



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



**CANDIDATES' ITEM RESPONSE ANALYSIS
REPORT ON THE GRADE A TEACHER CERTIFICATE
EXAMINATION (GATCE) MAY 2021**

ENGLISH LANGUAGE



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TABLE OF CONTENTS

FOREWORD	iv
1.0 INTRODUCTION.....	1
2.0 ANALYSIS OF THE CANDIDATES' PERFORMANCE IN EACH QUESTION	3
2.1 SECTION A: Short Answer Questions	3
2.1.1 Question 1: Expressing Habits.....	3
2.1.2 Question 2: Expressing Conditional Sentences	5
2.1.3 Question 3: Teaching Vocabulary	8
2.1.4 Question 4: Developing English Language Skills	11
2.1.5 Question 5: Literary Works	13
2.1.6 Question 6: Principles of English Language Teaching and Learning	16
2.1.7 Question 7: Expressing Past Events	19
2.1.8 Question 8: Expressing Contrast	21
2.1.9 Question 9: Principles of Language Teaching and Learning.....	24
2.1.10 Question 10: Expressing Time of Action	27
2.2 SECTION B: Essay Questions on Academic Content	29
2.2.1 Question 11: Expressing Habits.....	29
2.2.2 Question 12: Literary Works	33
2.2.3 Question 13: Reporting Events	37
2.3 SECTION C: Essay Type Questions on Pedagogy	42
2.3.1 Question 14: Preparation for Teaching.....	42
2.3.2 Question 15: Teaching a Structural Pattern	45
2.3.3 Question 16: Preparation for Teaching.....	51
3.0 PERFORMANCE OF THE CANDIDATES IN EACH TOPIC	56
4.0 CONCLUSION	56
5.0 RECOMMENDATIONS	57
Appendix	58

FOREWORD

The Candidates' Item Response Analysis (CIRA) report on the performance of candidates in English Language subject in Grade A Teacher Certificate Examination (GATCE) for 2021 has been prepared in order to provide feedback to education administrators, college managers, tutors and other education stakeholders on the candidates' performance in the subject.

The Grade A Teacher Certificate Examination measures the effectiveness and efficiency of the education system in general and education delivery in particular. Basically, the candidates' response to the examination questions shows the extent to which the English Language subject learning competencies were attained in their Grade A Certificate course.

The general performance for this paper is good as 97.02 per cent of the candidates passed. The analysis provided in this report is intended to contribute towards understanding of the possible reasons for candidates' good, average or weak performance in the English Language examination. The candidates who scored low or average marks faced some difficulties in answering the questions. These include inability to understand the questions' requirements, poor proficiency of English language, and insufficient knowledge on various topics. However, the analysis indicates that, majority of the candidates performed well because they were able to identify the requirements of the questions, their English language proficiency was good, and had sufficient knowledge and skills on various topics tested in this examination.

It is believed that, the feedback provided in this report will enable the education stakeholders to identify proper measures to be taken in order to improve the teaching and learning of English Language in Grade A Teachers' Colleges, thus helping to improve the candidates' performance in the future examinations administered by the Council.

Finally, the Council would like to thank college tutors, examinations officers and all those who participated in processing, analysing the data and writing this report.



Dr Charles E. Msonde
EXECUTIVE SECRETARY

1.0 INTRODUCTION

This report is an analysis of the performance of the candidates who sat for the Grade A Teacher Certificate Examination in the English Language subject in May, 2021. The analysis indicates candidates' strengths and weaknesses in answering the questions.

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

Candidates' performance is categorised into three groups, namely good, average and weak. The performance from 70 to 100 per cent is considered as *good* and is represented by a green colour, from 40 to 69 per cent is *average* and is represented by yellow colour, and from 0 to 39 per cent is regarded as *weak performance* which is represented by the red colour. Candidates' performance in each topic is summarised in the appendix.

The English Language examination for GATCE 2021 tested the candidates' competences in *Teaching Vocabulary*, *Teaching a Structural Pattern*, *Preparation for Teaching*, *Principles of English Language Teaching and Learning*, *Expressing Time of Action*, *Literary Works*, *Expressing Contrasts*, *Expressing Habits*, *Developing English Language Skills*, *Expressing Conditions Sentences*, *Reporting Events* and *Expressing Past Events*. The paper had three sections, A, B, and C, with a total of 16 questions. All questions were set based on the English Language Syllabus for the Certificate Course in Primary Education of 2009.

The total number of candidates who sat for the GATCE in English Language examination in May 2021 was 3,262, out of which 97.02 per cent passed the examination with different grades, as shown in the following table:

Table1: Comparison of Candidates' Pass Grades in GATCE 2020 and 2021 in English Language Subject Examination

Grade	A	B	C	D	F
Number of Candidates in 2021	15	139	1,598	1,378	96
Number of Candidates in 2020	0	60	1,981	1,404	57

This year's performance is lower by 1.35 per cent when compared to the 2020 English Language subject performance, in which 98.37 per cent of the candidates passed with different grades.

2.0 ANALYSIS OF THE CANDIDATES' PERFORMANCE IN EACH QUESTION

This part is divided into three sections A, B and C. Section A analyses short answer questions whereas sections B and C analyse essay questions. The detailed analysis for each section is as presented in the following:

2.1 SECTION A: Short Answer Questions

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

2.1.1 Question 1: Expressing Habits

The question required the candidates to change the given sentences into the simple present tense. The question tested the candidates' ability to express habitual actions. A total of 3,262 (100%) candidates answered this question. The performance in this item was weak because only 32.5 per cent of the candidates scored from 2.0 to 4.0 marks, as Figure 1 illustrates.

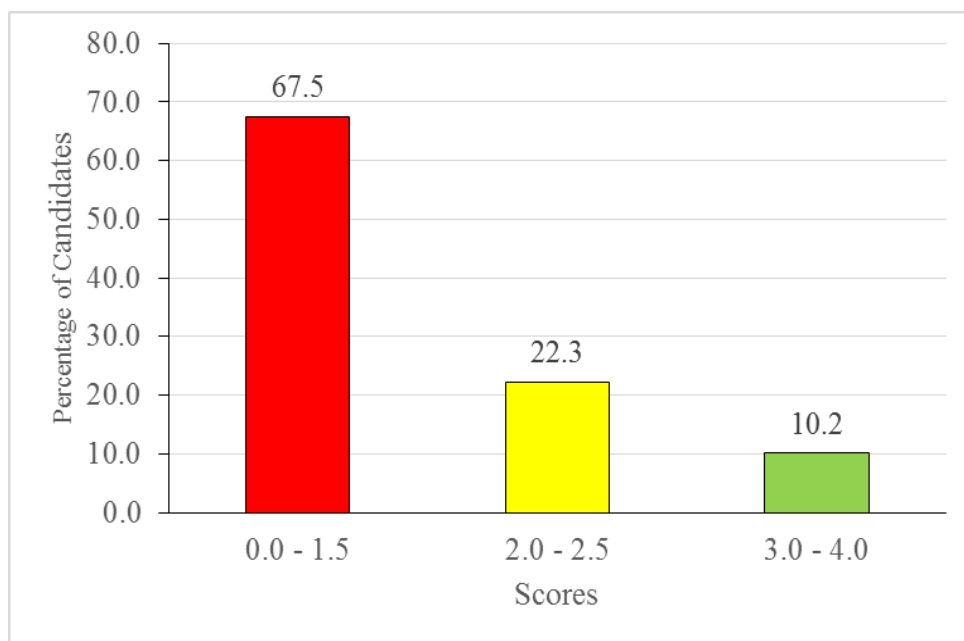


Figure 1: Performance of Candidates in Question 1

Figure 1 indicates that 67.5 per cent of candidates scored from 0 to 1.5 marks, 22.3 per cent scored from 2.0 to 2.5 marks and 10.2 per cent scored from 3.0 to 4.0 marks.

The 67.5 per cent of the candidates who scored low marks were unable to change the tense of the verb for the given sentences into the simple present

form. For example, one of the candidates wrote the given sentences into the present continuous tense instead of changing them into the simple present tense. Their responses were as follows:

- (a) *She is going to the market.*
- (b) *I am not singing a song.*
- (c) *Is he not taking tea?*
- (d) *They are writing a letter.*

Some other candidates changed the sentences into the past continuous tense and future tense, instead of writing them into the simple present tense. One of the candidates provided the following responses:

- (a) *She was going to the market now.*
- (b) *I will not be singing a song.*
- (c) *He was not taking tea?*
- (d) *They were writing a letter.*

The correct answers for this question were:

- (a) She goes to the market every day.
- (b) I do not sing a song.
- (c) Does he not take tea?
- (d) They write a letter.

The candidates' responses suggest that they lacked knowledge of expressing habitual actions. Extract 1.1 is a sample of incorrect responses from one of the candidates who performed weakly in this question.

01.	(a) Anna go to the market.
	(b) I shall not be sing a song.
	(c) Is he not take a tea?
	(d) They writing a letter.

Extract 1.1: A sample responses from a candidate with weak performance in question 1.

Extract 1.1 is a response from the candidate who provided incorrect sentences by writing illogical and ungrammatical sentences.

The analysis shows that 22.3 per cent of the candidates had an average performance in this question. These candidates were able to change 2 sentences out the 4 given. For example, one candidate provided such

correct responses as; (a) *She goes to the market* and (d) *They write a letter*. However, the two sentences were incorrect as he/she wrote: (b) *I will not be sings a song* and (c) *He is not takes a tea* were incorrect. These responses indicate that some candidates had partial knowledge about expressing habitual actions.

In contrast, 10.2 per cent of the candidates scored high marks. These candidates were able to change 3 to 4 of the given sentences into the simple present tense. For example, a candidate who scored 3 correct sentences provided the following responses:

(a) *She goes to the market.*

(b) *I does not sing a song.*

(c) *Doesn't he take tea?*

(d) *They write a letter.*

In this example, sentences, (a), (c) and (d) were correct answers whereas (b) was incorrect. Such responses demonstrate that, some candidates had sufficient knowledge about expressing habitual actions. Extract 1.2 illustrates a sample of a correct response from one of the candidates.

1	@ She goes to the market everyday
	ⓑ I don't sing a song
	Ⓒ Does he not take tea?
	Ⓓ They write a letter.

Extract 1.2: A sample response from a candidate with good performance in question 1.

Extract 1.2 illustrates responses from the candidate who managed to change 3 out of the 4 given sentences into the correct simple present tense, thus scoring high marks.

2.1.2 Question 2: Expressing Conditional Sentences

In this question, the candidates were required to rewrite the given sentences according to the instructions given in brackets for each sentence. The question tested the candidates' knowledge about expressing conditional

sentences. A total of 3,262 (100%) candidates answered this question. The performance in this item was weak because only 20.7 per cent of the candidates scored from 2.0 to 4.0 marks. The performance is summarised in figure 2.

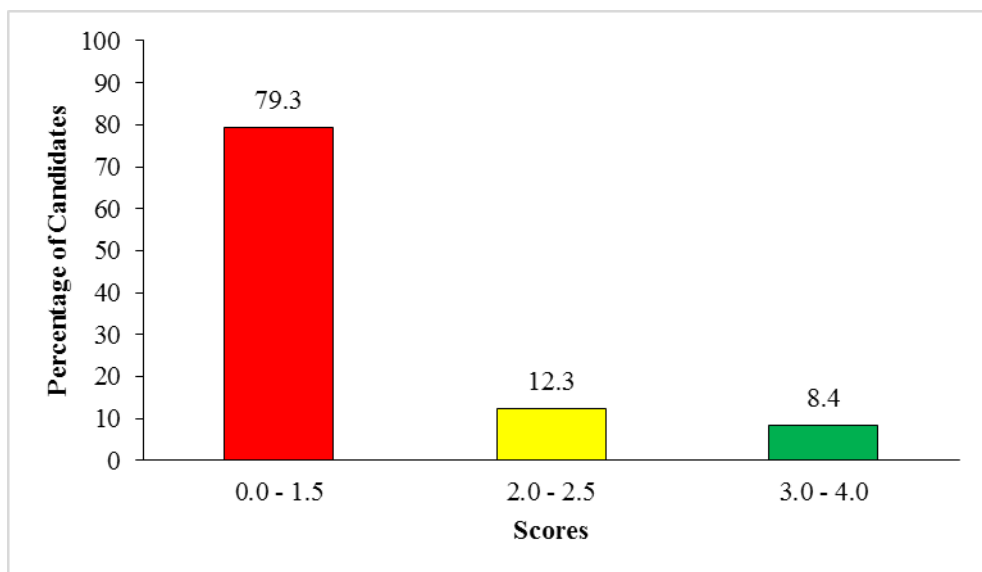


Figure 2: Performance of Candidates in Question 2

Figure 2 shows that 79.3 per cent of the candidates scored from 0 to 1.5 marks, 12.3 per cent scored from 2.0 to 2.5 marks, and 8.4 per cent scored from 3.0 to 4.0 marks.

The analysis shows that, 79.3 per cent of the candidates had weak performance. Those who scored 0 (58.2%) were unable to rewrite the given sentences as instructed. These candidates were not aware that, when the conjunction “unless” is used in the first clause, as in items (a), (b) and (d), the second clause should be in the negative form. Additionally, candidates did not recognise that the first clause in item (b) was an “if-clause simple past tense” and therefore the second clause was supposed to be in the conditional type two. For example, one of the candidates provided the following incorrect sentences:

- (a) *Unless you take away my pen I will punish you.*
- (b) *I am not fit unless I will go for hunting.*
- (c) *If asked him nicely he will not lend me his book.*
- (d) *Unless you drive carelessly you will get an accident.*

The correct responses in this question were:

- (a) Unless you take away my pen, I will not punish you.
 (b) Unless I am fit, I will not go for hunting Or I will not go for hunting unless I am fit.
 (c) If I asked him nicely, do you think he would lend me his book?
 (d) Unless you drive carelessly, you will not get an accident.

