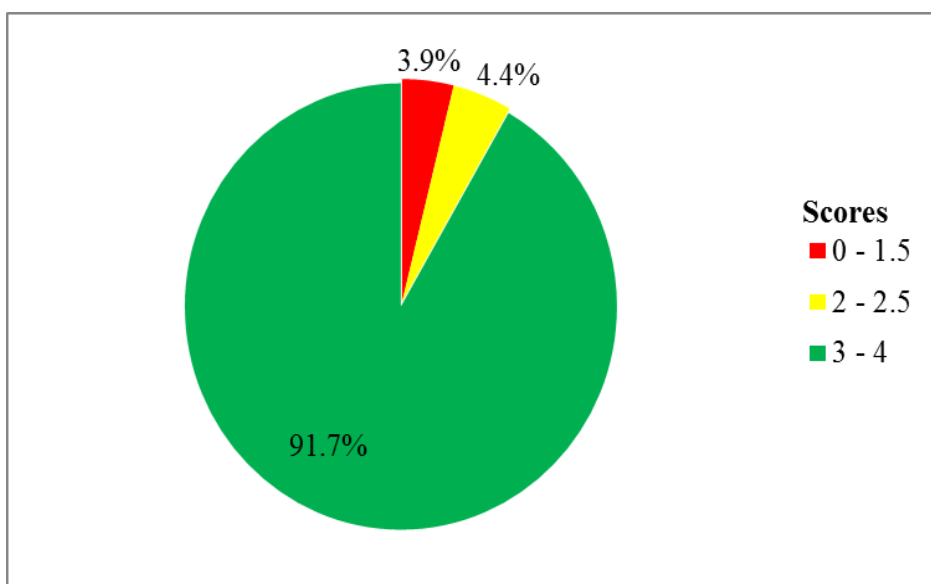


Figure 6: The percentages of the candidates' performance in Question 6

The analysis shows that the candidates (91.7%) with good performance in this question were able to give four reasons on the importance of reading the instructions before attempting the examination. These candidates managed to comprehend well the demands of the question. Extract 6.1 is a sample of response from one of the candidates who performed well.

6.	It is important to read the instructions before attempting the examination because of the following reasons :-	
	(i) Helps a student to answer the questions according to the instructions given.	
	(ii) Helps a student to be comfortable and feel confident when attempting the examination.	
	(iii) Helps a student to answer the questions clearly and in a good series.	
	(iv) Helps a student to arrange his/her work properly.	

Extract 6.1: A sample of a good response in question 6

On the other hand, the candidates (4.4%) who had an average performance were able to give correctly 2 points on importance of reading the instructions before attempting the examination.

Conversely, a few candidates (3.9%) who performed poorly in this question misinterpreted the demands of the question. For example, one of these candidates wrote to *build a cognitive power with real life situation, it save time, to simplify marking, and to remove different between one examiner and another examiner, to know what was going on and to solve emergence problems like printing errors*. Another challenge demonstrated by some of the candidates in this category is insufficiency of knowledge of tests and examinations and grammatical errors. This is evident as one of these candidates for example, wrote on things to avoid such as *to avoid to be putted outside of the examination and to avoid to do something which is wrongly against*. Those candidates misconceived the requirements of the question, therefore they wrote irrelevant responses instead of writing reasons which are; *it helps the candidate to know the length of time of the examination, what is allowed in the examination room, the total number of questions to attempt, demand of each question and marks allocated in each question or section*. Extract 6.2 is a sample of such poor responses.

6.	Important of reading instructions before attempt	
	ing the examination are	
	i) Easy to compose	
	ii) Create critical thnking for a person	
	iii) Covered range of questions	
	iv) Easy to answer questions.	

Extract 6.2: A poor response in question 6

2.1.7 Question 7: Theory of communication

In this question, this question demanded the candidates to mention appropriate channel of communication used on the communicative contexts as follows: (a) Watching news broadcast on TV (b) Seeing road signs as you drive through high way road (c) Talking to a phone with David and (d) Reading the Mwananchi newspaper. The question aimed at testing the learners' ability of using channels of communication in different contexts.

The question was attempted by all candidates (2,880) which are equivalent to 100 percent. The performance of candidates in this question was poor as 56.8 percent of the candidates who attempted this question scored from 0 to 1.5 marks. Moreover, the analysis shows that

5.9 percent of the candidates scored from 2.0 to 2.5 marks indicating an average performance, while 37.4 percent scored from 3 to 4 marks. Figure 7 summarises the candidates' performance in Question 7.

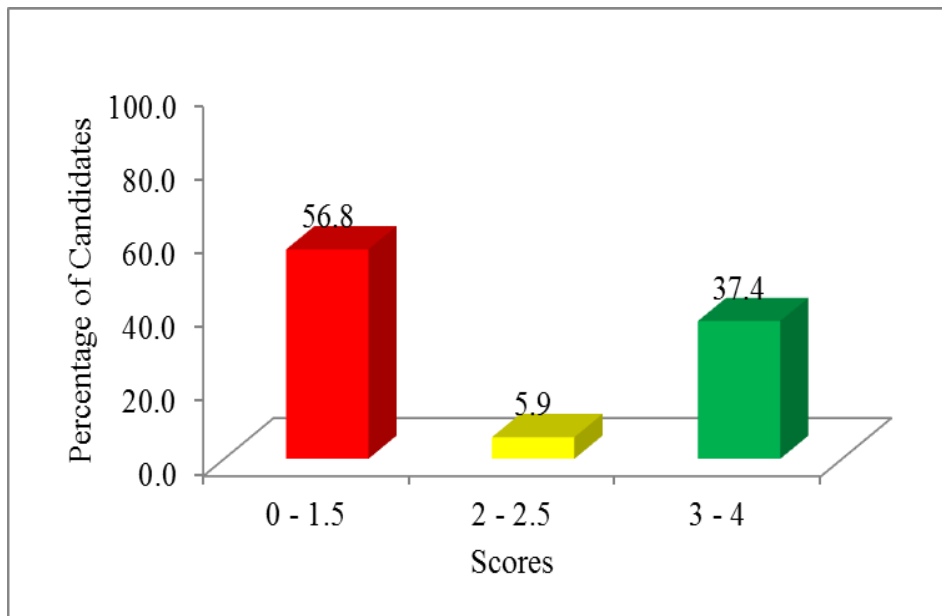


Figure 7: Percentages of the candidates' performance in Question 7

The analysis of candidates' responses indicates that 56.8 percentage the candidates who performed poorly in this question had insufficient knowledge of channels of communication. Some of these candidates misconceived the demands of the question. The presence of the word communication in the question led some of the candidates to mention whatever matters concerning communication they know. For example, one of these candidates listed types of communication as *formal communication*, *interpersonal communication*, *intrapersonal communication* and *informal communication* contrary to the requirement of the question.

Another candidate in this category wrote *broadcast communication*, *mobile communication* and *media communication* instead of mentioning appropriate channels which were *audio visual channel*, *visual channel*, *audio channel* and *written channel*. Furthermore, one of the candidates under this group listed television channels he/she knows which includes *ITV*, *TBC*, *DSTV* and *AZAM TV*, while another candidate mentioned the

expressions *non-verbal communication* and *verbal communication* repetitively as his/her responses.

