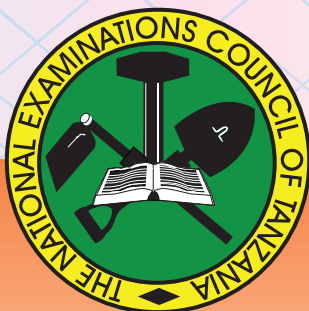


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When you visit Serengeti National Park, you _____ many animals.

- A were seeing B are seeing C have seen
D will see E seeing

CANDIDATES' ITEM RESPONSE ANALYSIS REPORT FOR THE PRIMARY SCHOOL LEAVING EXAMINATION (PSLE) 2018

The fire that _____ the whole village started from here.

- A destroys B destroyed C destroying
D will destroy E have destroyed

I _____ need to go to town.

- A rarely B nearly C near D am rarely E rare

The girl who picked flowers started with the _____ beautiful to the least beautiful ones.

ENGLISH LANGUAGE

- A more B most C less D not very E a little

The door was open _____ there was nobody in the house.

- A in spite B even C despite D besides E although

THE NATIONAL EXAMINATIONS COUNCIL OF TANZANIA



**CANDIDATES' ITEM RESPONSE ANALYSIS
REPORT FOR PRIMARY SCHOOL LEAVING
EXAMINATION (PSLE) 2018**

ENGLISH LANGUAGE

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FOREWORD

The National Examinations Council of Tanzania is pleased to issue this report on Candidates' Items Response Analysis (CIRA) for the year 2018 Primary School Leaving Examinations (PSLE) in English Language. The Primary School Leaving Examination ends the seven years of primary education in Tanzania. The results of the PSLE are used as a basis for the selection of pupils who join secondary education.

The report provides feedback to pupils, teachers, parents, policy makers and the public in general on the performance of the candidates and how effectively the teaching and learning process was. It highlights factors which contributed to the achievements of the candidates as well as the challenges which the candidates faced in answering questions correctly. The analysis shows that the candidates who scored high marks identified the tasks of the questions, had sufficient knowledge of grammatical rules and enough basic vocabulary for use in different situations. Moreover, they were able to read, understand and interpret the comprehension passage. However, the candidates with low scores showed low competence in those areas.

It is expected that, the feedback provided in this report will enable teachers and other stakeholders to take appropriate measures in order to improve the teaching and learning of English Language in primary schools in Tanzania. In addition, the Council hopes that the skills which teachers and pupils will acquire from this analysis will improve performance not only in the Primary School Leaving Examinations but also in other NECTA examinations at higher levels.

The Council is grateful to all stakeholders who provided valuable assistance in the preparation of this report in various capacities.



Dr. Charles E. Msonde
THE EXECUTIVE SECRETARY

1.0 INTRODUCTION

The 2018 English Language Primary School Leaving Examination (PSLE) was held on 5th September. There was a total of 954,904 registered candidates of which 944,155 (98.6%) sat for the examination and only 468,062 (49.63%) passed. This performance is higher by 9.33 per cent when compared to the 2017 English Language Examination where a total of 916,885 candidates were registered for the examination and of these, 909,841 (99.23%) sat for the examination and only 366,654 (40.30%) passed.

The aforementioned paper consisted of four sections A, B, C and D with a total of forty (40) objective type of questions and five (5) short answer type of questions. Different language competences were examined in each section as follows: Section A, consisted of thirty (30) grammatical items of which ten (10) were on tenses; in Section B, six (6) items were on vocabulary; in Section C, four (4) were composition items and in Section D, five (5) items were on comprehension.

The analysis of candidates' performance in each item and topic has been done only for the candidates who sat for the first examination. The candidates who rewrote the PSLE (6,217), have been excluded from the analysis. The analysis has been done to show the success and challenges faced by the candidates in answering the questions. The analysis is presented by indicating the percentage of the candidates who correctly answered a particular item and those who provided incorrect answers.

Furthermore, the candidates' average performance per topic has been grouped into three categories based on the percentage attained. The performance from 60 to 100 per cent is considered good, that from 40 to 59 per cent is considered to be average and weak performance is from 0 to 39 per cent. For easier presentation, three basic colours namely green, yellow and red have been used in the appendix to represent good, average and weak performance respectively.

It is hoped that the analysis presented in this report will give a true reflection of the challenges faced by the pupils and will thus help teachers to take appropriate measures to solve them in order to improve the teaching of appropriate usage of English Language.

2.0 ANALYSIS OF THE ITEMS

2.1 Section A: Grammar

This section consisted of thirty (30) items which required the candidates to show their ability in using their grammatical knowledge in sentences.

Question 1: Crops _____water, light and fertile soil to grow well.

- A need
- B needed
- C was needed
- D needs
- E needing

The candidates were required to show their skills in the correct use of the Simple Present Tense in that particular sentence. In that case, the plural subject needs a plural form of the verb. The performance of the candidates in this question is presented in Table 1.

Table 1: Number and percentage of candidates' choices in each option in question 1

Option	A*	B	C	D	E	Others
No. of Candidates	457,069	101,999	131,577	161,696	78,004	7,619
% of Candidates	48.73	10.87	14.03	17.24	8.32	0.81

The candidates' performance in this question was average since those who opted for the right response A, *need* were 48.7 per cent. These candidates knew that the subject (crops) is in plural form,

hence it needed a plural form of the verb (need) when used to mark the simple present tense.

On the other hand, 51.3 per cent of the candidates failed to show their knowledge on the use of Subject-Verb agreement in the simple present tense. The candidates who chose B, *needed* failed to realise that crops need water daily, hence making the simple present tense the best option; instead, they chose the past form of the verb *need* which denies the truth that crops need water daily. Those who chose C, *was needed* did not understand that this is a form which is used in the passive voice hence it was not relevant to the simple present tense. Moreover, those who opted for D, *needs* failed to realise that this is a form of a verb which agrees with the third person singular subject like *He*. Lastly, the candidates who selected E, *needing* did not know that for this form of the verb to be used, *are*, a present tense form of the verb *to be*, was supposed to appear before it in order to make the sentence correct as the present continuous tense requires.

Question 2: We _____ busy at this moment.

- A am
- B is
- C are
- D were
- E have

The question required the candidates to show their skills in using the right form of the verb *to be* in the simple present tense in relation to the subject. The subject *We* is in plural form, hence *are*, the plural form of the verb *to be* was the correct response. The performance of the candidates in question 2 is seen in Figure 1.

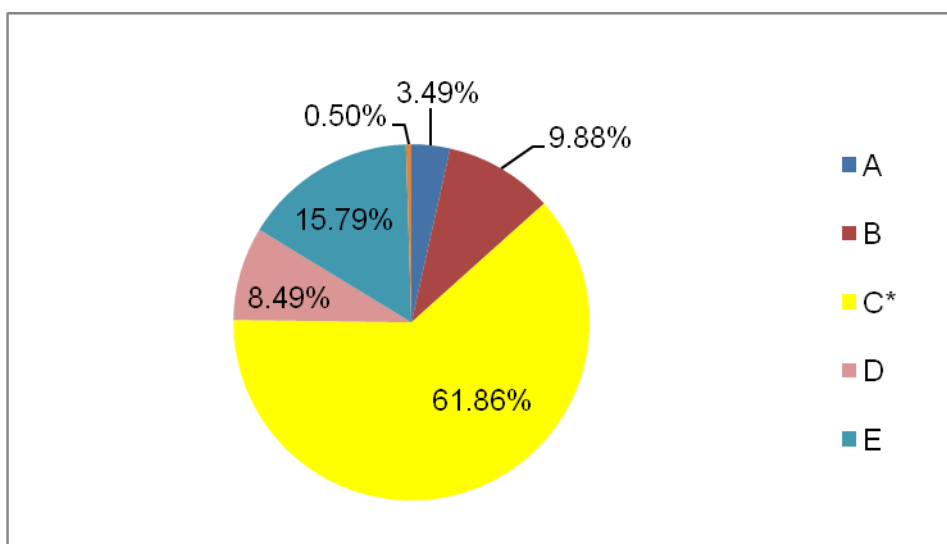


Figure 1: *Percentage of candidates' choices in each option in question 2*

The general performance of candidates in this question was good as 61.8 per cent chose the correct response which is C, *are*. This shows that such candidates had enough knowledge on the forms of the verb *to be* when used with the plural subject *we* in the present tense. However, 38.2 per cent of the candidates opted for responses A, B, D and E. Those who opted for A, *am* did not realise that in the present tense, the form *am* is only used with the subject *I*, which is the first person singular. Those who selected B, *is* did not know that it is a form of the verb *to be* used when the subject is either in the third person singular (*he, she* or *it*). The candidates who chose D, *were* did not realise that the response *were* is the verb *to be* in the past tense while the phrase *at this moment* in the question suggests that the action is taking place now. Hence, the present tense form has to be used. Lastly, candidates who chose E, *have* did not recognise that *have* does not express the state of being. They did not know that the word *busy* is not a noun because *have* is usually followed by an object as in *We have a house in Dodoma*. They did not know that *have* can also be used in the present perfect tense to

show that the event was completed in the near past but its results can be seen now as in *We have done our work* .

Question 3: John and I _____ to travel next week.

- A go
- B going
- C is going
- D am going
- E are going

The question required the candidates to demonstrate their knowledge on the use of the present continuous tense to talk about future plans. They were also required to show that *John* and *I* together form a plural subject hence needing the present plural form of the verb *to be* when used to express a present progressive action. The performance of the candidates in this question is presented in Figure 2.

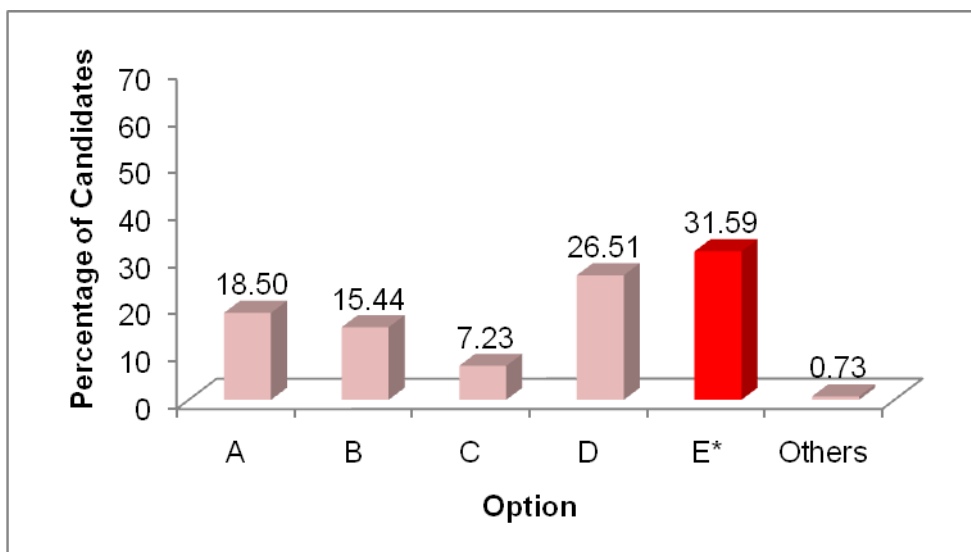


Figure 2: *Percentage of candidates' choices in each option in question 3*

The analysis shows that there was weak performance in this question because only 31.6 per cent selected the correct answer, E, *are going*. These candidates were aware that *John* and *I* are in a form of a plural subject. Hence, they need the present tense plural form of the verb *to be*, *are* plus an *-ing* form of the finite verb.