The responses from the candidates suggest that, they had insufficient knowledge on conditional sentences and their proficiency in English language grammar was poor. Extract 2.1 shows one of the incorrect responses from one of the candidates.

2	
(A)	If you take away My Unless I punish you
(B)	I am not fit Unless I will not going for hunting
(C)	If Do you think he would would lend me him his book asked him nicely
(D)	If you drive carelessly Unless will get an accident

Extract 2.1: A sample of incorrect response from a candidate in question 2.

Extract 2.1 is a response from one of the candidates who provided ungrammatical sentences, demonstrating incorrect uses of the conjunctions “If” and “Unless”.

Further analysis indicates that 12.3 per cent of the candidates with average performance managed to rewrite 2 sentences out of 4 according to the instructions given for each sentence. For example, one of the candidates provided correct sentences in the following two items: “(a) *Unless you take away my pen I will not punish you* and (d) *Unless you drive carelessly you will not get an accident*. However in items (b) and (c), the responses were incorrect. The candidate wrote: (b) *I am not fit unless would not go for hunting* and (c) *If you think he will lend me his book if he asked me nicely*.. These responses indicate that, the candidate had partial knowledge on the use of conditional sentences.

The analysis demonstrated that, 8.4 per cent of the candidates had good performance. These candidates were able to rewrite 3 to 4 sentences according to the instructions given for each sentence. For example, one

candidate provided 3 correct sentences out of 4, by rewriting the given sentences as follows:

- (a) *Unless you take away my pen, I will not punish you.*
- (b) *I am not fit unless I will go for hunting.*
- (c) *If I asked him nicely do you think he would lend me his book?*
- (d) *Unless you drive carelessly, you will not get an accident.*

The correct sentences were items (a), (c) and (d) whereas item (b) was incorrect. Such responses from the candidates imply that they had sufficient knowledge about conditional sentences. Extract 2.2 is a sample of a correct response from one of the candidates, who scored high marks.

2.	a) Unless you take away my pen, I will not punish you.
	b) I will not go for hunting unless I am fit.
	c) If I asked ^{ed} him nicely, do you think he would lend me his book?
	d) Unless you drive carelessly you will not get an accident.

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

Extract 2.2 is a response from the candidate who demonstrated the ability of rewriting the given sentences into correct conditional sentences.

2.1.3 Question 3: Teaching Vocabulary

The question required the candidates to outline four techniques of teaching vocabulary. The question tested candidates' ability to teach vocabulary using a variety of techniques. A total of 3,262 (100%) candidates answered this question. The performance in this item was good because 87.0 per cent of the candidates scored from 2.0 to 4.0 marks, as shown in Figure 3

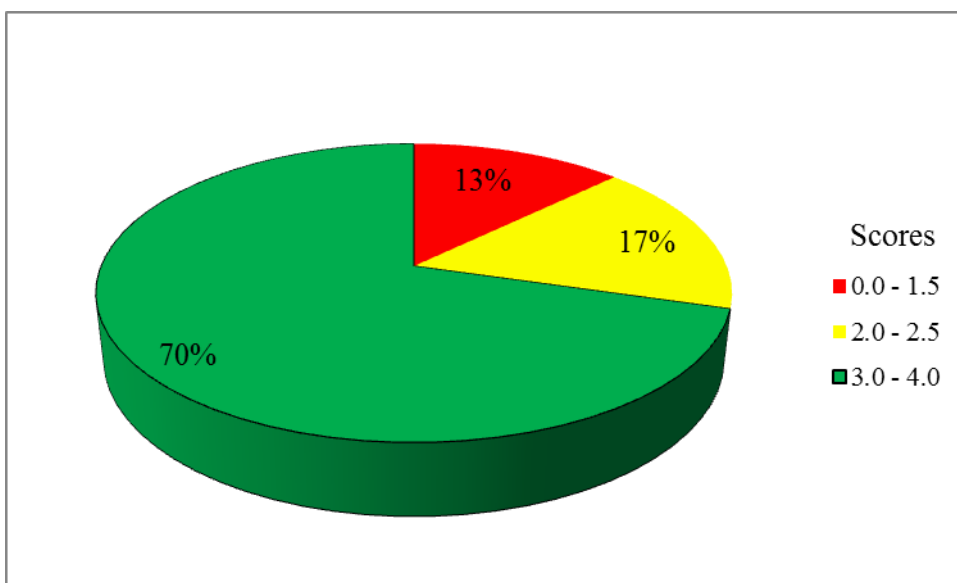


Figure 3: Performance of Candidates in Question 3

Figure 3 indicates that 70.0 per cent of the candidates scored from 3.0 to 4.0 marks, 17.0 per cent scored from 2.0 to 2.5 marks and 13.0 per cent scored from 0 to 1.5 marks.

The analysis of the candidates' performance indicates that 70.0 per cent of the candidates had a good performance as they scored from 3.0 to 4.0 marks. Those who scored 4 marks (33.8%) demonstrated the ability on the four techniques of teaching vocabulary. Extract 3.1 shows a correct response from one of the candidates.

3. is	Using real object example mangoes, Bananas and Spoon
ii) using synonyms	are the words with the same meaning example happy- joy entertainment - enjoyment.
iii) using dictionary	To find the meaning, pronunciation, stress and the origin of certain words.
iv) using translation.	Means to translate the words into another language.

Extract 3.1: A sample responses from a candidate with good performance in question 3.

Extract 3.1 shows a response from a candidate who outlined the four techniques of teaching vocabulary correctly and managed to provide examples for each technique.

Candidates (17.0%) with average performance in this question scored from 2.0 to 2.5 out of the 4.0 marks allocated. These candidates were able to outline 2 out of the 4 techniques required. For example, one of the candidates provided the following answers: (a) *Preparing debates* (b) *Preparing reading competition* (c) *Preparing games which will focus on vocabulary* (d) *Preparing dialogue*. This candidate wrote correct responses in (c) and (d) were correct while (a) and (b) were not. These responses indicate that the candidates had little knowledge on the subject matter.

Further analysis of the candidates' responses indicates that, 13.0 per cent of the candidates scored low marks. Candidates who scored 0 (3.4%) were unable to outline the four techniques of teaching vocabulary. Some of the candidates misinterpreted the requirements of the question by outlining the stages of lesson development in the class, instead of outlining the techniques of teaching vocabulary. For example, one of the candidates provided the following responses:

- (a) *Write vocabulary in the blackboard.*
- (b) *Read the vocabulary yourself in order the pupils to know how to announce/read.*
- (c) *Allow pupils to announce/read the vocabulary soundly.*
- (d) *Ask the pupils what they understand concerning with the vocabulary announced, then use the real object of the vocabulary to correct the pupils answers.*

Such responses imply that the candidates had inadequate knowledge about the techniques of teaching vocabulary as seen in Extract 3.2

3. (i)	Drill
(ii)	by using mirror
(iii)	by providing correct pronoun.
(iv)	by giving exercise of pronoun.

Extract 3.2: A sample responses from a candidate with weak performance in question 3.

Extract 3.2 indicates sample responses from a candidate who provided irrelevant responses hence performed weakly.

2.1.4 Question 4: Developing English Language Skills

This question had two parts, namely (a) and (b). Part (a) required the candidates to differentiate scanning from skimming while part (b) required them to differentiate intensive reading from extensive reading. The question tested candidates' competences in language skills. A total of 3,261 (100%) candidates answered this question. The performance in this item was weak because only 33.4 per cent of the candidates scored from 2.0 to 4.0 marks as Figure 4 shows.

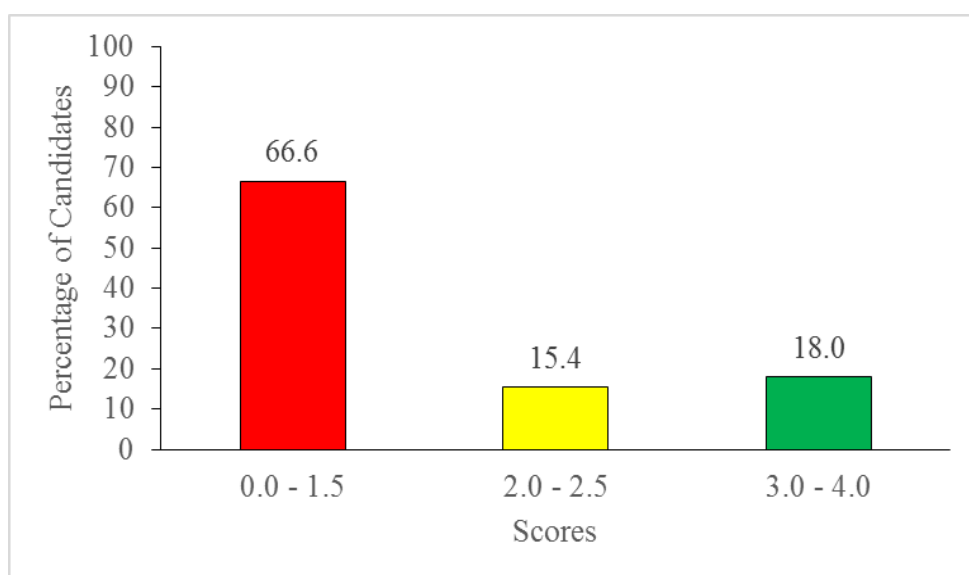


Figure 4: Performance of Candidates in Question 4

Figure 4 indicates that 66.6 per cent of the candidates scored from 0 to 1.5 marks, 18.0 per cent scored from 3.0 to 4.0 marks, and 15.4 per cent scored from 2.0 to 2.5 marks.

The analysis of the candidates' responses indicates that, 66.6 per cent of the candidates had weak performance as they scored from 0 to 1.5 marks. Those who scored 0 (52.1%) were unable to differentiate scanning from skimming in part (a) while in part (b) they failed to differentiate intensive reading from extensive reading. These candidates provided responses which were irrelevant to the demands of the question. Additionally, given their answers lacked clarity because of improper use of English Language grammar. For example, one of the candidates wrote: (a) *Scanning is the*

type of reading which a reader reading removing sound when she/he read but skimming is where by a reader reading quite (b) Intensive reading is where by a reader reading for specific object eg for answer question but extensive reading is whereby a reading for enjoyment during reading eg reading of novel and other.” Such responses imply that the candidate had inadequate knowledge about language skills. Extract 4.1 is an example of incorrect responses from one of the candidates.

4.	(a) Scanning is used in typing words and skimming is used in photocopying
	(b) Intensive reading is to read without noting what you read while Extensive reading is reading while you note down what you are reading

Extract 4.1:A sample of a candidate’s incorrect responses in question 4.

Extract 4.1 illustrates a response from a candidate who interpreted the terms scanning and skimming in relation to machines performing certain functions, instead of relating them in relation with language skills.

Furthermore, the analysis shows that, 15.4 per cent of the candidates with average performance scored from 2.0 to 2.5 marks. These candidates differentiated correctly the terms in both parts (a) and (b), but they could not provide the correct responses for both terms, hence scoring 2 marks. For example, one of the candidates provided correct responses in part (a) but failed in part (b): He/she wrote: (a) scanning is reading for a specific idea while skimming is reading for general idea/purpose (b) Intensive reading, Reading for a specific content while Extensive reading for leisure not for purpose. Another candidate provided correct responses in part (b) only: (b) Intensive reading; is the type of reading in detail in order to get the knowledge but Extensive reading; Is the type of reading for leisure, pleasure to get the knowledge about something (a) Scanning; Is the type of reading magazines, paper in order to get new knowledge but Skimming; Is the type of reading get a specific object to know in book, paper, Redio and magazine. Such responses suggest that, these candidates had little

knowledge on the terms scanning, skimming, intensive and extensive reading.

The analysis shows that, 18.0 per cent of the candidates scored high marks. These candidates differentiated scanning from skimming in part (a) correctly and intensive reading from extensive reading in part (b). In addition to that, these candidates provided responses which had no grammatical errors. Such responses indicate that the candidates had sufficient knowledge about developing English Language skills and demonstrated good proficiency in English language. Extract 4.2 is a sample of a correct response from one of the candidates.

4a)	Scanning: Is the technique or types of reading where by you read for specific or particular thing WHILE
	Skimming: Is the technique or type of reading where by you read for gist of what your reading.
b)	Intensive reading: Is the type of reading where by you pay much concentration for what you are reading WHILE
4b)	Extensive reading: Is the type of reading for leisure or pleasure and always can't get message.

Extract 4.2: A sample response from a candidate with good performance in question 4.

Extract 4.2 is a response from a candidate who differentiated the terms scanning from skimming in part (a) and intensive reading from Extensive reading in part (b) correctly.

2.1.5 Question 5: Literary Works

In this question, the candidates were required to explain the following literary concepts: (a) Metaphor (b) Personification (c) Persona (d) simile. The question tested candidates' competences in figures of speech. A total of 3,262 (100%) candidates answered this question. The performance in this item was weak because only 28 per cent of the candidates scored from 2.0 to 4.0 marks. This is illustrated in Figure 5.

