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 TEACHERS' CERTIFICATE EXAMINATION (GATCE) 2021

COMMUNICATION SKILLS

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624 COMMUNICATION SKILLS

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FOREWORD

The Candidates' Items Response Analysis (CIRA) for 2021 Grade A Teachers' Certificate Examination (GATCE) in Communication Skills subject was prepared to provide feedback to different educational stakeholders including student teachers, tutors, parents, guardians, policy makers and the general public. The analysis of the candidates' performance and challenges encountered in attempting the examination questions have been indicated.

The general performance in this paper was good. The report gives highlights on candidates' performance in Communication Skills subject and factors that made some candidates to either score high marks or fail to score high marks in the examination. The analysis shows that candidates who scored high marks possessed sufficient competency on the topics covered in the examination and they provided their answers according to the requirements of the questions. The factors which made some candidates to have a weak performance include misinterpretation of the requirements of the questions and incompetence of concepts related to the subject.

The feedback provided in this report is expected to help educational stakeholders with proper measures to be employed during teaching and learning of the Communication Skills subject so as to improve the candidates' performance in future examinations administered by the Council.

Finally, the Council would like to thank all participants who helped in preparing this report.

Dr. Charles E. Msonde
EXECUTIVE SECRETARY

1.0 INTRODUCTION

This report presents item response analysis for candidates who sat for the Grade A Teachers' Certificate Examination (GATCE) in May, 2021 in Communication Skills subject.

The Communication Skills Examination Paper consisted of two sections, namely A and B with a total of sixteen (16) questions. The duration of the examination was three (3) hours. The registered candidates for the examination in 2021 were 1,998. Among these, 1,976 (98.89%) sat for the examination and 1,852 (94.83%) candidates passed with different grades as shown in Table 1.

Table 1: Candidates' Pass Grades in GATCE 2021 Communication Skills Subject Examination

Grade	A	B	C	D	F
% of candidates	0	0.97	47.36	46.49	5.17

The candidate's performance has decreased by 4.94 per cent in 2021 when compared to that of 2020. In 2020, a total of 2,684 candidates were registered for the examination. Out of these, 2,658 (99.03%) sat for the examination and 2,643 (99.77%) passed with different grades as illustrated in Table 2.

Table 2: Candidates' Pass Grades in GATCE 2020, Communication Skills Subject Examination

Grade	A	B	C	D	F
% of candidates	0.30	23.82	68.32	7.32	0.22

There was a decrease in this year's performance by 4.94 per cent, when compared to the 2020 Communication Skills Examination.

The candidates' performance in individual items is presented by indicating the percentages of candidates who attempted the questions and the marks they scored. The analysis includes those who scored high marks, average marks and low marks. Extracts of responses from the candidates' scripts

have been attached as samples to show how they responded to the questions.

In this analysis, the candidates' performance is divided into three categories. The candidates who scored from 0 to 39 per cent are classified in a group of weak performance and is presented by the red colour. Those who scored from 40 to 69 per cent are classified in a group of average performance which is presented by the yellow colour and those who scored from 70 to 100 per cent are categorised in a group of good performance. This group is presented by the green colour. The analysis for candidates' performance in each question has been done in line with the scores. For Questions 1 to 10, the scores from 0.0 to1.5 marks indicate weak performance; from 2.0 to 2.5 marks average performance and from 3.0 to 4.0 marks good performance. For question 11 to 16, the scores were categorised as; from 0.0 to 5.5 marks weak performance, 6.0 to 10.0 marks average performance and 10.5 to 15.0 marks good performance.

Finally, the report provides the performance of candidates in each topic, the conclusion and recommendations.

2.0 ANALYSIS OF THE CANDIDATES' PERFORMANCE IN EACH QUESTION

2.1 Section A: Objective Type of Questions
This section had ten (10) compulsory questions from various topics in the syllabus. Each question carried four marks, making a total of 40 marks.

2.1.1 Question 1: Communication Theory

In this question, the candidates were required to mention four factors to be considered when choosing the medium of communication. The question tested the candidates' ability to determine factors to be considered when choosing means of communication.

The question was attempted by 1,976 (100%) candidates. General performance of the candidates in this question was good as 79.8 per cent of the candidates scored from 2.0 to 4.0 marks. Figure 1 illustrates the performance of the candidates in the question.
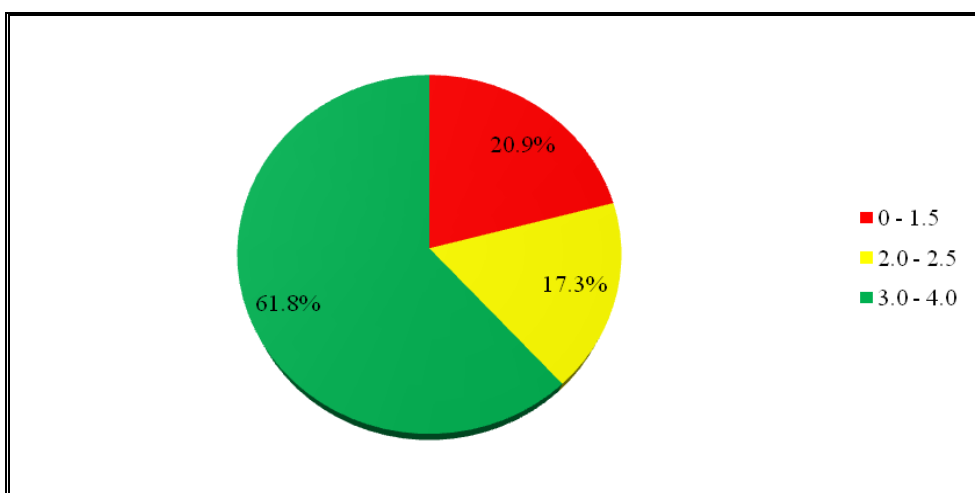
Figure 1: *The Candidates' Performance in Question 1*

Figure 1 indicates that, 413 (20.9%) candidates scored from 0 to 1.5 marks, 342 (17.3%) candidates scored from 2.0 to 2.5 marks, and 1,221 (61.8%) candidates scored from 3.0 to 4.0 marks.

The candidates who scored from 3 to 4 marks (61.8%) showed a good performance in the question. These candidates had sufficient competency in communication process. They mentioned 3 to 4 factors to be considered when choosing the medium of communication. The candidates answered the question by mentioning factors, such as *reliability/consistency, Level of formality, Suitability to purpose and Cost.* Extract 1.2 illustrates the correct responses given by one candidate.

Extract 1.1 is a sample of the candidate's correct responses.

In Extract 1.1, the candidate wrote the four factors to be considered when choosing the medium of communication. This candidate answered according to the requirements of the question because he/she was competent on the subject matter.

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On the other hand, 413 (20.9%) candidates who scored from 0 to 1.5 marks failed to mention the four factors which one could consider when choosing the medium of communication. The candidates wrote incorrect answers, such as*; (i) Select good channel (ii) Avoid the use of unfamiliar world (iii) Make sure there is enough credit on your phone (iv) The use of media which are accessible to the receiver*. Extract 1.1 is a sample of candidate's incorrect responses.

1.	i/ Television	
	ii/ Radio	
	iii/ Telegram	
	iv/ Telephones	

Extract 1.2 is a sample of the candidate's incorrect response.

In Extract 1.2, the candidate misinterpreted the question, thus he/she responded with irrelevant answers, such as Television, Radio, Telegram and Telephones.

Other 342 (17.3%) candidates could mention only two factors and in that case they scored 2.0 marks, which indicate an average performance. Their performance was a result of possessing standard competency of subject matter tested in the question.

2.1.2   Question 2: Writing Skills

This question had two parts, (a) and (b). In part (a), the candidates were required to define a Curriculum Vitae and in part (b), they were to briefly analyse three types of Curriculum Vitae which are *chronological curriculum vitae, functional curriculum vitae and hybrid curriculum vitae*.

The question was attempted by all 1,976 (100%) candidates. The general performance in this question was average because 793 (40.1%) candidates passed by scoring from 2.0 to 4.0 marks. Figure 2 illustrates the performance of the candidates in the question.
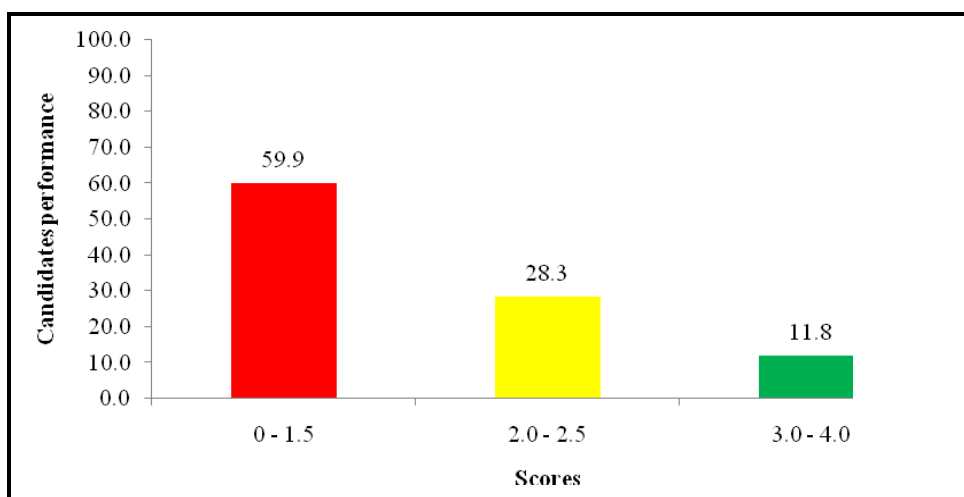
Figure 2: *The Candidates' Performance in Question 2*

Figure 2 shows that a total of 1,183 (59.9%) candidates scored from 0 to 1.5 marks, and 560 (28.3%) candidates scored from 2.0 to 2.5 marks, while 233 (11.8%) candidates scored from 3.0 to 4.0 marks.

The analysis shows that the 59.9 per cent of the candidates who had a weak performance could not define the Curriculum Vitae hence they failed to analyse the three types of Curriculum Vitae. Some of these candidates responded with incorrect answers and others gave one correct answer. These candidates had insufficient knowledge of the concept of curriculum vitae hence they gave irrelevant answers, such as *(a) Is the process which involve combining the chronological, functional and Hybrid Curriculum Vitae*; and *(a) Curriculum Vitae Is the process. (b) Briefly analy the following types of caliculum Vitae. (i) Chromological Carriculum Vitae Is the types of Carriculum vitae which are Involved the briefs of past events*.