However, there were candidates who opted for wrong responses A, B, C or D. Those who selected A, *go* could not realise that *next week* is an adverbial phrase suggesting an action in the future, and that it can be used with a plural subject to make the sentence in simple present tense such as in *John and I go to school every day*. The candidates who opted for B, *going* lacked knowledge on the use of *is* and *are* as the forms of the helping verb *to be* when forming a sentence in the present progressive form. They did not know that the verb *going* needed to be preceded by *are* given the fact that the subject *John* and *I* is in plural form. The candidates who chose C, *is going* could not realise that *John* and *I* are regarded as one hence making it the subject of the sentence. Instead, they regarded *John* as the subject of the sentence. Similarly, the candidates who opted for D, *am going* selected *I*, the subject which is closer to the verb as being the doer of the action in the sentence.

Question 4: Pupils _____ waiting for their teacher for two hours.

- A has been
- B have been
- C be
- D have
- E had

In this question, the candidates were required to demonstrate their skills in using the present perfect continuous tense with a plural

subject. In addition, the question intended to assess candidates' ability to differentiate between the use of the auxiliary verb *have* and *has* as its singular form in relation to the subject. The candidates' performance in this question is presented in Figure 3.

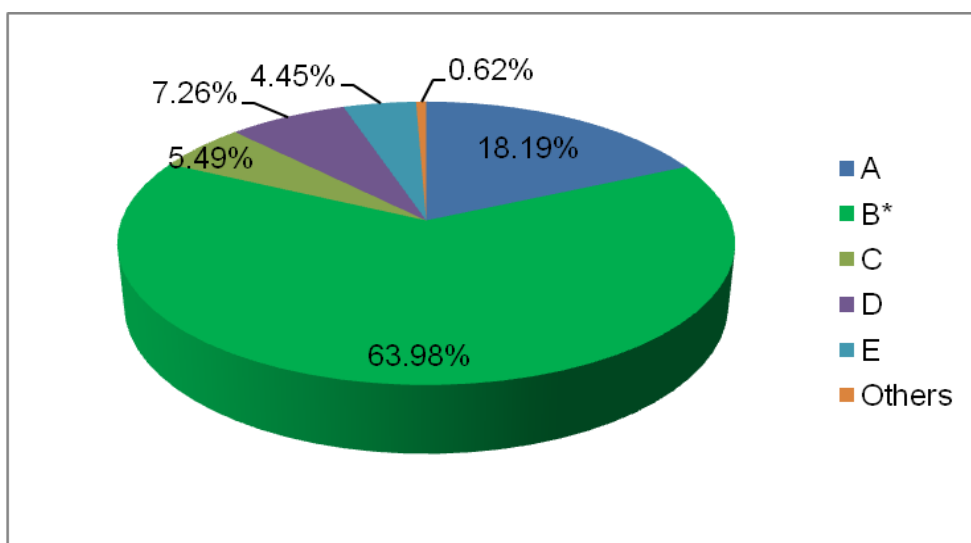


Figure 3: *Percentage of candidates' choices in each option in question 4*

The analysis of the candidates' performance reveals that the general performance in this question was good, given the fact that 64 per cent of the candidates selected B, *have been* as the correct response. This means that such candidates had good knowledge of the present perfect continuous tense. They also knew that the subject, *Pupils* is in plural form, hence it agrees with *have* rather than *has* which agrees with a singular subject.

Despite the good performance in this question, 36 per cent of the candidates who opted for A, C, D and E had not mastered knowledge of the present perfect continuous tense. For instance, those who chose A, *has been* recognised that the sentence was in the present perfect continuous tense, but failed to identify the correct use of *has* which agrees with a singular subject such as *she*. The

candidates who chose response D, *have* did not know that for the present perfect continuous tense to be formed, a past participle form *been* has to be used before the verb which is in the progressive form such as *waiting*. Moreover, the candidates who chose response C, *be* and E, *had* completely failed to recognise the present perfect continuous tense since they show both the state of being and the past tense form of *have*.

Question 5: Water usually _____ at 100°C.

- A boil
- B boiling
- C boils
- D boiled
- E has boiled

In this question, the candidates were required to show their ability in the use of the simple present tense in expressing scientific truth. The question also intended to assess candidates' ability to understand that *water* is a third person singular noun, hence it needs a verb ending with 's' when expressing events in the simple present tense. Table 2 illustrates the candidates' performance in this question.

Table 2: Number and percentage of candidates' choices in each option in question 5

Option	A	B	C*	D	E	Others
No. of Candidates	158,003	148,641	467,848	83,850	72,427	7,195
% of Candidates	16.85	15.85	49.88	8.94	7.72	0.77

The candidates' general performance in this question was average since those who opted for the correct response C, *boils* were 49.9 per cent. These candidates showed their understanding of the fact that water boils at 100 degrees and that it is the third person singular which can be represented by *it*. Hence, it needs the verb ending in 's' or 'es' in the simple present tense.

However, it was further noted that, 50.1 per cent, of the candidates failed to meet the demand of the question due to their lack of knowledge and language skills on the use of simple present tense. While those who chose A, *boil* did not realise that the subject *water* needed a verb with an 's' in the simple present tense. Those who chose B, *boiling* did not understand that verbs ending with the progressive form '*-ing*' cannot be used with the simple present tense. Similarly, the candidates who opted for D, *boiled* were wrong because it is in the past tense form while the response E, *has boiled*, is used to mark present perfect tense which does not apply in this case.

Question 6: Farmers _____ their farms now.

- A is preparing
- B are preparing
- C were preparing
- D was preparing
- E are prepare

The question tested candidates' ability on the proper use of the present continuous tense where the present tense forms of the verb to *be* (*am*, *is* and *are*) are used together with the verb in the progressive form '*-ing*' such as *preparing*. Table 3 shows the candidates' performance in this question.

Table 3: Number and percentage of candidates' choices in each option in question 6

Option	A	B*	C	D	E	Others
No. of Candidates	143,704	503,877	114,018	98,887	70,38	7,093
% of Candidates	15.32	53.72	12.16	10.54	7.50	0.76

The analysis reveals that there was average performance in this question since 53.7 per cent of the candidates chose the relevant response which is B, *are preparing*. These candidates knew that the

subject *Farmers* is in plural form, thus it needs to take the plural form *are* of the verb to *be* in present continuous tense.

On the other hand, 46.3 per cent of the candidates who wrongly chose options A, C, D and E did not meet the demand of the question because they did not have enough knowledge on the present progressive tense. Those who selected option A, *is preparing*, failed to identify *Farmers* as a plural subject, hence demanding the plural verb *are*. The candidates who opted for C, *were preparing*, lacked knowledge of the past tense form of the verb *are*, but also failed to note that *now* which is in the statement to which the response was needed refers to the present time. Similarly, those who opted for D, *was preparing*, did not realise that *Farmers* is a plural subject, and those who chose E, *are prepare* lacked knowledge of the present progressive tense which requires '*-ing*'.

Question 7: He always _____ when he was young.

- A cry
- B cries
- C cried
- D crying
- E does cry

In this question, the candidates were required to show their ability to express the simple past events. Figure 4 provides an overview of the candidates' performance in this question.

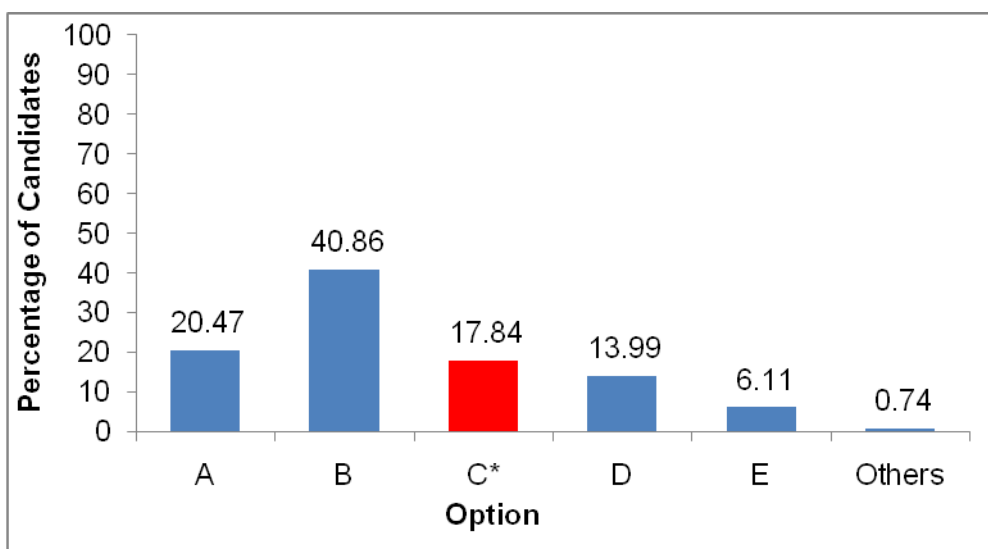


Figure 4: *Percentage of candidates' choices in each option in question 7*

The analysis of this question reveals that the candidates' general performance was weak because those who opted for the right response C, *cried* were only 17.8 per cent. This suggests that the candidates lacked knowledge on the simple past tense. The total number of candidates who opted for the incorrect options A, B, D and E constituted 82.2 per cent. These candidates did not have enough skills in the simple past tense. For instance, those who opted for A, *cry* were not aware that *cry* is used in a sentence to express the simple present tense as in *Babies cry every day*. Those who chose option B, *cries* formed a larger group of 40.9 per cent. These candidates confused the use of the subject *He* and the adverbial *always* since they are mostly used to express the simple present tense as in *He always cries*. However, they did not know that the adverbial phrase *when he was young* was used to suggest that the action was done in the past. Moreover, those who selected D, *crying* had no knowledge of the fact that the '-ing' form is used to express the continuity of events when preceded by the present or past forms of the verb to *be* as in *He is crying outside* and *He was crying outside* respectively. The candidates who chose E, *does cry* made a wrong choice since this pattern is used to mark the simple present tense as in *Tumaini does cry every morning*.