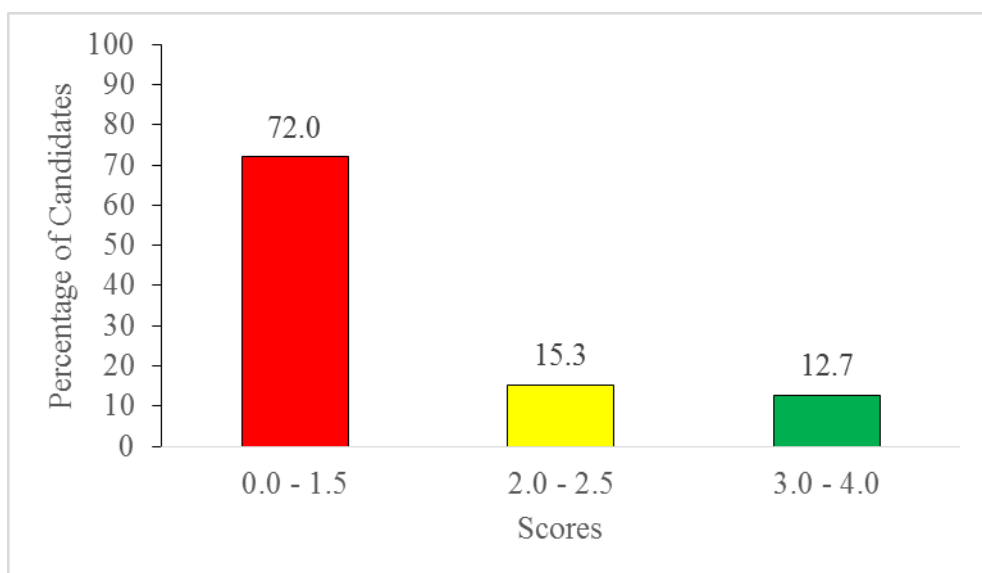


Figure 5: Performance of Candidates in Question 5

Figure 5 indicates that 72.0 per cent of the candidates scored from 0 to 1.5 marks, 15.3 per cent scored from 2.0 to 2.5 marks, and 12.7 per cent scored from 3.0 to 4.0 marks.

The analysis of candidates' responses indicates that, 72.0 per cent of the candidates had weak performance as they scored from 0 to 1.5 marks. Further analysis shows that candidates who scored 0 (42.4%) could not explain the concepts which were given in this question. Some of the candidates provided responses which were contrary to the demands of the question. For example, one of the candidates wrote the following:

- (a) *Metaphor; Is the thing which have the meaningful in work or art.*
- (b) *Personification; Is the action good or bad shown by the character to be him or herself.*
- (c) *Persona; Is the one or person who write the poem.*
- (d) *Smile: Is the place where the work of art are setting by seen the figure of speech.*

Other candidates misconceived the concepts given. For example, one of the candidates explained personification as: *the process of adding words* (a misconception from “word formation”). Another candidate explained simile as: *Is the process of being happy or sad* (a misconception from the word “smile”). These responses imply that, candidates had inadequate knowledge of the literary concepts, given Extract 5.1 is a sample of responses from one of the candidates with poor performance.

5.	d) Simile is the compare with two or more things that are the same.
	c) Persona is the character. of the of the literary
	b) Personification is the main character of literary.
	a) Metaphor is the things that used in literary.

Extract 5.1: A sample from candidate's incorrect responses in question 5.

Extract 5.1 is a response from a candidate who provided wrong explanations of the literary concepts given in question 5.

The analysis of candidates' responses indicates further that, 15.3 percent of the candidates had average performance as they scored from 2.0 to 2.5 marks. These candidates managed to explain 2 concepts out of the 4 provided. For example, one of the candidates provided the following responses in which two points (b) and (c) were correct, whereas (a) and (d) were incorrect: (a) *Metaphor; Is the figure of speech in which the sentences followed first word is the same Example; I was working* (b) *Personification; This is the figure of speech that give a non-living things features of living things* (c) *Persona; Is a person who speaks in the poem* (d) *Simile; Is the one of figure of speech which do their work in literary.* These responses suggest that, the candidates had partial knowledge of the figures of speech.

Furthermore, the analysis of candidates' responses shows that, 12.7 per cent of the candidates had good performance because they scored from 3.0 to 4.0 marks. Those who scored 4 marks (5%) explained correctly all the four literary concepts. Additionally, these candidates had sufficient vocabulary of English Language as they provided clear explanations. For example, one of the candidates provided the following responses: (a) *Metaphor; refers to the figures of speech that are used to compare two things without using the conjunction* (b) *Personification; Refers to the figures of speech where by the objects are given properties of human being* (c) *Persona; Refers to the person (character) who speak in the poem* (d) *Similes; Refers to the figures of speech that are used to compare two things by using conjunction.* Such responses indicate that candidates had adequate knowledge about the

figures of speech given. Extract 5.2 illustrates a correct response from one of the candidates who score high marks.

05	(a) Metaphor - Is the literary device which compare two dissimilar/different things without using conjunctions like "as" or "like" eg. Death is the enemy who has no respect for people; here death is compared with enemy without using "as" or "like"
	(b) Personification → Is the literary device in which things which has no ability to do as human are given the ability of doing as human being eg. The birds were singing
05	(c) Personal - Is the one who speaks in the poetry, we can say that personal is one who convey the message or the information given by a poet to the society
	(d) Simile - Is the literary device which compare two things by using a conjunction like "as" and "like" example: like a father like a child, as slow as tortoise, she walks like an antelope.

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

Extract 5.2 is an illustration of a response from a candidate who briefly explained the literary concepts given. The candidate also provided examples to clarify his/her answers, hence scored high marks.

2.1.6 Question 6: Principles of English Language Teaching and Learning

This question required the candidates to write down four ways to be used to motivate pupils in an English Language class. The question tested the candidates' understanding of the principles of English Language teaching

and learning. A total of 3,262 (100%) candidates answered this question. The performance in this item was good because 74.2 per cent of the candidates scored from 2.0 to 4.0 marks as Figure 6 indicates.

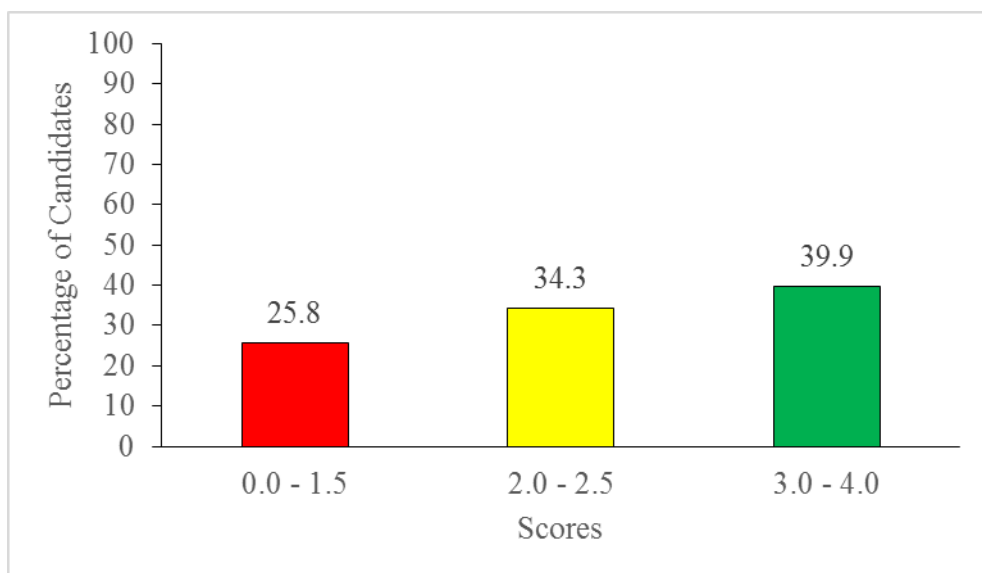


Figure 6: Performance of Candidates in Question 6

Figure 6 shows that 39.9 per cent of the candidates scored from 3.0 to 4.0 marks, 34.3 per cent scored from 2.0 to 2.5 marks and 25.8 per cent scored from 0 to 1.5 marks.

The analysis of the candidates' responses shows that, 39.9 per cent of the candidates had good performance. Candidates (9.1%) who scored 4 marks provided four ways to be used to motivate pupils in an English Language class correctly. This indicates that, these candidates were knowledgeable about the principles of English Language teaching and learning. Extract 6.1 is a sample response of correct answers from one of the candidates.

6.	i) By creating rich environment in the classroom. example the presence of books, pictures, teaching aids
	ii) Viewing mistakes, as an opportunity to the learners. By correcting them nicely if they are wrong.
	iii) The use of teaching aids. example charts of pictures, television
	iv) By awarding them so that they can put more effort in studying english subject

Extract 6.1: A sample of correct responses for question 6.

Extract 6.1 indicates a response from a candidate who correctly provided four ways to be used to motivate pupils in an English Language class. Additionally, the candidate provided examples to support the answers.

Candidates (34.3%) with average performance in this question scored from 2.0 to 2.5 out of the 4.0 marks allocated. Some of the candidates provided 2 correct points out of the 4 required. For example, one of the candidates provided the following responses: *(a) If pupils answer questions well it's better to clap hands (b) By giving a gift (c) Point by names (d) Use songs.* Points (a) and (b) were correct, while (c) and (d) were not. Other candidates provided one correct and clear point but other points lacked clarity, hence scoring low marks. For example, one candidate provided the following answers: *(i) By singing a songs of English Language (ii) By giving them a gift (iii) Giving the a quiz and marked it by giving a marks.* Point (i) was correct and was awarded full mark (1.0) while points (ii) and (iii) lacked clarity and were awarded 0.5 mark each. This suggests that the candidate had partial knowledge about the subject matter.

The analysis indicates further that, 25.8 per cent of the candidates scored low marks. Those who scored 0 (4.2%) could not write four ways to be used to motivate pupils in an English Language classroom. The following responses from one of the candidates exemplify this: *“(a) Gift of real object (b) Punishment (c) To support what pupils doing that is good (d) Through competition of pupils”*.

Additionally, some candidates scored 1.0 mark as they managed to provide one correct point or two points which lacked clarity. In the following

example, points in (i), (iii) and (iv) were incorrect while (ii) was correct: “(i) *You can cramp hands him/her* (ii) *You can give him/her a gift like pen, exercise book etc.* (iii) *You can give him/her a gift of punishment if is going against with rules* (iv) *You touch hands only*”. Others provided two points which lacked clarity, hence scoring 0.5 mark for each. For example, one of the candidates provided the following answers: “(a) *The use of printed object* (b) *The value of student opinion* (c) *Encourage the student to play and talk* (d) *The use of real object*”. Points in (a) and (c) were awarded 0.5 mark each, while (b) and (d) were awarded 0 mark each. Such responses indicate that the candidates had little knowledge about principles of language teaching and learning. Extract 6.2 is an example of incorrect responses from one of the candidates who scored 0 mark.

5.	(i) Good
	(ii) better
	iii/ god tried
	iv/ Excellent.

Extract 6.2: A sample of incorrect responses in question 6.

Extract 6.2 is a response from a candidate who provided the remarks instead of writing four ways to be used to motivate pupils in an English Language classroom.

2.1.7 Question 7: Expressing Past Events

In this question, the candidates were required to complete the sentences given by changing the verbs in brackets into the past tense. The question tested the candidates' competences in expressing past events. A total of 3,262 (100%) candidates answered this question. The performance in this item was good because 73.7 per cent of the candidates scored from 2.0 to 4.0 marks. Figure 7 summarises the performance in this question.

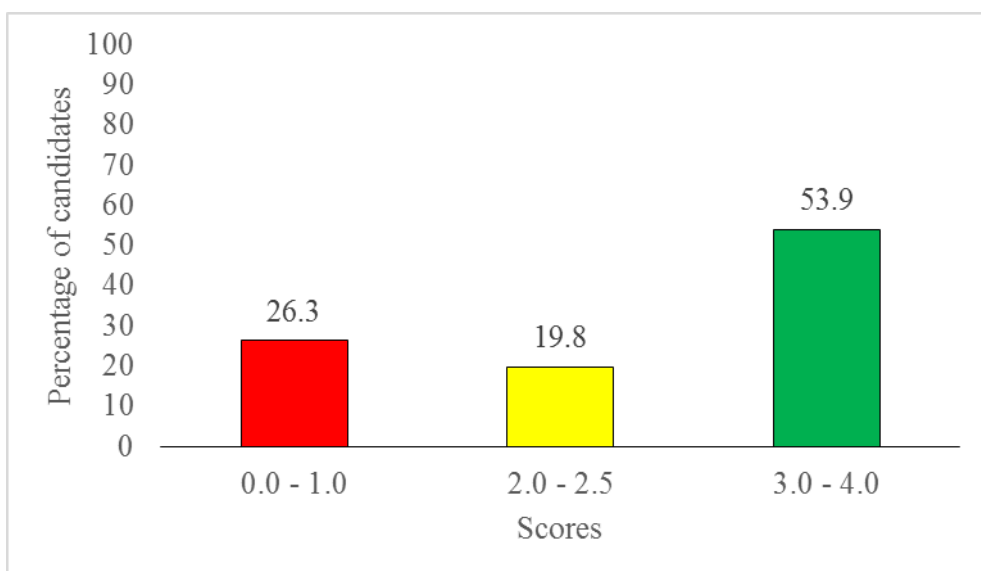


Figure 7: Performance of Candidates in Question 7

Figure 7 indicates that 53.9 per cent of the candidates scored from 3.0 to 4.0 marks, 26.3 per cent scored from 0 to 1.0 mark, and 19.8 per cent scored from 2.0 to 2.5 marks.