Among the candidates who performed poorly in this question, there were some who defined Curriculum Vitae correctly but did not analyse the types correctly. For example, one candidate wrote; *(a) Curriculum vitae - refers to a short explanation which is written to describe an academic background of a person, example educational background, skills, marital status, age name, hobbies. (b) (i) Chronological Curriculum vitae refers to a type of Curriculum vitae which are used to explain a person in order to ask for a job or work at the private company. (ii) Functional curriculum*

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vitae refers to a type of curriculum vitae which a writer can use to ask for a job or work at government company. Extract 2.1 depicts a sample of a candidate's incorrect responses.

Extract 2.1 is a sample of the candidate's incorrect responses.

In Extract 2.1, the candidate wrote incorrect explanations of the meaning and types of curriculum vitae.

There was also, 28.3 per cent of candidates with an average performance who defined the curriculum vitae and provided one brief analysis of the types of curriculum vitae. Their performance was attributed to mixing correct and incorrect answers. One candidate responded to the question by giving the following responses: *(a) Curriculum vitae is the written piece of a paper which explain the personal details, educational background, work experience, special skills and hobbies.(b) (i) Chronological Curriculum vitae is the type of curriculum which explain the personal details and their hobbies. (ii) Functional Curriculum is the type of curriculum which explain about the educational back ground and work experience. (iii) Hybrid Curriculum vitae is the type of curriculum vitae which explain chronological curriculum and functional curriculum vitae.*

Further analysis indicates that the candidates who had good performance defined curriculum vitae and analysed the three types of the curriculum vitae

as *(a) A Curriculum Vitae is a record of a person's details, qualifications, work experience, interests, skills and references. It is usually one or two pages long and is sent to potential employers together with a job application letter. (b) Candidate is required to describe briefly each of the following types of Curriculum Vitae as follows:*

(i) *Chronological CV is the CV that puts emphasis on historical development of one's career.*

(ii) *Functional CV is the one which puts emphasis on one's skills and capabilities.*

(iii) *Hybrid CV is the type of CV which combines both Functional and Chronological styles.*

Their responses suggest that they had an adequate competency about the subject matter. Hence, they gave correct responses. Extract 2.2 illustrates sample of such good responses.

Extract 2.2 is a sample of the candidate's correct responses.

In Extract 2.2, the candidate explained the meaning of curriculum vitae and its types correctly. The candidate was competent in writing skills, especially of curriculum vitae.

2.1.3   Question 3: Writing Skills

This question required the candidates to analyse two uses of each of the four punctuation marks and give one example for each.

A total of 1,976 (100%) candidates attempted this question. The general performance in the question was average because 804 (64.9%) scored from 2.0 to 4.0 marks. Figure 3 illustrates the performance of the candidates in the question.
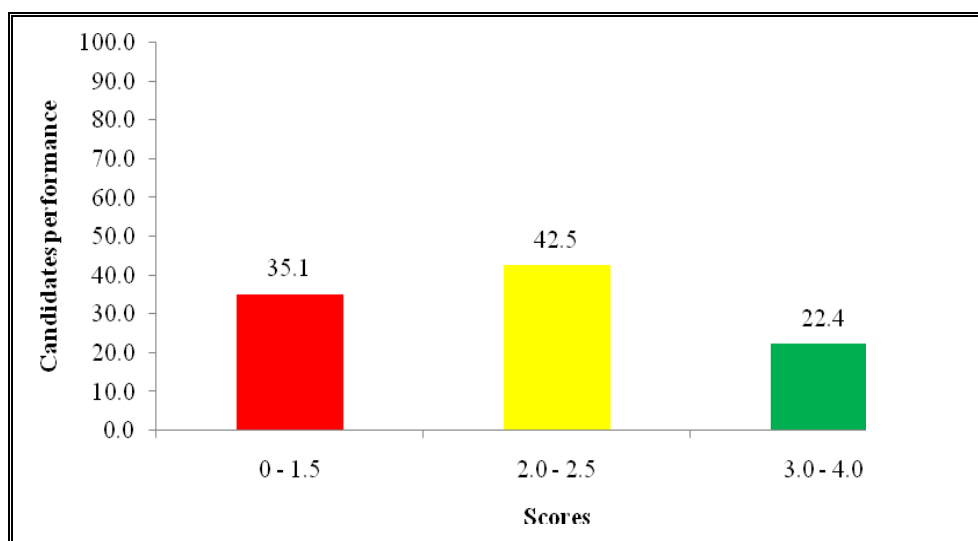
Figure 3: *The Candidates' Performance in Question 3*

Figure 3 shows that 694 (35.1%) candidates scored from 0 to 1.5 marks, 840 (42.5%) candidates scored from 2.0 to 2.5 marks, while 442 (22.4%) candidates scored from 3.0 to 4.0 marks.

The analysis of the candidates' responses indicates that 840 (42.5%) candidates who scored from 2.0 to 2.5 marks could not analyse correctly all the four punctuation marks as they analysed only two out of four. Their

responses made them perform averagely. For example, one candidate responded by analysing;

(a) Capital letter (i) Capital letter is used to the beginning of sentences. (ii) Used in showing nouns, example of capital letter is "A"

(b) Apostrophe (i) Used to separate one word with other (ii) Used to show proceeding words example of Apostrophe Amina said that, She will "work hard"

(c) Full stop (i) Used to show the end of sentences. (ii) Used to show long pause. Example Amina is cooking.

(d) Comma (i) Used to separate list of things or word (ii) Used to show short pause, example She buy orange, banana, Potatoes and Mangoes.

On the other hand, 694 (35.1%) candidates who scored from 0 to 1.5 marks (weak performance) could not understand the requirements of the question while others did not possess competency on the subject matter. As a result they gave wrong responses. For example, one candidate responded;
3 Capital letter
A
- its used to locate advantage of something.
- it help people to capture material very easy. Other candidates faced language barrier, hence they wrote irrelevant sentences and used some phrases from other questions in the question paper. For example; *(a) Capital letter Example My name is IRENE PETER (b) Apostrophe Example "In order to be an effective note taker, (c) Fullstop Example Where is my pen. (d) Comma Example In order to be an effective note taker, one must have techniques of notetaking.* Extract 3.1. is a sample of a candidate's incorrect responses in question 3.

3.	a) A	
	b) .	
	d) ,	

Extract 3.1 is a sample of the candidate's incorrect responses.

In Extract 3.1, the candidate showed the mentioned punctuation marks. The response indicates that the candidate did not understand the task of the question.

However, the candidates who answered the question correctly (22.4%) analysed the uses of the punctuation marks and gave one example for each. The candidates in this group were knowledgeable about the uses of punctuation marks. Extract 3.2. is a sample of a candidate's correct responsess to the question.

3. (a) Capital letter : (i) Is used to show the name of people. example Juma is riding a bicycle.

(ii) Used in initial of the sentence example, Asha is tall.

(b) Apostrophe - (i) Used to show owner example Abdallah's shirt. (ii) Used to show abbrevration example we shall will we'll.

(c) Full stop: (i) Used to show the end of sentence. example We are doing exam.

(ii) Used to show abbrevration of words. example Chama cha Walimu Tanzania (C.W.T).

(d) Comma. (i) Used to separate two or more word. example Asha, Juma, Adamu and Ashura.

(ii) Used to show differences between sentence. Juma is tall, Asha is short.

Extract 3.2 is a sample of the candidate's correct responses.

In Extract 3.2, the candidate understood the task of the question, hence he/she analysed the four punctuation marks as well as giving one example for each.

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2.1.4 Question 4: Writing skills

In this question, the candidates were required to give four references they would cite when writing a scholarly work. The question aimed at testing the candidates' ability to write a list of references/bibliography appropriately.

The question was attempted by 1,976 (100%) candidates. The general performance in the question was weak as 28.3 per cent of candidates scored from 2.0 to 4.0 marks. Figure 4 illustrates the candidates' performance.
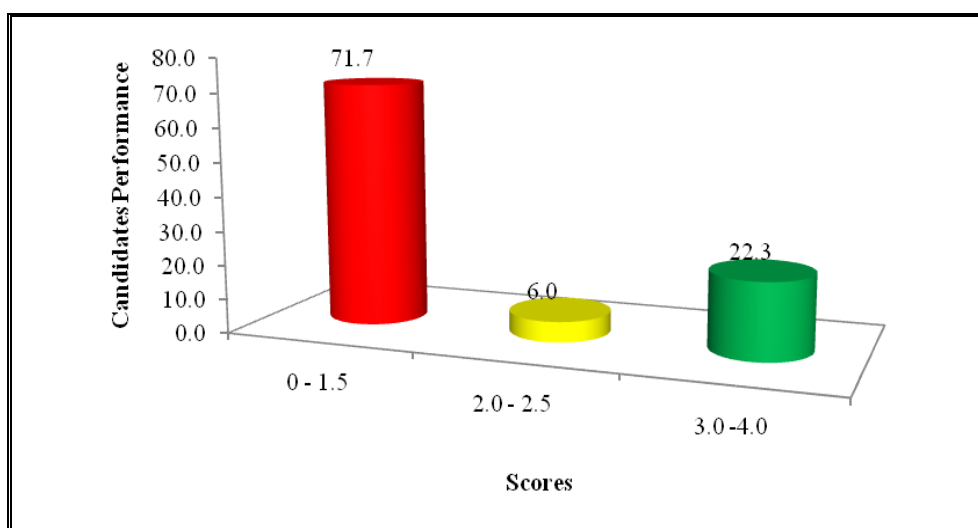

Figure 4: *The Candidates' Performance in Question 4*

Figure 4 illustrates that, 1,416 (71.7%) candidates scored from 0 to 1.5 marks, 119 (6.0%) candidates scored from 2.0 to 2.5 marks, while 441 (22.3%) candidates scored from 3.0 to 4.0 marks.

The candidates who had a weak performance could not give the list of references one could use when writing a scholarly work. The candidates did not know the requirements of the question, hence they gave incorrect answers, such as: *(i) A phrase in a book Concerning a Subject matter (ii) A name of the book and page (iii) The authors Name of the book (iv) Place of publication*. Other candidates understood the requirements of the question but did not have adequate knowledge. Hence, they wrote only one reference correctly as read in the candidate's answer; *(i) Scheme work (ii) Text books*

(iii) Exercise books of a student (iv) Simple questions to give students. Extract 4.1 is a sample of a candidate's incorrect responses.

Extract 4.1 is a sample of the candidate's incorrect responses.

In Extract 4.2, the candidate listed down the features that are written when citing a reference instead of mentioning references that one would cite for a scholarly work.

The candidates (22.3%) who answered the question correctly, were knowledgeable on the references used when writing a scholarly work. They managed to list four references as required. Extract 4.2 is a sample of a candidate's correct responses in this category.

Extract 4.2 is a sample of the candidate's correct responses.

In Extract 4.2, the candidate listed four references one would cite for a scholarly work correctly. This candidate was competent and could understand task of the question.