Moreover, the analysis shows that some of the candidates had inadequate knowledge of channels of communication in communicative contexts, hence they wrote irrelevant responses. For example, one of them wrote the words *years*, *mouth*, *face* and *satellite dish*. On top of that, there were candidates who listed elements of communication process including *sender*, *message* and *feedback* instead of mentioning appropriate channels which were *audio visual channel*, *visual channel*, *audio channel* and *written channel*. Extract 7.1 is a sample of poor responses from one of the candidates.

7	(a) Television dish	
	(b) road sign tips and traffic lights	
	(c) network and phone	
	(d) airplanes or phones	

Extract 7.1: A poor response to Question 7

In Extract 7.1, the candidate manifested insufficient knowledge of channels of communication, consequently he/she wrote irrelevant responses contrary to the requirement of the question.

On the other hand, 5.9% of the candidates who had an average performance were able to give correctly 2 points out of 4 on the appropriate channel of communication used on the given communicative contexts. The communicative contexts were watching news broadcast on TV, seeing road signs as you drive through highway road, talking to a phone with David and Reading the Mwananchi newspaper.

The analysis further indicates that 37.4% of the candidates with good performance were able to mention the appropriate channel of communication used in the given communicative contexts. They had adequate knowledge in realisation that when someone watches and listens to news broadcast on the Television then the appropriate channel is *audio visual*. Additionally, they were aware that the sentence 'seeing road signs as you drive through Morogoro road' has to do with *visual*

communication. On top of that, they knew the expression ‘talking to a phone with David’ falls under the *Audio* channel. Eventually, they were able to identify the expression ‘reading the Mwananchi newspaper’ is in *written channel*. Extract 7.2 is a sample of a good response by a candidate who performed well.

7. a) Audio- Visual Channel	
b) Visual communication	
c) Audio Channel	
d) Written Channel	

Extract 7.2: A good response to Question 7

2.1.8 Question 8: Oral presentation

In this question, the candidates were required to briefly analyse four qualities of a good speaker. The question aimed at testing candidates’ ability to analyse the qualities of a good speaker.

The question was attempted by all candidates (2,880) which are equivalent to 100 percent. The performance of candidates in this question was good as 94.1 percent of the candidates who attempted this question scored from 3 to 4 marks. Moreover, the analysis shows that 3.7 percent of the candidates scored from 2.0 to 2.5 marks indicating an average performance, while 2.2 percent scored from 0 to 1.5 marks. Figure 8 summarises the candidates’ performance in Question 8.

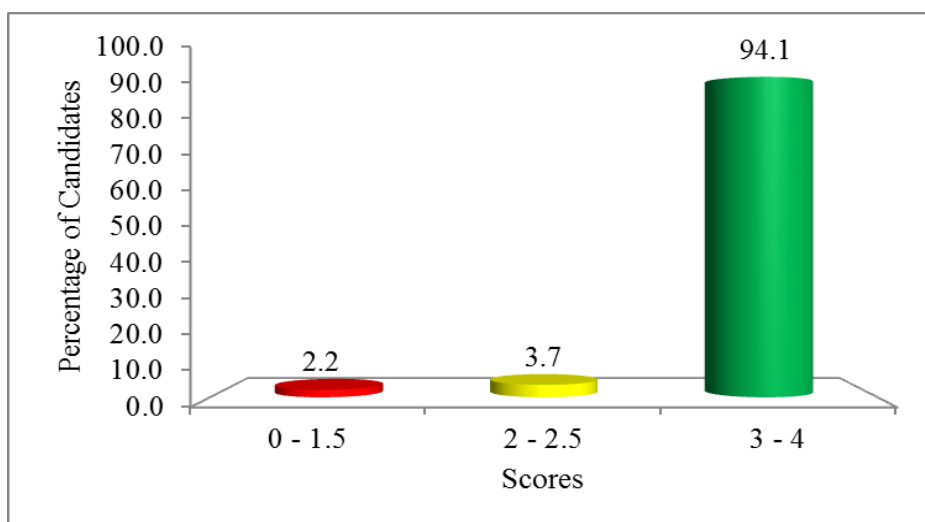


Figure 8: Percentages of the candidates’ performance in Question 8

The analysis shows that 94.1% of the candidates with good performance in this question were able to analyse briefly four qualities of a good speaker. They were aware that a good speaker is ought to be confident when he/she is presenting to the audience, he/she should involve the audience during presentation by asking them simple questions or sharing their ideas concerning the topic presented. Knowledge of the subject matter and competence are other factors to qualify a good speaker. Moreover, a good speaker should be trust worth as he/she must be honest, just and objective in order to avoid personal beliefs and interests. Extract 8.1 is a sample of a good response from one of the candidates in this category.

8 i	A good speaker must be Confident.	
ii	Maintain eye contact.	
iii	A good speaker should be audible in order the audience to hear.	
iv	A good speaker must involve the audience.	

Extract 8.1: A good response to Question 8

Additionally, 3.7 percent of the candidates who had an average performance were able to give correctly 2 points out of 4 on qualities of a good speaker. This is an indication that the candidates manifested partial knowledge of oral presentation particularly public speaking.

Conversely, a few candidates that is 2.2%, who performed poorly in this question had insufficient knowledge of Oral presentation, particularly on public speaking. For example, one of these candidates provided responses such as *should be biological fitness, should not start to apologise about specific thing and should not have physical disorder*. Another candidate wrote irrelevant responses as *he/she must not expose the notes before presentation, good sense of leadership and to show as you talk*. All these responses were contrary to the requirement of the question. Extract 8.2 is a sample of such responses in this question.

8	i) listening is the process where by the some one talk and others they are quiet to listen about they said.	
	ii) speaking is the process where by the some one speak about thing to the people.	
	iii) reading is the process of passing through written material in order to get the meaning	
	iv) writing is the system of using symbol letter and sing in order to make the meaning clear.	

Extract 8.2: A poor response in Question 8

In Extract 8.2, the candidate defined the four language skills which are listening, speaking, reading and writing instead of analysing four qualities of a good speaker.

2.1.9 Question 9: Theory of communication

In this question, the candidates were required to identify two models of human communication by using illustrations. The question tested candidates' competences in using illustrations to identify communication models.

The question was attempted by all candidates (2,880) which are equivalent to 100 percent. The performance of candidates in this question was poor as 52.2 percent of the candidates who attempted this question scored from 0 to 1.5 marks. Moreover, the analysis shows that 31.9 percent of the candidates scored from 2.0 to 2.5 marks indicating an average performance while 15.9 percent scored from 3 to 4 marks. Figure 9 summarises the candidates' performance in question 9.