The analysis of candidates' responses indicates that, 53.9 per cent of the candidates had good performance. These candidates completed the sentences given by changing the verbs in brackets into the correct past tense. These responses imply that the candidates were knowledgeable about expressing past events. Extract 7.1 is a sample response from one of the candidates with good performance.

7a.	They drove very fast yesterday.
b.	The monkey ate a lot of bananas last time.
c.	The phone was charged till the its battery was full.
d.	He took his wife to the clinic.

Extract 7.1: A sample of correct responses in question 7.

Extract 7.1 shows a response from a candidate who completed the sentences given by changing the verbs in brackets into the correct past tense, hence scored high marks.

On the other hand, the candidates with average performance were 19.8 per cent. These candidates scored from 2.0 to 2.5 marks. They completed 2

sentences out of the 4 given by changing the verbs in brackets into the correct past tense, hence scored average marks.

On the other hand, 26.3 per cent of candidates with weak performance in this question scored from 0 to 1.0 mark. Those who scored 0 mark (7.8%) could not complete the sentences given by changing the verbs in brackets into the correct past tense. Some of these candidates misinterpreted the requirement of the question by changing verbs into the simple present tense instead of changing them into the past tense. The following responses from one of the candidates exemplify this: “(a) *drives* (b) *eats*(c) *charges* (d) *takes*”.

Other candidates changed the sentences into the present/past continuous tense instead of the past tense. One of the candidates provided the following responses: “(a) *They driving very fast today* (b) *The monkey eating a lot of bananas now* (c) *The phone was charging till its battery was full* (d) *He taking his wife to the clinic*”. Additionally, there were candidates who wrote irrelevant answers contrary to the demands of the question. For example, one of the candidates wrote as follows: (a) *Driving* (b) *Eaten* (c) *charge* (d) *take*”. These responses imply that, the candidates lacked knowledge about the past tense as Extract 7.2 shows.

7.	(a) They driving very fast yesterday
	(b) The monkey ate alot of barana last time
	(c) The phone was charging till its battery
	was full.
	(d) He take taking his wife to the
	clinic

Extract 7.2: A sample of incorrect responses in question 7.

Extract 7.2 is a sample of incorrect responses from one of the candidates who misinterpreted the demands of the question by changing the verbs into the past continuous tense, instead of changing them into the past tense, thus scoring 0 marks.

2.1.8 Question 8: Expressing Contrast

In this question, the candidates were required to join two sentences according to the instructions given in brackets. The question tested the

candidates' ability to express contrast. A total of 3,262 (100%) candidates answered this question. The performance in this item was weak because only 5.8 per cent of the candidates scored from 2.0 to 4.0 marks, as Figure 8 illustrates.

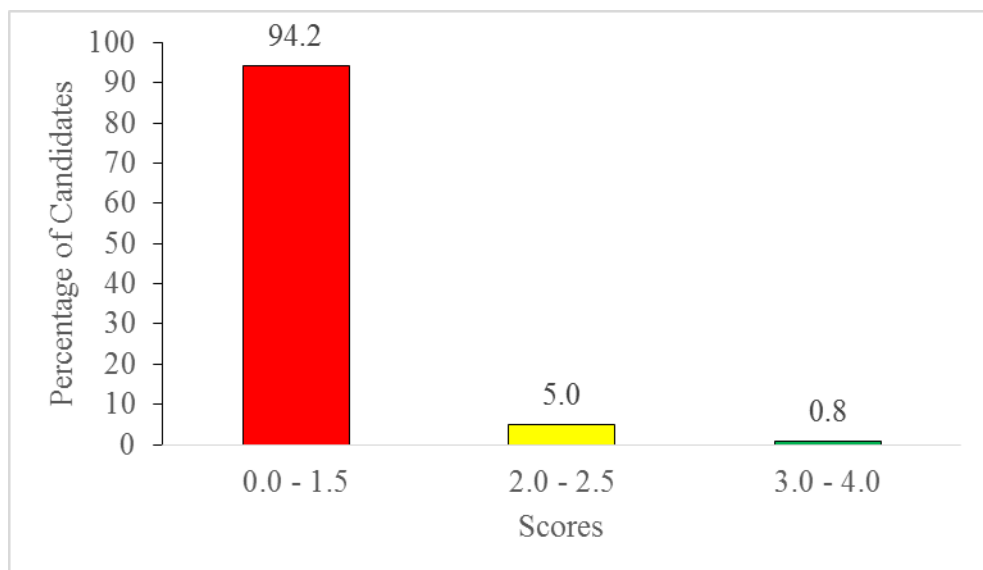


Figure 8: Performance of Candidates in Question 8

Figure 8 illustrates that 94.2 per cent of the candidates scored from 0 to 1.5 marks, 5.0 per cent scored from 2.0 to 2.5 marks, and 0.8 per cent scored from 3.0 to 4.0 marks.

The analysis shows that 94.2 per cent of the candidates had weak performance in this question. Those who scored 0 marks (64.9%) could not join the sentences given by using the contrasting words such as “*in spite of, although and despite*”. Some of the candidates used the contrasting word “*but*” contrary to the instructions given. One of the candidates wrote the following: “(a) *He fell twice but finished the race* (c) *My daughter had qualification but fail to get a job*”. Other candidates wrote sentences which had grammatical errors. For example, one of the candidates provided the following responses: (a) *In spite of fell twice he finished the race* (b) *The Chinese like chopsticks although the Chinese use spoons* (c) *My daughter had qualification dispite she didn’t get the job* (d) *In spite the climbers reached kibo peak the mountain was slippery*”.

These responses indicate that, the candidates had insufficient knowledge about the use of contrasting words such as “in spite of”, “although” and “despite”. Extract 8.1 is a sample of incorrect responses.

8	a) In spite of he fell twice, he finished the race.
	b) Although Chinese like chopsticks use spoon
	c) Despite my daughter had qualifications, she didn't get the job.
	d) In spite of the climbers Kibo peak, The mountain was slippery.

Extract 8.1: A sample of incorrect responses in question 8.

Extract 8.1 shows a response from a candidate who wrote irrelevant sentences by just inserting the conjunctions without following the grammar rules.

It was further noted that 5.0 per cent of the candidates had average performance in this question. These candidates joined correctly 2 sentences out of the 4 required. For example, one of the candidates provided the following sentences: (a) *In spite of finished the race, He fell twice* (b) *The Chinese like chopsticks although they use spoons* (c) *Despite my daughter had qualification, she didn't get the job* (d) *In spite of the mountain was slippery the climbers reached Kibo peak*". Sentences (b) and (c) were correct, whereas (a) and (d) were not. These responses show that, the candidate had partial knowledge about the use of contrasting words, such as *in spite*, *despite* and *although*.

Furthermore, the analysis of the candidates' responses indicates that, 0.8 per cent of the candidates had good performance as they scored from 3.0 to 4.0 marks. Candidates (0.2%) who scored 4.0 marks joined all the sentences given correctly by using contrasting words such as *in spite of*, *despite* and *although*. Their responses reveal that they had adequate knowledge about expressing contrasts. Extract 8.2 shows a correct response from one of the candidates.

8.	a) He finished the race inspite of falling twice	
	b) Although Chinese likes	
	b) Although Chinese use spoons, they like chopsticks.	
	c) My daughter didnt get the job clespite she had qualifications.	
	d) Inspite of slippery, the climbers reached Kibo Peak.	

Extract 8.2: A sample of correct responses in question 8.

Extract 8.2 shows a sample response from a candidate who joined the sentences correctly by using the contrasting words given in brackets, hence scored high marks.

2.1.9 Question 9: Principles of Language Teaching and Learning

The question required the candidates to identify four activities a teacher can use in developing correct grammar in the classroom teaching and learning process. The question tested candidates' competences on the principles of language teaching and learning. A total of 3,262 (100%) candidates answered this question. The performance for this item was average because 46.9 per cent of the candidates scored from 2.0 to 4.0 marks, as shown in Figure 9.

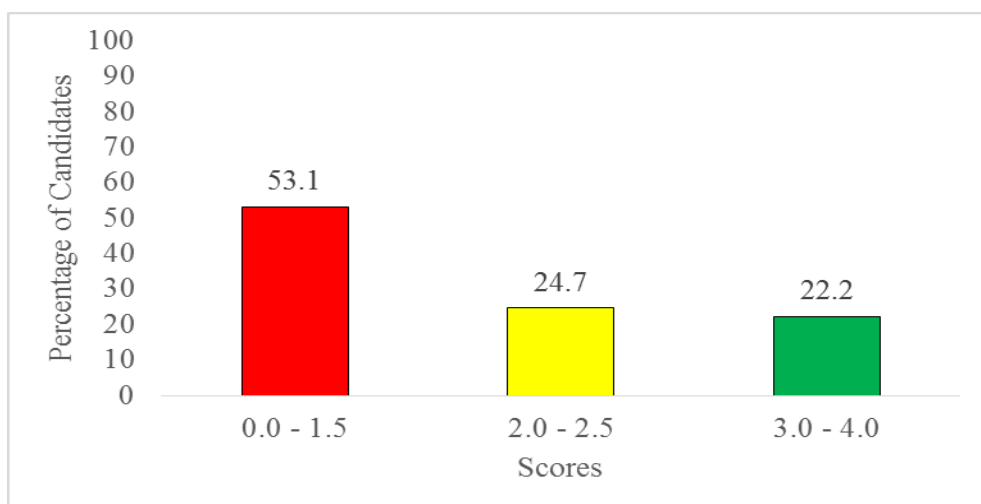


Figure 9: Performance of Candidates in Question 9

Figure 9 indicates that 53.1 per cent of the candidates scored from 0 to 1.5 marks, 24.7 per cent scored from 2.0 to 2.5 marks and 22.2 per cent scored from 3.0 to 4.0 marks.

The analysis of the candidates' responses shows that 53.1 per cent of the candidates had weak performance. Those who scored a 0 mark (26.3%) could not identify four activities a teacher can use in developing correct grammar in the classroom teaching and learning process. In answering the question, some candidates responded by writing on the stages of teaching vocabulary. For example, one of the candidates answered the question as follow: (a) *To write the vocabulary or words in the blackboard* (b) *To pronounce the words atleast thrice* (c) *To appoint the pupils to repeat to read* (d) *To correct the pupils*.

Other candidates answered the question by identifying the ways that teachers can use to help pupils to discriminate sounds of words. For example, one of the candidates wrote: (i) *Sound reading; if you want to develop correct grammar must teacher to read word to provide* (ii) *Same or different; if teacher must be provide the word is same and the word is different* (iii) *I am thinking of the word; must teacher thinking the word* (iv) *Stop me; if the teacher reading must stop the full stop*. In addition to that, some candidates answered the question by providing the ways of teaching vocabulary. For example, one of the candidates provided the following responses: "(a) *Use dictionaries* (b) *Use chats* (c) *books* (d) *Use of drawings*." Such responses suggest that the candidates lacked knowledge about the principles of language teaching and learning. Extract 9.1 is a sample of an incorrect response from one of the candidates.

9	i>To	teach	from	concrete	to	abstract
	ii>To	teach	from	simple	to	complex
	iii>To	motivate	their	students		
	iv>To	teach	from	known	to	unknown

Extract 9.1: A sample of incorrect responses in question 9.

Extract 9.1 is a response from a candidate who wrote on the theories of teaching and learning instead of identifying four activities a teacher can use in developing correct grammar in the classroom teaching and learning process.

Additionally, the analysis of candidates' responses shows that, 24.7 per cent of the candidates had an average performance. These candidates identified 2 correct points out of the 4 required in this question. For example, one of the candidates wrote: (i) *The use of dictation* (ii) *To use reading comprehension and to give them tasks to do* (iii) *To use role play* (iv) *To use chain drill and dictionary*. From those responses, points (i) and (iii) were correct, while (ii) and (iv) were not. Such responses show that the candidate had partial knowledge about the subject matter.

The analysis indicates further that, 22.2 per cent of the candidates had good performance. Those who scored 4 marks (5.2%) identified four activities a teacher can use in developing correct grammar in the classroom teaching and learning process. Their responses indicate that the candidates had adequate knowledge about the principles of English Language teaching and learning. Extract 9.2 is a sample of correct responses from one of the candidates who scored high marks.

9	i) By creating dialogues - to make the student/pupils to read by con conversation form.
	ii) By creating substitution tables - to let the pupils to can construct their own sentences from the table.
	(iii) By creating games - to let the pupils to play games in a s t he can able to make known different words
	(iv) By creating Matching tables - to help the pupils

Extract 9.2: A sample of correct responses in question 9.

Extract 9.2 shows a response from a candidate who identified the four activities a teacher can use in developing correct grammar in the classroom situation, correctly, thus scored high marks.

2.1.10 Question 10: Expressing Time of Action

The question required the candidates to rewrite the sentences given by replacing incorrect words with the correct ones. The question tested the candidates' competences on expressing the time of action. A total of 3,262 (100%) candidates answered this question. The performance in this item was average because 44.5 per cent of the candidates scored from 2.0 to 4.0 marks, as demonstrated in Figure 10.