2.1.5 Question 5: Reading Skills

In this question, the candidates were required to give four important techniques to be considered when skimming a text. The question tested the candidates' ability to skim various materials for general information.

The question was attempted by all 1,976 (100%) candidates. The general performance was weak since 20.8 per cent of the candidates scored from 2.0 to 4.0 marks. Figure 5 illustrates the candidates' performance.
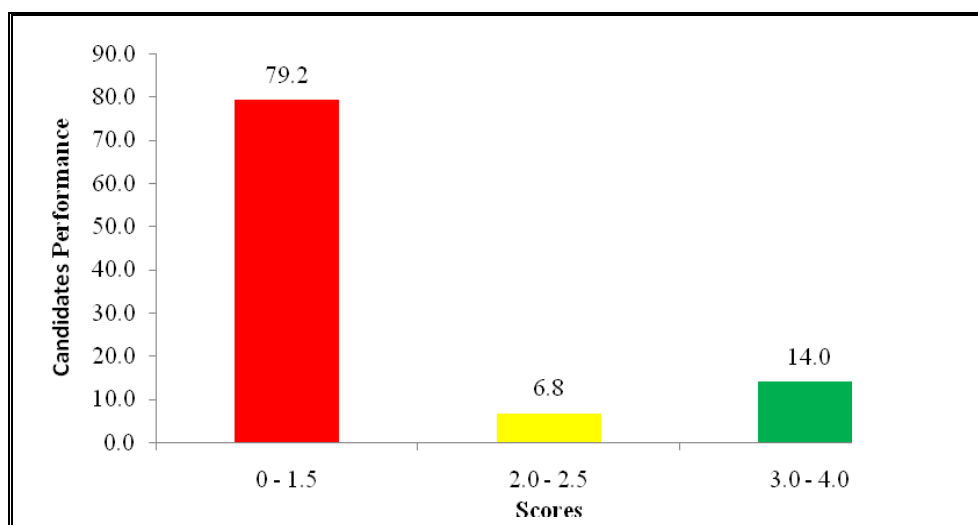

Figure 5: *The Candidates' Performance in Question 5*

Figure 5 indicates that, 1,565 (79.2%) candidates scored from 0 to 1.5 marks, 134 (6.8%) candidates scored from 2.0 to 2.5 marks, while 277 (14.0%) candidates scored from 3.0 to 4.0 marks.

The candidates with weak performance did not mention the four techniques to be considered when skimming a text. These candidates could mention only one or none of the four techniques. The candidates lacked reading skills, hence they wrote incorrect answers, such as: *(i) To read (ii) evaluate (iii) understand (iv) feedback*; *(i) A short text (ii) Name of the writer and receiver (iii) Polite language (iv) Clear and understandable message*; and *(i) Prepare the area that you want to survey in a book.(ii) Prepare the questions, that you will be done after surveying in a book (iii) Prepare the time of surveying a book. (iv) Start to surveying a book*. Extract 5.1 is a sample of a candidate's incorrect responses.

5.

x To know important information

by.To knew Objective

x To get notes in briefs

(V) Help to get knowledgena sbilu.

Extract 5.1 is a sample of the candidate's incorrect responses.

In Extract 5.1, the candidate failed to identify the techniques to be considered when skimming a text. The candidate listed down things one can benefit after skimming a text.

The analysis indicates that 277 candidates (14.0%) who scored from 3.0 to 4.0 marks had good understanding of skimming skills. They were also aware of the requirements of the question, hence they mentioned four important techniques to be considered when skimming a text correctly which are:

(a) *Heading or Titles.*
(b) *Sub-headings or sub titles.*
(c) *The first sentence for each paragraph.*
(d) *The last sentence for each paragraph.*

Extract 5.2 is a sample of correct responses from a candidate who performed well in this question.

5. i) Look for the tittle
    ii) Look for the cover page.
    iii) Look for the heading
    iv) Look for the sub headings.

Extract 5.2 is a sample of the candidate's correct responses

In Extract 5.2, the candidate wrote the four techniques to be considered when skimming a text. The candidate was competent on the subject matter.

The candidates who performed averagely (6.8%) mentioned only two techniques to be considered when skimming a text. Their responses suggest that they had moderate competency on skimming skills, and for this reason, they scored marks which ranged from 2.0 to 2.5.

2.1.6 Question 6: Reading Skills

In this question, the candidates were required to describe four stages which are involved in surveying a book.

This question was attempted by 1,976 (100%) candidates. The general performance in this question was weak since 560 (28.4%) candidates scored from 2.0 to 4.0 marks. Figure 6 illustrates the performance of the candidates in the question.
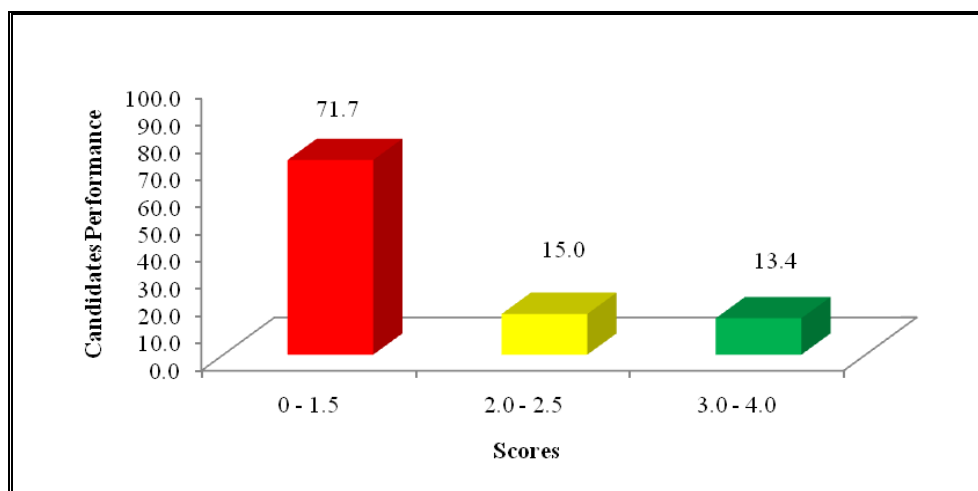

Figure 6: *The Candidates' Performance in Question 6*

Figure 6 shows that 264 (13.4%) scored from 3.0 to 4.0 marks, 296 (15.0%) scored from 2.0 to 2.5 marks, while 1,416 (71.7%) candidates scored from 0 to 1.5 marks.

The analysis shows that the candidates who had weak performance in the question described only one or none of the four stages involved in surveying a book. Their performance indicates that they were incompetent on the issues concerning steps involved before reading an assigned book. As a result, they gave incorrect answers, such as; *(i) having informations*

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(ii) Tells when the survey had take place (iii) Collecting all information from where it start to where its ends. Other candidates did not understand what they were required to write, hence they mentioned things concerning reading skills. For example one of them wrote: *(i) Scanning (ii) Skimming (iii) Intensive reading (iv) Extensive reading*. Extract 6.1 shows a sample of an incorrect response to Question 6.

> 6. (a) Knowledge found in the book
> (b) Knowledge of a subject matter.
> (c) Setting a Consideration
> (d) Purpose.

Extract 6.1 is a sample of the candidate's incorrect responses.

In Extract 6.1, the candidate wrote things that can be found in the textbook after one had read the book. This candidate could not understand the task of the question, hence he/she gave irrelevant answers.

The candidates (13.4%) who performed well described the four stages of surveying a book correctly. These candidates had knowledge and skills on how to get an overview of the content of the text before beginning to read the intended chapters. Extract 6.2 is a sample of candidate's correct responsess.

> 6 (i) Title of the book
> (ii) Author of a book
> (iii) Year of publication of the book
> (iv) Publisher of a book.

Extract 6.2 is a sample of the candidate's correct responses.

In Extract 6.2, the candidate had the knowledge on how to get an overview of the content of the text before beginning to read the intended chapters. This candidate wrote the four stages involved in surveying a book.

The analysis also indicates that there was 15.0 per cent of the candidates who scored from 2.0 to 2.5 marks. These candidates mixed up the correct answers with incorrect ones. As a result, they described only two stages involved in surveying a book.

2.1.7 Question 7: Note taking and note making

This question required the candidates to give four reasons for taking notes during lecture or seminar presentation.

The question was attempted by 1,976 (100%) candidates. The performance in this question was good as 1,933 candidates (97.8%) scored from 2.0 to 4.0 marks. Figure 7 shows the performance of the candidates in the question.
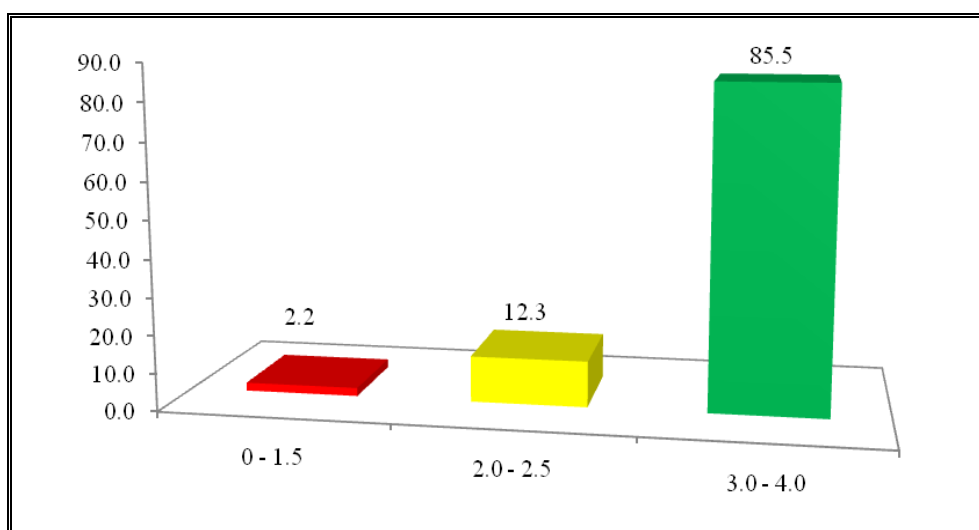

Figure 7: *The Candidates' Performance in Question 7*

Figure 7 indicates that 1,689 (85.5%) candidates scored from 3.0 to 4.0 marks, 244 (12.3%) candidates scored from 2.0 to 2.5 marks while 43 (2.2%) candidates scored from 0 to 1.5 marks. This is one of the questions with high performance in this examination.

The analysis indicates that the candidates whose performance was good in this question had adequate competency on explaining the meaning and purpose of note taking. These candidates gave four reasons for taking notes during lecture or seminar presentation such as: *(i) it helps to correct*

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mistakes like spelling errors occurred during taking notes. (ii) improves legibility and accessibility (by ourselves as well as by others as we continue using them). (iii) eliminates what is considered unimportant. (iv) to seek clarification on points that are not clear. Extract 7.1 is a sample of a candidate's correct responses to the question.

