



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) 2022**

ENGLISH LANGUAGE



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Published by

The National Examinations Council of Tanzania

P.O. Box 2624

Dar es Salaam, Tanzania.

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TABLE OF CONTENTS

FOREWORD	iv
1.0 INTRODUCTION.....	1
2.0 ANALYSIS OF THE ITEMS.....	3
2.1 SECTION A: COMPREHENDING ORAL INFORMATION, TENSES, GRAMMAR AND VOCABULARY	3
2.2 SECTION B: COMPOSITION.....	72
2.3 SECTION C: COMPREHENDING WRITTEN INFORMATION	78
3.0 THE CANDIDATES' PERFORMANCE IN EACH COMPETENCY	91
4.0 CONCLUSION	92
5.0 RECOMMENDATIONS.....	92
<i>Appendix</i>	95

FOREWORD

Candidates Item Response Analysis (CIRA) is a report based on the Primary School Leaving Examination (PSLE) in English Language which was conducted in October, 2022. The Examination is a summative evaluation of a seven-year primary education for the year 2022. This report provides feedback to all education stakeholders on the factors which contributed to the candidates' correct and incorrect responses to English Language examination.

The candidates who responded correctly to the questions had adequate knowledge of basic vocabulary for use in different contexts. They were competent in applying grammatical rules and were able to listen, read and comprehend oral and written information. In contrast, the candidates who responded incorrectly were incompetent in those areas.

The National Examinations Council of Tanzania (NECTA) expects that this report will be useful to teachers, school managers, school quality assurers, education administrators and other education stakeholders. The feedback and recommendations provided in the report will help teachers and pupils to take appropriate measures to improve the teaching and learning of English Language subject in primary schools. Therefore, the candidates' performance in the future Primary School Leaving Examination (PSLE) will be improved.

The Council appreciates contributions of all who participated in making this report a success.



Dr. Said A. Mohamed
EXECUTIVE SECRETARY

1.0 INTRODUCTION

The report presents a comprehensive analysis of Candidates' performance in English Language subject in the Primary School Leaving Examination (PSLE) which was conducted on 5th October, 2022.

English language examination was set in accordance with the 2015 English Language Subject Syllabus and the 2020 English language subject examination format. The examination tested candidates' competencies in *Listening and Comprehending Information Presented Orally; Developing and Using Vocabulary Appropriately through Listening, Writing and Reading; Communicating Simple Ideas through Writing and Reading and Comprehending Written Information.*

The English language examination was divided into three sections namely; A, B and C which made a total of forty-five (45) questions. Section A and B consisted of 40 objective type questions. Each question carried one (01) mark, making a total of forty (40) marks for both sections A and B. Section C comprised five (05) short answer questions. Each question carried two (02) marks, making a total of ten (10) marks for the whole section.

Candidates' performance in each question is presented by indicating the task of each question, the expected response, how the candidates responded and explanations on the candidates' responses. Sample responses extracted from the candidates' scripts (Question 41 - 45) have been used to show how the candidates

responded to the demand of each item. Moreover, the benchmarks for PSLE Performance have been categorised as shown in Table 1.

Table 1: The Benchmarks for the PSLE Performance Grades in English Language Subject

Range of Marks	Grade	Remarks
41-50	A	Excellent
31-40	B	Very good
21-30	C	Good
11-20	D	Satisfactory
0-10	F	Fail

Table 1, shows that the highest level of performance in English language subject is Grade A, while the lowest level is F. Although the performance levels are categorised into five grade, as seen in the table, the candidates' performance is described in three categories, namely Good, Average and Poor.

Based on the percentage of candidates with their scores, good performance ranges from 60 to 100 per cent and average performance ranges from 40 to 59 per cent. Moreover, poor performance ranges from 0 to 39 per cent. The candidates' performance on each competency is summarised in an appendix.

Candidates registered for the English Language Primary School Leaving Examination (PSLE) were 1,384,186, among these 1,347,933 (97.38%) sat for the examination and 396,139 (29.39%) passed. In contrast, 1,107,778 (97.85%) candidates sat for examination in 2021. Among them, 531,640 (48.02%) passed as shown in Table 2.

Table 2: Candidates' Pass Grade in PSLE 2021 and 2022, English Language National Examination.

Year	Sat	Passed (Grade A-C)		Grade D		Grade E	
		Number	%	Number	%	Number	%
2021	1,107,224	531,640	48.02	561,289	50.69	14,295	1.29
2022	1,347,933	396,139	29.39	912,708	67.71	39,086	2.90

Table 2 shows the pass rate for English language examination dropped from 48.02% in 2021 to 29.39% in 2022.

2.0 ANALYSIS OF THE ITEMS

The analysis of the candidates' responses is based on their ability to correctly answer a specific question. Moreover, the analysis provides reasons pertaining to the candidates' responses which did not meet the requirement of the question. The general performance for each question is provided in both numbers and percentages.

The candidates' good performance was observed in question 1 (63.33%). Conversely, Question 42 was the most underperformed question with only 7.50 per cent of candidates who responded correctly to the question.

2.1 SECTION A: COMPREHENDING ORAL INFORMATION, TENSES, GRAMMAR AND VOCABULARY

This section consisted of 35 questions in which each question carried one (01) mark. In Question 1 to 5 the candidates were required to listen and comprehend an oral passage as read by the invigilator and then answer the questions by choosing the letter of the correct answer among the options provided

(A-E). This part tested the candidate's ability to comprehend information presented orally.

The oral passage was as follows:

One day, there was a meeting which was chaired by Mr. Lion. Mr. Lion as the leader of the forest said, "Every one of us is responsible for renovating and even dying for this forest." A number of animals cheered but some conservative animals mocked the speech and said that it had been the song for years and years. Following this response, during the first year of his rule, he started changing some of the things. The remarkable change he made in the forest was to give power to small animals such as Antelopes and Wildebeests who were the most suffering animals in the jungle.

After five years, the forest changed and became a very big town for the animals. Some of the greedy animals had to change their life styles. However, those who couldn't had to flee the forest calling him a dictator. Other animals from other forests such as Nimareka and Luyaa were astonished by the rule of Mr. Lion.

The analysis of candidates' performance in question 1 to 5 is as follows:

Question 1: Where do the animals in this story live?

- A In the village
- B In the forest
- C In the den
- D Under the tree
- E In the paddock

The question tested the candidate's knowledge of the habitat for animals according to the passage. The performance of the candidates in this question is shown in Table 3.

Table 3: Number and Percentage of the Candidates' Choices in Each Option in Question 1

Option	A	B*	C	D	E	Others
No. of Candidates	199,019	855,424	91,072	129,483	64,280	11,460
% of Candidates	14.73	63.33	6.74	9.59	4.76	0.85

The statistics indicate that the candidates' performance in this question was good since 855,424 candidates (63.33%) out of 1,350,738 opted for the correct option B, (*In the forest*). These candidates listened attentively and comprehended the oral passage and for that reason, they chose the correct response. Therefore, they were aware that the actual place mentioned in the passage as the habitat of the animals was the forest.

The candidates who opted for an incorrect response A (*In the village*), did not comprehend the passage well because the village was not mentioned in the passage. The story stated that Mr. Lion was the leader of the forest and not the village. He and other animals were not living in the village rather in the forest. Therefore, option A was an incorrect response to the question.

Moreover, the candidates who chose C (*In the den*), did not understand that the term "den" is used to mean the lair of predatory animal such as a lion. In such instances, the den cannot be the place where all animals live.

The candidates who chose D (*Under the tree*), did not recognise that, one tree cannot make a forest. Therefore, the tree cannot accommodate all the animals mentioned in the passage read. Animals stay under the tree only when it is hot or raining but it is not their actual living place. Furthermore, the candidates who chose alternative E (*in the paddock*), did not realise that, the word paddock is an enclosed area for keeping horses and not for wild animals that live freely in the forest.

Question 2: Which animals mocked Mr. Lion’s speech?

- A All wildebeest
- B All antelopes
- C Small animals
- D Conservative animals
- E Suffering animals

The question tested candidate’s ability to identify the animals which mocked Mr. Lion’s speech. The performance of the candidates in this question is shown in Table 4.

Table 4: Number and Percentage of the Candidates’ Choices in Each Option in Question 2

Option	A	B	C	D*	E	Others
No. of Candidates	115,378	181,876	515,138	348,477	176,683	13,186
% of Candidates	8.54	13.46	38.14	25.80	13.08	0.98

Data indicate that the candidates’ performance in this question was weak since 348,477 (25.80%) of 1,350,738 candidates opted for the

correct option D (*conservative animals*). These candidates listened to the story carefully and singled out the animals which mocked Mr. Lion's speech from those which cheered it. The conservative animals did not trust what Mr. Lion said for they believed it was the repeated song for years.

In contrast, the candidates who chose option A (*all wildebeests*) and B (*all antelopes*) were not correct. The mentioned animals did not mock Mr. Lion's speech, but they were described as small animals and the most suffering in the forest. The animals which mocked Mr. Lion's speech were the conservative animals.

Moreover, the candidates who opted for alternative C (*small animals*) and E (*suffering animals*) did not understand that the small and suffering animals were the wildebeests and antelopes that did not mock Mr. Lion's speech.

Question 3: Why did Mr. Lion give power to small animals?

- A They were the most suffering animals.
- B They were the animals supported him.
- C They were responsible for the forest.
- D They had been singing the same song for years.
- E They did not mock Mr. Lion's speech.

This question aimed at testing the candidate's ability to give a reason for Mr. Lion's decision of empowering the wildebeests and the antelopes in the forest. The performance of the candidates in this question is shown in Table 5.

Table 5: Number and Percentage of the Candidates' Choices in Each Option in Question 3

Option	A*	B	C	D	E	Others
No. of Candidates	394,307	128,364	295,257	185,303	332,308	15,199
% of Candidates	29.19	9.50	21.86	13.72	24.60	1.13

The candidates' performance in this question was weak as 394,307 (29.19%) out of 1,350,738 candidates opted for the correct answer A (*they were the most suffering animals*). These candidates understood that small animals were the most suffering animals in the forest. This is the sole reason for Mr. Lion to empower them because he wanted to make a remarkable change in his leadership.

In contrast, the candidates who opted for B (*they were the animals supported him*), did not understand the main focus of Mr. Lion's speech. His focus was to empower the small and the most suffering animals. Likewise, the candidates who opted alternative C (*they were responsible for the forest*), did not understand that every animal was responsible for the forest; in terms of renovating and even dying for it and not for the small animals only.

Similarly, the candidates who chose alternative D (*they had been singing the same song for years*), did not understand the story. The story stated that the song of changes had been sung for years by all the animals in the forest. Therefore, it was not the reason to as why the small animals were given power.

Moreover, the candidates who chose option E (*they did not mock Mr. Lion's speech*), did not understand that the small animals were

empowered by Mr. Lion. This is because they had been suffering for many years as they were powerless.

Question 4: How was the forest after five years of Mr. Lion's rule?

- A It was very famous town.
- B It was very small.
- C It was very big town.
- D It was unknown.
- E It became unattractive.

This question aimed at testing the candidate's ability to identify the changes which occurred in the forest after five years of Mr. Lion's leadership. The performance of the candidates in this question is shown in Table 6.

Table 6: Number and Percentage of the Candidates' Choices in Each Option in Question 4

Option	A	B	C*	D	E	Others
No. of Candidates	221,630	369,773	481,840	98,297	165,405	13,793
% of Candidates	16.40	27.38	35.67	7.28	12.25	1.02

Data indicate that, the candidates' performance in this question was weak since 481,840 (35.67%) opted for the correct option C (*It was a very big town*). These candidates listened and comprehended the oral passage effectively.

The candidates who opted for alternative A (*It was very famous town*), did not understand that, the forest became a very big town as a result of changes made by Mr. Lion. The candidates did not understand that, the adjective *famous* means "well-known" and it

does not describe the way the forest was as stated in the story. Therefore, choosing this option was wrong because it brings different meaning from the correct description of the forest after the rule of Mr. Lion.

Likewise, those who chose option B (*it was very small*) did not understand that the adjective *small* was not used in the passage to describe the forest. The adjective used was 'big' thus; these candidates chose an incorrect alternative.

Moreover, the candidates who opted for alternative D (*It was unknown*) and E (*It became unattractive*), failed to listen and comprehend the oral passage effectively. The incorrect answers provided in these options were negative and irrelevant because the forest gained positive changes which made it improve in every aspect. The passage mentioned that the forest became a very big town and attracted other animals from other forests such as Luyaa and Nimareka.

Question 5: What did greedy animals that could not change their life styles do?

- A They were astonished.
- B They were happy.
- C They died.
- D They suffered.
- E They fled the forest.

The question tested the candidate's ability to explain the decision made by the greedy animals who failed to change their lifestyles.

The performance of the candidates in this question is shown in Table 7.

Table 7: Number and Percentage of the Candidates' Choices in Each Option in Question 5

Option	A	B	C	D	E*	Others
No. of Candidates	227,812	218,688	148,588	172,243	569,200	14,207
% of Candidates	16.87	16.19	11.00	12.75	42.14	1.05

Data indicate that, the candidates' performance in this question was average since out of 1,350,738 candidates, 569,200 (42.13%) only opted for the correct option E (*they fled the forest*). These candidates used their listening and comprehension skills to identify the correct response. They understood that the conservative animals had no choice except fleeing from the forest after they failed to change their lifestyles.

In contrast, the candidates who opted for A (*they were astonished*), did not understand that the astonished animals were from other forests such as Nimareka and Luyaa. These animals were astonished because the forest under Mr. Lion's rule became a big town for animals.

Moreover, the candidates who selected option B (*they were happy*), were wrong. They did not understand that the greedy animals fled the forest because they were unhappy and uncomfortable with Mr. Lion's leadership.

Furthermore, there were candidates who chose incorrect alternatives C (*they died*) and D (*they suffered*). These candidates

did not understand that the greedy animals that failed to change their lifestyle did not die or suffer but fled the forest referring Mr. Lion to as a dictator.

