

THE NATIONAL EXAMINATIONS COUNCIL OF TANZANIA



PUPILS' ITEM RESPONSE ANALYSIS REPORT FOR STANDARD FOUR NATIONAL ASSESSMENT (SFNA) 2019

02 ENGLISH LANGUAGE

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REPORT FOR STANDARD FOUR NATIONAL
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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

<i>FOREWORD</i>	<i>iv</i>
<i>1.0 INTRODUCTION</i>	<i>1</i>
<i>2.0 ANALYSIS OF PUPILS' ITEMS RESPONSES</i>	<i>3</i>
2.1 SECTION A: DICTATION.....	3
2.2 SECTION B: VOCABULARY	7
2.3 SECTION C : GRAMMAR.....	11
2.4 SECTION D: COMPOSITION	18
2.5 SECTION E: COMPREHENSION	22
<i>3.0 ANALYSIS OF PUPILS' PERFORMANCE IN EACH COMPETENCE</i>	<i>31</i>
<i>4.0 CONCLUSION</i>	<i>31</i>
<i>5.0 RECOMMENDATIONS</i>	<i>32</i>
<i>Appendix</i>	<i>34</i>
COMPARISON OF PUPILS' PERFORMANCE BY COMPETENCIES	34

FOREWORD

The National Examinations Council of Tanzania has a pleasure to give feedback on the assessment of a four-year primary education in Tanzania for the year 2019. The results of the Standard Four National Assessment are used as basic elements for the evaluation of the pupils' competences and mastery of English Language.

This Pupils' Items Response Analysis Report (PIRA) for Standard Four National Assessment (SFNA) in 2019, provides feedback to pupils, teachers, parents, policy makers and all education stakeholders on the performance of the pupils in English Language subject. The analysis of pupils' responses highlights the factors that contributed to good performance of the pupils and the challenges faced by some of the pupils in demonstrating their competence. The analysis indicates that the pupils who performed well had ability to identify the tasks of the questions. They had sufficient knowledge of grammatical rules, good basic vocabulary for use in different situations and were able to read and interpret concepts in the comprehension passage. On the other hand, the candidates who scored low marks lacked competence in those areas.

The National Examinations Council of Tanzania (NECTA) expects that the feedback provided in this report will help different education stakeholders to know and take appropriate measures in order to improve pupils' performance in English Language subject at this level. The feedback provided in this analysis will also help to improve the teaching and learning of English Language subject in schools.

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



Dr. Charles E. Msonde

EXECUTIVE SECRETARY

1.0 INTRODUCTION

The English Language Standard Four National Assessment (SFNA) was done on 21st November, 2019. The pupils who were registered for the assessment were 1,786,729, among these, 1,664,426 (93.15%) sat for the assessment and 1,349,573 (81.09%) passed. There was a decrease in this year's performance by 6.69 percent, when compared to the 2018 English Language Assessment, where a total of 1,362,523 pupils were registered for the assessment, among these, 1,301,625 (95.53%) sat for the assessment and 1,142,528 (87.78%) passed.

The English Language paper consisted of five sections A, B, C, D and E with four (4) objective type of questions and one (1) short answer type of questions making a total of five (5) questions. Different language areas were tested in each section as follows: section A, five (5) dictation items; section B, five (5) vocabulary items; section C, five (5) grammar items; section D, five (5) composition items and section E, five (5) comprehension items.

The scores were categorised as follows: scores from 0 to 2.5 marks were categorized as poor performance; from 3 to 6 marks as average performance; whereas from 6.5 to 9.5 marks were categorised as good performance and 10 marks were classified as very good performance. In Question 1, each correct written word was awarded half a mark (0.5).

Generally, each question in this assessment carried a total of 10 marks. The analysis is presented by indicating the number and the percentage of the candidates who correctly answered the items and

those who responded with incorrect answers. Therefore, scores from 0 to 39 percent indicates poor performance, whereas 40 to 59 percent is an average performance, while 60 to 79 percent is good performance and 80 to 100 percent indicates very good performance. Charts and graphs have been used to present the data on performance of the pupils in each question. Moreover, colours in the graphs, table and charts have been used to represent the pupils' performance. Red represents poor performance where as yellow stands for average performance, light green shows good performance and green represents very good performance.

2.0 ANALYSIS OF PUPILS' ITEMS RESPONSES

2.1 SECTION A: DICTATION

This question was on dictation with five sentences comprising four words in each. The sentences were read aloud by the invigilator for pupils to write them down. All five sentences were in the statement form. The following are the five sentences for this question:

- (i) I wake up early.
- (ii) Let us go outside.
- (iii) Park your car here.
- (iv) We love our school.
- (v) My parents are farmers.

This question tested the pupils' ability to listen carefully to the sentences read aloud and write them correctly. In responding to this question, the pupils had to show their listening and writing skills. The question was attempted by 1,664,426 pupils which was equal to 93.15 percent.

The general performance in this question was poor. A total of 1,155,624 (69.4%) pupils scored from 0 to 2.5 marks out of 10 which indicates weak performance. A total of 277,863 (16.7%) pupils scored from 3 to 6 marks which is an average performance. Other 149,104 (9%) pupils scored from 6.5 to 9.5 marks indicating good performance. However, those who scored 10 marks were 81,835 (4.9%) pupils indicating a very good performance. Figure 1 illustrates the summary of performance of pupils in question 1.

