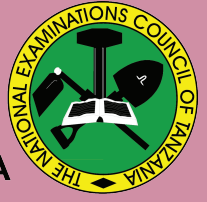THE UNITED REPUBLIC OF TANZANIA

MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY

NATIONAL EXAMINATIONS COUNCIL OF TANZANIA

CANDIDATES' ITEM RESPONSE ANALYSIS REPORT ON THE DIPLOMA IN SECONDARY EDUCATION (DSEE) 2023

COMMUNICATION SKILLS

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724 COMMUNICATION SKILLS

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FOREWORD

The National Examinations Council of Tanzania (NECTA) is pleased to issue the Candidates' Items Response Analysis (CIRA) report on the Diploma in Secondary Education Examination (DSEE) in the Communication Skills subject in 2023. The report has been written to give feedback to student-teachers, tutors, parents, guardians, policymakers and the general public. The subject examination is a tool for evaluating the candidates' competency level after completing the two-year programme. The examination marked the end of the diploma course in education.

The report comprehensively analyses the candidates' responses to each question. It shows that the candidates who passed the examination had knowledge of communication theory and oral presentation. Candidates who had weak performance demonstrated poor mastery of English structure, unskilled in referencing and incompetent in developing and using English Language.

The National Examinations Council of Tanzania (NECTA) anticipates this report will be useful to tutors and other education stakeholders. The analysis provided in this report will help them to take appropriate measures to improve the teaching and learning of the Communication Skills subject in Colleges and the candidates' performance in the future examinations administered by the Council.

Lastly, NECTA would like to thank the examination officers, examiners and all other stakeholders who, in their different capacities, participated in preparing this report.

Dr. Said A. Mohamed
EXECUTIVE SECRETARY

1.0   INTRODUCTION

This report analyses the performance of the candidates who sat for the Diploma in Secondary Education Examination in May 2023 for the Communication Skills subject. The examination was set based on the 2009 Communication Skills Syllabus. It focused on testing the candidates' competences in *Understanding Communication Theory, Referencing, Reading, Writing, Presenting Oral Information, Developing and Using Vocabulary and Understanding Language Structure.*

The examination paper had Sections A and B, with a total of fourteen (14) questions. The candidates were required to attempt all questions in both sections. Section A consisted of ten (10) questions, each carrying four (4) marks, making a total of forty (40) marks. Section B had four (4) questions, each carrying 15 marks, making a total of 60 marks. The performance on each question in Section A was considered *good* if the candidates' scores ranged from 3 to 4 marks, *average* if the candidates' scores ranged from 2 to 2.5 marks and *weak* if their scores ranged from 0 to 1.5 marks. However, in Section B, *good* performance ranged from 10.5 to 15.0 marks; *average* from 6 to 10 marks and *weak* performance ranged from 0 to 5.5 marks.

This report provides a detailed analysis supported with figures and extracts based on the candidates' performance on each question. The analysis has been presented by indicating the percentage of performance at three levels; good (70 -100%), average (40 – 69%) and poor (0 – 39%). In the figures, three colours have been used to illustrate the performance analysis whereby green indicates good performance; yellow indicates average performance; and red indicates poor performance. Additionally, the analysis of the candidates' performance on all items is accompanied by extracts that exemplify how the candidates responded to the questions. A summary of the candidates' performance on each topic is shown in Appendix 1.

A total of 1,906 candidates sat for the Communication Skills DSEE 2023. Among them, 1,851 (98.98%) passed the examination. This indicates that the performance was higher in 2023 than in 2022 with a difference of 0.28 per cent as shown in Table 1.

Table 1: A Comparison of Candidates' Pass Grades in Communication Skills 2022 and 2023

Year	Number of Candidates Who Sat for Examination	Percentage of Candidates Who Passed	Grades				
			A	B	C	D	F
2022	4,424	96.82	3 (0.1%)	246 (5.6%)	2,784 (62.9%)	1,194 (26.99%)	139 (3.14%)
2023	1,906	98.98	4 (0.2%)	107 (5.6%)	1167 (61.2%)	573 (30.1%)	19 (0.997%)

2.0 ANALYSIS ON THE CANDIDATES' PERFORMANCE PER QUESTION

This part analyses the data on the candidates' performance on each question. The analysis shows how the questions were asked, the number of the candidates who attempted each question, as well as the number and percentage of candidates in each performance level. This part also explains the reasons that caused the candidates to fall into a particular performance category.

2.1 SECTION A: SHORT ANSWER QUESTIONS

This section comprised ten (10) short answer questions that were derived from various topics in the syllabus. Each question carried four (4) marks, making a total of 15 marks. The candidates were required to attempt all the questions.

Question 1: Reference Skills

This question required the candidates to briefly explain the meaning of the dictionary and encyclopedia as sources of knowledge in the teaching and learning process. The question tested their ability to use the dictionary and encyclopedia to find meanings and descriptions of given topics. A total of 1,906 candidates (100%) attempted the question. Among them, 87.6% scored from 3 to 4 marks; 8.8 per cent scored from 2 to 2.5 marks; 3.6 per cent scored from 0 to 1.5 marks. Therefore, their general performance on this question was good since 96.4 per cent of the candidates scored from 2 to 4 marks. Figure 1 illustrates their performance on Question 1.
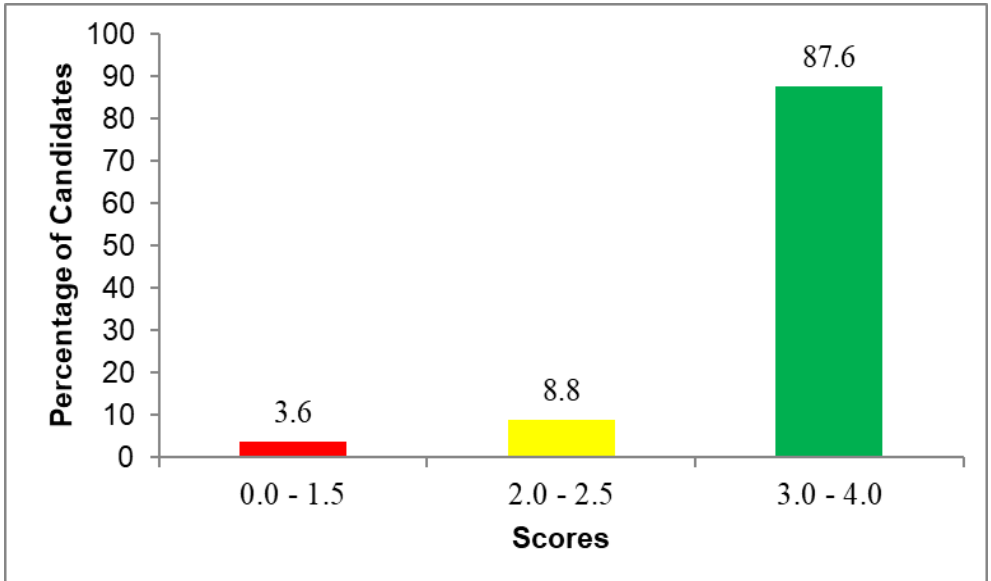
Figure 1: *Candidates' Performance on Question 1*

The candidates who performed well in this question were 87.6 per cent. These candidates had required skill of using Dictionary and Encyclopedia. Therefore, they could realise the meaning of the two given words. They also gave examples to show how these two books differ from one another. Extract 1.1 is a sample of the candidates' correct responses to Question 1.

1	Dictionary refers to a book which contains words and letters arranged at the alfabetical order with their respective meaning and pronounciations. Dictionary it is based on word class.
	AND
	Encyclopedia refers to the list of books which contain volumes of books separated in terms of the letters. This is broad book compared to easy dictionary. The books are divided into volumes. example volume one (1) may contain letters from A to B. while encylopedia contains nouns (name of objects, people, etc).

Extract 1.1 A sample of the correct responses to Question 1

In Extract 1.1, the candidate correctly wrote the meaning of a dictionary and encyclopedia. This response suggests that he/she had adequate knowledge of the dictionary and encyclopedia.

Other candidates (8.8%) demonstrated average performance on this question. These candidates had partial knowledge about the meaning of the dictionary and encyclopedia. Most of these candidates correctly provided the meaning of only one. For instance, one of the candidates wrote: *The dictionary is the book which give the meaning of word in short* while *the encyclopedia is a book which have more information about a word*.

Moreover, 3.6 per cent of the candidates demonstrated weak performance. These candidates did not know the meaning of the dictionary and encyclopedia. Hence, they failed to describe them. For example, one of the candidates incorrectly; *Encyclopedia is the subject specialist while dictionary is for linguistic and not for subject*. Other candidates did not understand the question; hence, they gave incorrect responses, such as *empirical knowledge and rational knowledge*. Extract 1.2 is a sample of the candidates' incorrect responses to Question 1.

1	
	Source of knowledge.
	i) Empilical knowledge.
	ii) Relational knowledge.

Extract 1.2: A sample of the incorrect responses to Question 1

In Extract 1.2, the candidate wrote inappropriate points. His/her responses suggest that the candidate did not understand the requirement of the question and he/she had no knowledge of using a dictionary and encyclopedia.