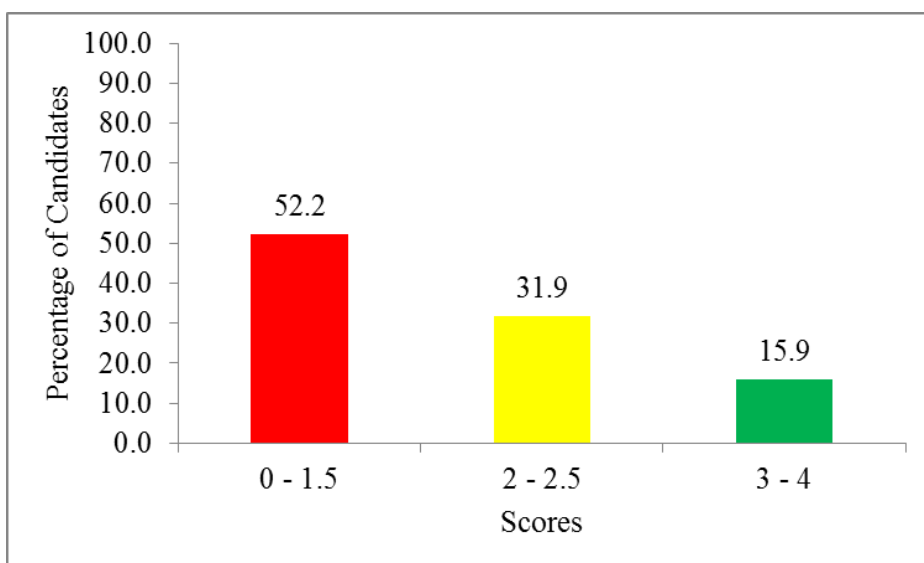
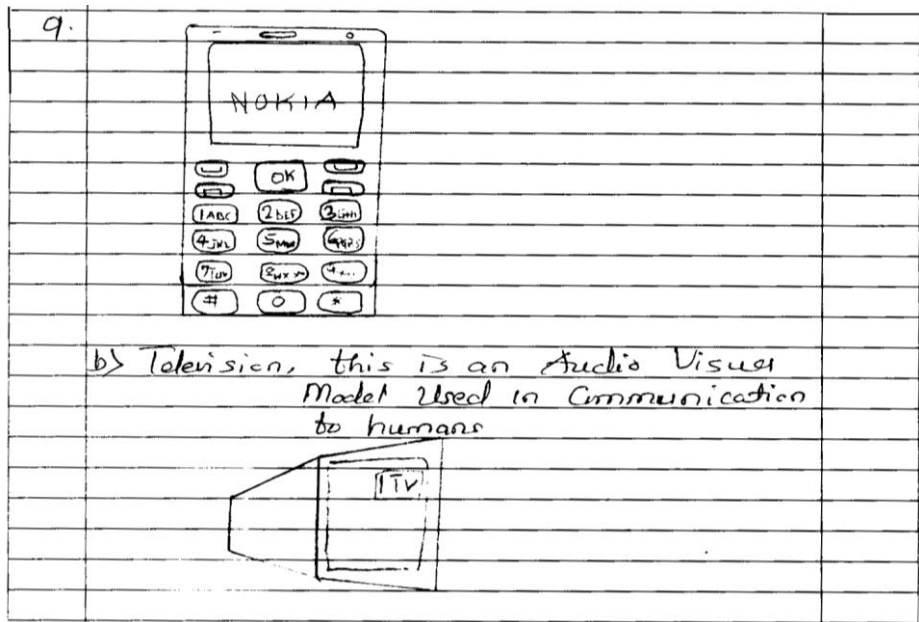


Figure 9: Percentages of the candidates' performance in Question 9

The analysis of candidates' responses indicates that 52.2 percent of the candidates who performed poorly in this question had inadequate knowledge of models of communication. Some of the candidates in this category misinterpreted the expression 'models of communication' with devices of communication. For example, one of them listed the words *letters and phone* while another candidate mentioned the words *cow horn* and *telephone*. Moreover, one candidate mentioned types of social media such as *whats App* and *Facebook*.

Furthermore, the analysis shows that there were some candidates who mentioned types of communication which are *written communication* and *oral communication* while others wrote *verbal* and *non-verbal communication*. On top of that, one of them wrote irrelevant responses such as *by using mouth/words* and *sign/picture* whereas another candidate wrote phrases *by action* and *by real object*. Additionally, some of the candidates left the question unanswered while others wrote the expressions *visual* and *non-visual* communication instead of one-way communication (sender-message-receiver) and two way communication model (sender-message-receiver-message-sender). Extract 9.1 is a sample of a poor response from one of the candidates in this category.

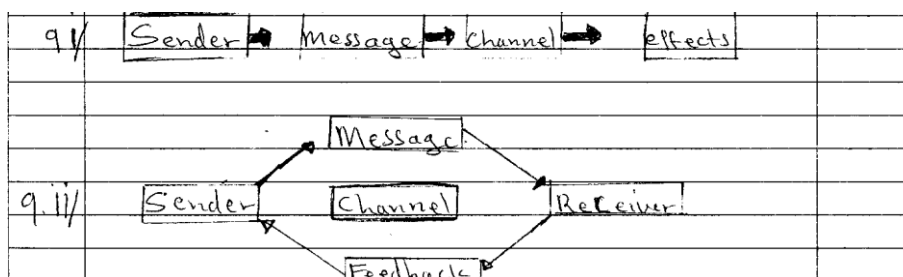


Extract 9.1: A poor response to Question 9

Extract 9.1 shows a sample of response by a candidate who had misinterpreted the requirement of the question, hence drew images of a mobile phone and a television screen instead of identifying two models of communication using illustrations.

Additionally, 31.9% of the candidates who had an average performance were able to identify and illustrate correctly 1 model of communication out of 2. The candidates manifested limited knowledge of models of communication particularly by using illustrations.

Conversely, the analysis indicates that the candidates (15.9%) with good performance had adequate knowledge on models of communication particularly by using illustrations. These candidates were knowledgeable of the fact that there are two notable communication models; *one way communication model* where the sender plays the role of conveying information and the receiver on the other hand, has the role of receiving information and *two way communication model*. In the latter, communication is seen as a two-way process where it emphasises that the whole process depends on the sender's reception of the feedback from the receiver. These candidates made the illustrations of both communication models. Extract 9.2 is a sample of a good response from one of those candidates.



Extract 9.2: A good response to Question 9

2.1.10 Question 10: Note-taking and note-making

In this question, the candidates were required to identify four similarities between note-taking and note-making. The question tested the candidates' knowledge on note taking and note making.

The question was attempted by all candidates (2,880) which are equivalent to 100 percent. The performance of candidates in this question was good as 83.5 percent of the candidates who attempted this question scored from 3 to 4 marks. Moreover, the analysis shows that 4.2 percent of the candidates scored from 2.0 to 2.5 marks indicating an average performance while 12.3 percent scored from 0 to 1.5 marks.

