



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) 2022**

**COMMUNICATION SKILLS**



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**624 COMMUNICATION SKILLS**

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## FOREWORD

The Candidates' Items Response Analysis (CIRA) report on the Performance of candidates in Communication Skills subject in Grade A Teachers' Certificate Examination (GATCE) for 2022 in has been prepared to provide feedback to different stakeholders in education including student-teachers, tutors, parents, guardians, policymakers and the public in general. The analysis of the candidates' performance and challenges encountered in attempting the examination questions has also been indicated.

The report highlights the candidates' performance in the Communication Skills subject and the factors for high marks or low marks in the examination. Analysis shows that the candidates who scored high marks possessed sufficient knowledge about the topics covered in the examination and they answered according to the questions' requirements. However, some candidates demonstrated weak performance because of misinterpreting the requirements of the questions and insufficient knowledge of the concepts included in the examination.

The feedback provided in this report is expected to help educational administrators, college managers, tutors, student teachers and other stakeholders to develop proper Communication Skills' teaching and learning measures to improve candidates' performance in the future examinations administered by the Council.

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



**Athumani S. Amasi**  
**EXECUTIVE SECRETARY**

## 1.0 INTRODUCTION

This report analyses the Performance of candidates who sat for Grade A Teachers' Certificate Examination in Communication Skills subject in May, 2022. The Examination based on the 2009 Communication Skills syllabus and the 2022 Examination Format.

The Communication Skills examination paper had Sections A and B. the two sections had a total of fourteen (14) questions. The candidates' performance on individual items is presented by indicating the percentages of the candidates who attempted the questions and the marks they scored. The analysis includes those who scored high marks, average marks and low marks. Samples of their responses have been included to show how they responded to the questions.

In this analysis, the candidates' performance has been divided into three categories. Scores from 0 to 39 per cent indicate weak performance and is represented by the red colour. Scores from 40 to 69 per cent indicate average performance and is represented by the yellow colour. Finally, Scores from 70 to 100 per cent indicate good performance and is represented by the green colour.

The analysis of candidates' performance on each question has been done in line with the scores. From Questions 1 to 10, scores from 0.0 to 1.5 marks indicate weak performance; from 2.0 to 2.5 marks average performance; and from 3.0 to 4.0 marks good performance. For questions 11 to 14, scores from 0.0 to 5.5 marks indicate weak performance; from 6.0 to 10.0 marks average performance; and from 10.5 to 15.0 marks good performance.

A total of 2,076 candidates were registered for the 2022 examination; of whom 2,056 (99.04%) candidates sat for the examination and 1,992 (97.08%) candidates passed the examination with different grades, as shown in Table 1.

**Table 1: Candidates' Pass Grades in GATCE 2022, Communication Skills Subject Examination**

| Grade           | A | B    | C     | D     | F    |
|-----------------|---|------|-------|-------|------|
| % of candidates | 0 | 1.36 | 54.96 | 40.56 | 2.92 |

The candidate's performance has increased by 2.25 per cent in 2022 when compared to 2021. In 2021, a total of 1,998 candidates registered for the examination; of whom, 1,976 (98.90%) sat for the examination, and 1,852 (94.83%) passed with different grades as illustrated in Table 2.

**Table 2: Candidates' Pass Grades in GATCE 2021, Communication Skills Subject Examination**

| Grade           | A | B    | C     | D     | F    |
|-----------------|---|------|-------|-------|------|
| % of candidates | 0 | 0.96 | 46.81 | 45.95 | 5.11 |

## **2.0 ANALYSIS OF CANDIDATES' PERFORMANCE ON EACH QUESTION**

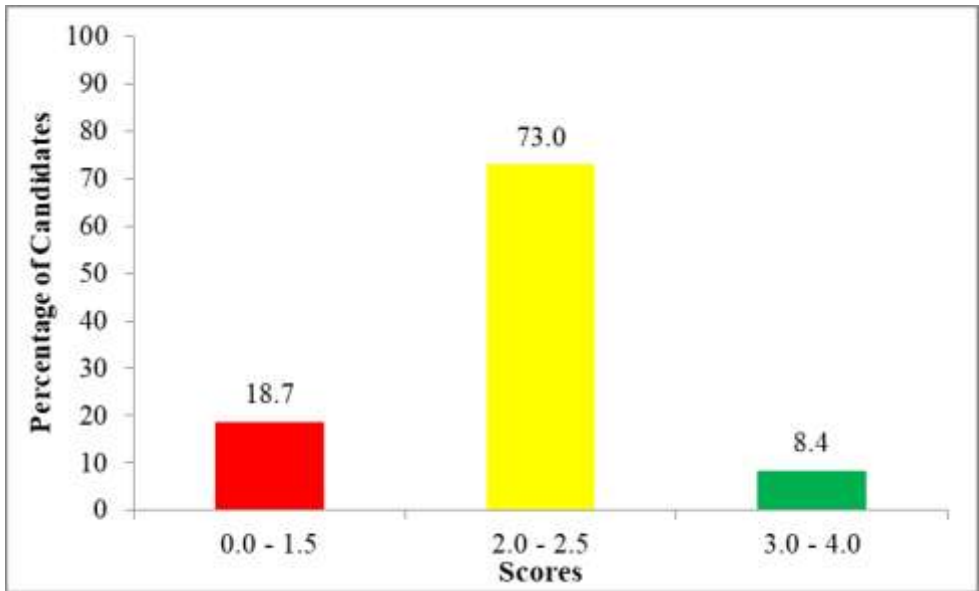
### **2.1 Section A: Short Answer Questions**

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: Searching for Information**

This question required the candidates to describe the four types of libraries. The question tested the candidates' ability to grasp, retrieve, recall or recognise relevant knowledge.

The question was attempted by 2,056 (100%) candidates. Their general performance on this question was good as 1,672 (81.3 %) candidates scored from 2.0 to 4.0 marks. Figure 1 illustrates their performance on the question.



**Figure 1:** *Candidates' Performance on Question 1.*

Figure 1 shows that 384 (18.7%) of the candidates scored from 0 to 1.5 marks; 1,500 (73.0%) scored from 2.0 to 2.5 marks; and 172 (8.4%) scored from 3.0 to 4.0 marks.

The candidates who scored from 3 to 4 marks were 172 (8.4%). These candidates had sufficient knowledge about the types of library. They described the types of library as (i) *Public library - a type of library that is designed to serve the general public;* (ii) *National Library - is one that is funded by the Government to serve the interest of the nation;* (iii) *School/academic Library is a library that is established to meet the needs of students and staff of a particular school or college or universities and;* (iv) *Special Public Library is a library that is funded by special mission in a given country to promote traditions and culture of the funding nation.* Extract 1.1 is illustrative.



|   |  |
|---|--|
| a | Is the type of library that provide the general services and it is free in charge.   |
| b | Is the type of library that is funded by the government of the nation and contains the information about the national            |
| c | Is the type of library allocated to the school that meets the needs of students and the staff. like Learning materials to those. |
| d | Is the type of library which is funded and managed by the foreign mission for the aim of promoting the culture of the country.   |

**Extract 1.1:** A sample of the correct responses to Question 1.

In Extract 1.1, the candidate described the four types of libraries. This candidate addressed the requirements of the question.

In contrast, 384 (18.7%) of the candidates scored from 0 to 1.5 marks. These could not describe the four types of libraries. One candidate, for instance, wrote incorrect answers, such as *small library; large library and; academic library* while another candidate just repeated the words or phrases from the question like (i) **Public library** - *Public library*; (ii) **National library** - *National library*; (iii) **School library** - *School library* and; (iv) **Special Public library** - *Special Public library and public library*. Extract 1.2 is a sample of the incorrect responses to the question.

|   |  |
|---|--|
| 1 | a) General library                         |
|   |  |
|   | b) General library and specialized library |
|   |  |
|   | c) General library                         |
|   |  |
|   | d) Specialized library                     |
|   |  |

**Extract 1.2:** A sample of incorrect responses to question 1.

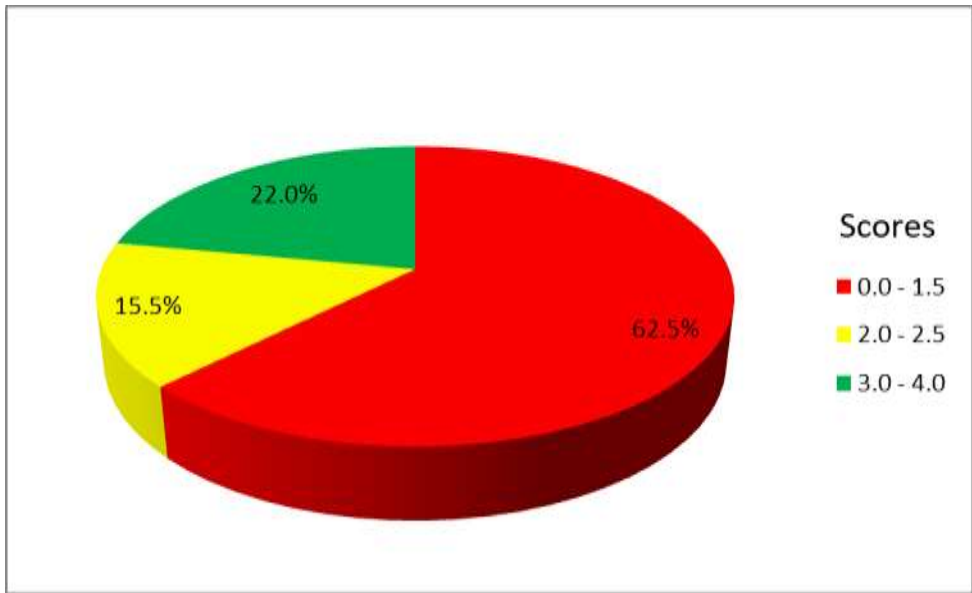
In Extract 1.2, the candidate lacked adequate knowledge about the types of libraries asked in the question hence provided irrelevant responses.