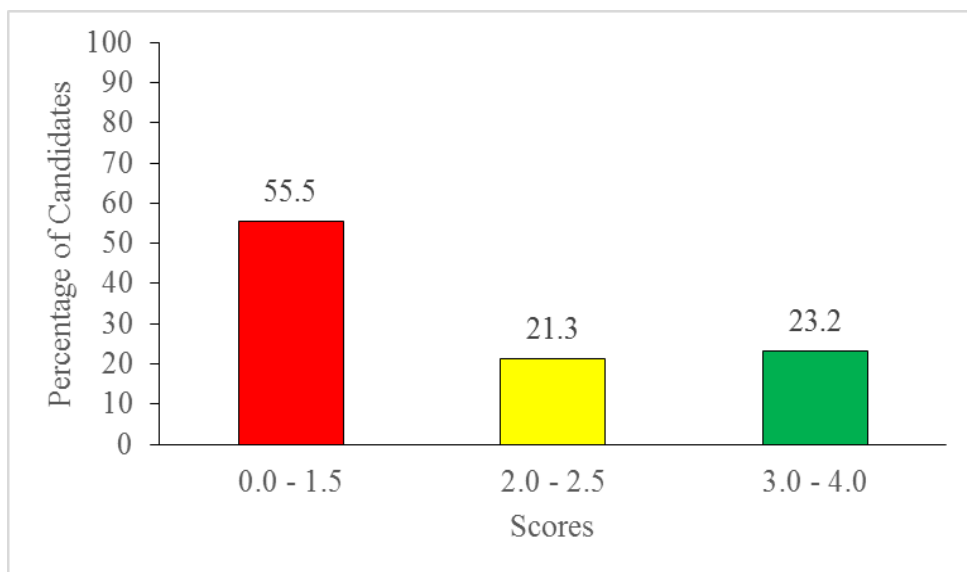


Figure 10: Performance of Candidates in Question 10

Figure 10 illustrates that 55.5 per cent of the candidates scored from 0 to 1.5 marks, 23.2 per cent scored from 3.0 to 4.0 marks, and 21.3 per cent scored from 2.0 to 2.5 marks.

The analysis of candidates' responses indicates that 55.5 per cent of the candidates had weak performance as they scored from 0 to 1.5 marks of which 33.1 per cent scored 0 marks. Some of these candidates misconceived the requirements of the question as they arranged the sentences serially, instead of replacing incorrect words with the correct ones. For example, one of the candidates provided the following responses: (i) *C* (ii) *A* (iii) *D* (iv) *B*. Other candidates provided answers which were irrelevant to the requirement of the question. For example, one of the candidates answered this question by providing the following responses: (a) *I have waiting for you from 7:30 to 8:00* (b) *She has been waiting here*

from seven month (c) They have been known each other at long time (d) It has been raining from this morning.

It was further noted that, some of the candidates copied the sentences without replacing the incorrect words with the correct ones. One of the candidates wrote the following: (a) *I have been waiting for you on 7:30 and now it is 8:00* (b) *She has been working here since seven months* (c) *They have been known each other on a long time* (d) *It has been raining at I got up this morning*. These responses suggest that the candidates had insufficient knowledge about expressing the time of action. Extract 10.1 is a sample of incorrect responses from one of the candidates.

10.	a) I have been waiting for you on 7:30 and now it is 8:00
	⇒ I waiting for you from 7:30 up to now was 8:00
	b) She has been working here since seven months.
	⇒ Since seven months she has been working here.
	c) They have been known each other on a long time.
	⇒ The known each other on a long time.
	d) It has been raining at I got up this morning
	⇒ I did not go this morning because it was raining.

Extract 10.1: A sample of incorrect responses in question 10.

Extract 10.1 is a response from a candidate who provided irrelevant responses against the requirements of the question.

Further analysis of the candidates' responses indicates that, 21.3 per cent of the candidates had average performance. These candidates provided 2 correct sentences out the 4 required. For example, one of the candidates provided the following responses : (a) *I have been waiting for you at 7.30 and now it is 8:00* (b) *She has been working here for seven months* (c) *They*

have been known each other for a long time (d) It has been raining on I got up this morning. In these four responses, (b) and (c) were correct while (a) and (d) were not. Such responses demonstrated that the candidate had little knowledge about expressing the time of action.

The analysis of the candidates' responses shows that, 23.2 per cent of the candidates had good performance as they scored from 3.0 to 4.0 marks. Only 9.8 per cent of the candidates managed to score 4.0 marks. These candidates replaced the incorrect words with the correct ones in all of the sentences given. These candidates' responses imply that they had adequate knowledge about expressing the time of action. Extract 10.2 is a sample of correct responses from one of the candidates.

10. (a)	I have been waiting for you <u>since</u> 7:30 and now it is 8:00
(b)	she has been working here <u>for</u> seven months.
(c)	They have been known each other <u>for</u> a long time.
(d)	it has been raining <u>since</u> I got up this morning.

Extract 10.2: A sample of candidate's correct responses in question 10.

Extract 10.2 is a response from a candidate who managed to replace the incorrect words with correct ones in all of the sentences given to express the time of action.

2.2 SECTION B: Essay Questions on Academic Content

This section consisted of three questions; 11, 12 and 13. These questions were optional, and each carried 15 marks.

2.2.1 Question 11: Expressing Habits

This question consisted of parts (a) and (b). Part (a) required the candidates to construct five sentences in simple past tense to express habitual actions, while part (b) required them to construct five sentences in the simple present tense to express the general truth. The question tested candidates' competences on expressing habitual actions. A total of 3,052 (93.6%) candidates opted for this question. The performance in this question was weak because only 3.7 per cent of the candidates scored from 6.0 to 15.0 marks. Figure 11 illustrates the performance in this question.

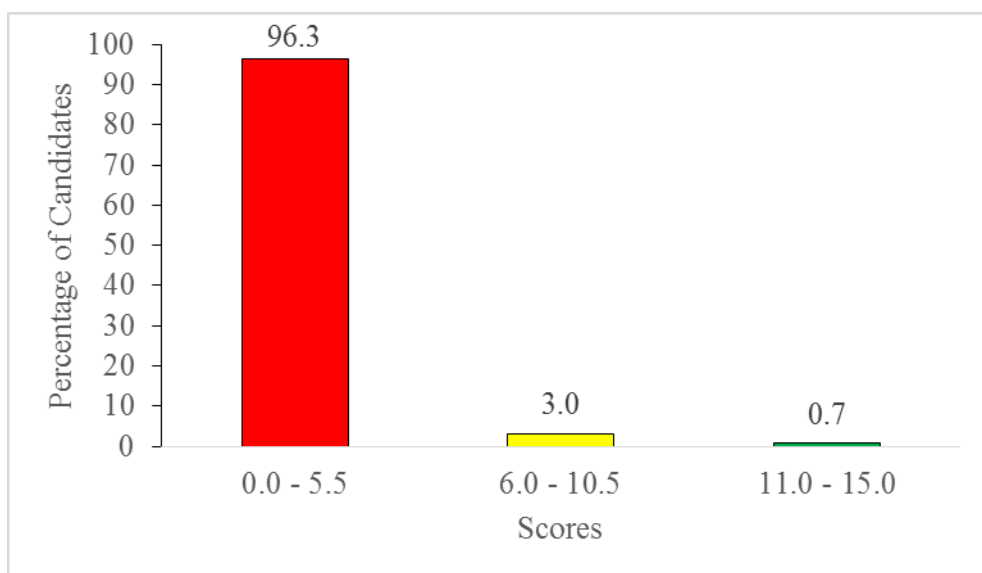


Figure 11: Performance of Candidates in Question 11

Figure 11 shows that 96.3 per cent of the candidates scored from 0 to 5.5 marks, 3.0 per cent scored from 6.0 to 10.0 marks, and 0.7 per cent scored from 11.0 to 15.0 marks.

The analysis of the candidates' responses shows that, 96.3 per cent of the candidates had weak performance. Furthermore, 79.0 per cent of the candidates scored 0 mark in this question. One of the candidates in part (a) used an adverb of time which indicates the action/event occurred once in the past, instead of the adverb which would indicate the action/event was repetitive in the past. In part (b), the candidate provided irrelevant answers, contrary to the demands of the question. One of the candidates provided the following responses: (i) *He played football last time* instead of *He played football everyday* (ii) *She cooked bananas yesterday* instead of *She cooked bananas everyday* (iii) *They drove very fast yesterday* instead of *They always drove very fast* (iv) *We wrote a letter last month* instead of *We always wrote a letter to the Ministry of Education* (v) *The monkey ate a lot of bananas last time* instead of *The monkey ate a lot of bananas every day* while in part (b) the candidate wrote as follows: (i) *She goes to the market* instead of *The earth rotates around the sun* (ii) *Usually he likes to play basketball* instead of *Death comes to everyone* (iii) *They write a letter normally* instead of *The sun sets in the west* (iv) *I sing a song* instead of *Honey is sweet* (v) *He takes tea* instead of *The sky is blue*.

Other candidates copied the sentences from question 1 and 7 from the question paper and modified them. For example, the candidate wrote the following in part (a): (i) *The phone was charge till its battery was full* (ii) *He taken his wife to the clinic* (iii) *She is goes to the market now* (iv) *I shall be sing a song* (v) *They written a letter* while in part (b) he/she wrote: (ii) *They drive very fast yesterday* (iii) *The phone was charging till its battery was full* (iv) *I shall not be singing a song* (v) *Was he not taking tea?*

It was further noted that, in part (a) some of the candidates constructed sentences into past continuous tense instead of habitual in the past. In part (b) the candidate constructed sentences into present continuous tense, instead of simple present tense to express the general truth. For example, in part (a) one of the candidates provided the following sentences: (i) *She was going to school* (ii) *I was playing netball* (iii) *I was praying to God* (iv) *She was cooking ugali* (v) *He was cleaning the house* while in part (b) wrote as follows: (i) *Amina is doing examination of English* (ii) *Teacher is teaching English language* (iii) *Juma is cutting trees* (iv) *I am reading a story book* (v) *My mother is going to hospital to checkup*. The responses suggest that, the candidates had insufficient knowledge about (a) expressing habitual action in the past and (b) expressing the general truth using the simple present tense. Extract 11.1 is a sample of incorrect responses from one of the candidates who scored 0 marks.

11(a)	i - They played football
	ii - They wrote a letter
	iii - She cooked ugali
	iv - Joyce brought a car.
	v - Juma cleaned the room.
11(b)	i - I am eat ugali
	ii - They are write a letter
	iii - Juma is clean house.
	iv - Joyce is buy a car.
	v - She is cook ugali.

Extract 11.1: A sample of a candidate's incorrect responses in question 11.

Extract 11.1 indicates a sample response from a candidate who could not construct five sentences using simple past tense to express habitual actions in the past in part (a), and five sentences in the simple present tense to express the general truth in part (b).

The analysis of the candidates' responses indicates that, 3.0 per cent of the candidates had average performance. These candidates scored from 6.0 to 10.0 marks. Candidates who scored 6.5 marks in this question were awarded 1.0 mark for each of the five sentences provided in part (a) while in part (b) they constructed one correct sentence among the five required hence scoring 1.5 marks. For example, one of the candidates wrote the following in part (a): (i) *She used to go to church every Sunday* (ii) *She used to play music every morning* (iii) *They used to live together every day* (iv) *We used to eat ugali at lunch time* (v) *He used to play football every evening*, whereas in part (b) the candidate wrote: (i) *They write a letter* (ii) *She clean a bedroom* (iii) *She like ugali and beans* (iv) *Water freezes at 100⁰C* (v) *He pass his examination*. In part (b) the correct response was (iv). These responses show that the candidate had partial knowledge about (a) expressing habitual events using the simple past tense and (b) expressing the general truth using the simple present tense.

The analysis indicates further that, 0.7 per cent of the candidates had good performance. The 0.1 per cent of them scored all the 15 marks in part (a), the candidates constructed five sentences in the simple present tense to express habitual actions in the past, while in part (b) they constructed five sentences in the simple present tense to express the general truth. Such responses indicate that the candidates had sufficient knowledge of the topic and their English language grammar was good. Extract 11.2 is a sample of a correct response from one of the candidates who scored high marks in this question..

11 a	(i) She never passed her exams.
	(ii) She often went to visit her when she was in the hospital.
	(iii) She rarely ate birthday cakes.
	(iv) Maria usually called him by his name.
	(v) The teachers often beat ^{us} when we did something wrong.
b(i)	The sun rises in the East and sets in the west.
	(ii) Animals take in oxygen and take out carbondioxide.
	(iii) The rivers flow into the ocean.
	(iv) Fish use gills to breath.
	(v) The stars shine at night

Extract 11.2: A sample of a candidate's correct responses in question 11.

Extract 11.2 is a response from a candidate who in part (a) constructed five sentences into the simple past tense to express habitual actions in the past and in part (b) constructed five sentences into the simple present tense to express the general truth.

2.2.2 Question 12: Literary Works

In this question, the candidates were required to justify in five points the statement that “poetry is one of the most effective genres that has been used by literary artists to show the conflicts that emerged due to the interaction between the African tradition and the European ways of living”. This question also required the candidates to refer to the book of “Song of

Lawino” by Okot P’Bitek. The question tested candidates’ competences on literary works. A total of 734 (22.5%) candidates opted for this question. The performance in this question was average because 42 per cent of the candidates scored from 6.0 to 13.0 marks, as shown in figure 12.