Question 8: When Juma _____ at the station, he didn't find the train.

- A arrive
- B arrived
- C arrives
- D arriving
- E was arrive

The question required candidates to show their ability in using the simple past tense. It also aimed at assessing the candidates' ability to recognize a simple past tense sentence. The performance of the candidates in this question is shown in Table 4.

Table 4: Number and percentage of candidates' choices in each option in question 8

Option	A	B*	C	D	E	Others
No. of Candidates	138,395	410,179	114,996	130,697	135,983	7,714
% of Candidates	14.75	43.73	12.26	13.93	14.50	0.82

The performance of the candidates in this question was average since those who selected the correct response B, *arrived* were 43.7 per cent. These candidates had skills on the pattern of the simple past tense.

However, the candidates who made wrong choices A, C, D and E lacked knowledge on the simple past tense pattern. Those who chose A, *arrive* failed to understand that *arrive* is in the form which works with the simple present tense as in the sentence *The buses from Dar es Salaam arrive in Mwanza at night daily.* The alternative C, *arrives* was incorrect because it appears in the simple present tense pattern matching with the third person singular as in the sentence *Juma arrives at the station at 7:00 am every Monday.* Candidates who selected D, *arriving* failed to note that this form is used to express continuity in events when preceded by *am, is, are,*

was or were. Moreover, the candidates who chose E, *was arrive* completely failed to realise that it was a wrong pattern that does not apply to any pattern to make a correct English sentence.

Question 9: The snake _____ by Mrs. Mwenda.

- A was kill
- B had killed
- C were killed
- D was killed
- E have killed

The question tested the candidates' understanding of the passive voice pattern and its usage in daily conversation. The candidates' performance is shown in Table 5.

Table 5: Number and percentage of candidates' choices in each option in question 9

Option	A	B	C	D*	E	Others
No. of Candidates	149,154	148,149	112,466	418,798	101,090	8,307
% of Candidates	15.90	15.79	11.99	44.65	10.78	0.89

The correct response in this question was D, *was killed*, and it was selected by 44.6 per cent of all candidates. Therefore, the candidates' performance for this question was average. These candidates knew that in passive voice, the subject of the active voice becomes the object and the object of the active voice becomes the subject after inserting the preposition *by* as in this active voice sentence; *Mrs. Mwenda killed a snake*.

However, the candidates who gave wrong responses; A, B, C and E (55.4 per cent), did not have a good mastery of the passive voice pattern. For instance, those who opted for A, *was kill* did not know that *kill* is the main verb which is supposed to take the past participle form to make a correct passive voice pattern. Those who selected B, *had killed* did not understand that *The snake* is not a subject that performs an action but something which receives the action of the

verb. Therefore, *had killed* works better with an active past participle sentence such as *Mrs. Mwenda had killed a snake when we arrived*. Similarly, E, *have killed* is a pattern which applies in the present perfect tense as in the sentence *Mr. and Mrs. Mwenda have killed a snake*. Response C, *were killed* would be correct in the passive voice pattern but it is used when the object is in plural form like in the sentence; *The snakes were killed by Mrs. Mwenda*.

Question 10: If you _____hard, you will pass your examinations.

- A work
- B worked
- C works
- D working
- E had worked

In this question, the candidates were required to show that a conditional type1 sentence is formed with a pattern *If + simple present + simple future* as in the sentence *If you work hard, you will pass your examinations*. The performance of the candidates in this question is shown in Table 6.

Table 6: Number and percentage of candidates' choices in each option in question 10

Option	A*	B	C	D	E	Others
No. of Candidates	506,082	117,118	108,622	139,267	58,889	7,986
% of Candidates	53.96	12.49	11.58	14.85	6.28	0.85

The analysis shows that the performance of the candidates in this question was average by 54 per cent. This is because the candidates who opted for A, *work*, as the correct response had enough language skills and noted that *work* is in the simple present tense form and that it agrees with the second person subject *You*.

However, 46 per cent of the candidates, chose incorrect options B, C, D and E. The candidates who chose B, *worked* did not understand the rule for making conditional type 1 sentences. However, the choice C, *works* is wrong because the subject *you* does not go with the verb *works*. Moreover, the response D, *working* is not accepted because it is a progressive form which needs a form of the verb to *be* like *are* to form present continuous tense, but not a conditional sentence. Finally, the response E, *had worked* was incorrect since it is used in conditional type 3 sentences such as in a sentence *If you had worked hard, you would have passed the examination.*

Question 11: Pagans are _____ Christians _____ Muslims.

- A either...nor
- B neither ...nor
- C either ...neither
- D neither ...either
- E neitheror

The question required the candidates to show their ability in linking ideas by using *neither nor* in a negative sentence to distinguish with the way ideas are linked with *either or*. The performance of the candidates in this question is shown in Table 7.

Table 7: Number and percentage of candidates' choices in each option in question 11

Option	A	B*	C	D	E	Others
No. of Candidates	91,381	636,533	62,498	57,964	81,787	7,801
% of Candidates	9.74	67.86	6.66	6.18	8.72	0.83

The candidates' performance in this question was good because 67.9 per cent of the candidates chose the correct response B, *neither nor*. The candidates who chose options A, C, D and E proved their lack of knowledge on the use of the coordinating conjunction *neither nor* in linking ideas. For example, those who chose A, *either ...nor* and E, *neither ...or* did not know that *either* goes with *or* while *neither* goes with *nor*. Finally, those who selected options D, *neither ... either* and C, *either neither* had no knowledge on the use of these conjunctions in linking ideas.

Question 12: Do you have _____ problem?

- A some
- B many
- C much
- D any
- E little

The question tested the candidates' ability to express quantity using the word *any* when asking questions. It intended to assess their ability to distinguish between the use of *some* and *any* when asking a question. Table 8 shows the candidate's performance in this question.

Table 8: Number and percentage of candidates' choices in each in question 12

Option	A	B	C	D*	E	Others
No. of Candidates	189,029	159,461	95,973	424,722	60,684	8,095
% of Candidates	20.15	17.00	10.23	45.28	6.47	0.86

The candidates' performance analysis in this question shows that the performance was average with 45.3 per cent of the candidates

opting for the correct answer D, *any* which is usually used in questions. On the other hand, 54.7 per cent chose the wrong options A, B, C and E.

The candidates who chose A, *some* were not aware that this quantifier is used in a statement which is positive as in *I have some problems*. Moreover, the choice B, *many* could work if the word *problem* was in plural form. The candidates who chose C, *much* lacked the knowledge of countable and uncountable nouns because they did not know that *much* goes with uncountable nouns like in the statement; *I have much money*. To a larger extent, the choice E, *little* was an irrelevant alternative for this question since it is used with uncountable nouns to mean *not much* as in *There is little water in the bottle*.

Question 13: An elephant is the _____ animal in the national park.

- A largest
- B most largest
- C larger
- D more large
- E most large

The question intended to test the ability of the candidates to express comparison by comparing more than two unequal things which is referred to as *superlative degree*. For example, while the adjective *tall* becomes *taller* when comparing two things as in *James is taller than Junko*, in superlative degree, it becomes *tallest* as in *Junko is the tallest boy in his class*. The performance of the candidates is presented in Table 9.

Table 9: Number and percentage of candidates' choices in each option in question 13

Option	A*	B	C	D	E	Others
No. of Candidates	413,280	242,463	95,906	90,692	87,842	7,781
% of Candidates	44.06	25.85	10.22	9.67	9.37	0.83

The candidates' performance was average because those who opted for the correct response A, *largest* were 44.1 per cent. However, the remaining 55.9 per cent of the candidates chose B, C, D or E which were wrong alternatives. The candidates who chose B, *most largest* were wrong because *most* goes with irregular adjectives such as *beautiful* and *handsome* to get *most beautiful* and *most handsome* respectively. This means that the adjectives which take 'est' as in *largest* in the superlative degree never accept *most*, hence *most largest* is incorrect. Furthermore, C, *larger* is wrong because with the presence of *the* in the sentence, the response was supposed to be in the *superlative degree* of comparison while *larger* is in the *comparative degree* of comparison as in the sentence *Serengeti National Park is larger than Mikumi*. The candidates who chose D, *more large* did not understand that *more* is used with irregular adjectives in comparative degree such as in *Clara is more beautiful than Janeth*. Similarly, those who selected E, *most large* could not understand that *most* does not match with a regular adjective but with an irregular one such as in the sentence *Clara is the most beautiful girl in the class*.

Question 14: He goes to school late every day, _____?

- A. wasn't he
- B. isn't he
- C. hasn't he
- D. haven't he
- E. doesn't he

The question tested candidates' ability to use question tags to seek for confirmation using third person singular *He*. The performance of the candidates is presented in Table 10.

Table 10: Number and percentage of candidates' choices in each option in question 14

Option	A	B	C	D	E*	Others
No. of Candidates	74,950	205,563	98,771	81,801	470,068	6,811
% of Candidates	7.99	21.92	10.53	8.72	50.12	0.73

In this question, the candidates' performance was average because 50.1 per cent chose the correct answer E, *doesn't he*. These candidates were able to judge that the sentence is in the simple present tense and that the subject *He* is a third person singular which can take *does* as the form of the verb *do*.

However, the candidates who chose option A, *wasn't he* used the question tag which was in past tense while the sentence is in the simple present tense as in *He was late for school yesterday*. Similarly, response B, *isn't he* could be a response for a sentence like *He is a teacher*, and that for C, *hasn't he* can work when the sentence is present perfect tense such as *Tumaini has lost her good story book*. Moreover, response D, *haven't he* is completely wrong

as *haven't* does not agree with *He* which is a third person singular subject, but with plural subjects like *I, We, You* and *They*.

Question 15: _____ they keep quiet, they will be punished.

- A If
- B Although
- C But
- D Unless
- E For

The question required candidates to show their ability in expressing condition using *unless*. It intended to assess whether they could differentiate between situations where *if* and *unless* are used to express condition. The candidates' performance in this question is presented in Table 11.

