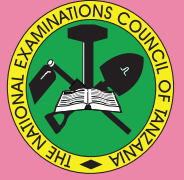




THE UNITED REPUBLIC OF TANZANIA
MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY
NATIONAL EXAMINATIONS COUNCIL OF TANZANIA



**PUPILS' ITEM RESPONSE ANALYSIS
REPORT ON STANDARD FOUR NATIONAL
ASSESSMENT (SFNA) 2022**

ENGLISH LANGUAGE



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Published by:

The National Examinations Council of Tanzania

P.O. Box 2624

Dar Es Salaam, Tanzania.

The National Examinations Council of Tanzania, 2023

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FOREWORD

This report presents the Pupils' Items Response Analysis (PIRA) on Standard Four English Language National Assessment which was conducted in October 2022. This report aims at providing feedback to all stakeholders in education on the factors that contributed to the pupils' performance in the English Language subject.

The Standard Four National Assessment (SFNA) is a formative evaluation which intends to monitor pupils' learning as it shows justification for the pupils' performance in the English Language subject. The pupils who attained high scores had adequate knowledge of reading and writing. The analysis indicates that the pupils with good performance identified the requirements of the questions. They also had writing skills, sufficient knowledge of grammatical rules and good basic vocabulary to use in different situations. Furthermore, they comprehended written information. However, pupils who scored low marks faced difficulties in responding to the questions due to their insufficient knowledge of the tested concepts.

This report will help pupils to identify strengths and weaknesses for them to improve learning before sitting for other assessments and examinations. It will help teachers to identify the challenging areas and take appropriate measures during teaching and learning.

The National Examinations Council of Tanzania (NECTA) expects that the feedback provided in this report will shed light on the challenges for which stakeholders in education should take proper measures to improve teaching and learning of the English Language subject. Consequently, pupils will acquire knowledge, skills and competence indicated in the syllabus for better performance in future assessments and examinations.

The Council appreciates the contribution of all those who prepared this report.



Dr. Said A. Mohamed
EXECUTIVE SECRETARY

1.0 INTRODUCTION

This report analyses pupils' performance in the English Language Standard Four National Assessment (SFNA), which was conducted on 26th and 27th October, 2022. The assessment was set in accordance with the 2015 English Language syllabus and the 2018 English Language format.

A total of 1,718,896 pupils were registered for the SFNA in 2022, whereas, 1,591,090 (92.56%) sat for the assessment. Moreover, data indicate that 1,141,100 (71.72%) passed the assessment. According to statistics, the performance of pupils in SFNA 2022 has decreased by 1.22 per cent when compared to the performance in 2021. In 2021 a total of 1,681,769 pupils were registered for the assessment whereas, 1,560,935 (92.81%) sat for the assessment and 1,138,452 (72.94%) passed.

The English Language assessment paper consisted of five (5) sections: A, B, C, D and E. The first four (4) sections comprised of objective questions, and the last section which was E, comprised of a short answer question, making a total of five (5) questions.

This paper tested different language areas in each section, as follows: Section A, five (5) dictation items and section B, five (5) vocabulary items. Moreover, section C had five (5) grammar items while section D had six (6) composition items and section E had five (5) comprehension items.

The pupils' performance in each category was provided according to their range of performance as follows: poor performance ranged

from 0 to 33 marks; average performance ranged from 34 to 66 marks; good performance ranged from 67 to 100 marks.

Each question in this assessment weighed 10 marks, with items weighing 2 marks each. However, in Question 1, each correctly written word was awarded 0.5 marks. The analysis indicates the number and the percentage of pupils who correctly answered the questions and those who incorrectly answered them. In such instances, the percentage from 0 to 2 per cent indicates poor performance; 4 to 6 per cent indicates average performance, 8 per cent indicates good performance and 10 per cent indicates very good performance. Charts and graphs are also used to indicate the pupils' performance on each question.

Moreover, colours in graphs, tables and charts are used to represent the pupils' performance. Red colour represents poor performance, yellow stands for average performance, light green indicates good performance and green indicates very good performance.

2.0 ANALYSIS OF PUPILS' RESPONSES TO THE ITEMS

This part presents the analysis of the pupils' responses to the items. The presentation entails pupils' performance basing on four categories namely poor, average, good and very good. Their performance levels are categorized in Table 1.

Table 1: Performance Level in the English Language subject

Range of Marks	Remarks
0-2	Poor
4-6	Average
8	Good
10	Very good

2.1 SECTION A: DICTATION

This section had one (1) question with five items (i) to (v). The question was about dictation. Dictation is the action of writing down what someone has said. The invigilator read five (5) sentences carefully and loudly while the pupils listened and wrote them down in the answer sheets provided. The sentences were in declarative form as follows:

- (i) These eggs are broken.
- (ii) He arrived late yesterday.
- (iii) They come from America.
- (iv) Elizabeth can speak English.
- (v) Our grandfather walks slowly.

The question tested pupils' listening and writing skills (pupil's ability to write the proper spelling of the read words). Furthermore, it required the pupil to demonstrate his/her ability in using punctuation marks such as full stop (.).

This question was attempted by 1,591,455 pupils (100%). Among them, 1,275,457 pupils (80.14%) scored from 0 to 2.5 marks which is poor performance. Moreover, 207,277 (13.03%) scored from 3 to 6 marks which is average performance and 83,526 (5.25%) scored from 6.5 to 9.5 marks which is good performance; these pupils wrote 13 to 19 words correctly. However, only 25,195 pupils (1.58%) wrote 20 words correctly and scored 10 marks. The general performance on this question was poor because 19.85 per cent of the pupils scored from 3 to 10 marks. Figure 1 summarises the pupils' performance on Question 1.

