ZANZIBAR EXAMINATIOS COUNCIL

CANDIDATES' ITEMS RESPONSE ANALYSIS REPORT FOR THE STANDARD FOUR EXAMINATION 2023

001 ENGLISH

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FOREWORD

The Zanzibar Examinations Council is pleased to present this report on Items Response Analysis for the 2023 Standard Four 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.

Standard Four Examination intends to measure to what the extent the candidates have learnt in Lower Primary Education and to prepare the candidates to join in Upper Primary Education.

The analysis presented in this report is intended to contribute towards the understanding of possible reasons behind the candidates' responses in English subject. The report shows some of the reasons that made the candidates to perform well or poor. The possible reasons that lead the candidates to perform well include understanding the instructions of the questions, knowledge on the topics assessed and ability of identifying the demands of the questions.

The factors that may evidence the candidates to perform poor like lack of enough knowledge on the topic assessed and inability of identifying the demands of the questions limited mastery of English language which was the barrier for them to understand the instructions of the questions.

The detailed analysis displays samples from the candidates' scripts to illustrate poor and good responses. Finally, tables with three different colours to reveal how individual question was performed are used.

It is my anticipation that, the feedback and recommendations provided in this report will enable various stakeholders to take appropriate strategies to improve 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 all who participated in the completion of this report.

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1.0 INTRODUCTION

This report on English language subject is based on the analysis of the performance of candidates who sat for Standard Four Education examination, 2023. The report covered the 2009 and 2022 syllabus and adhered to 2022 Zanzibar Standard Four Examination Format of Zanzibar Examinations Council.

Standard Four Examination in English subject had eight (8) questions distributed in section A, B C and D. Questions from section A were two (2) questions. The section B comprised four (4) questions and Section C and D had one (1) from each section. The candidates were required to attempt all questions from each section.

2.0 SAMPLED CANDIDATES

The numbers of candidates who have been analyzed were **5,834** equal to **10.39%** to all candidates who sat for this paper**.** In this analysis, the candidates' scores for each question are interpreted as follows: from 00 to 20 percent is considered as poor, average if the scores range from 21 to 60 percent and good if the candidates' score from 61 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 and C. 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: DICTATION AND COMPREHENSION

This section consisted with two questions 1 and 2. Question 1 is about a Dictation which carried 10 marks and Question 2 is about Comprehension which consisted of five (5) items addressed in roman (i-v). Each item carried two (2) marks to make a total of ten (10) marks. Therefore the total marks of this section is twenty (20). For the convenience of analysis of each question on this section the following performance range have been used. The candidates scored ranging from 0-2 considered as poor, from 2.5-6 marks as average and from 6.5-10 marks as good performance.

3.1.1 Question 1: Dictation

This question required the candidate to listen to the paragraph read by the invigilator and write it in the space provided. The question tested the candidate's ability of Listening. The question is in the level of understanding.

The question was attempted by **5, 956** equals to **99.09** percent of the candidates and their performance was generally average, as **1,701** equals to **29.05** of the candidates passed this question. The analysis shows that **4,155** equals to **70.95** percent of the candidates performance was poor**, 860** equals to **14.69** percent performed average and **841** equals to **14.36** percent 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		2.5-6		6.5 - 10			
TOTAL	%	TOTAL	%	TOTAL	%	TOTAL	%
4,155	70.95	860	I4.69	841	14.36	1,701	29.05

Table 1a shows the analysis of the candidates' responses in question one in which the overall performance was average. Extract 1.1 shows the sample of good responses in question 1.

Extract 1.1: Good performance

1. Listen to the paragraph read by the invigilator and write it in the space provided.

This is my house. It is big and nice.
It has four bedrooms and a dining room.
We ate our food in the dining room.
I like my house very much.

Extract 1.1 shows a sample script of the candidate who listened the paragraph and wrote it down appropriately. This indicates that, this candidate was very good in listening skill.

Other way round, there were some candidates who poorly attempted the question due to the poorly understood of the passage as shown in extract 2.2. Extract 1.2 shows the sample of poor responses in question 1.