7.	i) For Revision or Later reading
	ii) It help to keep memories of the Speech
	iii) It help to Improve writting and Lutening skills
	iv) It help to have reference of a Particular text.

Extract 7.1 is a sample of the candidate's correct responses.

In Extract 7.1, the candidate wrote important reasons for taking notes during lecture or seminar presentation.

On the other hand, 43 (2.2%) candidates who scored from 0 to 1.5 marks had insufficient knowledge of note taking and its importance. Their incompetency led them to giving none or only one correct answer. For example, one candidate gave answers, such as: *(i) to get new knowledge (ii) to increase the language skills (iii) to increase consonutes (iv) to get education.* Extract 7.2 is a sample of one candidate's incorrect responses to the question.

7	i/ Increase performance
	ii/ Improve language skills
	iii/ High knowledge of teacher
	iv/ Solve your problem during taking note

Extract 7.2 is a sample of the candidate's incorrect responses.

In Extract 7.2, the candidate could write only one reason in (i) correctly. This candidate had inadequate competency on the topic of *Note Taking and Note Making*.

2.1.8   Question 8: Communication Theory

This question had two parts, namely (a) and (b). In part (a), the candidates were required to explain the meaning of the word context in relation to the communication process. Part (b) required the candidates to explain briefly three patterns of communication in an organisation.

The question was attempted by 1,976 (100%) candidates. This question was the most underperformed in this examination. The performance in this question was generally weak as only 4.3 per cent of the candidates scored from 2.0 to 4.0 marks. Figure 8 illustrates the performance of the candidates in the question.
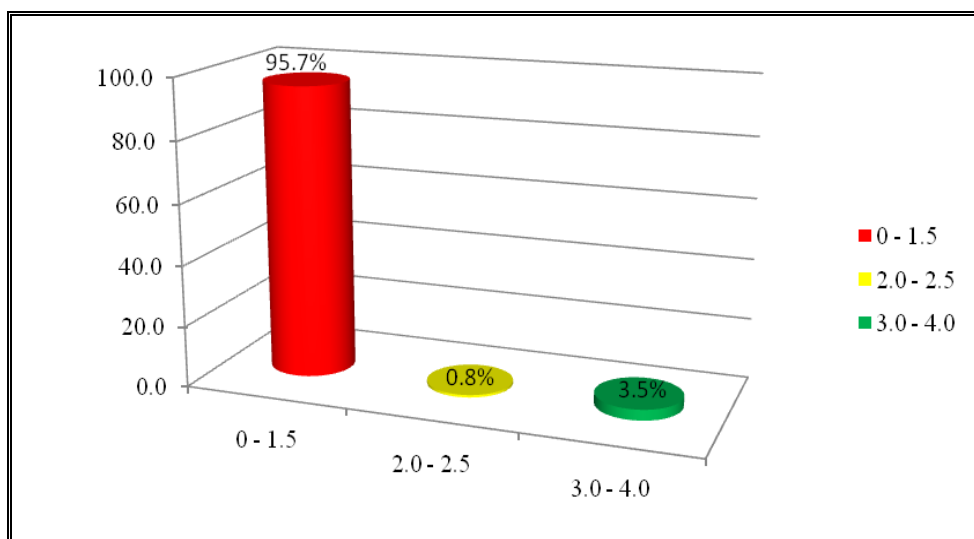

Figure 8: *The Candidates' Performance in Question 8*

Figure 8 shows that, the candidates who scored from 0 to 1.5 marks were 1,892 (95.7%), 15 (0.8%) candidates scored from 2.0 to 2.5 marks, while 69 (3.5%) candidates scored from 3.0 to 4.0 marks.

The analysis indicates that the candidates (95.7%) who had weak performance failed to explain the meaning of "context" in relation to communication process. They could not explain three patterns of communication in an organisation. These candidates did not have enough knowledge about communication process and the words used to describe the process. They had no knowledge how information is transferred in an organisation through patterns of communication. Due to the challenges which they faced, the candidates responded with incorrect answers to the question. For instance, one of the candidates answered: *(b) (i) Message Example Hellow (ii) Sender Example Juma send to Asha (iii) Medium/Channel Example Radio and television*. Another candidate wrote: *(a) Context - are the message which intended to send by encorder to decorder. (b) (i) medium - example radio (ii) Content - example any issue*. Some of the candidates defined the meaning of the word context correctly but failed to explain communication patterns. One of them wrote *(a) Context is the place where the communication process is taking place it includes the sender, message, medium and receiver of the message. (b) (i) Simplex - this is the communication in one direction only. example, radio communication. (ii) Duplex - this is a communication in both directions, example Radio call communication. (iii) Multiplex - this refers to communication in both directions but they simultaneously compensate, eg mobile phone communication*.

The answers provided by the candidates indicate that they had inadequate knowledge about communication process. Such inadequacy made them perform poorly in the question. Extract 8.1 is a sample of a candidate's incorrect responses to the question.

Extract 8.1 is a sample of the candidate's incorrect responses.

In Extract 8.1, the candidate wrote incorrect meaning of the word context and patterns of communication. The candidate lacked skills and knowledge of communication process.

However, some of the candidates had good performance in the question. The candidates explained the meaning of the word "context" in relation to communication process as *the setting in which communication process may take place. It is the situation in which communication happens. Communication process involves sender, message, channel, receiver and then feedback. In this process context determines the participants (sender and receiver), channel (it can be either oral or written channel depending on the context) and response given by the receiver (feedback).* They also explained three patterns of communication in an organisation correctly. Extract 8.2 is a sample of candidate's correct responsess to the question.

Extract 8.2 is a sample of the candidate's correct responses.

In Extract 8.2, the candidate had sufficient skills on the communication process. The candidate explained the word context and explained the three patterns of communication.

The candidates (0.8%) who had an average performance could define the meaning of the word "context" in relation to communication process or explain only one pattern of communication in an organisation. The candidates in this category had inadequate skills on the subject matter.

2.1.9   Question 9: Communication Theory

In this question, the candidates were required to briefly describe four characteristics that indicate effective communication in the classroom. The question tested the candidate's ability to identify principles of effective communication.

The question was attempted by 1,976 (100%) candidates. Generally, the performance of the candidates in the question was average since 67.0 per cent of the candidates scored from 2.0 to 4.0 marks. Figure 9 illustrates the candidates' performance in the question.
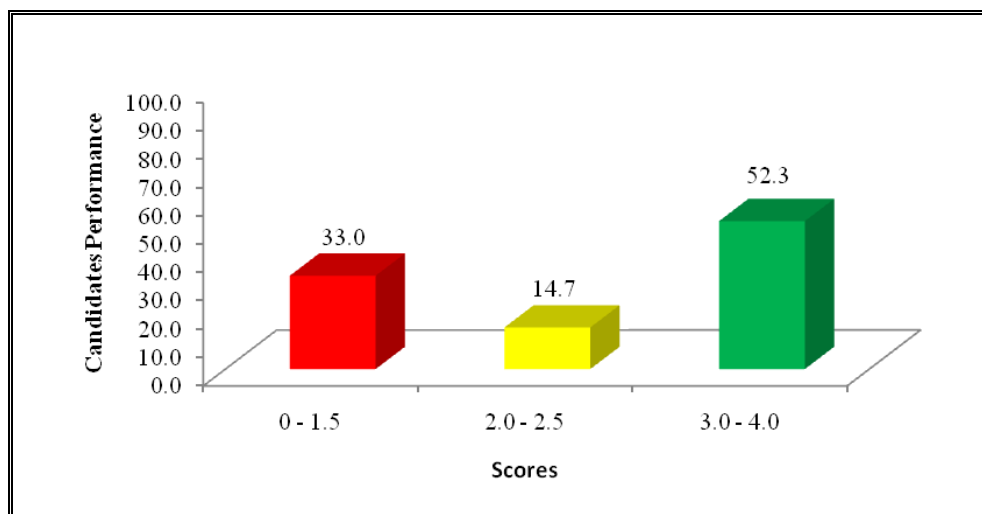

Figure 9: *The Candidates' Performance in Question 9*

Figure 9 illustrates that, a total of 1,032 (52.3%) candidates scored from 3.0 to 4.0 marks, 291 (14.7%) candidates scored from 2.0 to 2.5 marks while 652 (33.0%) candidates scored from 0 to 1.5 marks.

The analysis indicates that the candidates with good performance described the four characteristics of effective communication. These candidates were competent on principles of effective communication, hence they managed to give correct answers such as: *(a) An effective communication uses simple, clear and straight forward language even in the classroom situation. Teacher uses simple and clear language that is understandable to all pupils in the classroom. (b) An effective communication in the classroom situation is characterised by adaptable and it uses established channels of communication such as oral channel, written channel, etc. (c) It is also characterised by sign of entertainment and attracts pupil's attention. (d) It also provides opportunities for dialogue and discussion to pupils during teaching and learning process.* Extract 9.1 is a sample of candidate's correct responsess to the question.

Extract 9.1 is a sample of the candidate's correct responses.

In Extract 9.1, the candidate described the four characteristics that indicate effective communication in the classroom. This candidate was competent on the subject matter.

On the other hand, the candidates who had weak performance described none or one of the four characteristics of effective communication in the classroom. These candidates lacked good understanding of the subject

matter. Hence they wrote points that are incorrect, such as: *(i) Greating during the teacher enter the classroom (ii) The students during asking the question (iii) During the student help your other like pen (iv) During provide the answer if your ask from the teacher;* and *(i) Making noise (ii) Speaking roundelmly (iii) Shout their voices (iv) Used the piece of letter.* Extract 9.2 shows a sample of a candidate's incorrect responses.

Extract 9.2 is a sample of the candidate's incorrect responses.

In Extract 9.2, the candidate wrote things which one can get from effective communication in the classroom.

The candidates (14.7%) who had average performance (14.7%) described only two characteristics of effective communication in the classroom. Their responses suggest that they had moderate competency in the area. For example, one of the candidates described correctly two characteristics of which the fourth point was similar to the second one: *(i) Well understanding between classroom members. (ii) The presence of effective listening. (iii) The use people (iv) Attention among members.*

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2.1.10 Question 10: Oral Presentation

This question required the candidates to explain briefly four objectives of giving Oral presentation.

