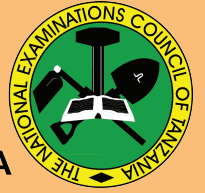




THE UNITED REPUBLIC OF TANZANIA
MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY
NATIONAL EXAMINATIONS COUNCIL OF TANZANIA



**CANDIDATES' ITEM RESPONSE ANALYSIS REPORT
ON THE ADVANCED CERTIFICATE OF SECONDARY
EDUCATION EXAMINATION (ACSEE) 2023**

ENGLISH LANGUAGE



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SECONDARY EDUCATION EXAMINATION (ACSEE)
2023

122 ENGLISH LANGUAGE

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FOREWORD

The Advanced Certificate of Secondary Education (ACSEE) is a summative evaluation, marking the end of two years of Advanced Secondary School Education in Tanzania. This examination, among other things, shows the effectiveness of the educational system in general and educational delivery in particular. Essentially, candidates' responses to the examination questions show the extent to which the teaching and learning objectives were achieved in the classroom.

The Candidates' Item Response Analysis report (CIRA) on the English Language subject for the 2023 Advanced Certificate of Secondary Education Examination (ACSEE) has been prepared to provide feedback to all education stakeholders on the candidates' performance in the subject.

This report aims at providing a clear understanding of the reasons behind the candidates' success or failure in the English Language subject. It highlights the factors that made the candidates perform outstandingly in the examination. These include the ability to interpret the questions and to follow the instructions as well as sufficient knowledge of the concepts and the principles related to the subject. In addition, the report indicates that some of the candidates performed weakly because they failed to interpret the requirements of the questions, and they lacked sufficient knowledge of the concepts on which they were tested. However, the factors that made some candidates to perform averagely include average knowledge of the concepts tested, and lack of detailed explanations of the concepts.

The National Examinations Council of Tanzania (NECTA) expects that the feedback provided in this report will enable school managers, teachers, students, education administrators, school quality assurers, and other education stakeholders to take appropriate measures to improve the teaching and learning of the English Language subject in secondary schools. This will eventually strengthen the performance of prospective candidates.

Finally, the Council would like to thank all who participated in preparing this report.



Dr Said Ally Mohamed
EXECUTIVE SECRETARY

1.0 INTRODUCTION

This report analyses the candidates' performance in the English Language subject for the Advanced Certificate of Secondary Education Examination (ACSEE), which was conducted in May 2023. The English Language subject was set following the English Language syllabus of 2010 and the English Language Examination Format of July 2019.

The examination consisted of two papers, namely 122/1 English Language 1 and 122/2 English Language 2. Each paper had eight questions which were distributed across Sections A and B. Section A had four questions and required the candidates to answer all the questions in this section. Each question weighed ten (10) marks, making a total of forty (40) marks. Section B had four questions and required the candidates to answer three questions; two (2) of which were compulsory. Each question weighed twenty (20) marks, making a total of sixty (60) marks.

The candidates' performance analysis on each question is presented by indicating the requirements of each question, the expected responses, how the candidates responded and the explanations for the candidates' responses. Samples of the responses extracted from the candidates' scripts have been presented to show how they responded per the demand of each item.

The analysis of candidates' performance on each item in Section A is based on the percentage of the candidates with good performance, ranging from 6.0 to 10.0 marks. Average performance ranges from 3.5 to 5.5 marks. Weak performance ranges from 0.0 to 3.0 marks.

The analysis of candidates' performance on each item in Section B focuses on the percentage of the candidates with good performance, ranging from 12.0 to 20.0 marks. Average performance ranges from 7.0 to 11.5 marks, and weak performance ranges from 0 to 6.5 marks.

The three categories of performance are also used in the analysis of the candidates' performance per topic. If the candidates' performance ranges from 60 to 100 per cent, it is considered as good and represented by green colour; from 35 to 59 per cent is average performance, which is represented by yellow colour; and from 0 to 34 per cent is weak performance, which is represented by red colour.

The candidates' performance on each topic has been summarised in the Appendix section.

2.0 ANALYSIS OF CANDIDATES' RESPONSES TO EACH QUESTION IN ENGLISH LANGUAGE 1

2.1 SECTION A: Short Answer Questions

This section consisted of four questions. Each question carried 10 marks, making a total of 40 marks. The candidates were required to answer all the questions in this section.

2.1.1 Question 1: How Social Factors Affect Language Change

The question required the candidates to use relevant examples to explain how each of the given social factors, namely **age**, **place**, **sex/gender**, **occupation** and **social class** affect language use. It aimed to test the candidates' knowledge and understanding of how language use varies across a number of social factors. For example, with age, children's language is characterized by higher pitch than that of adults. The youths prefer using slang while adults prefer formal language. Place affects language as it facilitates the formation of dialects. Sex/gender also affects language in terms of word choice and voice quality whereby females tend to use euphemistic language. Moreover, occupational variation accounts for specialized language such as the language of law, science, and politics. Other variations in language use such as language of social groups can be accounted for by the social class factor.

The question was attempted by 32,270 candidates (100%); out of whom 20,392 (63.19%) scored from 6 to 10 marks; 9,133 (28.30%) scored from 3.5 to 5.5 marks; and 2,745 (8.51%) scored from 0 to 3 marks. Analysis shows that the candidates' overall performance on this question was good because 29,525 candidates (91.49%) scored from 3.5 to 10.0 marks. Their performance on this question is summarised in Figure 1.

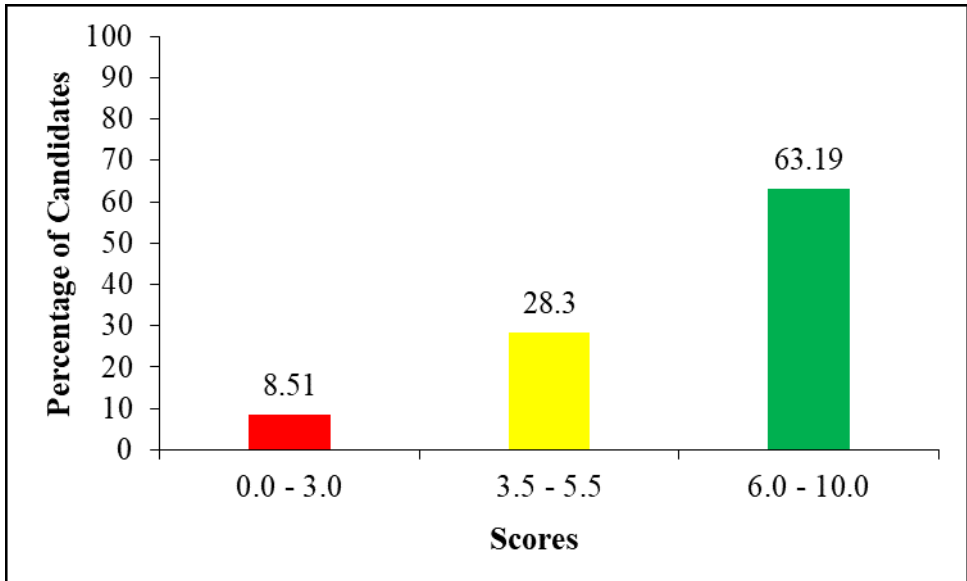


Figure 1: *Candidates' Performance on Question 1*

The candidates who scored high marks on this question had sufficient knowledge and understanding of the social factors that contribute to language variation. They gave relevant examples and explained thoroughly how the given social factors affect language use.

Extract 1.1 is a sample response by a candidate who correctly explained how the given social factors affect language use. The candidate also provided relevant examples.

1.	(a) Age: This affect language use due to the fact that the elder people tend to use the language in different way compared to youth or young people where the young's language is characterized with Jargon and slang for example the young generation will call father as "mshua" where the elder cannot use such language.
	(b) Place: This affect language variation due to the fact that the language use differ from one place to another for example people living in Kilimanjaro will use their own kind of accent compared to people from Mwanza. On the other hand place like chagga place tend to speak kichaga and sukuma people tend to speak kirukuma therefore this also affect the language use.
	(c) Sex/gender: also this is due to the fact that female are characterized by the use of their soft voice compared to men who use high pitch or voice therefore women tend to use low pitches or voices because they are care takers of their own family compared to the men.
	(d) Occupation: This differ in the language use due to the fact that the one's profession determine the kind of language to be used for example doctor will be identified through the use of polite language also the language used between a teacher or professional person is different with someone who is not profession. Eg Educated versus uneducated, Fishes versus women this will differ.
	(e) Social classes also differ in the use of the language where by the higher class will use well the language compared to the lower class people. However if you take an example of the higher class people like Mwendaji the way he uses the language is very quite different from a lower class people like a farmer.

Extract 1.1: A sample response by a candidate who scored high marks on this question

In Extract 1.1, the candidate demonstrated good knowledge of how the specified social factors affect language use. He/she was organized,

explaining correctly one factor after another. He/she used simple language which adhered, to some reasonable extent, to the rules of grammar. The examples he/she provided were relevant.

However, the candidates who scored averagely on this question failed to explain effectively with relevant examples how the social factors affect language use. Analysis shows that most of them provided unclear explanations on how the social factors affect language use. Some of them explained clearly but gave irrelevant examples; hence they failed to answer the question sufficiently. Extract 1.2 is a response from a candidate who provided insufficient explanations to Question 1.

<p>1. a) Age: here the User of the language can affect the language used through who he/she is aged at different ages so the use of this language could be affect either grammatcally or lexically. For example the child could violate the grammatical and graphically org inll violate + some words as showa instead of</p>						
<p>b) Place: the language affected when people of different places interact and communicate and the way could have his/her own accent For example: sukuma and Swahili person say the word "Maji" as Minze while Swahili person for call it maji.</p>						
<p>c) Sex/gender: people can use language differently depending on their sex for example: Female can use the word like "shoga" as a female friend while Male can determine the word as a Lesbian.</p>						
<p>d) Occupation: the language can be used differently on the different occupation as follows:</p> <table border="0"> <tr> <td>Zanzibar</td> <td>Tanzania</td> </tr> <tr> <td>Tungulu</td> <td>Nyanya</td> </tr> <tr> <td>Mwarowi</td> <td>Chemji</td> </tr> </table>	Zanzibar	Tanzania	Tungulu	Nyanya	Mwarowi	Chemji
Zanzibar	Tanzania					
Tungulu	Nyanya					
Mwarowi	Chemji					
<p>e) Social class: people use language according to their status for example middle class, high class and lower class, as higher class used language grammatically while lower class did not follow gr ammatcal meaning.</p>						

Extract 1.2: A sample response by a candidate who scored average marks on Question 1

In Extract 1.2, the candidate demonstrated average knowledge of how the specified social factors affect language use. He/she tried to be clear in his/her explanations but, in some social factors, provided irrelevant and wrong examples. For example, the provided examples for the occupation and place factors were irrelevant, despite the clear explanations.

It was further noted that the candidates who performed poorly on this question failed to explain how the social factors affect language use. This proves that they lacked knowledge and understanding of language amid social dynamism. They failed to explain any fact about the given social factors. The examples they provided were either wrong or irrelevant. Extract 1.3 is a response by a candidate who provided an incorrect response to Question 1.

1	<p><u>a) Age</u> Are the age factor to the affects language use because are the child hood to the accept of the language of the hearing and starting to pronunciation of the brain in the faster to the claim.</p> <p><u>b) place</u> Are the place of the factor affects language because the place to sitting peer group and the use abusive language are the factor affect language use. example youth to speaker abusive language of the place.</p> <p><u>c) Sex/gender</u> Are the sex of the factor affecting of the language use because to practice men to the founder of the women because are the hear of house and the affect language use are the women had no voice and the men to the speaking.</p> <p><u>d) Occupation</u> Are the occupation are the factor affecting occupation are the leader of the place of the does not speak of the leader are the language use.</p> <p><u>e) Social Factor/class</u> Are the factor affects language use of the social class of the upper class and lower class are the upper class are the language use back.</p>	
---	--	--

Extract 1.2: A sample response by a candidate who responded incorrectly to Question 1

The candidate explained meaninglessly the given social factors. He/she did not provide any example. He/she demonstrated poor knowledge of the social factors. His/her English language proficiency was low.

2.1.2 Question 2: Knowledge and Use of Affixes

The question had two parts, namely (a) and (b). Part (a) required the candidates to write the meaning of each given suffix and then compose a meaningful sentence using it. The given suffixes were *-en*, *-less*, *-ness*, *-wise*, and *-hood*. Part (b) required the candidates to add appropriate prefixes to the words in brackets in the given sentences to make the sentences meaningful. The question tested the candidates' knowledge and understanding of the meaning and uses of suffixes and prefixes.

The candidates were required to write the meanings of the given suffixes as *-en* meaning *cause* or *become*, *-less* meaning *without something*, *-ness* meaning *state* or *quality*, *-wise* meaning *in the manner or direction/in relation to/as far as something is concerned* and *-hood* meaning *condition/state/quality/status*. Moreover, the candidates were required to compose a meaningful sentence using each suffix.

The question was attempted by 32,270 candidates (100%); out of whom 6,051 (18.75%) scored from 6 to 10 marks; 13,381 (41.46%) scored from 3.5 to 5.5 marks; and 12,838 (39.79%) scored from 0 to 3 marks. Analysis shows that the candidates' overall performance on this question was good since 19,432 candidates (60.21%) scored from 3.5 to 10.0 marks. The performance is summarized in Figure 2.