Extract 1.1:Poor performance
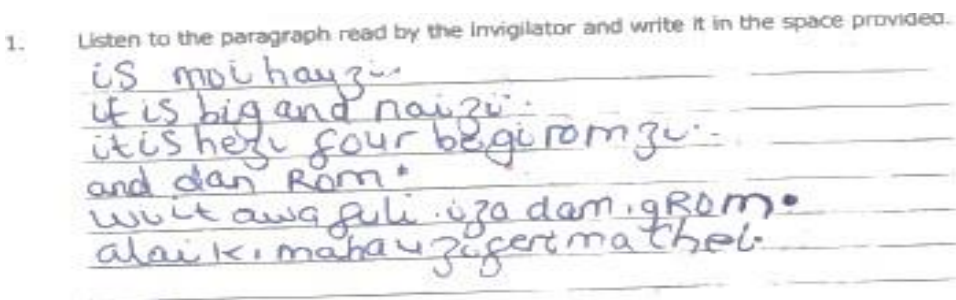
Extract 1.2 shows a sample script of the candidate who performed poor. This candidate did not write the paragraph correctly. This indicates that, the candidate's listening skill is very poor.

3.1.2   Question 2: Multiple Choice Questions

This question required the candidate to read a passage and answer (5) multiple choice questions (i-v). It tested the candidate's ability of reading and comprehending a passage. The question was derived from the topic Reading for Comprehension.

The question was attempted by **5,731** equals to **96.97** percent of the candidates and their performance was generally Average, as **3,136** equals to **54.72** percent of the candidates passed this question. The analysis shows that **2,595** equals to **45.28** percent of the candidates performed poor, **2,333** equals to **40.71** percent performed average and **803** equals to **14.01** percent performed well. Table 1b shows the candidates' performance in question one (1).

Table 1b: Candidates' performance in question 2

PERFORMANCE ANALYSIS						GENERAL PERFORMANCE	
POOR		AVERAGE		GOOD			
0 – 2		2.5-6		6.5 - 10			
TOTAL	%	TOTAL	%	TOTAL	%	TOTAL	%
2,595	45.28	2,333	40.71	803	14.01	3,136	54.72

Table 1b shows the analysis of the candidates' responses in question two in which the overall performance was average.

Item (i) was "The family sat for the plan of having a trip on," the correct answer was "C" (Thursday). Those who understood the text managed to write the correct answer while those who did not got it wrong.

Item (ii) was "Hamiar and his family went to Ponge beach in the," the correct response was "A" (Morning). The candidates who had good understanding of the passage they read responded correctly and those who did not understand the passage came up with wrong answer.

Item (iii) was "The family member who did not play football was" the appropriate answer was "C" (Mother). The candidates who understood the passage responded correctly and those who didn't understand attempted poorly.

Item (iv) was "Hamiar went swimming with his" the correct answer was "A" (Sister). This answer was selected 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 passage.

In item (v) was "The person who was singing a song was" the correct choice was "C" (Hamiar's sister). The candidates who had good understanding of the passage responded correctly but those who had low ability in reading the passage did not managed to come up with the correct answer. Extract 2.1 shows the sample of good responses in question 2.

Extract 1.1: Good performance

2.   Read the following passage and answer the questions below.

It was Thursday when Hamiar and his family planned to have a family trip. They decided to go to the beach on Saturday. On Friday evening Hamiar's mother and father went shopping to buy some items for the trip. They bought some food stuff and swimming suits. A day before the trip, they started to make preparation in the afternoon. On Saturday morning Hamiar and his family went to Pongwe beach.

At the beach, Hamiar and his brother went swimming. His sister, Aisha does not like swimming. She sat by the shore and sang songs loudly. His mother and father sat on the mat and chatting happily. His little brother played with shells and some times ran after waves. Everybody was very happy.

At 2:00 pm his mother served them lunch which was prepared at home. It was biriani, fruits and juice. The food was very delicious. After taking lunch the whole family played football. But their mom did

not want to join them. She sat on the sand and enjoyed the game. When they were tired, his sister Khadija served them Zanzibar mix (urojo). It was yummy!

Questions

Choose the correct answer from the given alternatives and write its letter in the brackets.

i.   The family sat for the plan of having a trip on   (B)

    A: Friday

    B: Thursday

    C: Saturday

ii.   Hamiar and his Family went to Pongwe beach in the (A)

    A: Morning

    B: Afternoon

    C: Evening

iii.   The family member who did not play football was   (C)

    A: Father

    B: Hamiar

    C: Mother

iv.   Hamiar went swimming with his   (A)

    A: Brother

    B: Father

    C: Sister

v.   The person who was singing a song was   (C)

    A: Hamiar's brother

    B: Hamiar's mother

    C: Hamiar's sister

Extract 2.1 shows a sample script of the candidate who provided good answers. Such answers indicated that a candidate had read and understood the facts from the passage and she/he mastered the skill of reading for comprehension.

