

ZANZIBAR EXAMINATIONS COUNCIL



CANDIDATES' ITEMS RESPONSE ANALYSIS REPORT FOR THE FORM THREE ENTRANCE EXAMINATION 2023

201 ENGLISH

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TABLE OF CONTENTS

1.0 INTRODUCTION	IV
2.0 SAMPLED CANDIDATES	1
3.0 ANALYSIS OF THE CANDIDATES' PERFORMANCE PER QUESTION	1
3.1 SECTION A: COMPEHENSION	1
3.1.1 Question 1: Comprehension	1
3.1.2 Question 2: Summary	8
3.2 SECTION B: PATTERNS AND VOCABULARY	9
3.2.1 Question 3a: Preposition	9
3.2.2 Question 3b: Uses of Dictionary	11
3.2.3 Question 3c: Rules used to form Plural Nouns	14
3.2.4 Question 3d: Question tags	16
3.2.5 Question 3e: Daily routines	18
3.3 SECTION C: WRITING SKILLS	19
3.3.1 Question 4: Apply for Hostel Admission	19
3.3.2 Question 5: Short Dialogue	21
3.3.3 Question 6: Writing a Composition	24
3.4 SECTION D: RESPONSE TO THE READING	26
3.4.1 Question 7: Theory of Literature	26
3.4.2 Question 8: Poetry	29
3.4.3 Question 9: Responding to the Poem	32
3.4.4 Question 10: Class Readers	34
4.0 CONCLUSION	38
5.0 RECOMMENDATIONS	38
APPENDICES	39

FOREWORD

The Zanzibar Examinations Council is pleased to present this report on Items Response Analysis for the 2023 Form Three Entrance Examination in English subject. This report has been prepared in order to provide a feedback to students, teachers, parents, policy makers, curriculum developers and other educational stakeholders about the performance of the candidates in this subject.

The Form Three Entrance Examination is the evaluation which intends to measure to what the extent the candidates have learnt in their two years of Ordinary Secondary Education. Through examination results, the candidates receive a grade that indicates their level of performance which help to make decisions whether they may continue to another level of education or not.

The analysis presented in this report is intended to contribute towards understanding of possible reasons behind the candidates' responses in English language subject. The report shows some of the reasons that made the candidates whether to perform well or bad.

The possible factors that lead the candidates get good performance include identification of the demand of the questions, ability to follow instructions and possessed skills in computation as well as English language proficiency. The factors that may evidence the candidates to perform bad include misinterpretation of the questions, poor mastery of English language, lack of various skills such as transferring knowledge in answering questions, low ability in identifying the demands of the questions as well as inadequate knowledge of some of the topics.

The detailed analysis displays that, samples from the candidates' scripts that show poor and good responses have been inserted. Finally, various Tables with three different colours which reveals how individual question were performed have been attached.

Hence, the feedback and recommendations provided are intended to help stakeholders to take appropriate measure to enhance the performance of the future candidates in English subject through the National Examinations prepared in Zanzibar.

Finally, Zanzibar Examinations Council would like to express sincere appreciation to the Examination officers and all who participated in the completion of this report.

Dr. RASHID A. MUKKI



DIRECTOR

ZANZIBAR EXAMINATIONS COUNCIL

ZANZIBAR

1.0 INTRODUCTION

This report of English subject is based on analysis of the performance of the candidates who sat for Form Three Entrance Examination in 2023. The examination paper both covered the 2010 English Language syllabus adhered to 2015 Zanzibar Form Two Examination Format of Zanzibar Examinations Council.

Form Three Entrance Examination in English language subject focused on testing the candidates' competences in Comprehension, Patterns and Vocabulary, Writing skills and Literary work. The Examination had ten questions distributed in sections A, B, C and D. The candidates were required to answer all questions in section A and B whereas section C had three questions whereby the candidates were instructed to choose two questions and section D comprised four questions and the candidates were instructed to attempt three questions. The candidates were required to answer a total of 8 questions whereby the question 7 was compulsory.

2.0 SAMPLED CANDIDATES

The numbers of candidates who have been analyzed were **3,977** equal to **16.93 %** to all candidates (**23,495**) who sat for this paper. In this analysis, the candidates' scores for each question was interpreted as follows: from 00 to 29 percent was considered as poor, average if the scores ranged from 30 to 64 percent and good if the candidates' score were from 65 to 100 percent.

These performance are shown by using different coloured tables. The colour presented are green colour means good performance, yellow colour means average performance and red colour means for poor performance.

3.0 ANALYSIS OF THE CANDIDATES' PERFORMANCE PER QUESTION

This section identifies the questions set for candidates in sections A, B, C and D. Also it identifies the percentage of candidates who attempted the questions with those who got poor, average and good marks. Finally, the extracts of poor and good responses have been inserted.

3.1 SECTION A: COMPEHENSION

This section consisted of two questions, one (1) and two (2) which derived from the topic or reading for comprehension. The candidate was required to answer all questions in this question. Question one comprised three parts; a, b and c. each part carried five (5) marks to form a total of fifteen (15) and the second question carried 5 marks. Therefore the total marks in this section was twenty (20).

3.1.1 Question 1: Comprehension

This question derived from the topic of reading for comprehension where the candidate was required to read a passage and answer questions. Part a was multiple choice items

where the candidate was required to choose the correct answer from the given alternative and write its letter in the bracket. In part b the candidate was required to choose the appropriate words from the box to fill in the blanks and in part c the candidate was required to write the synonyms of the underlined words from the passage.

The question measured candidate’s understanding of the passage given. It was attempted by **100.00** percent of the candidates and their performance were average since **16** equal to **40.86** percent out of **3,977**

passed the question. The analysis showed **2,352** candidates equal to **59.14** percent performed poor, **1,485** equal to **37.34** performed average and **140** equal to **3.52** performed well. Table 1a shows the candidates’ performance in question one (1).

Table 1a: Candidates’ Performance in Question 1

PERFORMANCE ANALYSIS						GENERAL PERFORMANCE	
POOR		AVERAGE		GOOD			
0 – 2.5		3 – 6		6.5 - 10			
NUMBER	%	NUMBER	%	NUMBER	%	NUMBER	%
2,352	59.14	1,485	37.34	140	3.52	1,625	40.86

Question 1a: Multiple Choice Questions

In this part, the candidates were required to read the passage and choose the correct answer from the given alternatives and write its letter in the bracket. The question was made up five (5) items. The analysis of candidates’ responses shows that candidates who scored high marks in this part understood the passage and managed to respond the items correctly. These responses showed that the candidates mastered the English language skills of their level hence they understood well the given passage.

Item (i) was “The number of the road users who are killed in road accidents becomes bog in”, the correct answer was “C” (festive days). The candidate who understood the passage very well managed to choose the correct answer while those who did not understand the passage failed to choose the correct answer.

Item (ii) read “According to the passage the festive days become the”, the answer was “D” (tragedy season). Some candidate who had good knowledge of reading for comprehension managed to pick up the correct answer. On other hand, some candidates showed to have low knowledge of understanding the passage did not manage to choose the appropriate letter.

Item (iii) was “Underage children involved I n road accident since”, the correct response was “D” (they speed in around on overloaded motorcycles). This answer was picked by the candidates who understood the passage and the item. However, some candidates failed to respond to this item correctly due to poor understanding of the passage.

Item (iv) was “Road accidents can be caused by”, the right answer was “D” (all of above). The candidates who understood the passage and the item got it right while some candidates failed to respond to this item correctly due to poor understanding of the passage.

Item (v) was “The incident of the road accident can be worsen if”, the answer was “C” (the road users persist with their bad road habits). The candidates who responded correctly understood well the passage and the need of the item while those who responded incorrectly did not understand and failed to identify the item’s need.

Generally, the candidates who understood the passage did well and scored high marks in this part as it was shown in the extract 1a.1. On the other hand, those who scored poorly indicated that they did not understand the passage due to poor mastery of English language. Therefore they failed to meet the question’s needs as shown in the extract 1a.2

Extract 1a.1: A Sample of Good Responses in Question 1a

Extract 1a.1: A Sample of Good Responses in Question 1a

Read the following passage and answer the questions that follow.

Every year, thousands of road users are injured, hurt for life or killed in road accidents. While it is bad enough on ordinary days, the accident rate increases during festive seasons when crowds of people park the roads in their rush to go home. For families involved in accidents, the festive season can turn out to be tragedy instead of joy.

The causes of accidents are many, but mainly they are due to the human error such as recklessness, negligence, excessive speeding, drinking alcohol, breaking traffic rules and overloading contribute to the occurrence of accident. Go to any housing estates and one can see underage children speeding around on motorcycles. They do not wear safety helmets and sometimes there are three or four of them on a motorcycle which is built for two. The laws are deliberately ignored and the adults are to be blamed for allowing these young children to risk their lives. Mechanical problems and road conditions can also cause accidents, for example brake failure, tyre blowout, bad weather, potholes and traffic congestion.