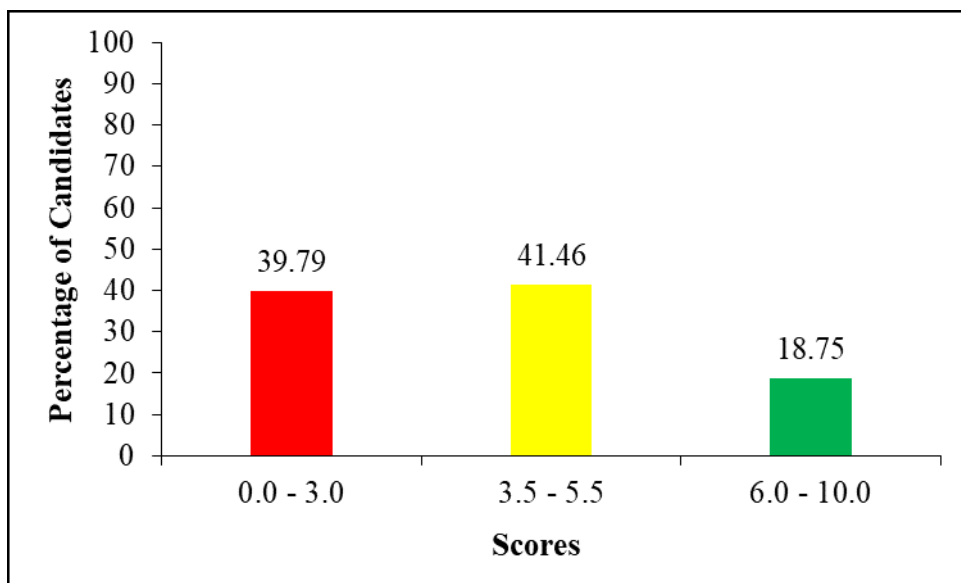


Figure 2: *Candidates' Performance on Question 2*

In part (a), the candidates who scored high marks gave the correct meanings and composed a meaningful sentence using each of the suffixes. Besides, they demonstrated their knowledge and good understanding of the suffixes and used them correctly in the sentences they composed.

In part (b), the candidates who scored high marks added appropriate prefixes to the specified words to make the given sentences meaningful. Extract 2.1 is a sample of the correct responses to the question.

2 a)

i) -en

Meaning: To make

Sentence: We should soften African's heart

ii) -less-

Meaning: Small quality or small quantity or lack of

Sentence: She has composed a meaningless sentence

iii) -ness-

Meaning: The quality of something.

Sentence: The cleanliness of dining hall is attended

iv) -wise-

Meaning: according to

Sentence: Distribute the cups classwise

v) -hood-

Meaning: A situation or relation

Sentence: In our school we live in sisterhood

e	b)	
	i,	The police managed to <u>disarm</u> the bandits
	ii,	Taking these drugs could seriously <u>endanger</u> your life
	iii,	It time to <u>empower</u> the youth with effective life skills.
	iv,	The email could not be delivered. Therefore I <u>re-sent</u> it
	v,	Do not let his friendly manner <u>mislead</u> you into trusting him
	vi,	You need to <u>re-think</u> about studying that course at the university
	vii,	The houseboy has suffered serious <u>mis-treatment</u> at the hands of his employer
	viii,	The hotel was completely <u>re-built</u> after it had been destroyed by the earth quake
	ix,	I did not know the answer. Therefore I left many questions <u>unanswered</u>
	x,	The war situation is so <u>intolerable</u> that peace-keepers have been forced to leave the country

Extract 2.1: A sample response by a candidate who scored high marks on Question 2

In Extract 2.1, the candidate answered the question correctly. In part (a) he/she provided correct meaning and composed a sentence using each of the given suffixes. He/she had adequate knowledge of the given suffixes. Furthermore, he/she demonstrated high proficiency in the English language. This knowledge enabled him/her to compose meaningful and grammatical sentences using the suffixes.

In part (b), the candidate demonstrated adequate knowledge of prefixes, structural and semantic patterns of the given sentences. Thus, he/she added appropriate prefixes to the identified words in the given sentences; hence the sentences turned meaningful.

The candidates who scored averagely on this question lacked sufficient knowledge of prefixes and suffixes. They also failed to compose meaningful sentences from the identified affixes. They demonstrated limited knowledge about suffixes as they failed to give correct meanings and sentences to some of the given suffixes. They also attached incorrect prefixes to the given words in the sentences. Extract 2.2 is a response from a candidate who provided incorrect responses to some of the items.

2:	@	
	(i) -en	
	Meaning: P shows plurality - many.	
	Sentence: These are my children.	
	(ii) -less	
	Meaning - not having	
	Sentence - He is homeless.	
	(iii) -ness	
	Meaning: Full of something.	
	Sentence: Happiness	
	(iv) -wise	
	Meaning:	
	Sentence: Likewise says.	
	(v) -hood	
	Meaning: - situation or relationship.	
	Sentence - during my childhood	

	(b) (i) The police managed to <u>disarm</u> the bandits.	
	(ii) Taking those drugs could seriously <u>endanger</u> your life.	
	(iii) It is time to empower the youth with effective life skills.	
	(iv) The email could not be delivered. Therefore I <u>unsent</u> it.	
	(v) Do not let his friendly manner <u>mislead</u> you into trusting him.	
	(vi) You need to <u>rethink</u> about studying that course at the university.	
	(vii) This boy has suffered serious <u>mis-treatment</u> at the hands of his employer.	
	(viii) The hotel was completely <u>rebuilt</u> after it had been destroyed by the earthquake.	
	(ix) I did not know the answers, therefore I left many questions <u>unanswered</u> .	
	(x) The war situation is so <u>untolerable</u> that peace keepers have been forced to leave the country.	

Extract 2.2: A sample response by a candidate who scored average marks on Question 2

In Extract 2.2 the candidate provided incorrect answers to some of the question items in part (a). For example, he/she failed to give the meaning of suffix *-en*. Instead, he/she gave its function that it shows plurality, providing the word ‘children’ as an example. He/she also failed to compose a meaningful sentence involving suffix *-ness*. He/she likewise failed to compose a meaningful sentence involving suffix *-hood*. Moreover, he/she failed to give the correct meaning of suffix *-wise* and composed a meaningless sentence *Likewise pays*.

In part (b), the candidate gave the correct answers, except in item (iv) and (x) where he/she attached incorrect prefixes to the given words. He/she wrongly wrote unsent instead of resent and untolerable instead of intolerable.

Analysis shows that some of the candidates who scored low marks failed to understand the requirement of the question, ending up giving irrelevant answers. Some of these showed insufficient knowledge of the meaning and uses of affixes and the general process of affixation. These candidates failed to distinguish suffixes from lexical words and ended up using the suffixes as complete words in sentences. Besides, some of them failed to provide the meaning, determine the correct uses of the given suffixes and show how they collocate with their respective roots. Extract 2.3 shows a sampled illustrative response.

Q2		
(a) EV		
	Meaning- To show past tense	
	Sentence- Juma have <u>paten</u> ugali	
(b) less		
	Meaning- something to be small than	
	Sentence- Dining hall is <u>lessthan</u> class room	
(c) less		
	Meaning- something which is beautiful	
	Sentence- happiness + Love <u>happness</u>	
(d) wise		
	Meaning- something which is civilized.	
	Sentence- Juma is the <u>wise</u> persone.	
(e) hood-		
	Meaning- related to relationship	
	Sentence- <u>Childhood</u> person	
b.		
(i) harm		
(ii) undanger		
(iii) Im power		
(iv) Impower		
(v) Unsent		
(vi) Unlead		
(vii) Inthink		
(viii) Prebuilt		
(ix) Unanswered		
(x) Untolerable.		

Extract 2.3: A sample response by a candidate who scored low marks on Question 2

In Extract 2.3 the candidate demonstrated his/her inadequate knowledge of affixes. He/she failed to give the correct meanings of most of the given suffixes. He/she mistook suffix *-wise* for a lexical word and composed a sentence using the suffix as a complete word. With the exception of item 2(a)(i), all the sentences he/she composed in 2(a) were incorrect. This shows that his/her English language proficiency was low.

In item 2(b) the candidate demonstrated incompetence in determining how prefixes collocate with their roots. He/she attached wrong prefixes to almost all of the given words.

2.1.3 Question 3: Phoneme Production Mechanism

The question required the candidates to explain how the first sounds in each of the given words is produced by the organs of speech. The given words were *Knot*, *Euro*, *Chorus*, *Pharmacy* and *Pseudo-active*. The question aimed to test the candidates' knowledge and understanding of how words are pronounced, specifically how phonemes are produced by the contact between the passive and active articulators. The candidates were expected to identify the first phonemes in each word prior to explain in the production mechanism involved. For example, *Knot* /n/, *Euro* /j/, *Chorus* /k/, *Pharmacy* /f/ and *Pseudo-active* /s/.

The question was attempted by 32,270 candidates (100%); out of whom only 159 (0.49%) scored from 6 to 10 marks, and 1,928 (5.97%) scored from 3.5 to 5.5 marks. The remaining 30,183 (93.53%) scored from 0 to 3 marks. Analysis shows that the candidates' overall performance on this question was weak since only 2,087 (6.47%) of the candidates scored from 3.5 to 10.0 marks. Their performance on this question is summarised in Figure 3.

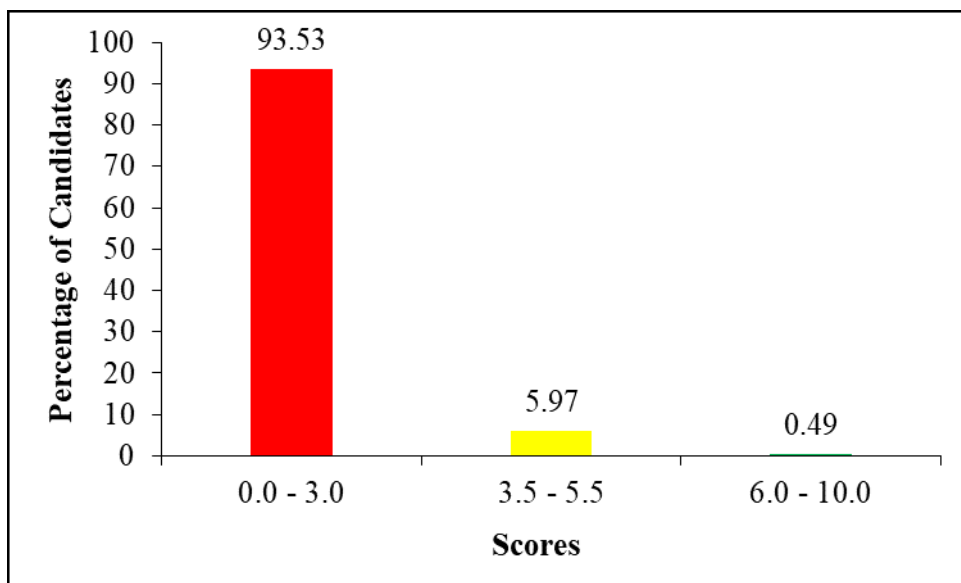


Figure 3: *Candidates' Performance on Question 3*

Analysis shows that 5.0 per cent of the candidates scored high marks on this question. They read, understood and correctly responded to the question. They demonstrated their knowledge of English language phoneme production through their correct answers.

The candidates understood that the first sound in the word *Knot* is /n/. This voiced alveolar nasal sound is produced when the tip of the tongue (active articulator) softly touches the alveolar ridge (passive articulator), allowing the air to escape through the nose.

Moreover, they were aware that the first sound in the word *Euro* is /j/. This is a voiced palatal glide. It is produced when the middle part of the tongue is lifted high towards the hard palate, gliding continuously to form the vowel like sound.

They were knowledgeable that the first sound in the word *Chorus* is /k/. This is a voiceless velar plosive. It is produced when the upper part of the tongue presses against the velum (soft palate) and holds the air stream back while building up pressure for its release with noticeable aspiration.

Furthermore, they understood that the first sound in the word *Pharmacy* is /f/. This voiceless labial-dental fricative is produced when the lower lip (passive articulator) is in close contact with the upper teeth (passive

articulator) while air escapes through the narrow opening forcefully, creating audible friction.

Lastly, they knew that the first sound in the word *Pseudo-active* is /s/. This voiceless alveolar fricative is produced when the front part of the tongue (active articulator) is in close contact with the alveolar ridge in such a way that air escapes with friction through a narrow opening between the articulators. Extract 3.1 is a sampled response from a candidate who provided the correct responses to the question.

3	a: knot, The first sound is /n/	
	/n/ this is produced when the tip of the tongue lies against the alveolar ridge hence leads Alveolar sound, when it is released the air stream is forced to pass through the nose and nasal and there is vibration in the vocal cord ^{cord} voiced sound.	
	b: Euro, The first sound is /j/	
	/j/ is produced when the blade of the tongue touches the hard palate and hence production of palatal sound, and the air stream passes along the side of the tongue (Approximate) and there is vibration in the vocal cord voiced sound.	
	c: chorus, The first sound is /k/	
	/k/ is produced when the soft palate is lowered, it is where the back of the tongue touches the soft palate and hence Velar sound. The air stream is blocked and released suddenly and hence lead to plosive sound. There is no vibration in the vocal cord, its voiceless sound.	
	d: pharmacy, The first sound is /f/	
	/f/ is produced when the lower lip is against the upper teeth and hence Labio-dental, when it is produced the sound is passes in the narrow passage thus results to Fricative sound, there is no vibration when it is produced, voiceless sound.	
	e: pseudo-active, The first sound is /s/	
	/s/ is produced when the tip of the tongue touches the alveolar ridge as a result of Alveolar sound. when it is produced there is no vibration in the vocal cord, thus it is voiceless sound. Also the airstream passes in a narrow passage thus results to Fricative sound.	

Extract 3.1: A sample response by a candidate who scored high marks on Question 3

In Extract 3.1, the candidate explained clearly how the specified sounds are produced through the contact between the passive and active articulators.

Moreover, the candidates with average marks on this question lacked sufficient knowledge of the mechanism involved in producing English phonemes. Extract 3.2 is illustrative.