Further analysis shows that 1,500 (73.0%) of the candidates correctly differentiated only two types of the libraries. So they scored from 2.0 to 2.5 marks, indicating average performance.

### 2.1.2 Question 2: Communication Theory

The question required the candidates to briefly explain the four types of noise which can affect communication process.

A total of 2,056 candidates (100%) attempted the question. Their general performance on this question was weak as only 771 (37.5%) of the candidates scored from 2.0 to 4.0 marks. Figure 2 illustrates their performance on the question.



**Figure 2:** *Candidates' Performance on Question 2*

Figure 2 shows that, 1,285 (62.5%) of the candidates scored from 0 to 1.5 marks; 318 (15.5%) scored from 2.0 to 2.5 marks; and 453 (22.0%) scored from 3.0 to 4.0 marks.

Analysis shows that the 1,285 (62.5%) candidates who had weak performance could not explain the four types of noise which can affect communication. Consequently, they provided incorrect answers due to insufficient knowledge of the four types of noise which can affect communication. For instance, one candidate gave an incorrect answer with spelling errors and incorrect wording such as (a) *destruction noise* (b) *undestruction noise*. (c) *silent noise* (d) *squeezing noise*. Besides, another candidate gave completely incorrect answers such as (a) *Interacting noise* (b) *Quiet noise* (c) *Descriptive noise* (d) *Expository noise*. Extract 2.1 is a sample of the candidate's incorrect responses to the question.

|   |  |
|---|--|
| 2 | i - Bad relationship between a teacher and child. This is among of noise which lead to hinder communication -- between child and teacher.                      |
|   | ii - Absence of motivation . The motivation can hinder communication between child and teacher.  |
|   | iii - Absence of good teaching aid and method. Without this the communication process can not occur.   |
|   | iv - Bad Arragment of idea.<br>This will hinder communication process to occurs because without of arragment the teaching and Learning process can not occurs. |

**Extract 2.1:** A sample of incorrect responses to Question 2.

In Extract 2.1, the candidate wrote incorrect types of noise with irrelevant explanations instead of the four types of noise that affect communication.

In addition, the 318 candidates (15.5%) who had average performance briefly explained only two types of noise. They also mixed correct and incorrect answers. One of the candidates gave the following wrong responses: (a) *Physiological noise – occurs due to body impairment for example, hearing problem;* (b).*Semantic Noise - occurs when there is a word having more than one meaning;* (c) *Syntactical noise – occurs due to mistake in grammar and;* (d) *Organisation noise - occurs due to poor arrangement of idea.* Another candidate just mentioned (a) *air noise* (b) *Industrial noise* (c) *Physical noise* (d) *Mental noise*

However, analysis indicates that 453 (22.0%) of the candidates had good performance. They briefly explained the four types of noise which affect communication: (i) *Physical Noise - is any external or environmental disturbance that distracts a person from receiving the intended message sent by the sender;* (ii) *Psychological noise - Is a mental interference that prevents a person from listening or delivering the message;* (iii) *Physiological noise - Is any physiological issue that interferes with*

communication and; (iv) *Semantic Noise* - occurs when there is no shared meaning in a communication process. Extract 2.2 is a sample of the correct responses by one of the candidates.

|   |  |
|---|--|
| 2 | a. Semantic noise: is the type of noise where by a speaker and audience they have different meaning  |
|   | b. Physical noise: is the type of noise that occur out of a speaker and audience this physical noise can be music                                    |
|   | c. Physiological noise: is the type of noise where by one part of the body it doesn't work well for example listening problem                        |
|   | d. Psychological noise: is the type of noise that occur in a mind or in a internal of a person that hinder communication for example: stress, hunger |

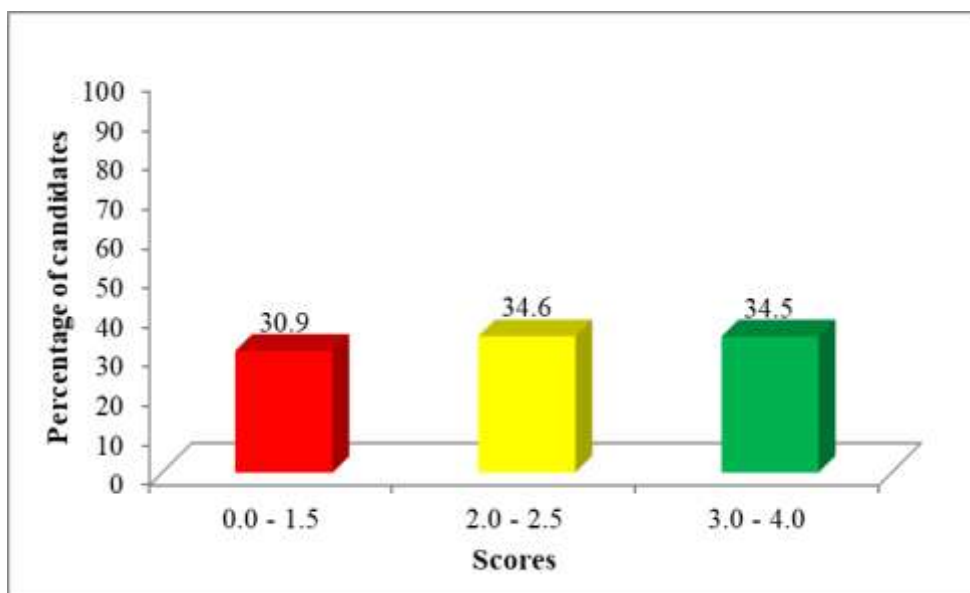
**Extract 2.2:** A sample of the correct responses to Question 2.

In Extract 2.2, the candidate briefly explained the four types of noise which affect communication. This indicates that the candidate was knowledgeable about the four types of noise and their effects on communication process.

### 2.1.3 Question 3: Reading Skills

The candidates were required to briefly explain two aspects that differentiate scanning from skimming.

A total of 2,056 (100%) candidates attempted this question. Their general performance on the question was average because 1,421 (69.1%) scored from 2.0 to 4.0 marks. Figure 3 is illustrative.



**Figure 3:** *Candidates' Performance on Question 3.*

Figure 3 shows that, 635 candidates (30.9%) scored from 0 to 1.5 marks; 711 (34.6%) from 2.0 to 2.5 marks; and 710 (34.5%) candidates from 3.0 to 4.0 marks.

Analysis shows that the 711 candidates (34.6%) who scored from 2.0 to 2.5 marks correctly explained only one aspect that differentiates scanning from skimming instead of two. Their responses earned them average marks. For example, one of the candidates explained the difference in one point: *Scanning involves quickly looking at the text in order to get specific information while Skimming is the type of reading which involves quickly looking at the text in order to obtain general information*

In contrast, 635 candidates (30.9%) who scored from 0 to 1.5 marks did not understand the requirements of the question and others were not knowledgeable about the subject matter. As a result they gave wrong responses. For example, one of the candidates wrote: *'Scanning and Skimming are the one of the types of the national geographic sense due to the development in to the reading skills that can help to differentiate them. Aspects are: (i) Intensive Reading (ii) Extensive Reading. He/she related scanning and skimming to intensive and extensive reading. Another candidate wrote: Scanning – this is the type of reading that people can read*

by without taking any note; Skimming ; this is the type of reading that led people to read heading of the information (newspapers). Extract 3.1 represents a sample of the incorrect responses to Question 3.

|   |   |
|---|---|
| 3 | i) scanning reading   |
|   | This is type of reading which involve in scanning - different Materials from reading. |
|   |   |
|   |   |
|   | ii) skimming reading  |
|   | This is type of reading which involve in skimming of the different Materials.         |
|   |   |

**Extract 3.1:** A sample of the incorrect responses to Question 3

In Extract 3.1, the candidate incorrectly explained the two aspects that differentiate scanning from skimming. The response indicates that the candidate was not knowledgeable about scanning and skimming.

However, 710 candidates (34.5%) who answered the question correctly were able to briefly explain the two aspects that differentiate scanning from skimming. Extract 3.2. is a sample of a correct response to Question 3.

|   |  |
|---|--|
| 3 |  |
|   | (i) scanning is the kind of reading where by a person read in order to get specific information from written material while skimming is the kind of reading where by a person read in order to get general information from written material |
|   |  |
|   | (ii) scanning It need a short time to get the detail about the information required while skimming It need enough time to get the detail about the information required.   |
|   |  |

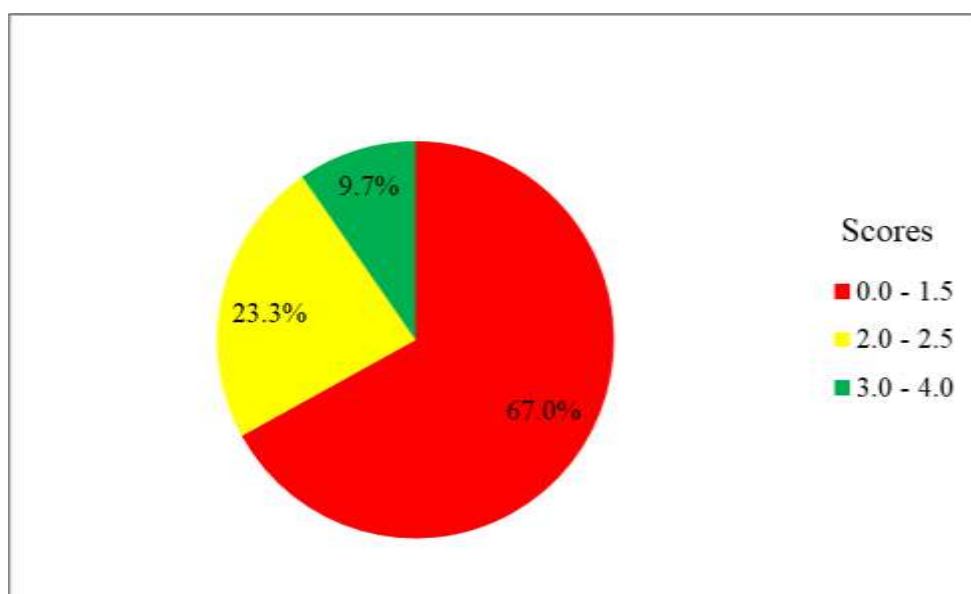
**Extract 3.2:** A sample of correct response to Question 3.

