



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



**CANDIDATES' ITEM RESPONSE ANALYSIS
REPORT FOR THE PRIMARY SCHOOL LEAVING
EXAMINATION (PSLE) 2020**

ENGLISH LANGUAGE



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FOREWORD

The National Examinations Council of Tanzania is pleased to give feedback on the evaluation of a seven-year primary education in Tanzania for the year 2020. The results of the Primary School Leaving Certificate (PSLE) Examination is used as a basic qualification for the selection of pupils who join secondary education.

This Candidates' Item Response Analysis (CIRA) for the year 2020 offers feedback to pupils, teachers, parents, policy makers and the public in general on the candidates' performance in English Language subject. The analysis of candidates' responses explains the factors for the candidates' good performance and the challenges the candidates faced in answering the examination questions. The analysis indicates that the candidates with good performance were able to identify the tasks of the questions, they were competent in applying grammatical rules, they had sufficient knowledge of basic vocabulary for use in different situations, and that they were able to read and comprehend the passage. On the contrary, the candidates who performed poorly lacked competence in those areas.

The National Examinations Council of Tanzania (NECTA) expects that the teachers and other stakeholders will use the feedback provided in this report to take appropriate measures to improve the teaching and learning of English Language subject in primary schools. Moreover, the recommendations made in this analysis will improve the candidates' performance, not only in the Primary School Leaving Examination but also in other NECTA examinations at higher levels.

Finally, the Council would like to thank those who participated in making this report a success.



Dr. Charles E. Msonde
EXECUTIVE SECRETARY

1.0 INTRODUCTION

The English Language Primary School Leaving Certificate Examination (PSLE) was done on 08th October, 2020. The registered candidates for the examination were 1,023,950; among these, 1,009,534 (98.59%) sat for the examination and 577,140 (57.24%) passed. This indicates that there was an increase in this year's performance by 7.61 percent when compared to the 2019 English Language Examination, where a total of 947,077 candidates were registered for the examination, among these, 933,274 (98.54%) sat for the examination and 468,092 (49.63%) passed.

The English Language paper was divided into four sections, namely A, B, C and D with forty (40) objective type of questions and five (05) short answer type of questions making a total of forty five (45) questions. Different language areas were examined in each section as follows: section A, thirty (30) grammar items; section B, six (6) vocabulary items; section C, four (4) composition items; and section D, five (05) comprehension items.

The analysis of the candidates' performance in each item and topic has been done to indicate areas where the candidates were able or unable to employ their competences. The analysis shows the number and the percentage of the candidates who answered the items correctly and those who gave incorrect answers. Additionally, a star (*) in the tables and graphs signify a correct response while the term "others" has been used to show the number and percentage of candidates who did not respond to the question and those who responded without following the given instructions.

The candidates' performance per question has been classified in three categories. The performance from 60 to 100 percent was categorised as *good*, from 40 to 59 percent as *average*, and from 0 to 39 percent was *poor*. On the other hand, three basic colours have been used to represent the performances: *green* represents good performance, *yellow* represents *average* performance and *red* represents poor performance.

2.0 ANALYSIS OF THE ITEMS

2.1 Section A: Grammar

The grammar section tested the candidates' ability to identify and use correctly grammatical sentence constructions.

Question 1: The pupils _____ when they got lost.

- A is frightened
- B were frightened
- C will be frightened
- D was frightened
- E are frightened

The question tested the candidates' ability to use a *verb to be* with the main verb in the past to express the state. The overall performance of the candidates in this question is presented in Table 1.

Table 1: Number and Percentage of the Candidates' Choices in Each Option in Question 1

OPTION	A	B*	C	D	E	OTHERS
No. of Candidates	105,408	534,020	121,444	93,118	150,911	5,925
% of Candidates	10.4	52.8	12.0	9.2	14.9	1.0

Table 1 shows that the candidates' performance in this question was average. This is due to the fact that the candidates who chose the correct response B (*were frightened*) were only 534,020 (52.8%). These candidates realised that the *verb to be* with the main verb in the past participle form are required to complete the sentence in the given context. This shows that they had sufficient knowledge of how to use the *verb to be* in the past.

However, 470,882 (36.5%) candidates chose incorrect options. The candidates who selected the incorrect options A (*is frightened*) and D (*was frightened*) did not realise that *is* and *was* cannot be used in a statement when preceded by the noun "pupils" which indicates the plural form. Moreover, the candidates who chose option C (*will be frightened*) did not realise that the verb with the "will" is used in the sentence to indicate future tense. They also did not know that the past tense cannot be formed by using the auxiliary verb "will". Furthermore, the candidates who chose the incorrect option E (*are frightened*) did not realise that the auxiliary verb "are" is used with the main verb in the present form and therefore it cannot be used in the sentence to express the past tense as in "The pupils *were frightened* when they got lost."

Question 2: Every Monday, my mother _____ me to the market.

- A take
- B has taken
- C takes
- D taken
- E took

The question required the candidates to correctly use the simple present form of the verb "take" to express habitual activities.

Table 2: Number and Percentage of the Candidates' Choices in Each Option in Question 2

OPTION	A	B	C*	D	E	OTHERS
No. of Candidates	125,401	168,768	544,715	96,313	70,675	4,954
% of Candidates	12.4	16.7	53.9	9.5	7.0	0.5

The data indicate that the candidates' performance in this question was average since only 544,715 (53.9%) chose the correct option C (*takes*). These candidates knew that the verb form "takes" was the correct word to be used to show something that happens routinely (every Monday). They also understood that the verb agrees with the third person singular "my mother". The candidates who chose the incorrect option A (*take*) did not realise that the verb form "take" is used with the first, second and third person plural in simple present tense. Therefore, it cannot be used with the third person singular (my mother). Those who selected option B (*has taken*) and D (*taken*) did not know that the verb forms "has taken/taken" are in the past participle, and therefore they cannot be used in simple present tense. Other candidates who opted for E (*took*) misunderstood the action of the sentence by assuming that it happened in the past while it takes place regularly; that is every Monday.

Question 3: Yesterday, the teacher _____ pupils for stealing the school books.

- A punish
- B punishing
- C would punish
- D will punish
- E punished

This question tested the candidates' ability to use proper form of the verb "punish" in the simple past tense.

Table 3: Number and Percentage of the Candidates' Choices in Each Option in Question 3

OPTION	A	B	C	D	E*	OTHERS
No. of Candidates	130,732	133,324	69,517	128,774	541,490	6,989
% of Candidates	12.9	13.2	6.9	12.7	53.6	0.7

The candidates' performance in this question was average, as those who selected the correct response which is E (*punished*) were 541,490 (53.6%). These candidates knew that the word "Yesterday" denotes the past time, thus the verb needs to take the past form "punished".

On the other hand, 26.1 percent of the candidates who wrongly chose option A (*punish*) and C (*punishing*) did not realise that the word "Yesterday" is in the past form. Therefore, it cannot be used with the verb forms "punish" or "punishing" because they both express events which occur in the present. The candidates who opted for C (*would punish*) and D (*will punish*) misunderstood the concept of the sentence by assuming that "Yesterday" indicates future time. Thus, the sentence does not require modal auxiliary verbs which express future tense or something someone wished to do in the past.

Question 4: A man who was drunk _____ his car carelessly last week.

- A drove
- B driven
- C drives
- D is driving
- E has driven

The question required the candidates to show their skills in using the right form of the verb in the simple past tense. The sentence is in statement form, hence "drove", the simple past form of the verb "drive" was the correct response.

Table 4: Number and Percentage of the Candidates' Choices in Each Option in Question 4

OPTION	A*	B	C	D	E	OTHERS
No. of Candidates	431,121	172,828	137,377	159,491	103,297	6,712
% of Candidates	42.7	17.1	13.6	15.8	10.2	0.7

The performance of the candidates in question 4 was average, as seen in Table 4. This owes to the fact that the candidates who chose the correct response A (*drove*) were 431,121 (42.7%). These candidates realised that the verb form required in the given context is the simple past tense (*drove*). This means that they had sufficient knowledge of forming the simple past form of the verb "drive".

However, 572,993 (57.3%) candidates chose incorrect options. The candidates who opted for the incorrect option B (*driven*) and E (*has driven*) did not realise that the verb form "driven" is in past participle tense and so cannot be used in simple past tense. The candidates who selected C (*drives*) and D (*is driving*) did not know that the verb form "drives" and "is driving" are used to express events in the present time. Therefore, these verb forms cannot be used to express events that took place in the past as indicated in "last week".

Question 5: By the time mother came, the visitor _____.

- A left
- B leave
- C has left
- D will leave
- E had left

This question tested the candidates' ability to use the past perfect tense. The question also intended to assess candidates' ability to understand that "By the time mother came," is in the simple past form, hence it needs the verb in the past perfect tense (had left) to indicate that the action of "the visitor" to leave took place before that of the coming of the mother.

Table 5: Number and Percentage of the Candidates' Choices in Each Option in Question 5

OPTION	A	B	C	D	E*	OTHERS
No. of Candidates	265,532	130,668	258,554	128,299	218,355	9,418
% of Candidates	26.3	12.9	25.6	12.7	21.6	0.9

The candidates' performance in this question was poor, since those who selected the correct response E (*had left*) were 218,355 (21.6%). These candidates realised that the past perfect tense is used to express an event that took place before another action in the past. Therefore, "By the time mother came, the visitor" needs the verb in the past perfect form (had left) to make the statement correct. They also knew the correct use of verb form required to construct a sentence in past perfect tense.