This question was attempted by all 1,976 (100%) candidates. Generally, the performance was good in this question since 75.9% per cent of the candidates scored from 2.0 to 4.0 marks. Figure 10 illustrates the summary of their performance.
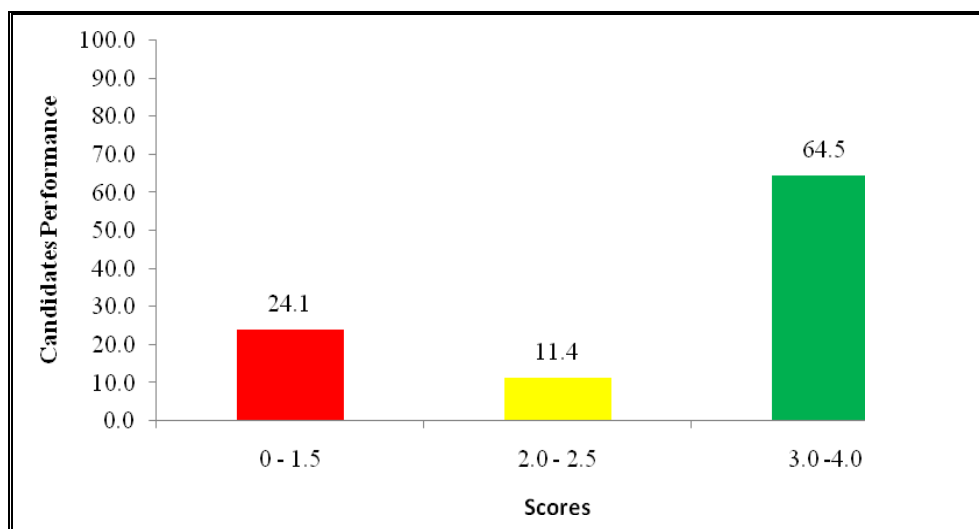
Figure 10: *The Candidates' Performance in Question 10*

Figure 10 shows that, 476 (24.1%) candidates scored from 0 to 1.5 marks, 225 (11.4%) candidates scored from 2.0 to 2.5 marks, while 1,275 (64.5%) candidates scored from 3.0 to 4.0 marks.

The candidates whose performance was good stated four objectives of giving Oral presentation. These candidates were knowledgeable about the concept of Oral presentation and objectives of giving it. They gave correct answers, such as: *10 (a) To inform (to get new information/to provide information). (b) To persuade/convince (to make people change direction or attitude). (c) To entertain (to make people enjoy and relax). (d) To express feelings.* Extract 10.1 shows a sample of a candidate's correct responses.

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10	(i) To Inform	
	(ii) To persuade	
	(iii) To Intertain	
	(iv) To educate .	

Extract 10.1 is a sample of the candidate's correct responses.

In Extract 10.1, the candidate wrote all the four objectives of giving an Oral presentation. This candidate could respond correctly because he/she had adequate competency on the subject matter.

The candidates with weak performance (24.1%) were incompetent on the topic of Oral presentation. Hence, they failed to give the objectives of giving an oral presentation. The candidates gave irrelevant responses to the question, such as: *10 (i) Television. (ii) Microphone. (iii) Telephone. (iv) Mouth*. Other candidates did not understand the question. Hence, they mentioned varieties of oral presentation as shown in the example: *(i) Debate (ii) Interview (iii) Dialogue*. Extract 10.2 illustrates a sample of a candidate's incorrect responses to the question.

10.	OBjective of giving oral presentation
	i) Voice projection
	(ii) Marntain eye contact
	(iii) Consider number of audience
	(iv) Stay movement.

Extract 10.2 is a sample of the candidate's incorrect responses.

In Extract 10.2, the candidate lacked knowledge of the objectives of giving Oral presentation, hence he/she wrote things to be considered when giving Oral presentation.

Moreover, the candidates with average performance (11.4%) gave only two objectives for giving an oral presentation. These candidates knew the requirements of the question but mixed up correct and incorrect answers.

For example, one of the candidates wrote: *10 (i) To educate (ii) To justify (iii) To Entertain (iv) Easy to understand*.

2.2   Section B: Optional Subjective Type of Questions

This section had six (6) questions of which the candidates were required to answer four of them. The questions were in essay form and each one carried 15 marks, making a total of sixty (60) marks.

2.2.1   Question 11: Note Taking and Note Making

The question required the candidates to justify the statement that in order to be an effective note taker, one must have techniques of note taking. Therefore, the candidates had to affirm the statement by using five techniques needed for effective note taking.

The question was attempted by 1,797 (90.9%) candidates. The performance in the question was good as 94.9 per cent of the candidates scored from 6.0 to 15.0 marks. Figure 11 presents the performance in the question.
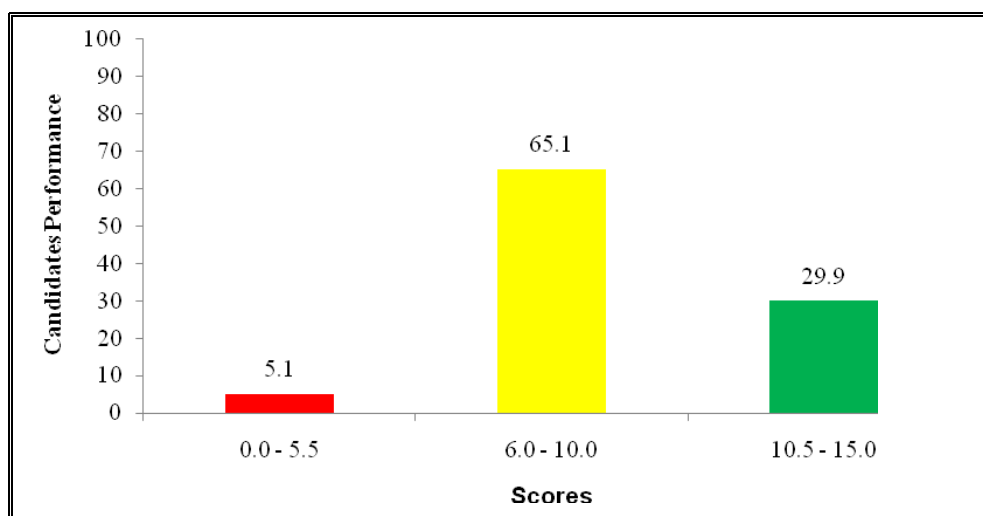

Figure 11: *The Candidates' Performance in Question 11*

Figure 11 indicates that, 537 (29.9%) candidates scored from 10.5 to 15.0 marks, 1,169 (65.1%) candidates scored from 6.0 to 10 marks and 91 (5.1%) candidates scored from 0 to 5.5 marks.

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Moreover, the candidates who had good performance in this question were competent in the topic of *Note Taking and Note Making* as they gave five techniques needed for effective note taking which are:

(a)   *Recognizing the main ideas and important concepts by jotting down the main ideas and important points, one will easily be able to remember when he/she takes note on the main ideas.*

(b)   *Identifying what information is relevant or irrelevant to your task. This is simply categorizing and subjecting to relevant and important information as one does take notes. To save time and space it is crucial to focus only on ideas and information which matter to one's task.*

(c)   *A note taker should have his/her own system of taking notes that works for him/her. It is easier for a note taker to generate his or her symbols, abbreviations, etc whose meaning can be remembered later when referred to.*

(d)   *Recording the source of information. It is important to record sources of information in order to keep track on areas that were not captured or comprehended properly.*

(e)   *Putting information in your own words, where possible. It is important to paraphrase what is presented instead of copying the presenter's word to word.*

Extract 11.1 presents a sample of a candidate's correct responsess to the question.

11   Note taking is the process of writing down important pieces of information in a lecture in a systematic way. During note taking various techniques are used in order to achieve the desired goal which is to get the speaker's message. The following are the techniques which can be used during note taking:-

    Write phrases, not full sentences, when taking notes, the note-taker should not write full sentences being spoken by the speaker, instead, he or she should write phrases to save time.

    Take notes in your own words, a note taker should try as much as she can to use his/her own words when taking notes. This will help him or her to easily relate and understand the speaker's message in the future.

    Use colours and symbols, when note taking, it is better to use colors and symbols to highlight information that carry a particular message and also to save time and keep up with what is being said.

    Structure your notes with heading, subheading, numbers and list, while note taking, it is important to have a clear structure of it in order to make it easier to understand the information. One should start with the heading, subheading, list or even numbers in his or her notes.

    Underline, circle, or star the key information such as definitions, a note taker should use this technique in order to help him remember the key concepts or information in the taken from the lecture.

    Therefore it is very important for every note taker to observe or apply these techniques all the time while taking notes. In so doing, he/she will be termed as an effective note taker.

Extract 11.1 is a sample of the candidate's correct responses.

In Extract 11.1, the candidate explained five techniques needed for effective note taking. His/her responses indicate that he/she was competent on the topic of Note taking and Note Making.

The candidates who had average performance were competent on the subject matter but they gave points with inadequate explanations. Hence, they scored between 6.0 to 10.0 marks (average performance). For xample, one of the candidates wrote points, such as: *Be selective; do not write everything that is said by the speakers, pick the relevant information. Write date and number on every page that you are using especially when you are using separate sheet to avoid confusion. Update your notes soon after presentation; Effective note takers must update his/her notes soon after presentation by using his/her own words. write heading and subheading of a topic to avoid confusion when making revision. Ask question if you don't understanding and if the situation allowed. Effective note taker must ask question when he/she don't understand of what is talking about; in order to reduce misunderstanding.*

However, the candidates with weak performance were incompetent on the subject matter. As a result, they gave answers which were incorrect, such as:

> *Note taking, is the process where by recording information through the written resources. The following are the advantage of note taking.*
>
> *It help to get information, through note taking it help to get note for the recording and writing from the speaking things in the mass of people Around in the areas.*
>
> *It help to get new knowledge, Also through the note taking its lead to get new knowledge from the speaker so as this techniques its help for the people gain new knowledge.*
>
> *It encourage increasing the thinking capacity. Through note taking its the source of increasing the thinking capacity during the taking the note writing and note taker through that can increasing the thinking capacity.*
>
> *It improve the language skill. Also its advantage that caused by note taking for the improve the language skill through the writing and spoken in the note taker so as note taking is important.*

> *It help to preparation the reference. Also its advantage of note taker may lead the preparation of reference for the make things.*
>
> *All in all I can say that the note taking its led the important for the people due to*

Extract 11.2 shows a sample of a candidate's incorrect responses to the question.

Extract 11.2 is a sample of the candidate's incorrect responses.

In Extract 11.2, the candidate did not know the requirement of the question and so he/she wrote things which are written in the question and other meaningless words.

2.2.2 Question 12: Tests and Examinations

In this question, the candidates were required to use five points to explain reasons as to why learners are assessed during the teaching and learning process.