Question 2: Communication Theory

The question required the candidates to give four functions of non-verbal communication. It tested their ability to identify different types of communication. The question was attempted by 1,906 candidates (100%). Among them, 38.8 per cent scored from 3 to 4 marks, indicating good performance; 35.0 per cent scored from 0 to 1.5 marks, indicating weak performance, and 26.1 per cent scored from 2 to 2.5 marks indicating average performance. Their general performance on this question was average since 64.9 per cent of the candidates had performance, ranging from average to good. Figure 2 illustrates the candidates' performance on Question 2.
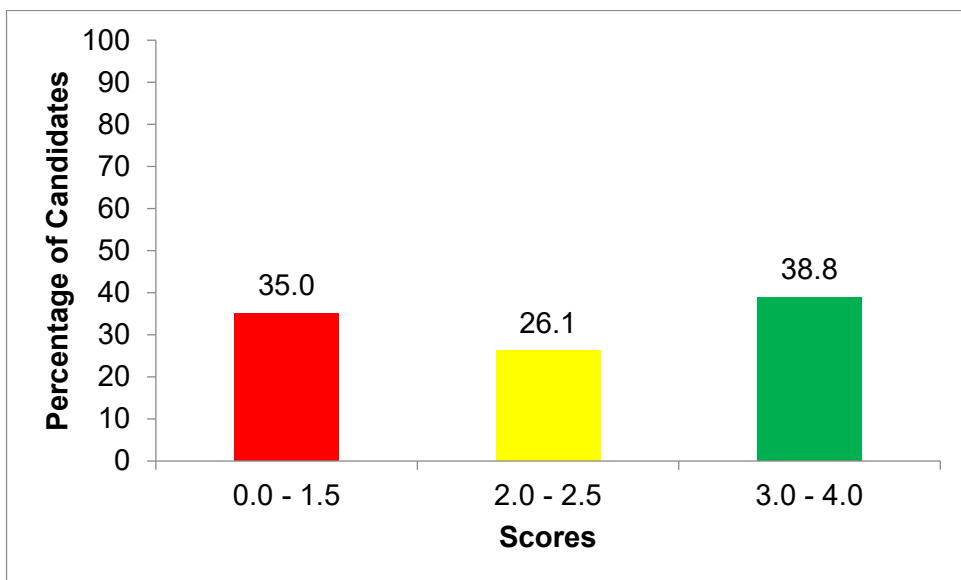
Figure 2: *Candidates' Performance on Question 2*

Figure 2 shows that 38.8 per cent of the candidates had good performance. These candidates had sufficient knowledge of different types of communication. They used their knowledge to describe the functions of non-verbal communication. These candidates correctly explained different scenarios in which non-verbal communication is useful. Extract 2.1 is illustrative.

Extract 2.1: A sample of the correct responses to Question 2

In Extract 2.1, the candidate correctly explained the functions of non-verbal communication, demonstrating his/her clear understanding of the subject matter.

Further analysis shows that 26.1 per cent of the candidates had average performance. These candidates did not fully describe the functions of non-verbal communication, indicating partial knowledge of the types and functions of communication. For example, one of the candidates wrote; *nonverbal communication facilitates teaching and learning process, that also nonverbal communication shows adequate message to the audience.*

Conversely, 35.5 per cent of the candidates had weak performance on this question as they did not know different types of communication; they could not understand the functions of non-verbal communication. As a result, they provided incorrect responses, such as *body movements, eye contacts, symbols,* and *signs*. Some of these candidates did not understand the requirements of the question. Hence, they gave examples of non-verbal clues. Extract 2.2 shows a sample of the candidates' incorrect responses to Question 2.

2	
	i) It use sign or symbols
	ii) It use body language
	iii) It need eye contact
	iv) It difficult to communicate if not have skills of it

Extract 2.2: A sample of the incorrect responses to Question 2

In Extract 2.2, the candidate wrote the features of non-verbal communication. This indicates that the candidate could not understand the requirements of the question.

Question 3: Vocabulary

This question required the to construct the contextual meanings of the underlined words in the following sentences:

(a) John is the <u>baby</u> of the team.
(b) My <u>kid</u> is now in standard one.
(c) This shirt costs ten <u>bucks.</u>
(d) Anna is driving a <u>hammer.</u>

This question tested the candidate's ability to use various ways of getting meaning from the context. A total of 1,906 candidates (100%) attempted the question. Among them, 41.6 per cent scored from 0 to 1.5 marks, indicating weak performance; 20.5 per cent scored from 2 to 2.5 marks, indicating average performance; and 37.9 per cent scored from 3 to 4 marks, indicating good performance. Their general performance on this question was average since 58.4 per cent of the candidates scored from 2 to 4 marks ranging from average to good. Figure 3 illustrates the distribution of the candidates' scores in Question 3.
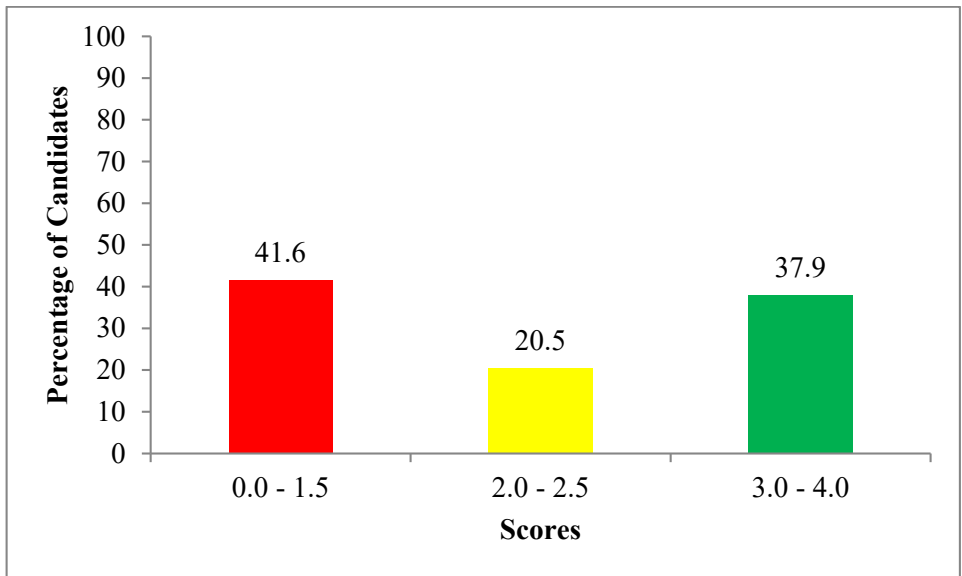

Figure 3: *Candidates' Performance on Question* 3

Figure 3 indicates that most candidates (41.6%) had weak performance on this question. These candidates were incompetent in using and interpreting vocabulary meaning in daily communication. Some of them misinterpreted the question. Thus, they gave irrelevant responses such as *that the contextual meaning of baby is adjective, kid is adverbs, bucks adjectives and hammer nouns*. The candidate showed the word classes of

the underlined words instead of giving the contextual meaning of the words. Extract 3.1 illustrates another example of the candidates' incorrect responses to Question 3.

3	(i)	babies
	(ii)	kidness
	(iii)	buckness
	(iv)	Hammers.

Extract 3.1: A sample of the incorrect responses to Question 3

In Extract 3.1, the candidate affixes underlined words instead of providing the contextual meaning. Their responses suggest that not possess required skills in using and developing vocabulary.

Moreover, 20.5 per cent of all the candidates who attempted this question had average performance, reflecting moderate proficiency in using and developing vocabulary. They correctly gave the meaning of some words, but not others. Other candidates provided meanings that were irrelevant to the context provided. For example, one candidate defined the underlined word *baby* as *a normal human being under the age of 18 years either boy or a girl*. Another candidate defined the word *kid* as *the child who is a boy in sex*.

On the other hand, there were 20.5 per cent of the candidates who had good performance in this question. These candidates were knowledgeable and skilled in using a variety of ways of getting meaning from context. They realised the contextual meaning depends on the circumstances that form the setting for an event, statement, or an idea. Therefore, they interpreted contextual meaning of the underlined words basing on the circumstances created in each sentence. Extract 3.1shows a sample of the candidates' correct responses to Question 3.

3	a) Baby :- Is used to mean that John be is the young among all within the team.
	b) Kid :- Is used as a noun to show the age and level of the child.
	c) bucks :- It is used to show the amount which cost to buy the shirt.
	d) Hammer :- Is used as a noun where by it show the type of car which Anna is driving.

Extract 3.2: A sample of the correct responses to Question 3

In Extract 3.2, the candidate correctly provided the contextual meaning of each underlined word in the given sentences. This implies that the candidate had adequate knowledge of and skill in using various ways of interpreting words from context.