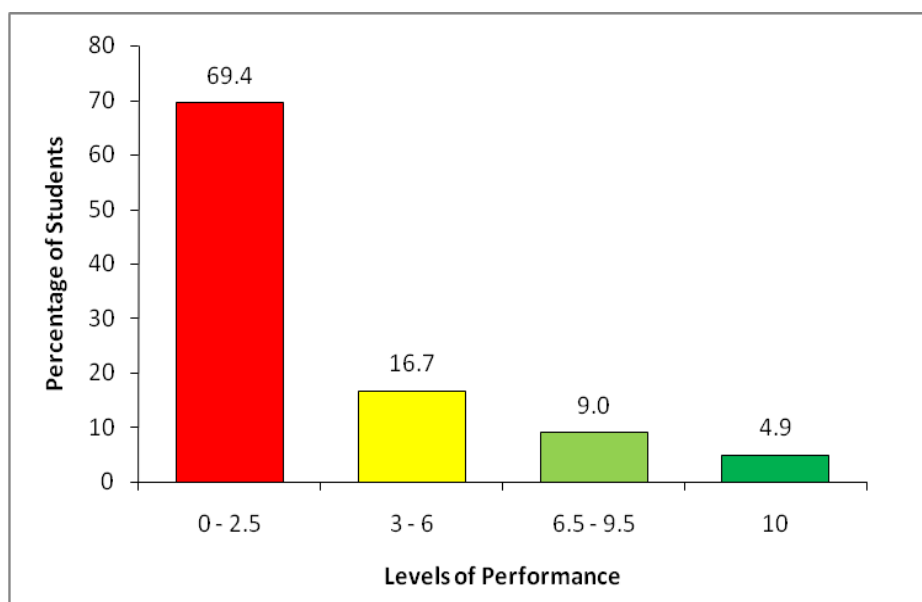


Figure 1: *Pupils' Performance in Question Number 1.*

The analysis indicates that, the pupils who scored 10 marks were able to write all the five sentences correctly and put all the punctuation marks according to the requirement of the sentences. Those pupils managed to put capital letters at the beginning of each sentence and full stops at the end of each sentence. Extract 1 provides a sample of a good response for this question.

1. Listen carefully to the sentences read in (i) to (v) and then write them in the blanks provided.

(i) I wake up early.

(ii) Let us go outside.

(iii) Park your car here.

(iv) We love our school.

(v) My parents are farmers.

Extract 1.1: a sample of a pupil's correct responses to Question 1.

In Extract 1.1, the pupil managed to write all five sentences with four words correctly. In addition, the pupil observed punctuation marks such as full stops at the end of each sentence and putting capital letters at the beginning.

However, 277,863 (16.7%) pupils who performed averagely, managed to write between 6 and 12 words correctly. Those pupils demonstrated moderate skills in writing. The major problem with these pupils was on spelling of words. They misspelled some words in the sentences. Extract 1.2 illustrates a sample of a pupil's averagely performed response in Question 1.

1. Listen carefully to the sentences read in (i) to (v) and then write them in the blanks provided.

- (i) I wake up early.
- (ii) Late your go out said.
- (iii) Park your car yer.
- (iv) We Love our School.
- (v) My Parot are farmes.

Extract 1.2: a sample of a pupil's averagely performed response in Question 1.

In Extract 1.2, the pupil wrote some words correctly and other words incorrectly. The problem with the pupil was on misspelling of the words. Therefore, there are words written with wrong spellings, such as *Late*, *yer*, *Parot* and *farmes* in the sentences.

On the other hand, there were pupils who failed to write the sentences correctly. Those pupils wrote English words as they are pronounced while others wrote Swahili words, whereas other pupils wrote meaningless words. Extract 1.3 is a sample of a pupil's wrong response for question 1.

1. Listen carefully to the sentences read in (i) to (v) and then write them in the blanks provided.

(i) A wake up ear

(ii) Rate us go out side

(iii) Park you car hoy

(iv) We love our school

(v) My Palets a farmer

Extract 1.3: a sample of a pupil's incorrect responses for Question 1.

In Extract 1.3 the pupil misspelled some words, such as *ear*, *Rate*, *hoy*, *Palets* and *famer*. In addition, the pupil did not observe punctuation marks, such as full stops at the end of each sentence.

2.2 SECTION B: VOCABULARY

There was one question in this section with five multiple-choice items. The pupils were required to choose and write the letter of the most correct answer among the choices given in the box provided.

The overall performance of pupils in this question was good. A total of 1,287,581 (77.4%) pupils scored from 3 to 10 marks. These pupils were able to identify the task of the question, select correct answers and write the letter of the correct answer.

Further analysis in this question shows that, those who scored from 0 to 2.5 marks were 376,845 (22.6%) pupils which indicates poor performance. The pupils who scored from 3 to 6 marks were 754,978 (45.4%) which indicates an average performance. On the other hand, 325,837 (19.6%) pupils scored from 6.5 to 9.5 marks indicating good performance. Those who scored 10 marks (a very good performance) were 206,766 (12.4%) pupils. Figure 2 is the summary of this analysis.