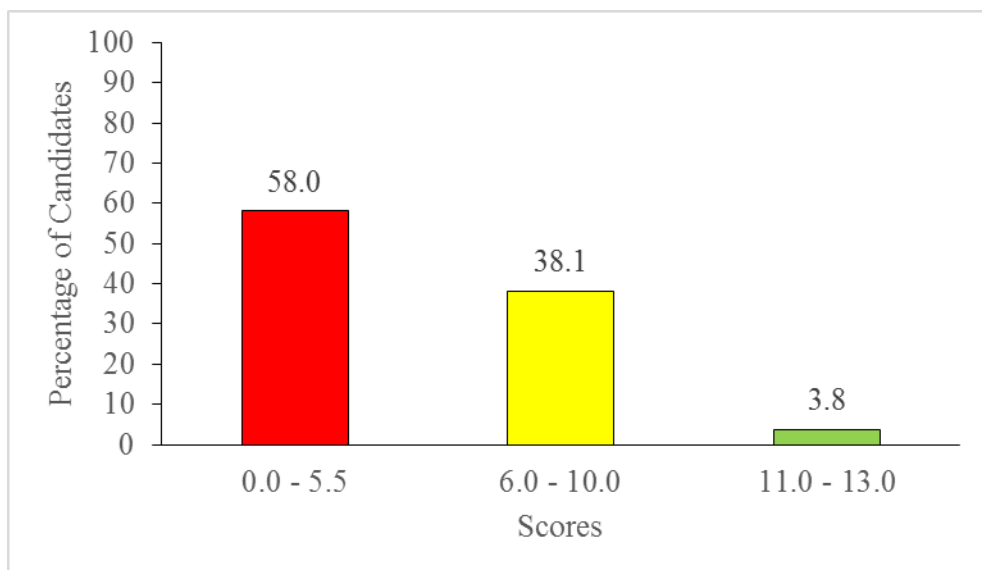


Figure 12: Performance of Candidates in Question 12

Figure 12 shows that 58.0 per cent of the candidates scored from 0 to 5.5 marks, 38.2 per cent scored from 6.0 to 10.0 marks, and 3.8 per cent scored from 11.0 to 13.0 marks.

The analysis shows that 58.0 per cent of the candidates had weak performance in this question. Those who scored 0 marks (4.8%) could not respond to the question as required. For example, one of the candidates referred to the books which were not recommended in the question. This candidate referred to the books “THE GRACEFUL GIRAFFE CANNOT BECOME A MONKEY” and “DEVELOPMENT” by Okot P’Bitek” and provided the following responses:

“By starting with poetry of THE GRACEFUL GIRAFFE CANNOT BECOME A MONKEY the following are the conflict: (i) Interpersonal conflict (ii) The conflict between husband and wife (iii) The conflict between African traditional and European traditional. Not only above poetry but also there is DEVELOPMENT which has shown different conflict which are: (i) Interpersonal conflict; through the people who where reading to do different work of the society (ii) The conflict between

leaders and people; Through taking the authority without chosen of the people”.

The question required the candidates to refer to the book of “Song of Lawino” by Okot P’Bitek and the following were the correct points according to the demand of the question:

- (a) Conflict of customs in terms of dancing and dressing: In the poem, Lawino says European dances are meaningless, immoral and unhygienic.
- (b) Religious conflicts: Lawino blames the preachers of Christianity for mistreating their converts by making them their houseboys and house-girls.
- (c) Conflicts between attitudes and styles: Lawino condemns hair treatment and the wearing of wigs.
- (d) Family conflict: Song of Lawino also shows that cultural clashes also cause family conflicts.
- (e) Traditional food against European food: Lawino says that European foods are tasteless.
- (f) Western education against traditional education: Western education has brought conflict especially to those who received it like Ocol.

The incorrect responses from one of the candidates imply that candidates lacked knowledge about literary work analysis Extract 12.1 illustrates incorrect responses from one of the candidates.

12.	<p>Conflicts is the situation where by one person and another fighting each other. The Europeans when they come to our African continent they cause many conflicts between Africans and theirs. The following are the statement which justify that the Europeans ways of living cause conflicts between theirs and the Africans :-</p> <p>Exploitation : Is the situation where by one person or one country take the wealth of another person or country by force. The Europeans way of exploitation cause conflicts among Africans because they don't want to be exploited.</p> <p>Land alienation : Is the system where by the big and power country or person take another land of the other country or person by force. Europeans also cause conflicts with Africans because they wanted the land for their purpose and the Africans also wanted their land and thus conflicts occurs.</p> <p>Africans traditions cultural damaged. Also other thing that lead to the conflicts between Europeans and Africans was the damaged of African traditional cultural where by the Africans protest this thing and the conflict occur.</p> <p>Forced labour. Also another thing which caused the conflicts between Africans and the Europeans was to forced the Africans to do their work without payment or low payments. This situation cause conflicts.</p> <p>Taxes : Are the payment which were payed to another person. The Europeans establish taxes in Africans continent in order to get more wealth, this situation was protested by Africans so that the conflicts occurs between them.</p> <p>Actually there are no statement that justify that the Europeans ways of living cause conflicts according the poem called "Song of Lamino" written by Okot P' Bitek.</p>
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Extract 12.1: A sample of a candidate's incorrect response in question 12.

Extract 12.1 illustrates a response from a candidate who wrote on the means of colonial economic exploitation in Africa, instead of justifying the statement given.

On the other hand, the candidates' responses shows that, 38.2 per cent of the candidates had average performance as they scored from 6.0 to 10.0 marks. Some of these candidates wrote five points but lacked clarity and detailed explanations. This indicates that candidates either had little knowledge about the topic or they had insufficient vocabulary in English Language.

On the other hand, the analysis indicates that, 3.8 per cent of the candidates had good performance, as they scored from 11.0 to 13.0 marks. These candidates justified the statement in five detailed points, but their responses had grammatical errors, hence scoring low marks to some of the points. Other candidates did not write the conclusion. Despite the grammatical errors and inappropriate use of vocabulary their responses indicate that they were knowledgeable about the topic.

2.2.3 Question 13: Reporting Events

This question required the candidates to explain five changes that take place when changing a sentence from direct into indirect speech and provide an example for each sentence. The question tested candidates' knowledge about the rules of changing a sentence from direct into indirect speech. A total of 2,382 (73.5%) candidates opted for this question. The performance in this item was weak because only 12.5 per cent of the candidates scored from 6.0 to 14.5 marks. The performance is summarised in Figure 13

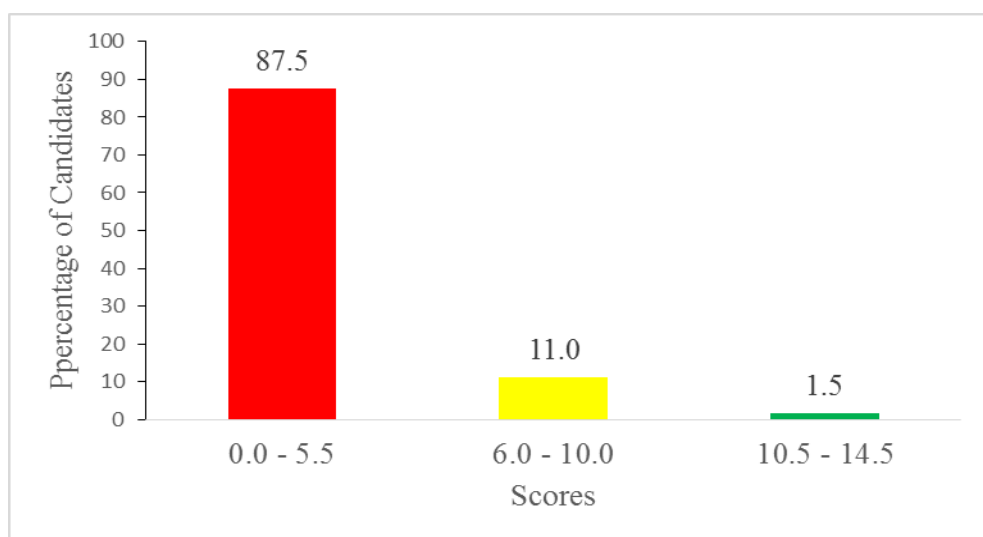


Figure 13: Performance of Candidates in Question 13

Figure 13 illustrates that 87.5 per cent of the candidates scored from 0 to 5.5 marks. 11.0 per cent scored from 6.0 to 10.0 marks, while 1.5 per cent scored from 10.5 to 14.5 marks.

The analysis of the candidates' responses shows that 87.5 per cent of the candidates had weak performance as they scored from 0 to 5.5 marks, out of which 11.0 percent scored 0 marks. These candidates could not explain the changes that take place when changing a sentence from direct into indirect speech. In addition to that, the candidates did not provide any example sentence for each change. Some of the candidates provided sentences without explaining the part of direct speech that had been changed into indirect speech. For example, one of the candidates provided the following sentences:

1. *This is a book = That was the book*
2. *These is the pen = Those are the pen*
3. *I am go to school = I am went to school*

Other candidates provided on the differences between direct speech and indirect speech, as the following responses exemplify:

Direct Speech	Indirect Speech
<i>Is original statement spoken by someone.</i>	<i>Is reported statement someone says.</i>
<i>To show things that done for specific time</i>	<i>To report things that have already done</i>
<i>Sometime does not need any quotation.</i>	<i>It must have quotation in writing</i>
<i>To express emotion or attitude of someone</i>	<i>To report someone say their emotion and attitude</i>

The analysis indicates further that candidates provided irrelevant answers to the question. For example, one candidate wrote: (i) *Time taking* (ii) *Its costs* (iii) *Different information* (iv) *Difficult to understand information* (v) *Untruth information*. Such responses indicate that the candidates had inadequate knowledge about the rules of changing a sentence from direct into indirect speech, as extract 13.1 shows.

13 i	direct speech.
	-Juma said, "You cook well."
	Indirect speech.
	-Juma said that I am cook well.
	When we write indirect speech comma mark is not used while in indirect speech comma mark is used
ii	direct speech.
	Asha said, " You playing very nice."
	Indirect speech.
	Asha said that I am playing very nice.
	When we write direct speech we use " " while we write indirect speech " " are not used.
iii	direct speech.
	"You smile," Mama said."
	Indirect speech.
	Mama said that I am smile.

Extract 13.1: A sample of a candidate's incorrect response in question 13.

Extract 13.1 is a sample of responses from a candidate who provided irrelevant and illogical explanations to the question, thus scored 0 marks.

Furthermore, 11.0 per cent of the candidates had average performance as they scored from 6.0 to 10.0 marks. Some candidates provided explanations for three changes of direct speech into indirect speech, but their responses had grammatical errors and lacked clarity hence scoring low marks. In addition to that, some of the candidates provided the introduction and the conclusion, but the explanations were not correct. Such responses is an indication that the candidates had little knowledge about the changes that take place when changing a sentence from direct into indirect speech.

The analysis of the candidates' responses demonstrates further that, 1.5 per cent of the candidates had good performance as they scored from 10.5 to 14.5 marks. These candidates provided detailed and clear explanations, as

they had sufficient vocabulary. In addition to that, they provided comprehensive introduction and conclusion as they were knowledgeable about the rules of English Language. These candidates also provided one example sentence for each change. These responses illustrate that candidates had sufficient knowledge of the changes that take place when changing a sentence from direct speech into indirect speech. Extract 13.2 is a sample of correct responses from one of the candidates with good performance.

13	<p>Direct speeches these are the actual words of the speaker and normally they are quoted.</p> <p>Indirect speech these are the reported words that someone heard and he/she is reporting to another person what he heard.</p> <p>The following are the major changes that take place when changing a sentence from direct into indirect speech.</p> <p>Tenses change for example past tense changes into past perfect, present continuous change into past continuous and so on. The sentence given below shows how tense change</p> <p>Direct speech: "I am cooking food now". (direct)</p> <p>Indirect: My mother said that she was cooking food then.</p> <p>This shows how present continuous changes into past continuous.</p> <p>Change in pronouns such as I changes into he/she, we, changes into they. The sentence below shows how a pronoun can change.</p> <p>Direct speech: "We work hard" said pupils.</p> <p>Indirect: The pupils said that they worked hard.</p> <p>In direct speech we used we but into indirect speech we have used</p>
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13	they. This is another change.	
	Change in adverbs of time such as yesterday, last year, tomorrow, now and so on. These adverbs change for example in direct speech we use yesterday but in indirect speech it changes into the previous day, last year changes into the previous year, tomorrow changes into the following day and now changes into then. For example,	
	Jamal said, "I shall visit my uncle in Zanzibar tomorrow". (Direct speech)	
	Indirect speech - will change	
	Jamal said that he would visit his uncle in Zanzibar the following day.	
	Another change happens on quotation marks, in direct speech we apply quotations on the words of the speaker but after changing into indirect speech we do not apply the quotation marks. For example,	
	"I can swim well" Makame said. (Direct speech)	
	Indirect: Makame said that he could swim well.	
	No quotation marks in indirect speech.	

13	When we are in direct speech question sentences always have question marks but when we change from direct into indirect speech the question mark is dropped. For example: Direct: "Where are you going, Ali?" Asked Fakhi, Indirect: Fakhi asked where Ali was going. These two sentences are different because one is a question in direct and the other is a statement in indirect without a question mark. There are some so many changes in tenses, pronouns, adverbs and so on but also in present simple sentences which express general truth are not changed in tenses as we change from direct into indirect
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Extract 13.2: A sample of a candidate's correct responses in question 13.