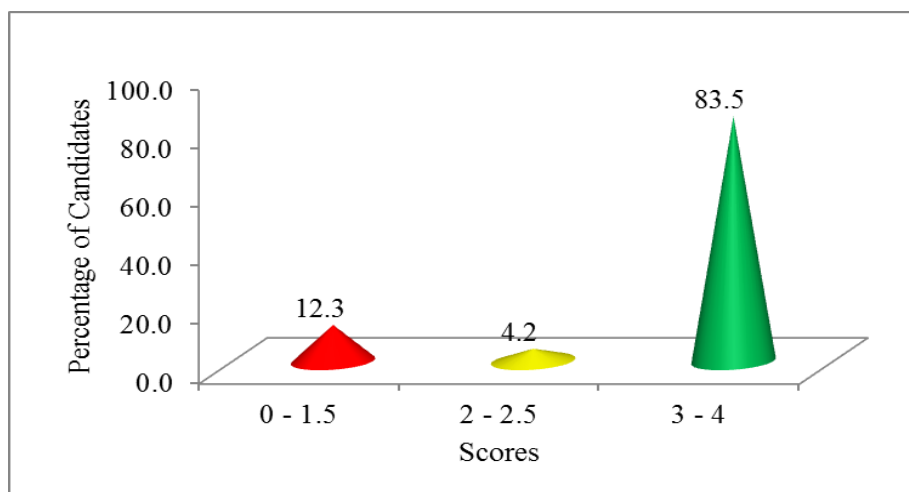


Figure 10: Percentages of the candidates' performance in Question 10

The analysis of the candidates' responses shows that 83.5 percent of the candidates with good performance had adequate knowledge on note-taking and note-making. They were able to identify four

similarities between the two as both recognize the main idea and important concept and identify which information is relevant. Moreover, can be recorded from the source of information and both help to remember. Extract 10.1 is a sample of a good response in Question 10.

10	Similarities between Note taking and Note making	
	i/ Both Note taking and Note making can be used in learning or in teaching and learning process.	
	ii/ Both note taking and Note making can be summarised into written form.	
	iii/ Both Note taking and Note making develop writing skills.	
	iv/ Both Note taking and Note making are used to store Information or used in keeping memory / details.	

Extract 10.1: A good response to Question 10

Furthermore, 4.2 percent of the candidates who performed averagely managed to identify 2 similarities out of 4. The candidates manifested limited knowledge of note-taking and note-making.

On the other hand, 12.3 percent of the candidates who performed poorly in this question lacked adequate knowledge on Note taking and note making. Poor mastery of English language was also a challenge to some of the candidates. For example, one of the candidates in this category wrote *paraphrasing the note from the speaker, correct errors from the speaker or book and taking key points from the speaker or book*.

Additionally, some of the candidates misinterpreted the requirements of the question. They explained the incorrect differences between Note taking and note making instead of similarities between the two as both recognise the main idea and important concept and both identify which information is relevant. Moreover, both can be recorded from the source of information and both help to remember. This is evident in one of the candidate's responses who wrote *note taking is stored in written material while note making is stored in*

brain and note taking is represented in reading whereas note making is represented by speech. Moreover, there were candidates who wrote strategies of Note taking and note making such as paraphrasing, using abbreviation and acronyms. Extract 10.2 is a sample of such poor responses.

10.	Note Taking	Note Making.
	Write key point of information from verbal or non-verbal.	Write clear, elaborate and logical notes from written sources.
	Summarising what the speaker is said	Summary what is written in the information.
	Paraphrasing what the speaker is said	Paraphrasing what the writer is written.
	Use gestures, posture and movements in verbal communication	Does not use gestures posture and movements.

Extract 10.2: A poor response to Question 10

In Extract 10.2 the candidate wrote incorrect differences between Note taking and Note making instead of identifying four similarities between the two concepts. This is an indication of misinterpretation of the requirement of the question.

2.2 SECTION B: Essay Questions

This section had six questions and the candidates were required to answer any four. Each question carried 15 marks, making a total of 60 marks.

2.2.1 Question 11: Theory of communication

In this question, the candidates were required to analyse six elements involved in the communication process. The question tested the candidates' ability to analyse features of effective communication.

The question was attempted by 2,698 candidates which are equivalent to 93.68 percent. The performance of candidates in this question was good as 95.5 percent of the candidates who attempted this question scored from 6 to 15 marks. Moreover, the analysis shows that 59.5 percent of the candidates scored from 6 to 10 while

36.1 percent scored from 10.5 to 15 marks. In addition, 4.4 percent scored from 0 to 5.5 marks. Figure 11 summarises the candidates' performance in Question 11.

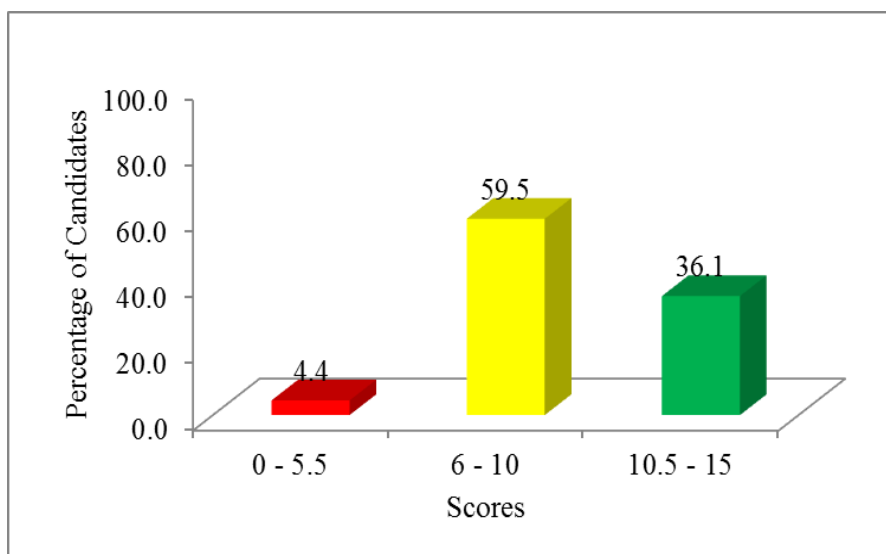


Figure 11: *Percentages of the candidates' performance in Question 11*

The analysis shows that the candidates (36.1%) with good performance in this question were able to analyse six elements involved in the communication process. They were aware that sender, message, receiver, channel, feedback and the context of communication are the elements of communication. Extract 11.1 is a sample of a good response from one of the candidates in this category.

11	<p>Communication; Means the process of exchanging information from one person to another or group of people. communication is process; - Means that the process which message or information path through. There are elements involved communication process. the following are the elements which involve communication process:</p> <p>Sender or encoder; is the person who send the message encoder is the source of communication is communication process because he/she has the information which as the source of communication process help other people to get information.</p> <p>Channel; Means the way which message path through example of channel Radio, TV and other things which help the message to path through to the Receiver and channel should available, should fast fast to path information and should be simple to use.</p> <p>Message; Means the information which path to the channel is order to inform receiver example of message Patrick is sick come to visit her so that message is the source of people to communicate in order to share or to change ideas so that message are the important thing in communication.</p> <p>Receiver; is the person who receiver message in communication process receiver is person who is target to given the message and should be receiver the message that have given by sender which path through from channel so that is the person who is main for giving the message.</p> <p>Feedback; show the delivery of the message from sender or encoder feedback help to show the delivery of the message to the encoder so that feedback is among of important thing which show the delivery of the message.</p>
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Extract 11.1: A good response to Question 11

Furthermore, 59.9 percent of the candidates who performed averagely managed to mention the elements but they failed to analyse them. This is an indication of their partial knowledge of theory of communication. The analysis also shows that there were candidates in this category who mentioned 3 elements and managed to analyse them.