Further analysis shows that 783,053 (78.9%) candidates did not choose the correct response. Those who chose the incorrect option A

(*left*) did not realise that "left" is used to express events that happened in the past, and that it cannot be used to express an event which occurred before another event in the past. Moreover, the candidates who selected the incorrect option B (*leave*) did not know that "leave" is in the simple present form and cannot be used in the sentence which is in the past tense. Furthermore, the candidates who chose the incorrect option C (*has left*) did not know that "has left" is in the present perfect tense which is used to describe events which happened in the past but are closely related with the present. Therefore, it could not be used in the sentence which describes an event that took place before another event in the past. The candidates who selected the incorrect option D (*will leave*) did not know that "will" is used to express activities which are expected to take place in the future rather than activities that took place in the past.

Question 6: The girls _____ netball next Friday.

- A did play
- B will play
- C played
- D have played
- E plays

This question tested the candidates' ability to use the future tense in the sentence. The performance of the candidates in the question is presented in Table 6.

Table 6: Number and Percentage of the Candidates' Choices in Each Option in Question 6

OPTION	A	B*	C	D	E	OTHERS
No. of Candidates	76,231	598,211	120,890	111,183	97,927	6,384
% of Candidates	7.5	59.2	12.0	11.0	9.7	0.6

The data presented above indicate that the candidates' performance in this question was average. This owes to the fact that the candidates who chose the correct response B (*will play*) were only 598,211 (59.2%). These candidates had sufficient knowledge of the use of an auxiliary verb "will" with the main verb "play" to express the event expected to happen in the future. They understood that the sentence is in the future as it has already been indicated in the adverbial phrase "..next Friday".

However, 406,231 (40.8%) candidates chose incorrect options. The candidates who chose the incorrect option A (*did play*) were not familiar with the structure used to form sentences in the future tense. The candidates who selected the incorrect option C (*played*) and D (*have played*) did not realise that the verb forms "played" and "have played" are in the past and so cannot be used to express the future events. The candidates who chose the incorrect option E (*plays*) did not understand that the verb form "plays" which is in the simple present cannot be used to describe the events expected to happen in the future.

Question 7: What are the villagers _____ about at the moment?

- A complain
- B complained
- C complaining
- D complaints
- E will complain

This question tested the candidates' ability to use the present continuous tense "complaining" to express continuous events in the present.

Table 7: Number and Percentage of the Candidates' Choices in Each Option in Question 7

OPTION	A	B	C*	D	E	OTHERS
No. of Candidates	151,979	131,773	548,605	81,453	89,454	7,562
% of Candidates	15.0	13.0	54.3	8.1	8.8	0.7

The candidates' performance in this question was average, considering that the candidates who selected the correct option C (*complaining*) were only 548,605 (54.3%). These candidates realised that the verb "complaining" agrees with the adverbial phrase "at the moment" which indicates the present continuous tense. They, therefore, knew the structure (Subject + Verb to be + Verb-ing) used to construct a sentence which expresses ongoing activities.

On the other hand, 454,659 (45.7%) candidates chose incorrect options. The candidates who chose the incorrect option A (*complain*) did not realise that the verb "complain" is used to express habitual activities and so it cannot be used to express ongoing activities. The candidates who chose the incorrect option B (*complained*) did not

know that the verb is used when expressing an activity that took place in the past. Moreover, the candidates who chose the incorrect option D (*complaints*) lacked knowledge of language use as "complaint" cannot be used in the place of a verb because it is a noun meaning expression of grief. The candidates who chose the incorrect option E (*will complain*) did not know that the phrase "will complain" is used in the future that was contrary to the requirement of the question which needed the -ing form of the verb complain.

Question 8: Alex _____ the window of the class just now.

- A has broke
- B broken
- C has broken
- D break
- E had broken

This question required the candidates to use the present perfect tense to show activities that happened in the past but are closely related to the present. The performance of the candidates in this question is shown in Table 8.

Table 8: Number and Percentage of the Candidates' Choices in Each Option in Question 8

OPTION	A	B	C*	D	E	OTHERS
No. of Candidates	143,690	164,467	483,354	145,015	67,055	7,245
% of Candidates	14.2	16.3	47.8	14.3	6.6	0.7

The candidates' performance in this question was average, since only 483,354 (47.8%) candidates chose the correct option C (*has broken*). These candidates realised that the sentence required a verb in the present perfect form to indicate the closeness of the time

between the past and present in which the action has taken place. They understood that the presence of the phrase "just now" indicates that the action has been done and completed.

However, 520,227 (52.2%) candidates selected incorrect options. The candidates who chose the incorrect option A (*has broke*) did not know the correct structure (have/has + verb-past participle) used to form a sentence in present perfect tense. The candidates who chose the incorrect option B (*broken*) could not realise that the verb "broken" which is in the past participle form cannot be used alone without auxiliaries "have/has" in present perfect tense. The candidates who selected the incorrect option D (*break*) did not realise that the verb "break" is used with the subjects which are in the first person singular (I), second and third person plural (we, you and they) in simple present tense. The candidates who chose the incorrect option E (*had broken*) did not understand that the phrase "had broken" is used in past perfect tense and not in present perfect tense.

Question 9: If she works hard, she _____ her examination.

- A would pass
- B could pass
- C will pass
- D had passed
- E passes

This question tested the candidates' ability to express the condition that has to be fulfilled first before the happening of something else. The candidates had to use conditional sentence type 1 to show the

results in "If she works hard, she *will pass* her examination". The candidates' performance in this question is presented in Table 9.

Table 9: Number and Percentage of the Candidates' Choices in Each Option in Question 9

OPTION	A	B	C*	D	E	OTHERS
No. of Candidates	144,182	82,214	576,152	99,353	101,169	7,756
% of Candidates	14.3	8.1	57.0	9.8	10.0	0.8

The performance of the candidates in this question was average, since those who selected the correct response C (*will pass*) were 576,152 (57.0%). These candidates knew the rules which govern the formation of conditional sentence type 1 (Dependent Clause in Simple Present Tense + Main Clause in Future Tense). They were able to use "will pass" to talk about something which will happen in the future as a result of working hard (condition).

On the other hand, 426,918 (43%) candidates chose incorrect options. The candidates who chose the incorrect option A (*would pass*) and B (*could pass*) did not know that "would/could + verb in simple present" is used in conditional sentence type 2 to indicate that it is unlikely to get the results of a condition. The candidates who chose the incorrect option D (*had passed*) did not realise that the past perfect form cannot be used to express conditional sentence type 1. Moreover, the candidates who chose option E (*passes*) did not understand that the verb in simple present form should be placed in the dependent clause in conditional sentence type 1.

Question 10: Children _____ the national anthem when the visitor arrived.

- A are singing
- B sung
- C is singing
- D was singing
- E were singing

This question tested the candidates' ability to express the action that was going on when another action took place in the past. The performance of the candidates in this question is shown in Table 10.

Table 10: Number and Percentage of the Candidates' Choices in Each Option in Question 10

OPTION	A	B	C	D	E*	OTHERS
No. of Candidates	201,740	141,894	127,393	124,908	406,972	7,919
% of Candidates	20.0	14.0	12.6	12.4	40.3	0.8

The performance of the candidates in this question was average, given that the candidates who chose the correct response E (*were singing*) were 406,972 (40.3%). These candidates understood that when expressing ongoing activities in the past there must be a structure was/were + verb in the "-ing" form.

However, 595,935 (59.7%) candidates chose incorrect responses. The candidates who selected the incorrect options A (*are singing*) and C (*is singing*) failed to realise that the phrases "are singing" and "is singing" are used to express events that are taking place at the moment of speaking. The candidates who chose the incorrect option B (*sung*) did not know that the verb "sung" is used to express events that happened in the past (simple past tense) and not continuing

events in the past as it is in the question. Moreover, the candidates who selected D (*was singing*) did not understand that the "was + verb with -ing form" is used with the first (I) or third person singular (He, She, It) pronouns and single name to express ongoing events in the past. Therefore, they did not know that "Children" is in plural form and that it cannot be used with "was singing".

Question 11: There wasn't _____ water left in the bucket.

- A a
- B few
- C some
- D any
- E more

This question tested the ability of the candidates to use quantifiers to express quantity (uncountable noun) in a negative way. The candidates' performance in this question is shown in Table 11.

Table 11: Number and Percentage of the Candidates' Choices in Each Option in Question 11

OPTION	A	B	C	D*	E	OTHERS
No. of Candidates	104,081	87,225	409,886	362,908	39,174	7,552
% of Candidates	10.3	8.6	40.5	35.9	3.9	0.7

Data analysis shows that the candidates' performance in this question was poor, considering that those who selected the correct response D (*any*) were only 362,908 (35.9%). These candidates realised that the given sentence expresses uncountable noun in a negative way in which the quantifier "any" had to be used following the meaning of the phrase "wasn't".

On the other hand, 640,366 (64.1%) candidates selected the incorrect options A, B, C and E. The candidates who selected the incorrect option A (*a*) did not realise that the article “a” is put before a common countable singular noun. The candidates who chose the incorrect option B (*few*) did not know that the quantifier "few" is used with countable noun. Moreover, the candidates who selected the incorrect options C (*some*) and E (*more*) did not know that the expressions "some" and "more" are positive and so they cannot be used with phrase "wasn't" which is negative as expressed in the question.

Question 12: There is _____ water left in the jug.

- A few
- B some
- C small
- D many
- E a few

The question intended to test the ability of the candidates to use relevant quantifier to express uncountable noun in a positive way. The performance of the candidates in this question is shown in Table 12.

Table 12: Number and Percentage of the Candidates' Choices in Each Option in Question 12

OPTION	A	B*	C	D	E	OTHERS
No. of Candidates	70,097	591,107	107,984	125,088	109,384	7,166
% of Candidates	6.9	58.5	10.7	12.4	10.8	0.7

The performance of the candidates in this question was average, since the candidates who chose the correct response B (*some*) were

591,107 (58.5%). These candidates recognised that the word "some" is a positive quantifier which is used before both countable and uncountable nouns. Therefore, they used "some" with "There is" to indicate the availability of water.

