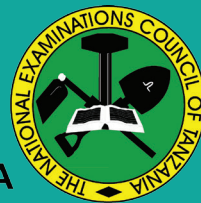




THE UNITED REPUBLIC OF TANZANIA
MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY
NATIONAL EXAMINATIONS COUNCIL OF TANZANIA



**CANDIDATES' ITEM RESPONSE ANALYSIS
REPORT ON THE GRADE A TEACHERS'
CERTIFICATE EXAMINATION
(GATCE) 2023**

COMMUNICATION SKILLS



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624 COMMUNICATION SKILLS

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FOREWORD

The National Examinations Council of Tanzania is pleased to issue this report on the Candidates' Item Response Analysis (CIRA) on grade 'A' Teacher Certificate Examination (GATCE) in the Communication Skills subject in 2023. This report was prepared to provide feedback to student-teachers, tutors, parents, guardians, policy makers and the public in general on the candidates' performance and the challenges that they encountered in attempting the examination questions.

The Grade 'A' Teacher Certificate Examination marks the end of the certificate course in education. This summative evaluation reveals the effectiveness of the teaching and learning process. Basically, the candidates' responses to the examination questions show the extent to which they had attained competencies in the Communication Skills subject in their Grade 'A' Certificate Course.

The general performance in this paper was good as 97.98 per cent of the candidates passed the examination. The analysis provided in this report aims at contributing in determining the factors behind the candidates' good, average, or weak performance in the Communication Skills examination. The analysis indicates that the candidates who performed well had adequate knowledge of various examined topics, understood the requirements of the questions; and had high English language proficiency.

The candidates who scored low or average marks faced some difficulties in answering the questions. These include having insufficient knowledge of various topics, inability to understand the questions' requirements and low proficiency in English Language.

The National Examinations Council expects that the feedback given in this report will enable education stakeholders to take appropriate measures to improve the candidates' performance in the future examinations administered by the National Examinations Council of Tanzania.

Finally, the National Examinations Council of Tanzania would like to thank all who participated in the preparation of this report.



Dr. Said A. Mohamed
EXECUTIVE SECRETARY

1.0 INTRODUCTION

This report analyses the performance of candidates who sat for the Grade ‘A’ Teachers’ Certificate Examination in the Communication Skills Subject in May, 2023. This examination was based on the 2009 Communication Skills Subject Syllabus and the 2022 Communication Skills subject examination format. A total of 2,499 candidates sat for the examination.

The examination tested the candidates’ competencies on *Writing Skills, Communication Theory, Searching for Information, Tests and Examinations, Reading Skills* and *Taking and Making Notes*.

The examination had two sections namely, A and B. The two sections had a total of 14 questions whereas; section A had 10 questions. Each question carried four (4) marks, making a total of 40 marks for the whole section. Section B had four (4) questions whereby, each question weighed 15 marks, accounting for the remaining 60 marks to make a total of 100 marks. All questions in both sections were compulsory.

The presentation of the analysis of the candidates’ performance in individual items describes the task for each question, percentages of candidates who attempted the question, their scores, the expected responses, and how the candidates failed in their responses. The focus is on identifying the percentage of candidates with high, average, and low performance. Extracts from the candidates’ scripts serve as their representative responses.

Based on the percentage of scores, good performance represented in green colour ranges from 70 to 100 per cent. Moreover, average performance in yellow ranges from 40 to 69 per cent. Finally, weak performance, appearing in red, ranges from 0 to 39 per cent. The candidates’ performance on each topic is as summarised in the Appendix.

For the 2,499 candidates who sat for the Communication Skills examination in May 2023, 97.98 per cent of them passed the examination. Comparatively, 2,056 candidates sat for the examination in 2022. Out of them, 97.08 per cent passed with different grades, as Table 2 illustrates:

Table 2: Comparison of Candidates' Pass Grades in GATCE 2022 and 2023 in Communication Skills

Year	Candidates sat	Percentage of Candidates who passed	Grades				
			A	B	C	D	F
2022	2,056	97.08	0	28	1,130	834	60
2023	2,499	97.98	0	38	1,425	962	50

Table 2 indicates that the performance of the candidates in 624 Communication Skills subject increased in 2023 by 0.9 per cent.

2.0 ANALYSIS ON CANDIDATES' PERFORMANCE ON EACH QUESTION

2.1 Section A: Short Answer Questions

This section comprised ten (10) compulsory questions. Each question carried four (04) marks, making a total of 40 marks.

2.1.1 Question 1: Writing Skills

In this question, the candidates were required to explain briefly the components of Curriculum Vitae (CV). The question tested the candidates' ability to understand, organise, translate and state facts about Curriculum Vitae. The question was set from the topic of Writing Skills.

The question was attempted by 2,499 (100%) candidates. Their general performance on this question was good as 1,945 (77.9%) candidates scored from 2.0 to 4.0 marks. Figure 1 illustrates their performance on the question.

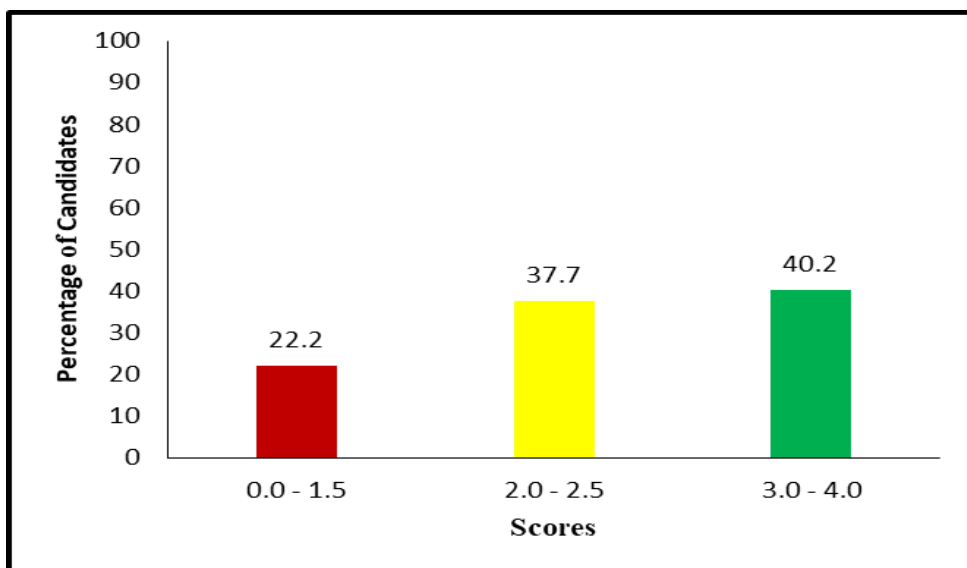


Figure 1: *Candidates' Performance on Question 1*

Figure 1 shows that 22.2 per cent of the candidates scored from 0 to 1.5 marks; 37.7 per cent scored from 2.0 to 2.5 marks; and 40.2 per cent scored from 3.0 to 4.0 marks.

The analysis shows that 1,945 (77.9%) candidates scored from 2.0 to 4.0 marks. These candidates had sufficient knowledge of components of Curriculum Vitae. They clearly explained these components with examples hence, they scored high marks. The Extract below indicates the responses of the correct answers for Question 1.

1	(a) Personal information - Is the component of Curriculum Vitae which show information of a person. Example, age, tribe, name, nationality and Religion
	(b) Education qualification - Is the component of Curriculum Vitae that used to show education level Example, Kindergarten, Primary, secondary and Advance.
	(c) Professional qualification - It used to show person's ^{work} experience example, doctor, teacher or judge
	(d) Skills - Is the component used to show Skills of a person in different hobbies and work experience. Example - To dance - To play - To cook

Extract 1.1: A sample of correct responses to question 1.

Furthermore, the analysis shows that 941 (37.7%) candidates scored averagely in this question. Their scores ranged from 2.0 to 2.5 marks. These candidates had partial knowledge of the components of Curriculum Vitae hence, they scored averagely. For example, one of the candidates wrote; (i) *Personal information this explain about a person for example Names, tribe, marital status.* (ii) *Educational Qualification this explain level of education that person has for example Primary education, secondary education, university education.* (iii) *Professional qualification require vivid professional of that you application for example, by study college.* (iv) *Skills are things that made by person from what thinking on their brain.* From this example, the candidate gave two correct responses which are (i) and (ii) and two incorrect responses which are (iii) and (iv).

In contrast, 554 (22.2%) candidates scored from 0 to 1.5 marks. They could not explain the components of Curriculum Vitae. These candidates had insufficient knowledge of the components of Curriculum Vitae. For instance, one candidate wrote; (i) *personal information, are the information which have one person in mind* (ii) *educational qualification, are the education which have many teachers and aids when learning* (iii)

professional qualification, is the job which does not use power to do have professionalism (iv) skills, are the ability of people which are done for one or group. Another candidate wrote; (i) personal information is the information of person from one to another (ii) educational qualification, to writing of the office to get work (iv) skills, refers to the idea before communication. These were irrelevant explanations which did not have any recognizable meaning related to the requirement of the question.

The correct responses for this question were: (a) *Personal information:* This includes full name, date of birth, nationality as well as marital status. (b) *Educational qualification:* This shows the level of education that a person has possessed and it is normally taken from primary level onwards by specifying the place, year and qualification achieved. (c) *Professional qualification:* It shows the career that a person has obtained by studying from various Colleges or Universities. (d) *Skills:* These include hands-on-practice mastered such as Computer skills, good communication skills and interpersonal skills. Extract 1.2 is a sample of incorrect responses from one of the candidates.

1	(a) personal information
	this are information which belong in
	one personal foreexample the information of cv of perso
	nal
	(b) Education qualification: this a information which belong in education foreexample bookie.
	(c) Professional qualification: this are qualification which is higher information foreexample phone.
	(d) Skills: this are intetainment who have a personal to do work or any thing in standad.

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

2.1.2 Question 2: Communication Theory

In this question, the candidates were required to differentiate oral communication from written communication. The question aimed at testing candidates' knowledge of differentiating the two concepts. This question was set from the topic of communication theory.

A total of 2,499 (100%) candidates attempted the question. Their general performance on this question was good as 2,370 (94.8%) candidates scored from 2.0 to 4.0 marks. Figure 2 illustrates their performance on the question.