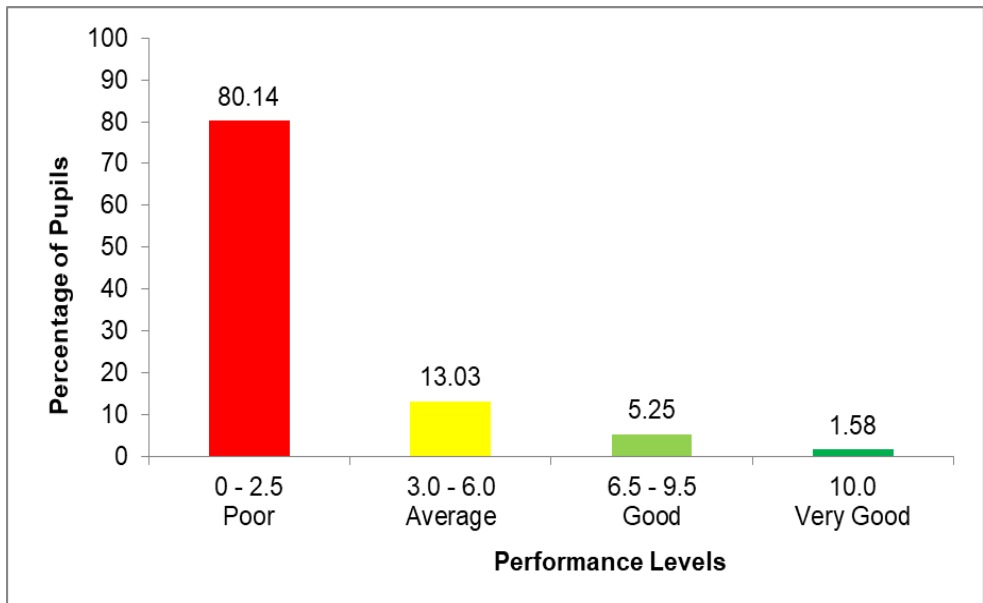


Figure 1: Pupils' Performance on Question 1

Analysis shows that the pupils who scored 10 marks demonstrated their listening and writing skills which enabled them to correctly write down all words. They wrote all five sentences using correct punctuation marks accordingly. They also realised that the first

letters of all words at the beginning of sentences or names of people and places should be capitalised. Moreover, they understood that all five sentences were declarative sentences. A declarative sentence is a type of sentence that states fact, information, or an argument. It always ends with a full stop or period (.). Extract 1.1 is illustrative.

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

(i) These eggs are broken.

(ii) He arrived late yesterday.

(iii) They come from America.

(iv) Elizabeth can speak English.

(v) Our grandfather walks slowly.

Extract 1.1: A Sample of Pupils' Correct Responses to Question 1

In Extract 1.1, the pupil wrote all four words correctly in each sentence. He/she put the punctuation marks correctly such as capitalization at the beginning of the sentences and periods at the end of each sentence. The pupil demonstrated his/her listening and writing skills which enabled him/her to score high marks on this question

Moreover, there are some pupils who scored average marks on this question. These pupils could not write correctly some of the words as they were dictated by the invigilator. They misspelled some words in the sentences and some were unable to observe punctuation marks such as *full stops*, *capitalization* and *spacing* in some

sentences. This resulted in pupils scoring half of the marks allotted to the items. Extract 1.2 is a sample of average responses to question 1.

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

(i) This eggs are broken .

(ii) He arrived late Yesterday .

(iii) They come from amelca .

(iv) Alizabete can speak English .

(v) Our grandfather walk slowly .

Extract 1.2: A Sample of Pupils' Average Responses to Question 1

In Extract 1.2, the pupil misspelt the words this (*these*), *Alizabete* (*Elizabeth*) and *amelca* (*America*). The pupil also inappropriately wrote the word *yesterday* beginning with a capital letter which resulted in scoring average marks.

In contrast, some pupils could not write the sentences correctly. Some of them began the sentences in small letters. For example, *english*, *america* and *elizabeth*. This is associated with poor writing skills.

Furthermore, there were pupils who wrote the words using Kiswahili. They did not realise that there is no one to one correspondence between spelling and pronunciation in most of the English Language words. For example; *awa* (our), *cam* (come), *dhis* (these), *spik*

(speak) and grandfather (grandfather). These pupils used Kiswahili knowledge in which words are written the way they are pronounced such as *baba* [baba], *kalamu* [kalamu], and *mama* [mama]. Therefore, this led them to misspell some words. Extract 1.3 is worth considering.

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

(i) this eggs are broken.

(ii) he are sevide leit yesterday.

(iii) They com from amerika.

(iv) Elizabeth can spik English.

(v) awa grand fadher wok slouring.

Extract 1.3: A Sample of Pupils' Incorrect Responses to Question 1

In Extract 1.3, the pupil wrote some English words in Kiswahili. This shows that the pupil lacks knowledge that in English language many words are written differently from the way they are pronounced. This led him/her to misspell many words in the sentences.

2.2 SECTION B: VOCABULARY

This section consisted of one (1) question with five (5) multiple choice items (i) to (v). Each item consisted of four (4) choices A to D. The pupils were required to choose the most correct answer from

the given choices or alternatives and write its letter in the box provided.

This question was attempted by 1,591,455 pupils (100%). Among them, 1,041,549 (65.45%) scored from 0 to 2 marks which is poor performance. Moreover, 494,895 (31.10%) scored from 4 to 6 marks which is average performance and 43,681 (2.74%) scored 8 marks which is good performance. Additionally, 11,330 pupils (0.71%) scored 10 marks. These pupils answered all five items correctly. The general performance on this question was poor because 34.55 per cent of the pupils scored from 4 to 10 marks. Figure 2 summarises the pupils' performance on Question 2.

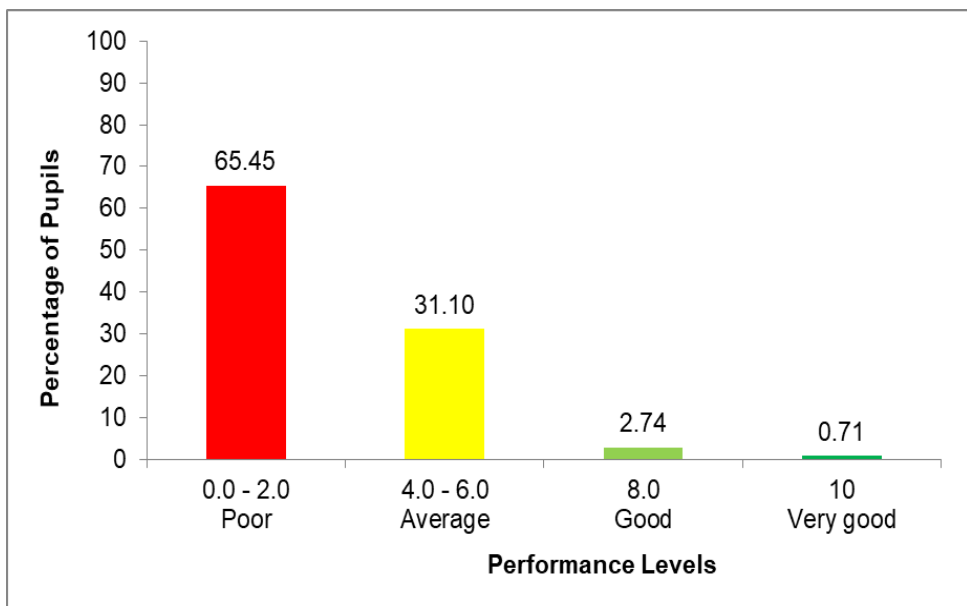


Figure 2: Pupils' Performance on Question 2

The following were the multiple-choice items in question 2.