Extract 13.2 is a sample of a response from a candidate who explained the five changes that take place when changing a sentence from direct into indirect speech correctly. In addition to that, the candidate provided an example of a sentence for each.

2.3 SECTION C: Essay Type Questions on Pedagogy

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

2.3.1 Question 14: Preparation for Teaching

The question required the candidates to explain six benefits of preparing lesson plans to the English teacher. This question tested the candidates' knowledge on the importance of preparing lesson plans. A total of 3,097 (94.9%) candidates opted for this question. The performance in this question was good because 96.2 per cent of the candidates scored from 6.0 to 14.5 marks as shown in Figure 14.

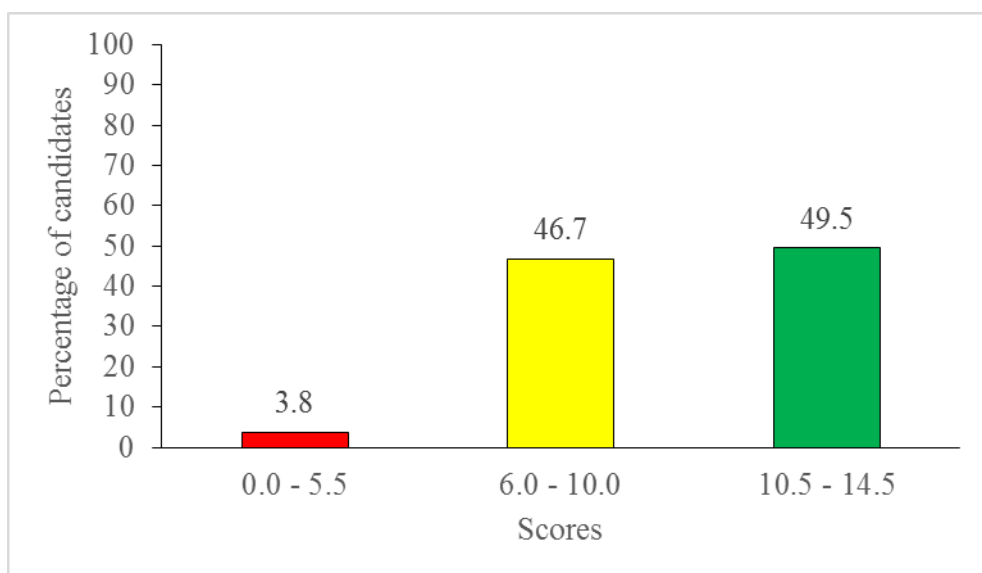


Figure 14: Performance of Candidates in Question 14

Figure 14 indicates that 49.5 per cent of the candidates scored from 10.5 to 14.5 marks, 46.7 per cent scored from 6.0 to 10.0 marks and 3.8 per cent scored from 0 to 5.5 marks.

The analysis of the candidates' responses indicates that 49.5 per cent of the candidates had good performance as they scored from 10.5 to 14.5 marks of which 0.5 percent scored 14.5 marks. These candidates explained the six benefits of preparing lesson plans to the English teacher. In addition to that, the candidates demonstrated that they had sufficient vocabulary, as they provided detailed explanations, with few grammatical errors. Furthermore, their responses included the introduction and conclusion.

On the one hand, 46.7 per cent of the candidates with average performance scored from 6.0 to 10 marks. These candidates scored different marks due to the quality of responses they provided. For example, a candidate who scored 10.0 marks in this question provided an introduction, conclusion and provided three correct points, while the other three points were of poor quality hence scoring low marks. Some of the candidates who scored 6.0 marks provided an introduction, conclusion and two correct points. Such responses indicate that the candidates had inadequate knowledge about the importance of lesson preparation.

On the other hand, 3.8 per cent of the candidates had weak performance as they scored from 0 to 5.5 marks. Those who scored 0 marks (0.1%) could

not explain the six benefits of preparing lesson plans to the English Language teacher. It was further noted that candidates in this category scored different marks depending on the quality of their responses. For example, candidates who scored 2 marks provided an introduction and conclusion. Such responses show that the candidates had inadequate knowledge about the topic. Extract 14.1 is incorrect responses from one of the candidates.

14.	<p>the arrangement of topic at a specific class according to their level best. eg. class III, IV as well as class V and VI. Also it show the content of a subject that is why It's better to use syllabus.</p> <p>presence of scheme of work; That is prepared by subject teacher by using syllabus in order to know the topics and teaching of aids which is best according to the topic. It prepared for long time eg. Months, semester and even for one year. Its better to use scheme of work when teacher prepare a lesson plan.</p> <p>School calender, That is most important when planing a lesson in order to know the important day eg. Myerere day, workers day and others in order to know what day you need to prepare a lesson because you know your going to teach also through school calender it easy to know which period of time you enter in the class to teach.</p> <p>presence of teaching aids, By using scheme of work different teaching and learning aids its directed so teacher you must make preparation for them in order to simply teaching and learning activities also teaching aids improve thinking capacity for pupils so its better when teacher use it.</p> <p>To observe four skills of language; Which are listening skills, speaking skills, Reading skills and Writting skills for both-</p>
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14	Teacher and students that is best because without that skills there is no teaching and learning process. when teacher teach in the class student may write, may listen and answering the questions asked by their teacher.
	Presence of text books and reference, text book it contain content of subject and it use respect language that teach may used when transferring - knowledge for pupils through drawing, picture which obred there also it has arrangement of topic as look like in the syllabus. Also presence of reference in order to learn different topics in deep as it expressed there eg. Magazine, Dictionary and others.
	In summary, That are the benefit which help subject teacher to have in order to prepare well lesson plan also there are different importance of using lesson plan when teaching it help teach to have arrangement of content, to use time effectively, to determine teaching and learning aids, to evaluate your subject as teacher.

Extract 14.1: A sample of a candidate's incorrect responses in question 14.

Extract 14.1 is an illustration of a response from a candidate who wrote on documents required by a teacher when preparing a lesson plan instead of the benefits of preparing lesson plans, hence scored low marks.

2.3.2 Question 15: Teaching a Structural Pattern

In this question, candidates were required to analyse five stages of lesson development in teaching a structure lesson in an English language class. This question tested candidates' ability in teaching English language structure. A total of 618 (18.9%) candidates opted for this question. The

performance in this question was good because 81.6 per cent of the candidates scored from 6.0 to 14.0 marks, as Figure 15 illustrates.

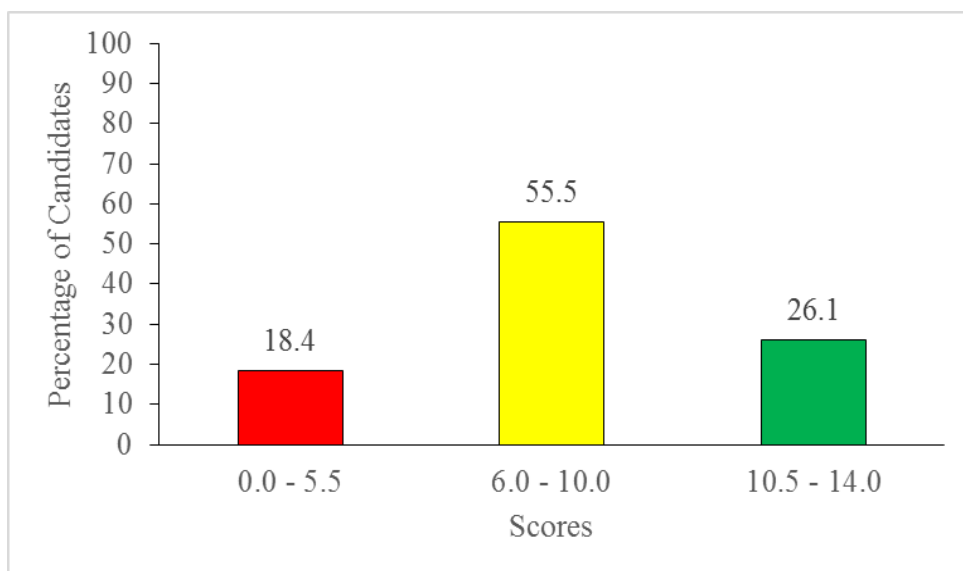


Figure 15: Performance of Candidates in Question 15

Figure 15 shows that 55.5 per cent of the candidates scored from 6.0 to 10.0 marks, 26.1 per cent scored from 10.5 to 14.0 marks, and 18.4. per cent scored from 0 to 5.5 marks.

The analysis of candidates' responses shows that, 26.1 per cent of the candidates had good performance as they scored from 10.5 to 14.0 marks, of which 0.6 percent of the candidates scored 14.0 marks. These candidates demonstrated the ability to analyse the five stages of lesson development in teaching a structure lesson in an English Language class. It was also noted that, these candidates provided detailed explanations but their responses had grammatical errors. Additionally, they provided examples in each of the lesson stages. For example, one of the candidates provided the following responses:

Introduction. This is the first stage in teaching structural lesson that a teacher considers when starts to teach his or her pupils. The teacher may use songs or questions and answers in order to make pupils be ready to learn.

Knew knowledge. This is the second stage in developing the lesson whereby the teacher starts to direct pupils in learning new concepts or a particular sub-topic according to the objectives like greeting with others.

Reinforcement. In this third stage of the lesson development in teaching a structure lesson in an English language class, the teacher gives his or her pupils an exercise to practice what has been taught.

Such responses imply that the candidate had sufficient knowledge of lesson development in teaching a structure lesson in an English Language class, as extract 15.1 shows.

15	English language is the language used by teacher and students when teaching in the class. Structure lesson is the way on how the teacher is preparing his/her subject in order to teach in the class. In English language when a teacher taught in the class he/she supposed to follow the stages of lesson development which can help him/her to reach on the specific objective easily.
	The following are the stages of lesson development in teaching a structure lesson in an English language class.
	Introduction this is the first stage in an teaching a structure lesson in an English language class. This stage is very important to the teacher when teaching in the class because helps him/her to know the readiness of the student to learn a new topic or main topics. In this stage is where the teacher introduce the topic or sub-topic which the students/pupils should learn at a specific time.
	New knowledge. In teaching English language structure lesson this is the second stage which a teacher can follow. In this stage when a teacher is teaching in the class is where he/she supposed the teaching materials or aids which is prepared well according to the specific objectives in this stage the pupils should maintain more effective listening because is where the teacher taught his/her subject by explaining well in deep.

15.	<p>Reinforcement, In teaching English language in the class this is the third stage which a teacher can follow when teaching the pupils. In this stage is where the teacher provide an exercises to the pupils about what is taught and this stage helps the teacher if the pupils understood the lesson or not. and after knowing that the specific objectives is not understood to the pupils is where he/she supposed to find another technique which can help him/her to make the lesson to be understood.</p> <p>Reflection In teaching English language in the class this is the fourth stage which can follow by the teacher when teaching. In this stage a teacher can make the lesson be understood to the pupils by either asking the questions to the pupils which can help them to correlate the subject / lesson subject with their environment and the students should draw the attention of correlating the lesson with their environment in order to understand well.</p> <p>consolidation this is the last stage in teaching English language in the class where by in this stage a teacher is finish his/her work of teaching. In this stage when a teacher complete the work of teaching supposed to know the number of male and female who attend the lesson in the end and after knowing</p> <p>15. a teacher can also introduce the coming lesson that today we ended there the coming period we will learn about time telling.</p> <p>In concluding, In teaching a structure lesson in an English language class the teacher should follow all stages which can help him/her to teach in logical sequence.</p>
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Extract 15.1: A sample of a candidate's correct responses in question 15.

Extract 15.1 indicates a response from a candidate who analysed the five stages of lesson development in teaching a structure lesson in an English class correctly. However, the responses contained grammatical errors.

Further analysis of candidates' responses shows that, 55.5 per cent of the candidates had an average performance as they scored from 6.0 to 10.0 marks. These candidates analysed few correct stages out of the five required. For example, a candidate who scored 7.0 marks wrote an introduction, conclusion and three correct points. However, the other points lacked clarity, hence scoring low marks. In contrast, a candidate who scored 10.0 marks provided an introduction, conclusion and four correct points, but one point was incorrect. Their responses indicate that they had partial knowledge about lesson development in teaching a structure lesson in an English Language class.

The analysis indicates that 18.4 per cent of the candidates had weak performance as they scored from 0 to 5.5 marks. The candidates who scored 0 marks (3.7%) could not analyse the five stages of lesson development in teaching a structure lesson in an English language class. Some of the candidates misconceived the requirements of the question, as they provided on the criteria used to select a teaching aid, instead of analysing the stages of lesson development in teaching a structure lesson. For example, one of the candidates provided the following answers:

- (a) Age and understanding of pupils when teacher make preparation of teaching aids it is very important for teacher to know the age and understanding capacity of classroom.*
- (b) Time: Meaning that the teaching aid can be use to introduce the specific object to the pupils or at the end of subject.*
- (c) Smartness: The teaching aid must have smart in order to convise the student or pupils to study hard.*
- (d) Size: Teaching aid can be in a correct size in order for easy handling and to introduce the object to the pupils*
- (e) Colour: The colour of the teaching aid must have good or beauty colour which people does not fear them*

These responses indicate that the candidate had insufficient knowledge about the subject matter, as shown in extract 15.2.