The prevention of road accidents depends largely on the attitude of road users. They must respect the traffic laws such as keeping within speed limit, using safety helmets and belts and keeping their vehicles in road worthy condition. They must also acquire and practice safe driving skills. There should be more awareness campaign aimed at inculcating good driving habits, when road users ensure their vehicles are roadworthy respect the law and think about their safety and of others then the number of fatalities can be reduced.

In short, a change of attitude for the better is required for road users, as long as they persist with their present bad road habits, the incidence of the road accidents can only worsen.

Questions

1. a) Choose the correct answer from the given alternatives and write its letter in the brackets.
- The number of the road users who are killed in road accidents becomes big in (C)
A. each day
B. each year
C. festive days
D. ordinary days
 - According to the passage the festive days become the (D)
A. funny season
B. happy season
C. joy season
D. tragedy season
 - Underage children involved in road accident since (D)
A. they are under the adult who misbehave
B. they did not obey their parents
C. they have poor drinking skills
D. they speed in around on overloaded motorcycles
 - Road accidents can be caused by (D)
A. mechanical problems
B. poor road conditions
C. road users
D. all of above
 - The incidence of the road accident can be worsened if (C)
A. road users change their attitude
B. the road users respect the traffic laws
C. the road users persist with their bad road habits
D. underage children start to wear helmets

Extract 1a.1 shows a sample of the script of the candidate who provided the correct answers. Such answers indicated that the candidate read and understood the passage. So he/she responded as instructed and scored high marks in this part of question one (1).

Extract 1a.2: A Sample of Poor Responses in Question 1a

Questions

1. a) Choose the correct answer from the given alternatives and write its letter in the brackets.
- i. The number of the road users who are killed in road accidents becomes big in (C)
- A. each day
B. each year
C. festive days
D. ordinary days
- ii. According to the passage the festive days become the (D)
- A. funny season
B. happy season
C. joy season
D. tragedy season
- iii. Underage children involved in road accident since (D)
- A. they are under the adult who misbehave
B. they did not obey their parents
C. they have poor drinking skills
D. they speed in around on overloaded motorcycles
- iv. Road accidents can be caused by (D)
- A. mechanical problems
B. poor road conditions
C. road users
D. all of above
- v. The incidence of the road accident can be worsened if (C)
- A. road users change their attitude
B. the road users respect the traffic laws
C. the road users persist with their bad road habits
D. underage children start to wear helmets

Extract 1a.2 shows a sample of bad responses from the script of the candidate. Such responses indicate that the candidate did not understand the passage therefore; he /she did not manage to write the correct letters in their particular brackets. For example, the appropriate letter in item one (i) was “C” but the candidate wrote “D” which was not the correct one.

Question 1b: Filling in the Blanks

In this part, the candidates were given the paragraph with five (5) blanks. The paragraph was related to the passage they read and the candidate was required to choose the correct words from the box to fill in the blanks. The analysis of candidates’ responses shows that candidates who scored high marks in this part understood well the passage and the meaning of the words given in the box and managed to put them in the appropriate spaces.

The paragraph was “Mechanic problem such as _____ and road condition like _____ can increase the number of road accidents. To prevent road accidents, road users should _____ traffic law as well as children should avoid speeding with _____ in the road. Also _____ is needed especially at good driving habits so as to be safe”. The answers were ‘*brake failure, potholes, respect, motorbikes and awareness campaign* respectively’. Those candidates who responded correctly understood the item and managed to identify the correct word. On the other side, some candidates did not understand the meaning of the sentence and failed to choose the correct word.

Extract 1b.1: A Sample of Good Responses in Question 1b

- b) Choose the appropriate word from the box below to fill in the blanks.

awareness campaign, potholes, motorbikes, respect, brake failure

Mechanic problems such as brake failure and road condition like potholes can increase the number of road accidents. To prevent road accidents, road users should respect traffic law as well as children should avoid speeding with motorbikes in the road. Also awareness campaign is needed especially at good driving habits so as to be safe.

Extract 1b.1 shows a sample of good responses from the script of the candidate. Such answers indicate that the candidate read and understood the passage therefore, identified the proper words to fill in the blanks.

Extract 1b.2: A Sample of Bad Responses in Question 1b

- b) Choose the appropriate word from the box below to fill in the blanks.

awareness campaign, potholes, motorbikes, respect, brake failure

Mechanic problems such as Campaign and road condition like brake failure can increase the number of road accidents. To prevent road accidents, road users should motorbikes traffic law as well as children should avoid speeding with respect in the road. Also awareness is needed especially at good driving habits so as to be safe.

Extract 1b.2 shows a sample of bad responses from the script of the candidate. Such responses indicate that the candidate did not understand the meaning of the given words therefore; he /she did not manage to write the words in their particular blanks. For example, the appropriate word in item one (i) was “*brake failure*” but the candidate wrote “*campaign*”. Again, in item two (ii) the candidate put the word “*brake failure*” while the correct one was “*potholes*”.

Question 1c: Write the synonyms of the underlined words from the passage.

In this part the candidate was required to write the synonyms of the underlined words from the passage which were *increase*, *contribute*, *deliberately*, *reduce* and *required*. The candidates who scored high marks in this part comprehended the meaning of the underlined words from the passage and were able to write correct synonyms of the words given as shown in extract 1c.1. However, some candidates failed to understand the meaning of the underlined words and therefore failed to write correct synonyms of the words as shows in extract 1c.2.

Extract 1c.1: A Sample of Good Responses in Question 1c

c) Write the synonyms of the underlined words from the passage.

increases - double in number

contribute - help engage

deliberately - intentionally

reduced - decreased

required - needed

Extract 1c.1 shows a sample of good responses from the script of the candidate. Such responses indicate that the candidate understood the underline words and their synonyms although he/she made some mistake in the word “contribute”.

Extract 1c.2: A Sample of Bad Responses in Question 1c

c) Write the synonyms of the underlined words from the passage.

Contributes - Denies

deliberately - Libarately

Reduced - Increased

Required - Unrequired

Extract 1c.2 shows a sample of bad responses from the script of the candidate. Such responses indicate that the candidate did not understand the synonyms of the underlined words and therefore came up with wrong answers.

3.1.2 Question 2: Summary

This question required the candidates to summarize the second paragraph of the passage about twenty five (25) words. The question tested the candidates’ ability of reading, finding main ideas and summarizing the paragraph. The question was in the level of analysing and synthesising. It was derived from the topic of Reading for Comprehension and carried five (5) marks.

The question was attempted by **3,481** which was equal to **87.53** percent of the candidates and their performance were generally Average, as **1,473** equal to **42.32** percent out of **3,481** equal to **87.53** percent of the candidates passed the question. The analysis shows that **2008** which was equal to **57.68** percent performed poor, **1,083** equal to **31.11** percent performed average and **390** equal to **11.21** percent performed good. Table 1b shows the general performance in question 2.

Table 1b: Candidates’ performance in question 2

PERFORMANCE ANALYSIS						GENERAL PERFO- MANCE	
POOR		AVERAGE		GOOD			
0 – 2.5		3 - 6		6.5 - 10			
NUMBER	%	NUMBER	%	NUMBER	%	NUMBER	%
2,008	57.68	1,083	31.11	390	11.21	1,473	42.32

The analysis of the candidates’ responses shows that the candidate who performed well mastered summary writing skills which were reading the paragraph, analysing the main ideas and rewrite the summary of a paragraph using their own words. On the other hand, the candidates who performed poor had insufficient knowledge of summary writing and some of them had poor understanding of the English language as indicated in extract 2.1a and 2.1b respectively.

Extract 2.1 a: A Sample of Good Responses in Question 2

2. Write a summary of about twenty five (25) words of the second paragraph.

Accident may be caused by human error, mechanical problems and road conditions. An adult blamed for allowing underage children with motorcycle and cause road accidents.

Extract 2.1a shows a sample of good response from the script of the candidate who scored high marks in question two (2) since he/she managed to write the summary of second paragraph by considering the rules of summary writing although there was some mistakes on punctuations whereby the candidate wrote the summary as one sentence without using full stops appropriately.

Extract 2.1b: A Sample of Bad Responses in Question 2

2. Write a summary of about twenty five (25) words of the second paragraph.

*Every year, thousands of road users are injured
 life is so bad enough on ordinary days
 festive seasons when crowds of people park
 the roads in their night to go home*

Extract 2.1b shows a sample of poor response from a script of the candidate who performed poorly in question 2. The candidate showed limited skills of summary writing therefore he/she did not follow the steps of summary writing which was reading the paragraph and come up with main aides and re-write the paragraph by using his/her own words. The candidate also instead of summarizing the second paragraph he/she copied some sentences from the paragraph one.