In Extract 3.2, the candidate briefly explained the two aspects that differentiate scanning from skimming.

#### 2.1.4 Question 4: Writing skills

The question required the candidates to give the importance of referencing in four points. The question tested the candidates' understanding of the importance of referencing.

It was attempted by all 2,056 candidates (100%). Their general performance on the question was weak as only 33.0% of the candidates scored from 2.0 to 4.0 marks. Figure 4 illustrates this performance.



**Figure 4:** *Candidates' Performance on Question 4.*

In Figure 4, 1,377 (67.0%) of the candidates scored from 0 to 1.5 marks; 480 (23.3 %) scored from 2.0 to 2.5 marks and 199 (9.7%) scored from 3.0 to 4.0 marks.

The candidates who had weak performance failed to give four points showing the importance of referencing. Some candidates did not know the requirements of the question. One candidate, for instance, mixed referencing skills with communication aspects such as *(i) helps to support communication system (ii) helps to understanding referencing for*



communicative system (iii) it import referencing between communication and import (iv) it helps to consider the communication system to be stable for internet. Extract 4.1 is a sample of the incorrect responses to Question 4.

|   |  |
|---|--|
| 4 | (I) Helps to get physical apperence which help the people to analyzed information                    |
|   | (II) Helps to make decision after getting the result of teaching and learning activities             |
|   | (III) Helps to Minimize or produce lessener in process of preparing lesson plan or yr scheme of work |
|   | (iv) Helps to understood our self better   |
|   |  |
|   |  |

**Extract 4.1:** A sample of incorrect responses to Question 4.

In Extract 4.1, the candidate gave four irrelevant responses on the importance of referencing. The responses provided by the candidate has no relationship with the question asked.

Nevertheless, 199 (9.7%) of the candidates who answered the question correctly were knowledgeable about the importance of referencing. Extract 4.2 is a sample of the correct responses to the question.

|      |   |
|------|---|
| i.   | It helps to know the source of information used for referencing.                                      |
| ii.  | It helps to avoid plagiarism (stealing/copying of ideas)  |
| iii. | It helps to make further reading when interested to a particular reading.                             |
| iv.  | It helps to give appreciations, and credits to the source or the one whose work is used as reference. |

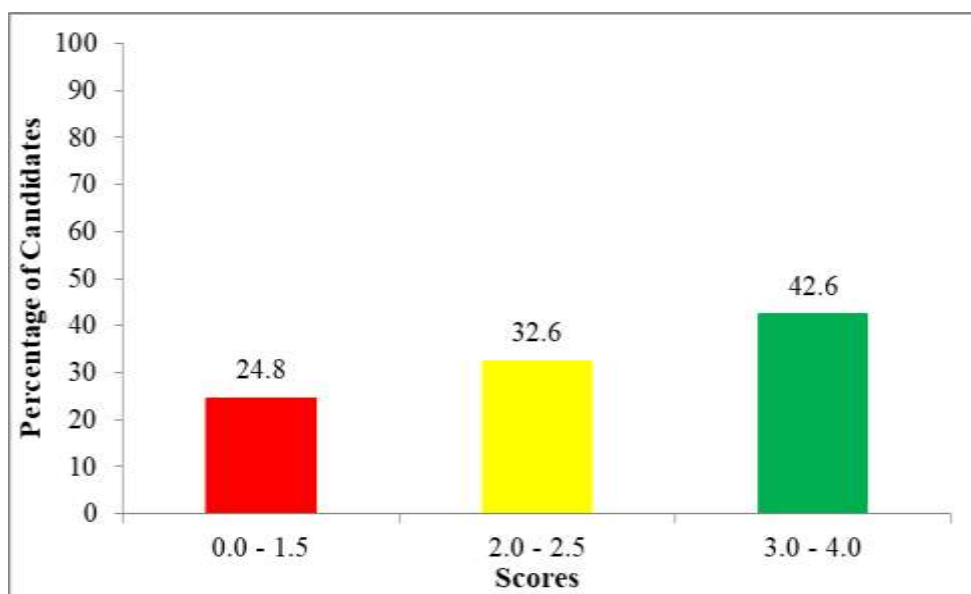
**Extract 4.2:** A sample of the correct responses to Question 4.

In Extract 4.2, the candidate gave the importance of referencing correctly. The candidate was knowledgeable about the subject matter and understood the requirements of the question.

### 2.1.5 Question 5: Communication Theory

In this question, the candidates were required to state four types of a person's good behaviour that may promote good relationships in communication. The question tested the candidates' ability to remember such types of behaviour.

The question was attempted by 2,056 (100%) candidates. Their general performance was good since 75.2% of the candidates scored from 2.0 to 4.0 marks. Figure 5 illustrates the candidates' performance on Question 5.



**Figure 5:** *Candidates' Performance on Question 5.*

Figure 5 shows that 510 (24.8%) of the candidates scored from 0 to 1.5 marks; 670 (32.6%) scored from 2.0 to 2.5 marks; and 876 (42.6%) scored from 3.0 to 4.0 marks.

The candidates with weak performance (0 to 1.5 marks) failed to state the four types of a person's good behaviour that may promote good relationships in communication. Some candidates mentioned only one type

while others did not mention any of the four. Other candidates misconceived the types of communication with the types of good behaviour for promoting good relationships in communication hence provided answers such as: (i) *Interpersonal Communication* (ii) *Public Communication* (iii) *Small Group Communication* (iv) *Intrapersonal Communication*. Extract 5.1 is a sample of the incorrect responses from one of the candidates.

|   |                             |
|---|-----------------------------|
| 5 | i) Risk behaviour           |
|   | ii) Acceptable behaviour    |
|   | iii) Inacceptable behaviour |
|   | iv) Bad behaviour           |

**Extract 5.1:** A sample of incorrect responses to Question 5.

In Extract 5.1, the candidate did not state the four types of a person's good behaviour that may promote good relationships in communication. Instead, he/she wrote various kinds of behaviour that were not the requirements of the question.

Further analysis indicates that 876 candidates (42.6%) who scored from 3.0 to 4.0 marks had adequate knowledge of the types of good behaviour that may promote good relationships in communication. The Candidates understood the requirements of the question and had sufficient knowledge on the subject matter. Extract 5 is a sample of a response from one of the candidates who managed to correctly answer the question.

|       |   |
|-------|---|
| 5     |   |
| (i)   | Respect, when an individual respect each other become in good relationship in communication   |
| (ii)  | Accept other feeling, for example others talking should respect their feeling without criticising from this can create good relationship in communication |
| (iii) | Cooperation, when someone cooperate to each other it create good relationship in communication in a good way.   |
| (iv)  | Love and care, when some one love each other and care can create good relationship in communication.  |

**Extract 5.2:** A sample of the correct responses to Question 5.

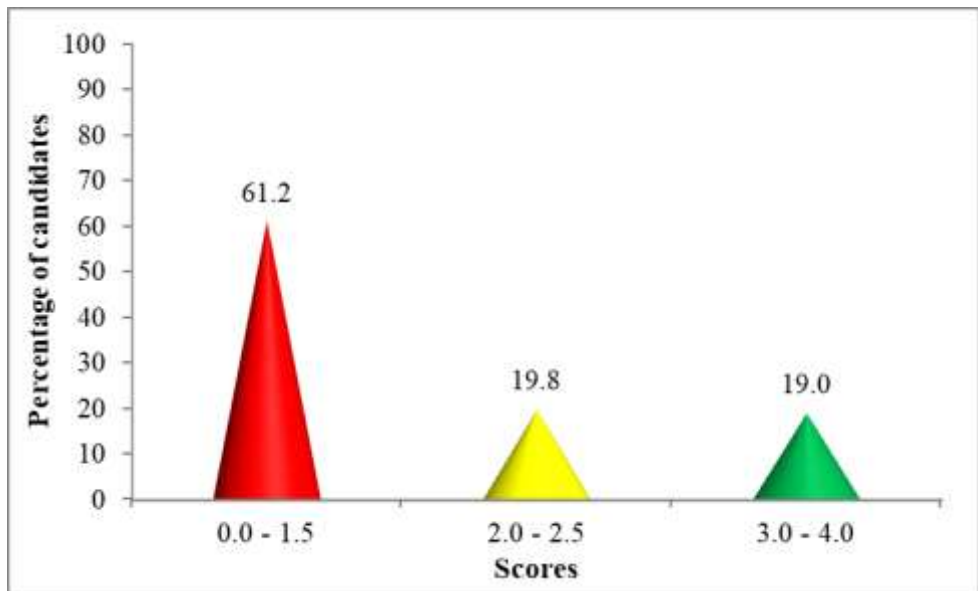
In Extract 5.2, the candidate wrote the types of good behaviour that may promote good relationships in communication hence able to score high marks.

Moreover, analysis indicates that 670 candidates (32.6%) who performed averagely mentioned only two correct types of good behaviour that may promote good relationships in communication. Their responses suggest that they had inadequate knowledge about the types of a person's good behaviour that may promote good relationships in communication; as a result, they scored from 2.0 to 2.5 marks.

### 2.1.6 Question 6: Writing Skills

The candidates were required to categorise each of the sentences (a) - (d) by choosing the appropriate instructional words given in the box.

This question was attempted by 2,056 (100%) candidates. Their general performance on this question was weak since 798 (38.8%) of the candidates scored from 2.0 to 4.0 marks. Figure 6 illustrates the candidates' performance on the question.



**Figure 6:** *Candidates' Performance on Question 6*

Figure 6 shows that 391 candidates (19.0%) scored from 3.0 to 4.0 marks; 407 (19.8%) scored from 2.0 to 2.5 marks; and 1,258 (61.2%) candidates scored from 0 to 1.5 marks.