Q3.	a/ word: knot
	first sound: /n/
	production: It is a nasal sound, produced when the air from the lungs passing through the nasal cavity and create some friction due to presence of some obstacle present in the nose like nasal air etcetera.
	b/ word: Euro
	first sound: /i/
	production: It is a glide sound produced when the air from the lungs is passing through mouth cavity and the tip of tongue glides to
	the glottal with the aid of saliva found in the mouth cavity. It sometimes known as approximant or semi vowel due to its production mechanism with little obstruction of the air in the mouth.
	c/ word: chorus
	first sound: /k/
	production: It is a velar plosive produced when the tip of the tongue come into contact with soft palate (velum) and come outside with explosive sound.
	d/ word: pharmacy
	first sound: /f/
	production: It is a fricative sound produced when the lower lip comes into contact with upper front teeth that is why it is also called labiodental due to this production mechanism.
	e/ word: pseudo-active
	first sound: /s/
	production: It is also fricative according to a manner of production. It also produced when the blade of the tongue come into contact with hard palate and produce a friction with a sound /s/.

Extract 3.2: A sample response by a candidate who scored average marks on Question 3

In Extract 3.2, the candidate was averagely knowledgeable about the production mechanism of English phonemes. He/she identified and named the required sounds correctly but provided the wrong information on some aspects. First, in the word *Knot*, he/she failed to explain the mechanism which involves organs of speech in sound /n/ production. Second, his/her explanation of sound /j/ in the word *Euro* is not clear. He/she wrongly involves saliva in the sound production mechanism and incorrectly states that the tip of the tongue comes in contact with the glottis. Third, he/she was unaware that the tip of the tongue is not involved in the production of sounds /j/ and /k/.

The candidates with low marks on this question failed to sufficiently explain how the required sounds are produced. Some of them transcribed the given words. Others failed to identify the required sounds. Instead, they explained irrelevantly about the production of the given words. Some candidates failed to identify the required sounds; instead, they incorrectly mentioned the organs of speech which they thought are involved in the production of the words. Moreover, others transcribed the first syllables of the given words. Extract 3.3 is an illustrative sample response.

3.	(a) Knot = nD	
	(b) Euro = jʊ	
	(c) Chorus = kʊ:	
	(d) Pharmacy = Fa:	
	(e) Pseudo-active = ʃu:	

Extract 3.3: A sampled incorrect response from a candidate who scored poorly on Question 3

In Extract 3.3, the candidate transcribed the first syllables of the given words, contrary to the requirements of the question.

2.1.4 Question 4: Importance of Principles of Translation

The candidates were required to explain why it is important for the translator to know the given principles. Such principles were the mastery of

the languages involved, knowledge of the field or topic involved, familiarity with the style of the source text writer, knowledgeable of the source and target cultures, and avoidance of personal opinions and prejudices. The question aimed at testing the candidates' ability to conduct effective rule-governed translations. It required the candidates to explain the importance of the given principles as follows:

The mastery of the language involved helps the translator to efficiently transmit the message from the source language to the target language. Competence in both languages enables the translator to understand the source message and fluently reproduce it into a parallel content message the target readers will understand.

Knowledge of the field or topic involved makes the translator aware of technical terms to provide the correct translation. For example, a religious text may correctly be translated if the translator has an adequate understanding of theological matters. Similarly, a scientific text will be translated correctly and appropriately if the translator adequately understands the field of science.

Familiarity with the style of the source text writer enables the translator to have the correct translation although the translator may preserve or violate the style used in the source language. For example, if the translator is translating Achebe's work, he/she will either retain Achebe's style or will violate it to suit the needs of his/her readers.

Knowledgeable of the source and target cultures enables the translator to accurately translate idioms, proverbs, sayings and other culturally specific references to the target readers.

Avoidance of personal opinions and prejudices helps the translator to produce balanced and unbiased translations. Personal opinions and prejudices violate justice to the work being translated, especially on critical matters such as religion, politics or culture.

The question was attempted by 32,270 candidates (100%); out of whom, 12,057 (37.36%) scored from 6 to 10 marks; 11,379 (35.26%) scored from 3.5 to 5.5 marks; and 8,834 (27.38%) scored from 0 to 3 marks. Analysis

shows that the candidates' overall performance on this question was good since 23,436 (72.62%) of the candidates scored from 3.5 to 10.0 marks.

Their performance on this question is summarised in Figure 4.

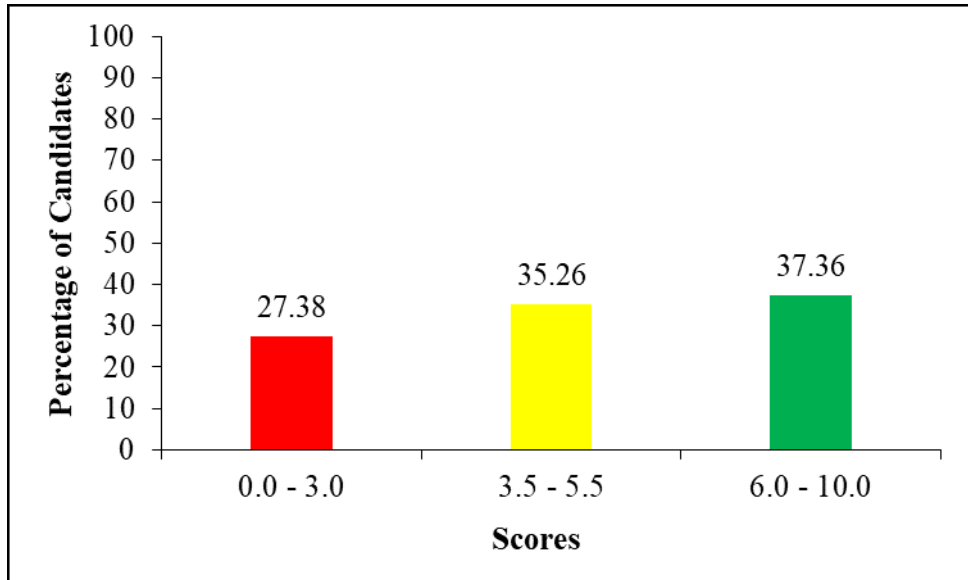


Figure 4: *Candidates' Performance on Question 4*

Analysis shows that 12,057 (37.4) candidates had high marks on this question. They demonstrated adequate knowledge of translation. This ability helped them to respond correctly to the question. Extract 4.1 presents a good response by one of the candidates.

4. a) It is important for the translator to know the languages involved that are source language and target language because it helps the translator to be clear and correct or accurate in the translation process. For instance if the translator could not understand the target language well, it would be difficult for the translation to be succeeded.

b) It is important for the translator to know the field or topic or also known as province in which the language is concerned with so as to ensure the specialty feature of the translator. The translator would translate the texts that are concerned with his or her specialized skills only. For instance, sports and game province, official matters province and so on.

c) The translator is important to know the style of the source text since it enables the translator to translate the text by preserving the style so that he or she would not undertranslate or overtranslating the nature of the text to be translated. For instance, if the source text uses formal style, the translator would also translate it to the target text through formal style.

d) The translator is also important to know the culture of the source and target texts so that he or she would clearly and accurately translate the text from the source language to target language and providing the contextual meaning of the words. For instance, Ladies and Gentlemen in English language is translated as *Mrsibibi* or *Mebazara* to *Kowakli* to the culture of the languages.

e) The translator is also important to avoid personal opinions and prejudices. This enables him or her to translate the text and provide the contextual meaning of the text without adding or reducing anything and hence preserving the originalness of the text.

Extract 4.1: A sample response by a candidate who scored high marks on Question 4

In Extract 4.1, the candidate demonstrated his/her sufficient knowledge of principles of translation. He/she explained correctly how important it is for a translator to adhere to the principles. His/her explanation reflects the requirement that a good translation should be consistent, original and unbiased.

Moreover, the candidates with average scores on this question failed to thoroughly give reasons why the translator should adhere to the given translation principles. They gave insufficient explanations to support their views. Extract 4.2 provides a sample response by a candidate who provided insufficient explanations.

04	a, The language involved The translator requires to understand the language involved for translation so as to know that he or she is competent on the language involved so as to avoid making the translation process impossible or unsmooth and cause ambiguity to the audience or reader.
	b, The field or topic involved The translator requires to know the field or topic involved that requires him or her to translate so as to determine that he or she is expert on that field or the topic involved so as to easily smoothen the translation process and make it so possible.
	c, The style of the source text writer. The translator requires to know the style of the source text writer so as to help him or her to know what type of translation skill style he or she will use in translating the given source text writer to accomplish good quality translation process.
	d, The source and the target cultures The translator requires to notice the culture of both source and target language so as to avoid the use of personal feeling and emotions in the translation process to avoid misunderstanding, wrong perceptions also hurt feeling of the audience or reader.
	e, Avoiding personal opinions and prejudices. The translator requires to know the true facts to represent and avoiding personal opinion so as to equip the readers with true information and clarify the readers when reading the text.

Extract 4.2: A sample response by a candidate who scored averagely on Question 4

In Extract 4.2, the candidate explained vaguely to support his/her points. For example, the importance of the translator adhering to the principle of avoiding personal opinions and prejudices has been vaguely explained as *to ensure clarity*.

Furthermore, some of the candidates who scored low marks on this question failed to demonstrate their knowledge and understanding of translation. They did not understand the demand of the question, ending up addressing it incorrectly. Also some candidates copied the question without writing anything. This shows that they lacked knowledge that could enable them to address the question.

Moreover, some candidates explained the given translation principles in relation to interpretation. They lacked knowledge and understanding that translation deals with written documents while interpretation deals with spoken words. Therefore, they included the words *speaker* and *listeners* several times in their discussion. Extract 4.3 provides a sample response by a candidate who poorly responded to the question due to insufficient knowledge of translation.

4.	a) In order to do more revisions and to be more active and good during translation	
	b) In order to know where he/she can start to translate and to prepare the place where he/she can do his work.	
	c) In order to know the origin of that language during the translation and to simplify his work.	
	d) In order to know where that message is going and what other people want to know from that translation.	
	e) In order to know how can use are good way in translation so every one can understand.	

Extract 4.3: A sample response by a candidate who scored low marks on Question 4

In Extract 4.3, the candidate's response reflects his/her inadequate knowledge of the principles of translation. He/she responded vaguely and irrelevantly.

2.2 SECTION B: Essay Questions

This section consisted of four questions. The candidates were required to answer three questions. Two of them were compulsory. Each question weighed 20 marks.

2.2.1 Question 5: Advantages of Multilingualism

This question required the candidates to explain eight advantages of being a multilingual. The question tested their knowledge about language use in society. The candidates were expected to involve such advantages in their responses as expanding one's social circle, marketability in the workforce, making travelling easy, gaining much cultural knowledge and perspective, improving one's communication skills, facilitating easy access to more information and entertainment, making learning other languages easy, and keeping oneself smart.

This was the most highly performed question. Since it was compulsory, it was attempted by all 32,270 candidates (100%). Among them, 21,731 (67.34%) scored from 12.0 to 20.0 marks; 9,423 (29.20%) scored from 7.0 to 11.5 marks; and 1,116 candidates (3.46%) scored from 0.0 to 6.5 marks. Analysis shows that the candidates' overall performance on this question was good since 31,154 candidates (96.54%) scored from 7 to 20 marks, as shown in Figure 5.

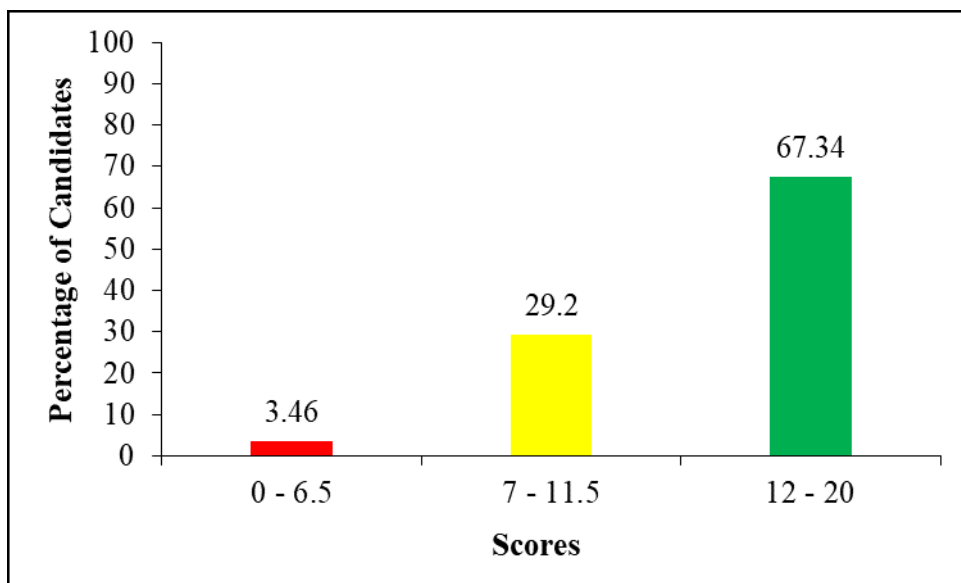


Figure 5: *Candidates' Performance on Question 5*

The candidates with good performance on this question demonstrated good skills and understanding of multilingualism and its usefulness in society. These candidates managed to organize their essays into three parts, namely the introduction, main body and conclusion. In the introduction, they clarified their subject matter by defining the term *multilingualism*.

In the main body, the candidates correctly described eight points on the benefits of multilingualism. The points were well organized in paragraphs, observing several writing skills.

The candidates concluded their essays relevantly, summarizing their views and relating them with the contemporary society. Extract 5.1 presents a sample response by a candidate who correctly described eight benefits of multilingualism.