Other way round, there were some candidates who poorly attempted the question due to the poorly understood of the passage as shown in extract 2.2

Extract 2.2: Poor performance

Choose the correct answer from the given alternatives and write its letter in the brackets.

i. The family sat for the plan of having a trip on (C)
   A: Friday
   B: Thursday
   C: Saturday

ii. Hamiar and his Family went to Pongwe beach in the (B)
   A: Morning
   B: Afternoon
   C: Evening

iii. The family member who did not play football was (A)
   A: Father
   B: Hamiar
   C: Mother

iv. Hamiar went swimming with his (C)
   A: Brother
   B: Father
   C: Sister

v. The person who was singing a song was (B)
   A: Hamiar's brother
   B: Hamiar's mother
   C: Hamiar's sister

Extract 2.2 shows a sample of a script of the candidate who failed to choose correct answers and scored zero (00) mark in question one (2). This candidate is seemed to have lack of comprehension skills as he/ she could not understand the passage and the instruction of the question. So he/she wrote incorrect answers. For instance, in item (i), the candidate wrote "C" while the correct answer was "B".

3.2   SECTION B: PATTERNS AND VOCABULARY

This section consisted of four (4) questions, question number 3, 4, 5, and 6. Each question carried ten (10) marks that made a total of forty (40) marks. For the convenience of analysis of each question on this section the following performance range have been used. The candidates scored ranging from 0-2 considered as poor, from 2.5-6 marks as average and from 6.5-10 marks as good performance.

3.2.1 Question 3: Fill in the blanks

In this question the candidate was given words from the box to choose and to fill the blanks. The words were "Blender, Ear, Glass, Pot, Bowl, Nose and Rope."The question consisted of five (5) items and each item carried two (2) marks and makes a total of ten (10) marks. The question was derived from the topic of Identifying and measured the candidate ability to applying the knowledge they have about identification.

The question was attempted by **5,874** equals to **99.39** percent of the candidates and their performance was generally average, as **2,216** equals to **37.73** of the candidates passed this question. The analysis shows that **3,658** equals to **62.27** percent of the candidates performed poor, **1,351** equals to **23.00** percent performed average and **865** equals to **14.73** percent 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		2.5-6		6.5 - 10			
TOTAL	%	TOTAL	%	TOTAL	%	TOTAL	%
3,658	62.27	1,351	23.00	865	14.73	2,216	37.73

Table 2a shows the analysis of the candidates' responses in question three in which the overall performance was average.

The sentence of item (i) was "You can use me for smelling things." The correct response on that statement was "**Nose.**" The candidates who mastered the item requirements answered correctly. Yet, other candidates failed to write correct answer due to the low ability of this topic.

The sentence in item (ii) was "You can use me for hanging clothes" The correct answer was "**Rope**" The candidates who understood the meaning of the item got correct answer but there were some candidate who did not understand got it wrong.

The sentence in item (iii) was "You can use me for cooking lunch." The correct response was "**Pot**." The candidate who had good understanding of that item manage to pick correct answer, however other candidates failed to write correct response as expected.

The sentence item (iv) was "You can use me for drinking water." The correct answer was "**Glass**" The candidates who had adequate knowledge of this topic wrote correct

answer. Nevertheless, other candidates performed in adequately due to the lack of understanding of the topic.

The sentence item (v) was "You can use me for making juice." The correct answer was "**Blender**" which was chosen by the candidate who had good understanding of this item but other candidates failed this item due to the lack of understanding of the topic.

Extract 3.1: Good performance

Extract 3.1 demonstrates a sample of a script of the candidate who scored high marks from this question. This indicates that the candidate comprehend the topic tested and therefore managed to come up with correct responses.

On the other hands, extract 3.2 shows a sample of poor responses in question 3. This indicates that the candidate failed to understand the topic and instructions.

Extract 3.2: Poor performance

Extract 3.2 shows a sample of responses from a script of the candidate who scored poor marks. This candidate was unable to write correct answers due to low ability in the topic tested. For example item (i) the correct answer was "nose" but this candidate

wrote "rope." In item (ii) the answer was "Rope" this candidate wrote "Nose" and so on.