Analysis shows that the candidates who had weak performance on the question chose at most one appropriate instructional word. These candidates' performance shows that they were not knowledgeable about the instructional words given. One candidate, for example, wrote: *(i) Classification (ii) Definition (iii) Argument (iv) Description*. The answers do not address the question. Another candidate misconceived the question and wrote the following: *(i) To give credit and appreciate others (ii) To show areas which teacher and author can get further knowledge (iii) Help to gain new knowledge (iv) To motivate people for further reading*. Extract 6.1 shows a sample of the incorrect responses to the question.

|   |   |
|---|---|
| 6 | a) Jesca is a tall Argument black and Charming                        |
|   |   |
|   |   |
|   | b) Definition Definition of the Linguistics is the Study of language. |
|   |   |
|   | c) Cause and effect of alcoholic and non-alcoholic                    |
|   | d) B drinks   |
|   | d) Both comparison Baraka and contrast Edwin are 87 smart students    |
|   |   |

**Extract 6.1:** A sample of the incorrect response to Question 6

In Extract 6.1, the candidate simply inserted the given instructional words in the sentences or phrases instead of categorising each of the sentences (a) - (d) by choosing the appropriate instructional words given.

On the other hand, 391 (19.0%) candidates who performed well, correctly categorised each of the sentences from (a) - (d) by choosing the appropriate instructional words given. These candidates had adequate knowledge of and skills in identifying instructional words, as shown in Extract 6.2.

|   |                            |
|---|----------------------------|
| 6 |                            |
| a | Description                |
| b | Definition Exemplification |
| c | Classification             |
| d | Comparison and Contrast    |

**Extract 6.2:** A sample of the correct responses to Question 6

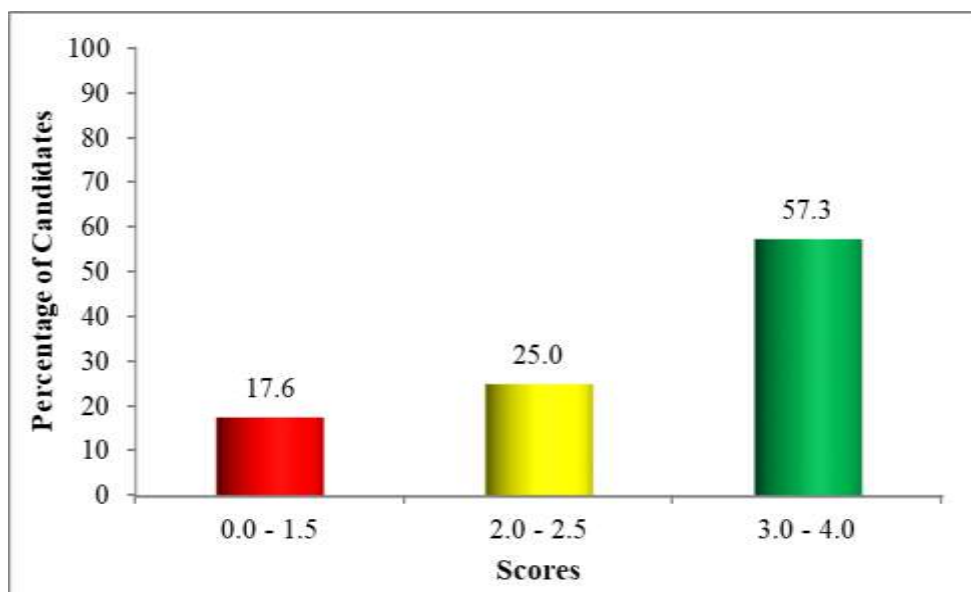
In Extract 6.2, the candidate was knowledgeable about categorising sentences (a) - (d) by choosing the appropriate instructional words given. This candidate correctly wrote the four instructional words given.

Analysis also indicates that 407 (19.8%) of the candidates scored between 2.0 and 2.5 marks. These candidates mixed up the correct answers with incorrect ones. For example, one of these candidates wrote: (i) *Description* (ii) *Definition* (iii) *Classification* and; (iv) *Description*. Where , items (i) and (iii) are correct, while items (ii) and (iv) are incorrect.

### 2.1.7 Question 7: Taking and Making Notes

The candidates were required to briefly explain four hints to be considered in taking notes from a classroom presentation.

The question was attempted by all 2,056 (100%) candidates. Their performance on this question was good as 1,694 (82.4%) scored from 2.0 to 4.0 marks. Figure 7 is illustrative.



**Figure 7:** *Candidates' Performance on Question 7*

Figure 7 shows that 1,179 (57.3%) candidate scored from 3.0 to 4.0 marks; 515 (25.0%) scored from 2.0 to 2.5 marks; and 362 (17.6%) scored from 0 to 1.5 marks.

The candidates whose performance on this question was good had adequate knowledge about the four hints to consider in taking notes from the classroom presentation. The four hints were (a) *Considering key words or*

very short sentences, (b) Notes should have a direct meaning, (c) Notes should encompass all the points articulated and (d) Notes should be short and clear. Extract 7.1 is a sample of the correct responses from one of the candidates.

|   |   |
|---|---|
| 7 | i) Taking only important keys / points - We should take only important point which have meaning.  |
|   | ii) Avoiding post ponal judgment - While taking note we should avoid Rlking while a speaker tzk / speak                                     |
|   | iii) The use of abbreviation - In order to accomplish the assignment successfully we should <del>not</del> we short form of whiting a word. |
|   | iv) Listening carefully to the speaker - While listening and tzing not we should listening carefully what a speaker Rlk.                    |

**Extract 7.1:** A sample of the correct responses to Question 7.

In Extract 7.1, the candidate briefly explained the four hints to consider in taking notes from the classroom presentation.

In contrast, the 362 (17.6%) candidates who scored from 0 to 1.5 marks had insufficient knowledge about such hints. Their incompetence caused them to give no or only one correct answer. For example, one candidate gave answers such as (i) *Availability of time* (ii) *Nature of the learner* (iii) *Age of the learner* and (iv) *Total number of questions*. Extract 7.2 is a sample of the incorrect responses from one of the candidates.



|   |   |
|---|---|
| 7 | i) Noise  |
|   | - The noise it hants because it will not be their the teacher.  |
|   | ii) Lack of writing tools - This cause of not have enough preparation.  |
|   | iii) Using low voice - When you are using low voice will not hear any thing so you are support to use low voice.  |
|   | iv) Population movement. - This cause to not be specific to the certain area which make to have misunderstanding. |
|   |   |
|   |   |

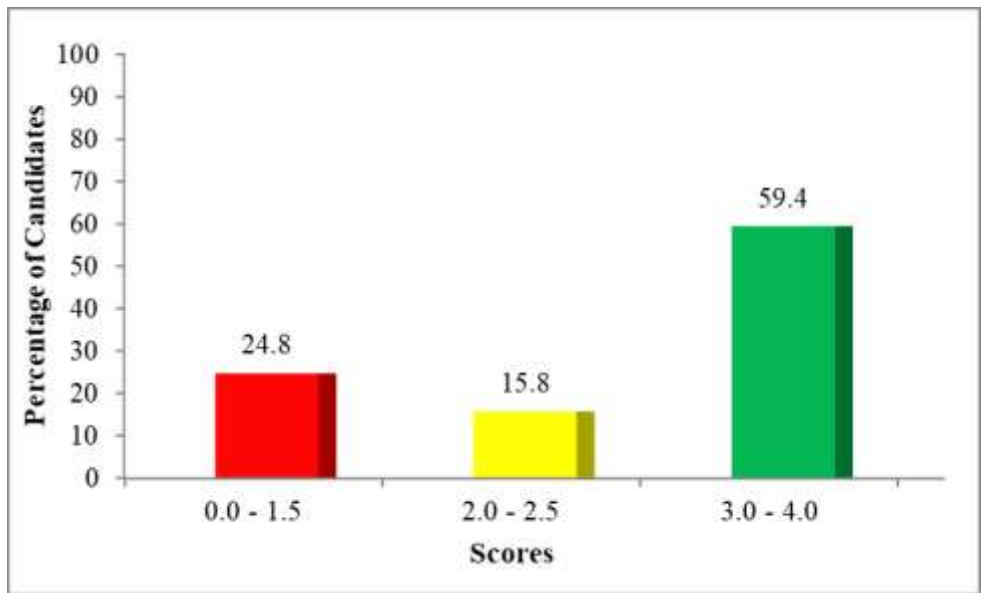
**Extract 7.2:** A sample of the incorrect responses to Question 7.

In Extract 7.2, the candidate wrote hints related to factors affecting communication process such as noise, writing tools, low voice and movement of people instead of explaining the four hints to be considered in taking notes from a classroom presentation.

### 2.1.8 Question 8: Writing Skills

The candidates were required to give four points on where a comma can be used in writing.

The question was attempted by 2,056 (100%) candidates. This question was one of the best performed topic in this examination. The performance on this question was generally good as 1,547 (75.2%) candidates scored from 2.0 to 4.0 marks. Figure 8 illustrates their performance on the question.



**Figure 8:** Candidates' Performance on Question 8

Figure 8 shows that 509 (24.8%) candidates scored from 0 to 1.5 marks; 325 (15.8%) scored from 2.0 to 2.5 marks; and 1,222 (59.4%) scored from 3.0 to 4.0 marks.

Analysis indicates that 509 (24.8%) candidates who had weak performance failed to give four points on the contexts where a comma can be used in writing. For instance, one candidate wrote: (i) *Full stop (.) – Importance of reading* (ii) *Question Mark (?) – She is cooking a meat?* (iii) *Quotation (“) – She said, ‘You are a lie’* (iv) *Slash (/) – 11/5/2022*. These answers indicate that the candidate had inadequate knowledge about the contexts where a comma can be used in writing hence scored a zero mark. Extract 8.1 is a sample of a response from a candidate who failed to correctly answer the question.

|   |   |
|---|---|
| 8 | In which context a comma be used in writing?                          |
|   | i) Comma its used at the end of sentences.                            |
|   | ii) Comma its used when a writer starting the new paragraph           |
|   | iii) Comma its used when a writer <del>reaching</del> wants to poise. |
|   | iv) Comma its used when a writer want to starte another sentence.     |

**Extract 8.1:** A sample of the incorrect responses to Question 8.

In Extract 8.1, the candidate wrote incorrect points on the contexts where the comma can be used in writing. This shows that the candidate lacked knowledge about the uses of the comma.