5 Multilingualism is a situation where by a person speaks more than two language. People in a country tend to know more than two languages thus understanding it well by knowing how to speak and writing it. A person who can speak or use more than two languages is said to be a multilingual person. Many countries like Tanzania are multilingual as they have multilingual people in the country. The following are the benefits of multilingualism.

It promotes employment opportunities. A multilingual person is more exposed to various employment opportunities such as International affairs as many working places are in need of people who are able to speak many languages as it is beneficial to them when foreigners come into the country. Also it promotes self employment as one can choose to teach a certain language like French to people who do not know.

Helps in international trade. A person who is multilingual is able to conduct various international trade with many countries apart from the local trade in his/her country as he/she is able to speak more than two languages. For example a person who can speak English, French and Kiswahili he/she is able to conduct trade between two countries or three which are USA, Tanzania and France thus promoting trade.

5 Helps in promoting international meetings. Through being a multilingual person one is able to take part in different international meetings especially in United Nations where people from different countries meet. Usually many ambassadors are able to speak more than two languages thus exposing a lot of people in bigger posts simply because they know and can speak different languages hence sending them as representatives of the country.

Multilingualism acts as a sign of prestige. A person who is able to speak more than two languages in a country are usually well educated thus it is a sign of prestige among themselves because one is seen superior as he/she is able to speak even the foreign countries. This promotes the level of education which one has reach to because a person who has high level of education is the one who can speak many languages.

Multilingualism helps in education sector. A multilingual person can be able to pursue him/herself in further studies abroad because through knowing more than two languages one can go study to a country which he/she can aim high in his/her dreams thus a multilingual person is able to study in different countries for as long as he/she can understand their medium of daily communication in the country.

5 Helps in promoting international mass media. Mass medias in the world are being presented in different languages from the countries. Henceby different people cannot watch or listen to international news because they cannot understand thus one this should not promote mass media. By being a multilingual person one is able to get news from different international bodies like CNN and Aljazeera.

Multilingualism enhances cooperation among different countries. Through the existence of more than two languages in one country. Different countries can come together and cooperate with each other in different developmental activities such that the countries can assist each other in different problems such as providing themselves with various aids and loans. Thus making poverty to be eliminated especially in the developing countries.

Multilingualism helps in emphasizing and clarifying different matters. By knowing more than two languages different matters can be well clarified also if one wants to put emphasis on different matters he/she will use both languages whereby a person can easily take a certain matter seriously thus making various emphases to be done in the multilingual societies thus making different matters to be clarified.

Therefore multilingualism has brought about many benefits in different countries as the act of using more than two languages in a community or country has expose many people into different opportunities which are international.

Extract 5.1: A sample response by a candidate who scored high marks on Question 5

In Extract 5.1 the candidate introduced his/her essay appropriately and organised his/her points in short paragraphs. His/her conclusion is relevant to the content presented in the main body.

Moreover, the candidates who scored averagely on this question vaguely described their points. Some of them failed to adhere to the writing conventions such as avoiding using contracted forms. Some of them constructed ungrammatical sentences and provided an insufficient number of points. Extract 5.2 presents a sample response by one of these candidates.

5. It's beneficial in the provision of Education; During the provision of education some of the place doesn't know swahili language instead they do use their vernacular languages, and also in their studies there is swahili subject and english subject by doing so the process of multilingualism it's more beneficial in the provision of education.

It is beneficial in the mass media; in different channels different languages are being used to conduct the business also for information and news for example Tanzania safari channel there is use of swahili language, vernacular language and also english language, through it's benefits in mass media, so there is benefits of multilingualism.

It is beneficial in literary works; The use or presence of multi-lingualism in the certain area or country it's so important because it's more beneficial in literary works for example in books different languages are being used also in songs composition more than two languages are being used thus it's said that multilingualism it's more beneficial.

It is more beneficial in legal matters; The presence of multilingualism in the certain area it's more beneficial because it's use to cover the gap of using words in different legal matters for example the government issues, in different courts, there is use of more than two language in the communication, so it's true that multilingualism it has benefit in the society.

It is beneficial in religious matters; The presence of multi lingualism in the society helps in religious activities in churches when the preacher will be preaching in English language, also the narrator will be narrating into Kiswahili or French language.

5.	<p>It's beneficial in the provision of Education; During the provision of education some of the place doesn't know swahili language instead they do use their vernacular languages, and also in their studies there is swahili subject and english subject by doing so the process of multilingualism it's more beneficial in the provision of education.</p>	
	<p>It is beneficial in the mass media; in different channels different languages are being used to conduct the business also for information and news for example Tanzania safari channel there is use of swahili language, vernacular language and also english language, through its benefits in mass media, so there is benefit of multilingualism.</p>	
	<p>It is beneficial in literary works; The use of presence of multi-lingualism in the certain area or country it's so important because it's more beneficial in literary works for example in books different languages are being used also in songs composition more than two languages are being used thus it's said that multilingualism it's more beneficial.</p>	
	<p>It is more beneficial in legal matters; The presence of multilingualism in the certain area it's more beneficial because it's use to cover the gap of using words in different legal matters for example the government issues, in different courts, there is use of more than two language in the communication, so it's true that multilingualism it has benefit in the society.</p>	
	<p>It is beneficial in religious matters; The presence of multi-lingualism in the society helps in religious activities in churches when the preacher will be preaching in English language, also the narrator will be narrating into Kiswahili or French language.</p>	

Extract 5.2: A sample response by a candidate who scored averagely on Question 5

In Extract 5.2 the candidate scored average marks due to poor writing skills and insufficiency in the description of his/her points. He/she violated some writing skills by using contracted forms and wrong punctuation marks.

Further analysis shows that the candidates who scored low marks on this question either did not understand the demand of the question, hence giving off-topic responses or lacked substance in their answers. The question required them to describe the benefits of multilingualism. Conversely, some of them wrote about the significance of human language such as functioning as a unifying or dividing factor, factor for social stratification and development. Some of these candidates wrote about the impacts of language contact such as borrowing, pidginization, code switching and language interference. All these responses signal that the candidates lacked relevant knowledge of multilingualism.

Furthermore, other candidates organized their essays with point from various sub-topics such as language variation, functions of language, language standardization, and functions of language, intending to answer the given question. Moreover, some of them used Kiswahili expressions as examples where they lacked the required vocabulary in English. Extract 5.3 is a sample response by a candidate who described the significance of language instead of the benefits of multilingualism.

5	<p>Multilingualism, This refers to the situation</p>	
	<p>whereby one language is only used in communication within</p>	
	<p>the society members. Many native societies such as Maasai,</p>	
	<p>Sukuma, Hehe, Nyakusa used this kind of situation so as to</p>	
	<p>complete daily to daily communication. Multilingualism are</p>	
	<p>mostly happening in Native areas and not urban centers because</p>	
	<p>many people from urban areas using two languages</p>	
	<p>that is first language (L1) and second language (L2). The</p>	
	<p>following are the benefits of Multilingualism.</p>	
	<p>Multilingualism unite the society; One among</p>	
	<p>major benefit of Multilingualism is that can unite the who</p>	
	<p>society since there is the existence of only one used language</p>	
	<p>within the society members, so that can lead to unification</p>	
	<p>of the society and hence there is good communication within</p>	
	<p>the societies' members.</p>	
	<p>Multilingualism is a factor for social develop</p>	
	<p>ment; Through the use of one language the society can</p>	
	<p>undergo social development such as infrastructural development</p>	
	<p>and other kind of development since the whole commu-</p>	
	<p>nity use one language to communicate to each other</p>	
	<p>and all understand that language very well.</p>	
	<p>Multilingualism as cultural identity; One</p>	
	<p>among the major benefit of Multilingualism in the society</p>	
	<p>is that can identify the culture of a certain society that</p>	
	<p>using a certain language for example, Multilingual society</p>	
	<p>such as Maasai can represent someone's culture due to the</p>	
	<p>way that he/she is speaking and that made as people</p>	
	<p>to identify culture of a community through their same</p>	
	<p>way of speak one language.</p>	
	<p>Multilingualism improves the competence</p>	
	<p>and performance of the user; Through the use of one</p>	
	<p>language all over the community lead to the improvement</p>	

5. of one in using language in actual and concrete situation also is improve the grammatical ability of judging someone's grammar if he/she is correct or wrong and that Multilingualism plays a significant role of made someone competent of a language that he/she used.

Multilingualism as Medium for giving Instruction

One among the benefit of ~~not~~ using one language in the society is that can complete information and giving out instruction that can answer the question of communication throughout the society. Multilingualism is so benefitable in providing information from one person to another within the same society which uses the same language.

Multilingualism avoids social class; Another benefit of using one language within the society is that can avoid social classes according to the status of learning the language this generally because all people who are using the same language you may find are competent enough in that language and this went difference when other language would exist could cause some people who having money to study that existing language (12) rather than other people. So Multilingualism avoids the existence of social class in using language

Multilingualism improves the prestige of the language used; Use of one language in the society lead the society to use prestige of their own language because the use of that language may improve grammar and also makes the society feel better by using their language in their daily communication and hence Multilingualism lead to the prestige of the society.

Generally, Multilingualism although having many benefits but it stills having some disadvantages such as it lead some people to not learn other languages which can help in some activities such as trade & commerce, politics and religion.

Extract 5.3: A sample response by a candidate who scored low marks on Question 5

In Extract 5.3, the candidate described the significance of language instead of the benefits of multilingualism. Moreover, he/she wrongly perceived multilingualism as monolingualism.

2.2.2 Question 6: Behavioural Characteristics of Inattentive Listeners

This question instructed the candidates to explain eight observable behavioural characteristics inattentive listeners reveal. In their explanations, they were expected to give points such as lack of eye contact with the speaker, not paying observable attention to the speaker, being busy with other things, being judgemental, openly disagreeing with the speaker, interrupting the speaker, dozing off, and being easily distracted by objects or things around, among many others. The question tested the candidates' ability to identify inattentive listeners amid their audience. The essays were to be well organised in terms of the introduction, main body and conclusion. They were also required to be written in paragraphs, appropriate English grammar and coherent points.

It was a compulsory question, and it was attempted by 32,267 candidates (99.99%). Among them, 9,265 (28.71%) scored from 12.0 to 20.0 marks; 13,514 (41.88%) scored from 7.0 to 11.5 marks; and 9,488 (29.40%) scored from 0.0 to 6.5 marks. Analysis shows that their overall performance on this question was good because 22,779 of the candidates (70.60%) scored from 7 to 20 marks. Their performance is summarised in Figure 6.

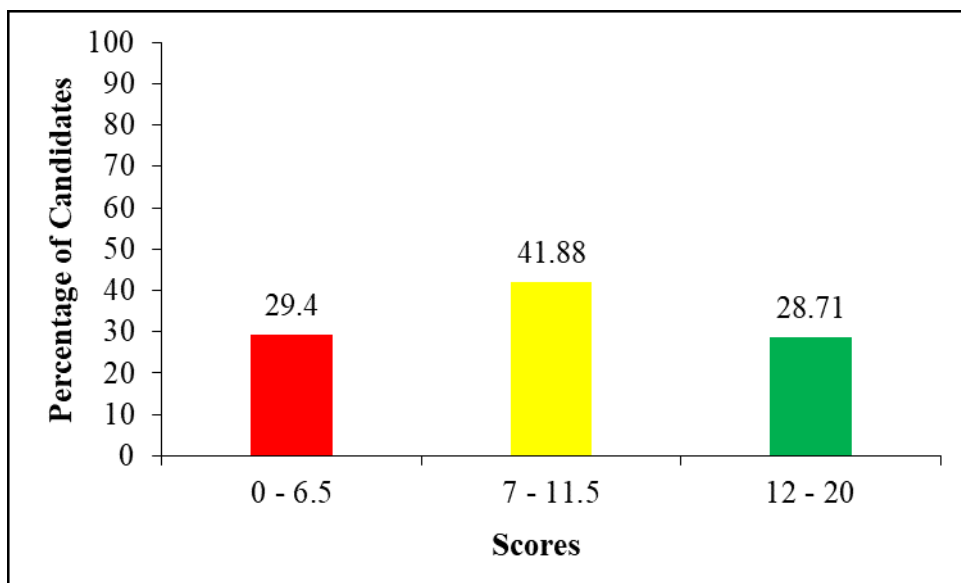


Figure 6: *Candidates' Performance on Question 6*

The candidates who scored high marks on this question wrote their essays logically adhering to the essay writing rules and instructions given. They organised their essays into the three main parts, namely the introduction, main body and conclusion.

In the introduction, they correctly defined the term *listening* as basically paying attention to hear and understand what is being said. Thus, the development of their essays focused on this fact.

In the main body, the candidates organized their eight points in well-constructed paragraphs. they correctly explained the behavioural characteristics of inattentive listeners. Such characteristics include observable inattentiveness, lack of eye contact, low concentration, noise making, showing no interest in what is being said, not giving feedback, not taking any note, interrupting the speaker and jumping to conclusions.

The candidates concluded their essays relevantly either by briefly presenting the disadvantages of being an inattentive listener or by briefly highlighting the importance of listening attentively for capturing the intended information easily. Extract 6.1 presents a sample response by a candidate who explained the behavioural characteristics of an inattentive listener.