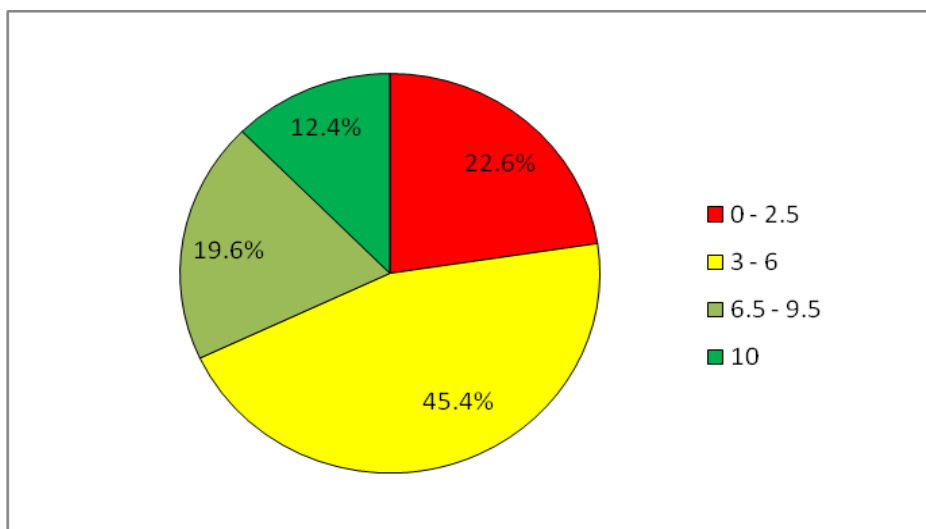


Figure 2: *Pupils' Performance in Question Number 2.*

The following multiple-choice items (i) to (v) required the pupil to choose the most correct answer among the options provided.

- (i) The brother of your father is your
- A father
 - B uncle
 - C brother
 - D grandfather

This item tested pupils' ability to use various vocabulary to communicate in everyday simple transactions related to family.

The correct answer was B (*uncle*). The pupils who opted for the correct answer understood the name used to refer to a person who is the brother of one's father or mother. Those who chose A (*father*) did not know that the word (father) refers to one's male parent. The pupils who selected C (*brother*) did not realise that the word (brother) means a male sibling or a male offspring having both parents with another offspring. Other pupils who chose D (*grandfather*) did not understand that the name (grandfather) is used to refer to the father of one's father or mother.

- (ii) She treats sick people in a hospital. She is a
- A teacher
 - B farmer
 - C driver
 - D doctor

This item tested the pupils' ability to use vocabulary to identify a person who treats sick people in a hospital. The correct answer in this item was D (*doctor*). The pupils who chose D (*doctor*) understood that the word (doctor) means a person who is trained and licensed to treat sick and injured people. The pupils who opted for A (*teacher*) did not know that the teacher is a person whose job is to teach students about certain subjects. Those who selected B (*farmer*) did not recognise that the farmer is a person who cultivates land or crops or raises animals and so it is not related to treatments done in the hospitals. The pupils who chose C (*driver*) did not understand that the driver is a person whose job is to drive a vehicle.

(iii) The meal eaten in the morning is called

- A breakfast
- B dinner
- C lunch
- D supper

This item tested the pupils' ability to identify the name of the morning meal. The correct option was A (*breakfast*). The pupils who selected the correct answer understood that the term (breakfast) is the first meal of the day taken in the morning. Those who opted for B (*dinner*) did not realise that dinner is the main meal of the day, which is taken either around midday or in the evening. Therefore, it is not the one that should be taken in the morning. On the other hand, the pupils who chose C (*lunch*) did not know that the word (lunch) means a meal eaten in the middle of the day but not in the morning. Moreover, those who opted for D (*supper*) did not understand that the terminology (supper) refers to a light meal or snack that is eaten late in the evening.

(iv) The month before June is called

- A April
- B July
- C May
- D August

This item tested the pupils' knowledge to identify the names of the months chronologically. Therefore, the pupils were required to choose the correct option C (*May*). The pupils who chose the correct option understood that May is the fifth month of the year

while June is the sixth and so it precedes June. On the other hand, the pupils who selected incorrect answer A (*April*) did not realise that it is the fourth month of the year and it is before May. The pupils who selected incorrect option B (*July*) did not know that it is the seventh month of the year and so it is not before June but after. Those who opted for incorrect alternative D (*August*) did not know that the month August is the eighth month of the year which is before September.

(v) A place where books are kept for reference, reading or for lending is called

- A laundry
- B library
- C refinery
- D laboratory

This item tested the pupils' ability to use language to show the name of place where books are kept. The correct answer was B (*library*). The pupils who chose incorrect option A (*laundry*) did not know that it is a place where clothes are washed and dried and so it has nothing to do with keeping books. The pupils who selected C (*refinery*) did not know that the term means a factory where substances in their natural state, such as oil or sugar are made pure. Moreover, the pupils who chose D (*laboratory*) did not understand that the word (laboratory) refers to a room with special equipment for doing scientific experiments and tests.

2.3 SECTION C : GRAMMAR

This section consisted of one question with five incomplete sentences in (i) to (v). The items in this question tested the ability

of the pupils to use set of rules that explain how words are used in a language. The pupils were required to fill in the blanks with the correct word among the words provided in the brackets.

The general performance for this question was average. This owes to the fact that 983,384 (59.1%) pupils scored from 3 to 10 marks. However, 681,042 (36.3%) pupils scored from 0 to 2.5 marks.

Further analysis shows that pupils who scored from 0 to 2.5 (poor performance) were 681,042 (40.9%). The pupils who performed averagely by scoring from 3 to 6 marks were 696,712 (41.9%). A total of 179,813 (10.8%) pupils had good performance by scoring 6.5 to 9.5 marks while 106,859 (6.4%) pupils scored 10 marks (very good performance). Figure 3 shows the pupils' performance in question 3.