(i) The son of my sister is

- A my niece
- B my cousin
- C my nephew
- D my brother

This item tested the pupil's ability to use various vocabulary in expressing family relations. The correct answer was C (*my nephew*). The pupils who chose the correct answer demonstrated their knowledge of a family tree representing family relationships. They understood that *nephew* is a son of one's brother or sister or of one's brother-in-law or sister-in-law.

In contrast, the pupils who opted for A (*my niece*) did not know that *niece* is a daughter of one's brother or sister or of one's brother-in-law or sister-in-law. Hence, alternative A (*my niece*) was an incorrect answer. The noun *niece* is feminine while *nephew*, which is a correct answer, is masculine. Therefore, they opted for an incorrect response as they mistook gender of the family members.

Similarly, the pupils who chose B (*my cousin*) did not know that a *cousin* is a child of one's uncle or aunt. They were unaware that a *cousin* can be either a boy or a girl. Therefore, option B (*my cousin*) was an incorrect answer because he/she is not the son of one's sister or brother.

Moreover, the pupils who opted for D (*my brother*) did not know that a *brother* is a man or boy in relation to other sons and daughters of

his parents. They also did not comprehend that a *brother* is a man or boy blood-related sibling whom they share the same parents. Therefore, alternative D (*my brother*) was an incorrect answer.

(ii) The synonymy of the word 'dislike' is

- A hate
- B love
- C hatred
- D Disgust

This item tested the pupil's knowledge and understanding of synonyms. Synonyms are words with the same or related meanings. Examples of synonymous words are:

- big; large; huge; giant
- small; tiny; little; mini
- easy; simple; straightforward

The correct answer to this item was A (*hate*). The pupils who chose the correct answer demonstrated their understanding of synonyms. They knew that the word *hate* means intense hostility that usually is derived from anger, fear, or a sense of injury. For example, *The boys hate each other*. This means that the boys *dislike* each other.

Conversely, the pupils who chose B (*love*) did not know that the word *love* means the intense feeling of deep affection. For example, *I love my parents so much*. Therefore, the word *love* is quite opposite to the word *dislike*. They were also unaware that the words *dislike* and *love* are antonyms (words with opposite meanings) and not synonyms. Hence, option B (*love*) was an incorrect answer

because the other meaning of the word 'dislike' cannot be 'love' as the latter carries a positive connotation as compared to the previous one.

Similarly, the pupils who chose alternative C (*hatred*) did not know that *hatred* is a noun of a verb *hate* which express extreme dislike or disgust. For example, *His hatred toward his classmates makes him a lonely person.* Therefore, the word *hatred* was an incorrect answer because it is a noun which does not match with a verb *dislike* to show words with the same meaning.

Furthermore, the pupils who chose D (*disgust*) did not realise that the word *disgust* is used to express a feeling of strong disapproval aroused by something unpleasant or offensive. For example, *She resigned from the company in disgust for their low wages.* The option D (*disgust*) was an incorrect answer because one can dislike something and yet not be disgusted by it; when someone is disgusted by something he/she cannot stand it. Therefore, the word *dislike* and *disgust* do not mean the same thing.

(iii) The word 'sad' has the same meaning as

- A tired
- B afraid
- C happy
- D unhappy

This item tested the pupil's ability to identify words with the same meaning. Words with the same meaning are known as synonyms. Examples of synonymous words are:

bad; awful; terrible; horrible
good; fine; excellent; great

The correct answer to this item was D (*unhappy*). The pupils who chose the correct answer knew that the word *unhappy* means a situation of being sorrowful, sad or heartbroken. For example, *She was unhappy about her final examination results*. This means, a girl was sorrowful due to her poor performance in her final examination results. Therefore, the word 'sad' is synonymous with unhappy.

In contrast, the pupils who chose A (*tired*) did not know that the term *tired* means the situation of being drained of strength or energy. It expresses the situation in which someone needs to sleep or rest because of having insufficient energy or strength to do something. For example, *I slept during study time because I was so tired*. This denotes that one lacked enough energy to study due to his/her tiredness. Therefore, it was an incorrect answer because being tired does not mean being *sad* or *unhappy*.

Moreover, the pupils who opted for B (*afraid*) were unaware that the word *afraid* is used to express the feeling of fear, anxiety or worry. For example, *I am afraid of dogs*. This means that I feel a sense of fear whenever I see dogs. Therefore, this was an incorrect answer because 'afraid' does not mean to be *sad* or *sorrowful*.

Furthermore, the pupils who chose C (*happy*) did not know that the word *happy* is an adjective which expresses an emotional state characterised by feelings of joy, satisfaction or contentment. For example, *We are all happy to pass our English Language examination*. This indicates that they are satisfied with their performance in the English Language examination. Therefore, this

was an incorrect response because the words *unhappy* and *happy* are *antonyms* and not *synonyms*.

(iv) My uncle attends and takes care of the sick in hospital. He is

- A a nurse
- B a dentist
- C a doctor
- D a surgeon

The item required the pupils to show their ability to use different vocabulary to describe daily activities or occupations of people. Examples of occupations are *baker*, *carpenter*, *fisherman*, *secretary*, *farmer*, and *mason*. The correct answer to this item was A (*a nurse*). The pupils who chose the correct answer knew that a *nurse* is a medical professional who deals with taking care of or looking after patients in a hospital.

On the contrary, the pupils who chose alternative B (*a dentist*) were wrong. They were unaware that a *dentist* is a medical professional who is qualified to treat diseases and other conditions that affect the teeth and gums. A dentist also deals with the repair and extraction of teeth and insertion of artificial ones. Therefore, option B was an incorrect answer due to the duties and responsibilities of a dentist in a hospital.