6 Listening: Is the situation of paying attention to what have been said by a speaker. public speech this is the kind of speech which are given publically to the audience and listeners is the people who pay attention to what have been said by a speaker. Ineffective listening can be caused by many factors or reasons. For instance linguistic barriers, environmental barriers, psychological barriers, social-cultural barriers and psychological problems mainly in effective listening can result to the conflicts among people in the societies. The following are the behaviour or characteristics which lead me to realize that the listeners were not listening shown as follows

They were not taking note this is the one of characteristics of a person who is not listening carefully as he or she normally is not taking any notes so that can enable he or she in review and because he or she is not taking any notes it will be easy to forget what it has said by the speaker

Speaking while listening: this also is the one of the characteristics or behaviour of ineffective listener and always such kind of listener is always speak with others while listening and that can result to bad receiving of message to a listener

They did not ask question; always an ineffective listeners do not have any question to ask to the speaker and this is because sometimes its because they fail to listen and then they did even understand what it has been said by a speaker

They did not pay attention to the speaker. this also is the one among of the thing or behaviour ->

6	<p>ineffective listener because he or she fails to pay attention to the speaker and this can be either because of personal stress or doing unnecessary thing</p>	
	<p>They have the behaviour of interrupt the speaker while speaking as the person who is an ineffective listener always interrupt the speaker before finishing speaking and that cause mis-understanding between them</p>	
	<p>They jump to conclusion; this also is the one of the behaviour of ineffective listening because a person is jumping to an end by his or her own suggestion before a speaker finishing to speak and that lead a listener to get wrong message from the speaker</p>	
	<p>They have the behaviour of prejudice; this also is the one among of the characteristic of ineffective listener as he or she is having prejudice to the speaker according to his expectation and his or her personal background</p>	
	<p>They do not show participation to the speaker this is the one among of the least behaviour of people who do not listen effectively as they don't show participation to the speaker like answering question, nodding heads, clapping hands and that make them fail to understand the whole concepts</p>	
	<p>Generally; not only an ineffective listener can be a source of problem but there are other things that resulted to ineffective listening like environmental blocks or barriers and linguistic errors</p>	

Extract 6.1: A sample response by a candidate who scored high marks on Question 6

In Extract 6.1 the candidate organized his/her essay in terms of the introduction, main body and conclusion. He explained his/her eight points clearly. He/she concluded relevantly linking listening inattentively to other barriers to communication.

Furthermore, the candidates who scored averagely on this question did not sufficiently explain the observable characteristics of inattentive listeners. They provided weak points on this matter. Some essays had grammatical errors. Moreover, some candidates paraphrased the same points. Some of the candidates lacked essay organization skills such as paragraphing. All these contributed to their average marks. Extract 6.2 is illustrative of such grammatical errors and unsubstantiated points.

6 listening, refers to the process where by people listen on what is being said by a speaker and listening is different and hearing because listening is paying attention and listen what is being said and hearing is not paying attention and listen on what is being said. The following are the point that show the behaviour characteristics which lead people to realize that they were not listening attentively.

↳ They are not take note, that means when the speaker speak and you doesnot take the note it show that your not attentive because the things that can make you to understand what is being said by the speaker is to take note so when you are fail to take note it show that you doesnot ~~and~~ listen on what is being said.

They are not ask question, that means the question is the one that show that person is listen but when you doesnot ask question means you doesnot know what they are going on.

They do not provide the feedback, that means when the speaker speak and listener doesnot provide feedback that they are understand or doesnot understand show that can realize that those people doesnot understand on what is being said by the speaker.

They are not provide the eye contact with speaker, that means the listener who listen on what is being said must provide the eye contact and the speaker and when doesnot provide the eye contact can show that that language doesnot listening on what is speaking by the speaker.

They are not show they are listening, that means the people who listen what is being said can show that his/her listen but they not doesn't show that they are listening may be for knock head or use the word that show that people are concentrated to listen on what is being said by the speaker.

They are speaking when the speaker speak, that means when the speaker speak for listener you do not speak when the speaker speak and so when you speak in the time when speaker speak it show that that people do not listen on what is being said by the speaker.

They are not interrupt the speaker, that means when the speaker speak and the listener interrupt on what is being speaking for so that situation show that the listener do not have no attention on what is being said by the speaker or that speech that is provided.

They are look outside when the speaker is speaking, that means when the speaker speak the listener look outside and look the things that his/her looking for and do not listen on what is going to speaking by the speaker.

Generally, the listening process it involve and the paying attention and what is being said by the speaker and they are different obstacle that show make people fail to understand well on what is being said by the speaker. example environmental problem, physiological problem, psychological problem and other obstacle that faced listener.

Extract 6.2: A sample response by a candidate who scored average marks on Question 6

Extract 6.2 presents one of the candidates' essays which were graded averagely due to its grammatical errors and unsubstantiated points.

Further analysis shows that the candidates who scored low marks on this question failed to understand the requirements of the question. Some of them explained barriers to effective listening such as language barrier,

physical noise, prejudice and personal biases and failed to link them with the demands of the question.

Similarly, some of them explained the qualities of a good public speaker. Such qualities include confidence, considering the audience, clarity, and the use of body language, instead of describing the observable behavioural characteristics of inattentive listeners. Extract 6.3 is a sample response by a candidate who scored low marks on Question 6.

6	<p>Listening skills are the skills where by the listener make attention to listen what is talking. in listening skills listening in order the listener to be effective in listening must pay attention and be interest to listen. in listening skills difficult may occur because in listening many things are happen. The following are the behavioural characteristics which led the people not listening attentively:</p> <p>Environmental barrier, in listening skills, environmental barrier is the behaviour which can led people not listening attentively such as noise, car sound and unfriendly environment that will make the listener were not listen attentively because of noise and any obstacle that happen due to environmental barrier led inattentively of listener.</p> <p>Emotional barrier, in listening skills, emotional barrier is behaviour which make people not listen attentively because in emotion barrier there is many thing like stress, uninterested to listen what is talking those because of emotion when people have no interest to listen means it cause inattentively of listener.</p> <p>Psychological barrier, this are the barrier which occur due to nature of listener and psychological barrier is like like the problem of ears, disable, memory limitation, so through that barrier led the listener to have inattentively listening because the ability to hear carefully he/she does not</p> <p>cultural barrier, this is another characteristics of inattentively listening when listener use cultural words which is not understanding by all. we make attention to listen what is talking it led that people to be inattentively because the language that is used is not understanding by all people.</p>
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6	<p>Linguistic barrier, when the speaker use ambiguity, slang and non-verbal language in his speech it led the listener to loose attention in listening because use speaker use ambiguity and slang where by it does not mean that all people who listen understand the language that used through that led to inattentively of listener.</p> <p>Psychological barrier like hunger, sickness, uninterest, bad mood, dislike topic this is another behaviour which make people to be inattentive listening that happen either speaker use offensive word may be helche in bad mood or listener helche sick or be uninterested to listen what is talking about it make that person to be make inattentively.</p> <p>Long speech, when speaker have long speech during speaking it make the listener to be tired to listen what is talking about because the speaker have long speech through that it make listener loose attention of listening due to long speech delivered by speaker.</p> <p>Bad pronunciation, when the speaker have bad pronunciation may be due to slip of tongue it make the listener to loose effective listening because the one who provide speech use bad pronunciation during pronounce words so through that led people to have inattentive.</p> <p>Therefore, listening skills need high paying attention during delivering message from speaker, listener must focus on what is saying by speaker also listener must avoid interruption during listening the message in order to get information directly without obstacles.</p>	
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Extract 6.3: A sample response by a candidate who performed poorly on Question 6

In Extract 6.3, the candidate explained the barriers to effective listening instead of describing the observable behavioural characteristics of inattentive listeners.

2.2.3 Question 7: Taking Good Notes from a Spoken Speech

This question required the candidates to provide eight tips that would enable them to take good notes out of the president’s spoken speech. This question aimed at testing the candidates’ ability to listen and take good notes from a spoken speech.

The candidates were expected to provide tips such as being clear about the reasons for attending the occasion and taking notes, determining the importance of a point prior to taking it, noting down only key points, taking notes in one’s personal style, writing down short but clear points, writing in full key information that cannot be shortened, using abbreviations, and highlighting the most important points.

Since it was an optional question it was attempted by 28,169 candidates (87.3%); of whom, 10,831 (38.45%) scored from 12.0 to 20.0 marks; 12,364 (43.89%) scored from 7.0 to 11.5 marks; and 4,974 (17.66%) scored from 0.0 to 6.5 marks. Analysis shows that their overall performance on this question was good because 23,195 (82.34%) of the scored from 7 to 20 marks. Their performance is summarised in Figure 7.

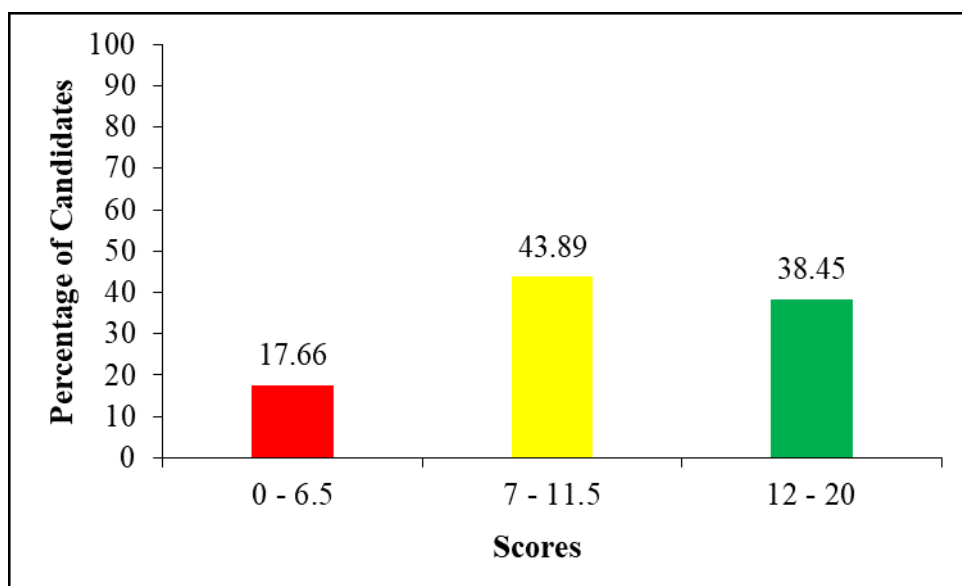


Figure 7: Candidates’ Performance on Question 7

The candidates with good performance on this question demonstrated adequate knowledge of listening and note-taking skills. This knowledge enabled them to propose the correct tips on how to take good notes from the spoken speech. Extract 7.1 is a sampled response to Question 7 by a candidate who wrote the correct answer.

07. Note taking; Refers to the process of recording what is being presented in a meeting or any formal context. Note taking also it goes hand in hand with note making but this is the process of preparing notes to what had been presented by the speaker. Note taking involves highly attention together with understanding of what is being presented. The following are the tips for note taking;

Take summary / be briefly; During note taking the one should consider the so called briefly writing, A listener may record only few things out of all those presented in a meeting or any formal context. This impact that the listener should not have to write things in deep because it will reach the time when the speaker will shift into another point but the listener is still writing the previous point, this will cause a people also to loose attention.

Use abbreviations; When taking notes the one should have to use several abbreviations which is well known and understood, hence this help to maintain and manage time. Abbreviations like Eg, Etc, n̄, c̄, ē, ō may be used in order to simplify the order. The use of abbreviations will help the listener to be good time manager as well as it help to maintain attention and understand what is presented by the speaker.

Use point form; During the process of taking or preparing notes in a formal meeting or any context the one should have to underline or

07	er highlight the information using point form like 1, 2, 3, 4, 5 and 6. This will help to simplify the process of reading these prepared notes later on after the end of the meeting or speech.	
	Pay attention to signal words; During speech delivery or meeting the presenter may decide to use signs like body language and gestures in order to make the speech understood, so during note taking the listener should ensure that he or she is paying attention to those signal words so that the text is going to be very understood. Signal words are very important as it is used to conclude, to add something as well as to mark an important point.	
	Do not worry about missing the point; When preparing notes in a meeting or any formal context the one should ensure that he/she is capable even if he/she missed some of the points presented by the speaker, so the listener should have to abandon that and continue writing the present points which the speaker is continuing to present it. This can help the listener to continue maintaining attention from the start to the end of the speech.	
	Do not write down everything you hear; During note taking the listener is not supposed to write down everything he/she hears or what each and everything the speaker had been presented. So the listener when preparing notes should ensure that he or she limits some words which are less important to be included.	

	<p>7. in the memory. Hence omission of some words during note taking which is supposed to be done by the listener also it helps to save time and maintain attention.</p> <p>Take accurate notes; When preparing notes in a meeting or any formal context the one should have to take the notes which is accurate and omit or adapt taking the notes which is less accurate, Because less accurate notes leads miswastage of time in writing the notes which is less accurate unlike there is notes presented which have high and important accurate. Also this helps to save time.</p> <p>Review your notes usually; During note taking the listener should ensure that he or she takes accurate notes which could help also to review it by reading more frequently. Reviewing the notes frequently it helps the listener to increase knowledge and understand more the message being derived by other people in the meeting or any formal context.</p> <p>Generally; The effective listening is very important to be considered during note taking and during note making. Effective listening is very important as it helps to increase confidence, to acquire knowledge, helps to solve conflicts, helps to understand the message, helps to remember or what the speaker is speaking as well as help to increase good relationship between the speaker and the listener.</p>	
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Extract 7.1: A sample of the correct responses to Question 7

In Extract 7.1, the candidate introduced his/her essay appropriately maintaining that note-taking refers to recording what is being presented

orally. He/she correctly presented the eight tips clearly in paragraphs. He/she concluded relevantly, insisting that note-taking skills are important for making accurate information.

Besides, the candidates who scored average marks on this question failed to provide all the required points thoroughly. Some of them were not expressive enough to explain their proposed tips for good note taking. Grammatical errors, misspelling and poor essay organization skills were some of the weaknesses in their essays. Consequently, they scored averagely. Extract 7.2 is a sample response by a candidate who scored average marks.

7. The President of the Republic of Uganda, His Excellency Yoweri Kaguta Museveni will pay a state visit to Tanzania and my class has been invited to attend so the following are tips that will enable me to take good notes out of the President's speech.