Question 6 - 35 consisted of multiple-choice type questions which tested the candidate's ability to apply different grammatical aspects on the use of the English language. The candidates were required to complete the sentences by **shading the letter** of the correct answer in the answer sheet **(OMR)** provided.

Question 6: My sister _____ very good English in 2008.

- A spoken
- B spoke
- C has been speaking
- D has spoken
- E was speaking

The question tested the candidate's ability to use correct verbs in expressing past events. Past events are the activities that happened or existed in the past or before the present time. They are shown by taking the present tense of a word and adding the suffix -ed for regular verbs. For example, *we **walked** the whole night*. Irregular verbs, normally change their root structures. For example, *drink - drank, drive - drove, eat - ate and fall - fell*. 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 6

Option	A	B*	C	D	E	Others
No. of Candidates	213,217	273,704	362,231	179,453	307,039	15,094
% of Candidates	15.78	20.26	26.82	13.29	22.73	1.12

Data in Table 8 indicate that the candidates' performance in this question was weak since 273,704 (20.26%) out of 1,350,738 candidates opted for the correct option B (*spoke*). These candidates identified adverb of time because they understood that the year 2008 was in past time and agrees with the verb *spoke* which is the past form of a verb *speak*.

In contrast, candidates who opted for A (*spoken*), did not understand the word *spoken* is in a form of past participle. The word is used with a form of the verb *to be* as in "It is *spoken* in their city". Therefore, it does not match the adverb of time (2008) telling the action that happened in the past.

Likewise, the candidates who chose C (*has been speaking*), did not understand that the verb phrase *has been speaking* was in present perfect continuous tense. The verb phrase (has been speaking) is used to express action that has been taking place throughout a given time, and not something that happened a long time ago.

Moreover, the candidates who opted for D (*has spoken*), did not understand that the verb phrase *has spoken* is in Present Perfect tense. It is used when expressing the action that begun and completed in the past.

Furthermore, the candidates who picked alternative E (*was speaking*), did not know that the verb phrase *was speaking* was in past continuous tense. It is used to show a temporary action that was in progress in the past. Therefore, it cannot be used to refer to the action that happened a long time ago.

Question 7: I used to play with my cat at night before going to bed.

My cat has been _____ for two years now and I haven't been able to forget about its death.

- A dies
- B die
- C death
- D dead
- E dying

The question tested the candidate's ability to use the correct form of verbs when expressing events in present perfect tense. The tense was tested to describe a state leading up to the present time. For example, in a sentence such as *the supermarket has been open for a long time*. The performance of the candidates in this question is shown in Table 9.

Table 9: Number and Percentage of the Candidates' Choices in Each Option in Question 7

Option	A	B	C	D*	E	Others
No. of Candidates	271,796	178,042	199,516	304,179	381,559	15,646
% of Candidates	20.12	13.18	14.77	22.52	28.25	1.16

Data indicate that the candidates' performance in this question was weak since 304,179 (22.51%) out of 1,350,738 opted for the correct option D, (*dead*). These candidates understood that the event (*a cat's death*) presented in the sentence occurred in the past, but it affects the present time (unforgettable memory).

Conversely, the candidates who chose A (*dies*) and B (*die*), did not know that the verbs *dies* and *die* are both in the simple present tense. They are used to express an action which takes place often as opposed to *death* that happens once to an organism.

Additionally, candidates who chose option C (*death*), lacked knowledge of word classes. They did not know that the word *death* is a noun and so, it cannot be used interchangeably in place of an adjective (dead).

Moreover, those who picked E (*dying*), mixed up the concept of past perfect tense and present perfect continuous tense. In present perfect continuous tense, if the word *dying* was preceded by auxiliary verbs *has been* it would read *has been dying*; this implies that the cat dies several times which is unreal in nature.

Question 8: I missed your call, I was _____ my homework when you called.

- A done
- B do
- C doing
- D does
- E did

The question aimed at testing the candidate's ability to use the correct verb form to communicate the action in the Past Continuous Tense. In this question, the Past Continuous Tense was to be used to describe actions which began in the past when another event occurred. 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 8

Option	A	B	C*	D	E	Others
No. of Candidates	176,419	201,442	590,697	201,095	165,933	15,152
% of Candidates	13.06	14.91	43.73	14.90	12.28	1.12

The Table 10 indicates that the candidates' performance in this question was weak since 590,697 (43.73%) out of 1,350,738 opted for the correct option C (*doing*). The candidates understood that the auxiliary verb *was* agrees with the main verb ending with *-ing* particle to express progression of an action.

In contrast, the candidates who opted for option A (*done*), did not understand that the verb is in the present perfect tense. The verb must be preceded by an auxiliary verb *has* or *have* in singular and plural form respectively. For example, *He has done his homework* or *We have done our homework*. Therefore, the word *done* cannot be used to express an event that happened in the past and was still going on before another action took place.

Additionally, those who picked option B (*do*), did not understand that auxiliary verb *was* goes with *-ing* particle attached to the

main verb. Therefore, the verb *do* was supposed to be attached with the suffix *-ing* to express progression of an action.

Moreover, candidates who chose distractor D (*does*) did not understand that the verb *does* was in the simple present tense. The tense conforms to the third person singular (he, she and it), but not with the first person singular (I).

Furthermore, the candidates who opted for alternative E (*did*), did not understand that the verb *did* was in simple past tense expressing a completed action. Therefore, the verb *did* cannot be used to express past progressive action.

Question 9: We all know that Mrs. Daudi _____ your friend for years now.

- A has been
- B is
- C was
- D had been
- E have been

The question tested the candidate's ability to use the correct verb form in the past perfect progressive tense. The tense is used to express an action which has been in progress throughout a particular time. The performance of the candidates in this question is shown in Table 11.

Table 11: Number and Percentage of the Candidates' Choices in Each Option in Question 9

Option	A*	B	C	D	E	Others
No. of Candidates	336,441	478,734	186,109	90,858	240,602	17,994
% of Candidates	24.90	35.44	13.80	6.72	17.81	1.33

Data indicate that the candidates' performance in this question was weak since 336,441 (24.90%) only out of 1,350,738 opted for the correct option A, (*has been*). The candidates understood that auxiliary verbs *has been* are used after singular nouns. Therefore, *Mrs. Daudi* as a singular noun agrees with the auxiliary verbs *has been* in expressing progression of an action for a particular time.

The candidates who picked option B (*is*), did not understand that the helping verb *is* is used to express the on-going actions in the present time. Therefore, the verb *is* cannot be used to show that something has been happening for a number of years back.

Moreover, the candidates who opted for option C (*was*), could not realise that the auxiliary verb *was* is in the past aspect. The past aspect shows the action was ongoing in the past and no longer in progress. Therefore, it cannot be used to show an action which is still in progress.

Additionally, the candidates who selected option D (*had been*), did not understand that the use of phrase *had been* shows that the action is completed and it is no longer taking place. In such instance, it cannot be used in the past progressive tense.

Furthermore, the candidates who chose the option E (*have been*), did not understand that the noun phrase *Mrs. Daudi* is in singular. In this case, it does not conform to the verb phrase *have been* which is in plural form.

Generally, the candidates who chose the incorrect responses lacked knowledge of English language rules and grammar particularly in the subject - verb agreement.

Question 10: _____ Mrs. Mawazo teach English subject these days?

- A Do
- B Did
- C Does
- D Doing
- E Don't

The question tested the candidate's ability to use auxiliary verbs in asking questions in the Simple Present Tense. 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 10

Option	A	B	C*	D	E	Others
No. of Candidates	170,134	307,296	433,582	152,168	268,978	18,580
% of Candidates	12.59	22.75	32.10	11.27	19.91	1.38

The Table 12 indicates that the candidates' performance in this question was weak since 433,582 (32.09%) only out of 1,350,738 opted for the correct option C, (*Does*). These candidates understood that, in the third person singular, the verb *do* must take -es particle to express the habitual or a repeated action. For example, *Does* *Mrs. Mawazo teach English these days?* They also discovered that the adverbial phrase *these days* indicates the daily routine or an ongoing activity.

In contrast, candidates who opted for option A (*Do*), failed to realise that the phrase *Mrs. Daudi* (the third-person singular noun) cannot be preceded by the verb *Do*. Instead, the verb can precede the first person singular and plural to refer to the ongoing or habitual activity. For example, *Do I* *teach English Language these days?*

Likewise, those who opted for B (*Did*), did not realise that the word *Did* is the past aspect of the verb *Do* which expresses past events. Therefore, it cannot be used to express daily events as it is suggested by the adverb of time (*these days*).

Moreover, those who opted for alternative D (*Doing*), did not understand that the verb in *-ing* form cannot be put at the beginning of the sentence to ask question. Instead, it can be used with the verb *to be* to express ongoing activities in a statement form. For example, *Mr Mkude is doing body exercises.*

Furthermore, the candidates who chose alternative E (*Don't*), did not understand that, *Mrs. Daudi* is in singular form in which the verb was supposed to be preceded by -s inflection. In this

respect, it expresses habitual actions or events. For example, *Does Mrs. Mawazo enjoy swimming?* Therefore, the verb *Don't* does not correlate with singular noun because it dictates a plural form noun.

Question 11: This is his book. The book belongs to _____.

- A his
- B him
- C he
- D it
- E her

The question tested the candidate's ability to use possessive pronouns to express ownership. Possessive pronouns are pronouns that are used to indicate the ownership (possession) of something or someone by something or someone else to. Examples of possessive pronouns are *mine, yours, hers, theirs, his, my, your* and *him*. The performance of the candidates in this question is shown in Table 13.

Table 13: Number and Percentage of the Candidates' Choices in Each Option in Question 11

Option	A	B*	C	D	E	Others
No. of Candidates	143,337	668,478	113,474	251,594	155,446	18,409
% of Candidates	10.61	49.49	8.40	18.63	11.51	1.36

Data indicate that the candidates' performance in this question was average since 668,478 (49.49%) candidates out of 1,350,738 opted for the correct option B, (*him*). These candidates understood that, the pronoun *his* goes with *him* to indicate possession. They also understood that grammatically the phrase

belongs to must be followed by objective case of pronoun. In this case, the objective case of the pronoun *his* was *him*.

In contrast, candidates who chose option A (*his*), did not understand that in the first sentence, *This is his book* the word *his* was a possessive pronoun. Therefore, in the second statement *The book belongs to* changes to *him* to refer to a male person previously mentioned. It was ungrammatical expression to write *The book belongs to his*. According to the English language grammar, the phrase *belongs to* requires an objective case of possessive pronoun thus, the choice of alternative A (*his*) was incorrect.

Similarly, candidates who chose option C (*he*), failed to realise that a pronoun *he* is not a possessive pronoun rather a personal pronoun. It was not supposed to be an answer because it is used to substitute proper nouns to show the speaker or gender. Therefore, it does not show possessiveness.

Moreover, candidates who picked D (*it*), did not know that the pronoun is used for things and animals, but not for human beings. The option was an incorrect answer because the sentences were about a person who owns a particular book.

Furthermore, those who chose alternative E (*her*), lacked knowledge of the types of gender pronouns such as *his*, *her*, *hers* and *him*. They did not understand that the pronoun *her* is feminine gender pronoun while the sentence consisted of the pronoun *his* to express masculine gender. Therefore, the choice of option E (*her*) for the question was wrong.

Question 12: The man _____ coat is brown is my uncle.

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

The question tested the candidate's ability to use relative pronouns. A relative pronoun is used to link two clauses of unequal weight that are dependent and independent clause. An independent clause is the clause that contains a subject and verb and it expresses a complete idea. A dependent clause is a group of words that contain a subject and verb but does not express a complete thought. Examples of relative pronouns include *that*, *which*, *who*, and *whom*. Relative pronouns introduce the dependent clauses and link them to the independent clauses. For example, *this is the car which I won through lottery*. The performance of the candidates in this question is shown in Table 13.

Table 14: Number and Percentage of the Candidates' Choices in Each Option in Question 12

Option	A	B	C*	D	E	Others
No. of Candidates	305,774	292,037	465,594	144,539	123,690	19,104
% of Candidates	22.64	21.62	34.47	10.70	9.16	1.41

Table 14 indicates that candidates' performance in this question was weak since 465,594 (34.47%) only out of 1,350,738 opted for the correct option C, (*whose*). These candidates understood that *whose* is used for persons, things or animals to express

ownership or relationship. They were able to link the man whom speaker claims to be his uncle and the brown coat that belongs to him.

On the other hand, the candidates who opted for alternative A (*which*), did not understand that the relative pronoun *which* is not used for people but for animals and things. The pronoun is used to describe something previously mentioned in a sentence. For example, *the report which got lost is now available*. Therefore, the pronoun "which" cannot be used to refer to a person.

Similarly, those who picked B (*who*), did not know the correct use of pronouns. The pronoun *who* is a substitute for nouns or pronouns and it is mostly used to link two different clauses as in *This is the man who was sick*. However, the pronoun is not used to show ownership or relationship. In addition to that, *who* is a subjective pronoun expressing the doer of an action. For example; *Who is going to write the story about animals?*

Moreover, those who chose option D (*whom*), did not realise that the pronoun *whom* is used instead of *who* as the object of a verb or a preposition. For example, *Clara is a student with whom I work*. Additionally, these candidates did not understand that *whom* is the objective pronoun that receives the action. Example, *Whom do you think we should support?* Therefore, the choice of the pronoun *whom* was wrong.

Furthermore, the candidates who chose option E (*where*), did not know how to differentiate pronouns from adverbs. The word *where* is an adverb of location or position which was different

from the requirement of the question. For example, *they live in a house where we lived when we were young.*

Question 13: I _____ Sabasaba day to the Heroes day.