Likewise, those who chose alternative C (*a doctor*) did not realise that a *doctor* is a person who is qualified to treat people who are ill in the hospital. They could not differentiate the duties and responsibilities of a doctor and that of a nurse. Therefore, option B

(*a doctor*) was an incorrect answer because a doctor does not take care of sick people.

In addition, the pupils who chose D (*a surgeon*) did not know that, the *surgeon* is a medical professional doctor who performs operations or surgery on a patient's body in the hospital. Therefore, it is an incorrect answer because a surgeon does not deal with taking care of sick people in hospitals.

- (v) The crops were attacked by a _____ of locusts.
- A herd
 - B gang
 - C flock
 - D swarm

This item tested the pupil's understanding of group or collective nouns. Group nouns are names for a collection or number of people or things. Examples of collective nouns are army, choir, crowd and class. The correct response for this item was D (*swarm*). The pupils who chose the correct answer knew that a word *swarm* is a collective noun that describes a large or dense group of flying insects. Therefore, they comprehended that the *locusts* are among the insects which fall under this group noun (*a swarm*).

On the contrary, the pupils who chose A (*herd*) did not know that *herd* is a group noun that is used to express a large group of hoofed animals that live together or are kept together as livestock. For example, A herd of cows. This means a group of cows. Therefore,

this was an incorrect answer because 'herd' does not describe a group of insects.

Additionally, the pupils who opted for B (*gang*) were unaware that the word *gang* is used to describe an organised group of thieves or criminals. For example, *A gang of thieves attacked the Kilimahewa market last evening.* Hence, it was an incorrect answer because 'gang' does not mean a group of moving insects.

Likewise, the pupils who opted for C (*flock*) were unaware that a *flock* describes a number of animals or birds of one kind feeding, resting or travelling together. For example, *a flock of sheep.* Therefore, this was an incorrect answer because 'a flock' does not represent a group of insects.

2.3 SECTION C: GRAMMAR

This section consisted of five items (i) to (v). The pupils were required to fill in the blanks by choosing the correct words provided in the brackets. The question tested the pupil's ability to apply syntactical and grammatical rules of English language in daily communication.

This question was attempted by 1,591,455 pupils (100%). Among them, 855,740 pupils (53.77%) scored from 0 to 2 marks which is poor performance; 573,959 (36.07 %) scored from 4 to 6 marks which is average performance and 107,819 (6.77%) scored 8 marks which is good performance. Furthermore, 53,937 pupils (3.39%) scored 10 marks which is very good performance. The general performance on this question was average because 735,715 pupils

(46.23%) scored from 4 to 10 marks. Figure 3 summarises the pupils' performance on Question 3.

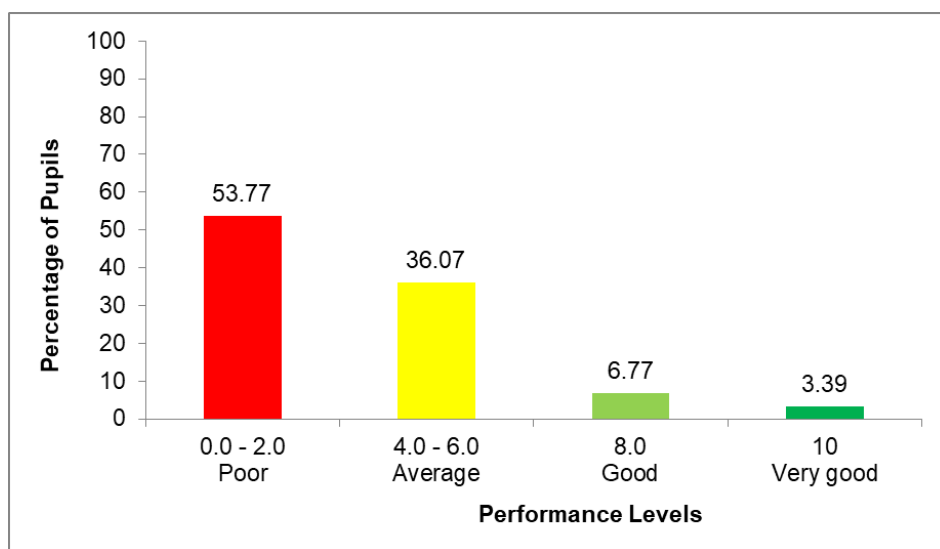


Figure 3: Pupils' Performance on Question 3

The pupils who scored high marks on this question were competent in grammar. They had adequate knowledge of grammatical rules of English language and skills in communicating simple daily events. They also demonstrated adequate knowledge of using English language in different contexts. Hence, they correctly applied the knowledge by choosing the words that correctly fit in the sentences given and making the statements meaningful.

Contrarily, some pupils had weak performance in this question. They demonstrated poor mastery of syntactical and grammatical rules applied in English language. They also lacked knowledge and skills in communicating simple daily events.

The following part analyses the pupils' responses to the items from (i) to (v):

(i) Do you _____ (need, needed, needing) any help?

This item tested the pupil's ability to use the stative verbs. A stative verb describes a state of being rather than an action. Examples of stative verbs are *love, smell, agree, know, need* and *imagine*. They are not usually used in the present continuous form. For example, one cannot say, *I loving you* or *I knowing everything*. Instead, one can say, *I love you* or *I know everything*. Therefore, the correct response to this item was *need*. The pupils who chose the correct answer understood that the verb is stative that it does not take *-ing* particle in progressive form.

Those who chose *needed* did not know that the verb *needed* is in simple past which expresses events or actions that happened in the past. They were also not aware that the question was in the simple present tense indicating an on-going activity. Yet, the activity did not require any affix in second-person plural or singular (*you*).

Pupils who opted for *needing* were not aware that, the stative verb *need* does not take *-ing* form in progressive aspect to express on-going activity contrary to dynamic verbs which are the verbs that indicate an action rather than a state. These verbs take *-ing* form in progressive aspect to express on going activities. Therefore, those who chose an incorrect answer demonstrated poor understanding on the meaning and types of verbs in English language.

(ii) I _____ (go, gone, went) to the market last Saturday.

This item tested the pupil's ability to express the past activities/events. The correct answer to this item was *went*. The pupils who chose the correct answer identified the adverb phrase *last Saturday*. This means that the action of *going* to the market was done and completed a few days ago. Therefore, it changes from the verb *going* and become *went* in the simple past tense.