However, 1,222 (59.4%) candidates had good performance on the question. These candidates gave four correct points on the contexts where the comma can be used in writing such as (i) *separating one word from another*; (ii) *putting a pause to long sentences*; (iii) *when writing references (citation)* and; (iv) *when addressing people*. Extract 8.2 is illustrative.

|   |   |
|---|---|
| 8 | i) it can be used when mentioning the list of things.<br>Apple, Avocadoes, etc.   |
|   | ii) it can be used when writing a sentence with two conjunction<br>for example.<br>If you are my friend, you will escort me to the party. |
|   | iii) it is used in letter writing during salutation.<br>Dear Sir,   |
|   | iv) it is used when showing the resting part in a sentence or paragraph.<br>e.g My name is Aisha, I live in Arusha.                       |

**Extract 8.2:** A sample of the correct responses to Question 8.

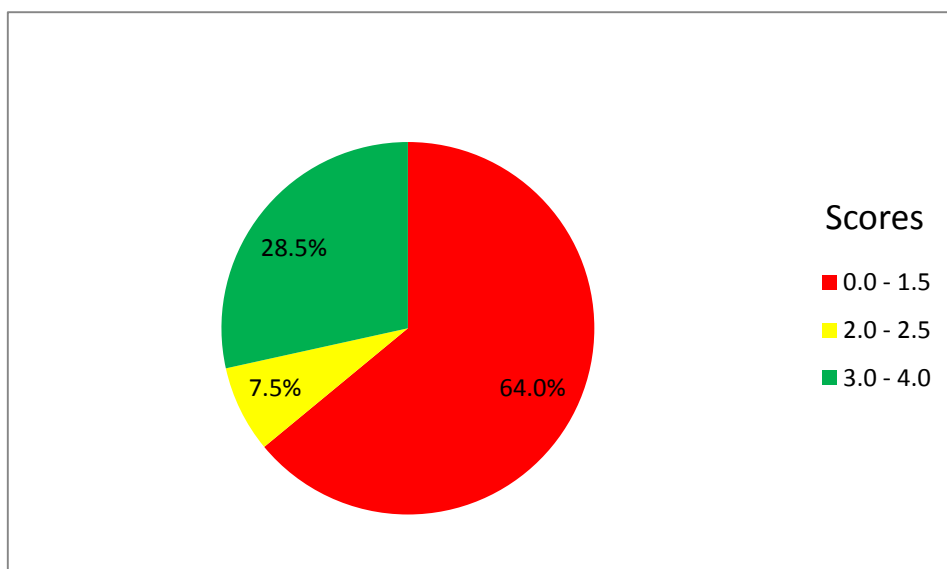
In Extract 8.2, the candidate gave four correct points on the contexts where the comma can be used in writing.

Moreover, 325 (15.8%) candidates who had an average performance could give only two correct points and not more than that on the contexts where the comma can be used in writing. For instance, one candidate had not more than two correct points to write and both were correct as: (i) *A comma is used when listing things.eg. cow, lion, dog;* and (ii) *A comma is used when showing that a sentence still continues eg. Amina is tall, she cannot pass through that door.*

### 2.1.9 Question 9: Searching for Information

This question required the candidates to describe how to teach pupils the two ways to be used to search for books in the library. The question tested the candidate's ability to apply techniques used to search for books in the library.

The question was attempted by 2,056 (100%) candidates. Their general performance on the question was weak since only 740 (36.0%) of the candidates scored from 2.0 to 4.0 marks. Figure 9 illustrates the candidates' performance on question 9.



**Figure 9:** *Candidates' Performance on Question 9*

Figure 9 shows that 585 (28.5%) candidates scored from 3.0 to 4.0 marks; 155 (7.5%) from 2.0 to 2.5 marks; and 1,316 (64.0%) from 0 to 1.5 marks.

Analysis shows that 1,316 (64.0%) candidates performed poorly. These candidates lacked knowledge about ways of searching for books in the library. For instance, one candidate wrote: (i) *Questions and Answers - in the library if the children want to participate they should use questions and answers* (ii) *Demonstration – in this the teacher to describe that the books are in the library they use that way the children to understand*. The candidate wrote the methods/techniques used during classroom presentation/teaching instead of ways to search for books in the library. Extract 9.1 shows a sample of the incorrect responses from one of the candidates.

|      |   |
|------|---|
| 9    | Ways for search books in the library.   |
| (i)  | By scanning books - will be scanning books in library in order to get easy and quick.                         |
| (ii) | By Skimming- through skimming will be read book in the library easy and getting above you what to read quick. |

**Extract 9.1:** A sample of the incorrect responses to Question 9.

In Extract 9.1, the candidate wrote issues related to reading skills instead of ways to be used to search for books in the library.

Conversely, 585 (28.5%) candidates had good performance. They correctly described the two ways to be used to search books in the library. These candidates were knowledgeable about the subject matter and also had understood the requirements of the question. For example, one candidate gave the correct answers as (i) *The use of title of the book – it can simplify the search for the material in the library for example, Chemistry, History.* (ii) *The use of Author's name – the name of the author can simplify the search for the book in the library for example Bernard Mapalala .* Extract 9.2 is a sample of the correct responses to Question 9.

|   |   |
|---|---|
| 9 | (i) subject card catalogue. I will teach them that in the library if you want to search any book you have to know the subject then you look on the shelves in order to see it |
|   | (ii) Author card catalogue. in the library there is different Authors who wrote books but you have to look the one who wrote your book whom you are finding.                  |

**Extract 9.2:** A sample of the correct responses to Question 9.

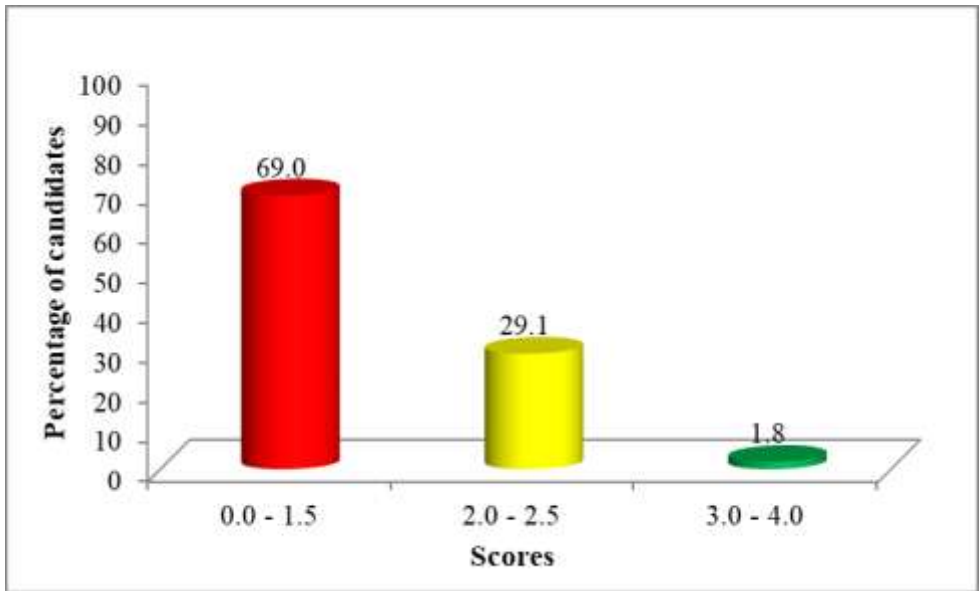
In Extract 9.2, the candidate described the two ways to be used to search for books in the library. This candidate was knowledgeable about the subject matter.

The analysis also shows that 155 (7.5%) candidates who had average performance described only one correct way to search for books in the library. Their responses suggest that they had insufficient knowledge of how to search for books in the library. For example, one candidate gave answers such as (i) *Name of the book or subject – some books in library are arranged by their names or sometimes by subject*; which is correct and; (ii) *The use of numbers – Some of the books are arranged in series of numbers for example books are arranged in decimal language e.g. 1.0 – Science Books* which is incorrect.

### 2.1.10 Question 10: Writing Skills

The candidates were required to help their fellow student-teachers to understand the differences between the four types of essays.

This question was attempted by 2,056 (100%) candidates. Generally, their performance on this question was poor, since only 637 (31.0%) candidates scored from 2.0 to 4.0 marks. Figure 10 summarises their performance.



**Figure 10:** *Candidates' Performance on Question 10*

Figure 10 shows that 1419 (69.0%) candidates scored from 0 to 1.5 marks; 599 (29.1%) from 2.0 to 2.5 marks; and 38 (1.8%) from 3.0 to 4.0 marks.

Analysis shows that 1419 (69.0%) who had poor performance were incompetent in differentiating the four types of essays; hence, providing wrong answers. For example, one candidate gave irrelevant responses to the question such as (i) *Writing for transfer from one place to another*; (ii) *That for obeying something*; (iii) *Used for document* and; (iv) *More meaningful and clear*. Extract 10.1 illustrates a sample of the candidate's incorrect responses to the question.

|    |   |
|----|---|
| 10 | a) Is the type of essay which contain have the Main body, Introduction and Conclusion |
|    |   |
|    |   |
|    | b) Is the type of essay which have does not have Introduction or Main body            |
|    |   |
|    |   |
|    | c) Is the type of essay which contain of the Introduction only                        |
|    |   |
|    | d) Is the type of essay which contain the Introduction, Main body and Conclusion      |
|    |   |

Extract 10.1: A sample of the incorrect responses to Question 10.

In Extract 10.1, the candidate showed the components of an essay (the introduction, main body and conclusion) instead of differentiating the four types of essays.