- A love
- B like
- C prefer
- D likes
- E prefers

The question tested the candidate’s ability to use preferences to express personal interests. Preference words have power or opportunity to choose something or to give advantage of one thing over others. Examples of these words include *like, dislike, likes, dislikes, love, loves, prefer* and *prefers*. 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 13

Option	A	B	C*	D	E	Others
No. of Candidates	362,774	381,796	338,436	135,088	112,163	20,481
% of Candidates	26.86	28.27	25.06	10.00	8.30	1.51

Data indicate that the candidates’ performance in this question was weak since 338,436 (25.06%) candidates out of 1,350,738 candidates opted for the correct option C, (*prefer*). These candidates understood that the word *prefer* is used to show the interest of one thing more than another or making choices between two things. For example, *I prefer Sabasaba to the Heroes Day.* From the example, the speaker likes Sabasaba

more than the Heroes day. They understood that the pronoun *I* is in the third person singular and so, it does not require a verb to take -s inflection in the Simple Past Tense.

In contrast, the candidates who chose option A (*love*) and D (*like*), did not understand that these preferences are used to express feelings or interests towards one object. For example, *I love Sabasaba day* or *I like the Heroes day*. Therefore, they cannot be used to express advantage of one thing over the other. For example, one cannot say, *I love/like Sabasaba to the Heroes Day*.

Likewise, those who opted for D (*likes*) and E (*prefers*), did not understand that -s particle is attached to roots or stems to express habitual actions. The particle is only used in the third person singular such as John, Aisha, he, she and it. The subject of the sentence is the pronoun *I* in the first person singular which does not require the addition of -s in the Simple Present Tense. It is incorrect to say, *I prefers/loves the Heroes day*, because there will be no grammatical agreement between the subject and its predicate.

Question 14: Mwera came _____ of the shop with a loaf of bread.

- A across
- B inside
- C in
- D along
- E out

The question tested the candidate’s ability to use prepositions appropriately. Prepositions are words, usually preceding nouns or pronouns expressing the relationship between words in a sentence. They are used to show direction, time, place, location or spatial relationships. These include *in*, *at*, *on*, *after*, *beside*, *beneath*, *above* and *under*. The performance of the candidates in this question is shown in Table 16.

Table 16: Number and Percentage of the Candidates’ Choices in Each Option in Question 14

Option	A	B	C	D	E*	Others
No. of Candidates	230,123	265,764	357,880	191,284	287,772	17,915
% of Candidates	17.03	19.70	26.49	14.16	21.30	1.32

Data indicate that the candidates’ performance in this question was weak since 287,772 (21.30%) only out of 1,350,738 candidates opted for the correct option E, (*out*). These candidates understood that the preposition *out* is always used with the verbs of movement such as *come*, *walk* or *pull* to make phrasal verbs such as *come out*, *give out* or *run out*. They understood that the phrasal verb *came out* means to move something from a particular place. Therefore, they realised that, the preposition *out* shows movement from an enclosed area to a particular area.

In contrast, candidates who opted for alternative A (*across*), did not understand that the preposition *across* is used to describe movement of something that has a linear feature such as a road or a river from one side to the other side. For example, *we took a ferry across the river*. The shop mentioned in the question lacks

sides that allows one to cross from one to another and it is impassable.

Likewise, those who chose option B (*inside*), did not understand that, the word *inside* is a preposition of place, not of movement. It is used to express something or someone that is inside a place, or container always surrounded by it. For example, *I saw the mobile phone inside the car.*

Moreover, candidates who picked alternative C (*in*), did not know that *in* is a preposition of location or place. It is used to describe a place or location where something is found or a particular activity is taking place. For example, *They will meet in the Hall.* Therefore, it was wrong to use the pronoun "it" to refer to movement.

Furthermore, those who selected option D (*along*), did not understand that, the preposition *along* is used to describe a constant direction on something which is more or less horizontal surface such as a road, railway or coast. For example, *she drives along the narrow road.* Therefore, a person cannot go along the shop because it lacks the attributes of length or being elongated.

Question 15: The old man was walking _____ the river.

- A under
- B along
- C over
- D behind
- E from

The question tested the candidate’s ability to identify the uses of prepositions. A preposition is a short word that is used in a sentence to show the relationship between nouns, pronouns or phrases and other words in the sentence. Examples of these words include *under, along, under, beside, behind, from* and *to*. 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 15

Option	A	B*	C	D	E	Others
No. of Candidates	190,629	354,353	265,472	137,449	391,189	11,646
% of Candidates	14.11	26.23	19.66	10.18	28.96	0.86

Data indicate that the candidates’ performance in this question was weak since 354,353 (26.23%) only out of 1,350,738 candidates opted for the correct option B, (*along*). These candidates understood that the preposition *along* is used to refer to a constant movement of something more or less horizontally and considered in terms of length such as a road or railway. For example, *Juma was walking along the road*. Therefore, option B (*along*) in the sentence, *The old man was walking along the river* was correct. They understood that the word *along* was suitable because the river is an elongated feature which runs for a certain distance.

On the contrary, the candidates who chose alternative A (*under*), did not know that a preposition of place does not denote

movement. The preposition *under* is used to express something that is *below* or *lower* than something else. For example, *the cat is under the table*. Therefore, it is practically impossible for someone to walk under the river in normal circumstances.

Likewise, those who opted for alternative C (*over*) did not understand that the preposition *over* is used to refer to something higher or above something else. For example, *the thief jumped over the wall*. Therefore, no one can walk over the water as the alternative suggests.

Moreover, the candidates who selected option D (*behind*), could not understand that the word *behind* shows location or place but it is not a preposition of movement. It is used to express something at the back of someone or something usually obscured by it. Therefore, the river lacks such qualities of hiding something behind it.

Furthermore, the candidates who opted E (*from*), failed to understand that the word *from* refers to the place where someone or something starts or originates. For example, *we get the exercise books from the shop*. Therefore, it was ungrammatical to say *The old man was walking from the river*. Since the river is an elongated body running for a long distance, it is hard to trace its source or origin.

Question 16: The following words are prepositions of movement

except

- A behind
- B through
- C out of
- D onto
- E around

The question tested the candidate's competency in the types of prepositions such as preposition of place, time, location and direction. These are words that are used to link nouns, pronouns or phrases to other words in a sentence. The candidates were required to identify the preposition of movement among the alternatives given. The performance of the candidates in this question is shown in Table 18.

Table 18: Number and Percentage of the Candidates' Choices in Each Option in Question 16

Option	A*	B	C	D	E	Others
No. of Candidates	247,090	393,347	206,736	289,061	199,601	14,903
% of Candidates	18.29	29.12	15.31	21.40	14.78	1.10

Data indicate that the candidates' performance in this question was weak since 247,090 (18.29%) candidates out of 1,350,738 candidates got the correct answer A, (*behind*). These candidates understood the requirement of the question and chose option A, (*behind*) as correct answer. They understood that the word *behind* is a preposition of location or place that refers to something which is far aside something else. The object behind

another is always obscured or hidden by another. For example, *The moon came from behind the mountains*. They also realised that this preposition points a position or place and it is not used to describe movement.

Conversely, the candidates who opted for alternative B (*through*), did not understand that, this preposition "through" shows movement of something in one side and out in another. For example, *I walked slowly through the bridge*. Similarly, the candidates who chose C (*out of*), did not understand that *out of* is a preposition of movement that describes the source where something else comes from. For example, *he pulled a letter out of his pocket*. Therefore, option C (*out of*) could not be the correct answer.

Moreover, those who selected option D (*onto*), did not understand that the preposition *onto* is used to show movement into or on a particular place usually on the surface. For example, *the students hurried onto the school bus* or *the students went up onto the ridge*.

Furthermore, the candidates who chose alternative E (*around*), could not realise that the word *around* is used to describe the direction from one edge to another. For example, *we sat around the table*.

Generally, the candidates who selected the incorrect answers lacked the knowledge of the types, meaning and uses of prepositions.

Question 17: How _____ cars did you see yesterday?

- A much
- B little
- C many
- D more
- E most

The question tested candidate's competency in the uses of quantifiers. A quantifier is an expression that indicates the scope of a term to which it is attached. Examples of quantifiers include *much, little, a few, a lot of, and some*. They are used before nouns to express their quantities or to show number of something. Some are used in countable nouns while other in uncountable nouns. For example, *I saw few a people in the market*. 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 17

Option	A	B	C*	D	E	Others
No. of Candidates	365,368	116,368	623,097	71,392	161,285	13,228
% of Candidates	27.05	8.62	46.13	5.29	11.94	0.97

Statistics indicate that candidates' performance in this question was average since 623,097 (46.13%) out of 1,350,738 candidates opted for the correct option C, (*many*). These candidates understood that the noun (cars) was countable and it complies with plural form. Additionally, it must be preceded by the quantifier that indicates number.

Candidates who opted for option A (*much*), did not understand that, the quantifier *much* is used to describe mass noun or uncountable nouns like *rice*, *juice* and *happiness*. When using the word *much* as a quantifier, then the noun *must* be in singular form. Since the subject was in plural, the quantifier *much* was inappropriate.

Likewise, those who chose alternative B (*little*), were unaware that, the word *little* is an adjective which is used to modify uncountable nouns. For example, *I have very little money*. So, it was ungrammatical to modify or quantify a countable noun (cars).

Moreover, the candidates who chose option D (*more*), did not understand that the determiner *more* has to precede uncountable nouns to describe a greater or additional amount of something. For example, *she poured herself more coffee*. Therefore, it was wrong to use the adjective *more* to express the number of cars a person saw yesterday.

Furthermore, the candidates who opted for E (*most*), did not understand that, the quantifier *most* is used to refer to the greatest amount or quantity of something. For example, *most deserts are cool at night*. Hence, the option E (*most*) as the highest degrees of comparison was an incorrect answer to the question.

Question 18: Supply the correct question tag to the statement:

“She doesn’t work with us.”

- A doesn’t she?
- B does she?
- C did she?
- D she doesn’t?
- E don’t she?

The question tested the candidate’s competency in using question tags to seek confirmation. A question tag is a very short clause at the end of a statement which changes the statement into a question. It is governed by some rules of which the sentence and the question tag must be in the same tense. Moreover, when the sentence is positive, the question tag must be negative and vice-versa. Furthermore, a question tag is made up of an auxiliary verb and a subjective personal pronoun such as *he, she, it, I* and *they*. In question tags which are from positive statement, then a contracted negative marker (n’t) must precede a pronoun and a question mark (?). For example, *she walks to school daily, doesn’t she?* The performance of the candidates in this question is shown in Table 20.

Table 20: Number and Percentage of the Candidates’ Choices in Each Option in Question 18

Option	A	B*	C	D	E	Others
No. of Candidates	372,935	426,832	213,486	144,271	180,391	12,823
% of Candidates	27.61	31.60	15.81	10.69	13.35	0.94

Data indicate that the candidates' performance in this question was weak since 426,832 (31.60%) candidates out of 1,350,738 opted for the correct option B, (*does she*)? These candidates understood the rules regarding the use of question tags. They realised that the given statement *she doesn't walk with us* is in negative form thus, its question tag must be in positive form. They also understood the rule that, the tag question is made up of an auxiliary verb preceding a personal pronoun.

The candidates who chose option A (*doesn't she*?) were not aware of the rule that needs the question tag to be positive when the statement is negative. Therefore, they did not understand that the negative statement did not require a negative question tag but a positive one. These candidates were prompted to opt for A (*doesn't she*?) because the expression *doesn't* appear in the stem of the statement given.

Conversely, those who selected C (*did she*?) did not understand the rule that the question tag and its statement must be in the same tense. Since the statement was in the simple present tense, the question tag also was supposed to be in the same tense. However, the expression "did she" is in the simple past tense yet the auxiliary verb *did* was in the simple past tense, while the verb *doesn't* in the statement, was in the simple present tense. Therefore, the question tag *did she?* was an incorrect answer.

Likewise, the candidates who opted for alternative D (*she doesn't*?) did not observe the structure of the question tag. In question tag, an auxiliary verb must precede a personal pronoun

but not vice-versa. They did not understand that the personal pronoun *she* was supposed to be placed after the helping verb *doesn't*.

Furthermore, the candidates who chose E (*don't she?*) did not understand that the pronoun *she* is in singular form and it required the auxiliary verb *does* in the simple present tense. The negative helping verb *don't* is used in the first person singular and plural; therefore, it was ungrammatical to say *don't she?*

Question 19: What is the active voice for the sentence; “The camera was broken by Tom”?

- A Tom has broken the camera.
- B Tom broken the camera.
- C Tom breaks the camera.
- D Tom broke the camera.
- E Tom had broke the camera.

The question tested the candidate’s ability to use grammatical rules to identify active voice. The concept of active voice deals with the form of a verb and the position of *subjects* and *objects* in the sentence. It is governed by the rules that, in an active voice, the subject of the verb is a person, a thing or a concept that does the action (*doer of an action*). For example, *He kicked the ball*. In this sentence, *he* is a doer of an action (kicked) and *ball* is the object.

In passive voice, the subject of the statement or sentence is not doer of an action rather it is the one affected by the action. Moreover, it is the *object* which starts followed by the *subject*

preceded by the word *by*. For example, *the ball was kicked by him*. From the example given, the *ball* is the object of the sentence as it is the one affected by the action (*kicked*). The pronoun *he* in active voice changes to *him* in passive voice. The performance of the candidates in this question is shown in Table 21.

Table 21: Number and Percentage of the Candidates' Choices in Each Option in Question 19

Option	A	B	C	D*	E	Others
No. of Candidates	514,708	226,006	163,429	194,999	237,593	14,003
% of Candidates	38.11	16.73	12.10	14.44	17.59	1.03

Data indicate that candidates' performance in this question was weak since 194,999 (14.44%) candidates out of 1,350,738 opted for the correct option D (*John broke the camera*). These candidates understood that in active voice, the subject in the sentence is the one that does an action (doer of an action). They also realised that the passive voice was in the past tense then the correct answer was supposed to be in the same tense. Moreover, they were aware that by-phrase *by Tom* in passive voice should be the subject in an active voice. Yet, the subject in passive voice (*the camera*) changes to an object in an active voice.

In contrast, candidates who chose A (*Tom has broken the camera*) did not understand that the sentence in that option was in the present perfect tense while the statement (*the camera was broken by Tom*) was in the simple past tense. Furthermore, the

verb phrase *was broken* in passive voice cannot be changed to the phrase *has broken* in an active voice.