3.2 SECTION B: PATTERNS AND VOCABULARY

This section consisted of one (1) question which consisted of five (5) parts; a, b, c, d and e. Each part carried six (6) marks that made a total of thirty (30) marks. The question was designed to test the candidate ability to apply different language patterns and vocabulary in different communicative situations. It was attempted by **3,970** equal to **99.82** percent of the candidates and their performance were average since **1,310** equal to **33.00** percent of the candidate out of the **3,970** passed this question. The analysis of this question shows that, **2,660** equal to **67.00** of the candidates performed poor, while **1,188** equal to **29.93** percent performed average and **122** equal to **3.07** performed well. Table 2a shows the candidates' performance in question 3.

Table 2a: Candidates' Performance in Question 3

PERFORMANCE ANALYSIS						GENERAL PERFORMANCE	
POOR		AVERAGE		GOOD			
0 – 2.5		3 - 6		6.5 - 10			
NUMBER	%	NUMBER	%	NUMBER	%	NUMBER	%
2,660	67.00	1,188	29.93	122	3.07	1,310	33.00

3.2.1 Question 3a: preposition.

In this part the candidate was given six (6) sentences with blanks and asked to choose appropriate preposition from the brackets to fill the blanks.

The analysis shows that candidates who scored high marks in this part understood the instruction and the appropriate uses of the preposition given. Therefore, they managed to choose correct preposition for each sentence as they were required. For those who performed poorly in this part did not understand the instruction and possessed low knowledge of uses of the preposition given.

Item (i) was “I wake up early _____ the morning”. The correct preposition was “*in*.” The candidates who responded correctly showed good understanding of the preposition and managed to write the correct answer. On the other side, some candidates failed to come up with correct answer due to poor understanding of preposition and its uses.

Item (ii) was “She has joined this team _____ last year”, the correct answer was “*since*.” Some candidates who had enough knowledge of this preposition managed to use it appropriately but others failed to come up with the appropriate answer since they had not enough knowledge on preposition.

Item (iii) was “I will tell you the whole story _____ night “The correct answer was “*at*”. The candidate who have good understanding answer correctly. Yet, for those who failed to answer correctly lacked such kind of knowledge.

Item (iv) was “The team will have a competition _____ January”. Some candidates understood the item and managed to answer it appropriately. On the other side, some candidates failed to answer appropriately due to poor understanding of the preposition.

Item (v) was “I have been waiting _____ three days.” The answer was “*for*.” The candidate who understood well this preposition manage to choose it correctly. However, for those who failed to write the correct answer lacked such kind of knowledge since they could not use the preposition in right way.

In item (vi) the sentence was “The guest of honor will arrive _____ 10 o'clock”. The correct answer was “*at*.” The candidates who responded correctly understood the question and managed to answer appropriately but some candidates to poor understanding of the uses of this preposition could not answer correctly.

Generally, the candidates who understood the instruction and items did well and scored high marks in this part as shown in the extract 3a.1. Yet, those who scored poorly indicated that they did not understand the instruction and the need of the items, therefore they failed to meet the question’s needs as shown in the extract 3a.2

Extract 3a.1: A Sample of Good Response in Question 3a

3. a) Choose the appropriate preposition from the brackets to fill the blanks. One preposition can be used more than one time.

(in, for, since, at)

- i. I wake up early in the morning.
- ii. She has joined this team since last year.
- iii. I will tell you the whole story at night.
- iv. The team will have a competition in January.
- v. I have been waiting for three days.
- vi. The guest of honor will arrive at 10 o'clock.

Extract 3a.1 show a sample of a script of candidate who performed well in question 3a. This candidate chose the prepositions as required.

Extract 3a.2: A Sample of Bad Responses in Question 3a

3. a) Choose the appropriate preposition from the brackets to fill the blanks. One preposition can be used more than one time.

(in, for, since, at)

- i. I wake up early for the morning.
- ii. She has joined this team since last year.
- iii. I will tell you the whole story since night.
- iv. The team will have a competition for January.
- v. I have been waiting since three days.
- vi. The guest of honor will arrive since 10 o'clock.

Extract 3a.2 shows a sample of a script of candidate who performed poor in question 3a. This candidate did not choose the Preposition appropriately and therefore got wrong answer in each item.

3.2.2 Question 3b: Uses of Dictionary

In this part, the candidates were given a Dictionary Extract and they were required to use examples from the Extract to identify six (6) uses of a Dictionary. The question was in level of analysing and evaluating.

The analysis shows that candidates who scored high marks in this part understood the instruction and had high Knowledge of the topic of Dictionary uses. For those who performed poor showed that they did not master the topic and therefore did not manage to come up with correct answers as shown in the extract 3b.2

Extract 3b.1: A Sample of Good Responses in Question 3b

- b) Use examples from the Dictionary Extract below to identify six (6) uses of a Dictionary.

149

chop-chop | Christian

- ORIGIN perhaps related to *casse*.
chop-chop *adverb & exclamation* quickly.
 - ORIGIN pidgin English.
chopper *noun* 1 a short axe with a large blade.
 2 informal a helicopter. 3 (choppers) informal
 teeth. 4 informal a type of motorcycle with high
 handlebars.
choppy (choppier, choppiest) *adjective* (of the
 sea) having many small waves.
 - DERIVATIVES choppiest *noun*.
chops *plural noun* informal a person's or animal's
 mouth, jaws, or cheeks.
 - ORIGIN unknown.
chopstick *noun* each of a pair of thin, tapered
 sticks held in one hand and used as eating
 utensils by the Chinese and Japanese.
 - ORIGIN pidgin English, from a Chinese dialect
 word meaning 'nimble ones'.
chop suey /chop sue-lee/ *noun* a Chinese-style
 dish of meat with bean sprouts, bamboo
 shoots, and onions.
 - ORIGIN Chinese, 'mixed bits'.
choral *adjective* relating to or sung by a choir or
 chorus.
 - DERIVATIVES chorally *adverb*.
chorale *noun* a simple, stately hymn tune for a
 choir or chorus.
 - ORIGIN from Latin *cantus chorali*.
chord *noun* a group of three or more musical
 notes sounded together in harmony.
 - DERIVATIVES chordal *adjective*.
 - ORIGIN from *accordo*.
USAGE: Do not confuse chord with cord.
Chord means 'a group of musical notes' (as if
 major chord), whereas **cord** means 'thin string
 or rope' or 'a part of the body resembling
 string or rope' (the spinal cord).
chord *noun* a straight line joining the ends of
 an arc.
 - PHRASES strike (or touch) a chord say or do
 something that arouses sympathy,
 enthusiasm, etc. in others.
 - ORIGIN a later spelling of *chord*.
chordate /kord-ate/ *noun* an animal of a large
 group, including all the vertebrates, which
 have a skeletal rod of cartilage supporting the
 body.
 - ORIGIN from Latin *chorda* 'rope'.
chore *noun* a routine or boring task, especially a
 household one.
 - ORIGIN from former *char* or *chare* 'an odd job'.
chorea /kore-uh/ *noun* a disorder of the
 nervous system characterized by
 uncontrollable jerky movements.
 - ORIGIN Greek *choros* 'dancing together'.
choreograph /kore-uh-grahf/ *verb* compose
 the sequence of steps and moves for a ballet or
 other dance.
choreographer /kore-uh-gruh-fer/ *noun* a
 person who designs the steps and movements
 for a ballet or other dance.
choreography /kore-uh-gruh-fee/ *noun* 1 the
 sequence of steps and movements in a ballet
 or other dance. 2 the art of designing such
 sequences.
 - DERIVATIVES choreographic *adjective*.
 - ORIGIN from Greek *choros* 'dancing
 together'.