Nevertheless, the candidates whose performance was good differentiated the four types of essays for their fellow student-teachers to understand. These candidates were knowledgeable about the four types of essays. For example, one candidate wrote: (a) *Expository essay - explains something with facts. It describes how to do something. For example an essay on how COVID 19 kills people. An expository essay has an introduction, body and conclusion;* (b) *Argumentative essay is type of essay that guides someone to agree or disagree with a topic. For example, 'Communication is a process'. Argue for or against the statement. The argumentative essay has introduction, main body and conclusion;* (c) *Descriptive essay is concerned with describing something. Descriptive essay describes: a person, a place or an object. For example an essay: 'Mount Kilimanjaro in Tanzania' and* (d) *Persuasive essay is type of essay that convinces someone to believe on something described. It persuades a reader to agree to a certain point of view. For example an essay to convince someone that, 'Money is better than Education'.* Extract 10.2 shows a sample of the correct responses to Question 10.



|     |  |
|-----|--|
| 10  |  |
| (a) | Expository essays are the ones that require a student to give out information about their experience on something (personal information) for example. Tell us about your family.   |
| (b) | Argumentative essays require a pupil to argue or defend themselves on a certain prevailing topic for example. 'Building near water bodies is essential'. Defend or deny using five key points.   |
| (c) | Descriptive essays are the ones that require deep or interior information about something example "Explain the blood circulation process".   |
| (d) | Persuasive essays are the ones that educate or urge people to do something good for example: 'Write the importance of planting trees'. It can also urge people to stop or avoid bad behaviours example "Write the effects of cutting trees." |

**Extract 10.2:** A sample of the correct responses to Question 10.

In Extract 10.2, the candidate correctly wrote all the four types of essays hence scored full marks,

Moreover, 599 (29.1%) candidates had average performance. They correctly differentiated only two types of essays. These candidates knew the requirements of the question, but they had limited knowledge of the four types of essays. For example, one of the candidates wrote two types of essays only which were both correct such as (i) *Argumentative essay is the one that someone argues for or against an idea* (ii) *Descriptive essay is the one that someone is describing the appearance of something or nature.*

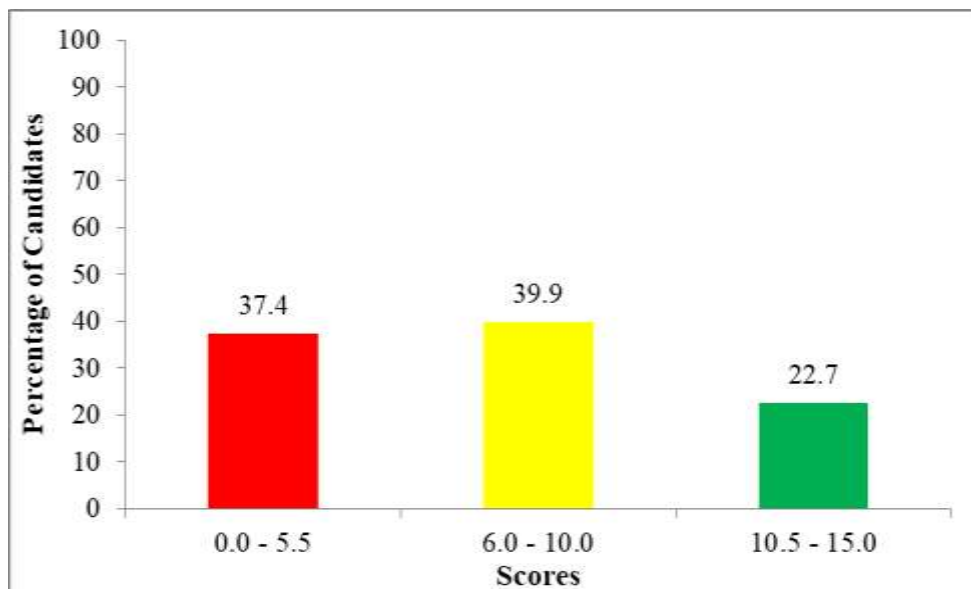
## 2.2 Section B: Subjective Type of Questions

This section had four essay type questions, and it required the candidates to answer all the four questions. Each carried 15 marks, making a total of sixty (60) marks.

### 2.2.1 Question 11: Reading Skills

The question required the candidates to analyse five characteristics of a good essay.

It was attempted by 2,056 (100%) candidates. Their performance on the question was average as 62.6 per cent of the candidates scored from 6.0 to 15.0 marks. As shown in Figure 11.



**Figure 11:** *Candidates' Performance on Question 11*

Figure 11 shows that, 768 (37.4%) of the candidates scored from 0 to 5.5 marks; 821 (39.9%) from 6.0 to 10 marks; and 467 (22.7%) from 10.5 to 15.0 marks.

Moreover, analysis shows that the candidates who had good performance in this question were knowledgeable about the characteristics of a good essay as illustrated in Extract 11.

|    |   |
|----|---|
| 11 | <p>Communication skills; is the process of getting an idea information and knowledge from one people to another. The following are the characteristics of choosing a good type of essays from communication that are:</p> <p><b>Correctness</b>; This choosing of different essay is present by good correct if correct the words or things that are not correctively are incorrect.</p> <p><b>Completeness</b>; This type of essay have chosen have complete because it has no parts that is unfinished but its complete or incomplete different type of essays.</p> <p><b>Coherent</b>; This mean that these all type of essay but when you choose or to differentiate you get one type that are coherent.</p> <p><b>Naturalty</b>; This is natural essay that not want to change but its naturalty than other type of essay.</p> <p><b>Clarity</b>; should be clear for that essay you write or you communicate must be clear to the words or to tell us in order to understand.</p> <p><b>Courtesy</b>; This guide the communication to be well if you use courtesy its improve the type of essay.</p> <p>Therefore those above are the characteristics of choosing a good type of essay in communication skills.</p> |
|----|---|

**Extract 11.1:** A sample of the correct responses to Question 11.

In Extract 11.1, the candidate correctly analysed five characteristics of a good essay hence scoring full marks.

Furthermore, the candidates who had average performance displayed inadequate knowledge about the characteristics of a good essay. Hence, they scored between 6.0 and 10.0 marks. For example, one of the candidates wrote: (i) *It should follow chronological and systematic order;* (ii) *It should have good and attractive introduction;* (iii) *It should have good hand writing and;* (iv) *It should follow punctuation marks.* (v) *It should follow the grammatical arrangement of words and sentences* (vi) *It should have three features such as introduction, main body and conclusion.*

However, analysis shows that the candidates with poor performance lacked knowledge of the characteristics of a good essay. For instance, one of the candidates confused the characteristics of a good essay with factors influencing good reading skills such as: (i) *Make sure that there is no noise during reading;* (ii) *Read and write the important things/points. When you read you should be note down the important things;* (iii) *Make sure you*

read and repeat again; (iv) Should be having high concentration when you are reading; (v) Make sure you are passing through different book with different meaning and definition and; (vi) Reading helps people to get information from different areas and expand knowledge. Extract 11.2 is illustrative.

|    |   |
|----|---|
| 11 | <p>COMMUNICATION SKILL Y is the way that a person communicate effectively in the way of - getting the different information in different places. The following are the characteristics that could guide me to carry out such a task that communication skill tutor has assigned me to read different types of essay and then to identify the characteristics of such questions there are :-</p> <p>The question that are opened ; This means that the kind of the question that are needed in a essay type is the kind of question that is opened the question needed what in order to save the type in the reading process.</p> <p>The kind of question that is explained well ; This means that the another characteristics of the question that is needed in the essay type is that the kind of the question is supposed to explained well in order that a person can understand the question clearly.</p> <p>The kind of question that are written in a good way ; Also this means that the another characteristics of the essay question is the examination is that the essay questions - are able to be written in the good or correct form in order that to make a student to get the good marks in - their examinations -</p> |
|----|---|

|          |  |
|----------|--|
| 11 Cont. | The kind of question that are simple. This means that the other characteristics of the question that is needed in the essay types is that the essay questions are able to be in the simple way in order that to make student to have the good marks in their examinations. |
|          | The kind of question that is not closed; Also this is the another point which state that the essay questions are able to be open in order that to save the time during the examination process in order to make student to get the good marks in their examinations.       |
|          | Generally; The kind of the questions that are needed in a essay questions is the questions that are opened, that are in a simple one, and also are the questions that are not closed.  |

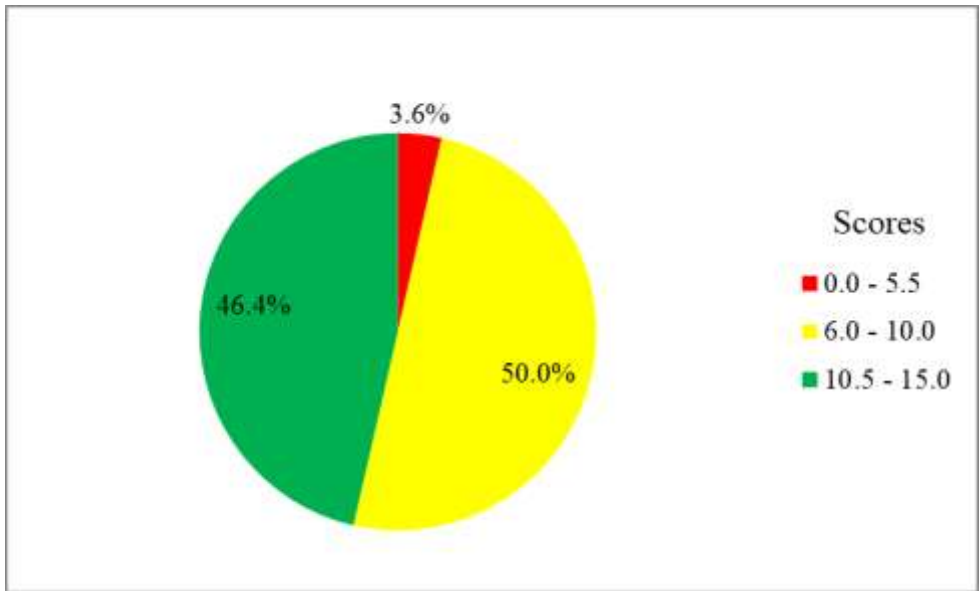
**Extract 11.2:** A sample of the incorrect responses to Question 11.