Question 4: Writing

This question required the candidates to differentiate descriptive essays from narrative essays by giving two points according to the subject matter and context. It tested their ability to identify essay types. A total of 1,906 candidates attempted the question. Among them, 43.7 per cent scored from 3.0 to 4.0 marks (good performance); 37.1 per cent scored from 2.0 to 2.5 marks (average performance); and 19.2 per cent scored from 00 to 1.5 marks (weak performance). Generally, their performance on this question was good since 80.8 per cent of the candidates scored from 2 to 4 marks (average to good performance), as Figure 4 illustrates.
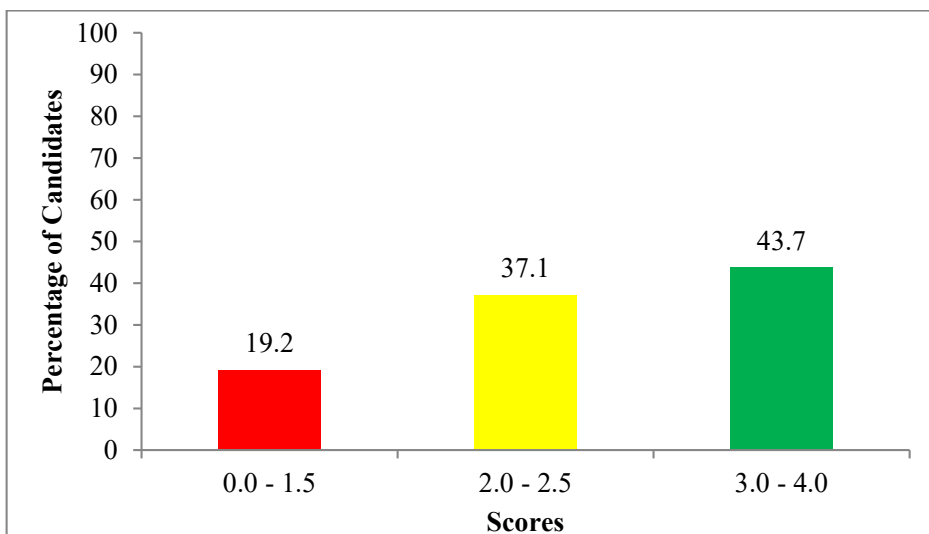
Figure 4: *Candidates' Performance on Question 4*

Figure 4 shows that the candidates with good performance on this question were 43.7 per cent. These candidates had knowledge of various types of essays. Hence, they correctly differentiated one from another, as indicated in Extract 4.1.

Extract 4.1: A sample of the correct responses to Question 4

In Extract 4.1, the candidate correctly differentiated descriptive from narrative essays according to the subject matter and context. This response indicates that the candidate realised the types and features of both essays.

Further analysis shows that 37.1 per cent of the candidates had average performance. These candidates had partial knowledge of essay types.

They provided unsatisfactory responses such as; *descriptive essay is along essay narrative essay is short.* These candidates provided the differences between the two types of essays but did not describe them correctly.

However, 19.2 per cent of all the candidates who answered this question had weak performance. These candidates lacked knowledge of the types of the essays. Thus, they failed to differentiate between the two given types. One of the candidates incorrectly addressed the question by writing: *Descriptive essay are the essay which are written in piece of paper while narrative essay are the types of the essay which are represented in oral form the student can speak to provide clear information.* Extract 4.2 is illustrative.

Extract 4.2: A sample of the incorrect responses to Question 1

In Extract 4.2, the candidate wrote irrelevant characteristics of the given essay types, indicating that he/she did not know the types of essays and their features.

Question 5: Communication Theory

This question required the candidates to briefly explain the four types of noise that affect the teaching and learning It tested their ability to identify the barriers to communication. All 1,906 candidates attempted the question. Of whom, 61.5 per cent scored from 0 to 1.5 marks (weak performance); 23.1 per cent scored from 3.0 to 4.0 marks (good performance); and 15.4 per cent scored from 2.0 to 2.5 marks (average

performance). Figure 5 is an illustration of the candidates' performance on Question 5.
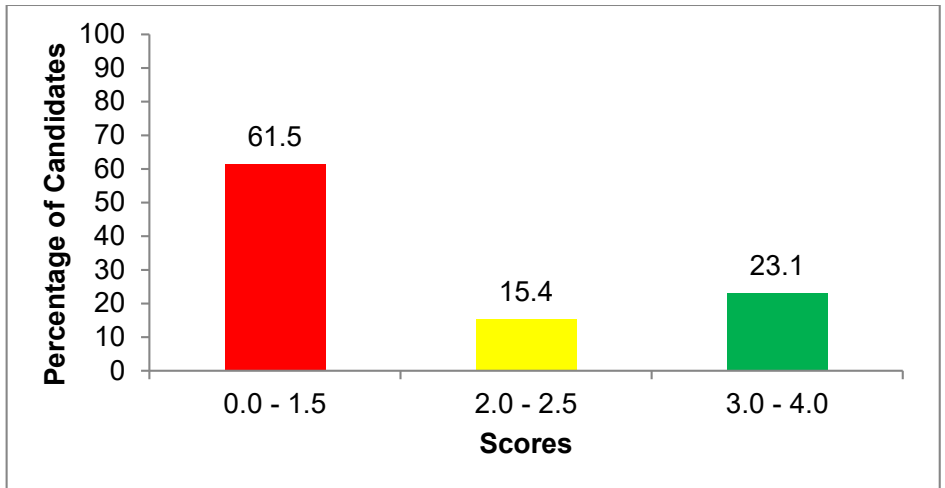

Figure 5: *Candidates' Performance on Question 5*

Figure 5 shows that the majority of the candidates (61.5%) had weak performance on this question. These candidates lacked knowledge of barriers to communication. Therefore, they could not describe the four types of noise hindering the teaching and learning. For example, one of these candidates wrote: *Voice this one of the type of noise which affect teaching and learning process during teaching and another point as sound is a type of noise which cause effect during teaching and learning process example when teacher lead to listen sound so this may lead effect.* Extract 5.1 illustrates this scenario farther.

Extract 5.1: A sample of the incorrect responses to Question 5

In Extract 5.1, the candidate wrote four irrelevant points, indicating that he/she lacked knowledge of communication theory, especially of barriers to communication.

Moreover, 15.4 per cent of the candidates got average performance. These candidates explained partially the four types of noise that affect the teaching and learning. Their responses were not entirely correct, because they contained some weaknesses. These candidates correctly wrote fewer than the four required types. Other candidates provided the four types of noise but failed to describe them satisfactorily. Therefore, they gave such responses as *playing music for the high voice this is among the noise that affect the learners during the learning and teaching*.

Further analysis reveals that other 23.1 per cent of the candidates had good performance on this question. These candidates understood the question and had adequate communication skills. These enabled them to provide relevant descriptions the barriers to communication. Extract 5.2 is a sample of their correct responses to the question.

5	(i) Psychological noise this involves intellectual abilities of
	an individual for example mental retardation.
	(ii) Physiological noise, the one pertaining to creation of body
	structures for example blindness, and deafness,
	(iii) Physical noise such as noise from vehicles affect the
	learning process
	(iv) Linguistic noise that involve the use of sense related
	words in teaching and learning for asking questions

Extract 5.2: A sample of the correct responses to Question 5

In Extract 5.2, the candidate correctly described the four types of noise that affect the teaching and learning process.

Question 6: Reading

This question required the candidates to write four skills needed to attempt examination questions. The question tested their ability to prepare for and interpret test and examination questions. All the 1,906 candidates answered it. Their general performance on this question was average because 44.4 per cent of the candidates performed from average to good performance levels. Their performance on this question is illustrated in Figure 6.
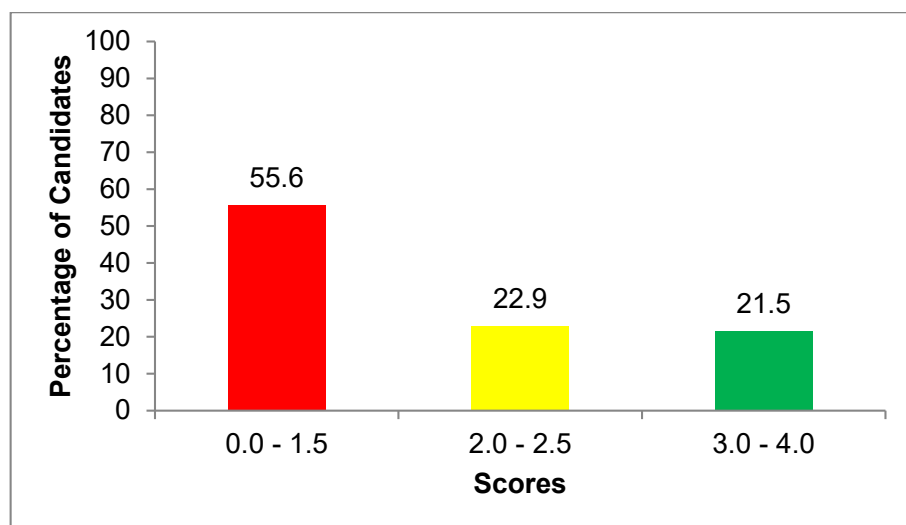

Figure 6: *Candidates' Performance on Question 6*

15

The analysis shows that 55.6 per cent of the candidates demonstrated weak performance. These candidates lacked skills in responding to test and examination questions. Due to their moderate knowledge, the candidates provided incorrect responses. Hence, they performed weakly on this question. For example, one of candidates wrote the reading skills, such as *skimming skills, scanning skills, extensive reading skills and intensive reading skills.* Other candidates did not understand the requirements of the question. Therefore, they wrote irrelevant responses as Extract 6.1 illustrates.