Table 11: Number and percentage of candidates' choices in each option in question 15

Option	A	B	C	D*	E	Others
No. of Candidates	209,539	315,224	75,258	280,223	52,112	5,608
% of Candidates	22.34	33.61	8.02	29.88	5.56	0.60

The candidates' performance in this question was weak because only 29.9 per cent of the candidates chose the correct option D, *unless*. These candidates had the knowledge of how to express condition using *unless*. Hence, they selected D, *unless* as the correct response.

However, 33.6 per cent of the candidates selected option B, *although* without knowing that it is used to express concession in

sentences. Therefore, *although* could be a response if the sentence was *Although they kept quiet, they were punished*. The candidates who selected response A, *If* could not establish the relationship between the ideas expressed in the sentence; that is, *keeping quiet and getting punishment*. They failed to understand that *If* could be a response if the sentence was negative such as *If they keep quiet, they won't be punished*. Lastly, options C, *But* and E, *For* were irrelevant because while *but* is used to express contrast as in the sentence *They kept quiet but they were punished*; *For* is used to express duration as in a sentence *They kept quiet for three hours* or *The teacher punished them for one hour*.

Question 16: The repaired machine is strong _____ to pull the car.

- A enough
- B so that
- C in order
- D for
- E of

This question required the candidates to express results using *enough to*. The candidates' general performance is indicated in Table 12.

Table 12: Number and percentage of candidates' choices in each option in question 16

Option	A*	B	C	D	E	Others
No. of Candidates	397,628	114,668	314,832	58,960	45,777	6,099
% of Candidates	42.39	12.23	33.57	6.29	4.88	0.65

The analysis shows that the performance in this questions was average because 42.4 per cent selected A, *enough* as the correct response. These candidates realised that *enough* goes with *to* which appears in the question as *to pull the car*.

On the other hand, the candidates who opted for C, *in order* did not know that this pattern is used to express purpose, and it can work in a sentence like *We repaired the machine in order to pull the car*. Similarly, response B, *so that* is used to express purpose as in a sentence like *We repaired the machine so that we could pull the car*. Response D, *for* was incorrect because it is used to express duration such as in the sentence *We repaired the car for two hours*. Likewise, response E, *of* was a wrong choice because it cannot express result but possession as in the sentence *This is a book of our teacher*.

Question 17: Nyakomba walks _____ with a stick.

- A slow
- B very slowest
- C slowly
- D slower
- E more slow

This question intended to measure the candidates' ability in expressing manner of doing things by using adverbs. Table 13 indicates the candidates' performance in this question.

Table 13: Number and percentage of candidates' choices in each option in question 17

Option	A	B	C*	D	E	Others
No. of Candidates	205,138	135,070	408,947	101,532	77,404	9,873
% of Candidates	21.87	14.40	43.60	10.82	8.25	1.05

The general candidates' performance in this question was average because 43.6 per cent of all candidates managed to select the correct response C, *slowly*. This shows that such candidates had good knowledge on how to express the manner of doing things by using adverbs in statements.

On the other hand, the candidates who opted for A, *slow* and D, *slower* did not have enough knowledge about the form of an adverb that it has to take '-ly' when describing an action. This is because *slow* and *slower* can be found in sentences such as *Nyakomba is slow* and *Nyakomba is slower than Jane* respectively. Yet, options B, *very slowest* and E, *more slow* could not be right responses because *very slowest* is not applicable in English sentences since *very* and '-est' play similar functions when making comparison. Therefore, the correct sentences could either be *Nyakomba walks very slowly* or *Nyakomba is the slowest of all* when comparing more than two things. Similarly, *more slow* is not acceptable because *slow* is a regular adjective which cannot take *more*.

Question 18: My friend suffers _____ Malaria.

- A of
- B by
- C from
- D with
- E in

This question required candidates to show their ability in using prepositions to show how they relate to nouns. That is, which preposition follows the word *suffer*. Table 14 presents a summary of the candidates' performance in this question.

Table 14: Number and percentage of candidates' choices in each option in question 18

Option	A	B	C*	D	E	Others
No. of Candidates	95,258	87,315	603,837	69,174	75,933	6,447
% of Candidates	10.16	9.31	64.38	7.37	8.10	0.69

In this question, the performance of the candidates was good because 64.4 per cent of the candidates chose the right response which was C, *from*. These students had enough knowledge on the relationship between prepositions and some other words. However, the few candidates who chose A, *of* did not know that *suffer* relates to *from*, and that *of* could relate with *die* as in the sentence *My friend died of Malaria*. The alternatives B, *by* and D, *with* could be used to indicate *means of* such as in sentences *Students go to school by bus* and *He ate rice with a spoon* respectively. Also, option E, *in* is an incorrect choice because *in* is used to refer to something which is inside or which is enclosed as in the sentence *The cup is in the cupboard*. It can also indicate a place as it appears in the sentence *Jesica lives in Arusha*.

Question 19: Usually girls look at _____twice into the mirror before leaving their rooms.

- A himself
- B herself
- C itself
- D themselves
- E yourself

This question assessed the candidates' ability in using relevant reflexive pronouns in statements. Table 15 indicates the candidates' performance in this question.

Table 15: Number and percentage of candidates' choices in each option in question 19

Option	A	B	C	D*	E	Others
No. of Candidates	132,866	244,442	88,785	380,839	82,938	8,094
% of Candidates	14.17	26.06	9.47	40.60	8.84	0.86

The analysis shows that the general performance was average as 40.6 per cent of the candidates selected option D, *themselves* to reflect the noun *girls* which is in plural form. Responses A, B, C and E were incorrect because they did not reflect the noun *girls*. For example, response A, *himself* reflects singular masculine noun as in *The boy looks at himself twice into the mirror before leaving his room*. Similarly, response B, *herself* reflects singular feminine noun as in the sentence *The girl looks at herself twice into the mirror before leaving her room*. However, alternative C, *itself* is used to reflect things (neutral gender) represented by *it* like in a sentence *A dog cannot bite itself*. Yet, E, *yourself* is used to reflect the pronoun

you as in the sentence *You should look at yourself twice into the mirror before leaving your room.*

Question 20: _____ how long have you been waiting?

- A By
- B Since
- C For
- D To
- E With

This question required the candidates to show their ability in expressing duration using *for*. The performance of the candidates is indicated in Table 16.

Table 16: Number and percentage of candidates' choices in each option in question 20

Option	A	B	C*	D	E	Others
No. of Candidates	79,023	211,113	439,097	91,507	109,728	7,496
% of Candidates	8.42	22.51	46.81	9.76	11.70	0.80

The analysis shows that the candidates' performance in this question was average because 46.8 per cent of the candidates chose the correct response, C, *for*. This means that these candidates had enough knowledge in expressing duration using *for*. The candidates who chose the wrong responses A, B, D and E lacked knowledge in expressing duration using *for*. For instance, those who selected A, *by* did not understand that it is a preposition which is used to indicate *means of* as in *He has gone to Songea by car*. The alternative B, *since* is incorrect because it is used to mark the point of time as in the sentence *I have been waiting for you since yesterday*. Lastly, while *to* is used to show the destination (end) of the subject or object of an action as in the sentence *He climbed to the top*. By contrast, *with* is used to indicate *instrument of* as in the sentence *Faraja cleaned the house with a broom*.

Question 21: We travelled _____ two days to Burundi.

- A on
- B to
- C from
- D of
- E for

This question intended to test the ability of the candidates to use the prepositions correctly. The performance in this question is shown in Table17.

Table 17: Number and percentage of candidates' choices in each option in question 21

Option	A	B	C	D	E*	Others
No. of Candidates	113,708	108,802	212,946	75,435	418,389	8,684
% of Candidates	12.12	11.60	22.70	8.04	44.61	0.93

The Candidates' performance in this question was average as those who opted for the correct answer E, *for* were 44.6 per cent of all the candidates who attempted this question. These candidates were aware that *for* is used to show a period of time during which an action was done.

On the other hand, a total of 55.4 per cent of the candidates opted for A, B, C and D. Those who opted for A, *on* lacked knowledge on the use of prepositions on that it indicates how someone travelled such as *on foot* but not duration. It also shows the position as in *The cup is on the table*. Furthermore, those who chose B, *to* did not realise that *to* indicates destination and not duration. Those who chose response C, *from* had poor language use as they could not differentiate between the period of time *and* direction or starting point of something as in, "He travelled for two days from Burundi to

Tanzania." Finally, those who opted for D, *of* lacked ability to understand that *of* shows possession, not duration.

Question 22: Change the following sentence into indirect speech.

'How old are you?' the teacher asked.

- A The teacher asked me if I was old.
- B The teacher wanted to know my age.
- C The teacher asked me how old I was.
- D The teacher asked me how old was I.
- E The teacher wanted to know how old am I.

The question was meant to test the ability of the candidates to use indirect or reported speech in questions correctly. The candidates' performance is shown in Table 18.

Table 18: Number and percentage of candidates' choices in each option in question 22

Option	A	B	C*	D	E	Others
No. of Candidates	143,882	148,413	298,311	198,686	137,246	11,426
% of Candidates	15.34	15.82	31.80	21.18	14.63	1.22

Analysis shows that the candidates' performance in this question was weak because only 31.8 per cent of the candidates chose the correct answer C, *the teacher asked me how old I was*. These candidates understood that when reporting information (*wh*) questions, the question words such as *how* are shown in the statement. The candidates also realised that the reported question must not invert the subject as in the sentence *The teacher asked me how old I was*.

On the other hand, 68.2 per cent of the candidates chose options A, B, D and E which were wrong. For the case of the candidates who opted for A, *The teacher asked me if I was old* failed to realise that this form applies when reporting *yes/no* questions like *Are you going to the cinema?* where its reported speech would be *He asked me if I was going to the cinema*. Option B, *The teacher wanted to know my*

age is incorrect because it does not have a question word *how* or *if* as the rule requires when reporting questions. Moreover, option D, *The teacher asked me how old was I* is not correct because of the wrong form of the subject and the verb which requires a subject to be placed before the verb hence making the arrangement *was I* to be incorrect. Similarly, in E, *The teacher wanted to know how old am I* has not only a wrong arrangement of a verb and a subject *am I* instead of *I am*, but also the verb appears in the present form instead of the past as is the case in the reporting statement.

Question 23: He dived _____ the ocean and started swimming.

- A onto
- B into
- C in
- D through
- E away

This question intended to test the candidates' ability to express movement or motion in past tense. The performance of the candidates in this question is shown in Table 19.

Table 19: Number and percentage of candidates' choices in each option in question 23

Option	A	B*	C	D	E	Others
No. of Candidates	101,966	539,502	156,295	90,666	41,223	8,312
% of Candidates	10.87	57.52	16.66	9.67	4.39	0.89

The candidates' performance in this question was average as the candidates who opted for the correct answer B, *into* were 57.5 per cent of all the candidates. These candidates were aware that the required preposition was *into* as it shows the destination of movement.