3.2.2 Question 4: Dialogue

This question related with the dialogue between the candidate and Mr. Haroub. The candidate was required to complete his/her part denoted by "You." The question was in the level of creating whereby the candidate was required to create his/her responses of Mr. Haroub parts in the dialogue. The question carried ten (10) marks. The question was derived from topics of "Polite requests and responses".

The question was attempted by **5,512** equals to **93.27** percent of the candidates and their performance was generally average, as **1,323** equals to **24.00** percent of the candidates passed this question. The analysis shows that **4,189** equals to **76.00** percent of the candidates performed poor, **849** equals to **15.40** percent performed Average and **474** equals to **8.60** percent performed Good. Table 2b shows the analysis of candidates' performance of this question.

Table 2b: Candidates' Performance in Question 4

PERFORMANCE ANALYSIS						GENERAL PERFORMANCE	
POOR		AVERAGE		GOOD			
0 – 2		2.5-6		6.5 - 10			
TOTAL	%	TOTAL	%	TOTAL	%	TOTAL	%
4,189	76.00	849	15.40	474	8.60	1323	24.00

Table 2b shows the analysis of the candidates' responses in question four (4) in which the overall performance was average. The extract 4.1 shows a sample of a good response.

Extract 4.1: Good performance

4. Imagine you have met Mr. Haroub at the market, complete the following dialogue between you and Mr. Haroub. (Use your Examination Number instead of your name).

    Mr. Haroub: Good morning little boy/girl?

    You: _Good morning mr. Haroub_

    Mr. Haroub: What is your name?

    You: _My name is zL0398/0001/23_

    Mr. Haroub: Where do you live?

    You: _I live at Jendele_

    Mr. Haroub: Can you show me the way to the hospital?

    You: _Yes I can show the way to the hospital_

    Mr. Haroub: Thank you for helping me.

    You: _Thank you too._

    Mr. Haroub: Good bye good boy/ girl.

    You: _Good by mr. Haroudb_

Extract 4.1 is a sample of a script of the candidate who performed well, the candidate managed to complete the diologue approprately as it was required. This indicates that the candidate was competant in the tested topic in this question.

On the other side, extract 4.2 was the sample of the candidate who failed to demostrate his/her competance in these topics.

Extract 4.2: Poor performance

4. Imagine you have met Mr. Haroub at the market, complete the following dialogue between you and Mr. Haroub. (Use your Examination Number instead of your name).

    Mr. Haroub: Good morning little boy/girl?

    You: _market_

    Mr. Haroub: What is your name?

    You: _Haroub_

    Mr. Haroub: Where do you live?

    You: _good moraing litt_

    Mr. Haroub: Can you show me the way to the hospital?

    You: _Haroub Thank you for_

    Mr. Haroub: Thank you for helping me.

    You: _Harouh at tha_

    Mr. Haroub: Good bye good boy/ girl.

    You: _following_

Extract 3.2 shows a sample of a script of the candidate who performed poor. The candidate failed to fill his/her parts of the dialogue appropriately. Instead of writing responses of the dialogue, this candidate used the words "market, Haroub, Good morning ect which were the part of the instruction as the answers. This indicates that, the candidate had limited English knowledge and low ability on the topic tested.

3.2.3   Question 5: Rearrange the letters

This question required the candidate to rearrange the letters to make the names of colours. The question consisted of five (5) items. Each item carried two (2) marks to make total of ten (10) marks. The questions were derived from topic of "Describing".

The question was attempted by **5,785** equals to **97.88** Percent of the candidates and their performance was generally Average, as **1,372** equals to **23.72** percent of the candidates passed this question. The analysis shows that **4,413** equals to **76.28** of the candidates performed poor, **398** equals to **6.88** percent performed Average and **974** equals to **16.84** percent performed well. Table 2c shows the analysis of candidates' performance of the question 2c.

Table 2c: Candidates' Performance in Question 5

PERFORMANCE ANALYSIS						GENERAL PERFORMANCE	
POOR		AVERAGE		GOOD			
0 – 2		2.5-6		6.5 - 10			
TOTAL	%	TOTAL	%	TOTAL	%	TOTAL	%
4,413	76.28	398	6.88	974	16.84	1,372	23.72

Table 2c shows the analysis of the candidates' responses in question 5.

Item (i) was "cbakl" the correct arrangement was "black." Some candidates abled to rearrange the spelling correctly but some candidates responded incorrectly due to their low ability in the item tested.