chorine /kar-ee-n/ *noun* a chorus girl.
chorister *noun* a member of a church choir.
 - ORIGIN Old French *choriste*.
chorizo /chuh-ree-zoh/ *noun* (pl. chorizos) a
 spicy Spanish pork sausage.
 - ORIGIN Spanish.
chortle *verb* laugh loudly with pleasure or
 amusement. - *noun* a loud laugh of pleasure or
 amusement.
 - ORIGIN coined by Lewis Carroll in *Through
 the Looking-Glass*; probably a blend of *chuckle*
 and *snort*.
chorus *noun* (pl. choruses) 1 a part of a song
 which is repeated after each verse. 2 a piece of
 choral music, especially one forming part of
 an opera or oratorio. 3 a large group of singers
 performing with an orchestra. 4 a group of
 singers or dancers in a musical or an opera.
 5 (in ancient Greek tragedy) a group of
 performers who comment on the main action
 of the play. 6 something said at the same time
 by many people. - *verb* (choruses, chorusing,
 chorused) (of a group of people) say the same
 thing at the same time.
 - ORIGIN Latin, from Greek *choros*.
chorus girl *noun* a young woman who sings or
 dances in the chorus of a musical.
chose *past of choose*.
chosen *past participle of choose*.
choucrou /shoo-kroo/ *noun* sauerkraut.
 - ORIGIN French.
chough /chuff/ *noun* a black bird of the crow
 family with a red or yellow bill.
 - ORIGIN probably imitating its call.
choux *pastry* /shoo/ *noun* very light pastry
 made with egg, used for eclairs and
 profiteroles.
 - ORIGIN from French *chou* 'cabbage, rutabaga'.
chow /chow/ *noun* 1 informal food. 2 (also **chow**
chow) a Chinese breed of dog with a tail
 curled over its back, a bluish-black tongue,
 and a thick coat.
 - ORIGIN from pidgin English *cheer chee* 'mixed
 pickle'.
chowder *noun* a rich soup containing fish,
 clams, or corn with potatoes and onions.
 - ORIGIN perhaps from French *chaudière* 'stew
 pot'.
chow mein /chow mein/ *noun* a Chinese-style
 dish of fried noodles with shredded meat or
 seafood and vegetables.
 - ORIGIN Chinese, 'stir-fried noodles'.
chrism /kri-zm/ *noun* a consecrated oil used for
 anointing in rites such as baptism in the
 Catholic, Orthodox, and Anglican Churches.
 - ORIGIN Greek *chrisma* 'anointing'.
Christ *noun* the title given to Jesus. - *exclamation*
 used to express irritation, dismay, or surprise.
 - DERIVATIVES Christlike *adjective* Christy *adjective*.
 - ORIGIN Greek *Christos* 'anointed one'.
christen *verb* 1 name a baby at baptism as a
 sign of admission to a Christian Church.
 2 informal use something for the first time.
 - DERIVATIVES christening *noun*.
 - ORIGIN Old English, 'make Christian'.
Christendom *noun* the worldwide body
 of Christians.
Christian *adjective* relating to or believing in
 Christianity or its teachings. - *noun* a person

- i. Used to show the meaning of words
Example:
Chopstick each of pair of thin, tapered sticks held in one hand and used as eating utensil by Chinese and Japanese.
- ii. Used to show the ~~mean~~ origin of word
Example:
Churate
- Origin ORIGIN from latin carbus churabie.
- iii. Used to show classes of words.
Example:
Christ noun.
Christen verb.
- iv. Used to show the pronunciation of a word
Example:
Choreographer /ko-ri-og-uh-fer/
Chow mein /chow mein/
- v. Used to show singularity and plural of a word
Example:
Chorus (pl. choruses)

Extract 3b.1 shows a sample of a script of the candidate who performed well in question 3b. This candidate identified six uses of a Dictionary and used examples from the Dictionary as it was required and therefore managed to score high marks.

Extract 3b.2: A Sample of Poor Responses in Question 3b

- i. Origin pertained to error
- ii. Derivatives choppiness noon
- iii. ORigin coined by Lewis Carroll in through the looking-glass, probably a blend of cracks and snort.
- iv. Origin latin, from greek theros.

Extract 3b.2 shows a sample of a script of the candidate who did not perform well in question 3b. This candidate did not show the uses of a dictionary and did not find examples from the Dictionary Extract given. This indicates that the candidate had inadequate knowledge of this topic as well as poor mastering of English language.

3.2.3 Question 3c: Rules used to form Plural Nouns

In this part, the candidate was required to show six (6) rules used to form Plural Nouns. The item measured the candidate's ability in grammar, in specific the rules of making Plural Nouns. The question was in the level of applying and analysing. The analysis shows that candidates who scored high marks in this part understood the instruction and mastered the rules of forming plural nouns. Therefore they managed to come with the rules they asked with appropriate examples as shown in the extract 3b.1. However, those who performed poor in this part seemed that they did not understand the instruction and had inadequate knowledge of the topic therefore, they failed to meet the question's requirements as shown in the extract 3c.1.

Extract 3c.1: A Sample of Good Responses in Question 3c

c) With examples, show six (6) rules used to form Plural Nouns. Number one (i) is used as an example.

i. Add **es** to Singular Nouns ending with s, x, z, ch, sh and o

For examples

Box boxes

Brush brushes

Potato potatoes

ii. Add **s** to words ending in e, r, l

For example

Car Cars

Lane Lanes

iii. Add **ies** to words ending y

Baby Babies

Volley Volleyes

Story Stories

iv. Replacing "v" with "v" in words

For examp

Knife Knives

Leaf Leaves

v. Replacing "e" in singular nouns with e

eg: Man Men

Woman Women

vi. Adding "a" to singular nouns originating from greek language For example

formula Formulae

vii. Changing of words completely by addition

Child Children

Person People

Extract 3c.1 shows a sample of a script of the candidate who performed well in question 3c. This candidate responded all of the six (6) items of this part correctly.

Extract 3c.2: A Sample of Poor Responses in Question 3c

c) With examples, show six (6) rules used to form Plural Nouns. Number one (i) is used as an example.

i. Add **es** to Singular Nouns ending with **s, x, z, ch, sh** and **o**

For examples

Box boxes

Brush brushes

Potato potatoes

ii. Add **es** to

Book Books

Rule Rules

Deer Deers

iii.

iv.

v.

Extract 3c.2 shows a sample of a script of the candidate who did not perform well in question 3c. This candidate did not have the knowledge of the topic tested and failed to come with correct answers in all items. For example in item (ii) the candidate copied an example and made his/her answer and for the rest items did not answer at all.

3.2.4 Question 3d: Question tags

In this part the candidate was required to write the question tags for the sentences they had been given. The question had six (6) items of different sentences in different tenses. The tenses included simple present, past tense and past progressive tense. The question measured the candidate's understanding and ability to apply his/her knowledge of question tags to the given sentences. The analysis shows that candidates who scored high marks in this part understood the instruction and had good knowledge of Question tags. However, those who performed poor in this part, indicates that they did not understand the instruction and had inadequate knowledge of question tags.

Item (i) was "I am innocent, _____." The correct answer was "Aren't I?" The candidates who had enough knowledge of Question tag, managed to come with the correct answer. Yet, those who responded wrongly showed that they lacked the knowledge of this Question tag and therefore they failed to come up with the correct answer.

Item (ii) was "It might rain today, _____." The correct answer was "mightn't it?" The candidates who had good understanding of the rules of question tags wrote the appropriate question tag as they knew if the sentence is positive, the question tag will be negative. However some candidates did not have this knowledge and therefore failed to come up with the correct answer.

In item (iii) was “The girls could do this work, _____.” The correct response was “couldn’t they?” The candidates who mastered question tag to come up with the appropriate answer and those who were poor in the part of English grammar failed to write the correct answer.

In item (iv) was “Asha and Shaibu enjoyed the movie, _____.” The correct question tag was “Didn’t they?” Some candidates showed good understanding of the question tag and managed to write their answer correctly. On the other hand those who failed to write the correct response had inadequate knowledge of such content and therefore they did not write the correct answer.

Item (v) was “They weren’t listening _____.” The correct answer was “were they?” Those who got right, understood question tag and managed to write the appropriate question while those who failed to write the correct response showed that they lacked ability of the content tested.

Item (vi) was “She isn’t a mathematician, _____.” The correct response was “Is she?” The candidates who responded correctly understood the instruction and had enough knowledge of the topic of Question tag while those who failed to write the correct answer had inadequate knowledge of this topic.

Generally, the candidates who understood the instruction and had adequate knowledge of tenses did well and scored high marks in this part as shown in the extract 3d.1. Yet, those who scored poorly indicate that they did not understand the instruction and they had poor knowledge of the topic tested. Therefore, they failed to meet the question’s requirements as shown in the extract 3d.1.

Extract 3d.1: A Sample of Good Responses in Question 3d

d) Write the correct question tags for the following sentences.

i.	I am innocent, _____	<u>Amn't I?</u>
ii.	It might rain today, _____	<u>might not it?</u>
iii.	The girls could do this work, _____	<u>Could not she?</u>
iv.	Asha and Shaibu enjoyed the movie, _____	<u>Didn't they?</u>
v.	They weren't listening, _____	<u>were they?</u>
vi.	She isn't a mathematician, _____	<u>Is she?</u>

Extract 3d.1 shows a sample of a script of the candidate who performed well in question 3d. This candidate seemed to have good idea of the topic of question tags so he/she tried to come up with the correct answers. Although he/she made some mistakes in items ii and iii. In these items the candidate wrote could not instead of couldn't.

Extract 3d.2: A Sample of Poor Responses in Question 3d

d) Write the correct question tags for the following sentences.

- i. I am innocent, Don't I?
- ii. It might rain today, Isn't it?
- iii. The girls could do this work, Aren't they?
- iv. Asha and Shaibu enjoyed the movie, Aren't they?
- v. They weren't listening, Are they?
- vi. She isn't a mathematician, Is she?