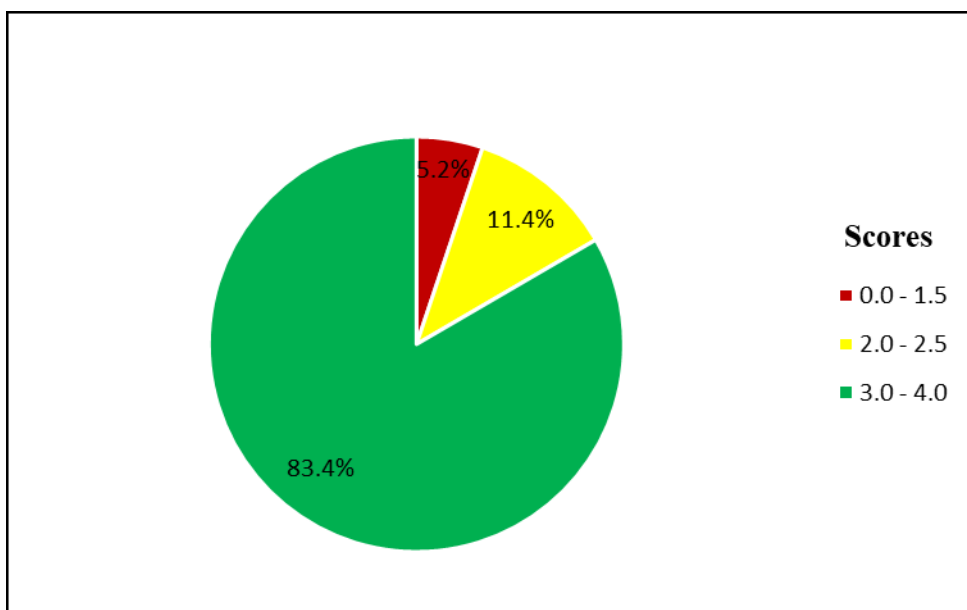


Figure 2: *Candidates' Performance on Question 2*

Figure 2 shows that 5.2 per cent of the candidates scored from 0 to 1.5 marks; 11.4 per cent scored from 2.0 to 2.5 marks; and 83.4 per cent scored from 3.0 to 4.0 marks.

The analysis shows that 2,084 (83.4) candidates provided correct answers as they had sufficient knowledge of oral and written communication. Therefore, they correctly differentiated the two concepts, despite having some grammatical errors. Extract 2.1 shows correct responses from one of the candidates.

2	
(i)	oral communication idea conveyed through the word of mouth while in written communication idea conveyed through writing
(ii)	Oral communication provide quicker feed back than written communication
(iii)	Oral communication can some time last for a few day the information discussed while written communication may last for a long time if well kept
(iv)	Oral communication may use face to face media of communication while written communication use written media of communication

Extract 2.1: A sample of correct responses to question 2.

Further analysis shows that 286 (11.4%) candidates had an average performance. They scored from 2.0 to 2.5 marks. Their responses were the mixture of correct and incorrect answers. This shows that they had partial knowledge of the concepts. For example, one of the candidates wrote; (i) *oral communication transfers information through the words of mouth while written communication transfers through written form*, (ii) *oral communication use verbal and non-verbal communication e.g. gestures while written use symbols or signs when written e.g. comma* which are correct but the responses, (iii) *oral communication is desition while written communication is automatic*, and (iv) *it interpret and recognize information while written not interpret*, were incorrect.

Moreover, under this category, other candidates provided two correct responses, however; they repeated the points to accomplish four points required by the question. This is evident from the responses of one of the candidates in this category who wrote; (i) *Oral communication is the transfer of information through speaking while Written communication is the transfer of information through written form*, and (ii) *oral communication transfer information to all people literate and illiterate while written communication transfer information only to literate people* were correct responses while (iii) *oral communication receive message through sound while written communication receives message through*

reading, and (iv) it is for whole society while it is for few people were correct responses but the candidate repeated points (i) and (ii) respectively.

Nevertheless, 129 (5.2%) candidates had weak performance. In this category, they scored from 0 to 1.5 marks. These candidates could not differentiate the two types of communication. The candidates failed to answer correctly in this question because they had no knowledge of the differences between oral communication and written communication. Also, language proficiency was a problem since the candidates seemed to have an idea but could not present the required facts. For instance, one of the candidates wrote; (i) *oral communication uses two mouth, while written communication uses two hands*, (ii) *oral communication uses words while written communication uses gesture*. (iii) *oral communication use grammatical rule while written communication uses grammatical feels*. From the example above, the candidate wrote incorrect responses. Furthermore, the candidate left the fourth point unfilled. This is an indicator that he/she was not knowledgeable on the two concepts.

Another candidate wrote, (i) *writing oral communication* (ii) *reading communication*, (iii) *listening communication* (iv) *talking communication*. This candidate did not have knowledge of the two types of communication. He/she misconceived the facts by confusing the two types of communication and that of the four communication skills. Extract 2.2 is a sample of the candidate's incorrect responses to Question 2.

2	
(i)	Presentation
(ii)	Transportation of information
(iii)	Storage
(iv)	Time

Extract 2.2: A sample of the incorrect responses to question 2.

2.1.3 Question 3: Searching for Information

In this question, the candidates were required to name four search engines which they can use to get information for learning. This question was set from the topic of Searching for Information.

A total of 2,499 (100%) candidates attempted this question. Their general performance was average because 1,529 (61.2%) candidates scored from 2.0 to 4.0 marks. Figure 3 illustrates the performance of the candidates on the question.

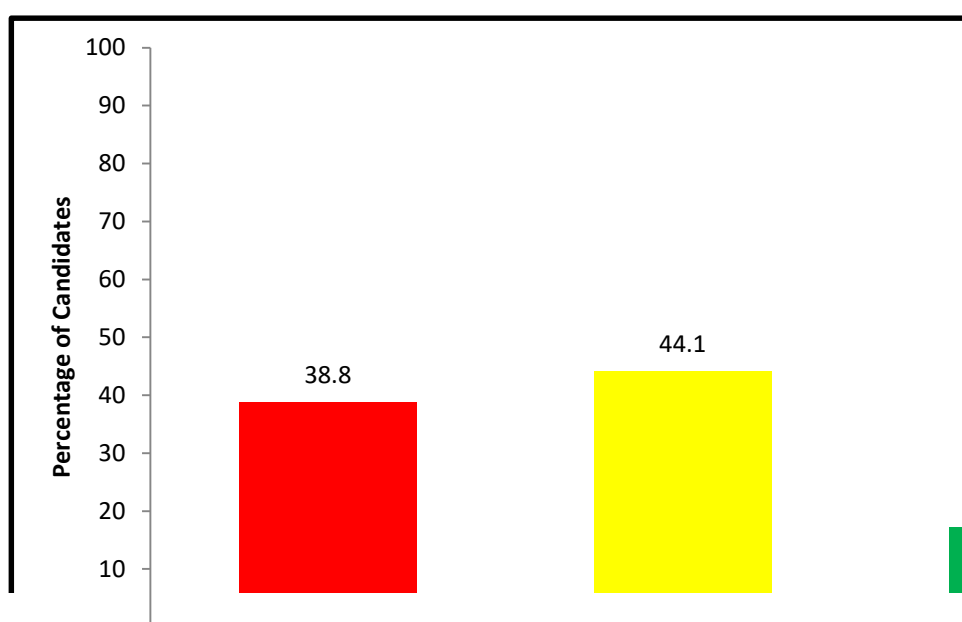


Figure 3: *Candidates' Performance on Question 3*

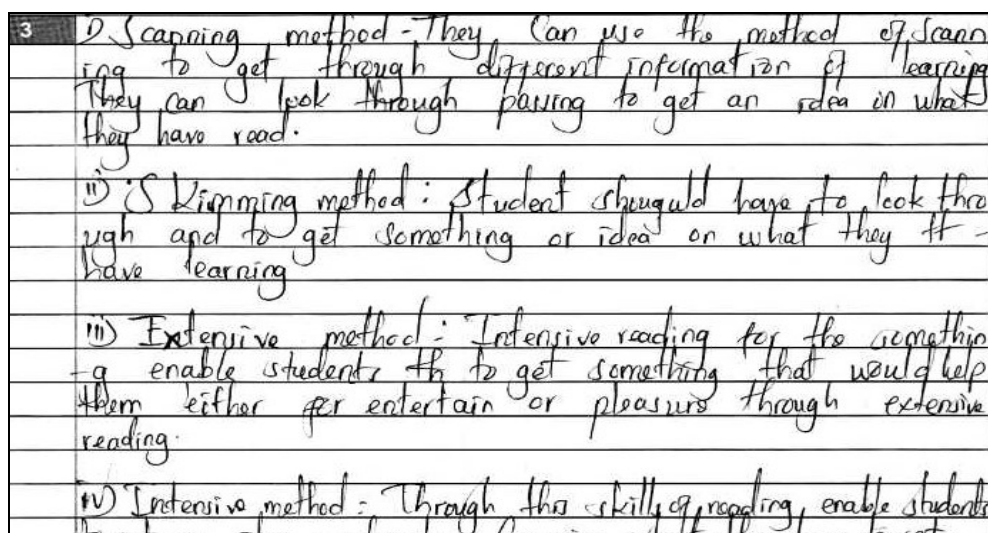
Figure 3 shows that 38.8 per cent of the candidates scored from 0 to 1.5 marks; 44.1 per cent scored from 2.0 to 2.5 marks; and 17.1 per cent scored from 3.0 to 4.0 marks.

The analysis shows that, 1,101 (44.1%) candidates had average performance. They scored from 2.0 to 2.5 marks. The candidates in this category provided two correct responses and two incorrect responses. For example, one of the candidates wrote; *Yahoo* and *Google* which were correct while *e-mail* and *website* which were incorrect.

Another candidate listed: (i) *Google chrome* and (ii) *yahoo* which were correct then (iii) *opera mini* and (iv) *you tube* which were incorrect. Another one mentioned: (i) *Google* and (ii) *yahoo* which were correct then (iii) *twitter* and (iv) *YouTube* which were incorrect. This shows that, most of them had an idea of the question but failed to differentiate search engines from social media.

Conversely, 970 (38.8%) candidates had weak performance. They scored from 0 to 1.5 marks. This indicates that they had limited knowledge concerning the search engines. One of the candidates gave the following incorrect responses to Question 3: (i) *Computory* (ii) *Mobile phone*, (iii) *Radio*, and (iv) *Television* which are the electronic media (electromechanical devices) used to access content and not the search engines.

Another candidate listed; (i) *Dictionary*, (ii) *Almanac*, (iii) *Atlas* (iv) *Encyclopaedia*, which are related to referencing sources but not search engines. Another example from incorrect responses were; (i) *title of the book*, (ii) *author of the book*, (iii) *name of the book*, (iv) *year of publication*, which reflects back to writing reference of a book and not search engines as required by the question. Extract 3.1 is a sample of the incorrect responses to Question 3.



Extract 3.1: A sample of incorrect responses to question 3.

On the contrary, the analysis shows that 428 (17.1%) candidates had good performance. They scored from 3.0 to 4.0 marks. These candidates had sufficient knowledge of searching for information. They provided four among the following responses; *Google, Yahoo, Bing, Alta-vista, Baidu, Yandex, Ask.Com* and *MSN (Microsoft Network)*. Extract 3.2 is a sample of the correct responses from one of the candidates.

3	i Google Search Engines.
	ii Yahoo! Search Engines.
	iii Bing Search Engines.
	iv Ask Search Engines.

Extract 3.2: A sample of the correct responses to question 3.

2.1.4 Question 4: Communication Theory

In this question, the candidates were required to assign the type of communication barrier in each of the sentences they were given. This question tested candidates' ability to identify different communication barriers in different contexts. The question was set from the topic of Communication Theory.