The question was attempted by 1,751 (88.6%) candidates. Generally, the performance of the candidates in the question was good since 75.7 per cent of the candidates scored from 6 to 15 marks. Figure 12 presents the candidates' performance in the question.
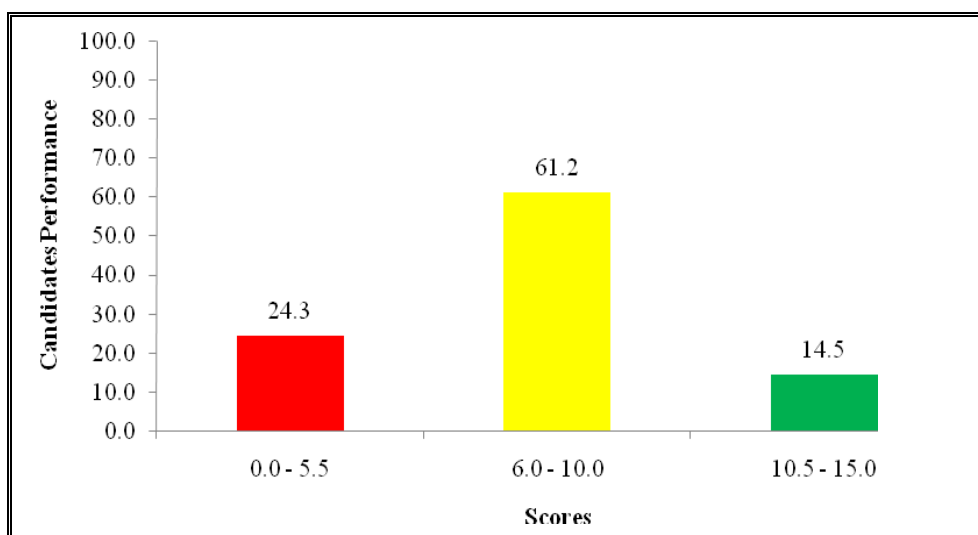
Figure 12: *The Candidates' Performance in Question 12*

Figure 12 reveals that 254 (14.5%) candidates scored from 10.5 to 15 marks, 1,071 (61.2%) candidates scored from 6 to 10 marks while 426 (24.3%) candidates scored from 0 to 5.5 marks.

On the other hand, the candidates with weak performance in this question were incompetent on the topic of *Tests and Examinations*. Some candidates faced language difficulties. Hence, they wrote points which were not clear which made them to perform poorly in the question. Other candidates wrote incorrect answers, such as: advantages of teaching and learning instead of advantages of assessing learners. Extract 12.1 is a sample of candidate's incorrect responses to the question.

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12. Learning process and teaching; This is a process of gain materials to the audience to know the something that your concider to gave us. The following are the ways that can be assess learners during the teaching and learning process.

Attention when speaking; When your speaking must be to know how can be attention to leasting your when your told about something so that must be know that.

Asking question about what we teach about; When we teaching about something must be ask question to know how can be attention to to know how can be speak about.

Why can take a point when we speaking; The learner must be take a summary or a point about where we speaking for references or information so that must be to know how a learner a taking summary about how can speak.

Why can be do a summary about the something that your teach; The end of the subject must be choose of one of them to do the summary of the subject that can be larner so it can be able to know how a learner can understand your.

To prepare the examination; for the end of the subject competence must be a prepare examingtion. that can be asses your to know how a learner can improved in the process of learning and teaching process.

So that if your want to know how a learner can be able to know how to teaching must be assey for the point abouve like to ask a question; Attention when who speaking.

Extract 12.2 is a sample of the candidate's incorrect responses.

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In Extract 12.1, the candidate wrote things that are done when one teaches because he/she did not have sufficient competency on the subject matter.

However, the candidates who had good performance in the question were knowledgeable about the objectives of Tests and Examinations during teaching and learning process. In such instances, those candidates gave the correct answers, such as:

(a) *To measure pupils progress. It involves finding out how much pupils know especially after covering large part of the syllabus. For example, the terminal examination is provided to find out the extent pupils have learned in the term.*

(b) *To diagnose pupils' standard on arrival. Diagnostic tests help to find out what the students know before any teaching is done, usually at the beginning of a year, or when the class and the teacher are new to each other.*

(c) *To motivate pupils: Assessment can motivate pupils to do better in many ways. They make them work very hard. Pupils aim to get higher grades. The pupils may be ranked according to the score they get. This being the case; they may be competing for the highest grade position (to be the first.*

(d) *To identify pupils learning problems. Assessment can help the teacher to identify learning problems facing the learners. Hence once the problems are identified, it will be easier for the teacher to solve them. Some of the problems that can be pointed out include; spelling, grammar, paragraphing, etc.*

(e) *For selection and certification. Examination is provided in schools in order to select pupils for higher levels of education and to provide them with certificates. For example, standard seven pupils do the final examinations to enable them to be selected for secondary education. Also, certificate of secondary education examinations are given to the form four or six students for selecting them for higher education and providing them with certificate.*

These candidates scored marks which ranged from 10.5 to 15. Extract 12.2 is a sample of candidate's incorrect responses to the question.

12 | Assessment is the process of collecting data in order to make decision. It is very important to assess learners during the teaching and learning process. These assessments can be at the beginning of the course, during the course or after the completion of the course. Below are the reasons showing why should we assess the learners during the teaching and learning process:-

It helps to improve teaching and learning methods, once a teacher assesses his or her learners, he/she can easily be able to identify the problem that is complicating learning and if it is about the methods, it becomes easier to improve.

To know areas of difficulties among learners, assessment helps to pinpoint the areas which are difficult to the learners by judging on their performance in the respective field.

Helps to motivate the learners, when students are assessed and the positive feedback comes, example, passing the test they maybe intrinsically or extrinsically motivated to perform even better in their studies.

Helps in making evaluation, the findings obtained from the assessment conducted during the teaching and learning process enables the subject teacher to evaluate the effectiveness of his or her methods and the performance of the learners.

It gives feedback to the learners, when assessed accordingly, the learners can be able to know their progress with the course, and make improvements whenever necessary.

Generally, assessment in teaching and learning process is a vital tool to both teachers and the learners since it helps those involved to easily determine the achievements reached or make improvements or amendments whenever required to do so.

Extract 12.1 is a sample of the candidate's correct responses.

In Extract 12.2, the candidate wrote the reasons for assessing learners during the teaching and learning process.

2.2.3 Question 13: Writing Skills

The question required the candidates to elaborate five features that one could consider important in writing a good report.

The candidates who attempted the question were 957 which is 48.4 per cent. The overall performance of the candidates in the question was average since 47.8 per cent of the candidates who attempted the question scored from 6 to 15 marks. Figure 13 illustrates the candidates' performance in the question.
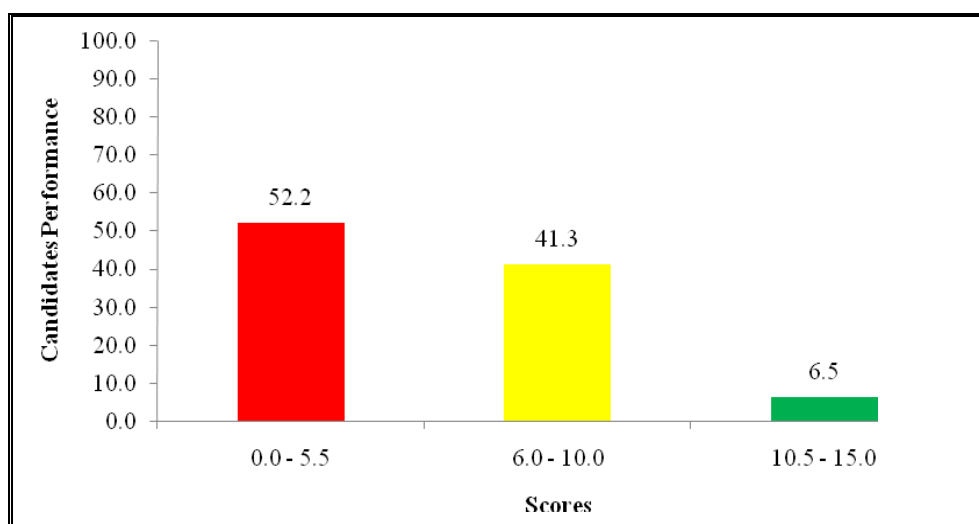

Figure 13: *The Candidates' Performance in Question 13*

Figure 13 shows that the candidates who scored from 0 to 5.5 marks were 500 (52.2%), 395 (41.3%) candidates scored from 6 to 10 marks and 62 (6.5%) candidates scored from 10.5 to 15 marks.

The candidates with weak performance misinterpreted the question. They wrote points which are irrelevant to the question. For example, some of the candidates wrote advantages of a good report instead of features. Some candidates had language barriers, hence they wrote meaningless content. Other candidates had inadequate knowledge. As a result, they wrote

features of a good document, such as *good handwriting, cleanliness of work and use of polite language*. Extract 13.1 is a sample of a candidate's incorrect responses to the question.

Extract 13.1 is a sample of the candidate's incorrect responses.

In Extract 13.1, the candidate wrote advantages of a good report instead of features of a good report. The candidate's responses indicate that he/she misunderstood the question.

The analysis shows that the candidates who had good performance elaborated the important features in writing a good report. The candidates in this category were competent in writing skills, hence they gave correct answers such as:

(a) *A title page which contains the report title that clearly states the purpose of the report, full details of the persons for whom the report was prepared. It normally carries the title, sub-title, date and author's name.*

(b) *Summary: This is necessary if the report is long. It gives out only the general meaning of the report.*

(c) *Table of contents: This is a list of the headings and appendices of the report.*

(d) *The Introduction: It gives enough background information to provide a context for the report, stating the purpose of the report and clarifies key terms. It usually states the objective of the report.*

(e) *The Content: This comprises the body. It depends on the purpose of the report. The body of the report contains the detailed facts and findings. Also, it draws conclusion out of the main point and presents a considerable judgment on them.*

Extract 13.2 shows a sample of a candidate's correct responsess to the question.

13.	Report is the short written document- which represent Something information, example information of Examination informatio n about station of field. The following ar the important features which needed in a good report writting as follows
	Tittle of the Riport. this is the headi- ng which carry the Objecitves of the rrpo rt its verry essential.
	Another is Participants This is the- Main who included in that report - Must be shown in that report with their names and signs if possible.
	Introduction / Introductory Part This - Part show or express about the tiftle and explain shortly about that report.
	Also Main body This expressing the rripor t about and carry different Message like Possitively and challenges faced.
	Another is Suggestions and Opinions af- ter reading / Prepare the riport as a reader- your adviced to say or write your Opini on which lead with challenges.
	All in all a systimatic riport emphasize the audience to listen and get moral of knowing which going to introduced.

Extract 13.2 is a sample of the candidate's correct responses.

In Extract 13.2, the candidate elaborated the important features to be considered in writing a good report.

2.2.4   Question 14: Writing Skills

In this question, the candidates were required to describe five features of narrative essay. The question tested candidate's ability to identify important things to consider in composition writing.