However, 412,553 (41.5%) candidates chose incorrect responses. The candidates who selected the incorrect options A (*few*), D (*many*) and E (*a few*) could not realise that the expressions "few", "many" and "a few" are used to indicate countable nouns and not uncountable nouns such as "water" in the question. The candidates who selected the incorrect option C (*small*) did not understand that the word "small" is an adjective which means little size and therefore it cannot be used in positive way before uncountable noun "water".

Question 13: When people get old, they do not depend on _____ for their living.

- A ourselves
- B themselves
- C yourselves
- D myself
- E herself

The candidates were supposed to use the reflexive pronoun "themselves" to refer back to the doer "people". The candidates' performance in this question is shown in Table 13.

Table 13: Number and Percentage of the Candidates' Choices in Each Option in Question 13

OPTION	A	B*	C	D	E	OTHERS
No. of Candidates	103,096	589,440	109,049	120,192	80,778	8,271
% of Candidates	10.2	58.3	10.8	11.9	8.0	0.8

The candidates' performance in this question was average, since those who selected the correct response B (*themselves*) were 589,440 (58.3%). These candidates recognised that the sentence required a reflexive pronoun "themselves" which agrees with the third person plural noun "people".

On the other hand, 413,115 (41.7%) candidates selected incorrect responses. The candidates who selected the incorrect options A (*ourselves*) and D (*myself*) did not realise that the pronouns "ourselves" and "myself" are used to refer back to the subject of the sentence in the first person plural and singular respectively. They therefore, did not know that "people" is the third person plural and so it cannot be used with the first person pronoun. The selection of the incorrect option C (*yourselves*) by the candidates shows that they did not know that the pronoun "yourselves" is used to point back to the head noun (subject of the sentence) in the second person rather than in the third person plural. The candidates who chose the incorrect option E (*herself*) did not realise that the reflexive pronoun "herself" is used to point back to the subject of the sentence in the third person singular and not the third person plural as in "people".

Question 14: Kilimanjaro is the _____ mountain in Africa.

- A high
- B highest
- C higher
- D most highest
- E most higher

This question required candidates to show their ability in using adjectives in superlative degree when expressing quality. Table 14 presents a summary of the candidates' performance in this question.

Table 14: Number and Percentage of the Candidates' Choices in Each Option in Question 14

OPTION	A	B*	C	D	E	OTHERS
No. of Candidates	58,048	556,109	67,852	232,257	89,680	6,880
% of Candidates	5.7	55.0	6.7	23.0	8.9	0.7

The data presented in Table 14 show that the candidates' performance in this question was average, since those who chose the correct response B (*highest*) were 556,109 (55.0%) candidates. These candidates had the ability to express quality by using adjectives in their superlative form.

The candidates who opted for the incorrect option A (*high*) did not realise that "high" is an adjective which shows quality in its basic form but not in superlative degree as indicated by using the article "the" in the sentence "*Kilimanjaro is the highest mountain in Africa.*" The candidates who selected the incorrect option C (*higher*) did not understand that the adjective "higher" is used to compare two objects and not multiple objects. Therefore, they did not understand that "Kilimanjaro" is being compared with all other mountains in Africa, hence the comparative form "higher" cannot be used in such comparison. On the other hand, those who chose D (*most highest*) and option E (*most higher*) did not know the rule which is used to form the superlative degree of adjectives when comparing multiple objects. These candidates failed to apply the rule which requires one to use "most" when the adjective consists of more than two syllables such as beautiful and troublesome. In this case, there was no room

for using "most" with words "highest" and "higher" which have just two syllables.

Question 15: The teacher told us to go and see him _____

Monday morning.

- A in
- B at
- C on
- D over
- E for

The question tested the ability of the candidates to use relevant prepositions to express a particular day for the week. The performance of the candidates in this question is shown in Table 15.

Table 15: Number and Percentage of the Candidates' Choices in Each Option in Question 15

OPTION	A	B	C*	D	E	OTHERS
No. of Candidates	103,547	125,099	582,630	76,211	117,327	6,012
% of Candidates	10.2	12.4	57.6	7.5	11.6	0.7

The candidates' performance in this question was average because those who opted for the correct answer C (*on*) were 582,630 (57.6%). These candidates had adequate competence to use the preposition *on* to express a particular day of the week "Monday".

On the other hand, 42.3 percent of the candidates opted for the incorrect responses. The candidates who chose A (*in*) did not know that the preposition "in" is used to indicate a position within something. The candidates who selected the incorrect option D (*over*) failed to know that the preposition "over" is used to indicate

the motion or situation in a position higher than another. Therefore, it has no relation with the sentence "*The teacher told us to go and see him on Monday morning.*" However, those who chose E (*for*) did not realise that the preposition "for" indicates duration of time as in "They were silent for two hours."

Question 16: Juma is _____ young _____ my sister.

- A as....as
- B neither....nor
- C too....to
- D not only....but
- E rather....than

The question tested the ability of the candidates to use correct correlative subordinating conjunctions to join ideas in a sentence. Table 16 indicates the performance of the candidates in this question.

Table 16: Number and Percentage of the Candidates' Choices in Each Option in Question 16

OPTION	A*	B	C	D	E	OTHERS
No. of Candidates	328,967	224,896	329,502	75,170	45,957	6,334
% of Candidates	32.5	22.2	32.6	7.4	4.5	0.6

The candidates' performance in this question was poor because those who correctly chose option A (*as....as*) were 328,967 (32.5%). These candidates were aware that the conjunctions "as....as" are applicable when comparing two things that are similar.

However, 67.5 percent of the candidates opted for the incorrect options B ,C, D and E. The candidates who chose B (*neither....nor*) failed to know that the phrase "neither....nor" is used to join together two negative ideas rather than comparing them. Similarly, other candidates who chose C (*too....to*) failed to understand that the structure "too....to" is used to express the negative meaning. Those who chose D (*not only....but*) did not know that the structure "not only....but" is used to indicate inclusion which also means in addition. In that case, it cannot be used to compare two people as in "*Juma is as young as my sister.*" Moreover, those who opted for E (*rather....than*) did not realise that the structure "rather....than" is used to indicate choice or negation. In such instances, the aforementioned structure cannot be used in the comparison of two similar ideas, objects or people.

- Question 17:** A hungry animal is _____ happy _____ friendly.
- A more....than
 - B as....as
 - C less....than
 - D neither....nor
 - E too....to

This question required the candidates to show their ability in using conjunctions to join together two negative ideas. The performance of the candidates in this question is shown in Table 17.

Table 17: Number and Percentage of the Candidates' Choices in Each Option in Question 17

OPTION	A	B	C	D*	E	OTHERS
No. of Candidates	172,279	143,860	84,501	403,893	196,956	9,337
% of Candidates	17.0	14.2	8.4	40.0	19.5	0.9

The candidates' performance in this question was average. This performance owes to the fact that the candidates who chose the correct response D (*neither....nor*) were 403,893 (40.0%). These candidates understood that the phrase "neither....nor" is used to join together two negative ideas as it was required in the sentence "*A hungry animal is neither happy nor friendly.*"

However, 597,596 (60.0%) candidates chose distractors A, B, C and E. The candidates who chose the incorrect option A (*more....than*) did not realise that the structure "more....than" is used to make comparisons of quantity. Therefore, it cannot be used in the context of the given sentence which requires one to join two negative ideas. The candidates who chose the incorrect option B (*as....as*) did not realise that the phrase "as....as" is applicable when comparing two things of equal status. In this respect, it cannot be used in the given context of the sentence. The candidates who chose the incorrect option C (*less....than*) did not realise that the phrase "less....than" is used to describe insufficient quantity. Hence, it cannot be used to join two negative ideas. The candidates who chose the incorrect option E (*too....to*) failed to realise that the structure "too....to" is used to express the negative meaning rather than joining two negative meanings as is the case for "neither...nor".

Question 18: I play _____ volleyball _____ football.

- A both....and
- B both....with
- C neither....or
- D either....nor
- E too....to

The question required the candidates to show their ability in using multi-word coordinators to join two positive ideas. The performance of the candidates in this question is presented in Table 18.

Table 18: Number and Percentage of Candidates' Choices in Each Option in Question 18

OPTION	A*	B	C	D	E	OTHERS
No. of Candidates	638,926	71,451	90,781	74,342	127,871	7,455
% of Candidates	63.2	7.1	9.0	7.4	12.7	0.7

The analysis indicates that the candidates' performance in this question was good because 638,926 (63.2%) candidates chose the correct response, A (*both....and*). These candidates understood that the multi-word coordinators "both....and" are used to emphasise that each of two things is true.

On the contrary, 364,445 (36.8%) candidates chose incorrect options. The candidates who selected the incorrect option B (*both....with*), C (*neither....or*) and D (*either....nor*) could not realise that the structures "both....with", "neither....or" and "either....nor" are grammatically incorrect. Therefore, they are disqualified from being used as coordinators. The candidates who chose the incorrect option E (*too....to*) did not know that the phrase "too....to" is used to indicate a negative expression and not to join positive ideas.

Question 19: The pencil you are looking at is mine. It belongs to

_____.

A me

B I

C my

D mine

E myself

The candidates were supposed to demonstrate the correct use of pronouns. The performance of the candidates in this question is shown in Table 19.