Moreover, candidates who opted for B (*Tom broken the camera*) were equally wrong. This was due to the fact that, the sentence itself was grammatically incorrect because the verb *broken* was supposed to occur before the auxiliary verb *has* in singular nouns or *have* in plural nouns.

Moreover, the candidates who picked C (*Tom breaks the camera*) did not understand that the verb of the active voice was in the Simple Present Tense which is quite different from the one given in passive voice. Therefore, the verb phrase *was broken* cannot be changed to *breaks* without leaving it ungrammatically constructed.

Furthermore, those who opted E (*Tom had broke the camera*) did not understand that the verb *was broken* in the active voice was in the present perfect tense. Yet, the verb phrase *had broke* was ungrammatically constructed, thus the option was equally incorrect.

Generally, the candidates who opted for the incorrect responses, did not understand the rules governing the active and passive voice and the changes of tenses between the two.

Question 20: You are in the classroom and you want to go to the washroom. How would you ask for the permission from your teacher?

- A Please, must I go to the washroom?
- B Please, shall I go to the washroom?
- C Please, will I go to the washroom?
- D Please, might I go to the washroom?
- E Please, may I go to the washroom?

The question tested candidate's ability to use modal auxiliary verbs when seeking permission in different communicative areas. These are types of verbs which contextually indicate the modality such as *likelihood, request, permission, probability, possibility, ability, certainty* and *uncertainty*. Examples of modal verbs are *must, will, shall, can, could, may* and *might*. They are used together with the main verbs to indicate modality on how the actions happen. For example:

May I go to the washroom?

Might he be allowed to do the examination?

It would be nice to meet you.

In some circumstances, they are used as the main verbs. 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 20

Option	A	B	C	D	E*	Others
No. of Candidates	186,998	266,989	343,516	116,772	421,537	14,926
% of Candidates	13.84	19.77	25.43	8.65	31.21	1.10

Data indicate that candidates' performance in this question was weak since among 1,350,738, only 421,537 (31.21%) opted for the correct option E (*Please, may I go to the washroom?*). These candidates understood that the modal auxiliary verb *may* is preferable because it indicates request or permission. They also realised that the use of *may* maintains the relationship between the participants in expressing different degrees of politeness. For example, *students use efforts to study hard so that they may perform better.*

In contrary, those who opted for A (*Please, must I go to the washroom?*) did not understand that the modal verb *must* is not used for making a request or permission. It is used to show necessity or what one is obliged to. For example, *you must go out today.* It is also used to express an opinion about something that is logically very likely. For example. There must be something wrong. Therefore, the selection of option A (*please! must I go to the washroom?*) was wrong because it denotes that with or without permission one has to go out.

Likewise, the candidates who selected B (*Please, shall I go to the washroom?*), did not understand that the modal auxiliary *shall* is used with first person pronouns (*I* and *we*) to express the strong possibility. For example, *we shall discuss the matter with your class teacher.* Similarly, among other uses, the modal auxiliary *shall* is used to make offers. For example, *shall I make some lunch for you?* Therefore, option B was an incorrect answer because the modal auxiliary verb *shall* is used to show possibility or future actions.

Similarly, the candidates who chose C (*will*), did not understand that the modal verb is used for expressing willingness, possibility, requesting or making predictions. For example:

The trains will be late today because of weather.

The world population will grow a lot in next 50 years

Will you fulfil your promise?

Therefore, the option C (*will*) was an incorrect answer.

Moreover, those who chose E (*Please, might I go to the washroom?*) did not understand that the modal verb *might* indicates certainty or uncertainty. It is used to indicate things that may happen or not, for example, *it might rain today*. The modal verb *might* in the sentence indicates the possibility of raining, that is, it is not certain that it will rain.

Generally, the candidates who opted for incorrect responses failed to differentiate meaning and general uses of modal auxiliary verbs such as *must*, *shall*, *will*, and *might*.

Question 22: The class teacher asked Juhudi, “What is your father’s occupation?” He replied, “My father has no job. Which of the following suffixes can be attached to the underlined word to mean no job?”

- A -ness
- B -ism
- C -less
- D -ish
- E -ment

The question tested candidate's ability to use suffixes correctly. Suffixes are types of affixes which are added after the root or stem to form new words. Examples of suffixes are *-ness*, *-ism*, *-less*, *-s*, *-er* *-ing*, *-ed* and *-y*. The mentioned suffixes can be found in words such as **teacher**, **colonialism**, **pupils**, **kindness**, **playing**, **worked**, and **speedy**. The Suffixes are used in an expression to show the following:

Plurality, for example, book + *-s* → **books**

Tense, for example, play + *-s* → **plays**

Gender, for example, waiter + *-ress* → **waitress**

Possession, for example, Juma's pencil

Progressive aspect, for example, smoke + *-ing* → **smoking**

The performance of the candidates in this question is shown in Table 23.

Table 23: Number and Percentage of the Candidates' Choices in Each Option in Question 21

Option	A	B	C*	D	E	Others
No. of Candidates	300,253	158,454	497,407	171,057	208,044	15,523
% of Candidates	22.23	11.73	36.82	12.67	15.41	1.14

Data indicate that candidates' performance in this question was weak since 497,407 (36.82%) out of 1,350,738 candidates opted for the correct alternative C (*-less*). These candidates understood that the suffix *-less* is associated with failure or inability to perform. They also understood that the statement that *my father has no job* is directly associated with one's lack of job. The candidates had knowledge of suffixes and rules which govern their occurrence. The word *job* as a noun assumes the

suffix *-less* to form a word *jobless* which means *without job*. The formed word *jobless* is an opposite of the noun *job* hence, option C (*-less*) was the correct answer.

In contrast, candidates who opted for A (*-ness*) did not understand that a suffix *-ness* is used to express state, condition or quality of something. It is attached to adjectives to form nouns that express the condition or quality but not occupation. For example: *kind* + *-ness* → *kindness* and *red* + *-ness* → *redness*. Therefore, the suffix *-ness* cannot be used at the noun *job* to produce a grammatical expression.

Similarly, the candidates who chose alternative B (*-ism*), did not understand that the particle *-ism* is a noun suffix that is usually attached to uncountable nouns to express its manner of action or its characteristics. For example, *colonial* + *-ism* → *colonialism* and *race* + *-ism* → *racism*. Therefore, it was wrong to use *-ism* to refer to a person without *job* because the suffix *-ism* is associated with beliefs and manner in which actions are done.

Moreover, candidates who opted alternative D (*-ish*) did not understand that the suffix *-ish* is an adjective suffix which is used to refer to nationality, ethnic group or to describe behaviour or character and it is not related to occupation or job. For example:

Boy + *-ish* → *boyish* (behaviour)

Fool + *-ish* → *foolish* (behaviour)

Turkey + *-ish* → *Turkish* (nationality)

Therefore, the suffix *-ish* was an incorrect answer because it is not related to the situation of a person without job.

Furthermore, candidates who chose response E (*-ment*), did not understand that the suffix *-ment* is a noun suffix is used to form words that mean the action of doing something or the result of an action. It usually changes any word class to noun when attached to it. For example, *entertain* + *-ment* → *entertain**ment***. Therefore, this was a wrong option because it does not express daily human activities.

Question 22: Imagine you met two standard six pupils arguing with each other about the root of the word uncomfortable. If you were to solve their problem, which of the following could be your answer?

- A uncomf
- B comfort
- C comf
- D table
- E comfortable

The question tested candidate's ability to identify roots of words. A root is a word part that forms a basis for new words through the addition of prefixes and suffixes. A root is irreducible core of a word into more meaningful elements where nothing else (affixes) attached to it. For example, the word *unproductive* can be segmented to *un - product - ive*. In this word, the root is *product* because it cannot be divided any more to meaningful segments while *un-* is a prefix and *-ive* is a suffix. The performance of the candidates in this question is shown in Table 24.

Table 24: Number and Percentage of the Candidates' Choices in Each Option in Question 22

Option	A	B*	C	D	E	Others
No. of Candidates	216,024	319,563	211,442	247,369	340,943	15,397
% of Candidates	16.00	23.66	15.65	18.31	25.24	1.14

Data indicate that the candidates' performance in this question was weak since 319,563 (23.66%) candidates of 1,350,738 chose the correct answer B (*comfort*). These candidates had adequate knowledge of roots of words in the English language. They were familiar with root which can form a basis for formation of other words such as *comfortable* and *uncomfortable*. Hence, they understood that the word *comfortable* has a suffix *-able* while *uncomfortable* has both a prefix *un-* and a suffix *-able*. Therefore, once the prefix *un-* and suffix *-able* are removed from the word, the remaining part will be a root. Owing to this knowledge, the candidates selected the correct option B (*comfort*) as a root. Therefore, the root must remain as a part of a word after removing all affixes (prefixes and suffixes).

Contrariwise, candidates who opted alternative A (*uncomfort*), did not understand that the word part *uncomfort* can still be subdivided to get two meaningful segments. The segments are *un-* and *comfort*. Therefore, the presence of the prefix *un-* at the beginning of the root *comfort* disqualifies it to be a root. From that fact, it was wrong to say that the root of the word *uncomfortable* was *uncomfort*.

Similarly, candidates who chose alternative C (*comf*), did not understand affixation process. They failed to divide the given

word into a correct root and its affixes. This made them to divide it wrongly and chose an incorrect alternative.

Moreover, candidates who chose option D (*table*), failed to divide the word properly. They took the front part of the word (*-table*) from the word *comfortable* as a root. It was incorrect to take the part *-table* as a root because it has different meaning from the word *comfortable*. Generally, these candidates lacked knowledge of how to subdivide words into roots, prefixes and suffixes.

Furthermore, the candidates who opted for E (*comfortable*), could not understand that the word *comfortable* contains a root (*comfort*) and a suffix (*-able*). This makes the word *comfortable* to be segmented more into a root *comfort* and a suffix *-able* hence, it lacks the quality of being a root.

Question 23: Which of the following words is the opposite of the word “truth”?

- A dishonesty
- B incorrect
- C real
- D opinion
- E unfair

The question tested candidate’s ability to identify opposites of words in the English language. The opposite words are usually a reverse to each other. Examples of opposite words include *bad – good*, *sweet – bitter*, *man – woman* and *go – come*. The performance of the candidates in this question is shown in Table 25.

Table 25: Number and Percentage of the Candidates' Choices in Each Option in Question 23

Option	A*	B	C	D	E	Others
No. of Candidates	321,167	351,539	279,531	236,211	145,569	16,721
% of Candidates	23.77	26.03	20.69	17.49	10.78	1.24

Data indicate that the candidates' performance in this question was weak since 321,167 (23.78%) out of 1,350,738 candidates chose response A (*dishonest*). These candidates understood the meaning of the word *dishonest*. This word means a character of behaving in an untrustworthy, deceitful or insincerely way. They understood that a person who cannot be trusted cannot be truthful. Therefore, the word *dishonest* is the correct opposite of the word truth.

The candidates who opted for option B (*incorrect*) did not understand that the adjective *incorrect* is an opposite of the word *correct*, but not *truth*. To be correct means to be free from errors, while *truth* is the state of being true and it must be supported by facts or evidence. Therefore, the word *incorrect* cannot be the opposite of the word *truth* because it refers to a situation of being wrong that is not in accordance with fact.

Similarly, the candidates who chose response C (*real*), did not understand that the word *real* expresses the actual existing thing; not imagined or artificial one. For example: *Kinjekitile Ngwale was a real man*. Therefore, the word *real* cannot be the opposite of the word *truth* because they are slightly the same in meaning.

Likewise, the candidates who chose alternative D (*opinion*), did not understand that the word *opinion* is used to express a

personal judgment that is not necessarily based on fact or evidence. For example, *in my opinion they are all good pupils*. Therefore, option D (*opinion*) cannot be an opposite of the word *truth* because it may be true or false as it bases on personal views.

Moreover, the candidates who opted for response E (*unfair*), did not understand that the word *unfair* describes the situation of not behaving according to the principles of equality and justice. It is a situation of not being fair or honest and inconsiderable. Therefore, the word *unfair* cannot be the opposite of the word *truth* because the words are not related.

Question 24: Mabula is a strong man. He can carry a 30 kg bag of flour. Which word has the same meaning as the underlined word?

- A harmful
- B beautiful
- C cheerful
- D powerful
- E wonderful

The question tested candidate's ability to identify the words with similar meaning (synonyms). Examples of words with the same meanings include:

Start → begin → commence

Hard → difficult → challenging → tough

Small → tiny → little → min

Big → large → huge → giant

These words are called synonymous words and can be used interchangeably. The performance of the candidates in this question is shown in Table 26.

Table 26: Number and Percentage of the Candidates' Choices in Each Option in Question 24

Option	A	B	C	D*	E	Others
No. of Candidates	148,344	442,603	176,231	437,881	131,146	14,533
% of Candidates	10.98	32.76	13.05	32.42	9.71	1.08

Data indicate that candidates' performance in this question was weak since 437,881 (32.42%) out of 1,350,738 candidates chose the correct alternative D (*powerful*). These candidates understood the concept and uses of synonymous words. For example, the word *powerful* means having power or strength to move heavy weights or perform physical tasks; which is similar to the word *strong*. Therefore, the candidates chose the correct response D (*powerful*).

In contrast, candidates who opted for A (*harmful*), did not understand that the word harmful is used to describe something that causes destruction or harm. Therefore, the word harmful cannot be a synonym of the word *strong* which means toughness or strength.

Likewise, those who chose response B (*beautiful*), did not understand that the adjective *beautiful* means possessing the quality of good looking or being attractive. The word *beautiful* cannot be a synonym to the word *strong* because the latter describes physical appearance.

Moreover, the candidates who chose alternative C (*cheerful*), did not understand that the word *cheerful* is used to describe the feeling of being happy or positive attitude that one has. Hence, *cheerful* and *strong* are not synonymous words because the word *cheerful* cannot be replaced by the word *tough* or *strong*.