On the other hand, the remaining 42.5 per cent of the candidates opted for A, C, D and E which were wrong. Those who chose A, *onto* did not know that one cannot swim on the upper surface of the ocean. The candidates whose choice was C, *in* did not know that for a person to swim, one plunges within an ocean and so must dive into the ocean. Furthermore, those who opted for D, *through* did not know that swimming does not involve going to one side and coming out at the other end. Those who chose E, *away* did not realise that one cannot swim by moving away from the ocean but by diving into the ocean.

Question 24: Many pupils go to school _____ foot.

- A on
- B by
- C with
- D for
- E to

The question intended to test the ability of the candidates to use relevant prepositions relating to nouns. The performance of the candidates in this question is shown in Table 20.

Table 20: Number and percentage of candidates' choices in each option in question 24

Option	A*	B	C	D	E	Others
No. of Candidates	549,125	212,122	69,792	43,723	56,074	7,128
% of Candidates	58.54	22.62	7.44	4.66	5.98	0.76

The candidates' performance in this question was average because those who opted for the correct answer A, *on* were equivalent to 58.5 per cent of all the candidates. These candidates had the skills to use the preposition *on* to indicate the means of going to school.

On the other hand, those who chose B, *by* failed to know that *by* relates to *means of transport* but not foot as in the sentence *Few pupils go to school by car*. Furthermore, the candidates who chose

C, *with* did not know that one cannot travel accompanying *foot* as it is part of one's body and not means of transport. Those who opted for E, *to* did not know that *foot* is not a place to go to. Lastly, D, *for* indicates duration of time as in *He stayed in Kibaha for two days*.

Question 25: The woman _____ husband came here, is my aunt.

- A when
- B whose
- C which
- D where
- E what

The question intended to test the ability of the candidates to use relative pronouns to show possession appropriately. Table 21 indicates the performance of the candidates.

Table 21: Number and percentage of candidates' choices in each option in question 25

Option	A	B*	C	D	E	Others
No. of Candidates	66,807	603,298	127,104	84,126	49,646	6,983
% of Candidates	7.12	64.32	13.55	8.97	5.29	0.74

The candidates' performance in this question was good because those who correctly chose option B, *whose* were equivalent to 64.3 per cent of all the candidates. These candidates were aware that the word *whose* shows possession, that in this case, *the husband* belongs to the *woman*.

However, 35.7 per cent of the remaining candidates opted for other choices A, C, D and E. The candidates who chose A, *when* failed to know that the word *when* shows *at what time* or *over what period* instead of showing the relationship between *wife* and *husband*. However, other candidates who chose C, *which* could not

understand that *which* is applicable to things and animals but not human beings as in the sentence *The car which Joseph bought has been stolen*. Those who chose D, *where* did not understand that *where* is used to refer to a place while those who opted for E, *what* did not realise that *what* is used with a noun in requesting information about the identity of something.

Question 26: Cheetah is the _____ animal on land.

- A strongest
- B largest
- C smallest
- D tallest
- E fastest

The question intended to test the candidates' ability to use appropriate adjectives to match with appropriate nouns. Table 22 shows the candidates' performance.

Table 22: Number and percentage of candidates' choices in each option in question 26

Option	A	B	C	D	E*	Others
No. of Candidates	159,052	127,829	173,111	143,336	324,855	9,781
% of Candidates	16.96	13.63	18.46	15.28	34.63	1.04

The candidates' performance in this question was weak because only 34.8 per cent of the candidates chose the correct answer E, *fastest*. These candidates were aware that the appropriate adjective that could match with cheetah was *fast* whose superlative is *fastest* and therefore when compared to other animals on the land, the *cheetah* is the fastest of all.

However, about 65.2 per cent of the candidates chose A, B, C and D which were wrong options. Those who chose A, *strongest* did not know that the strongest animal on the land is the lion. Those who selected B, *largest* failed to realise that the elephant is the largest animal. Yet, the giraffe is known for being the tallest.

Question 27: My brother and I own a house. It is our house. The house belongs to _____.

- A them
- B him
- C us
- D our
- E me

The question aimed at testing the candidates' ability to express possession correctly using the structure *It/They + belong(s)*. The candidates' performance for this question is shown in Table 23.

Table 23: Number and percentage of candidates' choices in each option in question 27

Option	A	B	C*	D	E	Others
No. of Candidates	117,844	208,711	310,472	105,743	188,120	7,074
% of Candidates	12.56	22.25	33.10	11.27	20.06	0.75

The analysis of the candidates' performance in this question shows that the performance was weak since only 33.1 per cent chose the correct answer C, *us*. These candidates knew that the word *belong* is followed by the preposition *to* which requires a pronoun which is in objective case like *us* depending on the context.

However, the remaining 66.9 per cent opted for A, B, D and E which were wrong. Those who chose A, *them* did not realise that *My*

brother and *I* together mean the same as *We*, hence, making *them* incorrect since it is the possessive case for *Their* as in *This is their house, it belongs to them*. Response B, *him* is wrong since it is used when showing one male person owns something with *He* as in *This is his house, it belongs to him*. Response D, *our* it is wrong because *belong to* is used with *us* and not *our*. Lastly, *me* works with first person singular *I* as in the sentence *This is my house, it belongs to me*.

Question 28: Salma played netball badly _____ she was sick.

- A although
- B because
- C but
- D unless
- E even if

The question tested the candidates' ability to give reasons especially by using *because*. The general performance of the candidates in this question is shown in Table 24.

Table 24: Number and percentage of candidates' choices in each option in question 28

Option	A	B*	C	D	E	Others
No. of Candidates	186,306	469,670	124,283	104,593	47,942	5,170
% of Candidates	19.86	50.07	13.25	11.15	5.11	0.55

The data presented in the table shows that the performance of the candidates in this question was average because 50.1 per cent of the candidates got this question right. These candidates chose response B, *because* it gives the reason that made Salma to play netball badly.

The candidates who selected responses A, C, D and E opted for incorrect options because these choices do not express the reason for Salma to play netball badly. For instance, while responses A, *although* and E, *even if* are used to express concession like in the sentence *Salma played netball although she was sick*. Response C, *but* is a coordinating conjunction used to contrast ideas as in a sentence *Salma played netball badly but she was not sick*. Moreover, response D, *unless* is used to express condition in sentences such as *Our netball team will not win unless Salma plays well*.

Question 29: The patient had died _____lack of water.

- A with
- B by
- C from
- D of
- E for

This question required candidates to show their ability in using prepositions to relate them to other words such as nouns in the sentence. Table 25 presents a summary of the candidates' performance in this question.

Table 25: Number and percentage of candidates' choices in each option in question 29

Option	A	B	C	D*	E	Others
No. of Candidates	180,809	191,466	211,268	209,660	135,815	8,946
% of Candidates	19.28	20.41	22.52	22.35	14.48	0.95

The analysis of the performance of the candidates in this question was weak for only 22.4 per cent got it right by selecting D *of*. These candidates had the knowledge of the relationship which exists between prepositions and nouns.

However, responses A, B, C and E were incorrect because they do not relate to the word *die*, when used with different words as in the following examples *for*, *with*, *by*, and *from* as in *The patient did not eat with a spoon*, where *with* shows the instrument of doing something. *The patient was taken to hospital by car* shows means of travelling and *The patient was suffering from Malaria* where *from* indicates that what causes the suffering comes from Malaria. On the other hand, *for* could be used to express reason as in the sentence *Good citizens must be ready to die for their country*.

Question 30: That is the _____ hostel. Fifty girls live in it.

- A girls
- B girl
- C girls'
- D girls's
- E girl's

This question needed candidates to show their ability in expressing possession by using plural possessive nouns. The general performance of the candidates was weak as indicated in Table 26.

Table 26: Number and percentage of candidates' choices in each option in question 30

Option	A	B	C*	D	E	Others
No. of Candidates	141,785	157,888	331,520	106,752	191,170	8,849
% of Candidates	15.12	16.83	35.34	11.38	20.38	0.94

The analysis of the candidates' performance indicates that only 35.3 per cent of the candidates chose the correct answer C, *girls'*. These candidates showed their competence in expressing possession in plural regular nouns where the apostrophe indicating possession is placed after 's' which marks plural as in *girls' hostel*.

However, those who selected alternative A, *girls* lacked knowledge on possession since the word does not show any possession but it only shows plural form for the word *girl*. Therefore, *girls* could only be used as the subject of the sentence as in *Fifty girls live in a hostel*. Likewise, the candidates who chose response B, *girl* lacked knowledge on how possession of nouns is indicated in sentences. They could not imagine that *girl* is a singular noun which can stand as a subject in a sentence like *A girl lives in a hostel*. Response D, *girls's*, was a wrong choice because it is a wrong way of marking possession in regular plural nouns where an 's' is not added but only an apostrophe is placed at the end of the word after the 's' which marks plural. This way of marking plural applies to irregular plural nouns such as *children* like in the sentence *The children's room is very clean*. Lastly, E, *girl's* could be a relevant response if the statement did not contain the sentence *Fifty girls live in it*. This means that *girl's hostel* is acceptable in showing possession in singular nouns as in *That is the girl's hostel. Only one girl lives in it*.

2.2 Section B: Vocabulary

In this section, the candidates were required to use their understanding of the meaning of words to identify correct usage and meaning of the given words.

Question 31: We want _____ that is why we don't like people to fight.

- A pace
- B peace
- C piece
- D pierce
- E peach

This question intended to test the ability of the candidates to use a correct vocabulary which relates to the situation where people are not in a fight. The performance is shown in Table 27.

Table 27: Number and percentage of candidates' choices in each option in question 31

Option	A	B*	C	D	E	Others
No. of Candidates	109,459	463,708	178,802	89,163	87,245	9,587
% of Candidates	11.67	49.44	19.06	9.51	9.30	1.02

The performance in this question was average because the candidates who opted for the correct vocabulary *peace* (B) were 49.4 per cent of all the candidates. These candidates realised that *peace* means a state existing without fight (war). In addition, they knew the correct spelling for the word *peace*.

However, 50.6 per cent of the candidates opted for A, C, D and E which were incorrect. The candidates who chose A, *pace* did not understand that *pace* means a single step in walking and not a state of having no fight as in *The boy walked one pace behind his father*. The candidates who opted for C, *piece* did not know that the word means *a part of something* and could be used in a sentence like *My mother gave me a piece of meat*. Furthermore, the candidates who chose D, *pierce* did not realise that *pierce* means to make a hole into something using a sharp instrument as in *The nail pierced my foot and caused a big wound*. Those who opted for E, *peach* lacked knowledge of the meaning of the word *peach* which is a type of fruit or tree as in the sentence *John gave me a peach yesterday*.