Moreover, 4.4 percent of the candidates who performed poorly lacked adequate knowledge of theory of communication particularly on elements of communication. Some of them misinterpreted the demand of the question. Therefore, instead of analysing the elements involved in communication process, they analysed characteristics of a good speaker. For example, one of these candidates wrote

Credibility, Completeness, Correctness, Clarity and Concise instead of sender, message, receiver, channel, feedback and the context of communication. Moreover, some of these candidates wrote irrelevant response as *cost is involved in in communication, time as sender should know what time will be taken so as message to reach the audience and speed of a message to the audience*. Extract 11.2 is sample of poor response from a candidate in this category.

11	active listening, during the communication process
	there is active listening between sender and receiver
	Note taking, this refers to the process of
	taking key points during communication where by the receiver
	is writing down the main points from the information commu-
	nicated
	Eyes Contact, this is caused due to active-
	listening of the receiver who so as to understand well-
	the speaker's word
	Asking Questions, during communication process
	also there is some questions asked by the listener in order
	to get more explanation about subject-
	Giving the feedback, this is the respond-
	given by the listener to f given by the listener to-
	show that the communication process have understood
	well,

Extract 11.2: A poor response to Question 11

In Extract 11.2, the candidate misinterpreted the requirement of the question. He/she wrote on note taking techniques instead of elements involved in the communication process.

2.2.2 Question 12: Theory of communication

In this question, the candidates were required to elaborate five features of an effective communication. The question tested candidates' competences in elaborating the features of an effective communication.

The question was attempted by 2,408 candidates which are equivalent to 83.6 percent. The performance of candidates in this question was good as 98 percent of the candidates who attempted

this question scored from 6 to 15 marks. Furthermore, the analysis shows that 64.5 percent of the candidates scored from 6 to 10 marks whereas 33.5 percent scored from 10.5 to 15 marks. Moreover, 2.1 percent scored from 0 to 5.5 marks. Figure 12 summarises the candidates' performance in question 12.

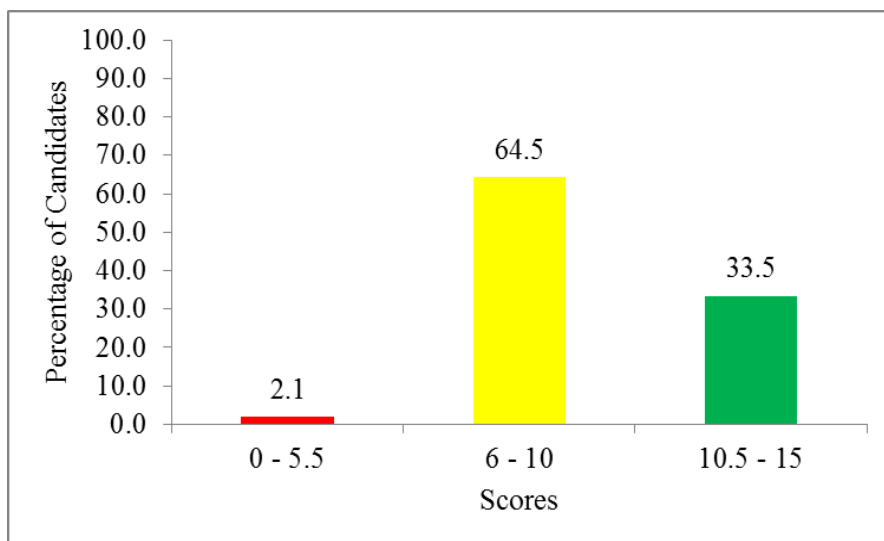


Figure 12: *Percentages of the candidates' performance in Question 12*

The analysis shows that 33.5 percent of the candidates with good performance in this question were able to describe five features of an effective communication. They were aware that an effective communication ought to be free from ambiguity and should provide feedback to the audience. Moreover, it uses simple language for the audience to grasp the meaning of the message and uses communication skills properly. An effective communication uses drawings and illustrations as well as providing opportunities for dialogue and discussion. Extract 12.1 is a sample of a good response from one of the candidates in this category.

12 The following are the features of an effective communication as follows -

Clarity, when a sender wants to send his or her message he or she should confirm that the message is clear and the message will be easy to read by the receiver without confusion or without and difficult and the receiver will respond to the sender.

Completeness, also if a sender wants to send a message to a receiver a sender should make that the message is complete and there is nothing to add through that the receiver will understand the message effectively.

Concreteness, in order to make the effective communication the sender must prepare the message which is real so as to make a receiver understand effectively the message and to respond.

Extract 12.1: A good response to Question 12

Furthermore, the candidates (64.5%) who performed averagely managed to mention the features, but they failed to describe them. This is an indication of their partial knowledge of theory of communication. The analysis also shows that there were candidates in this category who mentioned 2 elements and managed to describe them.

Conversely, 2.1 percent of the candidates who performed poorly lacked adequate knowledge of the theory of communication, particularly the features of effective communication. Some of these candidates provided irrelevant responses as *it develop language and it takes notes*. Another candidate in this category analysed the barriers of communication as *physical barriers, psychological barriers and noise barriers* instead of features of effective

communication. Extract 12.2 is a sample of a poor response from one of the candidates in this category.

12	Mannerism and tone.	
ii	Vocabulary.	
iii	Grammar.	
iv	Signals	
v	Gestures and postures.	

Extract 12.2: A poor response to Question 12

In Extract 12.2, the candidate provided irrelevant responses due to his /her insufficient knowledge of theory of communication. Instead of describing features of an effective communication the candidate wrote responses as *mannerism and tone*, *vocabulary*, *grammar*, *signals* and *gestures and postures* contrary to the requirement of the question.

2.2.3 Question 13: Using library

In this question, the candidates were required to elaborate five study habits one is advised to adopt. The question tested candidates' ability to elaborate the study habits in Reading skills.

The question was attempted by 518 candidates, which is equivalent to 18 percent. The performance of candidates in this question was good, as 89.1 percent of the candidates who attempted this question scored from 6 to 10 marks. Additionally, the analysis shows that 86.3 percent of the candidates scored from 6 to 10 marks, while 2.9 percent scored from 10.5 to 15 marks. Furthermore, 10.8 percent scored from 0 to 5.5 marks. Figure 13 summarises the candidates' performance in Question 13.