Lastly, the candidates who chose alternative E (*wonderful*), did not understand that the word *wonderful* is used to describe the situation of being extremely good or marvelous. The word (*wonderful*) is not related to strength or having power to do activities or tasks.

Question 25: Suppose you are recording the points in a debate session, how will you be called?

- A Chairperson
- B Time keeper
- C Proposer
- D Opposer
- E Secretary

The question tested candidate's ability to identify and use terminologies which are related to debate. A debate is a formal discussion or arguments about a motion or topic. The debate has two sides; one supporting the motion and one opposing it. It has principle speakers, a chairperson, a secretary, a time keeper and judges to declare the winning side. The performance of the candidates in this question is shown in Table 27.

Table 27: Number and Percentage of the Candidates' Choices in Each Option in Question 25

Option	A	B	C	D	E*	Others
No. of Candidates	266,237	340,095	247,901	180,493	298,625	17,387
% of Candidates	19.71	25.18	18.35	13.36	22.11	1.29

Data indicate that candidates' performance in this question was weak since 298,625 (22.11%) out of 1,350,738 candidates chose the correct alternative E (*secretary*). These candidates understood the responsibilities of the secretary in a debate session. The secretarial duties and responsibilities include setting the motion and recording points of each side in a debate. In contrast, the candidates who selected A (*chairperson*), did not understand the responsibilities of participants in a debate session. The responsibilities of a chairperson include: introducing the topic, introducing main speakers (proposers and opposers) from each side and introducing the secretary and time keeper. Hence, it was incorrect to mention the chairperson because the one does not records points in a debate.

Similarly, the candidates who incorrectly selected B (*time keeper*), did not know that in a debate, a time keeper is responsible for keeping time. A time keeper reminds speakers to use time wisely.

Moreover, the candidates who chose response C (*proposer*), did not understand that a proposer is a principle speaker who agrees or aligns with the motion of a debate. The roles of the proposer are different from that of the secretary of a debate. Therefore, the alternative C (*proposer*) was also an incorrect answer.

Furthermore, those who selected D (*opposer*), did not understand that an opposer is a principle speaker in a debate session who goes against the motion. The opposer argues against the motion of a debate and for that reason he or she is not responsible to record points from other speakers.

Question 26: The Doctor advised Mariam to eat a variety of food needed for good health. What is the collective name for the variety of food the doctor was talking about?

- A a good diet
- B a balanced diet
- C a special diet
- D a hospital diet
- E a soft diet

The question tested candidate's ability to correctly use collective nouns. A balanced diet is a collective noun used to describe a variety of food that provides an adequate amount of the nutrients necessary for good health. It includes *protein, vitamins, minerals, water, carbohydrates* and *fat*. The performance of the candidates in this question is shown in Table 28.

Table 28: Number and Percentage of the Candidates' Choices in Each Option in Question 26

Option	A	B*	C	D	E	Others
No. of Candidates	194,526	333,982	148,253	545,866	114,035	14,076
% of Candidates	14.40	24.73	10.98	40.41	8.44	1.04

Data indicate that candidates' performance in this question was weak since 333,982 (24.73%) of 1,350,738 candidates chose the correct response B (*a balanced diet*). These candidates understood that a variety of food that contains all groups of food needed for good health is collectively called *a balanced diet*.

In contrast, the candidates who selected A (*a good diet*), did not understand that *a good diet* does not necessarily have proportional varieties of food needed for good health. Therefore, this cannot be referred to as a balanced diet because its food varieties are not proportional as needed by the human being.

Likewise, the candidates who chose alternative C (*a special diet*), did not understand that *a special diet* cannot be selected freely from the main choices available. It goes with some restrictions of what to eat and not due to allergy, medical needs, and religious reasons. For example, diabetic people are restricted to take sugar while *Rastafarians* do not eat meat due to religious reasons.

Moreover, there were candidates who chose alternative D (*hospital diet*). A *hospital diet* is a meal plan that controls the intake of certain foods or nutrients as a part of therapy. It is a part of treatment to a patient prescribed by a medical doctor. For example, some patients are advised to eat fish often to strengthen their bones. Therefore, alternative D (*hospital diet*) was incorrect answer.

Furthermore, the candidates who chose response E (*a soft diet*), did not understand that *a soft diet* is a meal made of food stuffs that are easy to swallow and digest. Therefore, this was an

incorrect response because it is not necessarily containing all groups of food needed by the body.

Question 27: I realised that Mr. Burudani is _____ when I saw him making wooden chairs at his workshop.

- A an architect
- B a tailor
- C a chauffeur
- D a mason
- E a carpenter

The question tested candidate's ability to identify and use vocabulary for various occupations or jobs. Occupations are daily activities that people spend time doing either for pleasure or acquiring their needs. Consider the following examples:

- A person who teaches students at school → a *teacher*
- A person who treats sick people in hospital → a *Doctor*

The performance of the candidates in this question is shown in Table 29.

Table 29: Number and Percentage of the Candidates' Choices in Each Option in Question 27

Option	A	B	C	D	E*	Others
No. of Candidates	154,440	293,600	195,601	228,039	463,400	15,658
% of Candidates	11.43	21.74	14.48	16.88	34.31	1.16

Data indicate that candidates' performance in this question was weak since 463,400 (34.31%) of 1,350,738 candidates opted for correct answer E (*a carpenter*). These candidates understood that a *carpenter* is a person who makes and repairs wooden furniture such as chairs, tables and beds.

Conversely, candidates who chose A (*an architect*), did not understand that an architect is a person who designs buildings and advises in their construction. Hence, *an architect* does not use wood at his workshop; therefore, this alternative was an incorrect response.

Likewise, the candidates who chose option B (*a tailor*), did not understand that a tailor is a person who sews clothes or alters garments (*shirts, pairs of shorts or trousers, suits, and dresses*) typically to fit a particular person. Therefore, a tailor was an incorrect response because one does not use wood as raw materials for his/her job.

Moreover, the candidates who chose response C (*a chauffeur*), did not understand that a chauffeur is an employed, licensed and professional driver who drives a motor car for another person. Thus, option C (*a chauffeur*) was an incorrect response because one does not use wood for his/her job.

Furthermore, the candidates who chose response D (*a mason*), did not understand that a *mason* is a person who builds structures by using stones. This was an incorrect response because a mason does not use wood to make chairs or tables.

Question 28: Mrs. Kiiso was planning to call _____ to fix her car after it had broken down.

- A a mechanic
- B a vandal
- C a seamstress
- D a guardian
- E a hawker

The question tested candidate’s ability to use correct vocabulary in naming occupations. Occupation is a type of job that a person engages with in daily bases for earning a living. The performance of the candidates in this question is shown in Table 30.

Table 30: Number and Percentage of the Candidates’ Choices in Each Option in Question 28

Option	A*	B	C	D	E	Others
No. of Candidates	426,148	287,304	271,287	184,040	168,138	13,821
% of Candidates	31.55	21.27	20.08	13.63	12.45	1.02

Data indicate that candidates’ performance in this question was weak since 426,148 (31.55%) of 1,350,738 candidates opted for a correct response A (*a mechanic*). These candidates understood that *a mechanic* is a person whose work is to repair and maintain engines for motor cars or machines for customers. They also realised that a mechanic diagnoses problems in engines and replaces motor parts for customers. This knowledge enabled them to opt for the correct response.

In contrast, candidates who opted for alternative B (*a vandal*), did not understand that *a vandal* is a person who deliberately causes

damage to personal or public properties. Therefore, *a vandal* was incorrect response because one does not fix cars.

Likewise, the candidates who chose alternative C (*a seamstress*), did not understand that a word *seamstress* refers to a woman tailor whose job involves sewing clothes for a living. This was an incorrect response because it is not related to an act of fixing cars for customers.

Moreover, the candidates who chose D (*a guardian*), did not understand that the word *guardian* means a keeper or protector who looks after the welfare of another person or their properties. Therefore, the word *guardian* was an incorrect response because it deals with security, but not fixing broken cars.

Furthermore, the candidates who chose response E (*a hawker*), did not understand that *a hawker* is a person who moves from place to place selling goods or advertising them by shouting. So, the word *hawker* was an incorrect response because it is not a synonym of *mechanic*.

Question 29: You are on the road walking, then you meet someone at 8:18 p.m. Which one is the appropriate greeting to that person?

- A Good night.
- B Good evening.
- C Good afternoon.
- D Good day.
- E Good Morning.

The question tested candidate's ability to use appropriate expressions when transacting information to people in different

contexts. The performance of the candidates in this question is shown in Table 31.

Table 31: Number and Percentage of the Candidates' Choices in Each Option in Question 29

Option	A	B*	C	D	E	Others
No. of Candidates	219,623	273,424	427,188	104,788	310,803	14,912
% of Candidates	16.26	20.24	31.63	7.76	23.01	1.10

The data indicate that the candidates' performance in this question was weak since 273,424 (20.24%) of 1,350,738 candidates opted for a correct response B (*Good evening*). These candidates understood that the greeting *Good evening* is used from 5:00 p.m. to 10:59 p.m. Therefore, the time 8:18 p.m. falls within the evening time and hence for that reason the proper greeting was supposed to be *Good evening*.

Contrariwise, the candidates who chose alternative A (*Good night*), did not understand that in the English language, the phrase *Good night* is never actually a greeting. The phrase is used as a farewell when people who are talking are turning in for the night. So, it was incorrect to use *Good night* as a greeting.

Similarly, the candidates who opted for alternative C (*Good afternoon*), did not understand that *Good afternoon* is used from 12:00 p.m. to 4:59 p.m. Therefore, 8:18 p.m. is ahead of the afternoon time. So, the person was not supposed to be greeted *Good afternoon* because it was already too late.

Moreover, the candidates who chose alternative E (*Good morning*), did not understand that *Good morning* is used from 5:00

a.m. to 11:59 a.m. Hence, it cannot be used at 8:18 p.m. Therefore, *Good morning* was not an appropriate greeting for the particular time.

Furthermore, the candidates who chose alternative D (*Good day*), did not understand that *good day* is a phrase used to say hello or goodbye during the day. An example of good day is how one would say *goodbye* to a friend with whom they just had lunch. It is somewhat formal greeting generally used between sunrise and sunset.

Question 30: Toni was sad because he was _____ to perform well in the Mathematics test.

- A disable
- B able
- C incapable
- D unable
- E capable

The question tested candidate's ability to use the appropriate prefixes in forming new words. A prefix is an affix attached at the beginning of a word. Examples of prefixes include:

- de- **de**activate, **de**grade and **de**duce.
- dis- **dis**appear, **dis**order and **dis**agree.
- ex- **ex**tract, **ex**hale and **ex**-president.

The performance of the candidates in this question is shown in Table 32.

**Table 32: Number and Percentage of the Candidates' Choices
in Each Option in Question 30**

Option	A	B	C	D*	E	Others
No. of Candidates	314,033	253,024	308,119	347,853	110,309	17,400
% of Candidates	23.25	18.73	22.81	25.75	8.17	1.29

Data indicate that candidates' performance in this question was weak since 347,853 (25.75%) of 1,350,738 candidates opted for a correct response D (*unable*). These candidates realised that the prefix *un-* means *not*. They understood that when the prefix *un-* is attached to an adjective *able* it forms the word *unable* which means a state of lacking the skills or opportunity to do something. Therefore, Toni was sad because he lacked the skills of doing Mathematics test.

In contrast, the candidates who chose alternative A (*disable*), did not understand that the negative prefix *dis-* as in *disable* means not or none. They also did not understand that when the prefix *dis-* is attached to the word *able* it forms the word *disable* which mean to limit or to destroy. Toni was not limited, impaired or caused not to perform in Mathematics by anyone but may be due to poor preparations or exercise.

Likewise, candidates who chose response B (*able*), did not understand that the adjective *able* is used to refer to mental or physical ability to do something. In other aspect, Toni was sad because he was not able to perform well in Mathematics test.

Moreover, candidates who opted alternative C (*incapable*), did not understand that the opposite prefix *in-* means opposite to or

without. Therefore, when the prefix *in-* is attached to the word *capable*, it forms a word *incapable* meaning lack of capacity or ability to do something. So, the word *incapable* was an incorrect response because Toni had the ability but he lacked preparations or exercises.

Furthermore, candidates who chose alternative E (*capable*), did not understand that the adjective *capable* means to have ability to do something. So, if Toni had that ability, he would have done the Mathematics test well. Therefore, being sad implies that he was unable to do it well. The word *capable* was an incorrect response because it expresses the opposite.

Question 31: Bauta is my wonderful friend. The best thing about him is his _____.

- A helplessness
- B laziness
- C carelessness
- D kindness
- E hopelessness

The question tested candidate's ability to identify and use appropriate abstract nouns appropriately. Abstract noun is a noun that represents intangible ideas that cannot be perceived with the main senses such as the *eyes*, *ears*, *skin*, *nose* and *the tongue*. Examples of abstract nouns include *love*, *time*, *happiness*, *laziness* and *time*. The performance of the candidates in this question is shown in Table 33.

**Table 33: Number and Percentage of the Candidates' Choices
in Each Option in Question 31**

Option	A	B	C	D*	E	Others
No. of Candidates	179,106	561,492	147,442	308,132	138,836	15,730
% of Candidates	13.26	41.57	10.92	22.81	10.28	1.16

Data indicate that candidates' performance in this question was weak since 308,132 (22.81%) of 1,350,738 candidates opted for a correct response D (*kindness*). The candidates understood that the word *kindness* is used to express the behaviour of someone of being friendly, generous, considerate and caring about other people. They connected with behaviour of one being a wonderful friend hence, Bauta must be kind. This knowledge enabled them to choose the correct response D (*kindness*).

Contrariwise, there were candidates who chose alternative A (*helplessness*). These candidates did not understand that the word *helplessness* is used to describe a person who is dependent, powerless or weak and unable to help oneself. So, being weak or powerless cannot make one a wonderful friend. Therefore, the option A (*helplessness*) was an incorrect answer.

Likewise, candidates who chose alternative B (*laziness*), did not understand that a lazy person is the one who is deliberately unwilling to do a task that he/she perceives to be uncomfortable or difficult. Therefore, laziness cannot make a person wonderful hence, it was an incorrect response.