Extract 3d.2 shows a sample of a script of the candidate who did not perform well in question 3d. This candidate seemed to have poor knowledge of the topic tested since he/she failed to come up with correct responses except for the item vi which she/he managed to answer correctly.

3.2.5 Question 3e: Daily routines

In this part, the candidate was tested in the topic of Expressing Personal and Group Routine/Habits conjunction. They were required to use six (6) sentences to write about his/her daily routines. The question was in the level of analysing and evaluating. The candidates who scored high marks in this part seemed to understand the instruction and comprehend the uses of simple present tense to talk about their daily routines as shown in the extract 3e.1. However, some candidates failed to understand the requirement of the question and possessed low knowledge of using simple present tense to talk about their daily routines therefore came up with wrong answers as shown in the extract 3e.1.

Extract 3e.1: A Sample of Good Responses in Question 3e

e) Use six (6) sentences to write about your daily routines.

- i. I wake up early at twelve am
I take a bath and dress up
- ii. At 6:40 am I take my break
and go to school which
is 1 kilometer far
- iii. At 7:30 am I reach at school
do cleanliness and go to Assembly
- iv. At 8:00 classes start up to 10:00 am
we go to recess after break
we enter to the classroom up to 12:00
- v. At 2:00 pm we go to home.
I take a bath eat lunch and
do my home-work and revision
- vi. At 8:00 pm I watch television
and go to bed on 10:00 pm

Extract 3e.1 shows a sample of a script of the candidate who performed well in question 3e. This candidate managed to write his/her daily routines as required and she/she used simple present tense in the sentences. This indicates that the candidate mastered the topic tested.

Extract 3e.2: A Sample of Poor Responses in Question 3e

e) Use six (6) sentences to write about your daily routines.

- i. She Sharibu the daily of maid
- ii. They writer listening about life
- iii. I am Box main today life skill
- iv. She Asha and Umar enjoyed of the film
- v. The girls Could do the work life
- vi. Musajuma is the Cooking pilot she like banana

Extract 3e.2 shows a sample of a script of the candidate who did not perform well in question 3e. This candidate did not understand the question therefore instead of writing his/her daily routines he/she wrote something else.

3.3 SECTION C: WRITING SKILLS

This section consisted of three (3) questions; 4, 5 and 6 whereby the candidates were required to answer two (2) questions. Each question comprised ten (10) marks to form a total of twenty (20) marks.

3.3.1 Question 4: Apply for Hostel Admission

This question required the candidate to fill the Hostel Admission Form that they were given. The question was derived from the topic of Writing a Variety of Texts in the subtopic of filling in the Form and it tested the candidate's ability of filling the form. The question was in the level of creating. The question was attempted by 3,081 equal to 77.47 percent and the general performance was good since 2,251 equal to 64.62 percent of the candidates passed this question. The analysis showed that 830 equal to 26.94 percent of the candidates performed poor, 1,991 equal to 64.62 percent performance was average and 260 equal to 8.44 percent performed well. Table 3a shows the candidate's performance in question four (4).

Table 3a: Candidates’ Performance in Question 4

PERFORMANCE ANALYSIS						GENERAL PERFORMANCE	
POOR		AVERAGE		GOOD			
0 – 2.5		3 - 6		6.5 - 10			
NUMBER	%	NUMBER	%	NUMBER	%	NUMBER	%
830	26.94	1,991	64.62	260	8.44	2,251	73.06

The analysis of the candidates’ responses show that the candidate who performed well mastered The topic of Filling in the form as shown in extract 4.1. On the other hand the candidates who performed poorly had insufficient knowledge of Filling in the Form and some of them had poor mastering of the English language as it is show in extract 4.2

Extract 4.1: A Sample of Good Responses in Question 4

4. Imagine you are in University and you want to stay at hostel. Fill the following form to apply for hostel admission. (Your name is Vumilia Masumbuko Mashaka)

HOSTEL ADMISSION FORM

To,
The Hostel Warden

Sir,

I wish to apply for admission to the hostel from 05-05-2024 to 12-11-2024 and giving below the necessary information.

1. Name of the applicant (in Block Letter) : Vumilia Masumbuko Mashaka

2. Course/Branch/Class/Semester : Mechanical engineering

3. Father's Name : Masumbuko

4. Mother's Name : Maryama

5. Date of Birth : 80-01-2000

6. Allergy to any Medicine if Yes, Please mention : None

7. Email : Vumilia09@gmail.com & Mobile No. : 077115622

9. Address of Correspondence (in Block Letter) : (Kusarara)

Phone No. : 0756217891

10. Permanent Address : Mtani

Phone No. : 077115622

11. Name and Address of Local Guardian : Chauliker Mashaka

Mtani

Phone No. : 0776187281

12. Occupation/Designation of :
Father : Police man Mother : Tailor
Local Guardian : Doctor

Extract 4.1 shows a sample of a script of the candidate who performed well in question 4. This candidate managed to fill in the form appropriately.

Extract 4.2: A Sample of Poor Responses in Question 4

4. Imagine you are in University and you want to stay at hostel. Fill the following form to apply for hostel admission. (Your name is Vumilia Masumbuko Mashaka)

HOSTEL ADMISSION FORM

To,
The Hostel Warden

Sir,

I wish to apply for admission to the hostel from makangale to school. I am giving below the necessary information.

- Name of the applicant (in Block Letter) : _____
- Course/Branch/Class/Semester : Form two
- Father's Name : Ali
- Mother's Name : Fatma
- Date of Birth : 11/11/2007
- Allergy to any Medicine if Yes, Please mention : no special
- Email : _____ 8. Mobile No. : _____
- Address of Correspondence (in Block Letter) : _____

_____ Phone No. : 0928199403

- Permanent Address : Ali Ali
Fuma

_____ Phone No. : _____

- Name and Address of Local Guardian : Ali Juma

_____ Phone No. : 0978982181

- Occupation/Designation of :
Father : Ali Mother : Fatma
Local Guardian : _____

Extract 4.2 shows a sample of a script of the candidate who did not perform well in question 4. This candidate did not come up with appropriate answers according to blanks of the form. He/she also did not use the name given in the question instead he/she used other names. This indicates that the candidate did not understand the instruction and he/she had poor mastering of English language.

3.3.2 Question 5: Short Dialogue

This question required the candidate to write a dialogue between the shopkeeper and the customer. She/he was required to use five (5) sentences for the shopkeeper and five (5) sentences for the customer. The question was derived from the topic of Writing

and it tested the candidate’s ability to write a dialogue. The question was in the level of creating whereby the candidate was measured their ability to create a dialogue. The question was attempted by **2,937** equal to **73.85** percent of the candidates and their performance was good as **1,963** equal to **66.84** percent passed this question. The analysis showed that **974** equal as **33.16** percent of the candidates scored poor, **576** equal to **19.61** percent performed average and **1,387** equal to **47.23** performed well. Table 3b shows the candidate’s performance in question five (5).

Table 3b: Candidates’ Performance in Question 5

PERFORMANCE ANALYSIS						GENERAL PERFORMANCE	
POOR		AVERAGE		GOOD			
0 – 2.5		3 - 6		6.5 - 10			
NUMBER	%	NUMBER	%	NUMBER	%	NUMBER	%
974	33.16	576	19.61	1,387	47.23	1,963	66.84

The analysis of the candidates’ responses show that the candidate who performed well mastered dialogue writing skills as shown in extract 5.1. On the other hand, the candidates who performed poorly had insufficient knowledge of dialogue writing skills and some of them had poor mastering of the English language as it is shown in extract 5.2.

Extract 5.1: A Sample of Good Responses in Question 5

- ✓ 5. The picture below shows a person who is buying shoes from the shop. Prepare a short dialogue between the shopkeeper and the customer. Use five (5) sentences for the shopkeeper and five (5) sentences for the customer.



Below is a dialogue between a customer and a shopkeeper.

Shopkeeper: Welcome, what can I help you?

Customer: I was just looking for a rubber shoe.

Shopkeeper: It might be there, let me look it. Yes here it is.

Customer: How much does it cost?

Shopkeeper: I think it cost thirty

-Page 11 of 20

five thousand shillings.

Customer: Is there any discount?

Shopkeeper: Yes, let me do for you ^{twenty} ~~fifty~~ five thousand shillings.

Customer: Take this, I think it is enough.

Shopkeeper: Thank you, you are welcomed again.

Customer: Thank you too. Good bye.

Extract 5.1 shows a sample of a script of the candidate who performed well in question 5. Although, there are some little grammatical mistake, such “a rubber shoes” instead of “a pair of rubber shoes”.This candidate managed to write the dialogue between the shopkeeper and the customer as it was required.

Extract 5.2: A Sample of Poor Responses in Question 5

5. The picture below shows a person who is buying shoes from the shop. Prepare a short dialogue between the shopkeeper and the customer. Use five (5) sentences for the shopkeeper and five (5) sentences for the customer.