Extract 6.1: A sample of the incorrect responses to Question 6

Further analysis shows that 22.9 of the candidates had average performance on this question. These candidates partially responded to the question. Their responses indicate that they had partial skills in attempting test and examination questions. In such instances, they gave unsatisfactory responses, such as *critical thinking skills, this after being reading the question reasons*.

Conversely, 21.5 of the candidates performed well on this question. Their scores ranged from 3.0 to 4.0 marks. These candidates understood the question and had adequate skills in preparing for and interpreting test and examination questions. These candidates correctly responded by giving such answers as *reading instructions, management of time, good arrangement of paragraphs, tools needed like stationeries such as rulers, pen for the candidates to do the*

examination in a favorable environment. Extract 6.2 exemplifies the candidates' correct responses to Question 6.

6	
i.	Read the instructional given care ful of your question paper-provider (time Limit, number of question to answer).
ii.	Read quizkly and meaningpull all question of examination-Paper.
iii.	Start with question that is easily for you to understand and organize well the content.
iv.	Take note or short summary of Point for the rough paper for-the question know so as to avoid fogetting of some point-after being tackLe a hard question.

Extract 6.2: A sample of the correct responses to Question 6

In Extract 6.2, the candidate correctly wrote the skills that are needed by the students in attempting test and examination questions. The responses provided by this candidate show that he/she had adequate skills in preparing for and interpreting test and examination questions.

Question 7: Writing

This question required the candidates to prepare a brief day duty report using the sub headings given in (a) to (b) as a teacher on duty at Sabasaba Secondary School. The sub headings were as follows:
(a)   Security, meals and cleanliness
(b)   Resources and budget used in carrying the activities in (a)
(c)   Problems and challenges observed in (a)
(d)   New task that need to be taken care

The question tested the candidate's ability to write reports on the projects and research done. All the 1,906 candidates attempted the question. Of whom, 46.6 per cent scored from 3.0 to 4.0 marks, showing good performance; 27.1 per cent scored from 2 to 2.5 marks, showing average performance; and 26.2 per cent scored from 0 to 1.5

marks showing weak performance. Their overall performance on this question was good since 72.8 per cent of the candidates scored from 2 to 4 marks (average to good performance).Their performance on this question is illustrated in Figure 7.
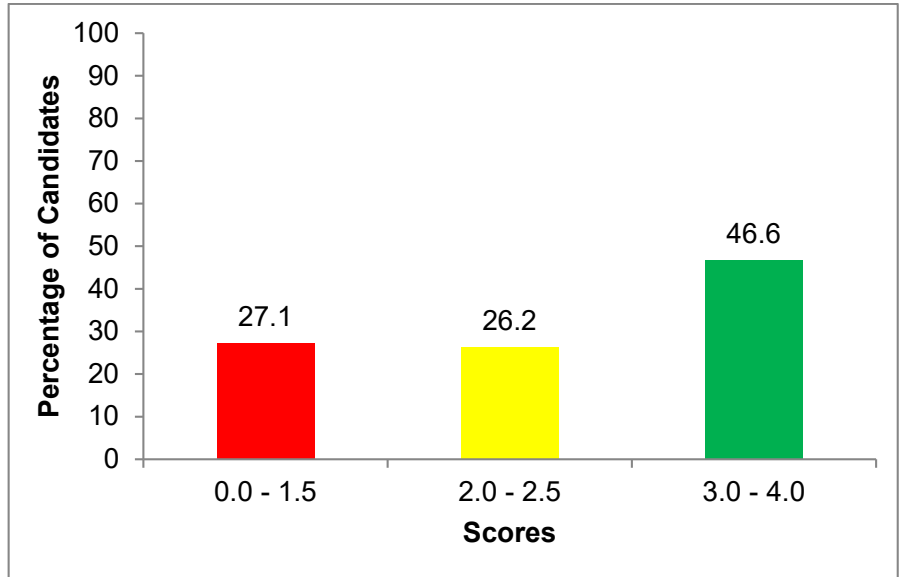

Figure 7: *Candidates' Performance on Question 7*

The data analysis shows that 46.6 per cent of the candidates scored from 3 to 4 marks, indicating good performance. These candidates had sufficient skills in writing various reports for different purposes. They used their skills to arrange their report as the question required. Extract 7.1 is a sample of the correct responses to this question.

7	A DAY DUTY REPORT AT SABA SABA SECONDARY SCHOOL. DAY: Thursday: 11th may 2023. a) i) Security: Security was present. ii) Meals: Prepared on time, cooked well and saved on time also was enough to all students. iii) Cleanliness: Done effectively in all areas. b) Food and vegetables took Tsh. 200,000t, students (scouts) a- involved to ensure security, also cleanless done by the students effectively. c) Few students from form III and IV fought for the food, who also the cleanliness took a lot of time due to insufficient equipments. d) Students who fought for the food be care with them and managed them wolly also equipments for the cleanliness must be added.

Extract 7.1: A sample of the correct responses to Question 7

Extract 7.1, the candidate prepared a brief day duty report with several sub headings such as security, meals, resources and budget, problems and challenges observed, and new tasks that need to be taken care of. Such a response indicates that the candidate was skilled in writing reports.

Further analysis shows that 26.2 per cent of the candidates performed averagely because of their moderate writing skills. These candidates observed some rules and instructions but failed to apply other correct elements that form a report, especially based on the sub headings. For example, one candidate adopted the format of writing an essay: *heading, main body,* and *conclusion.* Such a report lacked the required information; hence, the candidate to performed averagely.

Moreover, other 27.1 per cent of the candidates demonstrated weak performance. Most of these candidates were not skilled at report writing. Therefore, they presented information wrongly. Other candidates did not understand the requirement of the question; they failed to elaborate the sub headings given in the question to develop a

day duty report. As a result, they wrote single sentences in each sub heading without giving explanations. Examples are *(a) security, meals and cleanliness, (b) The activities were conducted well, (c) 2 boys and 3 girls are sick and (d)All activities were conducted well.* Extract 7.2 shows a sample of the incorrect responses to Question 7.

| 7 | a) well conducted on time. but few student donot responsible well.
b) Through using different instrument which making a cleanliness well performed like Squize t, Soft broom are available in order to achieve the planning.

c) Poor responsibilities of student

d) Improvement of laws and regulation inorder to perform well in Conducting a good cleanliness. |

Extract 7.2: A sample of the candidates' incorrect responses to question 7

In Extract 7.2, the candidate presented information in the wrong format, showing that he/she lacked skills in report writing.

Question 8: Writing

This question required the candidates to outline four note taking skills required when listening to lectures, seminars, meetings, and conferences. The question tested the candidate's ability to identify skills in taking notes from oral texts. All the 1,906 candidates attempted the question. Among them, 80.5 per cent scored from 3 to 4 marks, indicating good performance; 10.3 per cent scored from 2 to 2.5 marks, indicating average performance, and 9.2 per cent scored from 0 to 1.5 marks indicating weak performance. Their general performance on this question was good because 90.8 per cent from average to good performance levels. Their performance on this question is illustrated in Figure 8.
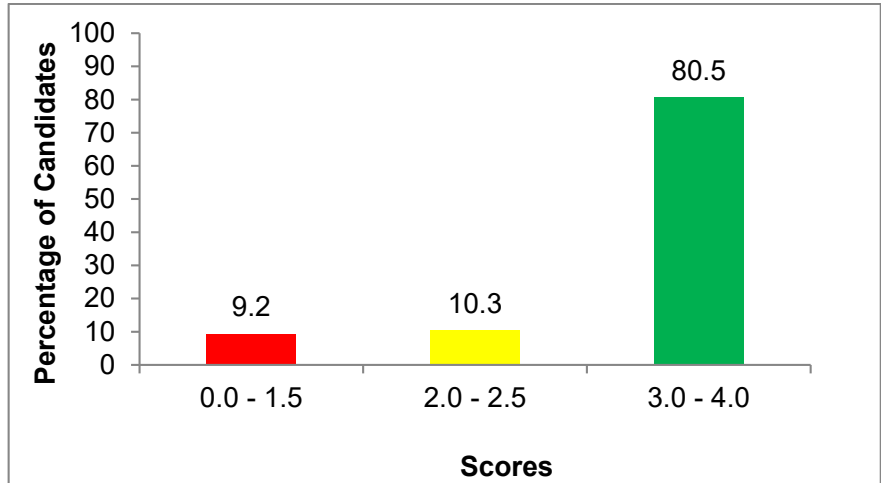
Figure 8: *Candidates' Performance on Question 8*

Figure 8 shows that many candidates had good performance on this question. These candidates had sufficient skills in taking notes from oral texts. These candidates comprehended the question. Therefore, they provided correct responses, such as (a) *Notes should be written in the writer's own words,(b) They should be in a point form with clear numbering, headings and sub headings, (c) Abbreviations and other short forms should be used to save time* and *(d) Putting the information in the writer's own words*. Extract 8.1 illustrates a correct response to this question.