A total of 2,499 (100%) candidates attempted this question. Their general performance on the question was weak since only 492 (19.7%) candidates scored from 2.0 to 4.0 marks. Figure 4 illustrates the candidates' performance.

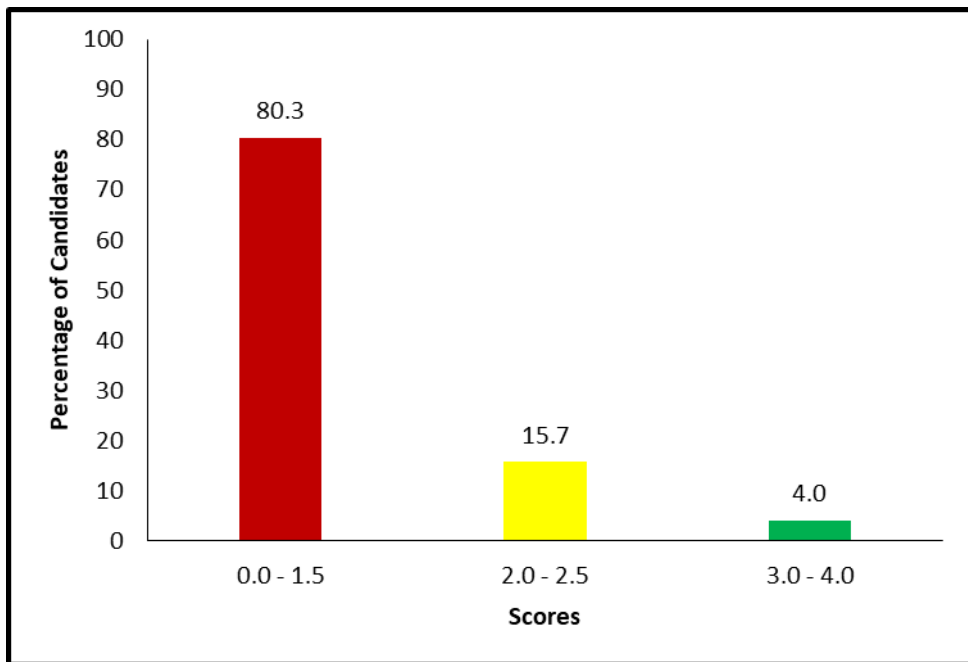


Figure 4: *Candidates' Performance on Question 4*

Figure 1 shows that 80.3 per cent of the candidates scored from 0 to 1.5 marks; 15.7 per cent scored from 2.0 to 2.5 marks; and 4.0 per cent scored from 3.0 to 4.0 marks.

Analysis shows that 2007 (80.31%) candidates had weak performance. They scored from 0 to 1.5 marks. They lacked knowledge of communication barriers. They gave incorrect responses contrary to the requirement of the question. For example, one of the candidates wrote, *(i) Verbal communication (ii) non-verbal communication (iii) Verbal communication (iv) non-verbal communication* which were the types of communication instead of types of communication barriers.

Another candidate wrote *(i) outline barrier, (ii) technological barrier (iii) physiological barrier, (iv) financial barrier*. From these responses, the candidate did not understand the scenarios given in each sentence. The last example was *(i) mother tongue (ii) lack of confidence (iii) long lecture (iv) distance*. These examples indicate that the candidates did not respond to the requirement of the question because they lacked knowledge of the type of communication barriers. Extract 4.1 is a sample of incorrect responses to Question 4.

4	
(a)	Individual communication barrier
(b)	Individual communication barrier
(c)	Mind communication barrier.
(d)	Group communication barrier

Extract 4.1: A sample of the incorrect responses to question 4.

Conversely, the analysis shows that, 392 (15.7%) candidates had an average performance. They scored from 2.0 to 2.5 marks. These candidates assigned two correct responses and two incorrect responses. For example, one of these candidates wrote (i) *Physical Barrier*, (ii) *Psychological barrier* (iii) *Technological barrier* and (iv) *Emotional barrier*. Another candidate from this category wrote (i) *noise*, (ii) *physiological barrier*, (iii) *language barrier* and (iv) *environment barrier*.

In contrast, 100 (4.0%) candidates had good performance. They scored from 3.0 to 4.0 marks. This implies that the candidates assigned the types of communication barriers correctly. Furthermore, they had sufficient knowledge of the types of communication barriers required. For example, one of the candidates mentioned (i) *environmental barrier*, (ii) *psychological barrier*, (iii) *unknown language (semantic language)* and (iv) *improper choice of channel*. This shows that the candidate was knowledgeable enough to provide the types of communication barriers required by the question. Extract 4.2 shows a sample of correct responses to Question 4.

4	i. Physical barrier
	ii. Psychological barrier
	iii. Linguistic / Semantic barrier
	iv. wrong choice of medium.

Extract 4.2: A sample of correct responses to question 4.

2.1.5 Question 5: Tests and Examinations

The candidates were required to list down four preparations that are required to be made before sitting for examination. The question tested the candidates' ability to use the knowledge gained from situations related to preparations for examinations. The question was set from the topic of Tests and Examinations.

The question was attempted by 2,499 (100%) candidates. Their general performance on the question was good as 1,908 (76.4%) candidates scored from 2.0 to 4.0 marks. Figure 5 illustrates this performance.

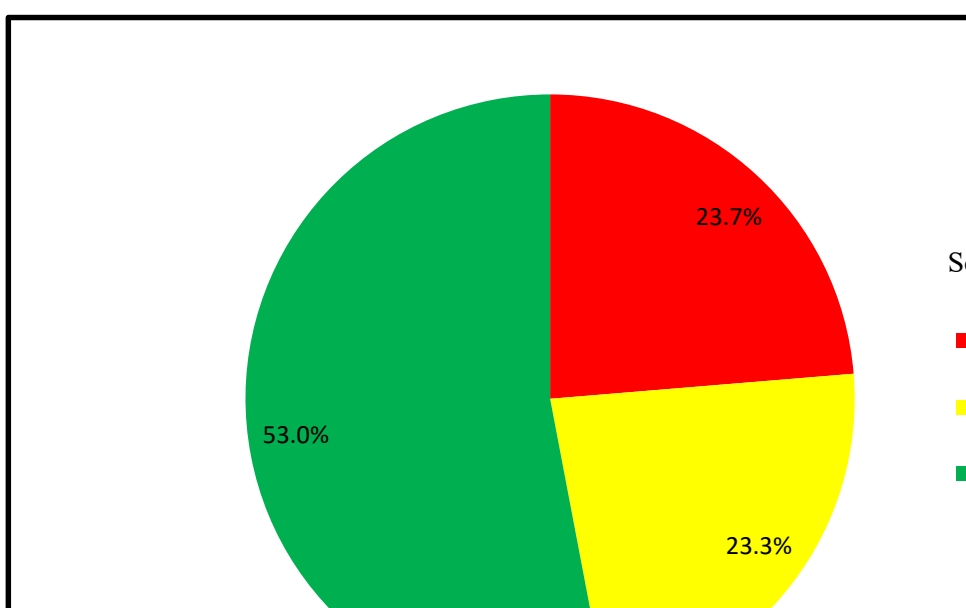


Figure 5: Candidates' Performance on Question 5

Figure 5 shows that 23.7 per cent of the candidates scored from 0 to 1.5 marks; 23.3 per cent scored from 2.0 to 2.5 marks; and 53.0 per cent scored from 3.0 to 4.0 marks.

Analysis shows that 1,325 (53.0%) candidates had good performance. They scored from 3.0 to 4.0 marks. This indicates that the candidates had adequate knowledge of preparations that are required to be made before sitting for examination. One of the correct responses from the candidates from this category was as follows: (i) *reading notes given in the class regularly* (ii) *solving various past papers* (iii) *have examination timetable* (iv) *preparing examinations tools like pen, ruler and pencil*. Another candidate also wrote; (i) *should read exercise books every time* (ii) *should develop group discussion time* (iii) *should learn and solve different past examination papers* (iv) *should develop library reading habit and searching different materials like books*. Extract 5.1 is a sample of the correct responses to Question 5.

5	i/ Reviewing different reference materials. like notes and summary.
	ii/ They should make sure they prepare all required materials needed in exams like ruler, pencil and pen.
	iii/ To arrange sitting room of examination and to clean the room.
	iv/ They should make sure they know the exam time and they ^{arrange} make their good time table good.

Extract 5.1: A sample of the correct responses to question 5.

Moreover, the analysis shows that 583 (23.3%) candidates had average performance. They scored from 2.0 to 2.5 marks. These candidates had knowledge but insufficient to score full marks. They provided two correct responses and two incorrect ones. An example of these candidates wrote; (i) *they must read everything the teacher taught*, (ii) *they should do revision exercises and tests* (iii) *they should make sure they help other*

students and (iv) they should see their teacher before examination. Another candidate from this category wrote; (i) studying hard, (ii) buying all instruments example pen (iii) washing clothes and (iv) preparing card. These responses show that the candidate had an idea of the things to consider in preparations before sitting for examination but failed to give all the four correct responses required by the question.

In contrast, the analysis shows that there were 591 (23.7%) candidates with weak performance. They scored from 0 to 1.5 marks. They provided incorrect responses to the question or their responses had scores not above 1.5 marks. This is because they had insufficient knowledge of the preparations that are required to be made before sitting for an examination. For instance, one of the candidates wrote; (i) personal preparation (ii) classroom preparation (iii) examination preparation (iv) professional preparation. Looking at these responses, the candidate did not understand the need of the question. Extract 5.2 is a sample of incorrect responses to Question 5.

5	
	(i) Skimming which involve the student not read for getting general ideas.
	(ii) Skanning where by student read a specific ideas.
	(iii) Intensive reading where by child read in deep for examination.
	(iv) Extensive reading where by children read for enjoyment in order preparation.

Extract 5.2: A sample of incorrect responses to question 5.

2.1.6 Question 6: Writing Skills

In this question, the candidates were required to underline two words in each sentence that need apostrophes, then to correctly re-write the whole sentence. The question tested the candidates' ability to apply the knowledge of using punctuation marks in writing. The question was set from the topic of Writing Skills.

The question was attempted by 2,499 (100%) candidates. Their general performance on the question was average since 1,253 (50.1%) candidates scored from 2.0 to 4.0 marks. Figure 6 illustrates the candidates' performance on Question 6.