Contrarily, the pupils who chose *go* did not know that the verb *go* is the main verb that describes the process of moving from one place to another. They did not realise that it is used in the present tense to indicate something that is happening as a routine. For example, *I go to school every day*. This means that going to school is someone's daily routine. They were also unaware that the phrase *last Saturday* signals that the event happened in the past time.

Likewise, those who chose *gone* did not know that the word *gone* is the past participle of *go*. They also did not realise that the sentence was in the simple past tense that required a verb to add *-ed* in regular verbs such as *played, worked, and danced*. Also, to change their forms without adding *-ed* for irregular verbs such as *go → went, drink → drank, fall → fell and eat → ate*.

(iii) Jumanne and Bakari are _____ (all, both, either) my sons.

This item tested the pupil's ability to use determiners to communicate simple events. These are words that precede nouns to modify or introduce them. They include articles, adjectives of quantity, demonstrative and possessive adjectives. Examples of adjectives of quantity are *each, many, two, all* and *both*. The correct answer to this item was *both*. The pupils who chose this answer

understood that the word *both* refers to two things/people regarded and identified together.

Contrarily, the pupils who chose option *all* did not know that the word *all* is used to refer the whole quantity of a particular thing. Therefore, it was an incorrect answer because 'all' refers to the total number of the entire items of any number while *Jumanne and Bakari* refer to two people.

Moreover, those who chose *either* were unaware that the word *either* is used in two things to describe one of them. For example, *You can choose either the green pencil or the red one*. Therefore, this was an incorrect answer because 'either' refers to one thing out of the two things while *both* is used to mention two things in an utterance.

(iv) Excuse me. May I _____ (close, closing, closed) the window?

This item tested the pupil's ability to use the simple present tense to express future activities or actions. The modal *may* is used to show permission particularly when applied to you, he, she or a proper noun, to show that the speaker is allowing something to happen. The correct answer was *close*. These pupils knew that the sentence was in simple present where there is no addition of any affix to a verb 'close' in first-person singular or plural (*I, we*). Therefore, the verb 'close' should remain in its base form.

Conversely, the pupils who chose *closing* did not know that in the simple present tense, the verbs do not take any affix in first-person

plural or singular (I, we) and in third-person plural (they). They also were unaware that the verb *closing* is used in the present continuous tense to express on going events.

Furthermore, the pupils who chose *closed* did not know that the word *closed* was in the simple past tense while the sentence was in the simple present tense. The verb *closed* signals an activity that was done and completed in the past. Hence, it is not a correct answer since the sentence in the item is in the present tense.

(v) It is very _____ (danger, dangerous, dangerously) to drive too fast.

This item tested the pupil's ability to use adjectives in daily communication. Adjectives are words that describe or modify nouns or pronouns. They normally indicate *quality, size, shape, duration, feelings* and *contents* about nouns or pronouns. Examples of adjectives are *four, that, beautiful, big, round, tall, Tanzanian, hungry, and fast*. The correct answer was *dangerous*. The pupils who chose the correct answer knew that the word *dangerous* describes the situation that is able or likely to cause harm or injury. For example, *A snake is a dangerous animal*. They also realised that the adjective *dangerous* modifies a pronoun *it* that stands for reckless driving.

In contrast, the pupils who opted for *danger* did not know that the word *danger* is a noun that describes the possibility of suffering from harm or injury. For example, *He was in danger*. They also did not know that a noun cannot modify a pronoun or another noun. In this

case, 'danger' as a noun cannot modify a pronoun 'it'. Therefore, the choice 'danger' was an incorrect answer in this context.

Similarly, the pupils who chose *dangerously* did not realise that the word *dangerously* is an adverb that expresses the situation in a way that is able or likely to cause harm or injury. For example, *She drives that car dangerously*. This means that she drives at very high risk or full of danger. Therefore, it was an incorrect answer because the adverb 'dangerously' modifies a verb and not a noun.

Extracts 3.1 and 3.2 are samples of the correct and incorrect responses to Question 3 respectively.

<p>3. Fill in the blank spaces in (i) to (v) with the correct word provided in the brackets to make the sentences meaningful.</p> <p>(i) Do you <u>need</u> (need, needed, needing) any help?</p> <p>(ii) I <u>went</u> (go, gone, went) to the market last Saturday.</p> <p>(iii) Jumanne and Bakari are <u>both</u> (all, both, either) my sons.</p> <p>(iv) Excuse me. May I <u>close</u> (close, closing, closed) the window?</p> <p>(v) It is very <u>dangerous</u> (danger, dangerous, dangerously) to drive too fast.</p>
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Extract 3.1: A Sample of Pupils' Correct Responses to Question 3

In Extract 3.1, the pupil responded to all five items correctly. This indicates his/her mastery in syntactical and grammatical rules of English language in day to day communication.

3. Fill in the blank spaces in (i) to (v) with the correct word provided in the brackets to make the sentences meaningful.
- (i) Do you Window (need, needed, needing) any help?
 - (ii) I Excuse me may (go, gone, went) to the market last Saturday.
 - (iii) Jumanne and Bakari are It is very (all, both, either) my sons.
 - (iv) Excuse me. May I toofast (close, closing, closed) the window?
 - (v) It is very Jumanne and Bakari (danger, dangerous, dangerously) to drive too fast.

Extract 3.2: A Sample of Pupils' Incorrect Responses to Question 3

In Extract 3.2, the pupil picked some words from other questions and used them as answers.

2.4 SECTION D: COMPOSITION

This section had one (1) question with six (6) jumbled sentences numbered (i) to (vi). The pupils were required to rearrange them in chronological order. The question tested the pupil's ability to communicate simple ideas through writing. The jumbled sentences were as follows:

- (i) I brush my teeth and take bath.
- (ii) After taking bath, I eat my breakfast.
- (iii) My name is Florian.
- (iv) Thereafter, I put on my school uniform.
- (v) I wake up early in the morning.
- (vi) Then I take my bag and leave for school.