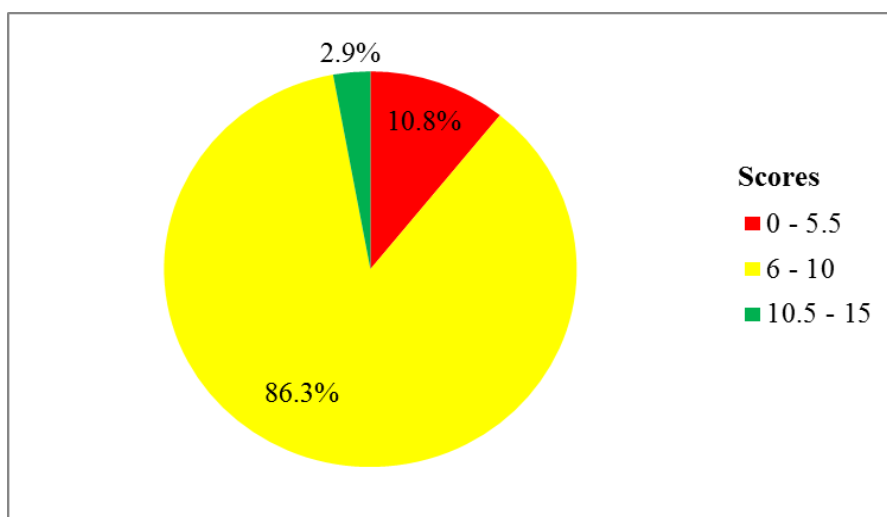


Figure 13: Percentages of the candidates' performance in Question 13

The analysis shows that 86.3 percent of the candidates who performed averagely managed to elaborate 2 to 3 out of 5 study habits. They manifested partial knowledge of using the library; hence they provided two correct responses and failed the rest. Some of the candidates in this category demonstrated weak mastery of the English language. Therefore, they were not able to elaborate their responses using correct English grammar.

Conversely, ten (10) percent of the candidates who performed poorly lacked sufficient knowledge of reading skills particularly, intensive and extensive reading. Some of these candidates misinterpreted the requirement of the question. For example, one of the candidates wrote habits as: *at school one get the skills or different information through the school, at home people can study at home, at religious people can study at church or mosque, and at societies especially with friends* instead of habits such as one has to follow timetable strictly with some adjustments where possible, to find as much information as possible, to review the work constantly. Other habits include allowing time for discussion and to be realistic with personal routine.

Moreover, the analysis shows that there were candidates who equated the word habits with settings of studying. One of the candidates in this category, for example, wrote: *places with noise pollution, food, roads, vehicles and industries must be taken into*

consideration when studying especially new materials. Extract 13.1 is a sample of response from one of the candidates in this category.

13.	Habits Is the all action where by the human being is using to the Societies either is bad or well. Through by using the good habits within the societies it facilitates the persons to appreciate our all habits.	
	The following is the study habits one is advise to adopt these are:-	
	Wearing style, through to see some of people where are very wearing style it very smart for a long time in the daily life. Some of human it wear in properly ways.	
	Good language. The one habits to study in our daily life is to see some people that are using the properly language to communication from one person to another.	
	Style of walk walking. This is another habits that to study one is advised to adopt. That is a habits that may spread to habits one is advised to adopt in a daily life.	
	The use of proper pronunciation. It is accelerating the some of people to adopt the something like to use the proper pronunciation within the societies.	
	Life style. Through to where watching the community or Societies that you may live in daily life some time it facilitates the some one people to adopt the habits from the other person within the community.	
	In generally: Habits it very things because you may facilitate the human to develop the different sector.	

Extract 13.1: A poor response to Question 13

In Extract 13.1, the candidate considered the word 'habits' to mean 'conducts' only. As such, he/she did not grasp the phrase 'study habits' as the question required. Consequently, due to his/her misinterpretation, the candidate discussed proper conducts in the society as wearing style, good language, style of walking, and life style instead of elaborating study habits.

Conversely, 2.9 percent of candidates with good performance were able to elaborate five study habits one is advised to adopt. They had adequate knowledge of Reading skills, particularly studying habits. These candidates were aware that, for one to study effectively, he/she has to abide by certain rules/habits, including following the timetable strictly with some adjustments where possible, to find as much information as possible and to review the work constantly. Additionally one has to allow time for discussion and to be realistic with personal routine. Extract 13.2 is a sample of good response from one of the candidates in this category.

13.	study habits - the habits which make a student learn more things with different materials in studying we have habits which advised a student to study, the following are the study habits which facilitate a student to study:
	presence of teaching and learning materials or tools. we have different materials which make habits to a child to study like pictures, different diagram, games and other. so if we have this things in the environment a student will be with the habits of study.
	Good techniques of learning and teaching activities. we have different teaching and learning techniques like games, songs, telling story, demonstration and Narration, those techniques help a child to enjoy and to keep the memory and also make the study habits to a student (child).

Extract 13.2: A good response to Question 13

2.2.4 Question 14: Oral presentation

In this question the candidates were required to analyse five types of oral presentation. The question aimed at testing the candidates' ability to analyse types of oral presentation.

The question was attempted by 2,268 candidates, which is equivalent to 79 percent. The performance of candidates in this

question was good as 97 percent of the candidates who attempted this question scored from 6 to 15 marks. Moreover, the analysis shows that 63.3 percent of the candidates scored from 6 to 10 marks while 34.2 percent scored from 10 to 15 marks. In addition, 2.5 percent scored from 0 to 5.5 marks. Figure 14 summarises the candidates' performance in Question 14.

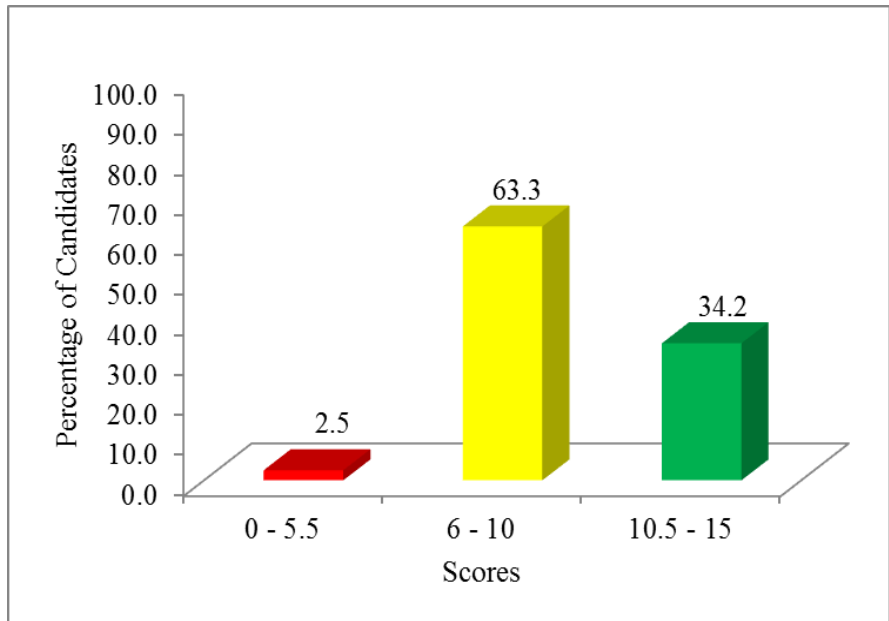


Figure 14: *Percentages of the candidates' performance in Question 14*

The analysis shows that, 63.3 percent of the candidates who performed averagely, managed to analyse 2 out of 5 types of oral presentation. Some of the candidates in this category demonstrated poor mastery of the English language. Therefore, they were not able to elaborate their responses using the correct English language grammar.