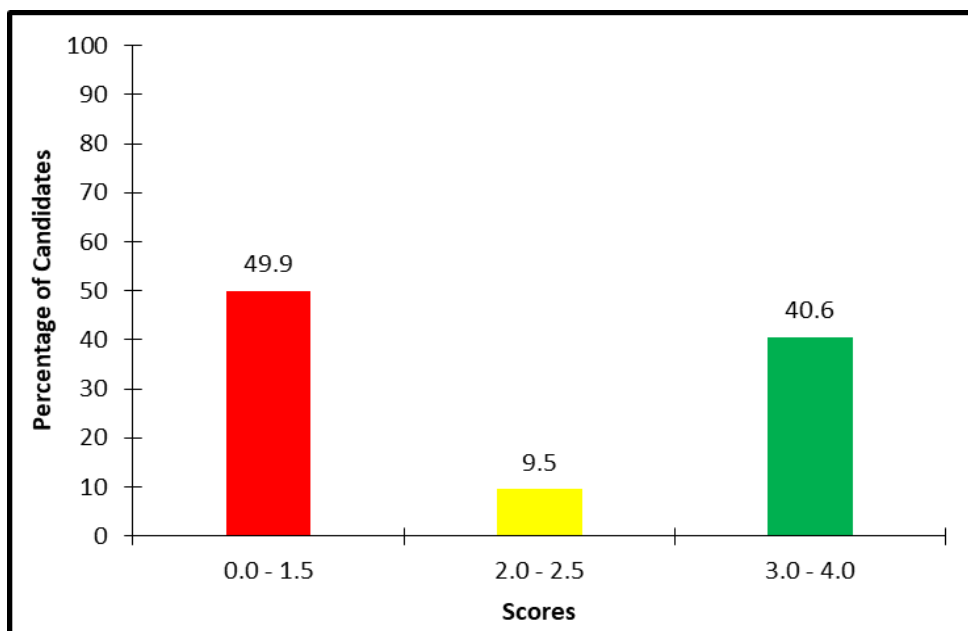


Figure 6: *Candidates' Performance on Question 6*

Figure 6 shows that 49.9 per cent of the candidates scored from 0 to 1.5 marks; 9.5 per cent scored from 2.0 to 2.5 marks; and 40.6 per cent scored from 3.0 to 4.0 marks.

The analysis shows that, 1,246 (49.9%) candidates had weak performance. They scored from 0 to 1.5 marks. Some of them did not recognise the words that needed apostrophes. Therefore, they failed to write the correct sentences. For example, one of the candidates wrote (i) *members of parents association constructed a park made of old tires for childrens playground* (ii) *Jovin couldnt remember whether he had left his wallet in his cars drawer or at home* (iii) *the aeroplanes tires are as big as Emmys car* (iv) *Johns irrigation plan destroyed Annas crops*. These responses show that the candidates lacked knowledge of the punctuation marks.

Another example from this category was given by a candidate who wrote (i) *an, as ... as* (ii) *so ... that* (iii) *as ... as* (iv) *too to*. From these

responses, the candidate misinterpreted the question hence he/she wrote coordinate conjunctions instead of apostrophes. Yet, another candidate from this category wrote (i) *parents instead of permanent* (ii) *drawer instead of draw* (iii) *whether instead of weather* (iv) *tires instead of fly*. From this response, the candidate took the words as misspelled, so he/she corrected them contrary to what was required by the question. Generally, these candidates wrote incorrect responses because they lacked knowledge of punctuation marks in writing. Extract 6.1 is a sample of incorrect responses to Question 6.

6	
(a)	i) Associate ii) contribute.
(b)	i) Could ii) drawe
(c)	i) Eroplanes ii) Emmy
(d)	i) Tohn ii) Anna

Extract 6.1: A sample of incorrect responses to question 6.

Nevertheless, 1,015 (40.6%) candidates had good performance. They scored 3.0 to 4.0 marks. These candidates had sufficient knowledge of the uses of punctuation marks and they were able to use them in writing. Moreover, they captured the need of the question. Extract 6.2 is a sample of the correct responses to Question 6.

6	(a) Members of the <u>Parents</u> association constructed a park made of old <u>tires</u> for the the childrens <u>Playground</u>
	→ Member of the Parents' association constructed a park made of old tires for the childrens playground
	(b) Jovin <u>couldnt</u> remember whether he had left his wallet in his <u>cars</u> drawer or at home
	→ Jovin couldn't remember whether he had left his wallet in his car's drawer or at home
	(c) The aeroplanes <u>tires</u> are as big as <u>Emmys</u> car
	→ The aeroplane's tires are as big as Emmy's car
	(d) Johns <u>irrigation</u> Plan destroyed Annas <u>crops</u>
	→ John's irrigation Plan destroyed Anna's crops

Extract 6.2: A sample of correct responses to question 6.

Further analysis shows that, 238 (9.5%) candidates had an average performance. They scored from 2.0 to 2.5 marks. These candidates had insufficient knowledge of the subject matter. The candidates under this category, who scored average marks, wrote one part of the question that needed identification of a target word by underlining it but failed to re-write the sentence as required by the question. For example, one of the candidates underlined these words (a) parents /childrens (b) couldnt/cars (c) aero planes/Emmys (d) Johns /Annas but failed to re-write the sentences as required. This made him/her to score averagely.

2.1.7 Question 7: Writing Skills

The candidates were required to write four things that they have to consider when writing the minutes of the meetings. This question tested the ability of the candidates to demonstrate their understanding on minutes writing. The question was set from the topic of Writing Skills.

The question was attempted by 2,499 (100%) candidates. Their general performance on this question was good since 1,982 (79.3%) candidates scored from 2.0 to 4.0 marks. Figure 7 illustrates the candidates' performance on Question 7.

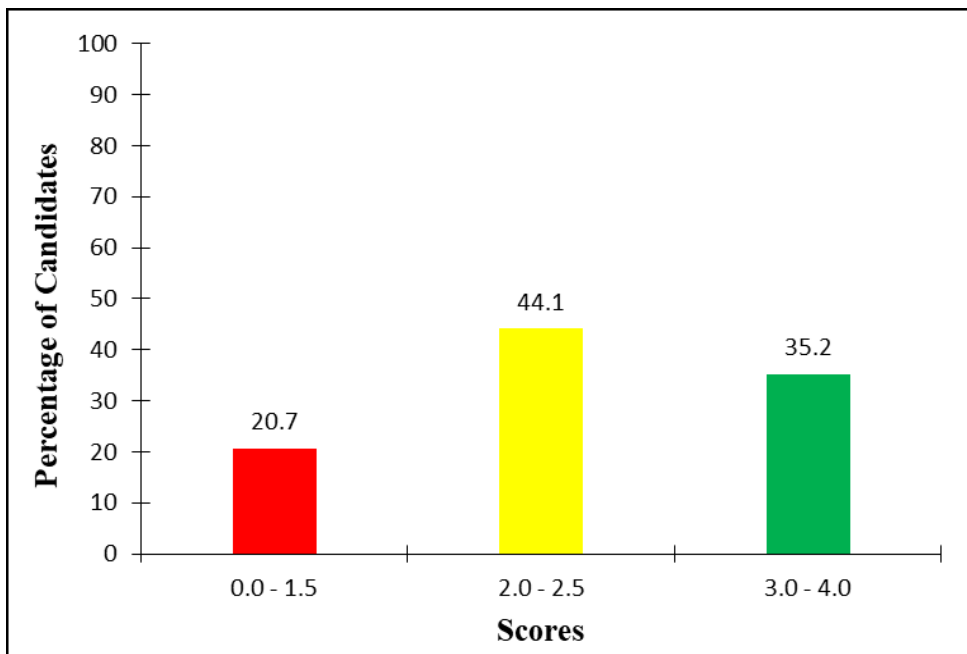


Figure 7: *Candidates' Performance on Question 7*

Figure 7 shows that 20.7 per cent of the candidates scored from 0 to 1.5 marks; 44.1 per cent scored from 2.0 to 2.5 marks; and 35.2 per cent scored from 3.0 to 4.0 marks.

The analysis in this question shows that 1,102 (44.1%) candidates had average performance. They scored from 2 to 2.5 marks. These candidates demonstrated partial knowledge of the four things to be considered when writing minutes. For instance, one of the candidates wrote: *(i) to write agenda of the meeting (ii) to prepare attendance, the people who will attend the meeting (iii) to write supplements (iv) to write Presentation topics*. From this example, the candidate managed to write two correct points one incorrect point while point *(iv)* was the repetition of point *(i)*. This indicates that the candidate had limited knowledge of things to be considered when writing minutes.

Further analysis shows that 880 (35.2%) candidates had good performance. They scored from 3.0 to 4.0 marks. The candidates had adequate knowledge of the things to be considered when writing minutes of the meeting. One of the candidates under this category wrote; *(i) to note the essential elements such as title of the meeting, date and time, those*

who are present and absentees (ii) to prepare an outline based on the agenda of the meeting (iii) to record the main ideas of the meeting (iv) to write neatly and clearly to avoid confusion. Extract 7.1 is a sample of a candidate's correct response to Question 7.

7	
	(i) I may consider agenda of the meeting.
	- In meeting secretary may consider agenda
	(ii) Names of participants in a meeting.
	- Secretary its important to consider the names of participants in a meeting.
	(iii) Action items during meeting.
	For example Challenger, solution
	(iv) Date and place for the next meeting.
	- Secretary its very important to consider the date and place for the next meeting.

Extract 7.1: A sample of correct response to question 7.

On the contrary, 517 (20.7%) candidates had weak performance. They scored from 0 to 1.5 marks. They had insufficient knowledge of the question. For example, one candidate wrote, (i) to make serious, (ii) to pay attention, (iii) to learn information. Another candidate wrote (i) the minutes of narration (ii) the minutes of resolution (iii) the minutes of overlution (iv) the minutes of valuation. These responses do not address what was required by the question because the candidate lacked knowledge of the things to be considered when writing minutes of the meetings. Thus, the responses were incorrect. Extract 7.2 shows a sample of incorrect responses to Question 7.

7	i) Narrative is the types of writing which person tells story, telling example Three sister one husband
	ii) Descriptive is the type of writing which a person detailed the description
	iii) Expository is the type of writing that a person can simply say about something
	iv) Creative is the types of writing which a person detailed at descriptive.

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

2.1.8 Question 8: Writing Skills

The candidates were required to analyse the meaning of the underlined transitional words which were provided in the sentences. The question aimed at testing candidates' understanding of the meaning of words. The question was set from the topic of Writing Skills.

The question was attempted by 2,499 (100%) candidates. Their general performance on this question was weak because only 283 (11.32%) candidates scored from 2.0 to 4.0 marks. Figure 8 illustrates candidates' performance on Question 8.