This question was attempted by 1,591,455 pupils (100%). Among them, 1,036,572 (65.13%) scored from 0 to 2.5 marks which is weak performance. Moreover, 374,435 (23.53 %) scored from 4 to 6 marks which is average performance and 15,557 (0.98%) scored 8 marks which is good performance. Furthermore, 164,830 pupils (10.36 %) scored 10 marks which is very good performance. The general performance on this question was poor because 554,883 pupils (34.87%) scored from 4 to 10 marks. Figure 4 summarises the pupils' performance on Question 4

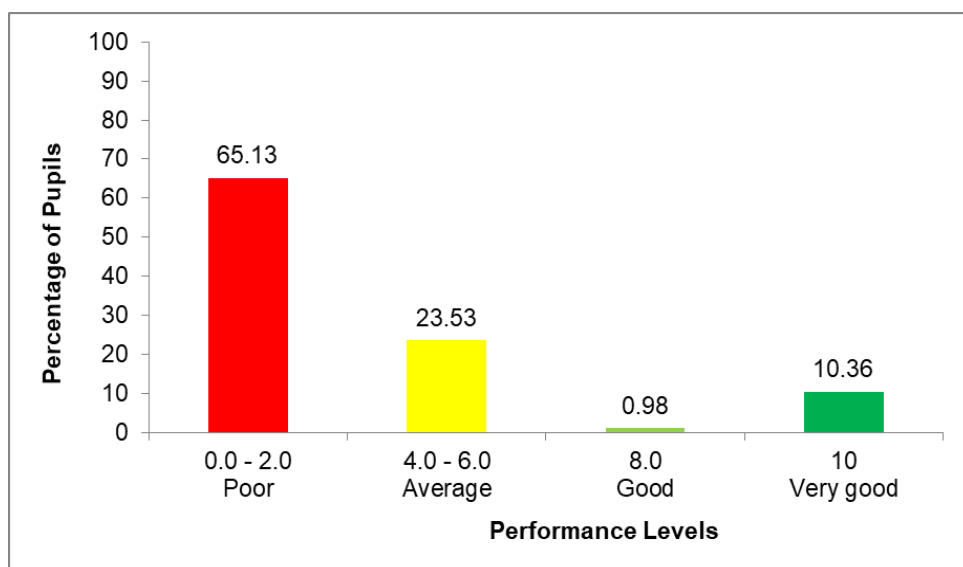


Figure 4: Pupils' Performance on Question 4

Analysis shows that the pupils who performed well on this question were competent in using transitional clues which made them arrange the six sentences appropriately. This knowledge helped them to identify which sentence comes first up to the last one. Similarly, they rearranged the sentences in a chronological order to make a meaningful composition.

The correct arrangement of these sentences began with item (iii), *My name is Florian*. The pupils who chose this sentence as the first one knew that the sentence signalled new information. This is because a person introduced himself as Florian. Therefore, they labelled it letter A. Similarly, it was supposed to be the first sentence because it lacked any reference or connection to any other sentence.

Item (v) was identified as the second sentence because the pronoun *I* in the sentence *I wake up early in the morning* is referred to a noun *Florian* as a speaker. Yet, all six sentences reflect Florian's daily routine. Therefore, it was labelled letter B because the first thing in the timetable was to wake up followed by other activities.

Moreover, item (i) was identified as the third sentence in the chronological order. The pupils who chose this sentence knew that after waking up in the morning, the next activity is to brush the teeth and taking bath. They realised this because it is a normal routine for pupils to brush their teeth and take a bath before going to school.

The fourth sentence in the chronological order was item (ii). This was labelled D. These pupils arranged it as the fourth because they realised that the phrase *after taking bath*, is a continuation of the sentence *I brush my teeth and take bath*.

Item (iv) was the fifth sentence in the arrangement. It was labelled E. The pupils understood that the adverb *thereafter* signals the continuation from the previous sentence written *I eat my breakfast*. They knew that putting on the school uniform is usually done after eating breakfast.

Lastly, the pupils arranged item (vi) as the last sentence and labelled it F. This sentence was supposed to be the sixth because the adverb *then* signals conclusiveness or shows a certain activity that comes to an end. Similarly, the act of taking the bag and leaving for school indicated that other activities have been accomplished. Extract 4.1 is illustrative.

4. Arrange the following jumbled sentences in a correct order by writing letters **A, B, C, D, E** and **F** in the spaces provided. Letter **A** to mark the first sentence. Letter **B** for the second, letter **C** for the third, letter **D** for the fourth, letter **E** for the fifth and letter **F** for the sixth sentence. Sentence (iii) has been done as an example.

(i) I brush my teeth and take bath.	<u> C </u>
(ii) After taking bath, I eat my breakfast.	<u> D </u>
(iii) My name is Florian.	<u> A </u>
(iv) Thereafter, I put on my school uniform.	<u> E </u>
(v) I wake up early in the morning.	<u> B </u>
(vi) Then I take my bag and leave for school.	<u> F </u>

Extract 4.1: A Sample of Pupils' Correct Responses to Question 4

In Extract 4.1 the pupil rearranged the jumbled sentences provided to make a meaningful composition. The pupil had adequate organisation and composition skills which enabled him/her to correctly rearrange the jumbled sentences.

Contrarily, some pupils could not rearrange the jumbled sentences. These pupils lacked the organisation and composition skills such as

the use of transitional words which would help them to arrange the sentences in a chronological order. They also lacked the ability to read and comprehend the given sentences. Extract 4.2 is a sample of the incorrect responses to this question.

4. Arrange the following jumbled sentences in a correct order by writing letters A, B, C, D, E and F in the spaces provided. Letter A to mark the first sentence. Letter B for the second, letter C for the third, letter D for the fourth, letter E for the fifth and letter F for the sixth sentence. Sentence (iii) has been done as an example.

(i) I brush my teeth and take bath.	<u> B </u>
(ii) After taking bath, I eat my breakfast.	<u> C </u>
(iii) My name is Florian.	<u> A </u>
(iv) Thereafter, I put on my school uniform.	<u> F </u>
(v) I wake up early in the morning.	<u> E </u>
(vi) Then I take my bag and leave for school.	<u> D </u>

Extract 4.2: A Sample of Pupils' Incorrect Responses to Question 4

In Extract 4.2 the pupil could not rearrange the jumbled sentences in logical order. He/she labelled item (i) as the second sentence without knowing that one cannot brush teeth and take bath before waking up. The pupil also labelled item (v) as the fifth sentence without realising that it is difficult for a person to have accomplished all other activities and then wake up. This indicates that this pupil failed to relate the activities done by Florian using transitional words such as *after taking bath*, *thereafter*, and *then*.

2.5 SECTION E: COMPREHENSION

This section comprised of one question with five short items (i) to (v). It was about comprehension in which the pupils were given a story to read and then answer the questions. The question tested the pupil's reading and comprehension skills.

The given passage was as follows.