In contrast, 34.2 percent of candidates who had good performance in this question managed to analyse five types of oral presentation. They were aware that speech, discussion, conversation, debate and conference are the types of oral presentation as they are delivered orally to the audience. Extract 14.1 is a sample of a good response from one of these candidates.

14	<p>Oral presentation is the way of giving information to the audience through a mouth with the aims of providing information, persuasion and offering entertainment.</p> <p>Oral presentations are given out in several types as follows</p> <p>Debating this is the area that oral presentation may used where the mouth is mostly used. He the two opponents are competing by using logical views concerning the subject matter presented in order the two sides to persuade.</p> <p>Meeting is another type of oral presentation that the chairman and the members of the given meeting using mouth in delivering message whereby members are accepting or criticism.</p> <p>Conversation (Dialogue) There are two parts exchanging ideas feeling thought knowledge as well as concept where by people are using mouth for example friend to friends, father to son/daughter or senior to junior.</p> <p>Interview this occurs when one applies for a job for example the market manager. Interview is common thing to be held where the mouth is mostly used to deliver message from the employer to that the one who is to be employee.</p>
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Extract 14.1: A good response to Question 14

Moreover, the analysis shows that 2.5 percent of the candidates who performed poorly in this question had insufficient knowledge of oral presentation. They misinterpreted the requirement of the question. Some of them provided irrelevant responses such as *human being have ability to speak and presentation, presentation of oral and presentation by mouth*. Another candidate for example, instead of analysing five types of oral presentation he/she wrote long explanation as “Oral presentation this is mean the presentation by using mouth and this is used more by the human being because have ability to speak and the oral presentation involve in the peplum like involve spoken word but the following are the types of oral presentation”. Extract 14.2 is a sample of a response from a candidate in this category.

14.	Oral presentation is the	
	process of presenting different	
	idea through mouth.	
	The following are types of oral pre	
	sentation;	
	To entertain, One of	
	the types of oral presentation	
	is to entertain the society.	
	Example in the show of com	
	edy people are being interted	
	thru comedians who represent	
	content	

Extract 14.2: A poor response to Question 14

In Extract 14.2, the candidate manifested lack of knowledge of oral presentation, hence gave an irrelevant response contrary to the demand of the question.

2.2.3 Question 15: Reading skills

In this question the candidates were required to explain the importance of reading in daily life. The question aimed at testing the candidates' reading skills ability.

The question was attempted by 2,805 candidates, which is equivalent to 97.4 percent. The performance of candidates in this question was good, since 97.6 percent of the candidates who attempted this question scored from 6 to 15 marks. Moreover, the analysis shows that 56.6 percent of the candidates scored from 6 to 10 marks while 41.0 percent scored from 10.5 to 15 marks. Additionally, 2.4 percent scored from 0 to 5.5 marks. Figure 15 summarises the candidates' performance in question 15.

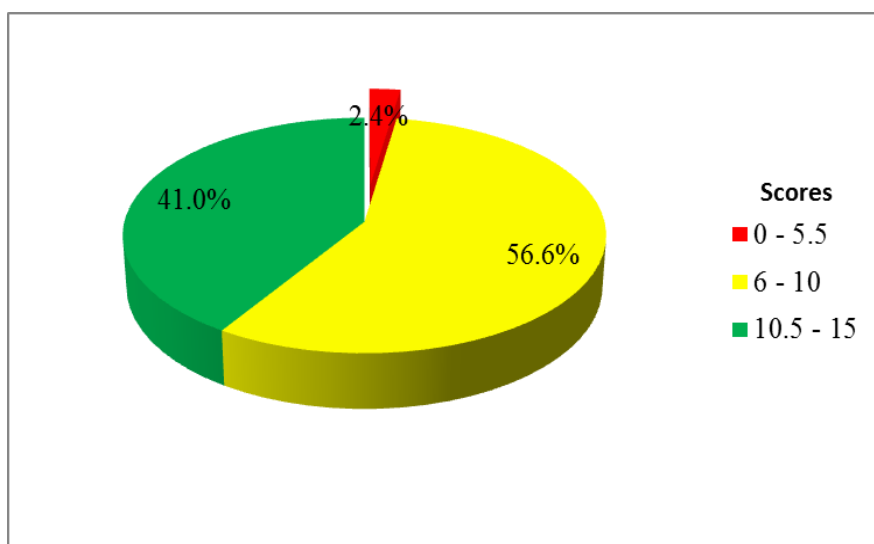


Figure 15: *Percentages of the candidates' performance in Question 15*

The analysis shows that 41.0% of the candidates with good performance in this question were able to explain the importance of reading in daily life. The candidates were aware of the fact that reading is for pleasure (enjoyment); evaluating materials; finding answers; solving problems and improving the quality of life. Extract 15.1 is a sample of good responses from one of candidates in this category.

15	<p>Reading is the process of talking knowledge from different source. It can be from things that you learn by a teacher or learning from different source like books, magazine and searching in internet.</p> <p>The are importance of reading in our daily life. It help us to get knowledge. In order to get knowledge about something you must read in different source that teach about what you need to know. example when you want to know the meaning of library you have to read different books that explain about library like dictionary.</p> <p>It help us to get Job / To be employed. In order to get a job in any institution you have to know how to read and write and you must have different document that explain / shows your detail about you study. So when you read about something's exam education you can be employed in different sectors that provide education.</p> <p>It is used as a source of communication. In a written communication reading is importance because literate people / people who doesn't know how to read and write can not be able to use ^{written} communication so it is importance in our life to learn how to read.</p> <p>It is importance in learning process. Reading is also importance in our daily life in our learning process so it is importance to learn how to write because it split the work of studying you can not learn how to study without knowing how to read and write so reading mostly importance in our daily life.</p>
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Extract 15.1: A good response in Question 15

Moreover, the analysis shows that 56.6% of the candidates who performed averagely managed to explain 2 to 3 out of 5 reasons. Some candidates in this category demonstrated poor mastery of the English language; consequently they were unable to elaborate their responses in good English grammar.

Furthermore, 2.4 percent of the candidates who performed poorly in this question misinterpreted the requirement of the question. Some of these candidates gave irrelevant responses, like: *it should be home, it should be house and it should be many readers*. Extract 15.2 is a sample of such responses.

14	To show important information in meeting seminar and discussion.	
22	It help to show time which discussion or meeting took.	
222	It shows the thing which was discussed.	
20	It help to show the objective of meeting.	

Extract 15.2: A poor response in Question 15

In Extract 15.2, the candidate wrote irrelevant response due to misinterpretation of the question instead of explaining the reasons for reading in life.

2.2.4 Question 16: Using the library

In this question, the candidates were required to describe five places in a library where reading materials are located. This question aimed at testing the candidates' ability to describe different places in the library where reading materials are located.