- i) The a shopkeeper by materi
ii) The a shopkeeper by stomach
iii) Shopkeeper by mainendity
iv) shopkeeper by mchorzan
v) Shopkeeper by mchowathy
- i) Coustome by maneter
ii) Coustome by mallewed
iii) Coustome by mallewed
iv) Coustome by weething
v) Coustome by freadity

Extract 5.2 shows a sample of a script of the candidate who did not perform well in question 5.This candidate instead of writing five (5) sentences for the shopkeeper and customer he/she wrote understandable phrases This indicated that the candidate did not understand the instruction and he/she had poor knowledge of dialogue writing skills.

3.3.3 Question 6: Writing a Composition

This question required the candidates to imagine that he/she was the best student in the previous Form Two trial examination and the school committee awarded him/her one million (1,000,000) Tsh and then to write a composition of about 150 words, about his/ her plan on how he/she will spent the money. The question was derived from the topic of Writing a Variety of Texts and Expressing Future Plans/Activities. The question was in the level of evaluating and creating. The question was attempted by 779 equal to

19.59 percent of the candidates and their performance were generally average, as 405 equal to 51.99 passed this question. The analysis showed that 374 equal to 48.01 of the candidates performed poor, 336 equal to 43.13 percent performed average and 69 equal to 8.86 performed well. Table 3c shows the candidate’s performance in question six (6).

Table 3c: Candidates’ Performance in Question 6

PERFORMANCE ANALYSIS						GENERAL PERFO- MANCE	
POOR		AVERAGE		GOOD			
0 – 2.5		3 - 6		6.5 - 10			
NUMBER	%	NUMBER	%	NUMBER	%	NUMBER	%
374	48.01	336	43.13	69	8.86	405	51.99

The analysis of the candidates’ responses shows that the candidate who performed well mastered composition and plan writing skills as shown in extract 6.1. On the other hand, the candidates who performed poor had insufficient skills of composition and plan writing and some of them had poor mastering of the English language as show in extract 6.2.

Extract 6.1: A Sample of Good Responses in Question 6

6.
Imagine you were the best student in the previous form two trial examination and the school committee awarded you one million (1,000,000) Tsh. Write a composition about your plan on how you will spend the money. (Use about 150 words).

HOW I WOULD SPEND THE AWARDED

If I am awarded one million by the school committee, I will feel proud of my self and I will use the money for

First I will give my parents five hundred thousand as the gift because they spend a lot of money for me.

Then I will buy for myself new watch for five thousand because I am so obsessed on watch I feel sick if I don't have one.

I will spend twenty thousand for buying myself new bag for the new year when I will be in form three.

I will buy for myself new shoes for fifteen thousand and I will spend twelve thousand to buy all the text books that I will need in form three.

I will buy compass for five thousand and school equipment for two thousand. It include pencil, ruler, rubber, eraser and pen.

I will spend fifty thousand to buy calculator (scientific calculator) which will be used in the next class.

I will buy uniform for the rest money and I will travel to different countries.

after finishing the exam and the remaining money I will serve them for any emergency.

Extract 6.1 shows a sample of a script of the candidate who performed well in question 6. This candidate managed to write a composition about his/her plan on how he/she will spend the money that he/she got an award. The candidate realised that he/she writes a plan, therefore he/she used future time in his/her composition although some small errors can be observed.

Extract 6.2: A Sample of Poor Responses in Question 6

6. Imagine you were the best student in the previous form two trial examination and the school committee awarded you one million (1,000,000) Tsh. Write a composition about your plan on how you will spend the money. (Use about 150 words).

The best student in the previous form two trial examination and the school committee awarded you one million (1,000,000) Tsh. a composition about your plan on how you will spend the money. (Use about 150 words) neungish matung wakup mackambo school pen, book, rule, pencil bat mackambo school

Extract 6.2 shows a sample of a script of the candidate who responded poorly in question 6. This candidate did not manage to consider the requirements of the question; for example using of 150 words. Also he/she did not know the structure of a composition and using future tense to write a plan. This indicates that the candidate did not understand the instruction and his/her English ability was very low.

3.4 SECTION D: RESPONSE TO THE READING

This section consisted of four questions, 7, 8, 9 and 10. The candidates were required to answer three questions whereby question 7 was compulsory. Each question comprised ten (10) marks to form a total of thirty (30) marks.

3.4.1 Question 7: Theory of Literature

This question was compulsory and it had five items. Each item comprised two marks to form a total of ten (10) marks. It required the candidates to answer the five questions on the theory of literature. The question was attempted by **3,184** equal to **80.06** percent of the candidates and their general performance were Poor, as **496** equal to **15.58** percent of the candidates passed this question. The analysis showed that **2,687** equal to **84.39** percent performed poor, **426** equal to **13.38** performed average and **70** equal **2.20** performed well. Table 4a shows the candidates' performance in question seven (7).

Table 4a: Candidates' Performance in Question 7

PERFORMANCE ANALYSIS						GENERAL PERFORMANCE	
POOR		AVERAGE		GOOD			
0 – 2.5		3 - 6		6.5 - 10			
NUMBER	%	NUMBER	%	NUMBER	%	NUMBER	%
2,687	84.39	427	13.41	70	2.20	497	15.61

The analysis of the candidates' responses shows that the candidate who performed well mastered the topic tested which was theory of literature as shown in extract 7.1. On the other hand, the candidates who performed poor had insufficient knowledge of theory of literature as it is shown in extract 7.2.

Item (i) intended the candidates to define the term “characterization.” The question derived from the topic of Interpreting Literary Work. It tested the candidates' ability to recall the meaning of “characterisation”. One among the meaning of characterization is “Characterization is the process of creating imaginary people to perform certain actions in the work of art. Or It is the process is assigning roles to people used in work of art”.

” Those who had the intended competence of the item tested responded correctly while some of the candidate failed to respond correctly.

Item (ii) was “Who takes the position of character in the poem?” The correct answer was “A persona or dramatist”. The candidate who responded correctly showed that they had adequate knowledge of the term tested while those who failed to respond correctly lacked such kind of knowledge.

In item (iii), the candidate was required to write two (2) examples of personifications. To answer this question, the candidate was free to come up with any two examples of personifications. Some examples of personification are; “Silence swallows all people, Her beauty makes all of us to stare at her.”

The candidates who scored high marks managed to write examples appropriately while those who had insufficient knowledge on this item failed.

Item (iv) required the candidates to name the tool used to convey message in any literary work. The correct answers was “Language.” The candidates who scored well in this item were able to meet the demand of the item due to an adequate knowledge of the item. Yet, some candidates failed to meet the requirement of the item due to poor knowledge of theory of literature.

In item (v) the candidates were required to write four (4) elements of the form of literature. The item tested the candidates' ability to identify element of form of literature. Among the correct answers were “Characters, language, plot, setting”. The candidates who scored well in this item were able to identify element of form of literature. However, there were some candidates who responded wrongly due to low ability of this item and theory of literature in general.

Generally, the candidates who scored high marks were able to meet the demand of the question by responding to all five (5) items correctly due to adequate knowledge of literature theory as shown in the extract 7.1. However, those who scored poor indicated that they had poor knowledge of the theory of literature. Therefore, they failed to meet the question's requirements as shown in the extract 7.2.

Extract 7.1: A Sample of Good Responses in Question 7

7. Answer the following questions.

i. Define the term characterization.

Is the process of choosing and creating the characters who will ~~be~~ play role in a literary works.

ii. Who takes the position of character in the poem?

Personas is a one who take the position of character in the poem.

iii. Write two (2) examples of personification.

- The lion say.
- The peace create development in the nation.

iv. Name the tool used to convey message in any literal work.

Language.

v. Write four (4) elements of the form of a literal work.

i. character ii. Setting (iii) Plot (iv) Style.
iii. Language used (diction).

Extract 7.1 shows a sample of a script of the candidate who performed well in question 7. This sample indicates that the candidate had required knowledge of theory of literature since he/she managed to answer all of the questions as required.

Extract 7.2: A Sample of Poor Responses in Question 7

7. Answer the following questions.
- Define the term characterization.
are living or things or living organisms in the
 - Who takes the position of character in the poem?
character in the poem is poetry
 - Write two (2) examples of personification.
Hawa is a elephants
Hawa is a lieness.
 - Name the tool used to convey message in any literal work.
1) Themes (i) Lesson (ii) Conflict and message
 - Write four (4) elements of the form of a literal work.
i) Style (ii) technique (iii) title

Extract 7.2 shows a sample of a script of the candidate who responded poorly in question 7. This candidate seemed to have poor understanding of theory of literature. Therefore, he/she did not manage to answer the questions as he/she was required.