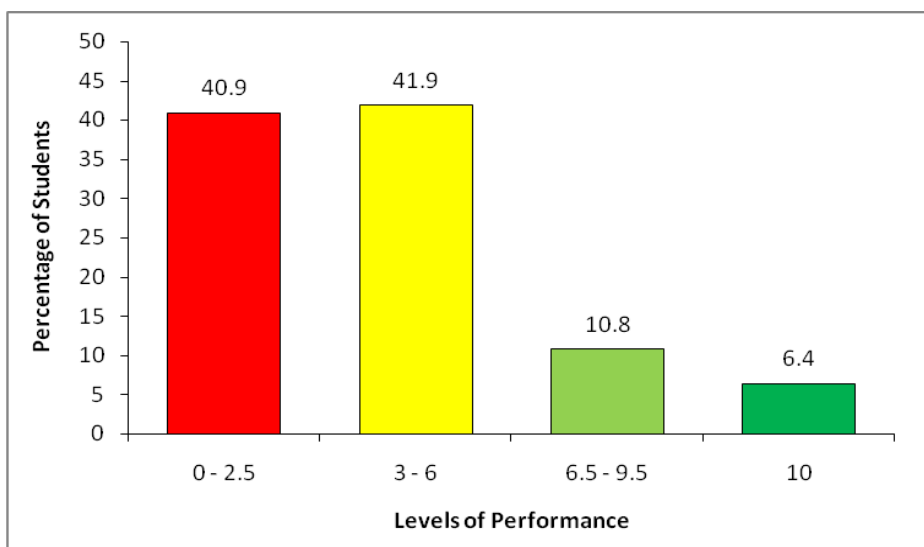


Figure 3: *The Performance of Pupils in Question 3.*

Figure 3 shows that 59.1 percent of pupils passed by getting scores ranging from 3 to 10 marks in this question. These pupils

were competent in the field of grammar as they demonstrated their ability to use different rules in English language. Extract 2 is a sample response from a pupil who answered the question correctly.

3. Fill in the blanks in (i) to (v) with the correct word provided in the brackets.
- (i) Grace is writing (write, wrote, writing) a letter.
 - (ii) They like (like, likes, liking) eating bananas.
 - (iii) Would you like some (many, some, few) milk in your coffee?
 - (iv) Our teacher left (leave, left, leaving) for London last week.
 - (v) Excuse us aunt, may we (I, we, us) watch television please?

Extract 2.1: a sample of a pupil's correct response to Question 3.

In Extract 2.1, the pupil was able to respond to all five items correctly. The responses suggest that, the pupil was competent in application of grammatical rules when constructing sentences.

However, other pupils performed averagely in this question. These pupils managed to respond correctly to 2 or 3 items out of 5. Their responses indicate that, they face difficulties in tenses and other forms of grammar. As a result, they scored from 3 to 6 marks out 10 allotted in the question. Extract 2.2 is a sample of a pupil's averagely performed response in Question 3.

3. Fill in the blanks in (i) to (v) with the correct word provided in the brackets.
- (i) Grace is write (write, wrote, writing) a letter.
 - (ii) They likes (like, likes, liking) eating bananas.
 - (iii) Would you like some (many, some, few) milk in your coffee?
 - (iv) Our teacher left (leave, left, leaving) for London last week.
 - (v) Excuse us aunt, may us (I, we, us) watch television please?

Extract 2.2: a sample of a pupil's averagely performed response to Question 3.

In Extract 2.2, the pupil demonstrated a moderate competence on grammar. This is due to the fact that the pupil managed to respond correctly to one item on tenses (item iv) and one on other forms of grammar (item iii) making a total of two items out of five.

Pupils who performed poorly in this question scored from 0 to 2 marks. These pupils had insufficient competency on grammatical rules. They failed to demonstrate the application of grammatical rules when constructing sentences. Extract 2.3 is one of the examples.

3. Fill in the blanks in (i) to (v) with the correct word provided in the brackets.
- (i) Grace is write (write, wrote, writing) a letter.
 - (ii) They liking (like, likes, liking) eating bananas.
 - (iii) Would you like many (many, some, few) milk in your coffee?
 - (iv) Our teacher leaving (leave, left, leaving) for London last week.
 - (v) Excuse us aunt, may us (I, we, us) watch television please?

Extract 2.3: a sample of a pupil's incorrect responses to Question 3.

In Extract 2.3, the pupil failed to respond to all five items correctly. This is due to the fact that, the pupil had below average competence on grammatical rules. The pupil wrote incorrect words in all items which do not agree with the structures of the sentences provided.

The following is the analysis of the items (i) - (v) which required the pupils to fill in the blanks with the correct word among the words provided in the brackets.

- (i) Grace is _____ (write, wrote, writing) a letter.

This item tested the pupils' ability to use the correct verb which agrees with the present continuous tense. The pupils who wrote the correct answer (*writing*) understood that the sentence is in present continuous tense and so the main verb should be in *-ing* form to complete the given sentence. The pupils who wrote incorrect answer (*write*) did not understand that, the verb (*write*) is in simple present tense and so it does not agree with the structure present continuous tense as in the given sentence. Those who responded with incorrect verb (*wrote*) did not

understand that it is in simple past tense which cannot be used with "is" as seen in the sentence.

- (ii) They _____ (like, likes, liking) eating bananas.

This item tested the pupils' ability to use the correct tense according to the structure of the sentence. The pupils who wrote the correct verb (*like*) understood that the sentence is in simple present tense and so it needs the verb (*like*) to complete the sentence because the subject (they) in the sentence is in the third person plural. Yet, other pupils wrote incorrect verb (*likes*). These pupils did not understand that the verb (*likes*) is used with the third person singular pronouns/noun in simple present tense. Moreover, the pupils who wrote incorrect verb (*liking*) did not realise that the verb (*like*) in *-ing* form is used when expressing events in present continuous tense but not in simple present tense as it is in the sentence.