Question 32: A person who measures and sews clothes for people is called a _____.

- A sailor
- B barber
- C sewer
- D tailor
- E pedestrian

This question aimed at testing the candidates' ability to identify how people of different occupations are called. The candidates' performance in this question is shown in Table 28.

Table 28: Number and percentage of candidates' choices in each option in question 32

Option	A	B	C	D*	E	Others
No. of Candidates	144,824	163,470	148,069	356,799	108,133	16,669
% of Candidates	15.44	17.43	15.79	38.04	11.53	1.78

The candidates' performance in this question was weak as only 38 per cent chose the correct response B, *tailor*. These candidates had enough knowledge to point out that *measuring and sewing clothes* is the occupation of a tailor.

On the other hand, the remaining 62 per cent chose incorrect options A, B, C and E. The candidates who chose A, *sailor* did not realise that a *sailor* is a person who travels in a ship while those who opted for B, *barber* were not aware that a *barber* is a person who shaves people's hair. Lastly, while option C, *sewer* means a person who sews or decorates using thread, those who opted for E,

pedestrian did not know that the word *pedestrian* means a person who is travelling on foot.

Question 33: A fire gun is a _____.

- A weapon
- B fire work
- C fire wood
- D hot pot
- E knife

The question required the candidates to identify the meaning of the word *fire gun*. The candidates' performance in this question is shown in Table 29.

Table 29: Number and percentage of candidates' choices in each option in question 33

Option	A*	B	C	D	E	Others
No. of Candidates	309,751	180,750	183,654	134,694	101,908	27,207
% of Candidates	33.02	19.27	19.58	14.36	10.86	2.90

The performance in this question was weak as only 33.3 per cent of all the candidates chose the correct answer A, *weapon*. These candidates were able to recognise that a *fire gun* is an instrument used in fighting.

On the other hand, the remaining 67 per cent, opted for incorrect options B, C, D and E. The candidates who chose B, *fire work*, did not know that *fire work* is a device which produces coloured flames, sparks and smoke, and not a weapon. The candidates who selected C, *fire wood* did not realise that *fire wood* means pieces of wood used to make fire. Moreover, those who chose D, *hot pot* did not know that it is a container or pot used to keep food hot while those

who selected E, *knife* lacked knowledge on the meaning of the word *knife* as a sharp instrument used for cutting things.

Question 34: Juma is a judge, he works in a _____.

- A shop
- B hospital
- C court
- D ship
- E farm

This question aimed at testing the candidates' ability to name places where people of different occupations work. The candidates' performance is shown in Table 30.

Table 30: Number and percentage of candidates' choices in each option in question 34

Option	A	B	C*	D	E	Others
No. of Candidates	154,271	189,586	447,432	81,405	57,389	7,881
% of Candidates	16.45	20.21	47.70	8.68	6.12	0.84

The analysis shows that the performance was average because 47.7 per cent chose the correct answer C, *court*. This means that, these candidates were aware that a *court* is a working place for a *judge*.

However, the rest of the candidates, 52.3 per cent opted for incorrect alternatives A, B, D and E. The candidates who chose A, *shop* did not realise that a *shop* is a working place for a *shopkeeper*. Those who selected B, *hospital* were not aware that a *hospital* is a working place for doctors and nurses. Moreover, those who opted for D, *ship* did not know that *ship* is a vessel which sails on the water and a working place for a captain and sailors. Lastly, the candidates who opted for E, *farm* did not realise that *farm* is a working place for farmers.

Question 35: Mr. Masanja sent the cattle to graze on the new farm.
What does the word 'graze' mean?

- A To collect the harvest
- B To drink water
- C To plough
- D To eat grass
- E To sleep

This question intended to test the candidates' ability to give the correct meaning of the word *graze* as it has been used in the sentence. The candidates' performance in this question is given in Table 31.

Table 31: Number and percentage of candidates' choices in each option in question 35

Option	A	B	C	D*	E	Others
No. of Candidates	166,613	216,647	139,524	300,531	105,279	9,370
% of Candidates	17.76	23.10	14.88	32.04	11.22	1.00

The candidates' performance in this question was weak as only 32 per cent of the candidates opted for the correct answer D, *to eat grass*. These candidates were able to realise that *graze* means *allow animals to eat grass*.

On the other hand, the remaining 68 per cent opted for incorrect responses A, B, C and E. The candidates who opted for A, *to collect the harvest* were not aware that cattle do not have ability to collect the harvest instead they eat grass. Furthermore, those who chose B, *to drink water* did not know that the act of drinking water is different from eating grass (grazing). Moreover, the candidates who opted for C, *to plough* did not know that *plough* means to till the soil using a plough. Likewise, those who opted for E, *to sleep* lacked knowledge of the fact that cattle cannot graze while they are asleep.

Question 36: If someone is called Miss Keren. This means:

- A She is a girl or woman who is not married,
- B She is a girl or woman who is married to Keren.
- C He is a boy or man who is not yet married.
- D He is a boy or man who is married to Keren.
- E They are a husband and wife in Keren's family,

This question intended to test the candidates' ability to give the meaning of the word *Miss*. The candidates' performance is shown in Table 32.

Table 32: Number and percentage of candidates' choices in each option in question 36

Option	A*	B	C	D	E	Others
No. of Candidates	331,256	260,744	120,610	98,466	117,228	9,660
% of Candidates	35.32	27.80	12.86	10.50	12.50	1.03

The analysis of the candidates' performance reveals that there was weak performance because only 35.3 per cent of the candidates opted for the correct answer A, *she is a girl or woman who is not married*. The candidates who opted for the correct answer had enough knowledge that *miss* means a girl or an unmarried woman.

However, the remaining 64.7 per cent opted for incorrect responses B, C, D and E. Those who chose B, *She is a girl or woman who is married to Keren* mistook the word *Mrs.* for *Miss*. Similarly, those who opted for C, *He is a boy or man who is not yet married* and D, *He is a boy or man who is married to Keren* did not understand that neither a *boy* nor *man* can be addressed as *miss* but as *mister* or *Mr.* Likewise, the candidates who opted for E, *They are a husband and wife in Keren's family* did not realise that *husband and wife* cannot be addressed by *miss* but rather a husband will be addressed as *Mr.* before his name as in *Mr. John* while a wife is addressed as *Mrs.* before her husband's name as in *Mrs. John* meaning *married to John*.

2.3 Section C: Composition

This section tested the candidates' ability to arrange the jumbled sentences so as to make a good composition. There were four mixed sentences numbered 37, 38, 39 and 40. The candidates were required to rearrange the sentences by giving them letters A-D.

37. We both started to clean and arrange all things well in readiness for the following day.
38. Yesterday, I decided to go to the shop to help her.
39. My sister Naishoki has a big shop at Makao Mapya where she sells a variety of things.
40. She was happy because the following day would be a holiday and we would be very busy.

Question 37: We both started to clean and arrange all things well in readiness for the following day.

The candidates were required to arrange the sentence numbered 37 so that it appears as the third sentence, hence giving it letter C in the sequence in order to form a meaningful composition. The candidates' performance is shown in Table 33.

Table 33: Number and percentage of candidates' choices in each option in question 37

Option	A	B	C*	D	E	Others
No. of Candidates	55,697	149,517	341,225	361,312	23,220	6,993
% of Candidates	5.94	15.94	36.38	38.52	2.48	0.75

The performance for this sentence was weak because only 36.3 per cent of the candidates were able to write C to show that it was the third sentence. They realised that *we both started to clean* at the beginning of the sentence makes it appear after *I made a decision to go to help her sister*. Therefore *we both* represents *I* and *My sister*.

However, the 2.4 per cent of the candidates who selected E did not understand the requirement of the question because the question needed them to give letters A-D.

Question 38: Yesterday, I decided to go to the shop to help her.

In this question, the candidates were required to arrange this sentence as the second in the sequence by giving it letter B in order to form a meaningful composition. Table 34 represents the performance of the candidates in this question.

Table 34: Number and percentage of candidates' choices in each option in question 38

Option	A	B*	C	D	E	Others
No. of Candidates	207,191	414,613	149,747	140,812	18,891	6,710
% of Candidates	22.09	44.20	15.97	15.01	2.01	0.72

The analysis of the candidates' performance shows that this question was averagely performed since 44.2 per cent of the candidates were able to identify it as the second sentence, hence giving it the letter B. These candidates realised that the pronoun *her* refers to *My sister* who was mentioned in the first sentence, numbered 39. However, the 2.01 per cent of the candidates who selected E did guess work because the question needed them to give letters A-D only.

Question 39: My sister Naishoki has a big shop at Makao Mapya where she sells a variety of things.

The candidates were required to identify this sentence as the first in the sequence, hence giving it letter A in order to make a meaningful composition. Table 35 analyses the performance of the candidates in this question.

Table 35: Number and percentage of candidates' choices in each option in question 39

Option	A*	B	C	D	E	Others
No. of Candidates	533,885	171,304	112,922	94,413	19,355	6,085
% of Candidates	56.92	18.26	12.04	10.07	2.06	0.65

The analysis shows that the candidates' performance was average as 56.9 per cent of the candidates were able to identify sentence 39 as the first sentence in the sequence, thus giving it letter A. These candidates realised that *My sister Naishoki* deserved to be mentioned first as it was the centre of the argument in making a good composition. Moreover, in all other sentences there are words which refer to *My sister Naishoki*. For instance, *we both* in sentence number 37 means that *My sister Naishoki* is included. Also, *her* in sentence number 38 and *she* in sentence number 40 all refer to *My sister Naishoki*. However, the 2.06 per cent of the candidates who selected E did not understand the requirement of the question because the question needed them to give letters A-D only.

Question 40: She was happy because the following day would be a holiday and we would be very busy.

The question needed the candidates to identify this sentence as the fourth or last sentence by giving it letter D in the sequence in order to make the composition meaningful. The details of the candidates' performance is indicated in Table 36.

Table 36: Number and percentage of candidates' choices in each option in question 40

Option	A	B	C	D*	E	Others
No. of Candidates	117,355	182,436	313,868	291,042	27,643	5,620
% of Candidates	12.51	19.45	33.46	31.03	2.95	0.60

The data from the table reveals weakness in the candidates' performance because only 31.3 per cent arranged sentence number 40 as the last sentence to make the composition meaningful by giving it letter D. The performance was therefore weak. The sentence shows that *happiness* comes as a result of *cleaning and arranging things*. Therefore, this sentence concludes the composition. However, the 2.9 per cent of the candidates who selected E did not understand the requirement of the question because the question needed them to give only letters A-D. This may have been due to guess work.