The lion is known as the king of all land animals. It is the strongest animal in the forest. It has powerful forelegs. It can run very fast. It kills other animals for food. The giraffe is the tallest of all animals. It uses its long neck to eat leaves on the trees. The rhino is a big and strong animal. But the elephant is the biggest and strongest of all land animals. The cheetah has beautiful black spots. It can run very fast. It is the fastest animal of all animals in the world. The zebra has black and white stripes. It can run as fast as the horse. Wild behave in different ways. The lion is brave and courageous. It is also very fierce. The giraffe and the zebra are very kind. You can even touch them. The cheetah is very clever. It is also fierce. The elephant is very wise. Wild animals live a wonderful life. It is good to visit them in the national parks. We can learn much from their lives.

This question was attempted by 1,591,455 pupils (100%). Among them, 1,378,125 (86.60%) scored from 0 to 2.5 marks which is poor performance. Moreover, 132,809 (8.35%) scored from 3 to 6 marks which is average performance and 36,811 (2.31%) scored from 6.5 to 9.5 marks which is good performance. These pupils answered 4 items correctly. However, only 43,710 pupils (2.75%) answered all

five items correctly and scored 10 marks, which is very good performance. The general performance on this question was poor because 13.41 per cent of the pupils scored from 3 to 10 marks. Figure 5 summarises the pupils' performance on Question 5.

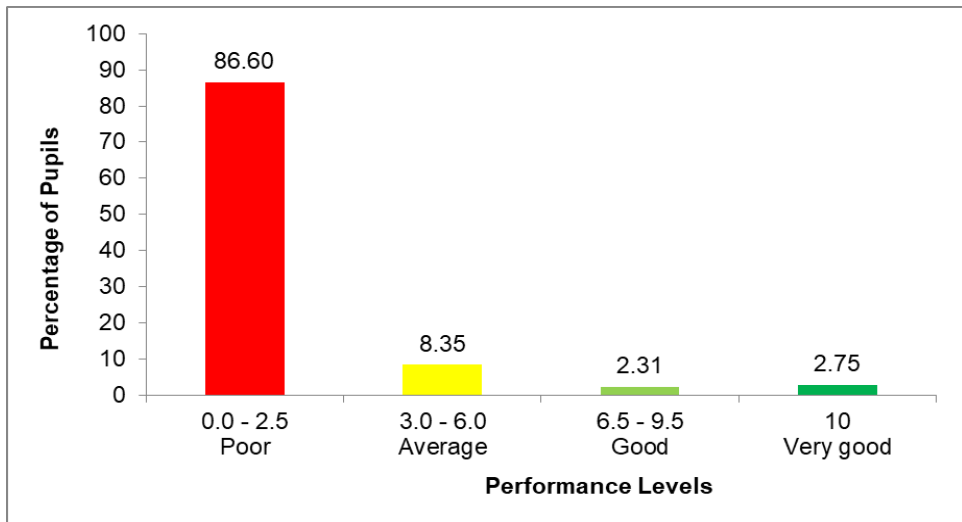


Figure 5: Pupils' Performance on Question 5

Pupils with high marks on item (i) to (v) of this question obtained correct meaning from the given passage. These pupils read the passage, understood it and answered the questions appropriately. In item (i) which asked *What is the story about?* the pupils were required to give a brief understanding of the story. The correct response to this item was *wild animals*. The pupils who wrote the correct response read and comprehended the passage well. Extract 5.1 shows a sampled correct response to this item.

(i) What is the story about?

The story is about wild animals.

Extract 5.1: A Sample of Pupils' Correct Responses to Item (i)

In Extract 5.1, the pupil realised that the story was about wild animals because all the characters involved were the names of wild animals. Those animals were the *lion, the rhino, the cheetah, the giraffe, the elephant, the horse and the zebra*. Similarly, he/she knew that the first line of the paragraph mentioned the lion as the king of all land animals which proves that the story is about animals. Moreover, he/she realised that there was a line in the story written the *wild animals live a wonderful life* which also concretises that the story was about wild animals.

Contrarily, some pupils failed to read and comprehend the passage. They manifested poor command of the English language. Some seemed not to understand the requirements of the question because they left the item unanswered. Others copied some lines from the passage as the answer. Extract 5.2 shows a sample of incorrect responses to this item.

(i) What is the story about?

It can run as fast as the horse

Extract 5.2 A Sample of Pupils' Incorrect Response to Item (i).

Extract 5.2, the pupil copied a line from the passage as the answer. This indicated that the pupil did not understand the passage.

In item (ii), the pupils were required to identify the animal with beautiful black spots among the wild animals. The correct response was *the cheetah*. The pupils who got the correct answer comprehended the passage. These pupils proved to have knowledge in vocabularies and hence, knew how to differentiate a cheetah from other wild animals. Extract 5.3 shows a sample of the correct responses to this item.

(ii) Which animal has beautiful black spots?

The cheetah

Extract 5.3: A Sample of Pupils' Correct Response to Item (ii)

In Extract 5.3, the pupil was able to point out the line in the passage that reads *the cheetah has beautiful black spots* to back up his/her answer. He/she understood the passage to the extent that one was able to differentiate the cheetah from other wild animals mentioned in the passage.

On the contrary, some pupils could not identify the animal which has beautiful black spots as mentioned in the given passage. These pupils failed to point out a line in the passage where such an animal was mentioned. Extract 5.4 shows a sample of an incorrect answer to this item.

(ii) Which animal has beautiful black spots?

Elephant

Extract 5.4 A Sample of Pupils' Incorrect Responses to Item (ii)

In Extract 5.4, the pupil wrote the word *elephant* instead of cheetah. This shows that the pupil lacks knowledge about animals because the elephant does not have spots. Similarly, the pupil did not read and comprehend the written story correctly because the animal that has beautiful black spots was mentioned.

In item (iii), the pupils were required to explain how the giraffe eats leaves on tall trees. The correct response was *by using its long neck*. The pupils who answered this item correctly understood the passage well. They could point out a line from the passage in which such a characteristic of a giraffe was mentioned. Extract 5.5 shows a sample of correct responses to this item.

(iii) How does the giraffe eat leaves on tall trees? <u>By using its long neck.</u> _____

Extract 5.5: A Sample of Pupils' Correct Responses to Item (iii)

In Extract 5.5, the pupil identified the line in the story that supported his/her answer which is: *It uses its long neck to eat leaves on tall trees*. Apart from having a long neck, the pupil understood that the giraffe is the tallest of all animals as it was written in the passage. Therefore, its physical appearance helps the giraffe to eat leaves on tall trees.