The candidates who opted for this question were 714 (36.1%). The overall performance in the question was good since 86.7 per cent of the candidates performed from average to good performance. Figure 14 illustrates the candidates' performance in the question.
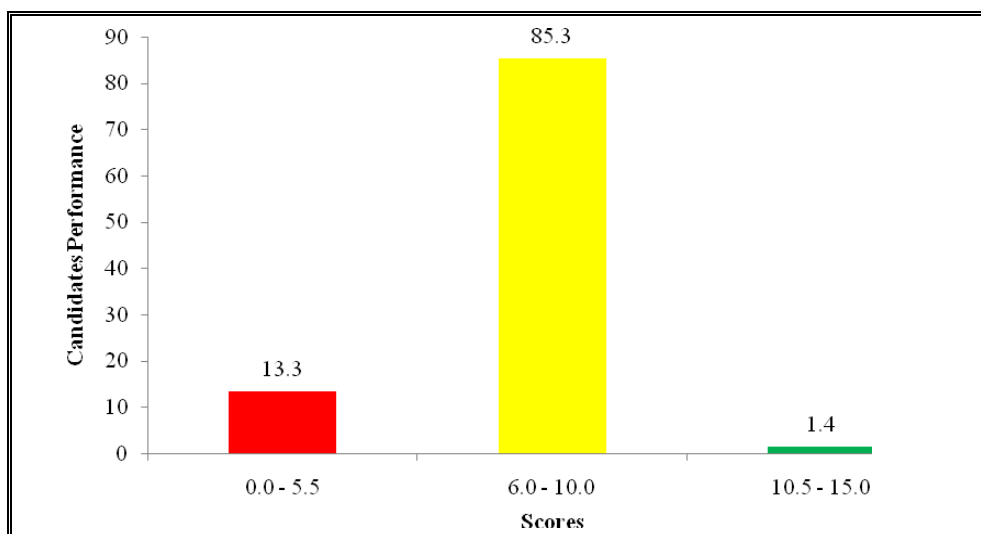
Figure 14: *The Candidates' Performance in Question 14*

The analysis shows that, 10 (1.4%) candidates scored from 10.5 to 15 marks, 609 (85.3%) candidates scored from 6 to 10 marks, while 95 (13.3%) candidates scored from 0 to 5.5 marks.

The analysis indicates that, 95 (13.3%) candidates who had weak performance failed to describe features of a narrative essay correctly. Some of these candidates did not have enough skills on composition writing. As a result, they wrote things such as lessons that one can get from stories and some features of oral stories. Extract 14.1 presents a sample of a candidate's incorrect answer to the question.

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> 14. Narrative essay, refers to a kind of essay which a writer writes about a narration of an event or something. forexample an essay about car accident this would be a narration essay.
>
> The following are the features of a narrative essay.
>
> Firstly, a narrative essay involved with the past, as a writers writes about may be "majimaji war" which occured at the past years, this would appear in a form of narration essay which explains about the past events.
>
> Secondly, a narration essay toke long time in writing, this is because a narration takes to long time to narrate or explain,
>
> Easy to write.

Extract 14.1 is a sample of the candidate's incorrect responses.

In Extract 14.1, the candidate wrote things which describe time and events one can write about. The answers he/she wrote may have been attributed to lack of knowledge about composition writing.

Moreover, 619 (86.7%) candidates who performed well in this question described features of a narrative essay as:

(a)   *The story should have an introduction that clearly indicates what kind of narrative essay it is, and it should have a conclusion. The narrative essay offers writers a chance to think and write about a sequence of events.*

(b)   *The author should describe the person, the scene or the event in some details. It offers specific and often sensory details to get the reader involved in the element and sequence of the story.*

(c)   *The occasion described must be suggestive in that the description and thoughts should lead to the reader to reflect on the human experience. There should be some points, lesson or idea gleaned from this narrative to make the essay meaningful.*

(d) *The point of view in narrative essay is usually first person. The use of 'I' invites the readers into all intimate feelings.*

(e) *Narrative essay should be lively and show good style to describe ideas and events in new and different ways. It organized to the final editing process work on word choice. Narrative essay also communicates a main idea or lesson learned.*

The candidates were skilled on writing, especially in composition writing and as a result they performed well. The candidates in this category scored from 10.5 to 15 marks. Extract 14.2. is a sample of a candidate's correct responses in this question.

14	Narration essay is the kind of essay which deal with telling a story about something or history of events. The following are the features of a narrative essay.
	It should have heading ; When writting narrative essay you Must write heading of what about of your essay narrative -
	It should have introduction ; when writting a narrative essay you should or Must start with introduction to introduce what about you writting.
	Must have main body of essay ; This is all about what you say in a your essay or talking about also you can what a story is about.
	It should have a characters ; Also narrative essay can show characters of the story about which are play the part of the story. The character they can be animals, people, non living things and living things.
	It should have a conclusion ; Also narrative essay can have conclusion it means end of the story about also can show how our life are relate
	Generally ; Narrative essay is the essay which can teach people when reading that because they show relation with our life of everyday.

Extract 14.2 is a sample of the candidate's correct responses.

In Extract 14.2, the candidate wrote the five features of a narrative essay because he/she was aware of composition writing.

2.2.5 Question 15: Writing Skills

In this question, the candidates were required to explain five things to consider in creating an effective agenda before the meeting.

The question was attempted by 698 (35.3%) candidates. The performance of the candidates in this question was weak since only 10.7 per cent of the candidates scored from 6 to 15 marks. Figure 15 presents the candidates' performance in the question.
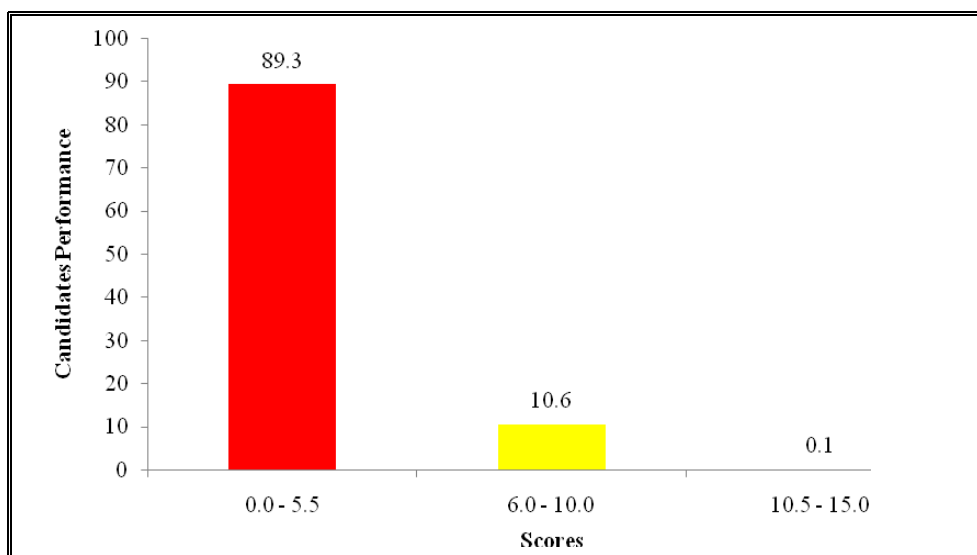

Figure 15: *The Candidates' Performance in Question 15*

Figure 15 shows that 623 candidates equivalent to 89.3 per cent scored from 0 to 5.5 marks, 74 (10.6%) candidates scored from 6 to 10.5 marks, while only 1 candidate (0.1%) scored from 10.5 to 15 marks.

According to the analysis, 623 (89.3%) candidates per cent who had weak performance scored from 0 to 5.5 marks in this question. These candidates had challenges in mastering the requirements of the question. They also faced language barriers and lacked competency on preparation of agenda for a meeting. Hence, they responded with irrelevant answers. For example, some candidates wrote purposes of agenda while others wrote contents of agenda. Extract 15.1 presents a sample of a candidate's responses to the question.

45

Extract 15.1 is a sample of the candidate's incorrect responses.

In Extract 15.1, the candidate wrote the presentation that one would use in a meeting. Such responses indicate that the candidate did not grasp the requirement of the question.

However, the candidates with good performance explained things to consider in creating an effective agenda before the meeting. These candidates had a good understanding of the subject matter and were skilled in writing. Therefore, they identified that the things to be considered in creating agenda before the meeting are: *(a) To send a letter to the*

participants stating that there will be a meeting, the goal of the meeting where and when the meeting will be conducted. If it is clear and they do accept there is a need to confirm the attendance. (b) To ask participants with agenda items to contact the person in charge not less than two days before the meeting is confirmed. The purpose of this is to include agendas in the arranged activities, to give information, to obtain assistance and to forward ideas, grievances or experiences. (c) To send the agenda to all participants a day before the meeting reminding them of the meeting goals, location, time and duration. During the meeting, try to follow each agenda with its time limit. (d) After all requested items for the agenda have been submitted, they should be summarised in a table format with the following heading; agenda item, presenter and time. (e) To ensure that all of the essential elements are noted such as type of meeting, name of the organisation, facilitator and time the meeting commences. Prepare a list of expected attendees and check off the names as people enter the meeting venue/room. Extract 15.2 shows a sample of a candidate's correct responses to the question.

15 Agenda; this in short can be termed as the topic of discussion, that the main thing involved or put so as for the members of the discussion to participate in expressing view, challenges and strategies of a particular subject matter, as a head teacher there are things to consider in creating the agenda of the meeting before the meeting which include the following;

Purposive; the agenda of the meeting should have purposes that are for discussed or discussion in the meeting held for example "The Purpose of the meeting is to discuss about the Construction of domitories for students", the agenda should carry the Purpose for Improvement of the Particular Subject matter.

Participative; that the agenda should carry the Participative role in insuring that all meeting members are Participating in the agenda and all are given a chance to express their views for Example discussing about the bad results of the students and all teachers to be given a chance to express the challenges that hinders teaching in his or her subject.

Time of application; the agenda should also carry a time that is intended for a Particular thing to be applied in order to Improve the needs of the Learners or teachers or the People For example Discussing about the students graduation in this they know that it's going to happen at a Particular date but "we are discussing on how it should be for example who will be the guest of honour etc", so as to reach solution of the Particular Issue.

Strategic; a good agenda should give to a member a chance or window of Opportunity to express his views and different Strategies Concerning on the Particular Issue for example discussion about "domitory Construction" all members should give their Strategies on how it would be.

Needs of the Society or members; the agenda should also carry the needs of the society or members so as to discuss them and reach a solution of It for example discussion about the Construction of Teachers office, Buying Pupils books etc in which all members Can Participate for example which Subject book should be bought the most and which Subjects few.

A good agenda should also touch everyone in Order to express their views or Perspectives for the Improvement of Various things in a Particular field.

Extract 15.2 is a sample of the candidate's correct responses.