3.4.2 Question 8: Poetry

This question consisted of five items. Each item comprised two marks to form a total ten (10) marks. The question derived from the topic of poetry. It required the candidates to answer the given questions on the theory of poetry. The question was attempted by **1,665** equal to **41.87** percent of the candidates and their performance were generally Average as **900** equal to 50.05 percent of the candidates pass of this question. The analysis showed that **965** equal to **57.96** percent of the candidate performed poorly, **591** equal to **35.50** percent performed average and **309** equal to **18.56** percent performed well. Table 4b shows the candidates' performance in question eight (8).

Table 4b: Candidates' Performance In Question 8

PERFORMANCE ANALYSIS						GENERAL PERFORMANCE	
POOR		AVERAGE		GOOD			
0 – 2.5		3 - 6		6.5 - 10			
NUMBER	%	NUMBER	%	NUMBER	%	NUMBER	%
965	57.96	591	35.50	309	18.56	900	54.05

The analysis of the candidates' responses shows that the candidate who performed well mastered the topic tested which was poetry as shown in extract 8.1. On the other hand, the candidates who performed poor had insufficient knowledge of poetry as it is shown in extract 8.2.

In item (i), the candidates were required to “explain briefly the meaning of open poem.” The correct answer was “Is the type of poem that does not obey the traditional rules of composing a poem. For example rhymes and rhythm , equal number of verses in each stanza ect. The candidates who had enough knowledge of this term managed to define the term correctly while those who lacked this knowledge failed to answer this question correctly.

In item (ii), the candidate was required to “Name two (2) types of poetry”.”The correct answer was Narrative poetry, reflective poetry, descriptive poetry, lyrical poetry, sonnet, ballad.” Some candidates managed to write the types appropriately, but those who did not master the theory of poetry failed to write down the types.

In item (iii), the candidate was needed to “write four (4) examples of themes that can be obtained from a poem.” Among the answers were “Poverty, education, customs and traditions, unemployment, ignorance, struggling for independence uhuru etc.” The candidates who had adequate knowledge of this term managed to write examples of themes appropriately, while those who lacked this knowledge failed to come up with the correct examples.

In item (iv), the candidate was asked “What is a rhyme?” The answer was “Rhymes are similar sounds at the end of consecutive verses. They may form a pattern of aa/bb/cc etc, it depends on the choice of the poet.” The candidate who achieved full marks in this item showed to have enough knowledge of the definition of rhymes and therefore wrote the correct answer. On the other hand, there were a number of candidates who totally failed to meet the demand of the item due to their low ability in this item.

In item (v), the candidate was asked “What are the differences between a stanza and a verse in the poem?” The answer was “Stanza is a group of verses which look like a paragraph. It is possible for stanza to be formed by only one verse while verses are lines in the poem that form a stanza.”

The candidates who performed well in this item showed to possess enough knowledge in the item tested. On the other hand, there were a number of candidates who totally failed to meet the demand of the item due to their low ability in the topic of poetry.

Generally, the candidates who scored high marks managed to respond to all items correctly this is because they mastered the topic of theory of poetry as shown in extract 8.1. However, some candidates failed to come up with the right answers due to their poor mastering of the topic mentioned as shown in the extract 8.2.

Extract 8.1: A Sample of Good Responses in Question 8

8. Answer the following questions.
- i. Briefly explain the meaning of open poem.
- Open poem is a type of poem that do not use rules of grammar. It is also known as Free-verse poem.
- Page 15 of 20
- ii. Name two (2) types of poetry.
- i. Traditional poem.
ii. Modern poem.
- iii. Write four (4) examples of themes that can be obtained from a poem.
- i. Hard working.
ii. Idleness
iii. Lazy.
iv. Busy.
- iv. What is a rhyme?
- Is a repetition of sound at a middle or at the end of the poem.
- v. What are the differences between a stanza and a verse in the poem?
- Stanza is a group of verse in the poem while Verse is a line that is found in the stanzas.

Extract 8.1 shows a sample of a script of the candidate who performed well in question 8. This sample indicates that the candidate had required knowledge of the concepts of poetry since he/she managed to respond to all items from i to v as required.

Extract 8.2: A Sample of Poor Responses in Question 8

8. Answer the following questions.
- i. Briefly explain the meaning of open poem.
- poem is a artistic of composition made of Verse and musical sound.

Extract 8.2 shows a sample of a script of the candidate who responded poorly in question 8. This candidate seemed to have poor understanding of theory of poetry, therefore he/

she did not manage to respond to all the items correctly. For example in item (i), he/she asked to explain the meaning of open poem and tried to explain the meaning of a poem but she/he left the rest of the item not answered.

3.4.3 Question 9: Responding to the Poem

In this question, the candidates were required to read the poem given and responded on five (5) items, each item comprised two (2) marks to form a total ten (10) marks. The question tested the candidates’ ability of analysing poems. The question was attempted by 2,421 equal to 60.88 percent of the candidates and their performance were generally poor since 336 equal to 13.88 percent of the candidates passed this question. The analysis showed 2,085 equal to 86.12 percent of the candidates performed poor, 325 equal to 13.42 percent performed average and 11 equal to 0.45 percent performed well. Table 4c shows the candidates’ performance in question nine (9).

Table 4c: Candidates’ Performance in Question 9

PERFORMANCE ANALYSIS						GENERAL PERFORMANCE	
POOR		AVERAGE		GOOD			
0 – 2.5		3 - 6		6.5 - 10			
NUMBER	%	NUMBER	%	NUMBER	%	NUMBER	%
2,085	86.12	325	13.43	11	0.45	336	13.88

The analysis of the candidates’ responses shows that the candidates who performed well in this question were able to respond correctly to all items of question nine (9) which was analysing poems as shown in extract 9.1. On the other hand, the candidates who performed poor seemed to have insufficient knowledge of interpreting poem as it is shown in extract 9.2.

In item one (i), the candidate was asked “What is the poem about.” The answer was “The poem is about the importance of Books.” The item tested the candidates’ ability to comprehend and analyse the poem so as to understand what is the poem about. The candidates who scored high marks in this item comprehended the poem and those who failed, lacked the ability of comprehending and analysing the poems.

Item (ii) intended the candidate to write “the importance of books mentioned in the sixth verse.” The answer was “The book can make my career.” For those who scored high marks were able to use their knowledge of interpreting poems and achieved to identify the importance of books mentioned in sixth verse correctly. While some of the candidates scored low marks due to poor understanding of what they were asked.

tem (iii) required the candidate was asked “The poet uses the word “coz” instead of “because”, what do we call this situation in the field of poetry?” The answer was “This is called Poetic license where the poet is allowed to violate language rules.”The item tested the candidate’s understanding of the meaning of poetic licence. Some candidates showed that they had some knowledge of what was tested but some of them seemed to have low knowledge, hence they responded wrongly.

In item (iv), the candidate was asked “How many stanzas are there in this poem?” The correct answer was “One stanza.” The item tested the candidates’ ability to interpret poems. The candidates who comprehended and had ability of interpreting poems, performed well. However, some candidates did not realise the item’s need so they responded wrongly.

Item (v) asked the candidate to “write one (1) example of personification which is used in the poem.” Some of the correct answer were “Books can make your career; Books always lead to a right way.” The candidates who were able to comprehend and interpret poems answered the item as it was required and scored high marks while those who had insufficient about interpreting poem failed to meet the demand of the question’s item.

Generally, the candidates who scored high marks had adequate knowledge and clear understanding on interpreting poems as shown in extract 9.1. However, some candidates failed to respond to the items due to low knowledge and ability of interpreting poems as shown in the extract 9.2

Extract 9.1: A Sample of Good Responses in Question 9

i. What is the poem about?

The poem is about the knowledge obtain from the book, the knowledge which is pure / they are not lie which lead to the way of success.

ii. Write the importance of books mentioned in the sixth verse.

The importance of books mentioned in the sixth verse is that book can make your career.

iii. The poet uses the word ‘Coz’ instead of ‘because’, what do we call this situation in the field of poetry?

Poetic license (the freedom that a poet has to break grammatical rules).

iv. How many stanzas are there in this poem?

There are seven stanzas in this poem.

v. Write one (1) example of personification which is used in the poem.

Knowledge can make your career.
Books can make your career.

Extract 9.1 shows a sample of a script of the candidate who performed well in question 9. This sample indicates that the candidate had good understanding of poem analysis therefore, he/she managed to score high marks in this question. Although, he/she made some mistake in item iv, where he/she wrote that, “there are seven stanzas in this poem” while the correct answer was “There is one stanza in this poem.”

Extract 9.2: A Sample of Poor Responses in Question 9

- i. What is the poem about?
Poem is about books.
- ii. Write the importance of books mentioned in the sixth verse.
 a) They give us knowledge
 b) They tell us about history
 c) They give us a way
- iii. The poet uses the word 'Coz' instead of 'because', what do we call this situation in the field of poetry?
~~There are sixteen (16) stanzas~~
 Personification
- iv. How many stanzas are there in this poem?
 There are sixteen (16) stanzas
- v. Write one (1) example of personification which is used in the poem.
 COZ

Extract 9.2 shows a sample of a script of the candidate who responded poorly in question 9. This candidate seemed to have poor understanding of analysing poems, therefore he/she did not manage to respond to all the items in question nine (9) correctly.