Contrarily, some pupils could not explain how the giraffe eats leaves on tall trees. These pupils did not comprehend the passage as they

provided irrelevant responses. Some talked about the rhino and others gave the features of an elephant. Extract 5.6 is illustrative.

(iii) How does the giraffe eat leaves on tall trees?
The rhino is a big and strong animal

Extract 5.6 A Sample of Pupils' Incorrect Responses to Item (iii)

Extract 5.6, the pupil picked the sentences randomly from the passage which are not related to the question. He/she could not comprehend the information which pointed out the characteristic feature that makes a giraffe eat leaves on tall trees.

In item (iv), the pupils were required to give reasons why the lion kills other wild animals. The correct response was *it kills other wild animals for food*. The lion was mentioned as the king of all land animals. Its characteristics were clearly mentioned in the passage; one of them being killing other animals for food. Therefore pupils with good command of the English language comprehended the passage and correctly answered the question. Extract 5.7 shows a sample of correct responses to this item.

(iv) Why does the lion kill other wild animals?
It kills other wild animals for food.

Extract 5.7: A Sample of Pupils' Correct Responses to Item (iv)

In Extract 5.7, the pupil pointed out the line in the story that was written; *It kills other animals for food*. He/she knew that the pronoun *It* stands for the lion which was the first animal to be mentioned in the passage and was regarded as the king of all land animals. This enabled him/her to provide the correct answer.

Conversely, some pupils could not give reason why the lion kills other wild animals. These pupils did not read the passage carefully. Extract 5.8 shows a sample of an incorrect answer to this item.

(iv) Why does the lion kill other wild animals? <i>The giraffe is the tallest animal</i>

Extract 5.8 A Sample of Pupils' Incorrect Response to Item (iv)

Extract 5.8, the pupil wrote about a giraffe while the question was about a lion. This indicates that the pupil did not read the passage carefully.

Item (v) required pupils to explain the lesson we get from the behaviour of the zebra and giraffe. The correct answer was *to be kind and friendly to other people or not to hurt other people*. The pupils who gave the lesson/s that they learnt from the zebra and giraffe understood the story well because their characteristics were clearly mentioned in the paragraph. Extract 5.9 shows a sample of the correct answer to this item.

(v) What do we learn from the behaviour of the zebra and the giraffe?

We learn to be kind.

Extract 5.9: A Sample of Pupils' Correct Response to item (v)

In Extract 5.9, the pupil identified the statement in the story that *the giraffe and the zebra are very kind*. Similarly, the pupil understood that these animals teach us humility as they are humble to the extent that you can even touch them.

In contrast, some pupils could not explain what they have learnt from the behaviour of the zebra and the giraffe. These pupils did not comprehend the information from the passage. Extract 5.9.1 shows a sample of an incorrect response to this item.

(v) What do we learn from the behaviour of the zebra and the giraffe?

zebra have ~~beak~~ black and white stripes

It can run as fast as the horse wild

behave churich is very live

Extract 5.10 A Sample of Pupils' Incorrect Responses to Item (v)

Extract 5.10, the pupil copied a sentence that speaks about the appearance of a zebra and how the zebra runs. The pupil had poor command of the English language. He/she did not understand the

demand of the question and could not point out correctly the sentences from the passage as used in the response.

3.0 ANALYSIS OF PUPILS' PERFORMANCE PER COMPETENCY

In the 2022 English Language Standard Four National Assessment (SFNA) three (3) competencies were tested. These competencies focused on the pupils' ability to comprehend oral and written information, communicate orally and through writing, and acquire and use vocabulary through three language skills, namely writing, reading and speaking. The analysis done indicates that the pupils' performance in communicating orally and through writing assessed in Questions 3 and 4 was average; as 40.54 per cent of the pupils scored from 3 to 10 marks. From the competence acquiring and using vocabulary through the three language skills which was assessed in Question 2; their performance was poor as 34.56 per cent of pupils scored from 3 to 10 marks. Additionally, the pupils' performance in comprehending oral and written information, assessed in Questions 1 and 5, was poor as 16.63 per cent scored from 3 to 10 marks. The summary for this analysis is presented in **Appendix**.

4.0 CONCLUSION

The pupils' general performance in the 2022 English Language SFNA, was good since 1,141,100 pupils (71.72%) passed by scoring a total of 10 to 50 marks. This performance reflected their ability to identify the requirements of the questions, follow the given instructions and communicate their knowledge of various entities related to the competencies. Additionally, the pupils had adequate reading, listening and writing skills. They also acquired and used

appropriate vocabulary and had good command of the English language.

Conversely, 449,990 pupils (28.28%) faced challenges in this assessment, particularly in answering Question 5 on Comprehension. These challenges were caused by their inadequate knowledge of comprehending the information given in the passage.

5.0 RECOMMENDATIONS

To improve the performance in future assessments, it is recommended that;

- (a) Teachers should encourage pupils to use cards, pictures and letters with common topics to interact in a simple way. Similarly, they should encourage pupils to participate in debates about cross cutting issues among the society so as to improve their vocabulary and establish good command of the English language. By doing so, the pupils will develop competency in communicating orally and through writing.
- (b) Teachers should guide the pupils through reading simple texts on different topics and comprehending the contents. They should also guide them through listening to narrations about general topics and listing main ideas. Eventually, the pupils will develop skills in comprehending oral and written information.
- (c) Pupils should be assigned many reading-writing tasks. This will help them familiarise with varieties of questions and eventually develop competency in acquiring, developing and using vocabulary through the three language skills.

Appendix

COMPARISON OF PUPILS' PERFORMANCE PER COMPETENCY IN SFNA 2021 and 2022

SN	Competency	SFNA 2021				SFNA 2022			
		Performance on each Question		Average (%)	Remarks	Performance on each Question		Average (%)	Remarks
		Qn. Number	(%) Performance			Qn. Number	(%) Performance		
1.	Communicate orally and through writing	3	48.9	33.5	Weak	3	46.22	40.54	Average
		4	18.1			4	34.87		
2	Acquire and use Vocabulary through the four language skills.	2	53	53	Average	2	34.56	34.56	Weak
3.	Comprehend oral and written information	1	23.5	21.7	Weak	1	19.85	16.63	Weak
		5	19.9			5	13.41		