Item (ii) was "knip," the correct response was "pink", although some candidates were able to arrange in proper way, some candidates responded incorrectly due to misunderstand the question.

Item (iii) was "rneeg" the correct arrangement was "green." Some candidate arranged the letter appropriately and came up with the correct name of the colour, however, some of them did not due to their low ability of the item tested.

Item (iv) was "bnowr" the answer was "brown" which was scored by some of the candidates. Yet there were some candidates who did not understand the need of the question and give a wrong answer.

Item (v) was "ognera" the correct answer was "orange." The candidates who responded correctly showed having the knowledge of topic, although there were some candidates who had lack of such knowledge.

Extract 5.1: Good performance

Extract 5.1 shows a sample of a script of the candidate who managed to arrange all items correctly and therefore scored high marks.

On the other side, there were the candidates who scored low marks because of inadequate knowledge on the topic tested and misunderstood of the instruction of the question. Extract 5.2 shows a sample of poor response.

Extract 5.2: Poor performance

Extract 5.2 shows a sample of a script of the candidate who did not able to answer the question correctly. This candidate failed to follow the instruction of the question instead of rearrange the letters given to make name of the colour he/she wrote name of

colours which were not given.. For example, in item (i) he/she wrote "yelo," in item (ii) read and in item (iii) white. The name of the colours she/he wrote were not only from the letter given but also are in wrong spelling.This indicates that, the candidate had limited knowledge of the content tested.

3.2.4   Question 6: Filling in the blanks

In this question the candidate was required to fill the blanks with the appropriate nationality according to the explanation given in each item. The question consisted of five (5) items. Each item carried two (2) marks which made the total of ten (10) marks. The items were derived from the topics of "Describing." The question was in the level of analysing.

The question was attempted by **5,636** equals to **95.36** percent of the candidates and their performance was generally Poor, as **1,065** equals to **18.90** percent passed the question. The analysis shows that **4,571** equals to **81.10** percent of Average and **236** equals **to 4.19** percent performed Good. Table 2d shows the analysis of candidates' performance of the question 2d.

Table 2d: Candidates' Performance in Question 6

PERFORMANCE ANALYSIS						GENERAL PERFORMANCE	
POOR		AVERAGE		GOOD			
0 – 2		2.5-6		6.5 - 10			
TOTAL	%	TOTAL	%	TOTAL	%	TOTAL	%
4571	81.10	829	14.71	236	4.19	1,065	18.90

Table 2d shows the general performance of the candidates who attempted question six (6). The candidates who scored high marks, comprehended the question and were able to choose the correct answers from the brackets. The following analysis shows the strength and weakness of the candidates' response in each of the items.

Item (i) was "Jannet is from Rwanda. She is _____." The correct answer was "Rwandan," The candidates who mastered the topic of Describing managed to come up with correct answer and those who lacked the required knowledge got wrong in this item.

Item (ii) was "Cat and Jerry are from Canada. They are _____." The correct response was "Canadian" Those who had enough knowledge of the topic tested wrote the right answer and those who lacked this knowledge did not manage to wrote the correct answer.

Item (iii) was "Miyco comes from Germany. He is _____." The answer was "German" Those who had knowledge about Nationality wrote the correct answer and those who got wrong they do not have the required knowledge.

Item (iv) was "Niho is from China. He is _____" The correct response was "Chinese." Candidates who mastered the topic tested found the correct answer but those whose knowledge were poor in this topic got wrong.

Item (v) was "I am from Tanzania. I am _____." The answer was "Tanzanian." Some candidates discovered the correct answer. Yet, some took the incorrect response due to the lack intended knowledge. Refer to Extract 6.1 and Extract 6.2 for good attempted sample and bad sample respectively.

Extract 6.1: Good performance

Extract 6.1 shows a sample of a script of the candidate who did well in this question. The candidate was able to write the nationalities as it was intended. This indicates that the candidate mastered the topic of Identification in the part of Nationalities.

However other candidates scored low marks because of inadequate knowledge on the topic tested and misunderstood of the instruction of the question as illustrated in extract 6.2 below.

Extract 6.2: Poor performance

Extract 6.2 shows a sample of the candidate's script that performance was poor. The candidate failed to write the appropriate nationalities instead he/she wrote other words which were not Nationalities. For example instead of writing "Rwandan in item (i) he/she wrote "gali" and in item (ii) he/she wrote "plant" instead of "Canadian" and so on. This indicates that the candidate did not understand the instruction and had insufficient knowledge on this question.