Similarly, candidates who opted for alternative C (*carelessness*), did not understand that the word *carelessness* refers to failure to

take attention to avoid harm or errors. For example, *most road accidents are caused by carelessness* of motorists. Therefore, alternative B (*carelessness*) was an incorrect answer because the behaviour of being careless cannot make one a wonderful friend.

Moreover, candidates who chose option E (*hopelessness*), did not understand that the word *hopelessness* is used to describe a person with feelings of despair, lack of hope and interest in life. These attributes are negative and cannot make someone a wonderful friend. Therefore, alternative E (*hopelessness*), was an incorrect answer.

Question 32: My grandfather does not have teeth. He is

- A mouthful
- B toothier
- C toughness
- D toothiest
- E toothless

The question tested candidate's ability to describe various states by using adjectives appropriately. An adjective is a word that tells more about a noun or pronoun. For example, *rotten* egg, *tall* boy, *toothless* mouth, *beautiful* girl and *bad* behaviour.

The performance of the candidates in this question is shown in Table 34.

**Table 34: Number and Percentage of the Candidates' Choices
in Each Option in Question 32**

Option	A	B	C	D	E*	Others
No. of Candidates	325,452	291,092	265,726	193,291	257,435	17,712
% of Candidates	24.10	21.55	19.67	14.31	19.06	1.31

Data indicate that the candidates' performance in this question was weak since 257,435 (19.06%) of 1,350,738 candidates opted for the correct response E (*toothless*). These candidates understood that when the suffix *-less* is added to a root *tooth* it forms an adjective *toothless* which means without teeth. Therefore, the option E (*toothless*) was the correct response that describes that one's grandfather does not have teeth.

In contrast, candidates who chose for option A (*mouthful*), did not understand that the word *mouthful* is used to describe an amount of food or drink that fills someone's mouth. This makes the alternative A (*mouthful*) an incorrect answer.

Likewise, candidates who chose alternative B (*toothier*), did not know that the word *toothier* describes a person having or showing numerous, larger or projecting teeth. Therefore, option B (*toothier*) was an incorrect answer since it is an opposite of statement *My grandfather does not have teeth (toothless)*.

Similarly, candidates who opted for C (*toughness*), did not understand that, the word *toughness* means the quality or state of being strong enough to cope with difficult situation. Therefore, alternative C (*toughness*) was an incorrect answer.

Moreover, candidates who chose alternative D (*toothiest*), did not understand that the word *toothiest* is the superlative form of *toothy* expressing a person having or showing large teeth. Therefore, this situation of being *toothy* does not express the situation of having no teeth.

Question 33: In order to be a good student, you need to avoid _____ behaviour.

- A bad
- B good
- C fine
- D tough
- E strong

The question tested the candidate's ability to use adjectives correctly in sentences. An adjective is a word that describes a person or thing which a noun refers to. An adjective can give information about quality, size, age, temperature, shape, colour or origin. Examples of adjectives include: *big, new, beautiful, cool, round, grey* and *Tanzanian*. 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 33

Option	A*	B	C	D	E	Others
No. of Candidates	305,562	444,930	219,278	164,361	201,208	15,399
% of Candidates	22.62	32.94	16.23	12.17	14.90	1.14

Data indicate that candidates' performance in this question was weak since 305,562 (22.62%) of 1,350,738 candidates opted for the correct response A (*bad*). The candidates understood that the

word *bad* describes a person who does not conform to good virtues or behaviour. Therefore, they realised that in order for one to become a good student one has to avoid *bad* behaviour.

Conversely, candidates who chose alternative B (*good*), did not understand that the adjective *good* means moral excellence and virtuous. They also did not understand that for one to be a good student one should not avoid good behaviour but embrace it. Thus, both good virtuous and moral excellence are qualities of a good student. Therefore, this makes response B (*good*) an incorrect answer.

Similarly, candidates who chose option C (*fine*), did not understand that the word *fine* describes a thing of very high quality; very good of its kind. It is not used to describe the way in which one acts. These candidates could not differentiate the word *good* from *fine*, hence, they chose an incorrect answer.

Moreover, candidates who chose alternative D (*tough*), did not understand that the word *tough* describes something difficult to accomplish, resolve, endure or deal with. These are physical and not behavioural attributes. For example, one cannot say, *Neema has a tough behaviour*. Therefore, it was incorrect to use the word *tough* to refer bad behaviour.

Furthermore, candidates who opted for E (*strong*), did not understand that the word *strong* means having great strength and ability to perform physical activities. In such instances, it is inappropriate to say, *She has a strong behaviour*, rather, *She is extremely strong to lift it up*.

Question 34: The teacher asked the class to congratulate Grace after she had given the answer to the plural form of the word furniture. What do you think was Grace's answer to the question asked?

- A Furniture
- B Furnish
- C Furnishers
- D Furnishings
- E Furnitures

The question tested the candidate's ability to use plural form of various words in daily communication. In English language grammar, a plural is a noun that refers to more than one. Most plural forms are created by adding an -s, -es or -ies to the end of the singular word. For example:

dog + -s → dogs

class + -es → classes

property + -ies → properties

Likewise, some words change to plural form without addition of any plural markers (-s, -es and -ies). For example, food, water and furniture. The mentioned nouns retain their form without attachment of any letter of affix whatsoever.

Similarly, there are some words which change to plural forms through the changes of some vowels within the word. For example, man → men, foot → **feet**, goose → **geese**, mouse → **mice** and radius → **radii**. The performance of the candidates in this question is shown in Table 36.

**Table 35: Number and Percentage of the Candidates' Choices
in Each Option in Question 34**

Option	A*	B	C	D	E	Others
No. of Candidates	280,813	313,034	200,190	152,020	387,944	16,737
% of Candidates	20.79	23.18	14.82	11.25	28.72	1.24

Data indicate that candidates' performance in this question was weak since 280,813 (20.79%) of 1,350,738 candidates opted for the correct response A (*furniture*). These candidates understood that the noun *furniture* changes from singular to plural form without addition of any plural marker like -s or -es.

On the contrary, candidates who chose B (*furnish*), did not understand that the word *furnish* is a verb which means to put furniture and fittings in a house or a room. This is not related to the plural of the word *furniture* hence, alternative B (*furnish*) was an incorrect answer.

Similarly, candidates who chose alternative C (*furnishers*), were also wrong. They did not understand that the word *furnishers* refer to people who supply furniture for furnishing a room. Therefore, it was incorrect to choose alternative C (*furnishers*) as a plural form of the word *furniture*.

Likewise, candidates who chose alternative D (*furnishings*), did not know the meaning of the word *furnishings*. The *furnishings* are furniture, fittings, and other decorative accessories such as curtains and carpets, for a house or room. Therefore, it was inappropriate to use the term *furnishings* as a plural form of the word *furniture*.

Moreover, the candidates who chose alternative E (*furnitures*), did not understand that there is no addition of a plural marker -s in forming the plural of the word *furniture*. The word *furniture* is an uncountable group noun which remains in the same form in both singular and plural. Therefore, it was incorrect to choose the alternative E (*furnitures*) as a plural form of the word *furniture*.

Generally, candidates who opted for incorrect answers in this question manifested limited knowledge of group nouns.

Question 35: Last year, I went to Kilimanjaro region carrying many sweaters with me. However, I could not wear any of them as it was _____.

- A cold
- B windy
- C hot
- D cloudy
- E dusty

The question tested the candidate's ability to appropriately use adjectives in given contexts. Adjectives are words that tell more about nouns or pronouns. Examples of adjectives are big house, intelligent children, curious chief, new dress and round table. The performance of the candidates in this question is shown in Table 37.

**Table 37: Number and Percentage of the Candidates' Choices
in Each Option in Question 35**

Option	A	B	C*	D	E	Others
No. of Candidates	414,364	204,019	335,384	238,099	140,692	18,180
% of Candidates	30.67	15.10	24.83	17.63	10.42	1.35

Data indicate that candidates' performance in this question was weak since 335,384 (24.83%) of 1,350,738 candidates opted for the correct response C (*hot*). These candidates understood that the word *hot* refers to a situation of a high degree of heat or a high temperature. They realised that he or she could not wear the sweaters because it was hot. Therefore, option C (*hot*) was the correct answer.

Contrariwise, candidates who opted for A (*cold*), did not understand that the term *cold* describes the situation of low temperature. For example, *It was a long, cold day*. They did not realise that if a person could not wear any of the sweaters, it means there was a high degree of temperature. Therefore, the candidates who chose alternative A (*cold*) were wrong because the word *cold* is an antonym of the word *hot*.

Similarly, the candidates who chose alternative B (*windy*), did not understand that the adjective *windy* describes the situation that is accompanied by wind or strong moving air from one place to another. For example, *It was so windy that my umbrella turned inside out*. Therefore, the candidates who chose the option B (*windy*), were wrong.

Moreover, the candidates who chose alternative D (*cloudy*) were also wrong. They did not understand that the word *cloudy* is an adjective that expresses the situation of the sky to be covered by clouds that one cannot see the sun. For example, *The sky looked very cloudy*. They also did not understand that being cloudy does not necessarily mean to be cold or hot.

Furthermore, the candidates who chose option E (*dusty*), did not understand that *dusty* describes something that is covered in dust. For example, *Every one walked slowly because the road was dusty*. Hence, the candidates who chose option E (*dusty*), were wrong because the place can be dusty and yet be hot or cold.

2.2 SECTION B: COMPOSITION

This section comprised five (5) jumbled parts of a friendly letter (36 - 40) in which the candidates were required to arrange them in a logical order to make a meaningful friendly letter by giving them letters A - E. This section tested the candidate's ability to communicate simple ideas through letter writing.

The following were jumbled parts of a friendly letter:

36 23rd July 2022.

37 I am writing to remind you of my birthday.

38 Dear mother,

39 P.O. BOX 4421, Kokoto.

40 Your son, Mfalme.

A friendly letter is written to people who are relatives, friends, peers or family members. A friendly letter has a format that

any writer needs to adhere to. It consists of the writer's address on the top right, followed by a date beneath the address and salutation on the left hand side.

Additionally, the main body is written below the salutation. The main body is the one that expresses the purpose of the letter. For example, *I am writing to remind you of my birthday.* Lastly, a friendly letter ends with a conclusive remarks and the name of the writer. The following is an arranged letter which has considered for format of a friendly letter.

*P.O. BOX 4421,
Kokoto.
23rd July, 2022.*

*Dear mother,
I am writing to remind you of my birthday.
Your son, Mfalme.*

In response to the question, the candidates were required to arrange the parts of the letter to make a meaningful letter. The content choices of the letter were as shown in Table 38.

Table 38: Correct Choices for Jumbled Questions

Question	36	37	38	39	40
Response	B	D	C	A	E

Analysis on the candidates' responses in each question (36 - 40) is as follows:

Question 36: 23rd July, 2022.

The candidates were required to arrange expression numbered 36 as the second part of a friendly letter by assigning it letter B in the sequence. In a friendly letter, the writer's address starts, followed by the date. Hence, the date is the second part after the writer's address. The candidates' performance is shown in Table 39.

Table 39: Number and Percentage of the Candidates' Choices in Each Option in Question 36

Option	A	B*	C	D	E	Others
No. of Candidates	193,835	647,442	291,858	115,291	81,017	21,295
% of Candidates	14.35	47.93	21.60	8.54	6.00	1.58

The analysis of candidates' performance shows that the performance of the candidates was average as among 1,350,738 candidates, those who chose letter 'B' were 647,442 (47.93%). These candidates realised that question number 36 was a *date* that showed when the letter was written. Therefore, according to the format of a friendly letter, a *date* must be written beneath the writer's address that is the second part of the friendly letter.

Question 37: I am writing to remind you of my birthday.

The candidates were required to understand that the sentence *I am writing to remind you of my birthday* was the main body indicating the purpose of writing the letter. Therefore, they were required to arrange question number 37 as the fourth part in the sequence by giving it letter D. The

performance of the candidates in this question is shown in Table 40.

Table 40: Number and Percentage of the Candidates' Choices in Each Option in Question 37

Option	A	B	C	D*	E	Others
No. of Candidates	169,782	101,558	154,325	602,023	299,900	23,150
% of Candidates	12.57	7.52	11.42	44.57	22.20	1.72

The analysis of candidates' performance shows that the performance of the candidates was average as among 1,350,738 candidates, those who chose letter 'D' were 602,023 (44.57%). These candidates realised that the sentence *I am writing to remind you of my birthday* carried the message or the information of the letter which is required to be in the main body. Therefore, the candidates who assigned question number 37 as the fourth in sequence were correct according to the format of a friendly letter.

Question 38: Dear mother,

The candidates were required to arrange Question 38 as the third part of a friendly letter by assigning it letter 'C'. The candidates' performance is shown in Table 41.

Table 41: Number and Percentage of the Candidates' Choices in Each Option in Question 38

Option	A	B	C*	D	E	Others
No. of Candidates	161,237	111,044	610,260	284637	160,099	23,461
% of Candidates	11.94	8.22	45.18	21.07	11.85	1.74

The analysis of candidates' performance shows that the performance of the candidates was average as out of 1,350,738, those who chose letter 'C' were 610,260 (45.18%). These candidates were able to identify the salutation marker *Dear* that is used before the name or title of the addressee. For example, *Dear sir*, *Dear madam*, *Dear Dr. Baraka* and *Dear Joseph*. Therefore, they realised that *Dear mother* was the salutation which ranked third as it was preceded by the address and the date.

Question 39: P.O BOX 4421, Kokoto.

The candidates were required to arrange Question 39 as the first part of a friendly letter by assigning it letter 'A' in the sequence. The candidates' performance is shown in Table 42.