Extract 8.1: A sample of the correct responses to Question 8

In Extract 8.1, the candidate correctly suggested the four note taking skills required when listening to lectures, seminars, meetings, and

conferences. This candidate realised what one needs to take notes from oral texts.

Further analysis shows that 10.3 per cent of the candidates had average performance due to their partial knowledge of note taking. Hence, they gave unsatisfactory responses to the question. They gave responses with insufficient clarifications, such as *Hearing this is one of the note taking skills which involve collection of sounds waves and transferring to the brain.*

Moreover, 9.2 per cent of the candidates had weak performance. These candidates lacked adequate knowledge of taking notes from seminars, lectures, conferences and meetings. For example, one of the candidates wrongly outlined note taking skills as *write the main idea, write the agenda, participant of the meeting, write the next meeting will be going to do.* Extract 8.2 shows a sample of the incorrect responses to the question.

Extract 8.2: A sample of the incorrect responses to Question 8

In Extract 8.2, the candidate wrote irrelevant points, contrary to the requirement of the question. These responses show that such candidtaes were not skilled at note taking.

Question 9: Reading

Question 9 required the candidates to identify four techniques for identifying central ideas in a text book efficiently. The question tested their ability to skim various materials for general information. All the 1,906 candidates attempted the question. Of whom, 17.8 per cent scored from 3 to 4 marks, which is good performance; 11.7 per cent scored from 2 to 2.5 marks which is average performance; and 70.5 per cent of the candidates scored from 0 to 1.5 marks, indicating weak performance. Their general performance on this question was weak because 29.5 per cent of the candidates performed from average to good levels. Figure 9 illustrates the candidates' performance on Question 9.
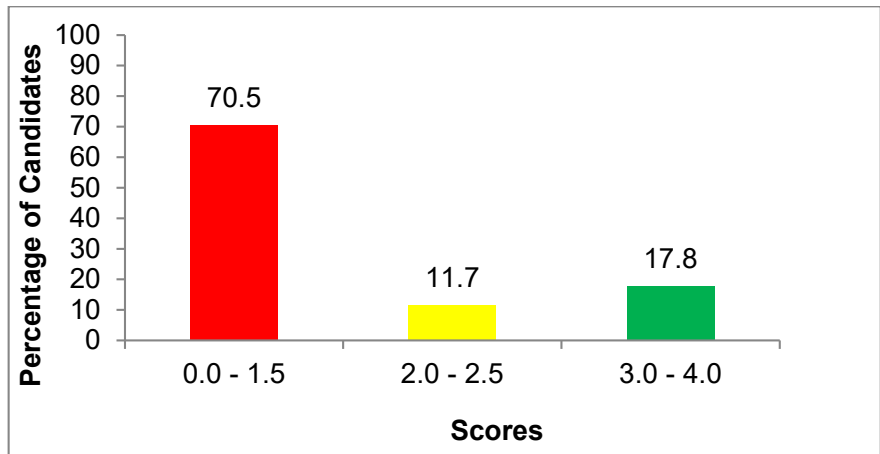

Figure 9: *Candidates' Performance of the on Question 9*

Analysis shows that 70.5 per cent of the candidates had weak performance. These candidates lacked knowledge of skimming various materials. Some of them also misinterpreted the question. Such weaknesses made the candidates provide incorrect responses, such as *The technique use to form group discussion learning after forming groups they choose leader or presenter, they collect ideas and then one summary which is clear,* as Extract 9.1 shows further.

9	The techniques used for them to obtain Central ideas is Intensive reading.
	i/ It help them to read thoroughly to obtain central ideas
	ii/ It develop to them critical thinking
	iii/ It help them for answering some examinations
	iv/ It help them to solve some problems in the society.

Extract 9.1: A sample of the incorrect responses to Question 9

In Extract 9.1, the candidate wrote irrelevant points to the question. These responses indicate that the candidate did not understand the requirements of the question.

However, 17.8 per cent of the candidates demonstrated good performance on this question. These candidates knew the skills one can use to get the central idea of a text book by reading easily and quickly. Their ability allowed them to correctly respond to the question as follows: (*a) Reading titles and subtitles, (b) Reading the introduction to get the overview of the content, (c) Reading the first paragraphs and (d) Reading the first sentences in each paragraph.* Extract 9.2 illustrates it further.

	(i) Read the title of the books and observe the cover page very carefully.
	(ii) Observe and look for graphs, pictures, illustrations and bolded words in the book
	(iii) Read the first and last paragraph of the books so as to get the main ideas of each paragraph of the book
	(iv) Read the summary of each topic in the book or summary of the book at the back of the cover page of the book to get the central ideas of the books

Extract 9.2: A sample of the correct responses to Question 9

In Extract 9.2, the candidate correctly identified four techniques that could help students to easily and quickly get the central idea from a text book. This candidate understood the requirements of the question and had the required knowledge of skimming.

Conversely, 11.7 per cent of the candidates performed averagely. These candidates partially identified four techniques that could help students to easily and quickly get central ideas from text books. They managed to explain only some of the techniques. For instance, one of the candidate's responded was such as: *To read titles,* and *To read paragraph, To use extensive method of reading*.

Question 10: Structure

This question provided the candidates with two pairs of sentences focusing on the correct usage of articles. It required the candidates to select the correct sentence and state the reasons for their correctness. The pairs were as follows:
(a) A sun rises in the east and sets in the west.
     The sun rises in the east and sets in the west.

(b) A honest man returned Tsh.10,000,000/= to the owner.
    The honest man returned Tsh.10,000,000/= to the owner.
(c) African emigrants cross a Mediterranean to Europe.
    African emigrants cross the Mediterranean to Europe.
(d) The best student will be rewarded
    A best student will be rewarded

This question tested the candidate's ability to use articles appropriately. All the 1,906 candidates attempted the question. Of whom, 12.7 per cent scored from 3 to 4 marks, indicating good performance; 37.5 per cent scored from 2 to 2.5, indicating average performance; and 49.8 per cent scored from 0 to 1.5 marks indicating weak performance. Their overall performance was average because 50.2 per cent of the candidates performed from average level to good level, as shown in Figure 10.
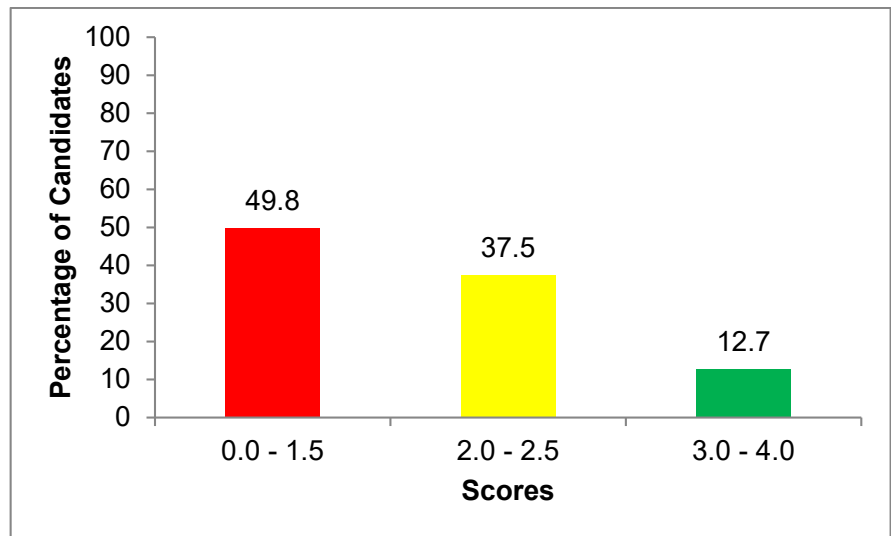

Figure 10: *Candidates' Performance on Question 10*

The analysis indicates that 49.8 percent of the candidates had weak performance. These candidates did not know the appropriate use of articles in written expressions. Therefore, they failed to show which sentence was correct by considering the articles used. Other candidates responded with irrelevant responses because they did not understand the requirement of the question as Extract 10.1 indicates.

10	(c) The Sun rises tnt
	B A Sun rises in fast and set in
	west A used to Show good
	zirragement'
	(b) gA honest man returned Tsh 100,000,000
	to the owner
	because article (A) used to Show —
	Personality of human being
	(c(ⅰ)) African emigrants cross a Mediterranian
	Europe because Article a used to
	Qresent Nationality
	(d). The best student will be rewarded.
	because the used to Present name-
	of human being.

Extract 10.1: A sample of the incorrect responses to Question 10

In Extract 10.1, the candidate stated the wrong use of articles in the given sentences. This candidate did not understand the requirement of the question.

Some candidates had average performance on this question. These candidates correctly responded to only some of the sentences. Some of these candidates correctly selected the correct set of sentences but failed to give the reasons for their correctness. For example, one candidate wrote: *Sun rises from east and sets in the west.* The candidate gave such an incorrect reason as: *this because an article is before a noun*.

However, 12.7 per cent of the candidates performed well on this question. These candidates picked the correct sentences from the given pairs and correctly explained the reasons for the correctness of the chosen sentences. This implies that they had adequate knowledge of the correct use of articles in the sentences. Extract 10.2 is illustrative.