To write date of meeting day, the first thing which i will do is that to write the date of the meeting day, which the President will give out the speech by doing that it will enable me to take good notes.

To write the head topic, also i will write the head topic which the President going to speak about because by doing that it will help me to take a good notes out of the President Yoweri Kaguta Museveni speech.

To use a simple diagram, also i will use a simple diagram in order to take a good notes out of the President speech by doing that it will help me to take a clear and clean notes of the President's speech.

To use mark symbols when needed, but also i will use mark symbols when its needed because if i used symbols it will enable me to know easily way to represent at my school what i got from the President's speech.

To act on new knowledge ideas, also i will act on new President's knowledge ideas by doing that it will help me to get a simple way to note about the President's speech.

To engage on necessary matters, i will only engage on necessary matters which the Presi

7. I don't engaged because if i engaged on those matters it will help me to get a good note taking of the President speech.

Generally, if a person want to take good notes must follow the tips of note taking which i've shown above by doing that it will help them to take good notes.

Extract 7.2: A sample response by a candidate with average marks on Question 7

The sample response in Extract 7.2 reveals the candidate's poor essay organization skills as he/she introduced the essay by copying the question. Moreover, he/she poorly constructed the paragraphs, with some points such as the use of diagrams not substantiated. He/she ended up scoring averagely.

Analysis shows that the candidates whose performance on this question was low misunderstood the question. Some of them provided the strategies for to achieving effective listening instead of providing tips for note taking. They explained irrelevant issues such as maintaining eye contact and avoiding prejudgment.

Besides, some candidates explained factors to consider before delivering a speech. These factors include knowing the title of speech, the venue or place where speech will be delivered, the time the speech will be delivered as well as developing familiarity with the audience.

Moreover, some candidates misunderstood the question as they explained things to be considered before conducting a meeting such as the date of the meeting, time of the meeting, and topic or agenda of the meeting.

Extract 7.3 is a sample response by a candidate who presented things to consider before delivering a speech instead of things to be considered in order to take good notes from the spoken speech.

7. Note taking - Refers to the taking of important things during speech there are factors for taking notes but before we are going to look at tips that can help persons to take a good note as follows.

To know the title of the speech, this will help a person to understand what speech needs for being familiar with the title of the speech.

To know the time in which the speech is going to be provided so as to get prepared for taking good notes because of being familiar with the time of opening the speech.

To know the place where the speech is going to be provided so as to be familiar with the environment and more preparation about taking a note.

To know how ~~many~~^{many} members hope to attend in that meeting so as to prepare self confidence during note taking in the speech.

To know the aim of the speech this also is one among tips that a note taker must be familiar with it so as to take good and understandable notes.

To know things that have been spoken by the president for example challenges of certain issues, ways to overcome, those are important things that the one who takes a note must understand before.

7.	To know how member did not attend to	
	the speech of president so as to have	
	good record about attendance during the	
	speech	
	To know in which time the speech	
	will be end. This also is one among	
	important thing to consider before taking	
	a not so as to get good note.	
	Therefore - those where basic thing	
	or tips to consider during not taking so	
	as to provide good note.	

Extract 7.3: A sample response by a candidate who scored low marks on Question 7

In Extract 7.3, the candidate presented things to consider when delivering a speech but explained them as tips for taking good notes from a spoken speech.

2.2.4 Question 8: Writing the Reference List in the APA Style

In this question, the candidates were required to imagine they were writing the references section of the final draft of their project paper. Then, they were asked to explain eight APA rules of writing the reference list they had to abide by. They were expected to explain the rules based on writing the name/names of authors, the year of publication, the title of the cited source, the place of publication and the publisher. The rules also involve the number of authors of a cited source and the category of the source. The question tested their skills in reading and analysing a variety of texts from different sources. The question was set from the *Language Skills* topic.

This question was optional. It was attempted by 4,096 candidates (12.7%). Among them, 580 (14.16%) scored from 12 to 20 marks; 2,167 (52.91%) scored from 7 to 11 marks; and 1,349 (32.93%) scored from 0 to 6 marks. Their overall performance on this question was good because 2,747 (67.07%) of those who attempted this question scored from 7 to 20 marks. Their performance is summarised in Figure 8.

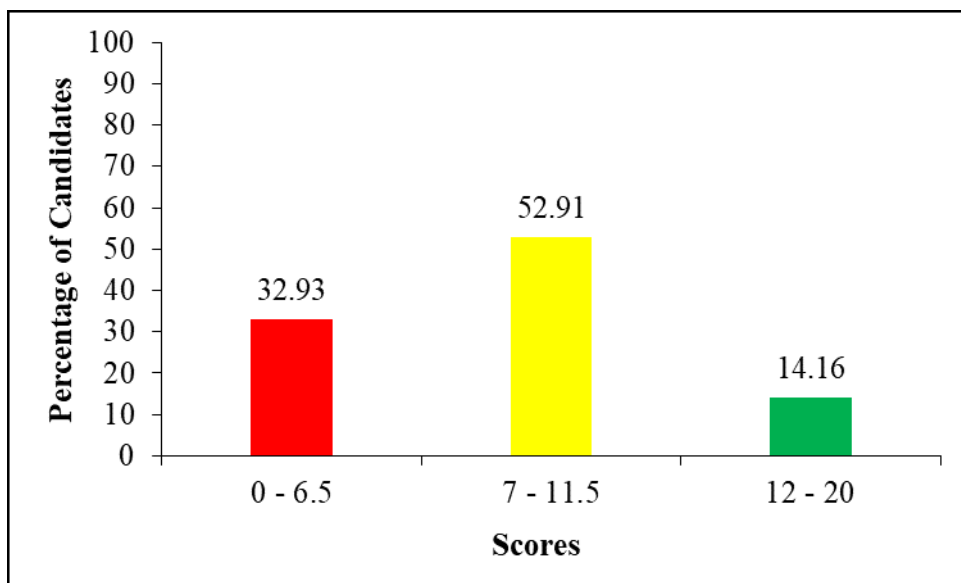


Figure 8: *Candidates' Performance on Question 8*

The candidates who scored high marks in this question demonstrated knowledge and ability to cite documents using APA style. They correctly presented rules which govern writing reference in APA style. They managed to organize their essays into three parts, namely the introduction, main body and conclusion.

In the introduction, the candidates introduced the term *referencing* as referring to making a list of all cited sources within the written text. Some candidates added the importance of referencing that it is a way through which plagiarism can be avoided. Thus, it is an essential practice in formal writing.

In the main body, the candidates explained the eight rules of writing a reference list in a text book, proposal, research paper and others. These rules include the following:

- (i) The reference list should appear at the end of the paper.
- (ii) The reference list should start on a new page.
- (iii) The line of each entry should be indented from the left margin.
- (iv) All names of the author should be invented.

- (v) The entry should begin with the names of the author(s), followed by the year of publication in brackets, followed by the title, edition (if any), city and the publisher.
- (vi) The reference entry involving two to seven authors demands listing up to seven authors followed by three by last names followed by initials.
- (vii) The entry involving eight or more authors demands listing the first author followed by three ellipses ... and the last author's name.
- (viii) When the author is an organization, the name of the organization must be written in full.
- (ix) Entries involving the editor should use the abbreviation *Ed* after the name of the editor.

The candidates concluded their essays by insisting the importance of acknowledging other people's ideas in writing. They summarized that acknowledging can be done in in-text citations and reference lists. They concluded that it is good to cite to avoid plagiarism, which is an academic crime. Extract 8.1 is a sample response by a candidate who correctly explained the rules of writing the APA reference list.

Q:	<p>Referencing: This refers to the lists of books and documents which shows where the materials have been obtained. (APA) American psychological style: This is the most acceptable style which is used during referencing. People do referencing so as to avoid academic plagiarism which, through through it shows where the information obtained. Also it enables a reader to get more information. The followings are the rules of writing the reference.</p>	
	<p>References should occupy a new page. This is where, when a person writes a certain report, he or she might find that report ends half of the page. And he or she have references. So for the good reference he or she is not allowed to continue to write his or her materials there where the project has end. rather than should start on the new page.</p>	
	<p>Double space between entries! Also for a good reference should have clear observation so a person who is doing referencing should leave clear space between two different entries. In which here a writer leave space so as to maintain good observation of the reference. Since that could convince the reader to continue to read that references.</p>	

If one author have two or more books start with the one published first. In this case this is not as a rule because there are authors who have many books so it may give the confusion to the reader on how to conduct referring. Here a writer gets the knowledge that he or she should start with the book which was firstly published. So a person should start with the one published first.

If the same author writes two books in the same year start arrange them alphabetically. This is where by there are other authors who writes many books in the one year. So once a reader or any person who uses these books wants to write referring it become difficult for him or her. So this rule indicates that he or she should start with book with first alphabet it is A, a, B, C, or D. But the first alphabet author list should start.

Should start with surname then initials of first name. This is where by during writing reference there are authors names. So so as to write good reference it should start with the surname then it followed with the initials of first name for example Calvin Puko. (Puko, C. In which through that saves space since the initials have been used which could make references short.

8	<p>Indent half inch or full inch before writing the references. This is when by here during referring a writer who conducts that referring should conduct leave a space before starting writing the reference. In this rule it like a person who starts a paragraph. But here in the reference a person leaves a space before writing a surname. Hence facilitates good referring.</p>	
	<p>Year of publication should be written into the brackets. This is when by in the referring process a person who writes that references should enclose the years of publication into the brackets so as to ensure clear separation. For example (ALVIN. B(2016)) it shows that the year of publication has been closed into the bracket.</p>	
	<p>References should contain the title, year of publication, place of publication, and city of publication. This is when by it has to show title so as to enable reader to search for more information, also through city of publication enables a reader to know where the materials were obtained. And all these information should start with capital letters example. Speaking Skills; Newyork; Nyamboni; Publishers.</p>	
	<p>Generally referring is very essential to every written material since enables a writer to avoid academic plagiarism, enables a reader to find more information, also it enables to show how the writer is competent of what he or she is writing.</p>	

Extract 8.1: A sample response by the candidate who scored high marks on Question 8

In Extract 8.1 the candidate responded correctly to the demand of the question. He/she introduced his/her essay appropriately, defining the term *referencing* and stating its importance in writing. He/she organized his/her points in paragraphs using simple and fairly grammatical language. He/she concluded the essay by insisting his/her observation in the introduction.

Further analysis shows that some of the candidates who scored average marks on this question gave explanations that were not exhaustive. Grammatical, spelling and punctuation errors in their explanations also reduced their scores to average. Extract 8.2 illustrates this observation.

8.	<p>Reference refer to the telling your teacher reader where you have taken material or ideas, making reference it can be academically or not where by through this it enable your reader to know where materials or ideas is taken so through this can enable him/her to make reference so as to get the truth. The following are the rules of writing the reference list you have to abide by;</p>	
	<p>Write the surname and comma; This means that during the making reference you should starting by writing the surname of the author who write the book for example when the author called Bahati Twaha should write Twaha, that is surname of the author who write the book and helsh making reference;</p>	
	<p>Write the initial names of other name and ; This means that after the writing of surname of author you should write his/her other name that followed that can be his/her first name and middle name example Bahati Twaha it can be Twaha, B. that is among of the rule in writing the reference list.</p>	
	<p>Write the year in bracket; This means that the rules that followed after writing the surname and followed by initial name of the writer what is followed is to write the year which the book was published for example. Twaha, B. (2004) that is can be and the year should be in bracket and followed after initial name of the author, also this is among of the rules that involving during the reference list to where may be helsh making reference.</p>	

8.	<p>Write the title of the book and under line, this means that after the writing the year where the book was written what next is to write the title of the book published and it should be underlined example Twaha, B. (2004) <u>Girl from hard life</u>, that is among of the rules in writing the reference and the first letter when writing title should be capital letter.</p> <p>Write the place of publisher or the place where books was published, This means that after the writing the title of the book what next is to write the place where the book was published for example Twaha, B. (2004) <u>Girl from hard life</u> Ipinde; that is among of the rules in writing reference list.</p> <p>Write the name of publisher; This means that after writing the publishing area what followed is to write the name of publisher who publishing the materials example Twaha, B. (2004) <u>Girl from hard life</u> Ipinde; Ford publisher so that Ford is a publisher written after writing all details before and then place of publisher it is in last stage during the writing reference list.</p> <p>Write et al when the book written by more than seven author; This means that when the book written by author more than seven the one who take make reference of that material should write et al and not writing all author that means and other example twaha, B. (et al) and then other details followed at usually that show the book written by more than or seven author so you can write only the first author then followed to write et al (and other), also that is among of the rules in writing reference list.</p>
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Extract 8.2: A sample response by a candidate with average marks on Question 8

In Extract 8.2, the candidate scored averagely despite his/her good points due to unclear explanations caused by errors in grammar, spelling and punctuation. These shortcomings stem from their low English language proficiency.

Furthermore, the candidates who scored low marks in this question failed to understand the requirements of the question. Some of them discussed the purposes of doing citation instead of writing reference rules. Analysis shows that some of them explained the purpose of citation such as *to validate the work, to give authority or external support, and to inform reader the scope of your work*. Extract 8.3 a sample response by a candidate who scored low marks.

§. Reference, refers to the situation of a writer to write all the information about the book at the end of that book. For example, Kennedy, G. N. (1999) English book. Ashua publisher Kagera. Therefore the following are the rules of writing the reference list you have to abide by.

Avoiding plagiarism, means that the a person is required that a person should write APA in order to avoid copying and thefting of the materials.

Showing the truth of the writer, means that a writer of someone's of the book the author supposed to show the truth of his material that is why the rule of writing the reference list is made acceptable.

To attract the people, for example as the person write his or her material in good way and write the reference it help to attract the people to become attracted to lead more such material of such person since they are good.