3.3   SECTION C: LANGUAGE USE

This section consisted of one (1) question 7. The question was divided into two (2) parts a and b. Each part consisted of ten (10) marks to form the total of twenty (20) marks in this question. For the convenience of analysis of each question in this section, the following performance rank has been used the candidates' scored ranging from 0-4 marks considered as poor, from 4.5-12 marks as average and from 12-20 marks is good performance.

3.3.1   Question 7: Compound nouns and time

This question had two (2) parts (a) and (b). Part (a) tested the candidates' ability to identify compound nouns from the paragraph given and part (b) tested the candidate's ability of telling time. The question was derived from the topics of Instructing and Telling time.

The question was attempted by **5,825** equals to **98.56** percent of the candidates and their performance was generally Poor as **600** equals 10.3 percent of the candidates passed this question. The analysis shows that **5,225** equals to **89.70** percent of the candidates performed poor, **500** equals to **8.58** percent performed average and **100** equals to **1.72** performed well. Table 3a shows the analysis of candidate's performance in question 7.

Table 3a: Candidates' Performance in Question 7

PERFORMANCE ANALYSIS						GENERAL PERFORMANCE	
POOR		AVERAGE		GOOD			
0 – 4		4.5 - 12		12.5 - 20			
TOTAL	%	TOTAL	%	TOTAL	%	TOTAL	%
5,225	89.70	500	8.58	100	1.72	600	10.30

Table 3a summarizes the performance of candidates in question no. 7.

 Question 7a

 In this part the candidate was given a paragraph and required to find five compound nouns from the paragraph and write them in the space provided. Extract 7a.1 shows a sample of a good response in question 7a.

Extract 7a.1: Good performance

7. a) Find five (5) compound nouns from the paragraph and write
         them in the space provided below.

    Our class teacher came to our class with an English textbook.
    She asked us to open the book on page twenty. We read the
    story from that page and then we answered questions which
    were written on the blackboard. When we were writing the
    head teacher entered to our class and told us to go to the

    school playground after finishing our classwork. In the
    playground we played football with pupils from neighbor
    school. We won the match. My classmates and I were very
    happy.

    i.   Text book
    ii.   Blackboard
    iii. Playground.
    iv.   Classwork
    v.   Classmates

Extract 7a.1 shows a sample of a script of the candidate whose performance was Good. This candidate managed to read and find compound nouns from the paragraph appropriately. This indicates that the candidate master the topic tested.

On the other hand, most of the candidates scored low marks and failed to find compound nouns from the paragraph as it was required as it is shown in Extract 7a.2.

Extract 7a.2: Poor performance

Extract 7a.2 shows a sample of a script of the candidate who performed poorly in question 7a. The candidate did not write the compound nous as he/she was asked instead he/she wrote daily routines. For example in item (i) he/she wrote "I week all in the morning" with the intention of writing "I wake early in the morning", in item (ii) he/she wrote "I brash my teth" and so on. This indicates that the candidate did not understand the instruction and had low knowledge of the topic tested.

Question 7b

In this part the candidate was asked to watch the clock face given and write the time shown. Those who understood the instruction and the demand of the question performed well while those who had insufficient knowledge of the topic of telling time failed to come up with correct responses as shown in Extract 7(b).1 and 7(b).2 respectively.

Extract 7b.1: Good performance

iii.   _Ten minutes to one._

iv.   _Twenty five minutes to eight_

v.   _A half past eleven._

vi.   _A quarter to six._

Extract 7b.1 shows a sample of good responses from a script of the candidate who scored full marks of question 7b. The candidate was able to watch the clock face and write the time correctly. This indicates that the candidate had enough knowledge in the topic of Telling time.

However, some candidates scored low marks since they failed to comprehend the needs of the question as well as to apply their knowledge in Telling time. Extract 7b.2 shows a sample of a bad responses in question 7(b).

Extract 7b.2: Poor performance

b) Watch the clock face given and write the time shown in the blanks. Number one (i) is given as an example.

i. It is quarter past twelve.

ii. _It is quarter past four._

iii. _It is are minet post ten._

iv. _It is twenty give minet past nfie nine._

v. _It is eleven minet past six_

vi. _His six & minet to fire_

Extract 7b.2 shows a sample of script of the candidate who performed poor. This candidate failed to write the time correctly in all items. For example in item (ii) the correct response was "It is twenty minus past eight" this candidate wrote "It is quarter past four." which was not correct. In item (iii) the correct response was "It is ten minus to one" the candidate wrote "It is one minus past ten." This is indicates that although the candidate understood the instruction, his/her low knowledge of this topic hindered to come up with the correct answers.