Extract 10.2: A sample of the correct responses to Question 10

In Extract 10.2, the candidate selected the correct sentences that observed the appropriate use of articles, and he/she gave correct reasons for using those articles in the sentences.

2.2 SECTION B: ESSAY TYPE QUESTIONS

This section had 4 questions. The candidates were required to answer all the questions. Each question carried fifteen (15) marks, making a total of sixty (60) marks.

Question 11: Writing

The candidates were required to identify six weaknesses in the curriculum vitae of Joshua Moses who was applying for a vacancy advertised by Mwanza Teachers' College. The Curriculum Vitae was as follows:

<div align="center">

Joshua Moses
Curriculum vitae (CV)

</div>

Personal Details
Name: Joshua Moses
Tel: (022)7343110
Date of birth:22nd January 1980

Education: Moshi secondary school 1990-1993

　　　　　　Morogoro secondary school 1994-1996

　　　　　　University of Dar es salaam 1998-2002

Hobbies: Debate club organiser.

The question tested the candidate's ability to write a well organised and elaborate CV. This question was attempted by all 1,906 candidates. Among them, 13.9 per cent scored from 10.5 to 15 marks, indicating good performance; 67.6 per cent scored from 6 to 10 marks, indicating average performance; and 18.5 per cent scored from 0 to 5.5 marks, indicating weak performance. Their general performance on this question was good because 81.5 per cent of the candidates ranged from average to good. Their performance on this question is illustrated in Figure 11.
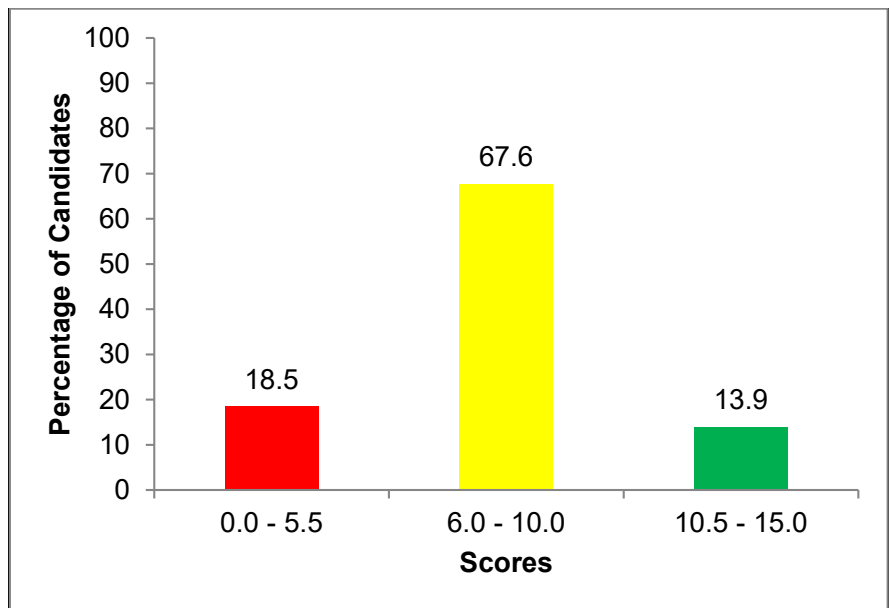

Figure 11: *Candidates' Performance on Question 11*

Analysis shows that 18.5 percent of the candidates had weak performance. These candidates were incompetent in writing well organised and elaborate CVs. They did not have CV writing skills. Thus, they could not show the weakness in the given CV. Other candidates did not understand the requirement of the question; hence, they wrote irrelevant expressions. For example, one

candidate wrote: *Educational background. This means that through curriculum it is very easy to know the level of education of the applicant through the year he or she completed primary education, secondary education, advanced education, college or university level so this helps employee to know the education background of the employer*. Extract 11.1 shows a sample of the incorrect responses to Question 11.

11 Curriculum Vitae This is the document which can be Used to determine the individual back ground. The following are the Weakness of the Joshua's Curriculum Vitae.

He fail to analyse the sequence. Procedure for writhing Curriculum Vitae in-Systematically Way. The Curriculum vrtae Must follow the procedures of person details but joshuas fail to analyse the information Correctly during the application process.

He should Use the systematically information during his information so as the person or the teacher Can Understand the historical back ground of the joshua's Curriculum Vitae.

He Must Use Qutation Marks during writhing the Curriculum Vitae. The joshua fail to Consider the Quatation Marks during Wrhting of the Curriculum Vitae which Makes the person to fail to Understand his her Curriculum Vitae Correctly.

He Must Complete all stages needed during writing of Curriculum vitae so as which can be easily to the reader to Know the family back ground of Jushuas Curriculum Vitae so the reader will fail to Understand since there was few information was Mused during Writing of Curriculum vital so the Person can Complete all stage in order

11 Cont.	the reader to Understand well.
	He Must analysing the information Correctly example about the which year was started the education this Means on Primary, secondary and the University and to relate of his Performance, which can Make the Person to Understand his detail Correctly. but the Joshua fail to analyse the information Correctly during the his Curriculum Vitae.
	The Curriculum Vitae should be briefly and well organized. But the Joshua fail to a Make briefly about his information Correctly and he does not Organized his Curriculum Vitae Correctly which bring the barrier to the reader to fail to Understand his Curriculum vitae Correctly during the application.
	Generally; This is among of the Cn.h.cize of the weakness of the Joshua's Curriculum vitae during application. So the people before writting the Curriculum Vitae they should Use the Correct information and good arrangement of the Curriculum vitae during application.

Extract 11.1: A sample of the incorrect responses to Question 11

In Extract 11.1, the candidate wrote the general importance of curriculum components. This candidate did not understand the requirement of the question.

Further analysis shows that 67.6 percent of the candidates had average performance on this question. Their performance was attributed to the partial knowledge about the features of a good CV. They correctly responded to fewer than the required points. One candidate wrote: *Curriculum vitae is incomplete, curriculum vitae must be complete show all the content that curriculum vitae complies, curriculum vitae lacks work experience, should have work experience.*

Conversely, some candidates had good performance on this question. These candidates had knowledge and skills in writing a well organised CV. For instance, one candidate stated things that were missing in the CV: *Good arrangement of the items in chronological order from personal details, education background, work experiences, hobbies to referees with fine details*. Extract 11.2 is an example of the correct responses to the question.

11	Curriculum Vitae (CV), Means Self Identification. Is the written document which show a person Identity. Its a formal document which uses clear and good language. this is applied when a person requiest for the job opportunity. The following are the weaknesses of the Joshua's Curriculum Vitae :
	He does not Indicate the experience of the work, a good Curriculum Vitae Should show the work experience where and when that work Conducted this is very Important because it give good vision to get work or a job, He should write that January to April 2023 - practsing teaching at Chokelei secondary school and the responsibilities is to prepare lesson and supervise School timetable.
	Joshua's Curriculum Vitae does not Indicate Skills and Competence, Identification of Skills and Competence is very Important in Curriculum Vitae example leadership skill, Computer skill and enterproneurship Skill. this will help Joshua to get job but when bass See that there is no any skill that Joshua has he/sho can not provide job to him. So its very Important to write your skills and Competence
	The personal Information is not enough for Identification forexample he did not show place of birth, Surname, nationality sex, and marital status. a person can not Understand where Joshua Come from because there is no place of birth also there is no nationality which Identify which country he Come from.

11 Cont.	He does not indicate the reference, good Curriculum Vitae should Indicate the reference of the person who is near and who has your details Forexample a reference can be Janeth John, Tutor, at Korogwe Teachers College, P.o Box 22, Tanga 0764331205 So that if Jashua make any mistake or get any problem in the work station can be able to inform.
	Jashua, Curriculum Vitae, does not Indicate Which type of education *Certificate* in his background of education forexample Certificate of primary or Secondary education. also he did not Indicate the education of primary school, hence ib Curriculum Vitae is not well organized hence some of things he Ignored to write
	He did not Indicate the education of Primary school in his historical background of education, He Started to write education of Secondary then University but the primary education is not Underlined by Joshua.
	Therefore, The following guideline should be followed by a person who write Curriculum Vitae Personal Information education background, work experience, Skills and Competence personal Statements, reference and Hobbies.

Extract 11.2: A sample of the correct responses to Question 11

In Extract 11.2, the candidate correctly wrote what were missing from the given CV. Such responses indicate that the candidate was skilled in writing and organising CV.