Table 42: Number and Percentage of the Candidates' Choices in Each Option in Question 39

Option	A*	B	C	D	E	Others
No. of Candidates	621,971	393,905	144,025	92,538	79,827	18,472
% of Candidates	46.05	29.16	10.66	6.85	5.91	1.37

The analysis of candidates' performance shows that the performance of the candidates was average as among 1,350,738 candidates, those who chose letter 'C' were 621,971 (46.05%). These candidates identified that *P.O. BOX 4421, Kokoto* was the writer's address which indicates where the writer comes from. They understood that this part of the

letter was the first in the sequence according to the format of a friendly letter.

Question 40: Your son, Mfalme.

The candidates were required to arrange Question 40 as the fifth (last) part of a friendly letter by assigning it letter 'E'. The candidates' performance is shown in Table 43.

Table 43: Number and Percentage of the Candidates' Choices in Each Option in Question 40

Option	A	B	C	D	E*	Others
No. of Candidates	207,928	102,026	140,318	197,978	682,921	19,567
% of Candidates	15.39	7.55	10.39	14.66	50.56	1.45

The analysis of candidates' performance shows that the performance of the candidates was average as out of 1,350,738 candidates, those who chose letter 'E' were 682,921 (50.56%). These candidates identified the conclusive remark *Your son* which indicates the end of the letter. They understood that the conclusive remark *Your son* is ranked fifth in the format of a friendly letter as it is preceded by *the address, the date, salutation and the main body*. Examples of other conclusive remarks are *Your son, Sincerely, Yours, With love and Kindly regards*. Therefore, the candidates who assigned Question 40 letter E were correct.

The candidates who arranged the sentences wrongly in this section lacked communicative and analytical skills in the English Language. In such instances, they failed to perform sequencing ideas from jumbled parts of a friendly letter.

2.3 SECTION C: COMPREHENDING WRITTEN INFORMATION

This section consisted of **five (5)** questions **41** to **45** in which the candidates were required to read a passage and answer the questions which followed. The section tested the candidate's ability to read and comprehend written information. The following was the passage:

Once upon a time there was a king called Aluta the King in Kazurura village. He lived in a castle with his daughter, as his wife had been killed by robbers. The castle was well built, surrounded by a big thick forest. One day the princess walked out of the castle to pick flowers. Suddenly, robbers came from a nearby village and kidnapped her. When the King heard the news he was frustrated. He remembered what had happened to his wife many years ago.

Therefore, he announced and promised that, anyone who would bring back the princess alive would marry her. Brave men were happy to hear that. Unfortunately, no one returned alive. One young man called Maguvu heard what had happened to the brave men. He went to the nearby village and pretended to be the enemy of the king. After some time, he gained the trust with the robbers. One evening, he went where they had kept the princess and rescued her. The king was very happy and fulfilled his promise.

Questions:

Question 41: According to the story, if the King's daughter is princess, what would the king's wife be called?

The question assessed the candidate's ability to identify the title used to the King's wife. The correct answer was *the*

Queen. The analysis of the candidates' performance in this question is shown in Figure 1.

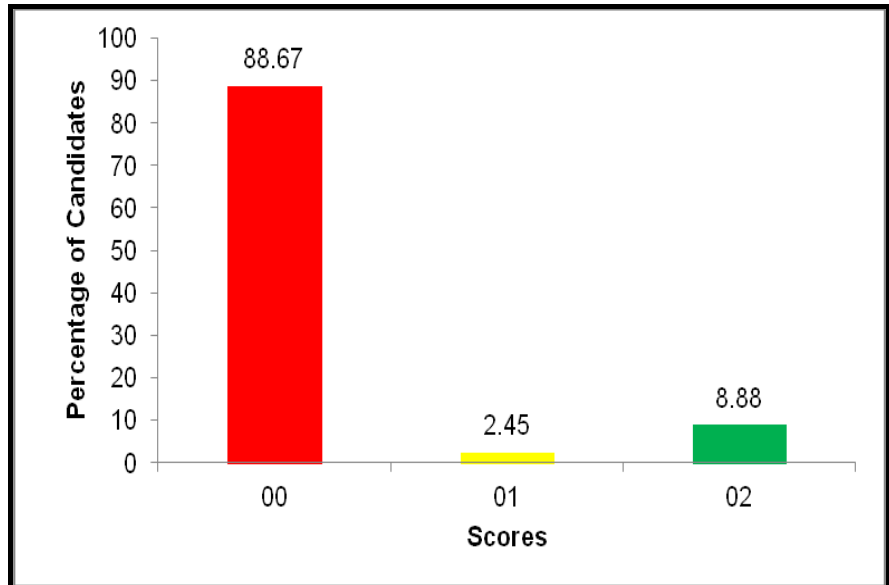


Figure 1: Candidates' Performance in Question 41

The statistics in Figure 1 show that, the performance of the candidates in this question was weak, since 152,983 candidates (11.33%) scored from 01 to 02 marks. These candidates comprehended the passage and understood that the King's wife is *the queen* although it was not mentioned in the story. The candidates who got it right identified some indicators used in the passage to refer to the king's wife. These indicators include *the King*, *the princess* and *the castle*. The *king* is the title given to a male monarch or the ruler of monarch ruling system while the *princess* is the female child of the King.

Likewise, a *castle* is a huge, grand home where a king or queen might live. Therefore, the candidates used the context to associate the related titles in the story in identifying the

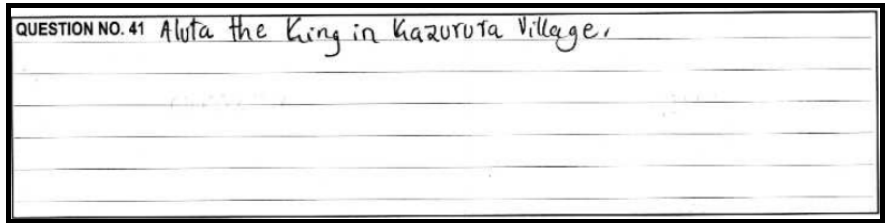
name for the king's wife. Extract 1 is a sample of response from a candidate who answered the question correctly.

QUESTION NO. 41
Queen

Extract 1: A sample of a correct response to Question 41.

In Extract 1, the candidate wrote correctly the title for the king's wife is *the queen*. The candidate was competent enough to know the title by considering the relationship that exists between the people and things in the story such as the king, princess and the castle. This enabled him/her to reach a conclusion that a king is married to a queen and their daughter becomes a princess.

Conversely, there were candidates who did not answer the question correctly as they failed to read and comprehend information from the story given. These candidates picked any information from the text and filled it in the spaces given. This made them write incorrect answers such as *Aluta the King in Kazurura village, he lived in the castle, the king, very happy, suddenly and Princess rescued her*. Extract 2 is a sample of an incorrect response.



Extract 2: A sample of incorrect response to Question 41.

In Extract 2, the candidate wrote a part of the story without considering the need of the question. Instead of writing the title used for the king's wife, he/she wrote the name of the ruler of the mentioned Kazurura village.

Question 42: Who failed to marry the princess?

The question tested the candidate's skill in remembering things that one has read. In this question, the candidate was asked to mention the people who failed to marry the princess. The correct answer was *the brave men*. The analysis of the candidates' performance in this question is shown in Figure 2.

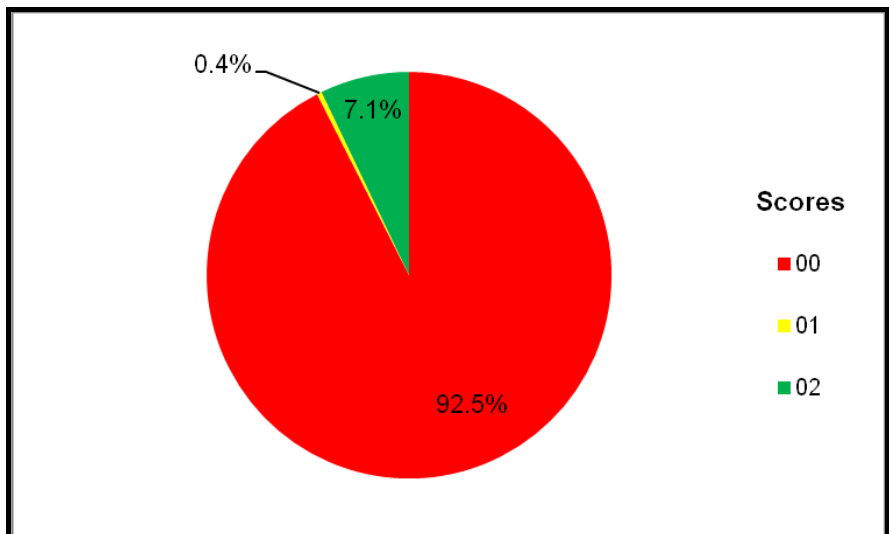


Figure 2: Candidates' Performance in Question 42.

The statistics in Figure 2 show that, the performance of the candidates in this question was weak, since 101,285 candidates (7.51%) scored from 01 to 02 marks.

The candidates read the story and understood it and wrote the correct answer (*the brave men*) because it was clearly shown in the passage. The brave men were happy after hearing the King's announcement and the promise that whoever brought the princess alive he would marry her. Therefore, they failed to marry the princes because of their poor techniques used to rescue the princess from the robbers. Extract 3 is a sample of response from a candidate who answered the question correctly.

QUESTION NO. 42
THE BRAVE MEN.

Extract 3: A sample of a correct response to Question 42.

In Extract 3, the candidate wrote correctly the people who failed to marry the princess that were *the brave men*. The candidate apprehended that when the brave men went to rescue the princess, no one returned alive; that they were all killed.

In contrast, the statistics show that, 1,248,844 (92.50%) candidates performed poorly by scoring 00 mark. These candidates did not comprehend the passage and for that reason they wrote the incorrect answers that the majority

copied the parts of the passage such as (i) *Walked out of the castle to pick flowers* (ii) *One day the princes walked out of the castle to pick flowers* (iii) *marry the princess, alive would marry her* and (iv) *the king was very happy fulfilled his promise*. Extract 4 is a sample response of an incorrect answer in this question.

QUESTION NO. 42
Walked out of the Castle to pick flowers

Extract 4: A sample of incorrect response to Question 42.

In Extract 4, the candidate wrote a part of the sentence taken from one sentence in the first paragraph. It suggests that the candidate lacked reading and comprehending skills.

Question 43: Imagine Maguvu was caught by the robbers in the process of rescuing the princess. What do you think would happen to him?

The question assessed the candidate's ability to apply skills and knowledge to predict the outcome of something after reading the information. In this question, the candidate was asked to foresee what would have happened to Maguvu if he was caught by the robbers in an attempt to rescue the princess. The correct answer was *they could have killed him*. The analysis of the candidates' performance in this question is shown in Figure 3.

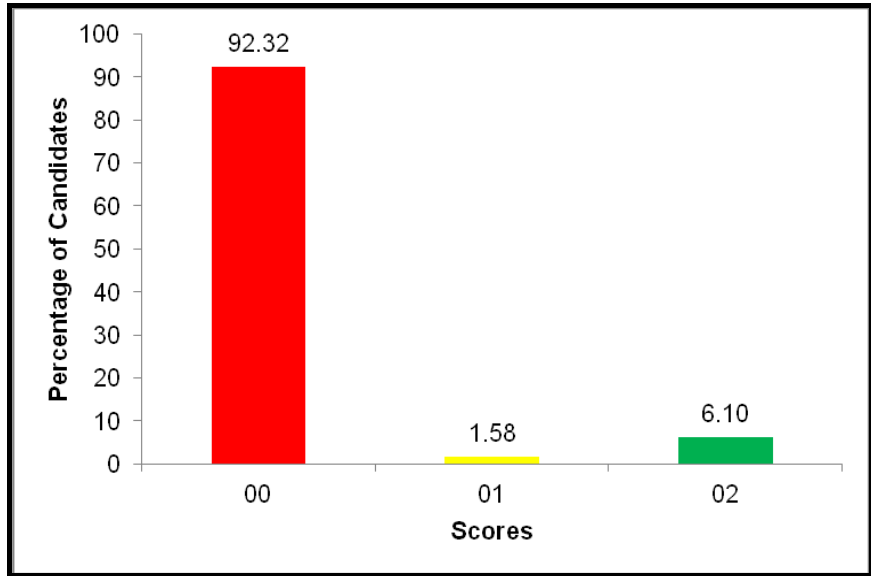


Figure 3: Candidates' Performance in Question 43

The statistics in Figure 3 show that, the performance of the candidates in this question was weak, since 103,677 candidates (7.68%) scored from 01 to 02 marks.

The candidates who scored 02 marks read and comprehended the given story and so, they could figure out what would happen if the robbers caught Maguvu in the process of rescuing the princess. Their imagination came after reasoning the behaviour of the robbers based on what they did before; they killed the queen, kidnapped the princess and killed all the brave men. Through mentioned incidences, the candidates realised that Maguvu would have been killed by the robbers if they could have caught him. Extract 5 is a sample of response from a candidate answered the question correctly.

QUESTION NO. 43

He would have been killed by the robbers.

Extract 5: A sample of a correct response to Question 43.

In Extract 5, the candidate wrote the correct response by indicating what could have happened to Maguvu if he was caught by robbers. This candidate reasoned from what happened to the queen, and the brave men who tried to save the princess.

Further analysis shows that 1,246,452 (92.32%) candidates performed poorly by scoring 00 mark. These candidates did not comprehend the passage and for that reason, they wrote the answers that are irrelevant to what has been asked. Their responses were such as (i) *wife many years ago* (ii) *he rescued princes* (iii) *die* and (iv) *promise*. These are words taken from the passage which have no connection with the question asked. Extract 6 is a sample response of an incorrect answer in this question.

QUESTION NO. 43

WIFE MANY YEARS AGO

Extract 6: A sample of incorrect response to Question 43.

In Extract 6, the candidate wrote the phrase copied from the sentence *He remembered what had happened to his wife many years ago*. This indicates that the candidate did not understand what has been reported in the passage.

Question 44: According to the story, why do you think robbers are not good people?

The question tested the candidate's ability to analyse and evaluate the characters from the written information. The candidates were required to give the reasons which made them think robbers were not good people. To answer this question correctly, the candidates were required to analyse negative characterisation of the robbers as presented in the passage to justify their opinion that the robbers are not good people. The correct answer was *because they kidnap and kill innocent people*. The analysis of the candidates' performance in this question is shown in Figure 4.