In Extract 15.2, the candidate explained things to consider in creating an effective agenda before the meeting. This candidate had adequate knowledge about writing skills and preparation of agenda for meeting.

2.2.6   Question 16: Oral Presentation

The candidates were required to evaluate five factors that may cause barriers to effective listening during oral presentation.

This is the question with the highest performance in this examination. The question was attempted by 1,867 candidates which is equivalent to 94.5 per cent. The general performance in this question was good since 98.9 per cent of the candidates who attempted the question scored from 6 to 15 marks. Figure 16 illustrates the candidates' performance in the question.
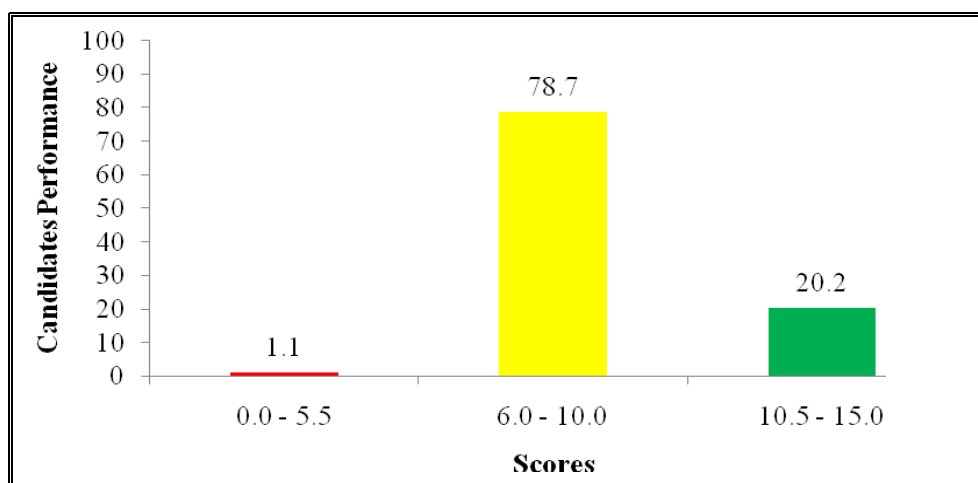
Figure 16: *The Candidates' Performance in Question 16*

Figure 16 illustrates that 20 (1.1%) candidates scored from 0 to 5.5 marks, 1,469 (78.7%) candidates scored from 6 to 10 marks, while 378 (20.2%) candidates scored from 10.5 to 15 marks.

The analysis indicates that the candidates who performed well evaluated the factors that may cause barriers to effective listening during oral presentation. The candidates had knowledge of the subject matter and as a result they gave correct answers, such as:

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(a) Psychological barriers; these barriers include prejudgment, superficial frame of reference, closed mindedness, inability to pay attention, prejudices/biases and egocentrism affect the interpretation of the message. Shallow listening prevents the person from understanding clearly what is being talked about. Failure to understand the mental frame work of the speaker results into poor interpretation. We can however overcome psychological barriers by having a positive mind set towards that we are listening.

(b) Environmental distractions such as physical distractions, noise and visual barriers affects effective listening. Noisy surroundings, land music, noise of machines, noisy office equipment, and noise of horns affect listening. Cultural habits of people at work place and conversation at the top of their voices can disturb others. Postures on the walls may also catch ones attention and lose concentration.

(c) Linguistic/semantic barriers are related to how one uses language. Difficult language will not be understood by a listener, also mispronounced or words with double meanings will affect listening.

(d) Socio–cultural barriers include different cultural back ground, personal space and public space and sense of time. Different accounts from the people of different cultural backgrounds affect listening.

(e) Physiological barriers include hearing impairment, hunger, tiredness and pain. Hearing impairment affects listening. Similarly, hunger distracts attention, tiredness reduces the ability to concentrate.

Extract 16.1. is a sample of a candidate's correct responses to the question.

16. Oral Presentation; this refers to the Presentation that is made or expressed by Using the word of mouth, It Include a reader or speaker to speak and the audience to Listen on what or agenda Presented to them. Oral Presentation is Caused by many factors in the whole Process of ~~teaching~~ ~~learning~~ Listening to what is Presented may Occur Various things that may hinder effective Listening during Oral presentation which Include the followings:

Poor Language skills; for the Speaker he/she Should Choose a Suitable Language to be Used by during the Presentation in ~~Ord~~ Order to Improve or drag attention of the Listeners for example; Using of figurative Language, Immaginative Languages, Ambiguity Language may Confuse the attention of the Listener and make It not easy to Understand on what you are Presenting.

Distance; a Long distance from the Speaker to the Listener may affect effective Listening and if the Speaker is Using a low Voice to a large group of People while Speaking may lead to Some of the People will not hear effectively on what you are Saying.

Noise; this Can be also a barrier in Listening to what the Speaker is Presenting because the mix of Various Voices may bring Interference to the Listener to Listen Correctly or ~~effectively~~ for example Listening to a Lecture and Someone to play music in a Loud Voice.

Wrong Choise of Medium; in the Presentation the Speaker must Choose a write Channel or medium that would reach to all People according to the needs of that Person for example Using Sign Language or gestures to a deaf People, So he can Choose a medium that may help everyone to hear or understand to what is Said

Psychological barriers; in the Presentation One may have Some Issues for example Stress, wrong Perception towards the Speakers emotions that may lead to ~~the~~ Information not to reach to a Particular Person as intended and Cause a barrier in the effective Listening of the Listener for example a Presenter is Presenting and I am having Stress of my Own It may demage the attention in Listening To the Speaker and Lead to creating a barrier during the Presentation and miscommunication

During Presentation it is important to a Listener to make Sure to remove all things that may Cause distruction or disturbance So as to Listen to the Speaker effectively on what he or she is Presenting for example sitting or standing Infront in the Presentation. etc.

Extract 16.1 is a sample of the candidate's correct responses.

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In Extract 16.1, the candidate evaluated factors that may cause barriers to effective listening during oral presentation. The candidate responded correctly because he/she had competency on the topic of Oral Presentation.

Moreover, 20 (1.1%) candidates who had weak performance by scoring from 0 to 5.5 marks misinterpreted the question. As a result, they responded by using points which are irrelevant to the question. For example, one candidate wrote things which a person can use when doing oral presentation. Extract 16.2 is a sample of a candidate's incorrect responses to the question.

16. Listening; Is the ability of hearing to do something. Listening are comprises two categories such as: focused listening and non-focused listening.

The following are the factor May be caused effective listening during oral presentation;

Narration, that are the factor may be caused listening during oral present ation may be people to narrate about diffe rent events like graduation, birthday, holid ay, accident that child are propounced to another children.

Dictation, the teacher that read the word and a child to write and listening inorder to improve listening skills to the children.

Sing Song, that are factor of listening that child to sing song about different topi cs for teaching and learning process. The example of songs like "Ester hellow teacher I say come teacher, this is my motor car its very dirty, clean my car, clean my car, shake body body" the songs are affected listening to the child that repeat words that inside in the songs.

Drammatization, that are the factor that caused Effective listening during oral presentation to conducted the communicati on In words of mouth or spoken langua ge, and hence drammatization the child are very sries for listening.

Dialogues, that are the factor of listenin g to the child between more than two. Example dialogues between Anna and Juma.

Anna : What is your name?
Juma : My name is Juma.
Anna : OK, my name is Anna.
Anna : What are you come from now?
Juma : I am come from to school.
and hence that factor are caused listening during oral presentation.

Generally oral presentation in a listening are/brings wes such as are used in market, are used in hospital are used in school like debating, are used in source of employment.

Extract 16.2. is a sample of the candidate's incorrect responses.

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In Extract 16.2, the candidate explained oral genres instead of evaluating factors that may hinder effective listening during oral presentation. The answers provided by the candidate indicate that he/she misinterpreted the question.

3.0 ANALYSIS OF CANDIDATES PERFOMANCE IN EACH TOPIC

The Candidates' Item Response Analysis in Communication Skills subject for 2021 GATCE assessed six topics which were: *Note taking and Note Making*, *Oral Presentation*, *Writing Skills*, *Tests and Examinations*, *Communication Theory*, and *Reading Skills*.

The analysis indicates that, the topic of *Note Taking and Note Making* from which Question 7 & 11 were set, had the highest performance of 96.35 per cent. Other topics had the following performance; Oral Presentation (Question 10 & 16) 87.4 per cent, Tests and Examinations (Question 12) 75.7 per cent, Communication Theory (Question 1, 8 & 9) 50.13 per cent and Writing Skills (Question 2, 3, 4, 13, 14 & 15) 46.41 per cent. The topic of *Reading Skills* had the performance of 24.6 per cent due to incompetency on the application of reading skills.

The comparison of candidates' performance in the topics covered in the examination is presented in the Appendix.

4.0 CONCLUSION

Generally, data analysis shows that the performance of the candidates in the Communication Skills subject for 2021 was good. This is because 1852 (94.83%) candidates passed the examination.

Further analysis shows that the candidates' failure to respond correctly might have been attributed to poor communication skills and language barrier as they could not present their answers in a correct way and misinterpretation of the questions.

However, the candidates who scored high marks in the examination applied their skills on writing, speaking and reading. They also had sufficient competency on how to take and make note, test and examine and were able to comprehend requirements of the questions.

5.0   RECOMMENDATIONS

In spite of the good performance of the candidates in Communication Skills examination, some areas need to be improved for better performance in future examinations. In such instances, the students should:

(a)   engage in group discussions and presentations. Such exercises will help them to master the communication process and become knowledgeable about the uses of words in relation to communication process.

(b)   take part in role-play in the lessons and make sure that they participate fully so as to become more competent on how the patterns of communication in organisations work.

(c)   make library tours to learn and practise reading skills, such as skimming and scanning skills. In that way, the student-teachers will use steps involved in surveying a book.

(d)   practise writing different types of compositions considering cross-cutting issues and use proper punctuations, demonstrate sample written materials, such as curriculum vitae, letters and cards. As a result, the student-teachers will be more competent and familiar with writing skills.

THE CANDIDATES' PERFORMANCE PER TOPIC

No	Topic	Performance in Each Question		% Average Performance Per Topic	Remarks
		Question Number	% Performance		
1	*Note Taking and Note Making*	7	97.8	96.35	Good
		11	94.9		
2	*Oral Presentation*	10	75.9	87.4	Good
		16	98.9		
3	*Tests and Examinations*	12	75.7	75.7	Good
4	*Communication Theory*	1	79.1	50.13	Average
		8	4.3		
		9	67.0		
5	*Writing Skills*	2	40.1	46.41	Average
		3	64.9		
		4	28.3		
		13	47.8		
		14	86.7		
		15	10.7		
6	*Reading Skills*	5	20.8	24.6	Weak
		6	28.4		