- (iii) Would you like _____ (many, some, few) milk in your coffee?

This item tested the ability of the pupils to correctly use words related to quantifiers in the sentence. The correct quantifier was (*some*). The pupils who responded with the correct word (*some*) were able to understand that, milk is uncountable noun which must be used with uncountable quantifier *some* to make the expression meaningful. Those who wrote incorrect answers (*many*) and (*few*) did not understand that the quantifiers (*many*) and (*few*) are used when describing countable nouns, such as books, houses and cars. Therefore, they cannot be used with drinks, such as milk, water and juice.

(iv) Our teacher _____ (leave, left, leaving) for London last week.

This item tested the pupils' ability to use verbs in simple past tense. The pupils who wrote correct answer (*left*) knew that, the phrase *last week* (as used in the sentence) indicates that the sentence expresses event happened in the past by using simple past tense. Therefore, the verb (*left*) was the correct answer according to the sentence. On the contrary, the pupils who wrote incorrect answer (*leave*) did not know that the verb (*leave*) is used with first and second person plural pronouns/nouns while expressing activities in simple present tense. Those who responded with incorrect answer (*leaving*) did not understand that the verb in *-ing* form is used in past continuous tense as in "They were leaving for home" and present continuous tense as in "We are leaving for Morogoro" but not in simple past tense.

(v) Excuse us aunt, may _____ (I, we, us) watch television please?

This item tested the pupils' ability to use the correct pronoun when presenting polite expressions. The pupils who responded with the correct answer (*we*) had competency on the use of pronouns in the second part of the sentence with reference to the pronoun (*us*) used in the first part. Those pupils understood that the pronoun (*we*) agrees with the pronoun (*us*) as inserted in the first part of the sentence which presents an excuse. On the other hand, the pupils who wrote incorrect answer (*I*) did not realise that the pronoun (*I*) indicates the first person singular and so it does not agree with plural pronoun "us" as inserted in the first part of the sentence. Those who wrote incorrect answer (*us*) did

not understand that the pronoun (us) cannot precede the main verb in the sentence as in "Excuse us aunt, may *us watch* television please?".

2.4 SECTION D: COMPOSITION

This section had one question with incomplete composition. This question tested the pupils' ability to use appropriate vocabulary according to the contexts of the sentences. The pupils were required to use the words provided in the box to complete the given composition to make it meaningful.

The following are the words in the box and the composition.

year, diseases, president, month, cleanliness, village, country

The _____ of Tanzania, Dr. John Pombe Magufuli announced that the last Saturday of every _____ will be for _____ throughout the _____. This is because our surroundings are dirty and can easily cause the outbreak of _____.

The overall performance for this question was poor since 1,045,323 (62.8%) failed as they scored from 0 to 2.5 out of 10 marks allotted in the question. On the other hand, only 619,103 (37.2%) pupils passed by scoring from 3 to 10 marks.

Further analysis of pupils' performance in this question indicates that, pupils who performed averagely with scores from 3 to 6 marks were 404,302 (24.3%) while 137,069 (8.2%) pupils scored from 6.5 to 9.5 marks indicating good performance. Moreover, 77,732 (4.7%) pupils scored 10 marks which was very good

performance. Figure 5 presents the summary of pupils' performance for this question.

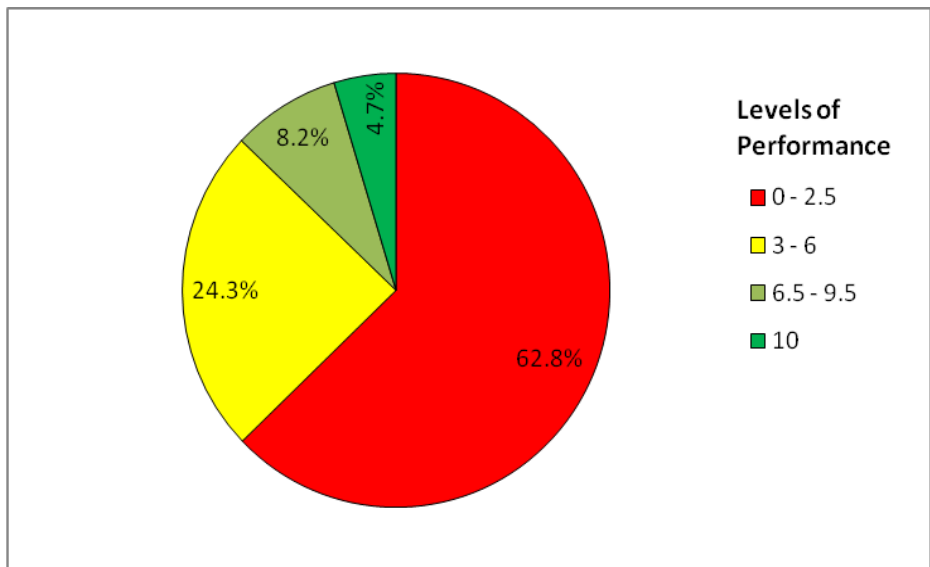


Figure 5: *Pupils' Performance in Question 4.*

The analysis shows that the pupils who performed well in this question by scoring 3 to 10 marks had competency on the uses of appropriate vocabulary when writing a composition. Therefore, they used their competence to write appropriate words based on the contexts of the sentences, hence making the paragraph meaningful. Extract 3.1 is a sample of a correct response from a pupil.

4. Use the words provided in the box to complete the composition below.

year, diseases, president, month, cleanliness, village, country

The president of Tanzania, Dr. John Pombe Magufuli announced that the last Saturday of every month will be for cleanliness throughout the country. This is because our surroundings are dirty and can easily cause the outbreak of diseases.