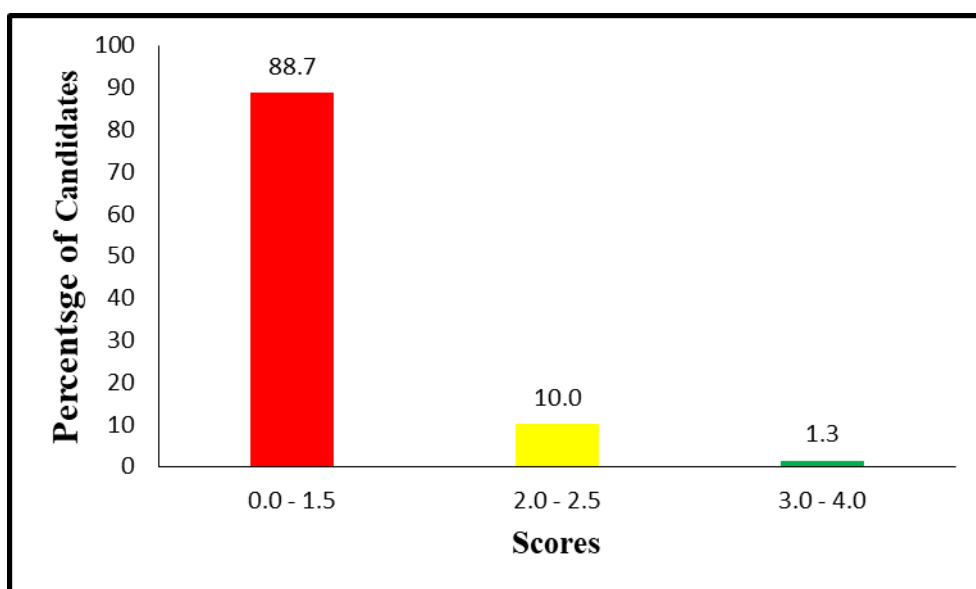


Figure 8: *Candidates' Performance on Question 8*

Figure 8 shows that 88.7 per cent of the candidates scored from 0 to 1.5 marks; 10.0 per cent scored from 2.0 to 2.5 marks; and 1.3 per cent scored from 3.0 to 4.0 marks.

The analysis shows that, 2,216 (88.7%) candidates had weak performance. They scored from 0 to 1.5 marks. The candidates had insufficient knowledge of transitional words. Some of them confused transitional words with parts of speech. For example, one of them wrote (i) *noun* (ii) *verb* (iii) *pronoun* (iv) *verb*. Another candidate wrote (i) *time by time* (ii) *after food* (iii) *including* (iv) *as follows*, which were incorrect. These candidates, therefore, lacked knowledge of the meaning of the underlined transitional words.

Moreover, there were candidates who translated English into Kiswahili in their responses. For example, one of the candidates in this category wrote; (i) *moreover* - *juu zaidi* (ii) *after lunch* - *baada ya chakula* (iii) *for instance* – *kwa mfano* (iv) *therefore* - *hivyo basi*. The candidate lacked proficiency in English language. He/she failed to analyse the meaning of the underlined transitional words in English language instead he/she translated those words into Kiswahili. Extract 8.1 shows a sample of the incorrect responses to Question 8.

8	(a) More over - Means many.
	(b) After lunch - Means finishing post.
	(c) For instance - Means instead of.
	(d) Therefore - Means so that.

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

Conversely, 250 (10.0%) candidates had average performance. They scored from 2 to 2.5 marks. These candidates had limited knowledge of the meaning of underlined transitional words. For instance, one of the candidates wrote: (i) *the word show something which is surely* (ii) *the word show time something take place* (iii) *the word show relationship with mentioned something* (iv) *the word show conclude the end of something or sentences*. From these responses, two points (ii) and (iv) were correct while the other two (i) and (iii) were incorrect.

Another candidate wrote: (i) *means extra or additional of something* (ii) *means after eating noon* (iii) *means confirmation of something* (iv) *means conclusively or conclusion of argument or something*. Moreover, in the example, two points (i) and (iv) were correct while the other two (ii) and (iii) were incorrect.

These two examples show that the candidates scored averagely because they had little knowledge of the meaning of the underlined transitional words.

In contrast, 33 (1.3%) candidates had good performance. They had sufficient knowledge of the meaning of transitional words as used in written and spoken languages. They provided correct responses as (i) *addition* (ii) *time* (iii) *illustration* and (iv) *conclusion*. Extract 8.2 shows a sample of the correct responses to Question 8.

8	
a)	Moreover Means the addition
b)	After lunch Means after the time of getting lunch or time of lunch to pass
c)	For instance Means that the example of something
d)	Therefore Means the general, final, conclusion

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

2.1.9 Question 9: Reading Skills

In this question, the candidates were required to briefly explain how they were going to help their pupils to avoid poor reading habits. The question tested the candidate's ability to use the knowledge of reading skills to help pupils to avoid poor reading habits. The question was set from the topic of Reading Skills.

The question was attempted by 2,499 (100%) candidates. The general performance on this question was weak since 56 (2.2%) candidates scored from 2.0 to 4.0 marks. Figure 9 illustrates the candidates' performance on Question 9.

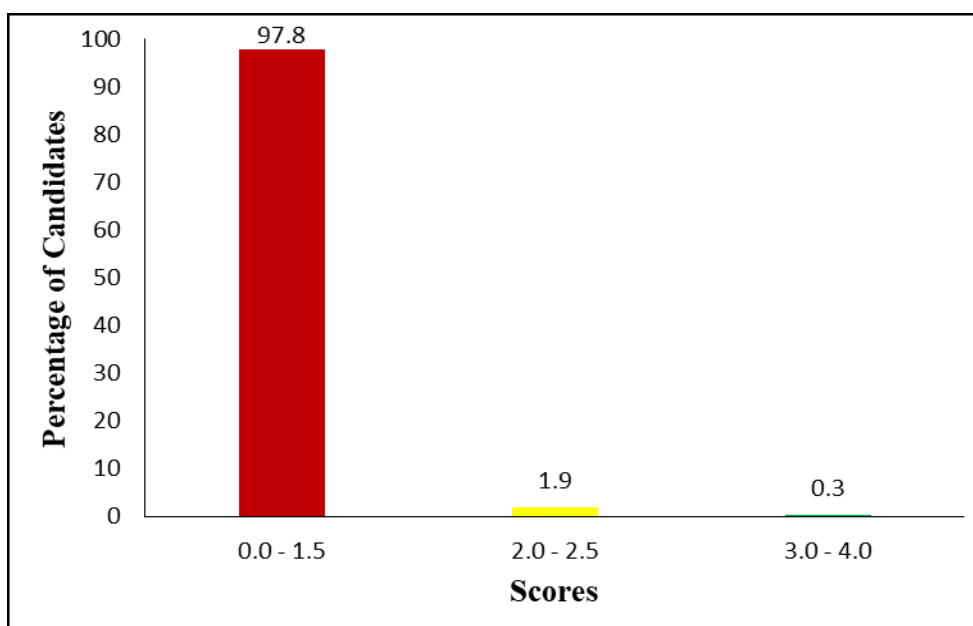


Figure 9: *Candidates' Performance to Question 9*

Figure 9 shows that 97.8 per cent of the candidates scored from 0 to 1.5 marks; 1.9 per cent scored from 2.0 to 2.5 marks; and 0.3 per cent scored from 3.0 to 4.0 marks.

The analysis shows that, 2,443 (97.8%) candidates had weak performance. They scored from 0 to 1.5 marks. These candidates had insufficient knowledge of the ways to help pupils to avoid poor reading habits. For example, one of the candidates wrote (i) *using dictionary* (ii) *by using oral presentation* (iii) *to make them to pronunciation* (iv) *to make them to know vocabulary*. In this example, the candidate picked a mixed range of techniques from reading skills and speaking skills contrary to the requirement of the question. Another candidate wrote (i) *intensive reading* (ii) *extensive reading* (iii) *scanning* (iv) *skimming* which were types of reading. This candidate provided incorrect responses due to misconception. For instance, in his/her responses above, he/she wrote types of reading assuming that they are ways to help pupils to avoid poor reading habits.

Furthermore, another candidate wrote (i) *through story telling* (ii) *through songs* (iii) *through video and cartoons* (iv) *through games*. From this example, the candidate provided incorrect responses because he/she

confused listening skills techniques with reading skill techniques. Extract 9.1 is a sample of incorrect responses to Question 9.

9	i/ It To know author of the book in order to avoid this habits to read should talking a pupils bef ore want to read must know author of that book.
	ii/ To know place of the book in order to know avoid this habits to read should taking a pupils to know a place that book were written
	iii/ To know year of the book. In order to avoid this habits to pupils should talking a pupils to know year that a book was printing in order to avoid the read habits.
	iv/ To know ^{name} of the book In order to avoid this habits to pupils should talk a pupils to know name of the book in order to avoid their read habits.

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

On the contrary, 48 (1.9%) candidates performed averagely in this question. Their scores ranged from 2.0 to 2.5 marks. These candidates provided a mixture of correct and incorrect responses. For example, one of the candidates in this category wrote (i) *avoid reading with vocalizing* (ii) *avoid reading without head movement*, (iii) *avoid reading with finger pointing*, (iv) *to read without regression*. From these responses, (i) and (iii) were correct while (ii) and (iv) were incorrect.

Another candidate under this category wrote (i) *to help pupils by giving more activities of reading textbooks* (ii) *to correct some mistakes which were taken by a pupil* (iii) *to help pupils to avoid finger point when reading textbooks* (iv) *to help pupils in order to avoid mispronunciation of letters/words*. From these responses (i) and (iii) were correct while (ii) and (iv) were incorrect. Therefore, those two examples show that the candidates scored averagely because they had insufficient knowledge of the ways to help pupils to avoid poor reading habits.

Besides, 8 (0.3%) candidates had good performance. These candidates scored from 3.0 to 4.0 marks. They had sufficient knowledge about the

ways to help pupils avoid poor reading habits. They provided correct responses as (i) *avoid vocalizing the word when reading* (ii) *avoid back-tracking when reading* (iii) *avoid stopping at the new word* (iv) *avoid finger-reading*. Extract 9.2 shows a sample of the correct responses to Question 9.

9	The following are the ways of improving reading habits.
	(i) Avoid stopping at a new word; When some one read to the book avoid stopping when he/she seen new word because it reduce reading habit.
	(ii) Avoid moving head; When someone reading should avoid it because it can reduce the concentration when reading.
	(iii) Avoid vocalizing the word; This it occur when some one see the difficult word it may finding the way of solving it due to that it reduce speed of reading.
	(iv) Avoid finger reading; The finger reading it can cause the problem when reading because may not concentrated.

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

2.1.10 Question 10: Taking and Making Notes

In this question, the candidates were required to outline four characteristics to be shown by an effective note maker when he/she makes notes. The question tested the candidates' ability to demonstrate the understanding of ideas and facts about effective note making. The question was set from the topic of Taking and Making Notes.

The question was attempted by 2,499 (100%) candidates. Their general performance on the question was good since 1,943 (77.8%) candidates scored from 2.0 to 4.0 marks. Figure 10 illustrates the candidates' performance on Question 10.