Table 19: Number and Percentage of the Candidates' Choices in Each Option in Question 19

OPTION	A*	B	C	D	E	OTHERS
No. of Candidates	631,648	60,824	85,765	117,346	107,417	7,826
% of Candidates	62.5	6.0	8.5	11.6	10.6	0.8

The data presented in Table 19 show that the candidates' performance in this question was good, since those who chose the correct option A (*me*) were 631,648 (62.5%). These candidates realised that the objective pronoun "me" should appear at the end of the given sentence as in "*The pencil you are looking at is mine. It belongs to me.*"

On the contrary, 371,352 (37.5%) candidates failed to choose the correct answer. The candidates who chose the incorrect option B (*I*) did not recognise that the pronoun "I" is used as the first person singular subject pronoun. Therefore, it is irrelevant to be used at the

end of a statement sentence to show belongingness. The candidates who opted for the incorrect option C (*my*) failed to realise that the possessive pronoun “my” cannot appear at the end of the sentence but it appears before a noun as in "Are we going with my brother?". In addition, the candidates who chose the incorrect option D (*mine*) did not know that, even though the pronoun "mine" is used without a following noun, it cannot be preceded by preposition "to" as in "*It belongs to me.*" Moreover, the candidates who chose the incorrect option E (*myself*) did not realise that the reflexive pronoun is used to talk about the same person or thing that was mentioned in the subject of the sentence as in "I did it myself."

Question 20: Lions were roaring _____ they were hungry.

- A although
- B because
- C but
- D so
- E like

The candidates were supposed to demonstrate correct use of single word coordinators. The candidates' performance in this question is summarised in Table 20.

Table 20: Number and Percentage of the Candidates' Choices in Each Option in Question 20

OPTION	A	B*	C	D	E	OTHERS
No. of Candidates	203,075	566,143	112,152	66,229	56,207	7,020
% of Candidates	20.1	56.0	11.1	6.6	5.6	0.7

The data presented show that the candidates' performance in this question was average, since those who chose the correct option B

(*because*) were 566,143 (56.0%). These candidates realised that the coordinator “because” is used when giving a reason as to why something happened.

On the other hand, 437,663 (44.0%) candidates failed to choose the correct answer. The candidates who chose the incorrect option A (*although*) did not realise that the word “although” is used to express concession or contrast and not to give reason. Moreover, the candidates who chose the incorrect option C (*but*) could not realise that the word “but” does not express reason, instead it is used when joining two different ideas in a sentence. The candidates who chose the incorrect option D (*so*) failed to realise that the word “so” is used with “that” when expressing a reason in a sentence, and therefore it cannot be used alone to give a reason. In addition, the candidates who chose the incorrect option E (*like*) failed to realise that the word “like” cannot be used to give a reason but it is used to compare objects, ideas or people in a sentence.

- Question 21:** They prefer drawing pictures _____ reading in class.
- A with
 - B than
 - C to
 - D for
 - E instead

The question intended to test the ability of the candidates to express preferences by using “prefer”. The performance of the candidates in this question is summarised in Table 21.

Table 21: Number and Percentage of the Candidates' Choices in Each Option in Question 21

OPTION	A	B	C*	D	E	OTHERS
No. of Candidates	112,894	209,039	470,906	144,865	64,864	8,250
% of Candidates	11.2	20.7	46.6	14.3	6.4	0.8

The candidates' performance in this question was average because those who correctly chose option C (*to*) were 46.6 percent of all the candidates. These candidates were aware that the word "prefer" is used together with "to" to express preferences as in "I prefer rice to banana."

However, 53.4 percent of the candidates opted for such choices as A, B ,D and E. The candidates who chose A (*with*) failed to know that the word "with" is used to indicate inclusion but it cannot be used with "prefer" to show what one prefers. However, other candidates who chose B (*than*) did not understand that "than" is applicable when comparing two objects, ideas or people. Those who chose D (*for*) did not realise that "for" is a functional word used to indicate purpose of doing something as in "We are coming for you." Therefore, it is irrelevant to be used to indicate preferences. The candidates who selected E (*instead*) did not understand that "instead" is used to express an alternative to something expressed or implied as in "I was offered a ride, but I chose to walk instead."

Question 22: My brother has been living in Sumbawanga _____ five years.

- A since
- B between
- C during
- D for
- E in

The question required the candidates to express duration by using "for". The performance of the candidates in this question is shown in Table 22.

Table 22: Number and Percentage of the Candidates' Choices in Each Option in Question 22

OPTION	A	B	C	D*	E	OTHERS
No. of Candidates	174,964	111,640	48,357	608,873	59,582	7,410
% of Candidates	17.3	11.0	4.8	60.2	5.9	0.7

The data show that the candidates' performance in this question was good, since those who chose the correct option D (*for*) were 60.2 percent. These candidates realised that the conjunction "for" is used when there is a specific number of days, weeks or years as in "My brother has been living in Sumbawanga for five years."

Conversely, 39.8 percent of all the candidates failed to choose the correct answer. The candidates who opted for the incorrect option A (*since*) could not realise that the conjunction "since" is used to refer to a starting point of an event in the sentence and not specific number of days, weeks or years. On the other hand, the candidates who selected the incorrect option B (*between*) did not understand

that the preposition "between" is used to describe the interval that separates the occurrence of events and not to express how long something has been taking place. The candidates who chose the incorrect option C (*during*) did not know that the word "during" means throughout the duration as in "He swims every day during the summer." Therefore, it cannot be used to describe for how long something has been taking place. Moreover, the candidates who chose the incorrect option E (*in*) failed to realise that the preposition "in" is a functional word which means inclusion, location or position within limits. For that reason, it cannot be used to describe number of days, weeks or years in which something has been happening.

Question 23: I have been living in this house _____ 2014.

- A above
- B since
- C for
- D in
- E up to

This was one of the highly performed questions in this paper. In this question, the candidates were required to express duration by using the conjunction (since). The candidates' performance in this question is shown in Table 23.

Table 23: Number and Percentage of the Candidates' Choices in Each Option in Question 23

OPTION	A	B*	C	D	E	OTHERS
No. of Candidates	29,444	799,265	87,455	60,423	28,200	6,039
% of Candidates	2.9	79.1	8.7	6.0	2.8	0.6

The data indicate that the performance of the candidates in this question was good, since those who chose the correct option B (*since*) were 799,265 (79.1%). These candidates realised that the conjunction “since” is used to refer to a starting point of an event in the sentence. Therefore, they knew that the year "2014" mentioned in the question indicates the starting point and so they put "since" to complete the given sentence.

Further analysis shows that 205,522 (20.9%) candidates opted for the incorrect answers. The candidates who chose the incorrect option A (*above*) did not recognise that the word "above" is the preposition which means higher than and so it cannot be used to indicate the starting point of an action. Moreover, the candidates who opted for the incorrect option C (*for*) did not understand that the conjunction "for" is used when there is a specific number of days, weeks or years. Therefore, it cannot be used with particular time (2014) when an action started. The candidates who selected the incorrect option D (*in*) did not understand that the preposition "in" is a functional word which means inclusion, location or position within limits. In that case, it cannot be used to describe a starting point of an action. On the other hand, the candidates who chose the incorrect option E (*up to*) did not understand that the phrase “up to” is a preposition used to indicate extension as far as a specified place or time. Therefore, the candidates did not know that the aforementioned phrase cannot be used to indicate a specified starting point of an event.

Question 24: We were the winners of that game.

- A aren't we?
- B weren't we?
- C were we?
- D isn't it?
- E are we?

The question tested the candidates' ability to use question tags to seek confirmation. Table 24 shows the candidates' performance.

Table 24: Number and Percentage of the Candidates' Choices in Each Option in Question 24

OPTION	A	B*	C	D	E	OTHERS
No. of Candidates	184,758	536,620	84,889	134,941	60,880	8,738
% of Candidates	18.3	53.1	8.4	13.3	6.0	0.9

The candidates' performance in this question was average, since 53.1 percent of candidates chose the correct answer B (*weren't we?*). These candidates were aware that the appropriate question tag that could match with the statement "*We were the winners of that game.*" was "*weren't we?*" The candidates understood that, if the statement is in positive past form, it requires the tag in negative past form.

However, about 46.9 percent of the candidates chose A, C, D and E which were wrong options. Those who chose A (*aren't we?*) and E (*are we?*) did not know that the tags "*aren't we?*" and "*are we?*" are in present tense and so they do not correlate with the statement "*We were the winners of that game.*" which is in the past tense. Those who selected D (*isn't it?*) did not realise that the tag "*isn't it?*" does not correlate with the subject "We" of the

statement. Therefore, it cannot be used in seeking confirmation in such a statement.

Question 25: The meeting will be held _____ the tree.

- A on
- B under
- C above
- D below
- E in

This question required the candidates to use the correct preposition of place. The performance of the candidates in this question is presented in Table 25.

Table 25: Number and Percentage of the Candidates' Choices in Each Option in Question 25

OPTION	A	B*	C	D	E	OTHERS
No. of Candidates	168,562	528,868	86,410	88,827	129,402	8,757
% of Candidates	16.7	52.3	8.5	8.8	12.8	0.9

The data presented indicate that the candidates' performance in this question was average, since 528,868 (52.3%) candidates opted for the correct option B (*under*). These candidates realised that the preposition "under" is used to talk about something that is below or lower than something else that covers it.

On the other hand, 47.7 percent of all the candidates selected incorrect responses A, C, D and E. The candidates who selected the incorrect option A, (*on*) did not know that "on" is used to indicate position in contact with and supported by the top surface of something. The candidates who selected the incorrect option C

(*above*) did not realise that the preposition "above" means a higher place and so it cannot be used to indicate a place below. Moreover, the candidates who opted for the incorrect option D (*below*) did not know that the preposition "below" means a place lower than "under" and so it cannot be used to indicate a place beneath that is covered. The candidates who selected incorrect option E (*in*) could not realise that the preposition "in" is a functional word which means inclusion, location or position within limits. In that case, it cannot be used to indicate a place covered by a tree.

Question 26: Kapesa is good _____ Mathematics these days.