Question 12: Reference skills

This question required the candidate to propose six good codes of conduct that should be observed when studying in the library. This question tested the candidate's ability to use the library appropriately. All the 1,906 candidates attempted the question. Among them, 56.6 per cent scored from 10.5 to 15 marks (good performance); 32.2 per cent scored from 6 to 10 marks (average

33

performance); and 11.2 per cent scored from 0 to 2 marks (weak performance). Their general performance on this question was good because 88.8 per cent had average to good performance, as illustrated in Figure 12.
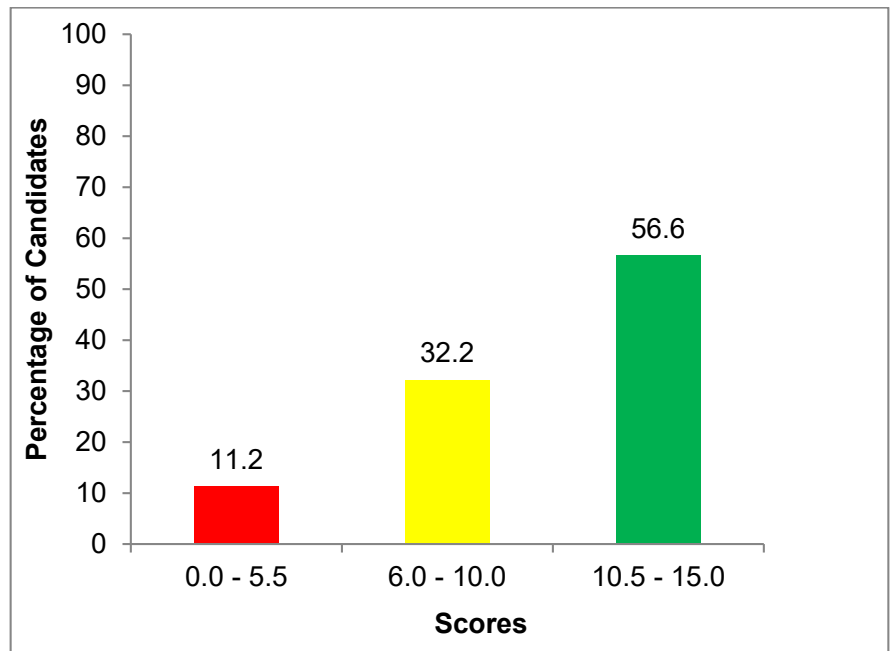

Figure 12: *Candidates' Performance on Question 12*

Figure 12 shows that 11.2 per cent of the candidates had weak performance. These candidates did not know the rules to observe when studying in the library. Some of the candidates did not understand the question; hence, they wrote wrong responses. One of the candidates wrote*: library should have a source of electricity this help the reader for individual studies so as to spread enough light to all space in order to help student to search different materials to different place with good light*. Extract 12.1 serves as an example of the candidates' incorrect responses to Question 12.

Library is the special room used to keep diffrent learning and teaching materials example different subject book, nover which help to rise the interest to the learners for different subject. The following are the good codes of conduct to be observed in library which are:-

library it should have a source of electricity; this it help the leader for individual studies, so that to spread enough light to all space inorder to help students to search different material to the different place with good light.

library it should have a enough space to accomodate Large number of people; example it contain different people with different level so that it should be Large inorder to help people for private studies and enough space to store many material of different resources of studing.

library it should have a ventillation; example big window to allow enough air to enter inside so as to create good conductive condition to the learner with enough air space which needed by human being.

library it should have a fernitere; example desk, Table so as to support learning to the students during studing process, so that each student to get well position to sit for learning activities in different time

libiary it should have libraiion; example to have a permanent people which ensure that all learners which entering for the purpose of learning inside and taking a book should write their name to the refaence in any case, so as to ensure good security of propater

| 12 Cont. | library it should have a cupboard: example part of section which diffaentate one material with another due to different subject so that this it help a research to simplify the process of searching teaching and learning material |
| | Generally the library it help to store teaching and learning material for a long time so as to be used from one generation to another generation in different terms, also it should contain different teaching and learning materials. - |

Extract 12.1: A sample of the incorrect responses to Question 12

In Extract 12.1, the candidate described the features of an ideal library. The description provided indicates that he/she did not understand the requirement of the question.

Further analysis shows that 32.2 per cent of the candidates had average performance because of their moderate knowledge of the subject matter. They managed to explain only some of the codes of conduct. They also failed to explain some points adequately. For example, one candidate wrote: *As maintaining cleanliness when studying in the library because the library must be clean all the time so as to support the process of studying and also avoid different diseases that can be caused by air pollution also dirtiness of the environment.* From such responses, the candidates scored averagely.

Conversely, 56.6 per cent of the candidates had good performance. These candidates were knowledgeable about the codes of conduct to observe when studying in the library. Extract 12.2 indicates a sample of the correct responses to Question 12.

Library, is a place or room where teaching and learning materials are found, students get different materials in the library which help them in preparation of notes, preparation of examination, to wide up knowledge also for enjoyment. The following are the code of Conduct that students should observe when studying in the library.

Always keep silence in the library, during study time students are adviced to maintain silence because its place which need Silently people so that every one can be able to study and wide up knowledge. So this all students should observe when studying in the library.

To Switch off the phone, example a Library is the place where every one is allowed to enter and study, most people use their phone to take photo in a book or to Copy so that later can come and follow up but the use of phones Can reduce Concentration when it ring or vibrate hence if a student has phone is adviced to Switch off until when he/she will allowed to get out.

Any student is not allowed to Shift learning materials from one place to another without permission, After Using it a student should return it to its specific area where he/she had taken and not otherwise. this it helps to prevent Confusion of Learners where to find them. this make easy Identification of book.

12 Cont.	Student is not allowed to get out with any kind of learning materials obtained in the Library. Some of students if they took a book can not return at a Specific time while other students need to Study that's why is not allowed to get out with Library materials.
	Library is not a place of making story hence once a Student come should only Study personally and not discussion or making Story with others. Its very Important to consider this and Observe when Student Study in the library. also Students should know how to Locate the book in the Library in order to reduce Confusion among students.
	Moving from one place to another frequently In the Library is not allowed, there is different ways which will helps students to Know where the books are found. forexample dew decimal Classification which Involve through numbers, Library of Congress, Universal decimal and Colon classification this will reduce students to move from one place to another.
	Therefore, Also there are different reference books which can help to wide up knowledge and to access teaching and learning materials example the use of dictionary, encyclopedia, media as well as Internet.

Extract 12.2: A sample of the correct responses to Question 12

In Extract 12.2, the candidate correctly wrote the codes for conduct that one should observe when using the library. This candidate knew the rules that are used in libraries.

Question 13: Writing

This question required the candidates to prepare lesson notes on the importance of making citations in essay writing using five points. The question was attempted by all the 1,906 candidates. Among them, 3.1 per cent scored from 10.5 to 15 marks (good performance); 11.5 per cent scored from 6 to 10 marks (average performance); and 84.5 per cent scored from 0 to 5.5 marks (weak performance). Their overall performance on this question was weak because 14.6 per cent of the candidates scored from 6 to 15 marks (average to good performance) as demonstrated in Figure 13.
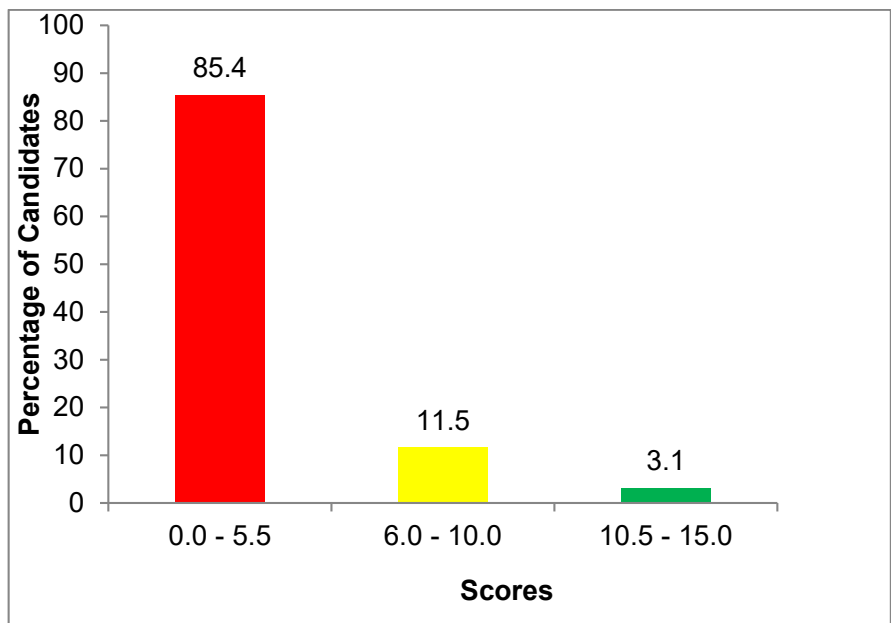
Figure 13: *Candidates' Performance on Question 13*

Analysis shows that 85.4 per cent of the candidates had weak performance. These candidates were incompetent in using references when writing. Other candidates did not understand the requirement of the question. As a result, they provided incorrect responses as shown in the following part of one candidate's response: *help simplify skimming citation help one when want to skim the essay it will be simple because points are seen where do they ended and when started this will make easy to read and finish.*

Extract 13.1 provides another example of the incorrect responses to this question.