Extract 3.1: a sample of a pupil's correct responses to Question 4.

In Extract 3.1, the pupil was able to complete all the sentences correctly as required in the paragraph. This pupil provided correct responses because he/she had knowledge and skills on using appropriate vocabulary according to the contexts of the sentences.

The pupils who had an average performance in this question scored from 3 to 6 marks. These pupils managed to correctly fill 2 or 3 blanks out of 5 in the paragraph. Extract 3.2 presents a sample of a pupil's averagely performed response to Question 4.

4. Use the words provided in the box to complete the composition below.

year, diseases, president, month, cleanliness, village, country

The Country of Tanzania, Dr. John Pombe Magufuli announced that the last Saturday of every month will be for President throughout the year. This is because our surroundings are dirty and can easily cause the outbreak of diseases.

Extract 3.2: a sample of a pupil's averagely performed responses to Question 4.

In Extract 3.2, the pupil managed to provide the correct responses in two blanks only which are *month* and *diseases*. The pupil failed to use appropriate words in the right sentence by writing *Country* in the first blank instead of *president*. The pupil failed to understand that the word country represents an area of land that is controlled by its own government while the sentence required to supply the name of the person who is the head of the government in the country.

On the other hand, the pupils whose marks ranged from 0 to 2 in this question did not possess adequate competence on completing the sentences according to the contexts. Extract 3.3 indicates a sample of a wrong response from a pupil.

4. Use the words provided in the box to complete the composition below.

year, diseases, president, month, cleanliness, village, country
--

The diseases of Tanzania, Dr. John Pombe Magufuli announced that the last Saturday of every Country will be for villages throughout the month. This is because our surroundings are dirty and can easily cause the outbreak of year.

Extract 3.3: a sample of a pupil's wrong responses to Question 4.

Extract 3.3, shows a sample of the pupils' incorrect responses to Question 4. Those pupils filled the blanks with incorrect responses. The reason behind such responses is that the pupils did not understand the paragraph and so they chose words from the box without considering the contexts of the sentences. For

example, the word *diseases* written by the pupil cannot be meaningful in the context in which it is followed by "of Tanzania, Dr. John Pombe Magufuli..."

2.5 SECTION E: COMPREHENSION

This section comprised one question with five short answer items. The pupils were required to read the passage carefully and answer the questions with reference to the passage. The question tested the pupils' ability to read and understand written materials.

The overall performance in this question was poor due to the fact that, 1,184,669 (71.2%) pupils scored from 0 to 2.5 marks out of 10 allotted in the question. However, only 479,757 (28.8%) pupils passed by scoring from 3 to 10 marks. Data analysed indicates that 389,412 (23.4%) pupils scored from 3 to 6 marks (average performance). On the other hand, 71,774 (4.3%) pupils scored from 6.5 to 9.5 marks which indicates good performance. Moreover, 18,571 (1.1%) pupils scored 10 marks indicating a very good performance. Figure 5 illustrates the summary of the performance of pupils in this question.

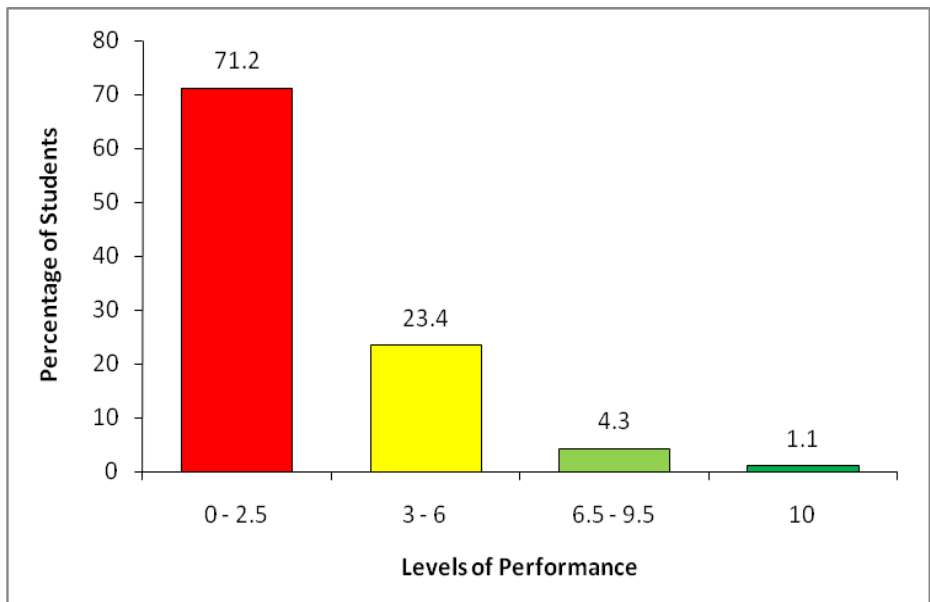


Figure 5: Pupils' Performance in Question Number 5

The following is the passage which was given.

Mr. Peter is a lawyer. He works in a court. His wife, Prisca, is a teacher. She worked at Mtambani Primary School. Last month she was transferred to Mapambano Primary School. They have three children. Two of them are employed. The first born works in a bank. His name is Victor. The second born is a doctor. His name is Joseph. He treats sick people at Afya Njema Hospital. The third born is in Standard Seven at Samunge Primary School. Her name is Sophia. Mr. and Mrs. Peter know that education is important in life. Therefore, they tell the third born to study hard.