2.4 Section D: Comprehension

In this section, the candidates were required to read a passage and get meaning out of it. They were given a passage to read carefully and then to identify specific information by writing the correct answer in the space provided. The passage given was:

Mr. and Mrs. Koba have three children. Of these, two are boys and one is a girl. Their sons' names are Jembe and Ali, and their daughter is Suzy. All their children go to school. Jembe is in class seven while Ali and Suzy are in class five.

They are all hardworking pupils in their school and they have good performance in all subjects. Jembe is the best at English and Mathematics. Mr. and Mrs. Koba and their children are a happy family.

Question 41: Who has three children?

This question required the candidates to provide specific information from the passage. The candidates were supposed to write *Mr. and Mrs. Koba* as the correct response. The analysis of the candidates' performance in this question is shown in table 37.

Table 37: Number and percentage of candidates' responses in question 41

Scores	0.0	2.0
No. of Candidates	601,930	335,872
% of Candidates	64.18	35.81

The candidates' performance in this question was weak as only 35.8 per cent of the candidates comprehended the passage correctly by writing *Mr. and Mrs. Koba* as the correct response for this item. Therefore, these candidates had a good understanding of the passage and so provided the right information for this item. Extract 1(a) is a sample of a good response provided by a candidate.

Extract 1(a)

41. Who has three children? <i>Mr. and Mrs Koba are the ones who have three children.</i>
--

Extract 1(a) is sample of a good response from a candidate's answer sheet.

However, 64.2 per cent of the candidates could not provide the correct response since they failed to interpret the passage correctly. This means that they did not understand it. Hence, they provided information which does not relate to the passage. Extract 1(b) is a sample of a poor response provided by a candidate.

Extract 1(b)

41. Who has three children?

of these two are boys and one is a girl.

Extract 1(b) is a sample of a poor response by a candidate who provided irrelevant information by writing the number of boys and girls.

There were also candidates who wrote irrelevant things not related to the passage. This means that these candidates did not know what they were supposed to do. Extract 1(c) is a sample of a response with irrelevant and unclear information.

Extract 1(c)

41. Who has three children?

thanwenu meungwa kungwa kuika.
Fumwa Fumwa tui Nawe. kwaru
Waukei kungki gwa Paunguamwera.

Extract 1(c) is sample of response which was written in a language which was not English.

Question 42: How many sons are there in the family of Mr. and Mrs. Koba?

This question required the candidates to provide the number of sons (male children) in the family of Mr. and Mrs. Koba. The response was *There are two sons*. The analysis of the candidates' performance is shown in Table 38.

Table 38: Number and percentage of candidates' responses in question 42

Scores	0.0	2.0
No. of Candidates	707,832	230,044
% of Candidates	75.47	24.53

The analysis of the candidates' performance in this question shows that the performance was poor because only 24.5 per cent of the candidates could provide the correct response for this question. These candidates had knowledge of the word *sons* and that the two boys, *Jembe* and *Ali* are the sons in the family of *Mr. and Mrs. Koba*. Extract 2(a) is a sample of good response from a candidate who provided correct information regarding the number of *Mr. and Mrs. Koba's sons*.

Extract 2(a)

<p>42. How many sons are there in the family of Mr. and Mrs. Koba?</p> <p><i>There are two sons in the family of Mr. and Mrs. Koba.</i></p>

Extract 2(a) is a sample of a response by a candidate who correctly stated the number of sons in the family of Mr. and Mrs. Koba.

On the other hand, 75.4 per cent of the candidates were not able to write the number of sons in the family of Mr. and Mrs. Koba. This indicates poor comprehension skills of the candidates. The candidates did not realise that the stated names *Jembe* and *Ali* are for boys in the family of Mr. and Mrs. Koba. Extracts 2(b) and (c) are samples of poor responses from the candidates' answer sheets.

Moreover, there were candidates who seemed to have not understood the question and so copied phrases from the passage which did not have any relation to the question as seen in extracts 2(b) and (c).

Extract 2(b)

42. How many sons are there in the family of Mr. and Mrs. Koba?

and their children are a happy family

Extract 2(b) is a sample of a response by a candidate who copied phrase not related to the demands of the question.

Extract 2(c)

42. How many sons are there in the family of Mr. and Mrs. Koba?

Read the following passage carefully and

Extract 2(c) is a sample of a response by a candidate who copied phrase not related to the question.

Question 43: In which subjects is Jembe best at?

The question required the candidates to name the subjects in which Jembe is the best at. These subjects, according to the passage, are *English and Mathematics*. So, the correct response for this question is *Jembe is best at English and Mathematics*. The candidates could also simply write either *At English and Mathematics* or *English and Mathematics*. However, the candidates who wrote one subject such as *English* or *Mathematics* were awarded one mark instead of two marks. Table 39 provides a summary of the candidates' performance in this question.

Table 39: Number and percentage of candidates' responses in question 43

Scores	0.0	1.0	2.0
No. of Candidates	185,520	21,293	731,085
% of Candidates	19.78	2.27	77.95

The candidates' performance in this question was good because 77.9 per cent of the candidates could name the two subjects at which Jembe is the best. This means that these candidates had good understanding of the information needed to be given in this question though 2.2 per cent had partial understanding of the question, hence they provided only one subject at which Jembe is good. Extracts 3(a) and (b) are samples of good responses from candidates who answered the question correctly.

Extract 3(a)

<p>43. In which subjects is Jembe best at?</p> <p>Jembe is good at English and Mathematic Subjects.</p>

Extract 3(a) is a sample of a response from a candidate who answered the question correctly

Extract 3(b)

<p>43. In which subjects is Jembe best at?</p> <p>At English and mathematics</p>
--

Extract 3(b) is a sample of a response from a candidate who answered the question correctly.

However, 19.7 per cent of the candidates provided irrelevant information in relation to this question. These candidates failed to understand the information asked. Hence, instead of mentioning the subjects, some of them provided information regarding the class in which Jembe is studying as exemplified in extract 3(c). Also, some candidates did not understand the question completely; hence, they only copied some words from the passage which do not have any meaning in relation to the question asked as extract 3(d) shows.

Extract 3(c)

43. In which subjects is Jembe best at?

*is in class seven and Ali and suzy are
in class five*

Extract 3(c) is a sample response by a candidate who wrote about classes instead of subjects at which Jembe is the best.

Extract 3(d)

43. In which subjects is Jembe best at?

*at in mka which subjects is Jembe at koba the sho
pages of pisle why the do mika ba goobee
the deaver's nature is studying kmeenece Total*

Extract 3(d) is sample response by a candidate who wrote meaningless sentences.

Question 44: In which class is Jembe studying?

The candidates were required to provide information regarding the class in which Jembe is studying. The information provided in the passage is that *Jembe is studying in class seven*. The candidates could write a complete sentence or simply *In class seven*. This question had a total of 02 marks. Table 40 is an analysis of the candidates' performance in this question.

Table 40: Number and percentage of candidates' responses in question 44

Scores	0.0	2.0
No. of Candidates	316,625	621,273
% of Candidates	33.76	66.24

The analysis of the candidates' performance shows that the performance was good as 66.2 per cent of the candidates provided the correct response for this question. This means that they were able to identify the information *class seven* from the passage. Extracts 4(a), and (b) are samples of good responses provided by candidates.

Extract 4(a)

<p>44. In which class is Jembe studying?</p> <p><u>Jembe is in class seven</u></p> <p>_____</p> <p>_____</p>
--

Extract 4(a) is sample of a response from a candidate who gave the correct answer to the question.

Extract 4(b)

<p>44. In which class is Jembe studying?</p> <p><u>Jembe is studying in class e seven</u></p> <p>_____</p> <p>_____</p>
--

Extract 4(b) is sample of a response from a candidate who gave a correct answer to the question.

Despite the good performance for the question, 33.7 per cent of the candidates performed poorly in this question. These candidates did not score any mark because they failed to identify the information they were asked to provide. For example, there were candidates

who provided extra information which was not required as shown in extract 4(c). Similarly, there were candidates who provided unclear responses by writing information which did not relate to the passage. Moreover, some candidates guessed that this was a *True and False* question, hence they wrote *kweli si kweli* in Kiswahili language as extract 4(d) shows.

Extract 4(c)

44. In which class is Jembe studying?

Seven and Ali and Suzy are in five

Extract 4(c) is a sample of a poor response from a candidate who provided extra information.

Extract 4(d)

44. In which class is Jembe studying?

kwelisi kweli

Extract 4(d) is a sample of a poor response from a candidate who guessed the response by writing words in Kiswahili.

Question 45: Why do the children of Mr. and Mrs. Koba have good performance?

This question required the candidates to provide the reason for Mr. and Mrs. Koba's children to have good performance in school. The reason the candidates were supposed to write is that *Mr. and Mrs. Koba's children have good performance because they are hard working*. The response could also simply be written *Because they are hard working*, or *They are hard working*. Two marks were given

for this question. The performance of the candidates in this question is shown in Table 41.

Table 41: Number and percentage of candidates' responses in question 45

Scores	0.0	2.0
No. of Candidates	762,173	175,604
% of Candidates	81.26	18.72

The analysis of the candidates' performance indicates poor performance in this question as only 18.7 per cent of the candidates provided the correct reason for Mr. and Mrs. Koba's children to have good performance at school; that is, *Because they are hard working*. These candidates read and interpreted the passage correctly and gave the information needed in this question. Extract 5(a) provides a sample of a good response from the candidates' answer sheet.

Extract 5(a)

45. Why do the children of Mr. and Mrs. Koba have good performance?
The children of Mr. and Mrs. Koba have good performance because they are all hardworking pupils in their school.

Extract 5(a) is a sample of a response by a candidate who provided a relevant reason for the good performance of Mr. and Mrs. Koba's children.

The candidates who performed poorly in this question were 81.2 per cent. These candidates could not understand the passage so as to pick the reason for Mr. and Mrs. Koba's children to have good performance at school. Instead, they provided irrelevant information which could not meet the demand of the question, hence they did not score any mark. While there were candidates who misinterpreted

the passage by providing wrong information as shown in extract 5(b), others wrote things which were not clear and did not relate to the passage as exemplified in extract 5(c).