- A on
- B over
- C with
- D at
- E in

The candidates were supposed to use the correct preposition to indicate whether someone is good "at" or "in" something. The performance of the candidates in this question is presented in Table 26.

Table 26: Number and Percentage of the Candidates' Choices in Each Option in Question 26

OPTION	A	B	C	D*	E	OTHERS
No. of Candidates	90,654	110,437	153,472	400,896	247,208	8,159
% of Candidates	9.0	10.9	15.2	39.7	24.5	0.8

The analysis indicates that the candidates' performance in this question was poor since only 39.7 percent of the candidates opting for the correct answer D (*at*). These candidates recognised that the preposition "at" is used as a functional word to indicate that with which one is occupied, employed or good as in "John is good at chess."

On the other hand, 60.3 percent chose the wrong options A, B, C and E. The candidates who chose A (*on*) did not know that "on" is used to indicate position in contact with and supported by the top surface of something. Therefore, it cannot be used to indicate an area in which one is good. Those who selected incorrect option B (*over*) did not understand that the preposition "over" is used to indicate a position higher than another and not ability that one has in something. On the other hand, the candidates who chose option C (*with*) did not realise that the word "with" is used to indicate inclusion but it cannot be used to indicate an area in which one is good. The candidates who opted for the incorrect option E (*in*) did not know that the preposition "in" is used when the word that follows the preposition is a verb. In such instances, it is irrelevant to use the preposition "in" in such a sentence as "Kapesa is good at Mathematics these days." where the word that follows a preposition is a noun and not a verb.

Question 27: A thief entered into the house _____ the broken window.

- A in
- B over
- C through
- D along
- E beside

The question tested the candidates' ability to use correct prepositions to express movement. Table 27 shows the candidates' performance in this question.

Table 27: Number and Percentage of the Candidates' Choices in Each Option in Question 27

OPTION	A	B	C*	D	E	OTHERS
No. of Candidates	155,209	99,263	544,371	116,722	87,830	7,431
% of Candidates	15.4	9.8	53.9	11.5	8.7	0.7

The candidates' performance in this question was average as 53.9 percent of the candidates opted for the correct answer C (*through*). These candidates understood that the preposition "through" is used to indicate movement from one end or side of something to the other.

On the contrary, 46.1 percent chose incorrect options A, B, D and E. The candidates who chose A (*in*) did not recognise that the word "in" means inclusion, location or position within limits, hence it cannot be used to indicate movement. On the other hand, those who chose B (*over*) did not understand that the word "over" is used to indicate a position higher than another and not movement one makes. The candidates who chose D (*along*) did not know that the word "along" means moving in a constant direction on a road, path, or any more or less horizontal surface. In that case, it cannot be used to indicate an act of getting across a path. Similarly, the candidates who chose E (*beside*) did not realise that the word "beside" means being by the side of something or person but it does not indicate movement.

Question 28: This is the place _____ she met her friend.

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

The question tested the candidates' ability to use conjunctions to indicate places. The performance of the candidates in this question is presented in Table 28.

Table 28: Number and Percentage of the Candidates' Choices in Each Option in Question 28

OPTION	A	B	C	D	E*	OTHERS
No. of Candidates	73,705	188,674	128,737	190,591	421,527	7,592
% of Candidates	7.3	18.7	12.7	18.9	41.7	0.8

The candidates' performance in this question was average, as 421,527 (41.7%) candidates selected the correct response E (*where*). These candidates realised that the conjunction "where" can be used to indicate at what position something took place as in "*This is the place where she met her friend.*"

Moreover, 58.3 percent of all the candidates chose incorrect options A, B, C and D. The candidates who chose the incorrect option A (*when*) did not realise that the word "when" is used to indicate at the time that something takes place. Therefore, it is not correct to use that word in a sentence to indicate place. The candidates who chose B (*which*) did not realise that the word "which" is a pronoun used to identify what one or ones of a group. In that situation, that word cannot be used to indicate place. The candidates who chose the incorrect options C (*whom*) and D (*whose*) failed to realise that the words "whom" and "whose" are relative pronouns used to refer to

people. For that reason, those words cannot be used to indicate place as in "*This is the place where she met her friend.*"

- Question 29:** You will not be able to watch the match _____
you buy a ticket.
- A because
 - B despite
 - C otherwise
 - D unless
 - E in case

The question tested the candidates' ability to use conjunctions to express condition. The overall performance of the candidates in this question is summarised in Table 29.

Table 29: Number and Percentage of the Candidates' Choices in Each Option in Question 29

OPTION	A	B	C	D*	E	OTHERS
No. of Candidates	163,283	131,452	93,583	564,677	48,980	8,851
% of Candidates	16.2	13.0	9.3	55.9	4.8	0.9

The data presented in Table 29 indicate that, the candidates' performance in this question was average, owing to the fact that 55.9% percent of the candidates chose the correct option D (*unless*). These candidates recognised that the conjunction "unless" is used in negatives as in "*You will not be able to watch the match unless you buy a ticket.*"

Conversely, 437,298 (44.1%) candidates chose incorrect options. The choice of the incorrect option A (*because*) by the candidates shows that they failed to realise that the conjunction "because" is used to indicate reason as in "*We are happy because you have*

come." Moreover, candidates who chose the incorrect option B (*despite*) did not realise that the word "despite" is used to link two contrasting ideas rather than expressing condition. The candidates who selected option C (*otherwise*) did not know that the word "otherwise" is a pronoun which indicates something to the contrary. Therefore it is grammatically incorrect to use such a word to indicate negatives in conditional sentences. Those who opted for the incorrect option E (*in case*) did not know that the conjunction "in case" is used to indicate precaution as in "Feed the boy *in case* he cries"

Question 30: The indirect speech for the sentence, 'Ali has written a good song,' is _____.

- A The teacher said that Ali has written a good song.
- B The teacher said that Ali has write a good song.
- C The teacher said that Ali had written a good song.
- D The teacher said that Ali writes a good song.
- E The teacher said that Ali has been writing a good song.

The question tested the candidates' ability to report by using indirect speech. The performance of the candidates is indicated in Table 30.

Table 30: Number and Percentage of the Candidates' Choices in Each Option in Question 30

OPTION	A	B	C*	D	E	OTHERS
No. of Candidates	235,059	170,219	312,718	84,217	196,100	12,513
% of Candidates	23.3	16.8	30.9	8.3	19.4	1.2

The data presented in Table 30 show that the performance of the candidates in this question was poor because those who chose the correct option C (*The teacher said that Ali had written a good song.*) were only 312,718 (30.9%). These candidates realised that if the direct speech is in present perfect tense, the indirect speech should be in past perfect tense.

On the other hand, 69.1 percent of all the candidates opted for the incorrect choices A, B, D and E. The candidates who chose the incorrect options were not aware of the rules used to change statements from direct to indirect speech. For that reason, they chose incorrect options A, B, D and E which are grammatically incorrect.

2.2 Section B: Vocabulary

This section required the candidates to show the ability to use correct words to discover meanings of the given words.

Question 31: What does the word lamb mean?

- A A young pig
- B A young sheep
- C A young cow
- D A young goat
- E A young dog

This question tested the candidates' ability to identify the name of a young sheep. Table 31 shows the performance of the candidates in this question.

Table 31: Number and Percentage of the Candidates' Choices in Each Option in Question 31

OPTION	A	B*	C	D	E	OTHERS
No. of Candidates	133,796	535,067	149,837	103,708	77,858	10,560
% of Candidates	13.2	52.9	14.8	10.3	7.7	1.0

The candidates' performance in this question was average, since 535,067 (52.9%) candidates opted for the correct response B (*A young sheep*). These candidates were able to identify the meaning of the given word.

However, 47.1 percent of the candidates selected incorrect responses A, C, D and E. The candidates who selected the incorrect option A (*A young pig*) did not know that a "A young pig" is called a piglet. The candidates who selected the incorrect option C (*A young cow*) did not understand that "A young cow" is known as a calf. The candidates who selected the incorrect option D (*A young goat*) did not know that "A young goat" is called a kid. The candidates who chose the incorrect option E (*A young dog*) did not realise that "A young dog" is named as a puppy.

Question 32: How would you call your sister's daughter.

- A Nephew
- B Cousin
- C Niece
- D Aunt
- E Daughter

This question tested the candidates' ability to use nouns correctly to express family relation. The performance of the candidates in this question is summarised in Table 32.

Table 32: Number and Percentage of the Candidates' Choices in Each Option in Question 32

OPTION	A	B	C*	D	E	OTHERS
No. of Candidates	212,937	143,735	480,211	110,714	52,353	10,876
% of Candidates	21.1	14.2	47.5	11.0	5.2	1.1

The analysis shows that the candidates' performance was average because 47.5 percent of the candidates chose the correct answer C (*Niece*). This owes to the fact that the candidates were aware that "Niece" is a daughter of one's brother or sister, or of one's brother-in-law.

However, 52.5 percent of the candidates opted for the incorrect alternatives A, B, D and E. The candidates who chose A (*Nephew*) did not realise that "Nephew" is a son of one's brother-in-law or sister-in-law. Moreover, those who opted for B (*Cousin*) were not aware that "Cousin" is a child of one's uncle or aunt. The candidates who opted for D (*Aunt*) did not realise that the term is used to mean the sister of one's father or mother. Those who selected incorrect option E (*Daughter*) did not recognise that "Daughter" is one's female child.

Question 33: What do we call the place where vegetables are grown?

- A A farm
- B A garden
- C A farm yard
- D A tree nursery
- E A fruit farm

This question tested the candidates' ability to use noun to indicate place where vegetables are cultivated. The performance of the candidates in this question is presented in Table 33.