3.4.4 Question 10: Class Readers

This question was formed with five items (v). Each item comprised two (2) marks to form a total ten (10) marks. The question was derived from the topic of interpreting literary work. The question measured the candidate's ability to analyse and evaluate literary work. It required the candidate to answer the questions related to one of the class readers they read.

There were seven (7) class readers tested and the candidates were supposed to choose one to answer the questions given. For the purpose of this analysis the class reader ‘**Mabala the Farmer**’ written by R.S. Mabala, was chosen as a sample. The question tested the candidates’ ability to interpret short stories. The question was attempted by **3,162** equal to **79.51** percent of the candidates and their performance were generally Good as **2,586** equal to **81.78** percent of the candidates passed this question. The analysis showed that **575** equal to **18.18** percent of the candidates performed poor, **1,476** equal to **46.68** percent performed average and **1,110** equal to **35.10** percent performed well. Table 4d shows the candidates’ performance in question ten (10).

Table 4d: Candidates’ Performance In Question 10

PERFORMANCE ANALYSIS						GENERAL PERFORMANCE	
POOR		AVERAGE		GOOD			
0 – 2.5		3 - 6		6.5 - 10			
NUMBER	%	NUMBER	%	NUMBER	%	NUMBER	%
575	18.18	1,476	46.68	1110	35.10	2,586	81.78

The analysis of the candidates’ responses indicate that the candidates who did well in this question were able to answer the questions related to class reader appropriately as shown in extract 10.1. On the other hand some candidates did not perform well because they had insufficient knowledge of interpreting the class reader given as shown in extract 10.2.

In item (i), the candidates were required to “write the title of the book.” The correct answer was “Mabala the farmer.” The item tested the candidates’ ability to identify the title of the book they read. The candidates who scored high marks in this item comprehended the question and come up with the correct title. Those who did not understand the question failed to provide the title.

In item (ii), the candidate was asked “In which year was the book published?” The correct answer was “1988”. The candidate who managed to respond correctly showed their ability in analysing the book. However, some candidate who had not this knowledge failed to answer the question correctly.

Item (iii) required the candidate to “explain briefly two (2) themes portrayed in the book with examples.” Among the correct answers were “ Hard working, True love, Poverty, Selfishness, Laziness, Greediness, Advice” The candidate who scored high marks in this item managed to explain two (2) themes portrayed in the book, while those who performed poor failed to understand the question.

Item (iv) asked the candidate to “choose one (1) character from the book they have read and explain why they like or dislike him/her.” The candidate who understood the questions managed to come up with the correct answer. But some candidates showed that they did not understand the question and the book, therefore they failed to come up with the correct answer.

Item (v) needed the candidate to “write short notes on the relevance of the book in Tanzania society” Some candidates came up with correct answer because they had enough knowledge of the question and story they read. For those who failed to respond correctly to the item seemed to have low knowledge of the item tested as well as poor understanding of the story.

Generally, the candidates who scored high marks showed to have adequate knowledge and clear understanding on analysing short stories as shown in extract 10.1. However, some candidates failed to respond to the items due to low knowledge and ability of analysing books as shown in the extract 10.2.

Extract 10.1: A Sample of Good Responses in Question 10

i. Write the title of the book.
"MABALA THE FARMER"

ii. In which year was the book published?
In 1988 book published

iii. With examples, briefly explain two (2) themes portrayed in the book.
- Hard working, when Mayja work hard to improve her family life
- Poverty, when Martina already to go to standard one, they do not know how they can buy uniform.

iv. Choose one (1) character from the book you have read and explain why you like or dislike him/her.
I like Mayja.
Mayja is the wife of Mabala, she also known as Mama Martina because her first name was Martina.
She lives in the village. Mayja is hard working, she works hard at shamba to improve her family life.
Mayja is a good adviser woman.

v. Write short notes on the relevance of the book in Tanzania society.
- This story is relevance to Tanzania society because In the story there is Mama Martina who works hard in Shamba to improve her family life but In my society there is woman called Mama Samia, she works hard to improve her society with many development that hard work take place.

-This story is relevance in Tanzania society because in Tanzania there is poverty as mentioned in a story book. Some people in Tanzania do not know how to buy food, when they can found a food and how to get money, that is the big trouble because it lead to death and street childrens

Extract 10.1 shows a sample of a script of the candidate who performed well in question 10. This sample indicates that the candidate had good understanding of analysing short stories. Therefore, the candidate scored high marks.

Extract 10.2: A Sample of Poor Responses in Question 10

- i. Write the title of the book.
Title of the book is name of the books
- ii. In which year was the book published?
The magic Garden - K.R. Cripwell (1977) willium
Collins Sons Company Ltd., Great Britain
- iii. With examples, briefly explain two (2) themes portrayed in the book.
The peal - steinbeck (1948) willium heine
mann L.t.d. Great Britain
- iv. Choose one (1) character from the book you have read and explain why you like or dislike him/her.
~~Hawa the base driver~~
Hawa the bus driver - R.S. mabalo (1988)
Ben. & company dar-es, Salam.
- v. Write short notes on the relevance of the book in Tanzania society.
Kahulu the hare - Worthington (1988) Longm
an, England
Mabalo the farmer - R.S. mabalo (1988), Ben
Company dar-es, Salam.
The death factory - mapalalo (1996) Heinem
an, Educational publishers, great Britain

Extract 10.2 shows a sample of a script of the candidate who responded poor in question 10. This candidate seemed to have poor understanding of analyzing short stories. Also, it seemed that he/she did not read the books mentioned, therefore he/she used different books to answer the question instead of choosing one book as it was required.

4.0 CONCLUSION

The analysis of the candidates' performance shows that there were three questions which were well performed. Five questions had average performance and two questions had poor performance.

The quality of candidates' responses was affected by the following reasons: poor mastery of English language, lack of various skills such as transferring knowledge in answering questions, low ability in identifying the demands of the questions as well as inadequate knowledge of some of the topics.

It is expected that the feedback provided in this report will enable teachers, students and other stakeholders to take appropriate measures to improve the teaching and learning of English subject in Zanzibar Secondary Schools.

5.0 RECOMMENDATIONS

In order to improve candidates' performance in the future, it is recommended that:

- ❖ Students should be engaged in various practices so as to improve their language skills such as writing, grammar and vocabulary.
- ❖ Teachers should teach the topics in their scopes in order that the candidates can be knowledgeable in all areas in details.
- ❖ Teachers should guide the students on the best way to identify the demand of the questions and how to respond to those questions effectively.
- ❖ Teachers should reflect on their teaching learning techniques and teaching learning material so as to make improvement in their class room instructions.
- ❖ Students should be encouraged to read varieties of class readers to enable them to use English grammar correctly.
- ❖ Students should read text books and reference books related to English topics represented in the English syllabus.
- ❖ Parents should help and motivate their children in learning and practising English language so as to build up their competences.

APPENDICES

APPENDIX 1

SUMMARY OF CANDIDATES' PERFORMANCE PER QUESTION AND TOPIC WISE IN 2023

S/N	TOPIC	QUESTION NUMBER	PERCENTAGES OF CANDIDATES PER QUESTION	REMARK
1	Interpreting literary work	10	81.78	Good
2	Filling in the form	4	73.06	Good
3	Writing variety of texts.	5	66.84	Good
4	Interpreting literary work	8	54.05	Average
5	Writing variety of texts	6	51.99	Average
6	Summary Writing	2	42.32	Average
7	Reading for comprehension	1	40.86	Average
8	Prepositions, Dictionary use, Number (singular and plural), Question tags, Expressing personal and group routine	3	33.00	Average
9	Interpreting literary work	7	15.61	Poor
10	Interpreting literary work	9	13.88	Poor

APPENDIX 2

SUMMARY OF CANDIDATES' PERFORMANCE PER QUESTION AND TOPIC WISE IN 2022

S/N	TOPIC	QUESTION NUMBER	PERCENTAGES OF CANDIDATES PER QUESTION	REMARK
1	Reading for Comprehension	1	85.64	Good
2	Interpreting literary work	10	73.35	Good
3	Writing cards and messages.	4	71.68	Good
4	Interpreting literary work	9	70.59	Good
5	Writing variety of texts.	5	55.58	Average
6	Interpreting literary work	7	36.37	Average
7	Summary Writing	2	45.34	Average
8	Expressing personal and group routine, expressing on going activities, Conjunctions, talking about ones' family, talking about past events.	3	31.32	Average
9	Writing variety of texts	6	29.30	Poor
10	Interpreting literary work	8	8.06	Poor