The following is the analysis of the items given for the pupils to respond according to the passage they have read.

Questions:

- (i) What does Mr. Peter do?
-

In this item, the pupils were required to identify Mr. Peter's occupation. The pupils who answered correctly (*he is a lawyer/he works in a court*) were knowledgeable about vocabulary which describe people's occupations. Extract Na. 4.1 illustrates a sample response from a pupil who answered correctly in this item (i).

Questions:

- (i) What does Mr. Peter do?

He works in a court

Extract 4.1: a sample of a pupil's correct response to Question 5 (i).

In Extract 4.1, the pupil was able to write the correct answer to the item. The pupil knew that, the place where Mr. Peter works is called a court and so it identifies his occupation.

On the contrary, the pupils who gave incorrect response to this item did not have enough comprehension skills. Those pupils failed to identify the requirement of the question. Therefore, instead of writing occupation of Mr. Peter as stated in the passage, they gave incorrect answers, such as *works, his name is joseph, court, doctor standard and peter is a teacher*. Extract 4.2 illustrates a sample response of a wrong answer.

- (i) What does Mr. Peter do?

Know that education is important in life

Extract 4.2: a sample of a pupil's incorrect response to Question 5 (i).

In Extract 4.2, the pupil provided incorrect answer. The answer written by the pupil indicates that he/she failed to identify the requirement of the question. Therefore, decided to write a part of the sentence from the passage which is not related to the question.

(ii) Where does Prisca teach?

This item required the pupils to state the name of school where Prisca teaches. According to the passage, Prisca teaches at Mapambano Primary School. The pupils who wrote the correct answer (*She teaches at Mapambano Primary School*) were able to interpret a part in the passage which states that "*Last month she was transferred to Mapambano Primary School.*" Therefore, they realised that Prisca is now at Mapambano Primary School but not the previous school (Mtambani Primary School) she used to teach before she had been transferred. Extract 5.1 illustrates a sample response of a correct answer from a pupil.

(ii) Where does Prisca teach?
<u>Mapambano Primary School</u>

Extract 5.1: a sample of a pupil's correct response to Question 5 (ii).

In Extract 5.1, the pupil wrote the correct answer to the item. The pupil understood that Prisca previously used to teach at Mtambani Primary School but recently she teaches at Mapambano Primary School.

However, the pupils who responded incorrectly to this item failed to realise the act of Prisca being transferred from previous school which is Mtambani Primary School to Mapambano Primary School. Other pupils who did not understand the requirement of the question, provided incorrect answers, such as (a) *His wife, Prisca, is a teacher* (b) *HosPitali* (c) *emPloyed* and (d) *Prisca*. Extract 5.2 indicates a sample of an incorrect response from a pupil.

(ii) Where does Prisca teach? <u>Mtambani</u>
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Extract 5.2: a sample of a pupil's incorrect response to Question 5 (ii).

In Extract 5.2, the pupil did not realise that Mtambani Primary School is a school Prisca used to teach previously before she had been transferred to another school (Mapambano Primary School).

(iii) When was Prisca transferred?

In this item, the pupils were required to identify specific time when Prisca was transferred. The pupils had to refer to the sentence that states that "*Last month she was transferred...*". Therefore, those pupils who responded with the correct answer (*She was transferred the month before/last month/one month ago*) were knowledgeable about specific time she was transferred as indicated in the passage. Extract 6.1 shows a sample of a correct answer from a pupil.

(iii) When was Prisca transferred?

Last month.

Extract 6.1: a sample of a pupil's correct response to Question 5 (iii).

In Extract 6.1, the pupil managed to identify specific time when Prisca was transferred from Mtambani Primary School to Mapambano Primary School. This pupil was able to refer to the passage and respond to the item, accordingly.

On the other hand, the analysis indicates that the pupils who failed to answer this item correctly failed to realize specific time when Prisca was transferred as indicated in the passage. As a result they provided incorrect answers which are not related to the requirement of the question. Some of the incorrect answers provided included (a) *She was transferred to Mpambano Primary school* (b) *MAPAMBANO PRIMARY SCHOOL* (c) *PRISCA TRANSFERRED* and (d) *Sophia Mr and Mrs peter Know that*, which indicates place and people, respectively. Extract 6.2 is a sample of pupils' incorrect response to this item.

(iii) When was Prisca transferred?

To Mapambano Primary School

Extract 6.2: a sample of a pupil's incorrect response to Question 5 (iii).

In Extract 6.2, the pupil failed to realise specific time when Prisca was transferred to Mapambano Primary School. This pupil did not know that the word "When" is used to describe time and not

place. Therefore, the pupil responded to the item by mentioning the place (Mapambano Primary School) where Prisca was transferred to instead of time when Prisca was transferred.

(iv) How many children are there in Mr. Peter's family?

This item was intended to test the pupils' ability to know the number of children in Mr. Peter's family. The pupils who wrote the correct answer (*There are three children in Mr. Peter's family*) realised that Mr. Peter and Prisca are the ones who make the family that is being talked in the passage. In addition, those pupils knew that the family has three children. Their responses suggest that, they knew what the question required. That is, the word “many” refers to number of the children in Mr. Peter’s family. Extract 7.1 indicates a sample of a correct response from a pupil.

<p>(iv) How many children are there in Mr. Peter’s family?</p> <p><u>Three children</u></p>

Extract 7.1: a sample of a pupil's correct response to Question 5 (iv).

In Extract 7.1, the pupil responded with correct answer. This pupil knew that Mr. Peter and Prisca make a family with three children since the passage clearly indicated that they have three children in the 6th sentence.