15	<p>Development, is the stage of improve the level to pass through from one level to another high grades that english after learning teaching - to passing because that you have understanding the language that was a structure lesson to developing from standard one to another standard.</p> <p>The following are the stage of lesson development in teaching a structure lesson in an english language class:</p> <p>Teach from known to unknown because that pupils to developing english language teacher</p>
15	<p>to teaching from known to know because that student have understanding the knowledge after that to developing the english language.</p> <p>Using simple and clear language for teaching in the class room teacher time for studying using the simple and clear language because that student you shall understand the the english language in the class grades teacher studying the english to prepare in the teacher.</p> <p>Motivation teacher to developing the motivation in the class room because that during teaching people use the another language to communication that miss go time for teacher teacher to prepare to increase motivation among the student.</p> <p>Teach from simple and complex that was are stage of lesson to developing teaching a structure lesson in a english language in the class room because that some people using the english language - teacher for teaching using the teacher from simple to the complex.</p> <p>Using Interpreting, stage that it help to improve the vocabulary for teaching that insure teacher to use to teaching student in the class that was are source of development english in the class room teacher use the interpretation to in teaching the vocabulary in the class.</p> <p>Therefore the stage of lesson development the teaching a structure lesson in a english language in the class it is benefit because that to improve the level standard of education among the people to developing english language.</p>

Extract 15.2: A sample of a candidate's incorrect responses in question 15.

Extract 15.2 is an illustration of a response from a candidate who wrote on the theories of teaching and learning from Psychology instead of the stages of lesson development in teaching a structure lesson in an English language class, thus scored 0 marks.

2.3.3 Question 16: Preparation for Teaching

In this question, candidates were required to describe six criteria for selecting appropriate teaching aids to be used in an English lesson. The question tested the candidates' knowledge of selection of teaching and learning aids. A total of 2,796 (85.7%) candidates opted for this question. The performance in this item was good because 93.4 per cent of the candidates scored from 6.0 to 14.5 marks, as summarised in Figure 16.

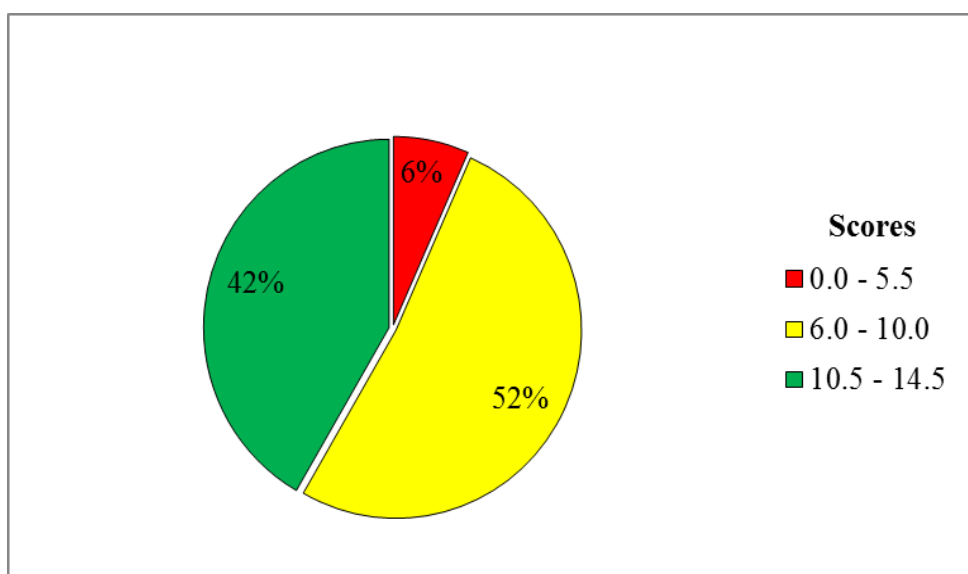


Figure 16: Performance of Candidates in Question 16

Figure 16 illustrates that 51.7 per cent of the candidates scored from 6.0 to 10.0 marks, 41.7 per cent scored from 10.5 to 14.5 marks, and 6.6 per cent scored from 0 to 5.5 marks.

The analysis of the candidates' responses indicates that, 41.7 per cent of the candidates had good performance because they scored from 10.5 to 14.5 marks, of which 1.3 per cent scored 14.0 marks. These candidates described the six criteria for selecting appropriate teaching aids to be used in an English lesson. Their responses had detailed explanations indicating that they had sufficient vocabulary. However, some of their points lacked clarity, hence scoring low marks. Such responses indicate that the

candidates were knowledgeable about the selection of teaching aids to be used in an English lesson. Extract 16.1 is an example of correct responses from one of the candidates who scored high marks.

16.	<p>Teaching aids are the Material prepared by a Subject Teacher according to the topic which aim to facilitate teaching and learning within the class. For example picture, various thing which are found within the environment like stone, tree, flower the aim to facilitate to simplify the learning and teaching activities within the class. But teacher selecting the teaching aids according to the several criteria: These are follows:</p> <p>Age and the background of student, the teaching aids must be selected according to the age of student in order the subject to go well. For example of the teaching aids used is for higher class to standard one pupil the confuse about the subject.</p> <p>Ability of the teacher, when selecting the appropriate teaching aids we should look first the ability of the teacher to use such aids in order that the subject goes very well in the class and student to understand. Because when the teacher lack the ability to use a such aid make student to lose trust about his lesson.</p> <p>Number of student, the selected teaching aid must fit the number of student. For example the teaching aids is one flower and you have hundred student, to start from the first student up to the last one its not the flower again but its the parts of flower. So we should have to look for other ways like picture</p> <p>Topic being taught, the selected teaching aids when selecting teaching aids we must consider about the topic in order to simplify</p>
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16	teaching and learning within the class.
	Possibility of not causing harm, when selecting teaching aids we should have to look if its safe to our health and the health of our student in order that to save the health of all.
	Size of the class, if the class is big we should have to select the teaching aids which is big that every pupils with in the class are able to see it clearly if its picture how its was drawn the words written. So when selecting the appropriate teaching aid we should have to look the size of the class.
	Therefore we select the appropriate teaching aids in order to get the following punchan of using teaching aids: to simplify teaching and learning with in a class, to motivate student to love the subject, to reduce teacher talking time and to make student to have long term memory.

Extract 16.1: A sample of a candidate's correct responses in question 16.

Extract 16.1 indicates a response from a candidate who correctly described the six criteria for selecting appropriate teaching aids to be used in an English lesson.

However, the analysis of candidates' responses indicates that, 51.7 per cent of the candidates had average performance because they scored from 6.0 to 10.0 marks. Some of the candidates in this category provided four correct points, an introduction and conclusion. Other candidates provided an introduction, conclusion, two correct points but the other two points lacked clarity, hence scoring 1.0 mark each. Such responses indicate that the candidates had little knowledge about the topic.

The candidates (6.6%) who had weak performance scored from 0 to 5.5 marks, of which 0.4 per cent scored 0 marks. These candidates could not describe the six criteria for selecting appropriate teaching aids to be used in an English lesson. Some of the candidates misconceived the requirement of the question by writing on the ways teachers can use to evaluate the teaching and learning in the class. For example, one of the candidates provided the following answers:

- (a) *Question and answer the teacher are being using Question and answer to teacher student to be understanding and to be awareness to be getting collect answers.*
- (b) *Exercise the teacher are being giving the student exercise in order to encourage the awareness of being teaching well.*
- (c) *Quiz the teacher are bring quiz to be teaching other awareness which can make people to be contracted and to be well in listening which are being taught.*
- (d) *Test after the teacher being taught must be provided the test to be known if student are doing well into they exam.*
- (e) *Dictation the teacher she can use dictation to be conducted they student to be increased the speed of being written and used.*

These responses is an indication that the candidate lacked knowledge about selecting appropriate teaching aids as illustrated in extract 16.2.

16	<p>Appropriate teaching is the method used where by a teacher use in order to maintain their teaching aid to be used in an English language.</p> <p>The following are the Criteria for selecting appropriate teaching aid to be used in an English lesson as:</p> <p>It per improve academic performance to the pup pupils; Through appropriate teaching aid some of pupils we improve their academic performance because we understand.</p> <p>It stimulate stimulate the development in English language as foreign; When selecting that method appropriate teaching aid we cause development in class grammatical word.</p> <p>It make help to get competent teacher teachers because a good teacher have a confidence, so when teacher selecting appropriate teaching aid cause development of their confidence.</p> <p>It make pupils Memories; So Most of pupils make memories for a long time because we understand in short time.</p> <p>It provide short time in teaching; When we appropriate teaching aid it make short time because a pupils we understand for a short time.</p> <p>It Stimulate Co-operation; When teacher use appropriate teaching, it make cooperation during pupils and teacher.</p> <p>In Conclusion above teacher all teachers in Tanzania we make sure we use different technique in teaching English language in order to make development in academic performance in Tanzania.</p>
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Extract 16.2: A sample of a candidate's incorrect response in question 16.

Extract 16.2 indicates a response from a candidate who wrote the advantages of using teaching aids, instead of describing the six criteria for selecting appropriate teaching aids to be used in an English lesson.

3.0 PERFORMANCE OF THE CANDIDATES IN EACH TOPIC

Twelve topics were tested in this examination including: *Teaching Vocabulary*, *Expressing Time of Action*, *Preparation for Teaching*, *Principles of English Language Teaching and Learning*, *Literary Works*, *Expressing Contrasts*, *Expressing Habitual Events*, *Developing English Language Skills*, *Expressing Conditional Sentences*, *Teaching a Structural Pattern*, *Expressing Past Events* and *Reporting Events*.

The analysis of the candidates' performance indicates that the performance in four topics (*Teaching Vocabulary*, *Teaching a Structural Pattern*, *Preparation for Teaching* and *Expressing Past Events*) was good. Questions set from these topics were 14, 16, 3, 15 and 7. In these topics more than 70 per cent of the candidates scored 40 per cent and above.

Furthermore, the analysis shows that two topics namely *Principles of Language Teaching and Learning* (60.5%) and *Expressing Time of Action* (44.5%) had average performance. Questions which were constructed from these topics were 6, 9 and 10. In these topics candidates scored 40 per cent and above. This performance implies that the candidates had partial knowledge on the two topics.

The analysis indicates that, the candidates had weak performance in six topics which were covered in questions 5, 12, 4, 2, 1, 11, 13 and 8. In these topics, less than 40 per cent of the candidates scored 39 per cent and below. These topics were: *Literary Works* (35%), *Developing English Language Skills* (33.4%), *Expressing Conditional Sentences* (20.7%), *Expressing Habits* (18.1%), *Reporting Events* (12.5%) and *Expressing Contrasts* (5.8%). The performance of the candidates in different topics is summarised in the attached appendix.

4.0 CONCLUSION

The analysis of the candidates' responses in the English language subject GATCE 2021 indicates that, the general performance was good. It has been noted that the candidates who performed well had adequate knowledge and skills on various topics, understood the requirements of the questions, and relatively had good command of the English language.

It was further established that candidates with an average performance was a result of insufficient knowledge of different topics, provision of unclear explanations, poor English grammar, and inappropriate use of vocabulary. These factors affected the quality of candidates' responses, hence scored average marks.

However, the candidates' weak performance was due to inadequate or lack of knowledge of different topics, failure to identify and understand the requirements of the questions as well as poor mastery of the English language. These factors affected the candidates' responses, thus scoring poor marks.

5.0 RECOMMENDATIONS

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

- (a) The topics that appear to be more demanding to the candidates need to be given more attention in terms of using different teaching and learning strategies. Also, more time should be devoted by both tutors and student-teachers to those topics that appear to be more difficult to student-teachers (*e.g. Literary work, Developing English Language Skills, Expressing Conditional Sentences, Expressing Habits, Reporting Events and Expressing Contrasts*);
- (b) English language subject clubs should be encouraged to assist student-teachers in practising the spoken aspect of the language through debates and speech presentation. This will enable the student-teachers to improve the language skills and build confidence in self-expressions;
- (c) Student-teachers should be made aware of instructional words used in formulating questions (competence based type of questions) prior to the examination time. This will help them to be familiar with the instructional words and their differences; and
- (d) Student-teachers should be encouraged to read widely and extensively a variety of literary works to enable them to understand the books in detail and to improve their mastery of the language in terms of vocabulary and grammar.

Appendix

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

S/N	Topic	Question Number	The percentages of Candidates who scored an average of 40% or Above	% Average performance	Remarks
1	<i>Preparation for Teaching</i>	14	96.20	94.80	Good
		16	93.40		
2	<i>Teaching Vocabulary</i>	3	87.20	87.20	Good
3	<i>Teaching a Structural Pattern</i>	15	81.60	81.60	Good
4	<i>Expressing Past Events</i>	7	73.70	73.70	Good
5	<i>Principles of Language Teaching and Learning</i>	6	74.20	60.50	Average
		9	46.90		
6	<i>Expressing Time of Action</i>	10	44.50	44.50	Average
7	<i>Literary Works</i>	5	28	35.00	Weak
		12	42		
8	<i>Developing English Language Skills</i>	4	33.40	33.40	Weak
9	<i>Expressing Conditional Sentences</i>	2	20.70	20.70	Weak
10	<i>Expressing Habits</i>	1	32.50	18.10	Weak
		11	3.70		
11	<i>Reporting Events</i>	13	12.5	12.5	Weak
12	<i>Expressing Contrasts</i>	8	5.8	5.8	Weak