Table 33: Number and Percentage of the Candidates' Choices in Each Option in Question 33

OPTION	A	B*	C	D	E	OTHERS
No. of Candidates	201,776	519,926	110,966	88,547	80,220	9,391
% of Candidates	20.0	51.4	11.0	8.8	7.9	0.9

The candidates' performance in this question was average, since 51.4 percent of all the candidates chose the correct response B (*A garden*). These candidates recognised that "A garden" is a piece of ground adjoining a house where flowers, grass and vegetables are grown.

However, 48.6 percent of candidates selected incorrect responses A, C, D and E. The candidates who chose the incorrect response A (*A farm*) did not know that "A farm" is a tract of land devoted to agricultural purposes such as domestic livestock. The candidates who selected the incorrect option C (*A farm yard*) did not know that "A farm yard" is an area surrounded by buildings of farm. Moreover, the candidates who chose the incorrect option D (*A tree nursery*) could not realise that the term is used to refer to an area where young trees are given special care. In addition, the candidates who opted for E (*A fruit farm*) did not understand that the term they chose refers to an orchard in which trees are planted and maintained for food.

Question 34: Vehicles are kept and repaired at the _____.

- A garage
- B bus stand
- C railway station
- D harbor
- E car park

This question tested the candidates' ability to identify the names of places with their specified activities. The performance of the candidates in this question is summarised in Table 34.

Table 34: Number and Percentage of the Candidates' Choices in Each Option in Question 34

OPTION	A*	B	C	D	E	OTHERS
No. of Candidates	475,129	185,951	151,746	84,163	103,002	10,835
% of Candidates	47.0	18.4	15.0	8.3	10.2	1.1

The data presented shows that the performance of the candidates in this question was average. This is due to the fact that the candidates who chose the correct response A (*garage*) were 475,129 (47.0%). These candidates knew that "garage" is a place where automotive vehicles are repaired.

On the contrary, 53.0 percent of the candidates chose incorrect options B, C, D and E. The candidates who chose the incorrect option B (*bus stand*) misunderstood that the "bus stand" is a designated parking location where a bus waits out of service between scheduled public transport services. The candidates who chose the incorrect option C (*railway station*) did not realise that "railway station" is a place on a railway line where trains regularly stop so that passengers can get on or off. The candidates who opted

for the incorrect option D (*harbor*) did not realise that "harbor" is a safety or a protected area in the water where boats anchor. Therefore, harbor cannot be used for car repairing services. The candidates who selected the incorrect option E (*car park*) did not realise that the terminology means an area or building where cars or other vehicles may be left temporarily.

Question 35: What is a person who serves food in a hotel called?

- A A cook
- B A waiter
- C A receptionist
- D A hotel attendant
- E An airhostess

This question required the candidates to identify how people of different occupations are called. The performance of the candidates in this question is shown in Table 35.

Table 35: Number and Percentage of the Candidates' Choices in Each Option in Question 35

OPTION	A	B*	C	D	E	OTHERS
No. of Candidates	251,494	395,195	106,809	187,762	59,500	10,066
% of Candidates	24.9	39.1	10.6	18.6	5.9	1.0

The performance of the candidates in this question was poor since 395,195 (39.1%) candidates chose the correct response B (*A waiter*). These candidates knew that "A waiter" is a person whose job is to serve customers at their tables in a restaurant or hotel.

On the other hand, 60.9 percent of all the candidates chose incorrect options A, C, D and E. The candidates who selected the incorrect option A (*A cook*) failed to understand that their choice is irrelevant because a cook is a person who prepares and cooks food, especially as a job. The candidates who opted for the incorrect option C (*A receptionist*) did not realise that "A receptionist" is someone whose job is to welcome and deal with people arriving in a hotel or office. The candidates who chose the incorrect option D (*A hotel attendant*) did not recognise that the term refers to a person whose task is to keep rooms clean and sanitised at a hotel. The candidates who selected the incorrect option E (*An airhostess*) did not understand that "An airhostess" is a woman whose job is to look after passengers in an aircraft.

Question 36: A man who takes care of cows is known as a _____.

- A shopkeeper
- B fisherman
- C herdsman
- D cow boy
- E house boy

The question required the candidates to demonstrate their ability to use vocabulary to identify names of people related to their activities. The performance of the candidates in this question is presented in Table 36.

Table 36: Number and Percentage of the Candidates' Choices in Each Option in Question 36

OPTION	A	B	C*	D	E	OTHER S
No. of Candidates	123,565	154,680	370,550	272,927	76,373	12,731
% of Candidates	12.2	15.3	36.7	27.0	7.6	1.3

The candidates' performance in this question was poor, since the candidates who selected the correct response C (*herdsman*) were only 36.7 percent. These candidates realised that "herdsman" is a owner or keeper of a herd of domesticated animals such as cows.

Further analysis shows that 627,545 (63.3%) candidates selected incorrect options A, B, D and E. The candidates who chose the incorrect option A (*shopkeeper*) did not know that "shopkeeper" is the owner and manager of a shop. Those who chose B (*fisherman*) did not realise that the terminology is used to refer to a person who catches fish for a living or for sport. The candidates who selected the incorrect option D (*cow boy*) did not understand that "cow boy" is grammatically incorrect. Therefore, it is incorrect to be used to mean a person who takes care of cows. The candidates who opted for the incorrect option E (*houseboy*) did not understand that the term is used to refer to a typically male domestic worker.

2.3 Section C: Composition

In this section, the candidates were required to arrange four mixed sentences in a chronological order to make the information meaningful.

Question 37: They arrived in Arusha at five o'clock in the evening.

The candidates were required to arrange the sentence numbered 37 as the fourth sentence by assigning it letter D in the sequence in order to make a meaningful composition. The candidates' performance is shown in Table 37.

Table 37: Number and Percentage of Candidates' Choices in Each Option in Question 37

OPTION	A	B	C	D*	E	OTHERS
No. of Candidates	45,081	245,310	210,428	485,678	15,485	8,844
% of Candidates	4.5	24.3	20.8	48.0	1.5	0.9

The performance of the candidates was average because 48.0 percent of the candidates opted for D to indicate that it was the fourth sentence. These candidates realised that "They arrived in Arusha at five o'clock in the evening" should be the last in the sequence as the journey started from Dar es salaam and ended in Arusha. However, the 0.5 percent 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.

Question 38: Mr. Kahigi and his family went to Arusha last week.

The candidates were required to arrange this sentence as the first in the sequence. They therefore had to give it letter A in order to form a meaningful composition. Table 38 represents the performance of the candidates in this question.

Table 38: Number and Percentage of Candidates' Choices in Each Option in Question 38

OPTION	A*	B	C	D	E	OTHERS
No. of Candidates	778,483	81,659	68,993	63,102	11,647	6,942
% of Candidates	77.0	8.1	6.8	6.2	1.2	0.7

The analysis shows that the performance of the candidates was good. The candidates who identified the sentence 38 as the first sentence were 778,483 (77.0%). These candidates realised that the sentence was the introduction of the main topic of the composition which was about a trip to Arusha. However, 1.2 percent of the candidates who selected E failed to understand the requirement of the question because the option E was not part of the given options A-D.

Question 39: They had lunch in Korogwe.

In this question, the candidates were required to identify that the sentence was the third in the sequence and so it should be assigned letter C. Table 39 is the analysis of the candidates' performance in this question.

Table 39: Number and Percentage of Candidates' Choices in Each Option in Question 39

OPTION	A	B	C*	D	E	OTHERS
No. of Candidates	82,900	128,620	524,343	252,801	13,445	8,717
% of Candidates	8.2	12.7	51.9	25.0	1.3	0.9

The data presented above shows that the candidates' performance was average. This owes to the fact that 51.9 percent of the candidates identified the sentence as the third sentence in the sequence by assigning it letter C. These candidates understood that having lunch in Korogwe was the next step after the family had left Dar es salaam early in the morning which was the second sentence in the sequence. The candidates who selected the incorrect letters A, B and D failed to identify the right position of the sentence in a given chronological order.

However, the 1.3 percent of the candidates who opted for E did not understand the requirement of the question since the question needed them to choose letters A - D only.

Question 40: They left Dar es salaam by bus early in the morning.

The candidates were required to identify this sentence as the second sentence. Therefore, they were to assign it letter B in the sequence to make a meaningful composition. The performance of the candidates is indicated in Table 40.

Table 40: Number and Percentage of Candidates' Choices in Each Option in Question 40

OPTION	A	B*	C	D	E	OTHERS
No. of Candidates	86,881	544,370	183,578	172,538	15,700	7,759
% of Candidates	8.6	53.9	18.2	17.1	1.6	0.8

The data show that the performance of the candidates in this question was average because 53.9 percent of the candidates identified the sentence 40 as the second sentence in the sequence and assigned it letter B. The logical flow of information indicates that the sentence should be the second after sentence number 38 which introduces the trip to Arusha. Therefore, these candidates realised that leaving Dar es salaam was preceded by the introduction of the trip.

However, 1.6 percent of the candidates who chose E did not follow the requirement of the question as they were needed to choose among options A-D.

2.4 Section D: Comprehension

The candidates were required to read the passage carefully and answer five questions that followed by using the information from the passage. The passage was:

The pupils were very excited. They arrived at school very early and talked happily together. It was quite cold and so some of them were wearing sweaters. Other children stood shivering. The class teacher arrived after a few minutes. He read out the list of pupils who were to travel. All the pupils except Masanja were there. The bus arrived at exactly 7 o'clock. The class teacher called out the names and they all went into the bus.

When it reached at fifteen minutes after seven, Masanja had not yet arrived. The teacher gave an allowance of five minutes more before starting off. They all waited patiently but there was no sign of Masanja. "Well", said the class teacher, "We must go now." The driver started the engine and turned the bus round. Just as he reached the road, Masanja came running. He jumped into the bus and excused himself for being late. He said he had woken up late. The bus moved towards the road and increased speed. They left Dodoma for their visit to Serengeti.