Acknowledgement of the people, as the people tend to write the reference list at the end of their work help them to acknowledge the ability of of the person to continue needing the material written by such writers.

Showing the reference to who, who what the writer wrote, as a writer, write the reference list help him or her to make her or his people to be attractive to what that write tend to write

8.	showing other participants used to write	
	such material, where by it can be a book now the	
	there as the rule of reference is to show the writer	
	of that material, or how or journey it can help them	
	to show them	
	showing the and keeping the documents	
	as well as records, as the person ... write	
	the reference list it can help a person to visit to	
	the other materials even it has passed the curriculum	
	hence the rule of reference list.	
	It help to develop the work of the writer	
	as the writer tend to write and writing the	
	reference a person can become so attractive to	
	study them hence to develop the work of the writer	
	example the material of Nyamhar Nyangwine	
	become developed and grow up of this due to the	
	rule that wrote a reference list.	
	The people who are writing their	
	work with help to draw the attention of the	
	reader who tend to use the books or material	
	of such writer.	

Extract 8.3. A sample response by a candidate who scored low marks on Question 8

In Extract 8.3, the candidate explained the purpose of citing and referencing instead of explaining the rules of referencing.

3.0 ANALYSIS OF THE CANDIDATES' RESPONSES TO EACH QUESTION IN ENGLISH LANGUAGE 2

3.1 SECTION A: Short Answer Questions

This section consisted of four questions. Each question carried ten (10) marks, making a total of forty (40) marks. The candidates were required to answer all the four questions.

3.1.1 Question 1: Knowledge of Dramatic Terms

This question required the candidates to study the given situations and respond to each question accordingly. The question tested their ability to identify the dramatic concepts represented by the following descriptions:

- (i) *While in the study room at home, Juma takes a play and starts reading it. The characters in the play are very funny as they use humorous expressions. The expressions make Juma shed tears of excitement and laughter all the way until he finishes reading the play. Identify the type of the play Juma has been reading.*
- (ii) *Martha has a hobby of composing literary works. She composes works that are divided into acts and scenes. Such works have characters who speak in turns. How would Martha be called as a literary artist?*
- (iii) *There are times when an actor directly speaks to the audience while other actors do not hear. What is that technique called?*
- (iv) *A play contains some information apart from characters/actors. Such information helps people to perform the play on the stage. What is the technical term for such information?*
- (v) *During a live performance of drama, there are times when you see an actor speaking aloud while alone on stage. What technical term is used to describe that phenomenon in drama?*

The question was attempted by 32,267 (99.99%) candidates. Among them, 10,525 (32.62%) scored from 6.0 to 10.0 marks; 9,093 (28.18%) scored from 3.5 to 5.5 marks; and 12,649 (39.20%) scored from 0.0 to 3.0 marks. Analysis shows that their overall performance on this question was good

because 19,618 candidates (60.80%) scored from 3.5 to 10.0 marks. Their performance is summarised in Figure 9.

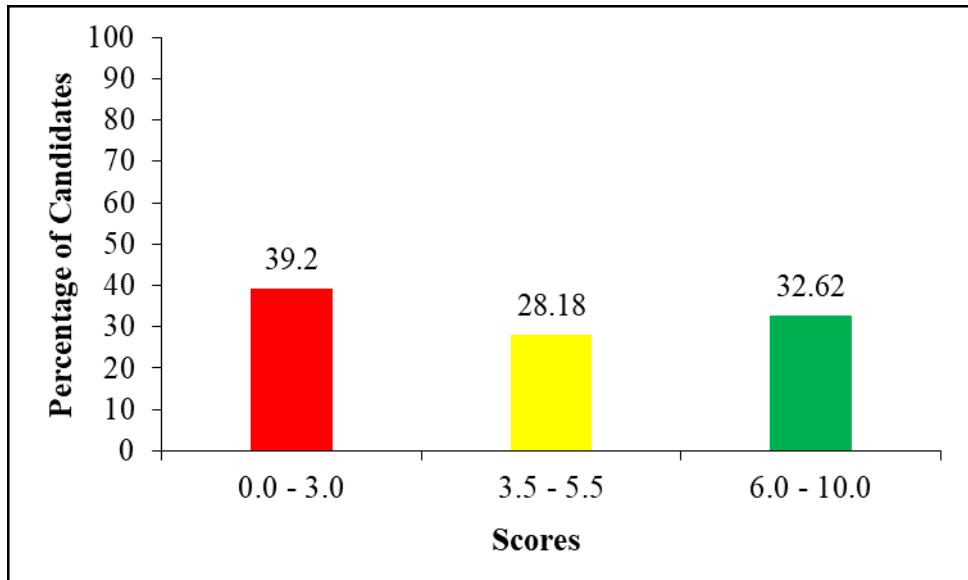


Figure 9: Candidates' Performance on Question 1

The candidates who had high scores on this question correctly named the dramatic concepts represented by the given literary descriptions as follows:

In item (i), the correct response to the given description was *comedy* because it is a type of drama that presents humorous actions/events of characters to evoke laughter to the audience.

In item (ii), the correct response for the given description was *playwright* because a playwright is an artist whose work is to write/compose plays. Since Martha has been described as a person who has a hobby of composing literary works that are divided into acts and scenes, then, she is a playwright.

In item (iii), the correct response was *aside* because it is a dramatic technique in which the actor speaks directly to the audience without being noticed by other actors on stage.

In item (iv), the correct response for the item was *stage direction* because it refers to the words in italics or parenthesis that show actors and actresses what to do during acting or performing on the stage.

In item (v), *soliloquy* was the correct response because it refers to a dramatic technique that involves direct address by a character to the audience so as to reveal his or her innermost thoughts or feelings. In this instance, an actor speaks aloud while being alone on the stage.

The candidates who scored high marks on this question used the knowledge gained from the study of the basic concepts of drama to name correctly the dramatic terms represented by the given expressions. Extract 9.1 is illustrative.

01.	i. Comedy	
	ii. Playwright	
	iii. Aside	
	iv. Stage direction	
	v. Soliloquy	

Extract 9.1: A correct response by a candidate who scored high marks on Question 1

In Extract 9.1, the candidate got all the question items correct due to his/her adequate knowledge of dramatic terms.

Furthermore, the candidates who scored average marks on this question named some dramatic scenarios correctly whereas others were incorrect. Such candidates demonstrated partial knowledge of dramatic concepts.

1	(i) Comedy	
	(ii) Play/Drama	
	(iii) Prone	
	(iv) Stage direction	
	(v) State free number	

Extract 9.2: A response by a candidate who scored average marks

In Extract 9.2, the candidate provided correct responses to only items (i) and (iv). The rest were incorrect. Answering *play/drama* in item (ii) reflects that he/she did not understand that the given situation referred to a person (playwright), not the product of that person (play/drama). *Prone* in

item (iii) is not a dramatic term. In item (v) he/she gave an unusual type of narration.

The candidates with poor performance on this question failed to name the correct dramatic concepts represented by the given situations. The analysis shows that such candidates did not adequately understand the concepts used in drama.

For example, some candidates provided incorrect responses as follows: In item (i), they incorrectly supplied *soliloquy* as a response for the given description. These candidates did not understand the meaning of comedy as it was described in the expression. Other candidates identified *melo-drama* as a response which was also incorrect because they failed to differentiate between melo-drama and comedy drama.

In item (ii), one candidate supplied *playlist* as a response referring to a person who writes plays instead of *playwright*. Another candidate supplied *dialogue* as a response to the given description instead of *playwright*. The candidate might have been confused with a part of the expression in the given description that says *such works have characters who speak in turns*. Presumably, the candidate did not read other parts of the item in the given question.

In item (iii), some candidates wrote *monologue* as a response for this item. They failed to differentiate between *monologue* and *aside* because both terms involve speeches made by individual characters except that *aside* usually involves direct address to the audience whereas *monologue* is just a speech of an individual character to himself/herself. Another candidate wrote *visual element*, which is a characteristic feature of a play.

In item (iv), some candidates used *scene* to refer to the sub division of the play instead of *stage directions*. This answer reflects that the candidates did not understand the meaning of *stage direction* and how or why they are used in plays. Similarly, other candidates wrote *figurative language* to respond to the given expression. This can be due to lack of knowledge of the concept of stage direction which refers to the words in italics or parenthesis that guide actors and actresses through what to do during action or performance on stage.

In item (v), *personal conflict* was given by one of the candidates. This response was incorrect. It shows that the candidate was not knowledgeable about *soliloquy*, the correct dramatic term that suited the requirement of the item. Another candidate wrote *foreshadowing*, which is not related to the

character's speech when he/she is alone on stage. Extract 9.3 shows a sample response by a candidate who scored poorly.

1	i) Comedian	
	ii) Play.	
	iii) Stage direction.	
	iv) Dialogue	
	v) Foreshadowing.	

Extract 9.3: A response by a candidate who scored poor marks on Question 1.

In Extract 9.3 the candidate answered all items incorrectly. He/she was not knowledgeable about the dramatic terms relevant to the requirements of the items.

3.1.2 Question 2: Distinguishing a Novel from Other Literary Genres

This question required the candidates to show how they would identify a novel after being exposed to a variety of literary works. The question tested their ability to distinguish between a novel and other works of art. The question was set from the *Writing – Literary Stylistics* topic.

The question was attempted by 32,269 candidates (99.99%). Among them, 15,373 (47.64%) scored from 6.0 to 10.0 marks; 8,090 (25.07%) scored from 3.5 to 5.5 marks; and 8,806 (27.29%) scored from 0.0 to 3.0 marks. Their overall performance on this question was good because 23,463 candidates, equivalent to 72.7 per cent of those who attempted the question, scored from 3.5 to 10.0 marks. Their performance is summarised in Figure 10.

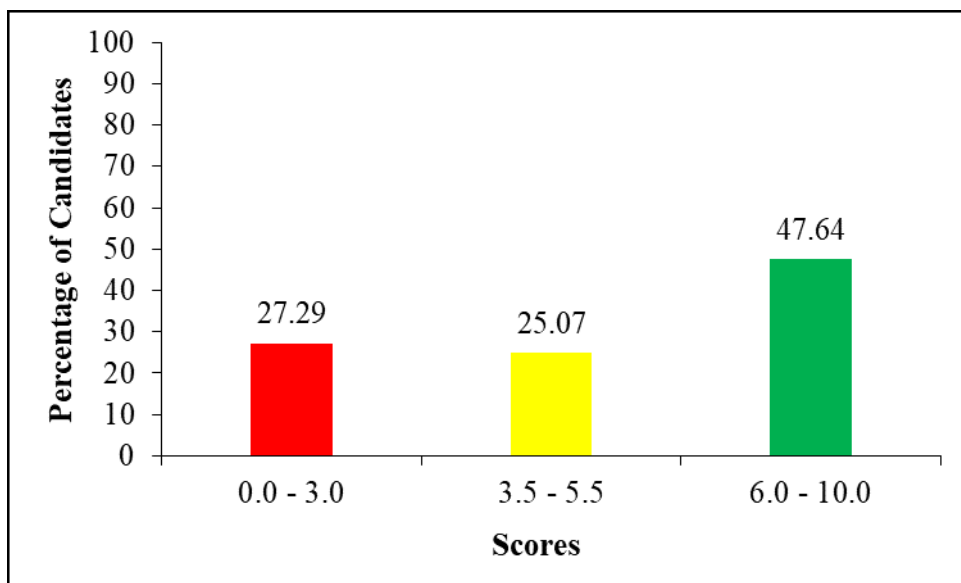


Figure 10: *Candidates' Performance on Question 2*

The candidates who scored highly on this question showed a good understanding of the defining characteristics of literary genres. They correctly distinguished the novel from other literary works by considering its characteristic features as follows.

They stated that the novel is a literary work which is written in the form of narration where there is someone who is telling the story either in the first or third person point of view. They also explained that the novel is relatively longer than other literary genres. Furthermore, they pointed out that the novel is organized in chapters and each chapter contains a major idea. It is the chapters that make the plot of the novel keep unfolding. Lastly, the candidates explained that the novel consists of relatively more characters.

The candidates who responded correctly to this question demonstrated adequate knowledge of the features of a novel in the midst of other literary genres. Extract 10.1 is a sample of the correct responses to this question.

2.	<p>The following are the features that will make a reader provided with many literary works to notice that the work he or she read was a novel,</p>
	<p>Features of a Novel.</p> <p>i/ A novel is too long to fill a book of 100 pages and above. All novels are featured by the ability to fill a book with more than 100 pages. This will notify the reader that the book is a novel contrary to a play or a poem. Example: A man of the People, A Season of Waiting and The Beautiful One or Not yet Born.</p>
	<p>ii/ Use of fictional characters and events. This means that novels are using only imaginary characters and events and that their content is not real events or the characters used are not real at all. The novels do use people who do not exist. Example: Imaginary settings of BORI and URUA Village in the novel A MAN OF THE PEOPLE.</p>
	<p>iii/ It is divided into chapters. Contrary to other genres of literature, the novels are divided and written in chapters as it's major divisions and this implies that they are presenting the</p>

2.	iii. events in chapters. Example: The chapters of the novel called HIC EXCELENCY, THE HEAD OF STATE while plays are written in Acts as the major divisions.	
	iv. It uses a complex plot. Novels are usually written with the use of mixed plot as their events are mostly at the times not systematically and chronologically arranged. Example: They involve use of flashbacks and foreshadowing.	
	v. It comprises use of many characters and themes. Novels are very long, and since they are very long, they tend to use very many characters of all kind to present central ideas and themes. Novels do comprise many themes that are repulted from the characters used. Example: The Beautiful Ones Are Not Yet Born has more than 20 characters.	

Extract 10.1: A correct response by a candidate who scored high marks on Question 2

In Extract 10.1, the candidate correctly presented characteristics that distinguish novels from other works of art.