Extract 5(b)

45. Why do the children of Mr. and Mrs. Koba have good performance?
Tearbe is the best at ENGLISH and science
He makes art and not Kobi and Alan
The children are a happy family. Alan is the best

Extract 5(b) is a sample of a response with wrong information about the passage.

Extract 5(c)

45. Why do the children of Mr. and Mrs. Koba have good performance?
do more for Mr and Mrs Koba than good
would be half of 100 or 100

Extract 5(c) is a sample of a response with information which is neither clear nor related to the passage.

3.0 CANDIDATES' PERFORMANCE IN EACH TOPIC

The general performance of the candidates in English Language in the Primary School Leaving Examination for the year 2018 was average with 43.75 per cent. The analysis per topic shows that on *Tenses*, the candidates' performance was average with 46.99 per cent. For *Other Forms of Grammar*, candidates had an average performance of 45.37 per cent. *Vocabulary*, had the worst performance with 39.2 per cent. This may be due to the candidates' lack of exposure to the language. Lastly, in *Composition* and

Comprehension, the candidates' performance was average as the scores were 42.1 and 45.1 per cent respectively. The general performance across topics is summarised in figure 5.

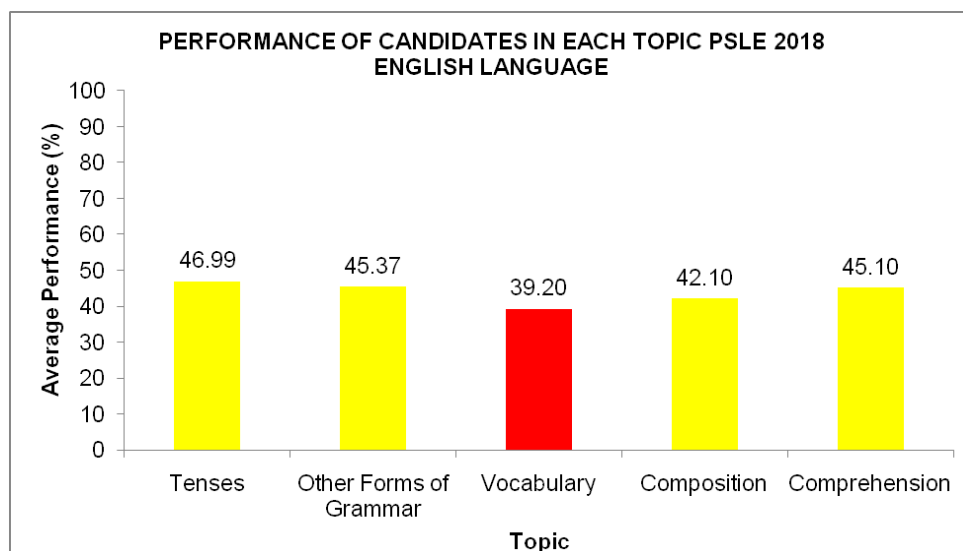
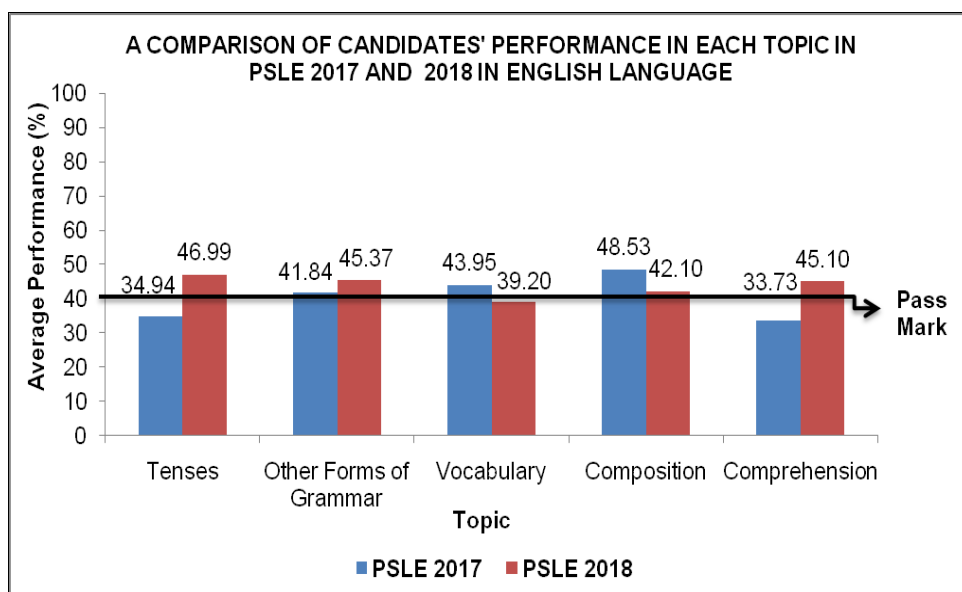


Figure 5: *Percentage of candidates' performance in each topic*

The analysis of the candidates' performance in comparison with the 2017 performance in each topic in English Language for 2018 shows that the performance in *Tenses* rose by 12.05 per cent. In 2017, the performance was 34.94% while in 2018 it was 46.99%. In *Other Forms of Grammar*, the performance rose by 3.53 per cent from 41.84 per cent in 2017 to 45.37 in 2018. However, the performance in *Vocabulary* went down by 4.75 per cent, from 43.95 per cent in 2017 to 39.20 per cent in 2018. In addition to that, the performance in *Composition* dropped by 6.43 per cent when compared to 2017, where the performance was 48.53 while in 2018 it was 42.1 per cent. Lastly, in *Comprehension* the performance rose by 11.37 per cent from 33.75 per cent in 2017 to 45.1 per cent in 2018. The comparison of candidates' performance in each topic in PSLE between 2017 and 2018 in English Language is summarised in figure 6.



4.0 CONCLUSION

The analysis of English Language in the Primary School Leaving Examination for 2018 has shown that the candidates' performance in this subject was average. The performance in each topic shows that the candidates had average performance in *Tenses* (46.99%), *Other Forms of Grammar* (45.37%), *Comprehension* (45.10%) and *Composition* (42.10%). However, they had weak performance in *Vocabulary* with 39.2 per cent.

Furthermore, the analysis of the performance in each item shows that the candidates had good performance in question number 43 (77.95%), 11 (67.86%), 44 (66.24%), 25 (64.32%), 4 (63.98%), and 2 (61.86%). On the other hand, the poorly performed questions were numbers 7 (17.84%) and 45 (18.72%).

The analysis also has revealed that, the candidates' weaknesses in choosing incorrect responses was due to poor knowledge of tenses and grammatical rules, or the inadequate mastery of basic English Language vocabularies. Moreover, other candidates had weakness in rearranging mixed sentences in order to make a composition. They also failed to read and understand the passage while some were unable to write meaningful expressions when attempting comprehension questions.

Despite the aforementioned weaknesses, a few candidates managed to score high marks in the examination. They successfully identified the tasks demanded by the questions and had sufficient knowledge of tenses and grammatical rules. They also showed adequate mastery of basic English Language vocabularies in different situations and had adequate composition and comprehension skills.

5.0 RECOMMENDATIONS

In order to improve the performance of candidates in the English Language subject in the future, the following are recommended.

- (i) Schools should create conducive English language learning environment so as to motivate the pupils to use English Language in their day to day conversation. Pupils should be encouraged to read various short story books, tell and write simple stories, and listen to various English conversations in order to master listening, speaking, reading, and writing language skills. The government should, subscribe to the on-line learning resources, where possible, so that pupils are exposed to communicative English as used by native speakers, because this will improve pupils' vocabulary.
- (ii) Teachers should continue to play their role of teaching the pupils effectively by employing communicative language teaching methods. Moreover, composition exercises should be given to improve the pupils' ability to write stories in English language. The Primary School English Language Syllabus should be well covered so as to enable pupils to get the needed knowledge and competences in grammar.

- (iii) In order to improve the performance per topic, the government should not only continue with its efforts to support schools with the teaching and learning materials such as books, but also, provide in-service training to English Language teachers so as to equip them with good language teaching methods which can help the pupils to learn English Language easily and effectively.
- (iv) Parents and the general public should be made aware of the role English plays in Tanzania especially that of being a medium of instructions in Secondary Schools and higher learning institutions. Since English is an international language, it is important for parents to encourage their children to learn and use the language effectively. In this case, the pupils will put more effort in mastering the grammar of the language and as a result, improve their comprehension and composition competences.

Appendix

COMPARISON OF CANDIDATES' PERFORMANCE BY TOPIC IN PSLE 2017 & 2018

S/N	TOPIC	PSLE 2017				PSLE 2018			
		Performance in each Question		Qn. Number	Remarks	Performance in each Question		Qn. Number	Remarks
		Qn. Number	(%) Performance			Qn. Number	(%) Performance		
	Tenses	1	38.20	34.94	Weak	1	48.7	46.99	Average
		3	40.39			2	61.9		
		4	23.94			3	31.6		
		6	16.01			4	64.0		
		8	37.68			5	49.9		
		9	33.00			6	53.7		
		11	37.90			7	17.8		
		14	44.80			8	43.7		
		18	46.50			9	44.6		
		21	31.00			10	54.0		
	Other Forms of Grammar	2	26.80	41.84	Average	11	67.9	45.37	Average
		5	29.91			12	45.3		
		7	46.39			13	44.1		
		10	22.00			14	50.1		
		12	36.50			15	29.9		
		13	39.60			16	42.4		
		15	55.50			17	43.6		
		16	65.80			18	64.4		
		17	47.30			19	40.6		
		19	55.20			20	46.8		
		20	55.80			21	44.6		
		22	27.20			22	31.8		
		23	69.20			23	57.5		
		24	48.40			24	58.5		
		25	37.90			25	64.3		
		26	46.10			26	34.6		
		27	36.10			27	33.1		
		28	12.90			28	50.1		
		29	49.10			29	22.4		
		30	29.10			30	35.3		

	Vocabulary	31	33.30	43.95	Average	31	49.4	39.2	Weak
		32	34.80			32	38.0		
		33	34.90			33	33.0		
		34	34.70			34	47.7		
		35	79.10			35	32.0		
		36	46.90			36	35.3		
	Composition	37	50.10	48.53	Average	37	36.4	42.1	Average
		38	37.70			38	44.2		
		39	66.10			39	56.9		
		40	40.20			40	31.0		
	Comprehension	41	14.20	33.73	Weak	41	35.8	45.1	Average
		42	22.40			42	24.5		
		43	38.80			43	80.2		
		44	56.40			44	66.2		
		45	12.50			45	18.7		
		46	17.40						
		47	26.90						
		48	35.80						
		49	66.00						
		50	46.90						