The question was attempted by 792 candidates which is equivalent to 27.5 percent. The performance of candidates in this question was average, as 68.4 percent of the candidates who attempted this question scored from 6 to 15 marks. Moreover, the analysis shows that 59.7 percent of the candidates scored from 6 to 10 marks while 8.7 percent scored from 10.5 to 15 marks. Furthermore, 31.6 percent scored from 0 to 5.5 marks. Figure 16 summarises the candidates' performance in question 16.

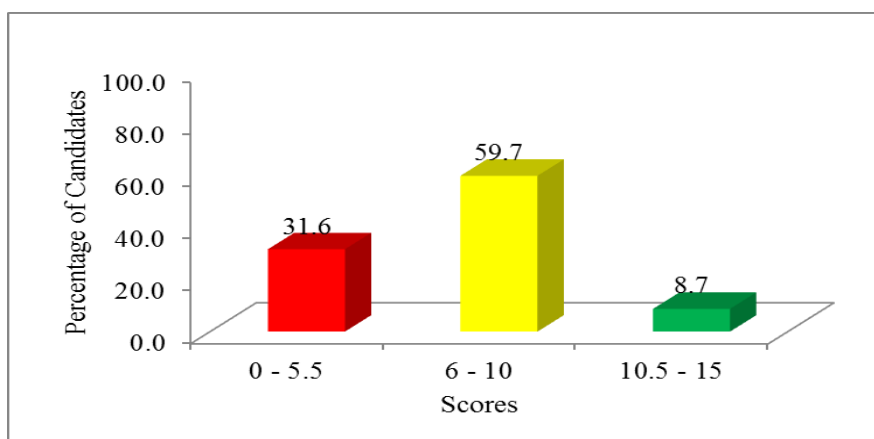


Figure 16: Percentages of the candidates' performance in Question 16

The analysis shows that 59.7 percent of the candidates who performed averagely in this question managed to describe 2 to 3 out of 5 places in the library where reading materials are located.

In contrast, 31.6 percent of the candidates who performed poorly in this question provided inappropriate responses and were unable to describe five places in the library where reading materials are located. Their responses indicate that the candidates had insufficient knowledge of searching for information particularly using library. For example, one the candidates wrote *schools, offices, hospitals, government* and *home* as places in a library where reading materials are located. Extract 16.1 is a sample of a poor response from a candidate in this category.

16	Congress, on these are the one	
	of the places on the library which	
	book kept according to the subject.	
	Entertainment room, on these	
	is the ^{one} room of the places of the library	
	which occur more books for entertainment.	
	Therefore due to that places on a library	
	which material located it help us to be	
	easy to get books and other material fast	
	also can prevent a time lose.	

Extract 16.1: A poor response to Question 16

In Extract 16.1, the candidate misinterpreted the requirement of the question. He/she wrote *Congress* and *entertainment*, instead of *place for reference materials, periodicals, non-book collections, open shelves books* and *places for special collection*.

Additionally, 8.7 percent of the candidates with good performance demonstrated adequate knowledge of places in a library where reading materials are located. These candidates were aware of the fact that when searching for information in the library one should take into consideration that not all reading materials are located in one place. Reading materials in the library are placed according to their demands. They were aware that the places are for *reference*

materials, periodicals, non-book collections, open shelves books and places for special collection. Extract 16.2 is a sample of good response from a candidate in this category.

16	Library is the special room which are consist a lot of material for study or other activities, there are many types of library like special library, school library, academic library, nation library and so on. The following are the places in a library where reading - materials are located.
	Open shelves; This is the place where different materials are located and that material is allowed to the person to borrow its like books.
	Periodical; Also this is the place where the materials which show periods are carrying located, this materials is like newspapers, past paper, magazines and others.
	Reference shelves in this place the material which are located is like Dictionaries, Encyclopedia, year book, Atlas that materials can not allowed to take out in the library. That materials can not allowed to be borrow for some one.
	Computerized source; Is the place where the materials in the library are located by using computer system by using cables this can helps the students to study in Electronic - mail (E. Learning)

Extract 16.2: A good response to Question 16

3.0 PERFORMANCE OF CANDIDATES IN EACH TOPIC

The Communication Skills examination covered seven topics, namely *Communication Theory, Searching Information, Taking and Making Notes, Oral Presentation, Reading Skills, Tests and Examinations* and *Writing Skills*.

The analysis of topics in terms of performance indicates that the performance was good with the average of above 70 percent in five topics which were: Oral presentation (97.34%), Tests and Examinations (96.14%), Reading Skills (93.39%), Writing Skills (78.56%) and Taking and Making Notes (77.76%). The candidates had good performance in the topics mentioned due to their adequate knowledge of the topics, comprehending requirement of the questions, and good command of the English language.

Further analysis shows that the two topics, namely searching information and Communication Theory had average performance of 68.45 and 65.04 percent respectively. The candidates had average performance in these topics due to their challenge in responding by proving fewer points than the number of required points. They also demonstrated poor mastery of the English language.

4.0 CONCLUSION

The performance of the candidates was generally good. The candidates' good performance was due to sufficient knowledge in the subject matter, correct interpretation of the requirements of questions, mastery of language skills particularly reading skills and writing skills and adherence of instructions to the questions.

However, it was also noted that, some candidates did not perform well due to insufficient knowledge of the subject matter, poor English language mastery, failure to identify the requirement of questions and poor mastery of writing skills.

5.0 RECOMMENDATIONS

In order to maintain and improve the performance of the candidates in future examinations, it is recommended that:

- (a) Student-teachers should intensively practise communication skills, particularly in the areas of *channels of communication*, *models of communication* and *non-verbal communication*. The areas are from the least performed topic (Communication Theory). Interactive language teaching techniques like debate and focused group discussion should be used when teaching these areas.
- (b) The topic *Searching Information*, especially the sub-topic using the library should be taught with the consideration of making study tours to libraries in order to learn how books and other learning materials are arranged and located.
- (c) Students-teachers should improve question interpretation skills, particularly the meaning of the words that signal the task of the question. It has been noted that, some of the candidates who performed poorly misinterpreted the demands of the questions due to challenges in identifying the meaning of some words which signal the task of the question.
- (d) Students-teachers should be encouraged to read widely and extensively, text and reference books to improve their mastery of the English language and Communication skills.

**SUMMARY OF THE CANDIDATES' PERFORMANCE IN
COMMUNICATION SKILLS SUBJECT**

S/N	Topic	Question Number	Performance in Each Question (%)	Average Performance Per Topic (%)	Remarks
1.	Oral presentation	8	97.81	97.34	Good
		14	96.87		
2.	Tests and Examinations	6	96.14	96.14	Good
3.	Reading Skills	13	89.18	93.39	Good
		15	97.60		
4.	Writing Skills	1	72.78	78.56	Good
		2	84.35		
5.	Taking and Making Notes	3	55.80	77.76	Good
		4	89.83		
		10	89.67		
6.	Searching Information	16	68.45	68.45	Average
7.	Communication Theory	7	43.23	65.04	Average
		9	47.83		
		11	95.56		
		12	97.93		
		5	40.66		