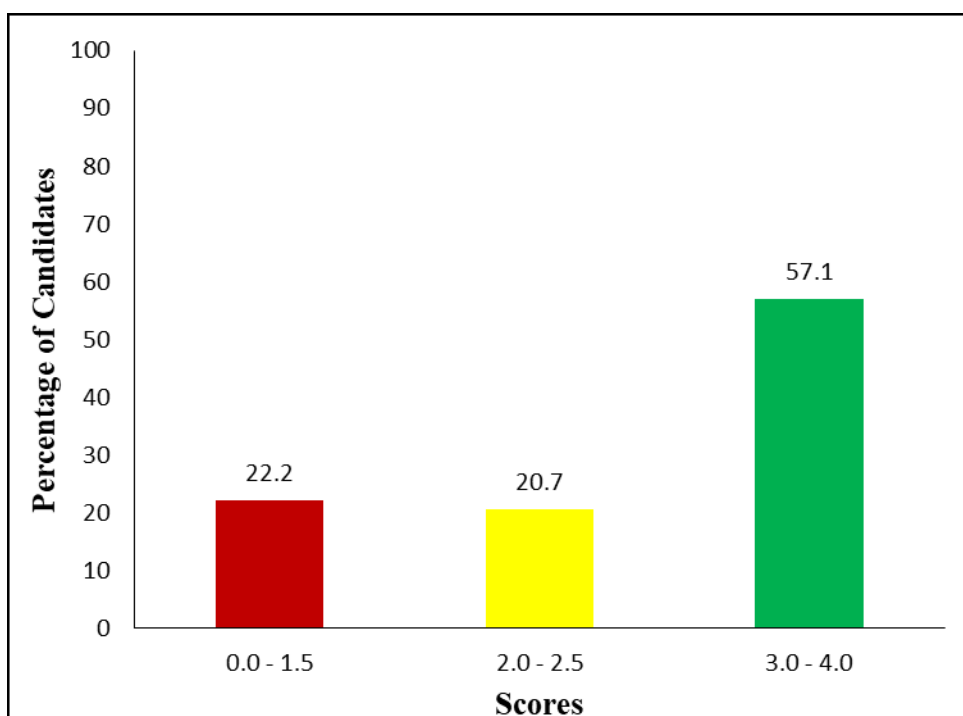


Figure 10: *Candidates' Performance on Question 10*

Figure 10 shows that 22.2 per cent of the candidates scored from 0 to 1.5 marks; 20.7 per cent scored from 2.0 to 2.5 marks; and 57.1 per cent scored from 3.0 to 4.0 marks.

The analysis shows that, 1,426 (57.1%) candidates had good performance. They scored from 3.0 to 4.0 marks. These candidates had sufficient knowledge of the characteristics of effective note maker. For example, one of the candidates provided correct responses as follows (i) *Pays attention* (ii) *use own words during note making* (iii) *use symbols and abbreviation during note making* (iv) *use clear and simple language*. Extract 10.1 shows a sample of the correct responses to Question 10.

10	To use 'Symbols and abbreviation'
-	A not maker should use a symbol and abbreviation. For examples e.g (example).
(ii)	To keep materials in chronological The arrangements of materials should be written in achronological order
(iii)	To use his/her own words but don't change their meaning. You can use your own word but don't change the meaning
(iv)	Don't concentrate on spelling. Select the main idea, and don't concentrate on spelling or grammar.

Extract 10.1: A sample of correct responses to question 10.

Conversely, analysis shows that 517 (20.7%) candidates had an average performance. Their scores ranged from 2.0 to 2.5 marks. These candidates had partial knowledge of the characteristics of effective note making. For example, one of the candidates in this category wrote (i) *should use simple and clear language* (ii) *should use own words* (iii) *should use good pronunciation* (iv) *should repeat a point when making notes*. From these response romans (i) and (ii) are correct while (iii) and (iv) are incorrect. Another candidate wrote (i) *Taking notes* (ii) *Participatory method* (iii) *Paying attention* (iv) *Summarise in short*. From this candidate's responses, romans (i) and (ii) are incorrect while (iii) and (iv) are correct. These candidates' responses from the two examples above show that they had limited knowledge of the characteristics of effective note making.

In contrast, 556 (22.2%) candidates had weak performance. They scored from 0 to 1.5 marks. These candidates lacked knowledge of the characteristics of effective note making. For instance, one of the candidates wrote: (i) *time management* (ii) *appropriate of dress code* (iii) *have enough confidence* (iv) *have enough sense of humor*. These responses show that the candidate misinterpreted the question. He/she provided characteristics of a good presenter instead of outlining the four characteristics of an effective note maker. Extract 10.2 shows a sample of the incorrect responses to Question 10.

10	i, Helps to keep records
	ii, Helps in making revision
	iii, Helps to remember or recall important content
	iv, Help to improve writing skills and language development

Extract 10.2: A sample of incorrect responses to question 10.

2.2 Section B: Essay Questions

This section had four essay types of questions, and the candidates were required to answer all the four (4) questions. Each question carried 15 marks, making a total of sixty (60) marks.

2.2.1 Question 11: Writing Skills

In this question, the candidates were required to support the given statement by analysing three similarities and three differences that exist between a formal letter and a friendly letter. The question was set from the topic of Writing Skills.

The question was attempted by 2,499 (100%) candidates. Their general performance was good as 2,312 (92.5%) candidates scored from 6.0 to 15.0 marks. Figure 11 illustrates the candidates' performance on Question 11.

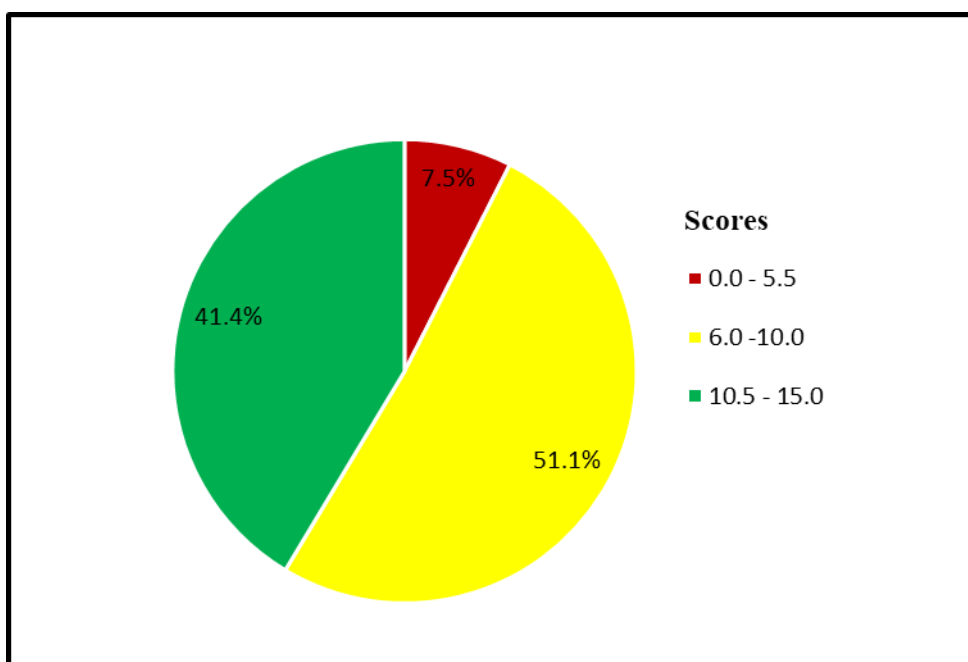


Figure 11: *Candidates' Performance to Question 11*

Figure 11 shows that 7.5 per cent of the candidates scored from 0 to 1.5 marks; 51.1 per cent scored from 2.0 to 2.5 marks; and 41.4 per cent scored from 3.0 to 4.0 marks.

The analysis shows that 1,278 (51.1%) candidates had an average performance. They scored from 6 to 10 marks. These candidates had limited knowledge of the similarities and differences of the formal and friendly letters. For example, one of the candidates wrote; *both are main body; both are address and both are conclusion*. Moreover, the candidate wrote the differences as: *official letter cost a sender to prepare while friendly letter does not cost a sender to prepare; official letter shows the list of letter you write last day while friendly letter do not have revision and official letter has title while friendly letter has no title*. These responses show that the candidate had knowledge of the similarities required but presented them ungrammatically, while the differences contained one correct response and two incorrect responses thus, scoring average marks.

Conversely, 1,034 (41.4%) candidates had good performance. They scored from 10.5 to 15.0 marks. These candidates had sufficient knowledge of the

similarities and differences between a formal letter and a friendly letter. Extract 11.1 shows a sample of the correct responses to Question 11.

11	<p>A letter is a written document which is well written in organized form with the aim of greeting, inviting or job application. There are two types of letter friendly and official letter. The following are the similarities of both letters.</p> <p>Both have got <u>senders address</u>; Friendly letter and official letter has got address which is written on top of write handside.</p> <p>Both have got <u>salutation</u>; Example; Dear, lovely. These words are just written after the address.</p> <p>Both have got <u>date</u> written just after the senders address. Date shows when was the letter written by the sender.</p> <p>The following are the differences of friendly and official letters.</p> <p>Official letter has <u>receivers address</u>; while friendly letter has no receivers address. The receivers address is just written on left handside below the senders address.</p> <p>Official letter has got <u>reference number</u> while friendly letter has no reference number. The reference number is written to show if the letter is the first or second to send to that person.</p> <p>Official letter has got <u>title</u> of the letter while friendly letter has no title. Example: REF REF: JOB APPLICATION, it is written to show what is the letter all about.</p> <p>In general, letters are written with different intention can be greeting or job application. Also letters help in exchange information.</p>
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Extract 11.1: A sample of correct responses to question 11.

However, the analysis shows that 187 (7.5%) candidates had weak performance. They scored from 0 to 5.5 marks. These candidates with weak performance lacked knowledge of letter writing. They could not compare and contrast the two types of letters. For example, one of the candidates in this category wrote similarities as (i) both use simple and

clear language (ii) both write people (iii) both use abbreviation. Another one wrote: (i) oral similarities (ii) food similarities (iii) people similarities while another one wrote the differences as (i) official letter is expensive but friendly letter is simple (ii) friendly letter balance your time while official letter consume time (iii) friendly letter lack of confidence. The above responses show that the candidate failed to analyse the similarities and differences required because he/she had no knowledge of the formal and friendly letters. Extract 11.2 shows a sample of the incorrect responses to Question 11.

11	<p>Letters : Refers to the process of Information from one people to another people to get the written. the following that the types of letters - friendly letter and official letters. The following that the differences. Argue for the statement by analysing similarities differences that exist between the two types of letters those are.</p> <p>Official letters get the special people. The letters who can the Argue for the statement is the people of special that the compare the information for private issues to differentiate the letters of official and friendly.</p> <p>It used to get money official letters. Those are people who can needs the of quiz are guide to the member of association constructed had left his wallet in this meeting.</p> <p>Official of letters It used to bring the Quiz : Refer to the types of of letters that the people who can need the quiz is attended your relatives of wedding meeting and friendly letters.</p> <p>Friendly letters. It meeting of all people. the friendly letters are are the transmit of people who can authorities need apostrophes to the people who can Information to retain.</p> <p>Friendly letter no get money! the personal information to employment contract to justify this because upon my employment I was only given my job description verbally.</p> <p>Friendly letter It help to use information. Refers to the process that the communication to send the friendly letter to check con-</p>
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Extract 11.2: A sample of incorrect responses to question 11.

2.2.2 Question 12: Taking and Making Notes

The candidates were required to analyse five problems that learners may encounter when taking notes from an oral presentation. The question aimed at testing candidates' ability to analyse problems encountered by learners

when taking notes from oral presentations. The question was set from the topic of Taking and Making Notes.