3.4   SECTION D: WRITING SKILLS

This section consisted of one (1) question, question eight (8). The question carried twenty (20) marks. For convenience of the analysis of each question in this section, the following performance rank was used. The candidates' scores ranged from 0 - 4 marks were considered poor; from 4.5-12 marks as average and from 12-20 marks as good performance.

3.4.1   Question 8: Writing a story

In this question, the candidates were required to study the picture given and write a story by using ten (10) sentences. The question measured the candidate ability to create the story by using picture. The question derived from the topic of Reporting and it carried twenty (20) marks.

The question was attempted by **5,365** equals to **90.78** percent of the candidates and their performance was generally poor, as **377** equals to **7.03** percent of the candidates passed this question. The analysis shows that **4,988** equals to **92.97** percent of the candidates performed Poor, **327** equals to **6.10** percent performed Average and **50** equals to **0.93** percent performed Good. Table 4a shows the analysis of candidates' performance in question 8.

Table 4a: Candidates' Performance in Question 8

PERFORMANCE ANALYSIS						GENERAL PERFORMANCE	
POOR		AVERAGE		GOOD			
0 – 4		4.5 - 12		12.5 - 20			
TOTAL	%	TOTAL	%	TOTAL	%	TOTAL	%
4,988	92.97	327	6.10	50	0.93	377	7.03

Table 4a shows the general performance of the candidates who attempted question eight (8). Those who scored high marks comprehended the question and were able to write a story as it was required. The extract 8.1 shows a sample of good response.

Extract 8.1: Poor performance

8. Study the following picture of the family in the Park and write a story by using ten (10) sentences.

One day morning the family went to the park, with their mother.
There was six children.
Their mother was reading a story book with her one child.
Another Anoth other children were playing.
One child was playing with the dog.

Two children were on the tree.
One child stood beside her mother.
One child was playing with a skateboard.
That day the family was very happy and enjoyed very much.
And it was a sunny day.

Extract 8.1 shows a sample of a script of the candidate who performed well. The candidate had competence in writing a story, vocabulary and he/she understood the demand of the question which enabled him/her to meet the demand of the question by writing a story about the picture given.

On the other side, some of them did not understand the demand of the question and therefore their performance in this question was poor as shown in the extract no. 8.2.

Extract 8.2: Poor performance

8. Study the following picture of the family in the Park and write a story by using ten (10) sentences.

Extract 8.2 shows a sample of a poor response from a script of the candidate whose performance was poor. This candidate did not understand the demand of the question and therefore instead of wring a story he/she tried to write a friendly letter with meaning less sentences. This indicates that, the candidate's ability in this question was very low.

4.0 CONCLUSION

The analysis of the candidates' performance shows that there is five questions which was average performed and three questions have poor and there is no question have good performance.

The quality of candidates' responses was affected by the following reasons:
Lack of educate knowledge on the topic assessed and inability of identifying the demands of the questions,
limited mastery of English language which was the barrier for some candidates to understand the instructions of the question and end up attempting objective questions only.

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.

5.0 RECOMMENDATIONS

For the purpose of improving candidate's performance in English language subject, it is recommended that:

- Teachers should use appropriate and effective teaching and learning resources, methods and techniques in the process of teaching and learning.
- English subject must be taught using English as a target language.
- English teachers should teach all language skills equally (Speaking, Reading, Writing and Listening)
- Teachers and parents should motivate their children to actively participate in extra English activities such as essay writing and competition debate.
- Teacher and parents should encourage a culture of reading text books and references book to pupils.
- Technology materials should be used to empower children's knowledge of the topics required.

APPENDIX

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

S/N:	TOPIC	QUESTION NUMBER	PERCENTAGES OF CANDIDATES PER QUESTION	REMARK
1	Comprehension	2	54.72	AVERAGE
2	identifying	3	37.73	AVERAGE
3	Dictation	1	29.05	AVERAGE
4	Polite request and responses	4	24.00	AVERAGE
5	Describing	5	23.72	AVERAGE
6	Describing	6	18.90	POOR
7	Describing	7	10.30	POOR
8	Reporting	8	7.03	POOR