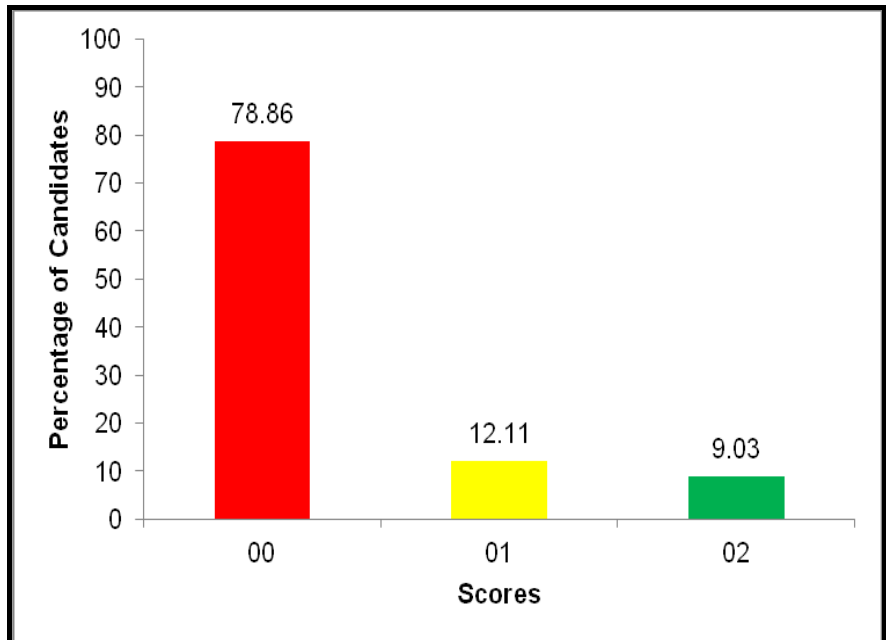
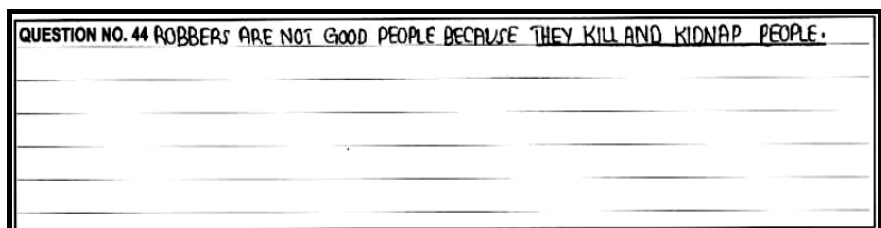


Figure 4: Candidates' Performance in Question 44

The statistics in Figure 4 show that, the performance of the candidates in this question was weak since 285,364 candidates (21.14%) scored from 01 to 02 marks.

The candidates read and comprehended the story well; they wrote the correct answer *because they kidnap and kill innocent people*. The candidates were able to write the correct answer after relating incidents done by robbers from the story such as the killing of the Queen, brave men and the kidnapping of the princess. Extract 7 is a sample of response from a candidate who answered the question correctly.



Extract 7: A sample of a correct response to Question 44.

In Extract 7, the candidate wrote the correct answer considering that the robbers kill and kidnap people. The candidate's response indicates that he/she has good reading and comprehension skills.

Conversely, 1,064,765 (78.86%) candidates performed poorly by scoring zero (00). These candidates could not read and comprehend written information. They ended up pick names, words and phrases used in the passage such as (i) *Maguvu* (ii) *Kazurura village* (iii) *kidnapped her* (iv) *no one returned* and (v) *King Aluta*. Similarly, some of them copied some sentences haphazardly from the story as their response to the question. For example, (i) *one evening* (ii) *he went where they had kept the princess and rescued her* and (iii) *The castle was well built, surrounded by a big thick forest*. Extract 8 is sample response of an incorrect answer in this question.

QUESTION NO. 44
<i>no one returned</i>

Extract 8: A sample of incorrect response to Question 44.

In Extract 8, the candidate wrote a part of the sentence that was about the brave men who attempted to rescue the princess but they were all killed by the robbers. His/her response indicates that one did not comprehend the information in the passage.

Question 45: “Anyone who will bring back the princess alive will marry her”, the king announced. What made the king to give such a promise?

The question tested the candidate’s ability to suggest the reason that made the King to give a promise. The correct answer was *because he remembered what happened to his wife* or *because he wanted his daughter back*. The analysis of the candidates’ performance in this question is shown in Figure 5.

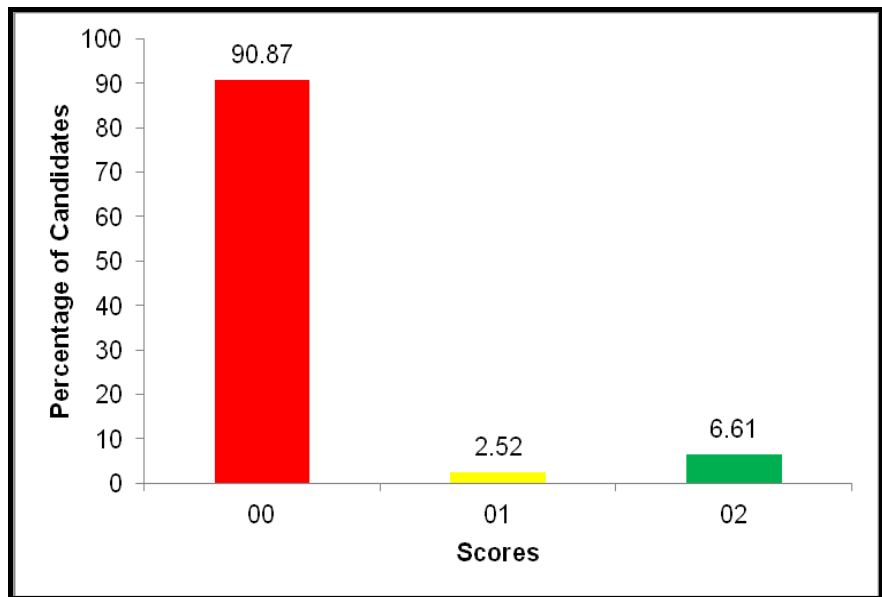


Figure 5: Candidates’ Performance in Question 45

The statistics in Figure 5 show that, the performance of the candidates in this question was weak, since 123,278 candidates (9.13) scored from 01 to 02 marks.

The candidates who responded correctly to the question could read and comprehend the story and so, they wrote the

correct answer. These candidates gave the correct answer because they came across to two incidents from the story which made the king give that promise. The incidents were the killing of the Queen and the kidnapping of the Princess by the robbers. Extract 9 is a sample of response from a candidate who answered the question correctly.

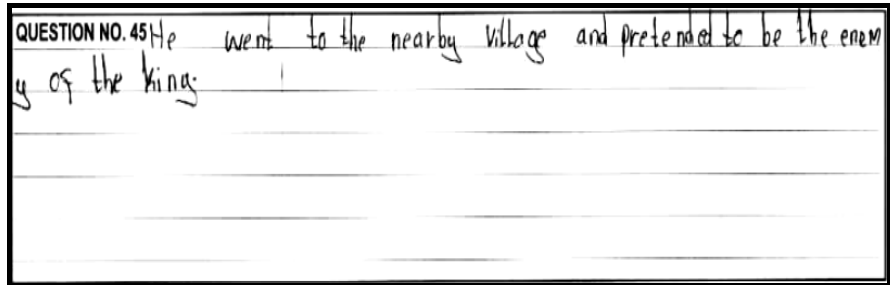


Extract 9: A sample of a correct response to Question 45.

In Extract 9, the candidate wrote the correct answer as he/she could understand that the King did not want his daughter to experience what happened to her mother. As a result, the King gave the promise that anyone who brought back the princess would marry her.

However, 1,226,851 (90.87%) of candidates had weak performance as they scored zero (00). These candidates did not comprehend the given story. This compelled them to copy randomly some sentences or phrases used in the story such as (i) *Brave men were happy to hear that* (ii) *one evening he went* (iii) *He went to the nearby village* (iv) *he pretended to be the enemy of the King* (v) *marry the princes* and (vi) *because he was frustrated*. Moreover, some of the candidates copied sentences from the passage as their responses. For example,

among the responses were: (i) *The King was very happy and fulfilled his promise* (ii) *King heard the news he was frustrated and he lived in his castle with his daughter*. Extract 10 is a sample response of an incorrect answer to this question.



Extract 10: A sample of incorrect response to Question 45.

In Extract 10, the candidate copied the sentence from the second paragraph of the passage as answers. His/her incorrect response indicates one's insufficient reading skills.

3.0 THE CANDIDATES' PERFORMANCE IN EACH COMPETENCY

The analysis of the candidates' performance in English Language in the PSLE for 2022 indicates that, the performance in each specific competency was weak. The performance in *listening and comprehending information presented orally* was 36.16 per cent. The performance in *communicating simple ideas through writing* was 34.76 per cent. Moreover, the performance in *developing and using appropriate vocabulary through listening, reading and writing* was 25.69 per cent. Furthermore, the performance in *reading and comprehending written information* was 17.08 per cent. The candidates' performance in each specific competency is summarised in the Appendix.

4.0 CONCLUSION

Generally, the performance of the candidates' in English Language subject in the PSLE for 2022 was weak. This is because 396,139 (29.39%) candidates only out of 1,350,738 passed the examination as they got grades from A to C.

Further analysis shows that candidates failure to choose and write correct responses might be due to their incompetency in comprehending written and oral information, using the English language to communicate simple ideas through writing and developing and using vocabulary in various communicative areas.

However, the candidates who scored high marks in the examination had ability to; comprehend written and oral information, use appropriate vocabulary in various language contexts; and use the correct English language grammar in communication.

5.0 RECOMMENDATIONS

The findings in this report show that the candidates' performance in English Language PSLE 2022 was weak and it has dropped when compared to English Language PSLE 2021. In order to improve the candidates' performance in the future examinations, the following measures are recommended:

- (i) Teachers should guide the pupils to read simple texts and listen to various narrations with the content about social issues and then interpret and comprehend what has been presented. After reading and listening to the information, the pupils should be given the task of mentioning the main ideas

taken from the information presented. By using this approach, the pupils will acquire reading and listening skills that will improve their proficiency in English language.

- (ii) Teachers should use passages indicated in the primary school textbooks to teach various specific competencies. The passages contain knowledge required for a pupil to reach high level of proficiency in all the English language areas as indicated by the 2015 English language syllabus for Primary Education. This teaching technique has been indicated in the textbooks of each class where the passage to be read or listened by the pupils has been put at the beginning of every specific competency that is going to be taught. This approach will also build pupil's competency in comprehending written and oral information which has been noted as a major challenging specific competency to most pupils.
- (iii) Teachers should guide pupils to read and use appropriate vocabulary about family, occupations, places, food and time. Other things that should be considered are words with the same or opposite meanings, using the words with the same pronunciation but different meanings and formulating new words by using affixation. These techniques can best be used during class learning activities and various events outside the class. As a result, the pupils will be able to develop and use new vocabulary in various context.
- (iv) Teachers should guide pupils to participate fully in debates made of proposals on social issues. During debates, the pupils should be encouraged to use English language and at

the end they should be corrected if they breach any grammatical rule. By using this approach, the pupils will acquire confidence to speak in English language and so, their vocabulary level will be upgraded.

- (v) Teachers should direct pupils to use cards, pictures and letters containing common issues. The pupils also should write free and guided compositions in order to build competency in communicating simple ideas while applying grammatical rules of the English language appropriately. In such instances, the pupils will be equipped with the skills to improve their competency in language use.

**CANDIDATES' PERFORMANCE BY SPECIFIC COMPETENCY
IN PSLE 2021 AND 2022**

S/N	Specific Competency	PSLE 2021				PSLE 2022			
		Performance on each Question		(% Average)	Remarks	Performance on each Question		(% Average)	Remarks
		Qn. Number	(%) Performance			Qn. Number	(%) Performance		
1.	Listening and Comprehending Information Presented Orally	1	47.1	39.15	Poor	1	63.33	36.16	weak
		2	35.5			2	25.80		
		3	23.6			3	29.19		
		4	76.6			4	35.67		
		5	35.7			5	42.14		
		18	35.2			18	22.52		
2.	Developing and Using Vocabulary Appropriately Through Listening, Writing and Reading	20	20.4	35.81	Poor	20	34.47	25.69	weak
		21	52.9			21	36.82		
		22	27.6			22	23.66		
		23	17.6			23	23.78		
		24	32.4			24	32.42		
		25	30.2			25	22.11		
		26	33.9			26	24.73		
		27	47.8			27	34.31		
		28	34.3			28	31.55		
		29	58.8			29	20.24		
		30	38.0			30	25.75		
		31	26.6			31	22.81		
		32	22.9			32	19.06		
		33	46.8			33	22.62		
3.	Communicating Simple Ideas Through Writing	34	44.0	34.67	Poor	34	20.79	34.76	weak
		35	23.4			35	24.83		
		6	41.0			6	20.26		
		7	37.7			7	43.73		
		8	26.2			8	24.91		
		9	25.9			9	32.10		
		10	30.3			10	49.49		
		11	20.3			11	25.06		
		12	28.1			12	21.30		
		13	38.0			13	26.23		
		14	51.0			14	18.29		
		15	34.9			15	46.13		
		16	16.1			16	14.44		
		36	34.3			36	47.93		
4.	Reading and Comprehending Written Information	37	52.8	32.51	Poor	37	44.57	17.08	weak
		38	38.7			38	45.18		
		39	40.5			39	46.05		
		40	39.0			40	50.56		
		17	48.5			17	31.60		
		19	40.9			19	31.21		
		41	55.2			41	11.33		
		42	17.3			42	7.50		
43	18.9	43	7.68						
44	21.0	44	21.14						
45	25.8	45	9.13						