The question was attempted by 2,499 (100%) candidates. Generally, the candidates' performance on the question was good as 2,139 (85.5%) candidates scored from 6.0 to 15.0 marks. Figure 12 illustrates the candidates' performance on Question 12.

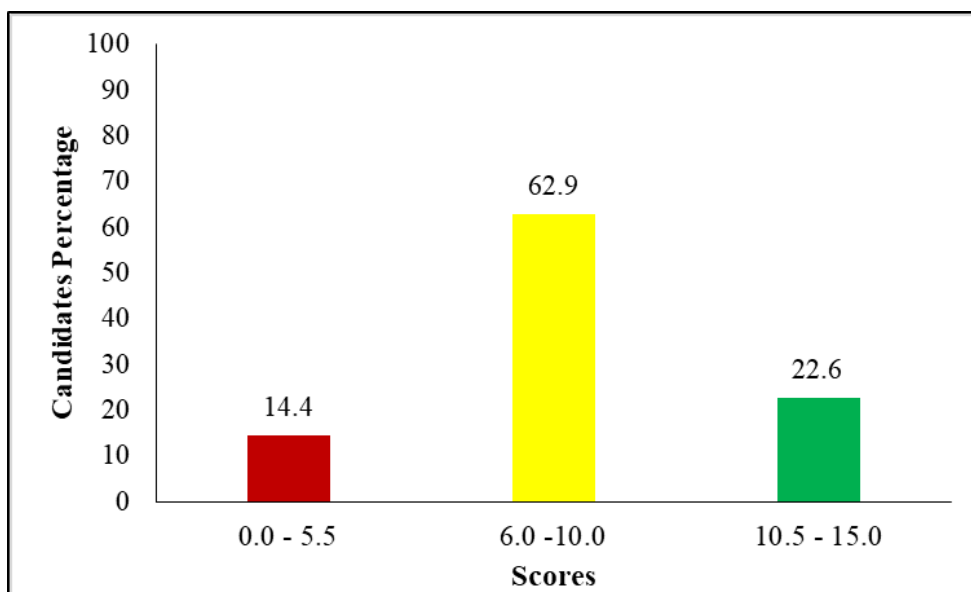


Figure 12: *Candidates' Performance on Question 12*

Figure 12 shows that 14.4 per cent of the candidates scored from 0 to 1.5 marks; 62.9 per cent scored from 2.0 to 2.5 marks; and 22.6 per cent scored from 3.0 to 4.0 marks.

The analysis shows that, 1,573 (62.9%) candidates had an average performance. They scored from 6 to 10 marks. These candidates had little knowledge of problems that learners may encounter when taking notes from an oral presentation. For example, one of the candidates wrote; *(i) the use of abbreviation and symbols (ii) the use of unknown language during oral presentation (iii) mispronunciation of words (iv) the use of lower voice when presenting orally (v) poor choice of channel during presentation (vi) the use of improper method, strategy and techniques of oral presentation.* This example contains correct responses in *(ii)*, *(iii)*, and *(iv)* and incorrect responses in *(i)*, *(v)*, and *(vi)*. This indicates that the

candidate had partial knowledge of the problems that learners may encounter when taking notes from an oral presentation. Therefore, the candidate scored average marks.

Besides, 566 (22.6%) candidates had good performance. They scored from 10.5 to 15.0 marks. These candidates were knowledgeable on the problems that learners encounter when taking notes from an oral presentation. Extract 12.1 shows a sample of the correct responses to Question 12.

12	<p>Note taking is the practice of taking key points information from any presentation for example meeting, seminar, lecture. note taking it take only the key word or points which will assist him who taking note. Note taker can be encounter with some problems when taking note from an oral presentation; the following are those problems.</p> <p>Poor Pronunciation from the speaker for example some word required effective pronunciation which can make a note take to get the correct word for example the word lives with leaves can bring the problem when pronounced so can be the problem to the note taker.</p> <p>Physical disability for example deafness due to the note taker who can have poor listening ability can be the problem and barrier to rich the aim so this is how to assist him by using high voice from the speaker.</p> <p>Environment noise for example the noise of machines, cars when if there is road near the place for example that noise can be the problem to note taker and other noise from the class where the activity progress can occur noise of other students or note taker.</p> <p>Low voice from the speaker for</p>
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12 Cont.	<p>Example may be they in the class and the class have one hundred of students so if a lecturer/presenter will use low voice should be problem to the who taking notes and cause to miss some word or sentences to its summary taking.</p> <p>Language problem, for example English language or French language can be also the problem to the note taker because other are poor master of different language so if there is different language must be the problem to them.</p> <p>Finally, note taker can get the problem like that which can make him to be wrong in his/her notes which taken from any presentation and cause to seem a poor note taker because of different problem facing him.</p>
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Extract 12.1: A sample of correct responses to question 12.

However, 360 (14.4%) candidates had weak performance. They scored from 0 to 5.5 marks. These candidates lacked knowledge of taking notes as they failed to analyse the problems that can be encountered by a note taker. For example, one of the candidates wrote *lack of confidence to the speaker*; *lack of attractive to the speaker*; *lack of voice to the speaker*. These responses show that the candidate wrote on the characteristics of a presenter contrary to the requirement of the question. Extract 12.2 is a sample of incorrect responses to Question 12.

12	<p>oral presentation is the types of communication which presenting by using word and mouth by there are ^{example} types of oral presentation which are speech, debate, and interview that are use oral presentation but there are types of oral presentation which are extemporaneous, manuscript and memorizing impromptu. these are the types of oral presentation</p> <p>The following are problem get learners may encounter some problems when taking notes from an oral presentation</p> <p>It easy to forget. that are problem get people who taking information in oral presentation because in need much concentration to know and to understand the main point which are taking and some time cause to know forget because is need much concentration on discussing about the main point was cause to forget because is need much concentration and Under more to know need full concentration.</p> <p>Some time cause conflict, means mis understand between two people that are cause problem from those taking notes was cause to fail because was not understand which is right and which are wrong this cause mis understand among two people and cause to conflict and cause don't understand the oral going on so this are difficult to understand and to knowledge.</p> <p>It cause time consuming. This because through Manage time was help to get importance thing which help to develop from one place to another without time cause mis understanding among the people to the same space and to educate people.</p>
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Extract 12.2: A sample of incorrect responses to question 12.

2.2.3 Question 13: Reading Skills

The candidates were required to explain six techniques a reader should apply when reading for general information. The question tested candidate's ability to demonstrate understanding of the techniques a reader

should apply when reading for general information. The question was set from the topic of Reading Skills.

This question was attempted by 2,499 (100%) candidates. The general performance of the candidates on the question was weak as 728 (29.1%) candidates scored from 6.0 to 15.0 marks. Figure 13 illustrates the candidates' performance on Question 13.

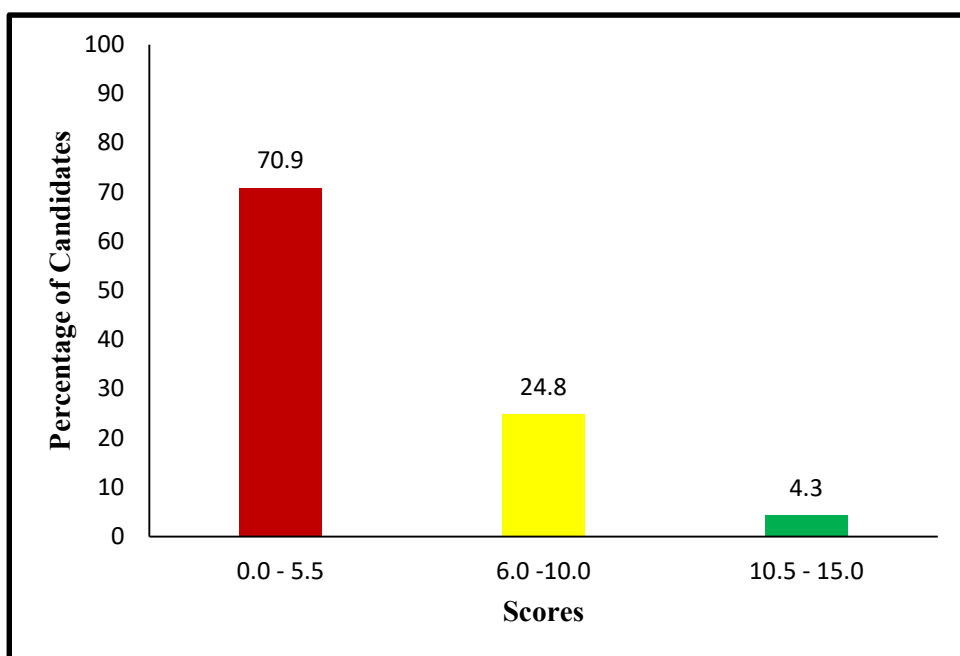


Figure 13: *Candidates' Performance on Question 13*

Figure 13 shows that 70.9 per cent of the candidates scored from 0 to 1.5 marks; 24.8 per cent scored from 2.0 to 2.5 marks; and 4.3 per cent scored from 3.0 to 4.0 marks.

The analysis shows that, 1,771 (70.9%) candidates had weak performance. They scored from 0 to 5.5 marks. These candidates had either little knowledge of the techniques used in reading for general information or misinterpreted the question which caused them to provide incorrect responses. For example, one of the candidates wrote *balance your time; lack of confidence; look with examples; see of the structure; help incetion and social of the structure*. This candidate provided irrelevant responses contrary to the requirement of the question.

Another candidate wrote (i) *skimming technique* (ii) *scanning technique* (iii) *reading word to word technique* (iv) *quick reading technique* (v) *reading titles and sub titles*. This candidate provided the types of reading contrary to the requirement of the question. Extract 13.1 is a sample of the incorrect responses to Question 13.

13	<p>Techniques, This is a way in which a person use to do something. Example The way can be used in writing, reading also speaking different words.</p> <p>The following are the techniques a reader should use in reading a text for for general information:</p> <p>By using songs, This are the one of technique which help a person to read the information in different area where the environment can allow.</p> <p>By using Group discussion. Means - two or more people discussing a certain things can come up with idea which - can be one of the general information during reading a text.</p> <p>By story telling. Means during narration of different things can make people to gain the knowledge of different kind which can make people to be interested in reading also come up with general information from different people.</p> <p>By using Debate. This means is the conversation between two or more people. Means when a people can share different idea from different places can help them to come up with general idea which can help as the reading - improvement from one person to another.</p>
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Extract 13.1: A sample of incorrect responses to question 13.

In contrast, 621 (24.8%) candidates had an average performance. They scored from 6 to 10 marks. These candidates had partial knowledge of the techniques to be used by a reader when reading for general information. For example, one of the candidates wrote (i) *Reading the title* (ii) *the use of the table of content* (iii) *reading the first paragraph* (iv) *reading silently* (v) *Use of the passive way* (vi) *reading thoroughly following the language*. From this example, the points in (i), (ii), and (iii) were correct while (iv),

(v), and (vi) were incorrect. This indicates that candidate had partial knowledge of the techniques a reader should apply when reading for general information thus scored averagely.