> **13**
>
> Essay is the piece of Information consisting of Introduction, Mainbody and conclusion arranged into parragraphs. It is very Important to make citations in essay writing because have the following Importance.
>
> Help to get the important Idea quickly. To make citation help the reader to examine and discover quick which are the most important Ideas of the topic and where they are put. because on making citations create more space for a points to be seen.
>
> Help to be attracted in reading the essay. When the essay has got citations, It will look better thus way the reader could be attracted and wish to read more and more due to the physical appearance of the essay.
>
> Help to simplify skimming. citation help one when want to skimm the essay, it will be simple because points are seen where do they ended and where started. This will make easy to read and Finish.
>
> Help to reflect the good structure of the essay. When one put citation in essay, It make be simple to show the proper structure of essay writing. Thus way reader could be attracted easily to the essay written.
>
> Help to reduce Information overload. This is because essay with citations is well arranged so when the reader pass through it is easy to know where the points are end.
>
> Finally. There are various problems of writting essay without making a citations like It will be difficult to catch the main Idea, also it will be difficult for a reader to skim the Important points

Extract 13.1: A sample of the correct responses to Question 13

In Extract 13.1, the candidate wrote irrelevant responses, indicating that he/she did not understand the requirements of the question.

Conversely, 11.5 per cent of the candidates had average performance. These few candidates provided some correct responses, but failed to do so in other points as required. These candidates had partial knowledge of referencing. One candidate for instance gave the following expression: *It helps to expand knowledge, this increases further discovery attaining the new and good concepts related to introduced information.*

However, 3.1 per cent of the candidates attained good performance. These candidates were skilled at referencing. Hence, they understood the importance of citation in texts, such as essays. Extract 13.2 illustrates a sample of the correct responses to this question.

13 Cont.	citation, It may help if people want to refer that source as to whether the information is valid or not Therefore, citation is very crucial in writing so, a Teacher should make sure to teach their students so they can be able to avoid problems of not making citation.

Extract 13.2: A sample of the correct responses to Question 13

Question 14: Writing

This question required the candidates to analyse five skills in making new notes. The question tested the candidate's ability to identify skills and techniques for making notes from written texts. The question was attempted by all 1,906 candidates. Out of them, 1.6 percent scored from 10.5 to 15 marks (good performance); 6.7 per cent scored from 6 to 10 marks (average performance); and 91.7 per cent scored from 0 to 5.5 marks (weak performance). Their general performance on this question was weak because 8.3 per cent of candidates had average to good performance, as indicated in Figure 14.
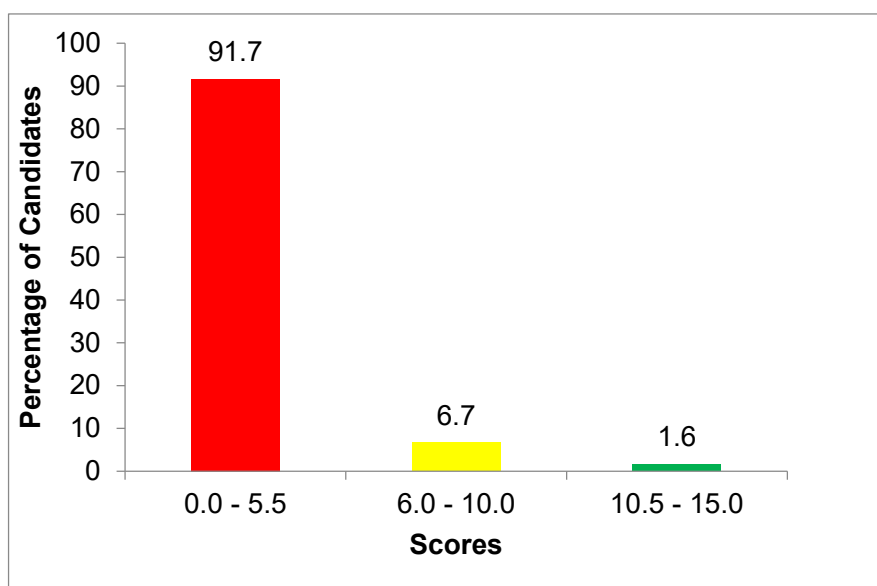

Figure 14: *Candidates' Performance on Question 14*

Figure 14 shows that 91.7 per cent of the candidates had weak performance. These candidates had poor reading skills. Therefore, they did not know the skills needed for one to make new notes. Therefore, they gave incorrect explanations, such as: *listening skills may help the students to make their notes for example listening to students may listen from their fellow student as to make new notes and skills can be obtained from oral presentation*. Extract 14.1 is illustrative of such incorrect responses to Question 14.

Extract 14.1: A sample of the incorrect responses to Question 14

In Extract 14.1, the candidate described general communication skills. These irrelevant responses have been attributed to his/her incompetence in reading skills.

Further analysis shows that 8.3 per cent of the candidates had average performance. These candidates were not fully competent as they correctly described only some of the skills. Other candidates mentioned the skills but failed to explain them. For example, one of the candidates explained: *Use or consult his/her friends for help .This is simple way can use because his/her fellow students are available and it's difficult to all to having such notes so the first thing to consider is finding assistance to his /her friends*.

However, 1.6 per cent of the candidates demonstrated good performance. These candidates had adequate reading skills. Hence, they understood what one needs to make new notes. Therefore, they gave correct points such as *(a) The use of abbreviations, (b) Use of tabulation, (c) Use of diagrammatic notes, (d) Use citing notes and (e) Use of references*. Extract 14.2 illustrates this instance further.

Note making; Refer to the process of taking importa nt information based from the written materials like exercise book and reference material for future uses. The process of note making is very impo rtant aspecial to the teacher when prepare lessons to be used in teaching process and to the student that sholdb can use them on the private studies. The following are the skills to adopt that will enable to make notes :-

Summarizing ; This is the first skill that a student may use when making his or her notes. The situation of summarizing It involves the written of an important ideas that will guide during the Private studies. This is to emphsize that when making notes avoid the copying of each and everything from the source like books, online article s and other materials.

Paraphrasing ; Is the situation of writing or summarizing idea based on the certain by using ones meaning without changing the meaning. When making a notes awoing writti ng of each and everything instead try to write the ideas individual understanding which will helps in when try to read personally.

Make reference ; Also when writting for a new notes a student is aduced to make reference to varias written materials like books, journals, dictionaries and encyclopedsa. Which will help to generate ideas which were not well knownable and helps to repere on his or her indivisduel studies.

	Use of citation and quotations; Also a student is adviced on the use of citation and quotations that are very useful to understand with the source of material or information. The use of citation helps stude ns to increase knowledge and finally to develop ones ideas.
	The use of abbreviation, shorthands and symbols; This is another skills that a student may have. The use of abbreviation it may help student in lher notes on the way that it will be well understood to when he/she turns to the private studies. This is also the skill that a student may apply when making notes.
	Generally; The usefulness of making notes. It helps teacher in their teaching process that they will be able to flow material in order and students Use them when study for the exam inch on and other activities like expanding of knowledge.

Extract 14.2: A sample of the correct responses to Question 14

In Extract 14.2, the candidate correctly suggested the skills that one needs to make new notes. This candidate was competent in reading skills.

2.3 CANDIDATES' PERFORMANCE ON EACH TOPIC

Analysis shows that, out of the 6 tested topics, the candidates' performance was good on one topic: *Reference Skills* (92.6%). In contrast, the candidates' performance was average on *Communication Theory* (59.7%), *Vocabulary* (58.4%), *Writing* (58.1%), and *Structure* (50.2%). Either their performance on *Reading* was weak (36.95%). The candidates' performance in each topic is illustrated in the Appendix.

2.4 CONCLUSION

The general performance in the Communication Skills subject for the 2023 Diploma in Secondary Education Examination (DSEE) was good because 98.98% of the candidates passed the examination.

The analysis shows that the candidates' ability to respond correctly might have been attributed to their adequate knowledge of the subject matters tested and ability to understand the questions requirements. Their strengths in those areas have contributed to their good performance in this examination.

Contrary, a few (1.02%) candidates failed to respond correctly to the questions. These candidates had lower levels of competence in the subject matters, and others failed to understand the requirements of the questions. Thus, they demonstrated weak performance and failed the examination.

2.5 RECOMMENDATIONS

The candidates' performance in this year's examination was good. However, more efforts are needed to improve their future performance in some challenging areas. To improve in such areas, this report recommends the following:

(a) Tutors should guide the student-teachers through practicing reading for general information and selecting the reading material given. This strategy will help them strengthen their reading skills.

(b) Tutors should encourage student-teachers to write notes from various written texts and take note from oral presentations. By doing so, the student-teachers will develop and strengthen writing skills.

(c) Tutors should guide student-teachers through practicing getting meanings from context. This will enable them to acquire, develop and use new words in context.

(d) Tutors should guide class presentation on routes and types of communication, barriers to communication, ways to overcome barriers to communication and strategies for effective communication. This will help the student-teachers to understand communication theory.

SUMMARY OF THE CANDIDATES' PERFORMANCE PER TOPIC IN COMMUNICATION SKILLS

SN	Topic	Performance on Each Question		Average Performance per Topic	Remarks
		Number of Question	% Performance per Question		
1	Reference Skills	1	96.4	92.6	Good
		12	88.8		
2	Communication Theory	2	64.9	51.7	Average
		5	38.5		
3	Vocabulary	3	58.4	58.4	Average
4	Writing	4	80.8	58.1	Average
		7	72.8		
		8	90.8		
		11	81.5		
		13	14.6		
		14	8.3		
5	Structure	6	44.4	44.4	Average
6	Reading	9	29.5	29.5	Weak