Question 41: How did the pupils show that they were excited?

The question assessed the candidates' ability, while referring to the passage, to understand and interpret a sign of excitement shown by the pupils. The candidates were supposed to write "*They talked happily.*" The analysis of the candidates' performance in this question is shown in figure 1.

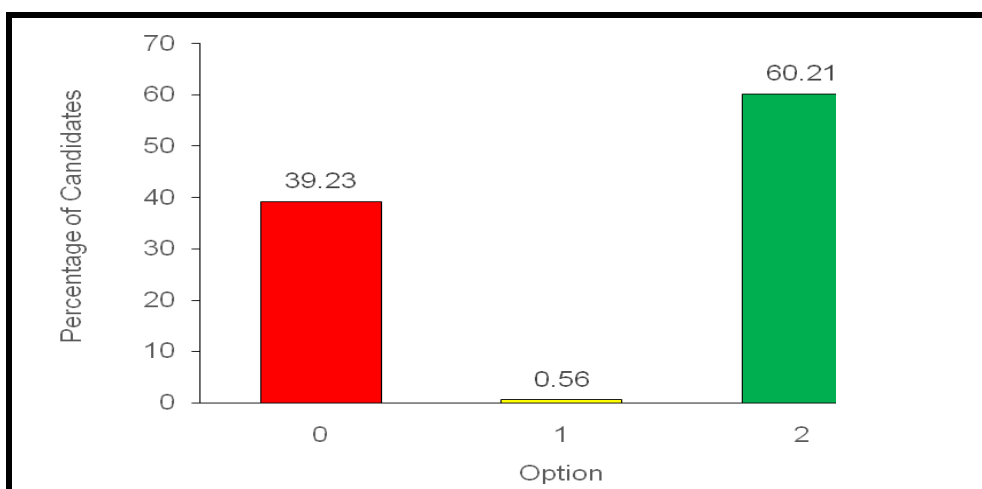


Figure 1: *Candidates' Performance in Question 41*

The analysis shows that the performance of the candidates in this question was average, since 612,811 (60.8%) candidates performed well by scoring from 01 to 02 marks. These candidates had good comprehension skills especially in relating the question to the given passage and identify the required information. Extract 1.1 is a sample of a correct response from a candidate who got the question right.

41. How did the pupils show that they were excited?
 Because they were talking happily together.

Extract 1.1: *Sample of a correct response.*

On the other hand, 395,659 (39.2%) candidates performed poorly (0 to 0.5 mark). Their responses signify that they lacked comprehension skills to the extent of failing to interpret an act of talking happily. Extract 1.2 is a sample of an incorrect response provided by a candidate who got the question wrong.

41. How did the pupils show that they were excited?

The Pupils Were very excited

Extract 1.2: Sample of an incorrect response.

Question 42: How was the weather like in the morning?

The question required the candidates to understand the passage and say what was the weather like in the morning. The correct response was "*It was cold.*" The analysis of the candidates' performance is presented in Figure 2.

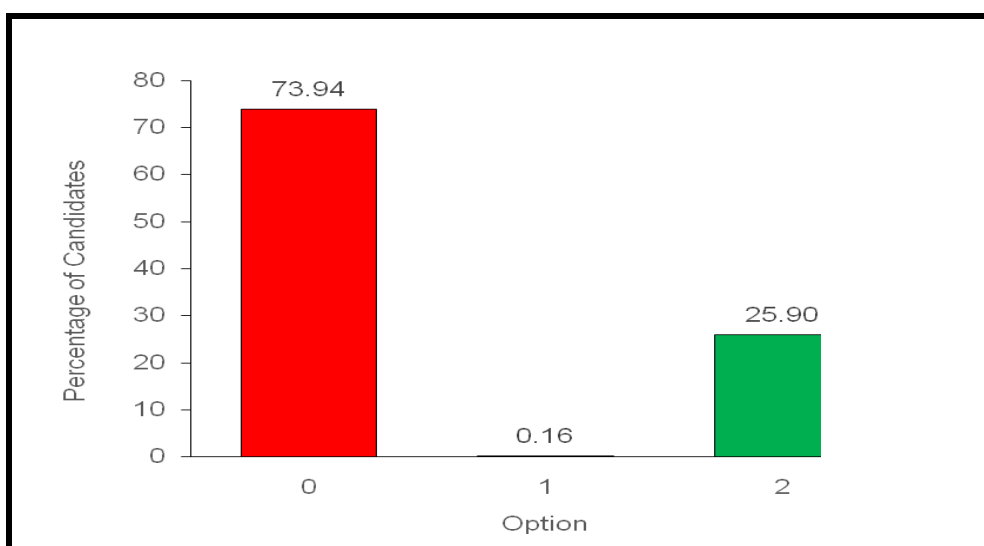


Figure 2: Candidates' Performance in Question 42

The data presented indicate that the candidates' performance in this question was poor, since only 26.1 percent of all the candidates scored from 1 to 2 marks which is good performance. Those candidates understood the passage and gave the required response by stating the weather that was observed in the morning. Extract 2.1 is a sample of a good response from a candidate who got the question right.

42. How was the weather like in the morning?

The weather was quite cold in the morning.

Extract 2.1: *Sample of a correct response.*

Conversely, 73.9 percent of the candidates provided incorrect responses by writing answers which were irrelevant to the question. The candidates had scores ranging from 0 to 0.5 mark. Those candidates failed to relate the passage to the question. Following that reason, it led them to provide incorrect answers as seen in Extract 2.2.

42. How was the weather like in the morning?

They left Sodoma for their visits to serengeti

Extract 2.2: *Sample of an incorrect response.*

Question 43: What did Masanja do after jumping into the bus?

The candidates were required to write the action done by Masanja after he had jumped into the bus. According to the passage, the correct answer was "*He apologised for being late.*" Figure 3 presents a summary of the candidates' performance in this question.

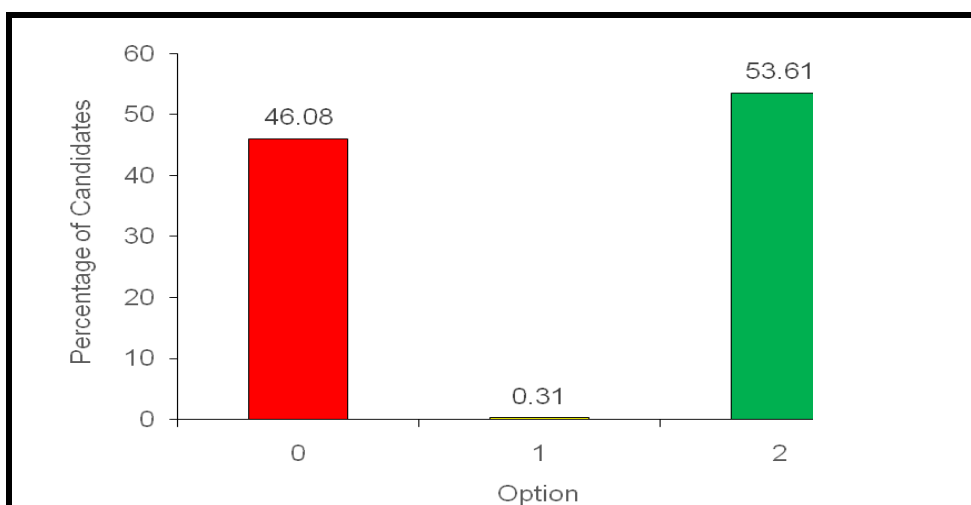


Figure 3: *Candidates' Performance in Question 43*

The general performance of the candidates in this question was average, due to the fact that of all the candidates, those who performed well were 53.9 percent. These candidates possessed adequate skills in comprehending the passage. They therefore, understood the passage and answered the question correctly with reference to the given passage. Extract 3.1 shows a sample of a correct response from a candidate who performed well in this question.

43. What did Masanja do after jumping into the bus?
He excused himself for being late.

Extract 3.1: *Sample of a correct response.*

On the contrary, 46.1 percent of the candidates performed poorly by scoring from 0 to 0.5 mark. The responses from the candidates indicate that they failed to interpret the question with reference to the given passage. Extract 3.2 is a sample of an incorrect response from a candidate who performed poorly in this question.

43. What did Masanja do after jumping into the bus?
<i>he said he had woken up late</i>

Extract 3.2: Sample of an incorrect response.

Question 44: What did the class teacher do after arriving at school?

The question required the candidates to identify the action the class teacher did after arriving at school. The correct answer to the question was, "*He read out a list of the pupils' names*". Figure 4 represents the candidates' performance in this question.