In Extract 11.2, the candidate did not understand the requirement of the question hence he/she wrote the types of questions instead of analysing the five characteristics of a good essay.

### 2.2.2 Question 12: Tests and Examinations

The question required the candidates to suggest five factors to consider when selecting a suitable place for private study.

The question was attempted by 2,056 (100%) candidates. Generally, the candidates' performance on the question was good as 1983 (96.4%) scored from 6 to 15 marks. Figure 12 presents the candidates' performance on the question.



**Figure 12:** *Candidates' Performance on Question 12*

Figure 12 shows that, 954 (46.4%) of the candidates scored from 10.5 to 15 marks; 1,029 (50.0%) scored from 6 to 10 marks; and only 73 (3.6%) scored from 0 to 5.5 marks.

The analysis shows that the candidates with poor performance on this question lacked knowledge of the factors to consider when selecting a suitable place for private study. Some candidates faced language difficulties. Hence, they wrote unclear points while others wrote incorrect responses such as (i) *Library – selecting the private study in special building.* (ii) *Museum – people who study to go to the other place to find the material.* (iii) *Mass Media – find material for private study* (iv) *Classroom activities – When people to take material should select a classroom who is private study.* (v) *Fear – when people should selecting a private study at school show the activities and find the material.* Extract 12.1 illustrate it further.

|    |   |
|----|---|
| 12 | <p>Library; is the special room where by different material and resources of studying are kept. For example books, journals, review and past papers. The question is attempt to discuss the factors that consider when selecting such place due to the following:</p> <p>Title of a book; due to the fact that when you choosing a book in the library you suppose to know the title of a book that going to read. For example chemistry.</p> <p>Publisher; Due to the fact that through selecting the material for studying you suppose to know the publication of the book.</p> <p>Year for publication; When you going to choose those material you can use the year for established those books.</p> <p>Through looking the author of a book; The author is crucial because it introduce all purpose or topics how to study it so as to understand.</p> <p>Through looking the subject names; in library the books are stored in series according to the alphabetically. For example you need a book of chemistry you must look the alphabetical order of books in library and you can see it very soon.</p> <p>By conclusion; library is a special room where by different materials are kept. in order to use it making studying the points above are factors that you must consider when you selecting books in the library.</p> |
|----|---|

**Extract 12.1:** A sample of the incorrect responses to Question 12.

In Extract 12.1, the candidate wrote ways to be used to search for books in the library instead of factors to be considered when selecting a suitable place for private study.

However, the candidates who had good performance on the question were knowledgeable about the factors to consider when selecting a suitable place for private study. These Candidates scored from 10.5 to 15 marks. Extract 12.2 is illustrative.

selecting a place for private study when you are at school or college is very crucial. Suggest five factors you must consider when selecting such place.

Private study is the study where by a student or pupils study him/herself without any other student behind. Private study can be conducted at library, classroom or in the surrounding environment. The following are the factors you must consider to select a place for a private study;

Quietness place; The first factor for selecting a place for private study at school or college is the quietness of a place. The student must select the place where there have no noises so as to study carefully without any disturbance so as a student you are supposed to select the quietness place for private study for specific reading.

Enough light and adequate <sup>ventilation</sup>; Also another factor for selecting a place for private study a school or college is to consider the enough light and enough ventilation so as the learner can study free without any distractor so as a student you must consider this before in selecting a place for private study when he/she is at school or college so as to study carefully and effectively.



| 2 Cont. |  |
|---------|--|
|         | <p>Safe environment; Also another factor for selecting a place for private study when you are at school or college is to consider the safe environment simply because the safe environment can help a learner to study comfortable and also the safe environment help to reduce harmful things to happen when the student study.</p>                                   |
|         | <p>Enough book for study; Also the another factor of selecting a place for private study when you are at school or college is to consider the enough book for study. This this factor must consider by the student to select place where there are alot of books for study forexample library there are alot of books which can help student in the private study.</p> |
|         | <p>Passing of people or other student; In order to select a place for private study a student must consider that there is no passing of people or his/her fellow students because they can confuse him/her when study. so as a student you must consider this when selecting a place for private study.</p>  |
|         | <p>All in all; A private study help a student to learn <del>eff</del> study effectively without being distracted by anyone also can increase the thinking ability.</p>   |

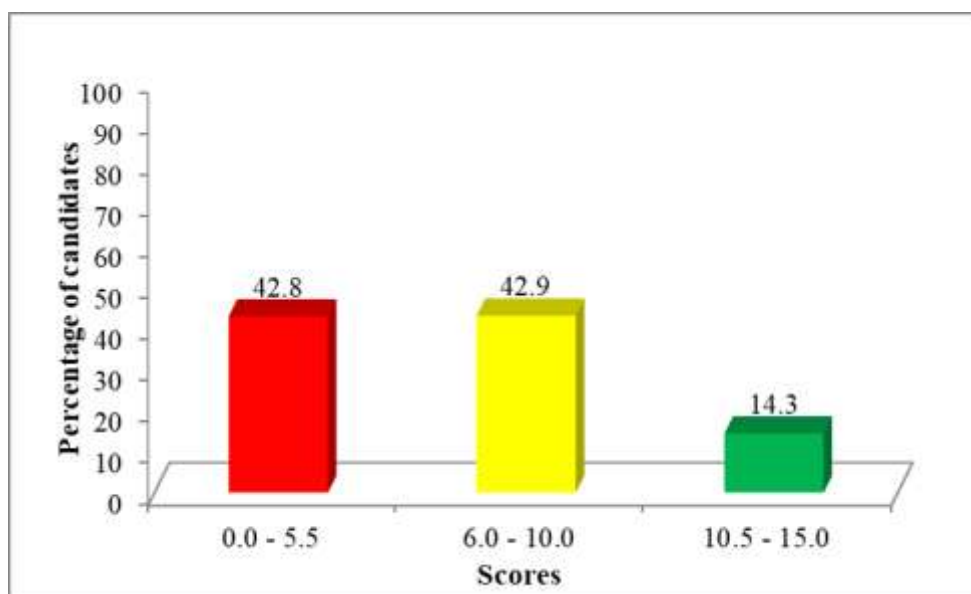
**Extract 12.2:** A sample of the correct responses to Question 12.

In Extract 12.2, the candidate wrote the factors to be considered when selecting a suitable place for private study. This indicates that the candidate had sufficient knowledge of such factors, despite the difficulties in using correct grammar and selecting appropriate vocabulary. For instance he/she wrote such phrases/sentences as: ‘..... *This factor must consider by student* .....’ instead of ‘...*This factor must be considered by the student* .....’. and/or ‘*Passing of people* ....’ instead of ‘*movements of people/out of bound*’.

### 2.2.3 Question 13: Oral Presentation

The candidates were required to analyse five strategies for preparing a speech.

The candidates who attempted the question were 2,056 (100%). Their overall performance on the question was average since 1,177 (57.2%) of the candidates scored from 6 to 15 marks. Figure 13 illustrates their performance on the question.



**Figure 13:** *Candidates' Performance on Question 13*

Figure 13 shows that 879 candidates (42.8%) scored from 0 to 5.5 marks; 882 (42.9%) from 6 to 10 marks; and 295 (14.3%) from 10.5 to 15 marks.

The candidates with weak performance had no knowledge of the strategies for preparing a speech. For example, one candidate wrote the teaching/learning strategies such as *interviews, dialogue, Questions and answers* and *Songs* instead of the strategies for preparing speech. Extract 13.1 is a sample of the incorrect responses to Question 13.

|    |   |
|----|---|
| 13 | <p>Guest speaker is a honorable speaker which invited during the meeting like parents day, Graduation. The following are the strategies that a guest speaker prepare in the speech.</p> <p>To congratulation their parent to respond their meeting. The guest speaker in their speech you should congratulate the parent for their responsible.</p> <p>To support their relationship between parents and teacher in order to improve the performance to the students.</p> <p>To improve development. For building their classroom and improvement of learning materials like books, and teachers.</p> <p>To build school library and laboratory in order their student to search information and to make practices.</p> <p>To support the employment of different teacher. because of lack of teacher should not make good performance of the student.</p> <p>Generally, guest speaker should take account to to hear their needs of the parent and get their ways of solve it.</p> |
|----|---|

**Extract 13.1:** A sample of the incorrect responses to Question 13.

In Extract 13.1, the candidate prepared a sample speech to deliver on the parents' day or graduation ceremony instead of the strategies for preparing a speech. The candidate's response indicates that he/she did not understand the requirement of the question.

Nevertheless, the 295 (14.3%) candidates who had good performance analysed the five strategies for preparing a speech. These candidates were

knowledgeable about the strategies for preparing a speech. Extract 13.2 shows a sample of the correct responses to Question 13.