On the contrary, other pupils failed to respond correctly to this item. Those pupils did not understand the requirement of the

question and so they gave wrong responses, such as (a) *Life Therefore They tell the third born to study* (b) *TWO Or THEM* (c) *Her name IS Sophia. Mr.* (d) *born is a SoPhia* and (e) *know that education is important in life* which indicates that they were just writing without making any reference or interpretation on the context presented in the passage. Extract 7.2 shows a sample of an incorrect response from a pupil.

(iv) How many children are there in Mr. Peter's family?

Samurje

Extract 7.2: a sample of a pupil's incorrect response to Question 5 (iv).

In Extract 7.2 the pupil provided a name of a place instead of the number of children in Mr. Peter's family. This pupil did not interpret the passage correctly, therefore he/she wrote the name of place which was mentioned in the passage.

(v) Why do Mr. and Mrs. Peter tell the third born to study hard?

This item tested the pupils' ability to analyse and provide a reason why Mr. and Mrs. Peter tell the third born to study hard. The pupils managed to interpret the way Mr. and Mrs. Peter know that education is important in life and so they used to tell their third born to study hard. Therefore, the correct answer to the item is *because education is important in life*. The pupils who wrote correct answer demonstrated their ability to use their own words to present a reason after they have identified it in the

passage. Extract 8.1 illustrates a sample of a correct response from a pupil.

(v) Why do Mr. and Mrs. Peter tell the third born to study hard?

Because, they know that education is important in life

Extract 8.1: a sample of a pupil's correct response to Question 5

(v).

In Extract 8.1, the pupil showed ability to analyse the passage and respond correctly to the question. The pupil demonstrated high order of thinking in this question.

On the other hand, there were other pupils who wrote incorrect answers to the item. Those pupils performed poorly in this item because they did not understand the requirement of the question as a result they gave answers such as (a) *Her name is Sophia* (b) *Worked at Mtambani Primary* (c) *THE THIRD BORN IS IN STANDARD SEVEN* and (d) *life There fore*, which indicates that they did not have an ability to comprehend what was in the passage. Extract 8.2 shows a sample of an incorrect response from a pupil.

(v) Why do Mr. and Mrs. Peter tell the third born to study hard?

Victoria to the second hospital

Extract 8.2: a sample of a pupil's incorrect response to Question 5

(v).

In Extract 8.2, the pupil did not understand the requirement of the question. Therefore, he/she provided the answer which was different from the passage.

3.0 ANALYSIS OF PUPILS' PERFORMANCE IN EACH COMPETENCE

In English Language Subject, two competencies were assessed. Those competencies were ability of pupils to *Communicate orally and through writing* and *Comprehend oral and written information*.

The general performance of pupils in each competence in the 2019 Standard Four National Assessment (SFNA) in English Language was average by 43.8 percent. The competence on pupil's ability to communicate orally and through writing which was assessed in question 2, 3 and 4 had an average performance as 57.9 percent of pupils scored from 3 to 10. The performance in Comprehending oral and written information skills (question 1 and 5) was average as 29.7 percent of the pupils scored from 3 to 10 marks.

4.0 CONCLUSION

Statistical data analysed shows that the general performance of the pupils in the 02 English Language subject in the Standard Four National Assessment (SFNA) for 2019 was good. This is due to the fact that, a total of 1,349,573 (81.09%) pupils passed by scoring passing marks from 10 to 50. Those pupils had skills in answering questions according to the instructions given. They also had listening and writing skills, adequate knowledge on vocabulary, grammar, composition and comprehension skills.

However, a total of 569,203 (34.2%) pupils failed to answer the assessment questions correctly which made them to be in a poor

performance category. These pupils had challenges related to lack of competencies in listening and writing skills, inadequate vocabulary for use in their daily conversation, poor knowledge on grammatical rules, poor composition and comprehension skills which is an indication that they lack skills on listening, reading and writing. Some of them failed to understand the requirement of the questions thus they provided irrelevant answers.

Most pupils managed to demonstrate a competence on *communicating orally and through writing* by 57.9 percent when compared to *Comprehending Oral and Written Information* which had performance of 29.7%. Therefore, more efforts need to be put on Comprehension skills.

5.0 RECOMMENDATIONS

The performance in the 2019 SFNA English Language was good. However, some measures should be taken in order to improve the percentage of the performance in the future assessments as follows:

- (a) In order to improve comprehension skills, teachers should guide pupils to read simple texts on different topics for comprehension.
- (b) For the pupils to acquire more vocabulary, they should be provided with short and simple texts related to time, directions, places and occupations. Not only that, but they should also read texts related to time, personal letters, menu, directions, quantifiers and occupations.

- (c) In order to improve writing skills on dictation, it is suggested that teachers should give pupils more exercises on listening and form the words which begin with the letter selected by the teacher.

**COMPARISON OF PUPILS' PERFORMANCE BY COMPETENCIES
IN SFNA 2018 & 2019**

S/ N.	COMPET- ENCE	SFNA 2018				SFNA 2019			
		Performance on each Question		Avera ge	Rema rks	Performance on each Question		Avera ge	Remar ks
		Qn. Num ber	(%) Perfo rman ce			Qn. Numb er	(%) Perfor mance		
1.	Comprehe nd oral and written informatio n	1	58.4	38.6	Avera ge	1	30.6	29.7	Averag e
		5	18.8			5	28.8		
2.	Communi cate orally and through writing	2	75.2	48.0	Avera ge	2	77.4	57.9	Averag e
		3	36.3			3	59.1		
		4	32.6			4	37.2		