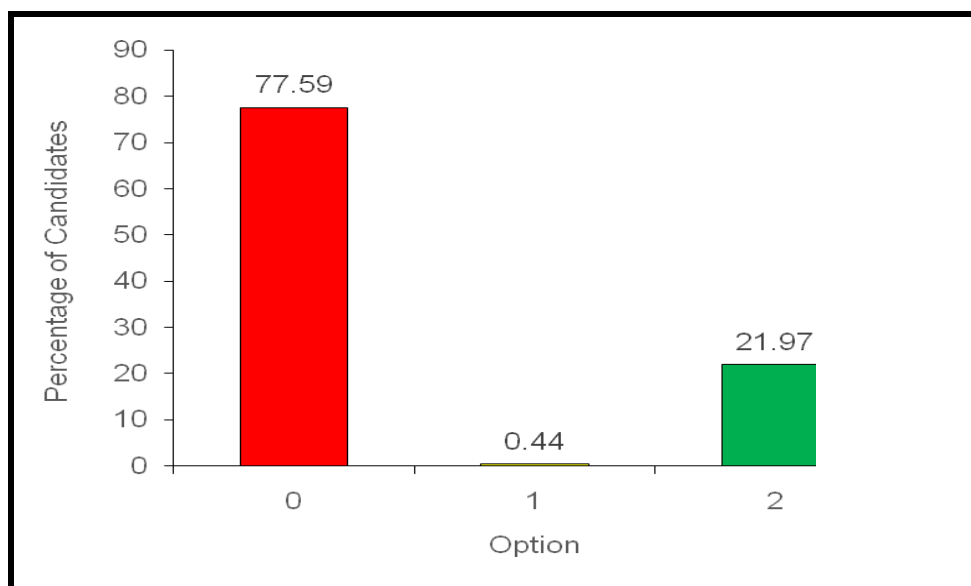


Figure 4: Candidates' Performance in Question 44

The general performance of the candidates in this question was poor since the candidates who answered the question correctly were only 22.4 percent. The candidates who performed well in the question understood the requirement of the question and were able

to refer to the passage in order to give correct information. Extract 4.1 is a sample of a correct response from a candidate who got this question right.

44. What did the class teacher do after arriving at school?
The class teacher read out the list of pupils who were to travel.

Extract 4.1: *Sample of a correct response.*

Further analysis indicates that 77.6 percent of the candidates performed poorly in this question as they scored from 0 to 0.5 mark. Their responses symbolise that they had inadequate skills pertaining to comprehending written information. Extract 4.2 is a sample of such incorrect answers.

44. What did the class teacher do after arriving at school?
We must go now

Extract 4.2: *Sample of an incorrect response.*

Question 45: Why did Masanja arrive late?

In this question, the candidates were required to explain the reason that made Masanja arrive late. According to the given passage, the correct answer was, "*Because he had woken up late.*"

The analysis of the candidates' performance in this question is summarised in Figure 5.

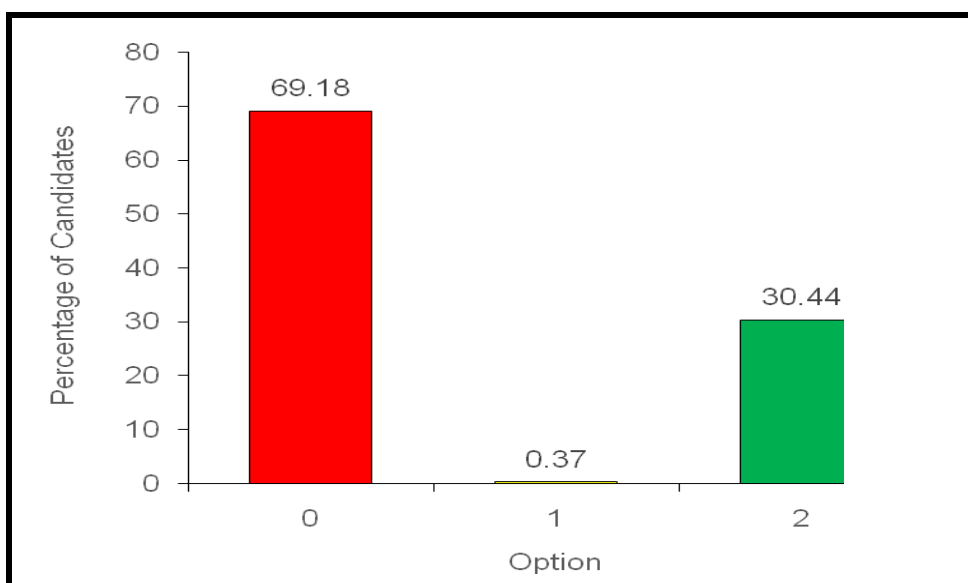


Figure 5: *Candidates' Performance in Question 43*

The data presented in the figure 5 show that the candidates had poor performance in this question. This is because the candidates who wrote the correct answer were only 30.8 percent of all the candidates. The answers from these candidates imply that they had comprehension skills that enabled them to find the required information to respond to the question correctly. Extract 5.1 is a sample from the candidates who responded correctly.

45. Why did Masanja arrive late?
Because he had woken up late.

Extract 5.1: *Sample of a correct response.*

Further analysis shows that 69.2 percent of the candidates wrote incorrect responses to the question. This is due to the fact that they failed to understand and analyse the passage to get correct information required in the question. Extract 5.2 is a sample of response from a candidate who gave an incorrect response.

45. Why did Masanja arrive late?
<i>because excused himself for being late</i>

Extract 5.2: Sample of an incorrect response.

3.0 THE CANDIDATES' PERFORMANCE IN EACH TOPIC

The analysis of the candidates' performance in each topic in the 02 English Language PSLE 2020 shows that the performance in the topic on *Other Forms of Grammar* has increased by 12.09% from 39.55% in 2019 to 51.64% in 2020. Likewise, the performance in the topic on *Tenses* has increased by 6.86 percent, from 41.46% in 2019 to 48.32% in 2020. The performance in the topic on *Comprehension* has increased by 6.41%, from 32.39% in 2019 to 38.8% in 2020. Moreover, the performance in *Composition* has increased by 5.05 percent, from 52.65% in 2019 to 57.7% in 2020. On the other hand, the performance in *Vocabulary* has decreased by 2.22 percent, from 47.98% in 2019 to 45.76% in 2020. The candidates' performance in each topic is summarised in the Appendix A.

4.0 CONCLUSION

Generally, data analysis shows that, the performance of the candidates in the 02 English Language subject in the PSLE for 2020 was average. This is due to the fact that 577,140 (57.24%) candidates passed the examination. The candidates' performance in each topic shows that they had average performance in *Composition* (57.7%%), *Other forms of Grammar* (51.64%), *Tenses* (48.32%) and *Vocabulary* (45.76%). On the other hand, the candidates' performance was poor in *Comprehension* (38.8%). The analysis shows that the candidates had good performance in question 23 (79.1%), 38 (77.0%) and 18 (63.2%). However, the candidates had poor performance in 07 questions, of which the most poorly performed questions were 42 (26.1%) and 44 (22.4%).

Further analysis shows that the candidates' failure to choose correct responses might have been contributed by incompetence in using tenses and grammatical rules to express different activities in different situations. In addition, insufficiency of basic vocabulary seems to have contributed to their failure to opt for the correct answers.

The candidates also faced difficulties in attempting questions on *Composition* and *Comprehension*. The candidates' responses analysis reveals that they had insufficient composition and comprehension skills, especially in arranging ideas serially and interpreting written information. However, the candidates who scored high marks in the examination managed to apply their knowledge of tenses and grammatical rules in expressing given situations. Also, they had sufficient basic vocabulary, composition skills and they were able to comprehend written information.

5.0 RECOMMENDATIONS

In order to improve the candidates' performance in 02 English Language subject in future, the following measures are recommended:

- (a) Teachers should help pupils to read simple and complex selected class library and class readers with required proficiency for comprehending and developing the required independent reading skills. This will help them acquire comprehension skills.
- (b) Teachers should guide pupils through role-play to group words into different classes appropriate for the grade level. In that role-play, the pupils should put into use the words accordingly. This will enable the pupils to use various forms of grammar and as a result they will be more competent in the area.
- (c) Pupils should be provided with good learning environment where they can access written materials related to familiar context that will enable them to explain personal experiences, occupations, places and everyday activities. This will enrich their vocabulary that will, in turn enable them to improve their performance in that area.
- (d) Teachers should guide the pupils to write sentences that express the present, past and future events to practise language usage. By doing this, the pupils will be competent in expressing different events according to the given tenses, hence, it will improve their performance in this particular area.

COMPARISON OF CANDIDATES' PERFORMANCE BY TOPIC IN THE PSLE 2019 & 2020

S/N.	TOPIC	PSLE 2019				PSLE 2020			
		Performance on each Question		Average	Remarks	Performance on each Question		Average	Remarks
		Qn. Number	(%) Performance			Qn. Number	(%) Performance		
1.	Tenses	1	46.6	41.46	Average	1	52.8	48.32	Average
		2	29.1			2	53.9		
		3	38.0			3	53.6		
		4	49.1			4	42.7		
		5	44.1			5	21.6		
		6	30.2			6	59.2		
		7	29.4			7	54.3		
		8	38.6			8	47.8		
		9	55.9			9	57.0		
		10	53.6			10	40.3		
2.	Other Forms of Grammar	11	33.7	39.55	Average	11	35.9	51.64	Average
		12	21.6			12	58.5		
		13	34.5			13	58.3		
		14	39.9			14	55.0		
		15	54.3			15	57.6		
		16	43.4			16	32.5		
		17	33.9			17	40.0		
		18	76.4			18	63.2		
		19	42.0			19	62.5		
		20	23.5			20	56.0		
		21	48.9			21	46.6		
		22	32.0			22	60.2		
		23	34.9			23	79.1		
		24	47.3			24	53.1		
		25	25.7			25	52.3		
		26	40.9			26	39.7		
		27	34.8			27	53.9		
		28	34.5			28	41.7		
		29	53.1			29	55.9		
		30	35.8			30	30.9		
3.	Vocabulary	31	63.4	47.98	Average	31	52.9	45.76	Average
		32	44.3			32	47.5		
		33	42.0			33	51.4		
		34	53.1			34	47.0		
		35	43.1			35	39.1		
		36	42.0			36	36.7		
4.	Composition	37	52.2	52.65	Average	37	48.0	57.7	Average
		38	63.0			38	77.0		
		39	49.6			39	51.9		
		40	45.8			40	53.9		
5.	Comprehension	41	51.48	32.39	Weak	41	60.8	38.8	Weak
		42	46.84			42	26.1		
		43	31.69			43	53.9		
		44	19.25			44	22.4		
		45	12.71			45	30.8		