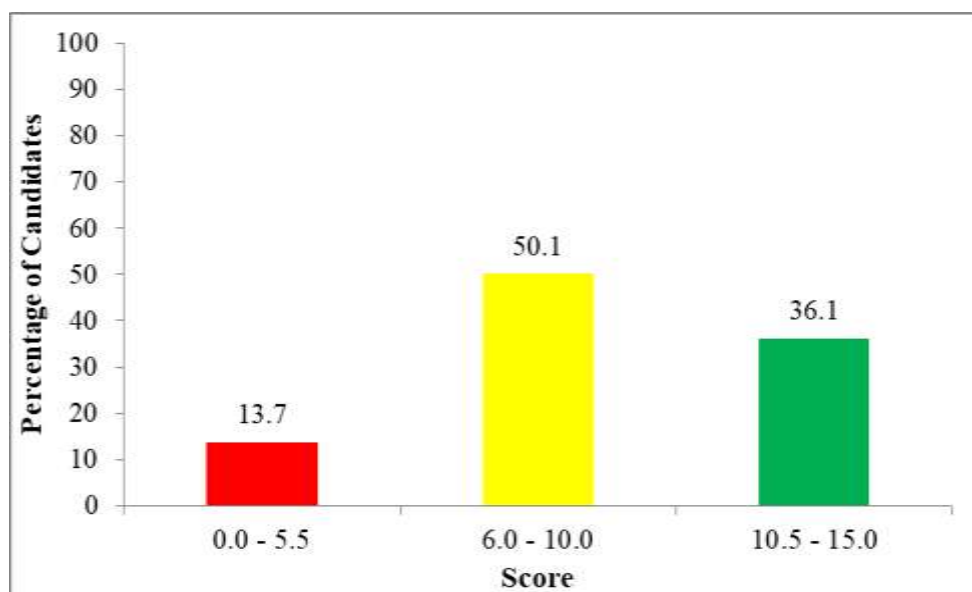
|          |  |
|----------|--|
| 13       | <p>Speech is the form of communication which presented through mouth in the group of people. It can be presented through various methods such as extemporaneous, read or memorized. The following five strategies that I will use in the preparation of my speech:-</p> <p>Determining the objective of the speech. These 5 strategies which may use in the preparation of speech, here will determine objective of the preparing a speech first time to influencing, inform or persuade.</p> <p>Analyze the audience. Also this is strategy that I will use in the preparation of speech, here may analyzing the audience in order to know kind of audience like students, parents and others.</p> <p>Selecting the method of speech delivery. Also this strategy I will use in the preparation of speech, here will know both which method will be fit during a speech such as extemporaneous method.</p> <p>Gathering the information on the subject of the speech. Also this is strategy I will use in the preparation of speech, here will gathering information which relate to the subject of the speech.</p> <p>Gathering aids of the speech such as visual aids, or audio aids. Also this strategy will use in the preparation of speech, here aids will help to get or to keep audience attention.</p> |
| 13 cont. | <p>Therefore speech is more advantageous to the people because it is simplest way of communication also it involve more than one person and more influential to people.</p>  |

**Extract 13.2:** A sample of the correct responses to Question 13.

In Extract 13.2, the candidate analysed the strategies for preparing a speech. This indicates that the candidate had sufficient knowledge of the subject matter.

## 2.2.4 Question 14: Reading Skills

This question required the candidates to explain five steps they would follow in summarising a text. The question was attempted by 2,056 candidates (100%). Their overall performance on the question was good since 1,774 (86.3%) of the candidates scored from 6 to 15 marks. Figure 14 illustrates their performance on the question.



**Figure 14:** *Candidates' Performance on Question 14*

Analysis shows that 743 (36.1%) of the candidates scored from 10.5 to 15 marks; 1,031 (50.1%) scored from 6 to 10 marks; and 282 (13.7%) scored from 0 to 5.5 marks.

The 282 candidates (13.7%) with weak performance could not explain the five steps to be followed when summarising a text. For instance, one of the candidates wrote: (i) *Author of the book* (ii) *Setting of a text* (iii) *Title of a text* (v) *Characters* (v) *Themes* which are literary terms instead of explaining five steps to be followed when summarising a text. Extract 14.1 presents a sample of the incorrect answers to the question.

|    |  |
|----|--|
| 14 |  |
|    | MWL. JULIAS KAMBARAGE NYERERE  |
|    | Mwalimu Julius Kambarage Nyerere was the man from Butiama. He started his education in Makelele where he was the son of chief. At that time the one who was support to study was the son of chiefs due to colonial rule and he finish his education and be a one of political members. |
|    | Mwalimu Julius Kambarage Nyerere was the politician who wants Tanganyika to be free from colonized. The colonial people where treats people for Tanganyika bad and have excessive work while low payment and collect tax big money that will cause no money after the payment of tax   |
|    | Mwalimu Julius was need just to remove poverty, provide education, where by he was cooperate with other children of chiefs like Kenyatta and other people who eradicate the colonial so that to have a good rule and be free from colonial   |
|    | Mwalimu Julius was the first mistry prime ministry of Tanganyika where by his education was help him to fight against the colonial, he further use his leadership to protect Tanganyika people   |
|    | 1961 the Tanganyika get independence where by the leader was Mwal Julius Kambarage and was the first president and in 1964 Tanganyika and Zanzibar was combined and form Tanzania as one country.  |
|    | But 1999 was the year Mwalimu Julius Kambarage nyerere died from cancer but he eradicate poverty he needs people to get education and live the UJAMA A BAKAZI  |

**Extract 14.1:** A sample of the incorrect responses to Question 14.

In Extract 14.1, the candidate described Mwalimu Julius Kambarage Nyerere instead of explaining five steps to be followed when summarising a text.

However, the 743 candidates (36.1%) who performed well on this question explained in five points how they would summarise the text. These candidates scored from 10.5 to 15 marks. Extract 14.2 is a sample of the correct responses to Question 14.

| 14 |  |
|----|--|
|    | <p>Read intensively is the type of reading where by a person read the book or story in deep for get the specific information. A person can read different things intensively from the different reading sources such as books, journals and ether newspaper, paragraph. A paragraph can be reading intensively or extensively. The following are ways of summarise paragraph;</p> <p>By looking up the key-<sup>(words)</sup> terms from the paragraph, when you need to summarize either a story or paragraph you have to look the key words which used in writing the paragraph. so the key words /key terms can help you to summarize a paragraph without losing a meaning.</p> <p>By using own words without losing the meaning, In summarizing any story you have to use your own words to form another paragraph without losing the meaning of the paragraph. This also help a teacher to understand if the learner understand well on how to summarizing.</p> <p>By looking up the heading of the paragraph, Every paragraph has the heading which help or direct someone to know the demand of the story from the paragraph. This help a learner to summarize it without losing the meaning of it. The heading of the paragraph can be A lion and the hare, Our graduation day.</p> <p>By using the writting symbols/signs, In summarization of any paragraph answer</p> |

**Extract 14.2:** A sample of the correct responses to Question 14.

In Extract 14.2, the candidate managed to explain five steps to be followed when summarising a text.

### **3.0 ANALYSIS OF CANDIDATES' PERFORMANCE ON EACH TOPIC**

Overall, seven (07) topics were covered in this examination including: *'Taking and Making Notes, Oral Presentation, Writing Skills, Tests and Examinations, Communication Theory, Searching for Information and Reading Skills'*.

The analysis of the candidates' performance indicates that, the performance in three topics (*Tests and Examinations, Taking and Making Notes and Reading Skills*) was good. The Questions set from these topics were 3, 7, 11, 12, and 14.

Further analysis indicates that the candidates had average performance in four topics (*Searching for Information, Oral Presentation, Communication Theory and Writing Skills*) covered in questions 1, 2, 4, 5, 6, 8, 9,10 and13. The candidates' performance topic wise is summarised in the Appendix.

### **4.0 CONCLUSION**

Generally, the data analysis shows that the candidates' performance in the Communication Skills subject for 2022 was good. This is because 1,992 (97.08%) of the candidates passed the examination.

Further analysis shows that the candidates' failure to respond correctly to some questions might have been attributed to poor writing skills and language barrier. Hence they failed to interpret the questions, hindering them from answering the questions correctly. Some of the candidates had insufficient knowledge about *Searching for Information, Communication Theory and Writing Skills*. They failed to comprehend the requirements of Questions 2, 4, 6, 9 and 10.

However, the candidates who scored high marks in the examination applied their skills to *Tests and Examinations, Note Taking and Reading Skills*.



## 5.0 RECOMMENDATIONS

Despite the candidates' good performance in the Communication Skills examination, some areas need to be improved for better performance:

- (a) To develop competence in *Writing Skills*, teacher trainees should be guided through writing different types of *compositions/essays* considering cross-cutting issues and using appropriate punctuation marks.
- (b) In the sub-topic of *Referencing Skills*, methods such as library tours and internet surfing should be encouraged to help teacher-trainees to use the best ways of writing compositions and references/citations. By doing so, they will be more proficient in writing skills.
- (c) To develop competence in the topic of *Communication Theory*, teacher-trainees should be actively involved in using various methods such as role-play and small group discussions during classroom sessions to demonstrate different types of noise. These methods will help them to learn and understand the communication process and barriers to effective communication.
- (d) To develop competence in *Searching for Information*, teacher-trainees should use the library tour method to practically learn how to search for information and various teaching and learning materials such as books and various journals/magazines. This method will help them in developing adequate knowledge about library techniques for obtaining information sources.

## Appendix

### THE CANDIDATES' PERFORMANCE PER TOPIC

| No | Topic                            | Performance on Each Question |               | % Average Performance Per Topic | Remarks |
|----|----------------------------------|------------------------------|---------------|---------------------------------|---------|
|    |                                  | Question Number              | % Performance |                                 |         |
| 1  | <i>Tests and Examinations</i>    | 12                           | 96.4          | 96.4                            | Good    |
| 2  | <i>Taking and Making Notes</i>   | 7                            | 82.4          | 82.4                            | Good    |
| 3  | <i>Reading Skills</i>            | 3                            | 69.1          | 72.67                           | Good    |
|    |                                  | 11                           | 62.6          |                                 |         |
|    |                                  | 14                           | 86.3          |                                 |         |
| 4  | <i>Searching for Information</i> | 1                            | 81.3          | 58.65                           | Average |
|    |                                  | 9                            | 36            |                                 |         |
| 5  | <i>Oral Presentation</i>         | 13                           | 57.2          | 57.2                            | Average |
| 6  | <i>Communication Theory</i>      | 2                            | 37.5          | 56.35                           | Average |
|    |                                  | 5                            | 75.2          |                                 |         |
| 7  | <i>Writing Skills</i>            | 4                            | 33            | 44.5                            | Average |
|    |                                  | 6                            | 38.8          |                                 |         |
|    |                                  | 8                            | 75.2          |                                 |         |
|    |                                  | 10                           | 31            |                                 |         |