Besides, 107 (4.3%) candidates had good performance. They scored from 10.5 to 15 marks. These candidates correctly explained the six reading techniques for general information a reader can use/apply. Extract 13.2 shows a sample of the correct responses to the question.

13	<p>Reading a text for a general information</p> <p>This refers to skimming or taking general information which help a person to get knowledge for the future use. The following are the techniques which has to be taken by a reader to use for reading a text for general information, those techniques are:</p> <p>To look on the heading of the topic. In order to get a general information a reader has to use the heading which shows the direction and things which are present in the text example when reading a news paper a paper has to look on the heading.</p> <p>To look on the sub-topic: This shows what is inside the text and - also it have to be covered so that a person / reader can become competent enough with it or enough familiar.</p> <p>To read the title of the text. Each text has got title which shows that the book is written by whom and at which place is the text taken or written. So these it helps the person / reader to come out with the real meaning of the book.</p> <p>To read on the key words / key points. Key points direct a reader what is the meaning of the whole content and which is to be taken effectively and have an important to the reader.</p> <p>Studying on the first information: The</p>
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Extract 13.2: A sample of correct responses to question 13.

2.2.4 Question 14: Communication Theory

The candidates were given a sentence which they were required to use to explain five components of the communication process. The sentence was, *Anna sent a text message to John requesting him to go pick Dr. Alice at the airport; unfortunately, John replied that he was not in town.* The question tested candidates' ability to analyse components of the communication process. The question was set from the topic of Communication Theory.

The question was attempted by 2,499 (100%) candidates. The general performance on the question was good since 2,446 (97.9%) candidates scored from 6.0 to 15.0 marks. Figure 14 illustrates the candidates' performance on Question 14.

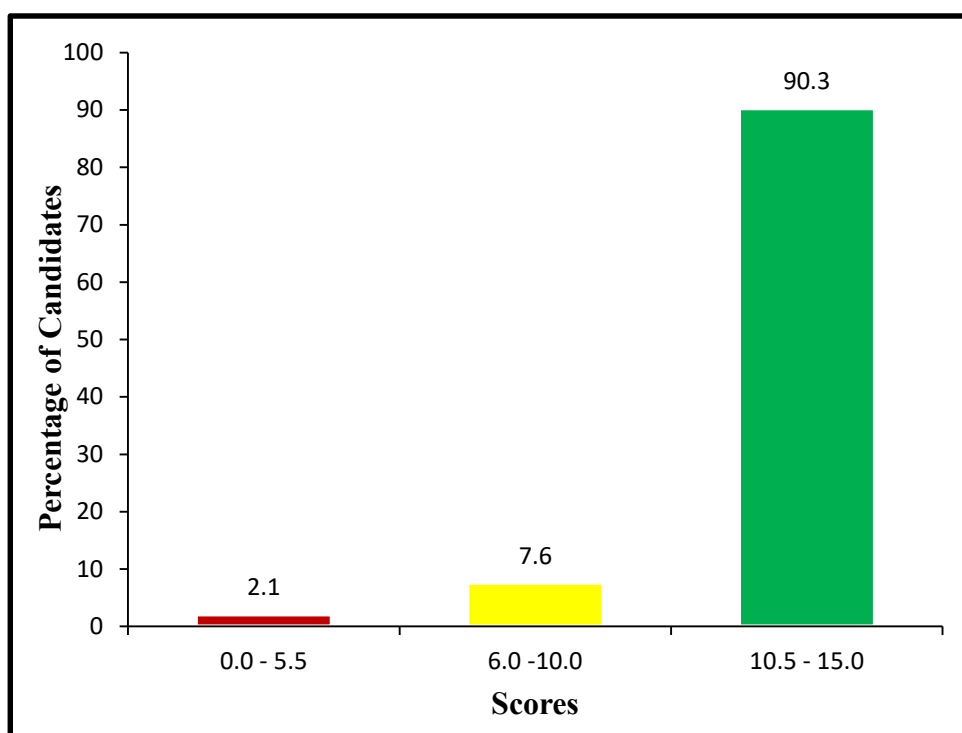


Figure 14: *Candidates' Performance on Question 14*

Figure 14 shows that 2.1 per cent of the candidates scored from 0 to 1.5 marks; 7.6 per cent scored from 2.0 to 2.5 marks; and 90.3 per cent scored from 3.0 to 4.0 marks.

Further analysis shows that, 2,256 (90.3%) candidates had good performance. They scored from 10.5 to 15.0 marks. The candidates in this group explained the five components of the communication process. Extract 14.1 shows a sample of correct responses to Question 14.

14	<p>Communication process is the process of transfer or transmit information from one person to another person. There two types of communication which are Verbal and non verbal communication. The following are the components of Communication process;</p> <p>Sender; The communication process should have the sender the one who transmit the message, or the one who form the message. Example in a sentence Anna is the sender because she transmit message to John.</p> <p>Message; The message in a sentence is to pick Dr Alice at the Airport, Anna send the text or the message to John when they communicate. The message its the information that a person get from one people to another.</p> <p>Channel; Are the device which are used for transmit the message to a people, the transmit or channel in the sentence its the phone which used to sent a text message. Anna use a phone to sent a text message to John.</p> <p>Receiver; In communication process receiver is the person who get the information or message from a sender. In the sentence receiver is John because he receive the message from Anna to requesting him to pick Dr Alice at the airport so the receiver is the John in the sentences.</p> <p>Feedback; Its the reply or feedback that a receiver return to a sender in order to be understandable, Example In a sentence the feedback is what John reply to Anna, John replied that he was not in town, so that Anna, she will know it and she will find another way.</p>
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Extract 14.1: A sample of correct responses to question 14.

Besides, 190 (7.6%) candidates had an average performance. They scored from 6 to 10 marks. These candidates failed to fully, utilize the knowledge they had on components of the communication process to meet the requirement of the question. For example, one of the candidates wrote; (i) *sender is the one who send information for particular goals* (ii) *Actual message is the information sent by the sender for particular goals* (iii) *Encoding is the process of translation of ideas to sign or symbol* (iv)

Decoding is the process of translation of sign or symbol by the sender (v) Giving feedback is the process of message return to the sender from receiver. From this example, the points in (i), (ii), and (v) were correct while (iii) and (iv) were incorrect. This indicates that candidates had little knowledge of the components of the communication process thus scored average marks.

Contrary to that, 53 (2.1%) candidates had weak performance. They scored from 0 to 5.5 marks. These candidates failed to explain the five components of the communication process. Considering their responses, these candidates misinterpreted the question. For example, one of the candidates wrote; (i) *mobile phones* (ii) *letter* (iii) *radio* (iv) *television* (v) *magazines*. The candidate explained the channel or medium of communication contrary to the requirement of the question. Another candidate wrote: (i) *correctness* (ii) *clarity* (iii) *completeness* (iv) *coherent* (v) *creativity*. This candidate explained the characteristics of a good message contrary to the requirement of the question.

Another candidate from this category wrote (i) *body language* (ii) *eye contact* (iii) *head language* (iv) *asking questions for understanding* (v) *gestures*. This candidate explained about non-verbal communication contrary to the requirement of the question. Extract 14.2 shows a sample of the correct responses to Question 14.

14	<p>Communication process - This is how and where communication is taking place and how is done by the sender up to to get feedback. Communication process involves something called components of communication.</p> <p>The following are the components of communication process such as :-</p> <p>Ideation: This means that the information or idea which has been selected to be communicated. And this can be prepared by a sender in order to send it to a receiver.</p> <p>Encoding: Also this is the component of communication process which means that a process of putting information into a suitable form of both receiver and the aim.</p> <p>Transmission: This is the component of the communication process which means a way used to transfer message or information as it passes from one point to another.</p> <p>Distortion: This is the components of communication process means the information how as it passes from one point to another point means from sender to receiver through a medium or channel of communication.</p> <p>Decoding: This also is the components of communication process which used to give out the request or feedback to the sender from the receiver.</p> <p>Generally, Communication process involves those components and when someone needs to prepare a communication has to follow those components or elements.</p>
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Extract 14.2: A sample of incorrect responses to question 14.

3.0 ANALYSIS OF CANDIDATES' PERFORMANCE ON EACH TOPIC

Six (06) topics were covered in the Communication Skills examination including: *Taking and Making Notes, 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; *Taking and Making Notes, Tests and Examinations* and *Communication Theory* was good. The Questions set from these topics were 2, 4, 5, 10, 12, and 14.

Further analysis indicates that the candidates had average performance on two topics; *Writing Skills* and *Searching for Information*. The covered questions in these topics were: 1, 6, 7, 8, and 11.

Nevertheless, analysis indicates that the candidates had weak performance on one topic (*Reading Skills*). The covered questions in this topic were: 9, and 13. The candidates' performance topic wise is summarised in the Appendix.

4.0 CONCLUSION

Generally, the analysis shows that the candidates' performance in the Communication Skills subject for 2023 was good. This is because 2,425 (97.98%) candidates passed the examination.

Further analysis shows that the candidates' failure to respond correctly to some questions was attributed to poor reading skills, writing skills and language barrier. The candidates' failure to interpret questions also hindered them from answering the questions correctly. Some of the candidates had insufficient knowledge of *Reading Skills, Communication Theory* and *Writing Skills*. Thus, they failed to comprehend the requirements of Questions, 4, 8, 9 and 13.

However, the candidates who scored high marks in the examination applied their knowledge of *Taking and Making Notes, Tests and Examinations*, and *Communication Theory*.

5.0 RECOMMENDATIONS

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

- (a) To develop competences in *Writing Skills*, teacher-trainees should be guided through writing different types of *compositions/essays* considering cross-cutting issues and writing Curriculum Vitae.
- (b) To develop competences in *Reading Skills*, teacher-trainees should be guided through different reading skills and techniques considering cross-cutting issues and using appropriate reading strategies especially in areas related to reading habits and reading for general information.
- (c) To develop competences on the topic of *Communication Theory*, teacher-trainees should actively be involved in using various methods such as role-play and small group discussions during classroom sessions to demonstrate different types of communication barriers. These methods will help them to learn and understand the communication process and barriers to effective communication.

THE CANDIDATES' PERFORMANCE PER TOPIC

No	Topic	Performance on Each Question		% Average Performance Per Topic	Remarks
		Question Number	% Performance		
1	<i>Taking and Making Notes</i>	10	77.8	81.65	Good
		12	85.5		
2	<i>Tests and Examinations</i>	5	76.3	76.3	Good
3	<i>Communication Theory</i>	2	94.8	70.86	Good
		4	19.7		
		14	98.1		
4	<i>Writing Skills</i>	1	77.9	62.48	Average
		6	50.1		
		7	79.3		
		8	11.3		
		11	93.8		
5	<i>Searching for Information</i>	3	61.2	61.2	Average
6	Reading Skills	9	2.2	17.4	Weak
		13	32.6		