The candidates who demonstrated average performance managed to provide correct responses to some items. However, they responded incorrectly to others. For instance, some candidates correctly stated two or three features of novels but the rest were incorrect. Extract 10.2 presents a sample response with an average score.

02)	→ Novels are long: One of the characteristic a novel has is that they are very long that is why they fills a huge book there is no use of violation of grammar like poetry. So the longness of the story and the largeness of the book enables one to differentiate novel from other genres. example "The Beautiful Ones Are Not Yet Born" it is long comparing to plays and poems.	
ii)	The use of characters and characterisations to convey an intended message to the society: Novels uses characters to convey their messages to the people.	
iii)	The or it uses sentence to form paragraphs novels involve the use of sentence to form paragraphs unlike other genre the use of stanza paragraph enables one to differentiate the novels from other genres because plays uses dialogue. and poems uses stanzas.	
iv)	The use of plot/plot refers to the arrangement or series of events in a literary work. In novels there are arrangement of words or series of event	

Extract 10.2: A sample response by a candidate who scored average marks

In Extract 10.2, the candidate provided characteristics that distinguish novels from other works of art. However, some of them are not clearly explained. For example, the candidate failed to show how the arrangement of events in a novel is different from that of other genres such as drama and poetry. He/she also failed to observe punctuation rules in the explanations. All these shortcomings account for the average score.

Analysis shows that some candidates responded poorly to this question, hence scoring low marks. Some candidates failed to understand the question, and they mentioned the elements of form and content such as title, setting, themes, messages and relevance instead of explaining the features of novels. Others also misinterpreted the question and explained the aspects that make literature a work of art. Yet, others mentioned incorrect features of novels; for example, *novels use grammatical rules as opposed to poetry*. Others wrote that *novels are written in dialogue form*. There are also those who provided quite incorrect features of novels even though they seemed to have understood that the question required them to give the features of novels. These wrong answers show that such candidates lacked adequate understanding of features of novels. Extract

10.3 is a sample response by a candidate with poor performance on Question 2.

02.	a) Title of the novel.	
	b) Setting of the novel.	
	c) Themes.	
	d) Message.	
	e) Relevance.	

Extract 10.3: A sample response by a candidate who failed to provide characteristic features of novels

In Extract 10.3, the candidate failed to give the required features that differentiate novels from other literary genres; instead, he/she listed key features of a novel. That is, the novel must have a title, setting, themes, message and relevance. The candidate was not knowledgeable about the demand of the question.

3.1.3 Question 3: The Beauty of a Literary Work

This question required the candidates to explain how plot, language use, characterization, setting and suspense add value to a literary work. This question tested the candidates' ability to explain how literary works are made artistic using literary elements. The question was set from the *Writing – Literary Stylistics* topic.

A total of 32,269 candidates (99.99%) attempted the question. Among them, 18,266 (56.61%) scored from 6.0 to 10.0 marks; 11,456 (35.50%) scored from 3.5 to 5.5 marks; and 2,547 (7.89%) scored from 0.0 to 3.0 marks. Their overall performance on this question was good because 29,722 candidates (92.11%) scored from 3.5 to 10.0 marks, as summarised in Figure 11.

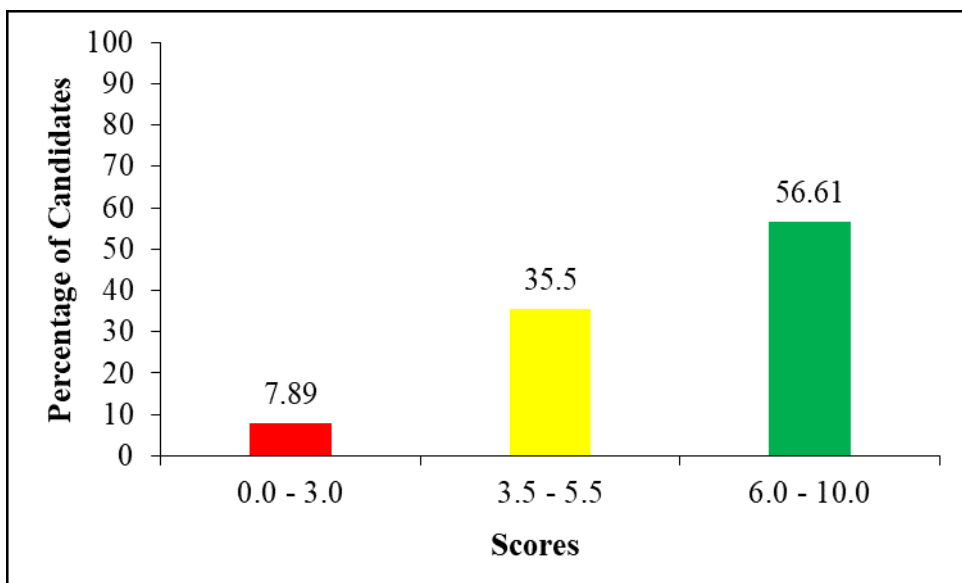


Figure 11: *Candidates' Performance on Question 3*

The candidates who scored high marks on this question demonstrated ability in explaining how the given elements can add beauty to literary works.

In item (i), the candidates explained that plot arranges and links events and episodes in a literary work. It adds beauty by showing how the events are organized and how one event can initiate another event, making readers feel entertained and finally get the artist's intended message.

Also in item (ii), the candidates correctly explained how language use adds beauty to a work of art. They clearly stated that, when language is artistically used, it adds pleasure to the work of art. This is made possible through figures of speech that are aesthetically used to convey the message to the audience.

Furthermore, in item (iii), the candidates explained how characterization adds beauty to a literary work. They stipulated that beauty is added to a work of art when characters are carefully designed, developed and assigned roles that make them appear as if they are real humans.

Moreover, the candidates responded correctly to item (iv) by explaining how setting beautifies a work of art. They hinted that setting makes the

work of art enjoyable as it facilitates creating a mental picture in the readers' mind.

Lastly, in item (v), the candidates explained that suspense adds beauty to a work of art by creating the reader's or watcher's enthusiasm for the work of art. Events that keep the audience in suspense tend to capture their attention and eagerness to follow up as they find it difficult to bear the suspense a moment longer. Extract 11.1 is a sample of the correct responses to the question.

2	i) Plot.	
3.	This refers to the arrangement of events in literary works. A plot adds beauty to a literary work as it sometimes the artists use artistic plots such as flashbacks and foreshadowing to express various conflicts and events hence these techniques add beauty in a literary work. For example, in the play "A man of the people" the playwright has foreshadowed to add beauty to his work.	
	ii) Language use	
	Language use adds beauty in the work of art especially literature due to the use of language techniques such as idioms, proverbs and figures of speech and symbolism as well. For example in the poem "Ballad of the Land Lords" the poet has used language techniques like <u>Imagery</u> and <u>Symbolism</u> .	
	iii) Characterization.	
	Characterization adds the beauty of the work of art due to the use of artistically chosen characters. For example the use of <u>Animal characters</u> , and other non-human being characters like <u>ghosts</u> and <u>other gods</u> . For example in the play of An	

}	enemy of the people, the playwright has used a drunk character to add beauty on his work	
	iv) Setting.	
	The choice of the setting artistically	
	makes the work of art more beautiful	
	For example, the artists sometimes	
	create settings which can add the	
	beautiffulness of their works, the setting	
	can be normal setting or unusual setting.	
	For example some writers use	
	Heaven setting, in the glory setting	
	and other good and beautiful settings.	
	For example in the poem of "The freedom	
	song" the setting of the Glory has used	
	as the poet says	
	" Aliens has gone to the glory"	
	v) Suspense.	
	Suspense beautify the work	
	of art as it makes the readers or	
	audience more anxious to know what	
	is the next action or the next event.	
	For example sometimes the literary	
	writers uses questions to make the readers	
	more anxious to know what is going	
	to be after that part. For example	
	in the Novel of "A man of the people"	
	the suspense arise when Odili goes to!	

Extract 11.1: A sample response by a candidate who scored high marks on Question 3

The candidates who scored averagely demonstrated a partial understanding of how the given elements beautify literary works. They provided partially correct explanations to some items. Some of them provided vague explanations. Extract 11.2 is illustrative.

3.	<p>i) plot this element of form it adds beauty to any literary work by showing things in a chronological order of various events in any written literary work. for example the plot used in the Novel "THE BEAUTIFUL ONES ARE NOT YET BORN" is in a chronological order</p>	
	<p>ii) Language use - this has been used in various literary works so as to add beauty by using various languages for example; standard language, poetic language and also various language uses such as figures of speech like symbolism, irony and metaphor.</p>	
	<p>iii) Characterization - Characters have been used so as to add beauty to the literary works such as Dramatic characters, round characters and many others whom plays a big role in the literary works.</p>	
	<p>iv) Setting - Various of settings have been used to add beauty to various literary works i.e most of the Novels in Africa are written in African countries such as some settings may be in Ghana, Nigeria, Kenya and many others.</p>	
	<p>v) Suspense - this has been used by the literaries for the main purpose of adding beauty to the literary works for the main purpose of sending various information.</p>	

Extract 11.2: A sample response by a candidate with partial knowledge of the subject matter

In Extract 11.2, the candidate demonstrated partial knowledge of the aesthetic devices in literature. He/she vaguely explained the setting and suspense elements and failed to express how they add beauty to literary works. Moreover, he/she vaguely linked standard language to literary language.

Other candidates also scored low marks on this question. Such candidates failed to explain how plot, language use, characterization, setting and suspense beautify literary works. Due to the lack of knowledge about the tested literary terms, the candidates provided irrelevant responses.

In item (i), for example, one candidate explained that *plot adds beauty in a work of art because it shows the culture of different societies hence simplifying the delivery of messages*. Another candidate responded that plot adds beauty to a work of art because *it shows the techniques of writers that differentiate one writer from the other*.

In item (ii), one candidate also responded by explaining the role of language in literature instead of how language beautifies literary works. The candidate stated *language adds beauty in the work of art because it conveys message to the readers*. Another candidate explained that *language adds beauty in a work of art due to the use of cultural words from different ethnic groups*.

In item (iii), a candidate responded that characterization adds beauty to a work of art because *it helps in passing information and messages from the artist to the society*. Another candidate wrote a definition of characterization without showing how it adds beauty to the literary work.

Further, in item (iv), the majority of the candidates who scored low marks on this item failed to explain how setting can be used to beautify the work of art. Conversely, they ended up defining of the given concept, some of their definitions were also incorrect.

In item (v), the candidate responded that suspense adds beauty to the work of art by *showing the intention of the writer*. The candidates seemed to lack adequate knowledge of the term *suspense* and its function in the work of art. Thus, they responded by incorrectly defining the term. For instance, one candidate defined suspense as *a figure of speech that enables a character to understand what the audience sees in a book*. Extract 11.3 is a sample of the incorrect responses by the candidate who scored low marks on this question.

03.		
i)	Plot; this is the beauty thing to a literary work because its used to show what the mostly technique used by the writer of literary work to differentiate his work to other.	
ii)	Language Use this is the mostly need things to the literary work in order to make literary beauty because language is mostly used in order to make people to understand what the writer explain.	
iii)	Characterisation this is the among of things which are be needed in literary work because without characters that literary work its not beauty because its not be explain about behaviour of people.	
iv)	Setting, Also the work of art or literary work mostly need setting, because setting is the same place where and when the literary work was be introduced whether in stage direction, scene or Act.	
v)	Suspense. Its the important things to the literary work because the writer was able to introduced his/her work also its became beauty.	

Extract 11.3: A sample response by a candidate who scored low marks on Question 3

3.1.4 Question 4: Reading a Poem and Answering Subsequent Questions

The question instructed the candidates to read the given poem and respond to questions in items (i) – (v). The poem read as follows:

Two Dogs at the Gate (By Jwani Mwaikusa)

*At the Rear Gate to the Palace,
Two dogs met.
One, thin with apparent sickness
Silhouette of dry bones and hairless skin.
Weak, faltering, but determined,
It had trotted to the Rear Gate,
It being the only entrance for the dog race,*

*For a look. Just a look.
At the likes of what benefits a king.*

*At the gate he met the king's dog,
Or the King of dogs,
Fat, healthy and twice as big as a St. Bernard,
Glaring with a cruel face,
Menacing with its towering size,
Fiery hatred blazing from those eyes,
Burning red with anger,
All in stern protest at the apparition of his kin,
Coming to peep at the ever hidden power.*

*But,
Those sleepy eyes of the common dog are sharp!
Sharp enough to pierce the red camouflage.
Hiding the fear in those eyes,
Groveling fear of power and pain,
The pain of palace custody.*

*Fortified by the revelation,
The common dog turns about,
Struggling, wrestling, battling with the strong wing
But never faltering as he trots back,
Back and away to his planet,
Back and away to his planet,
The joy of whose freedom,
Only common dogs can know.*

Questions:

- (i) Identify two symbols that have been used in this poem and state what they represent.
- (ii) The word 'sharp' appear at the end of the second verse at the beginning of the third verse in the fifth stanza. What kind of a literary device is that and why is it used?
- (iii) Which major theme is depicted in the poem? Give evidence for your answer.

- (iv) Some of the words in the following verse have the same sound at the end: *struggling, wrestling, battling with the strong wind*. Identify the name given to this element of music in poetry, and briefly explain why it is important in this poem.
- (v) With evidence from the poem, what lesson does the poet impart to the audience in the last stanza?

The question was attempted by 32,268 candidates (99.99%). Among them, 8,277 (25.65%) scored from 6.0 to 10.0 marks; 10,601(32.85%) scored from 3.5 to 5.5 marks; and 13,390 (41.50%) scored from 0.0 to 3.0 marks. Analysis shows that their overall performance on this question was good since 18,878 candidates (58.50%) scored in the average and good. Their performance is summarised in Figure 12.

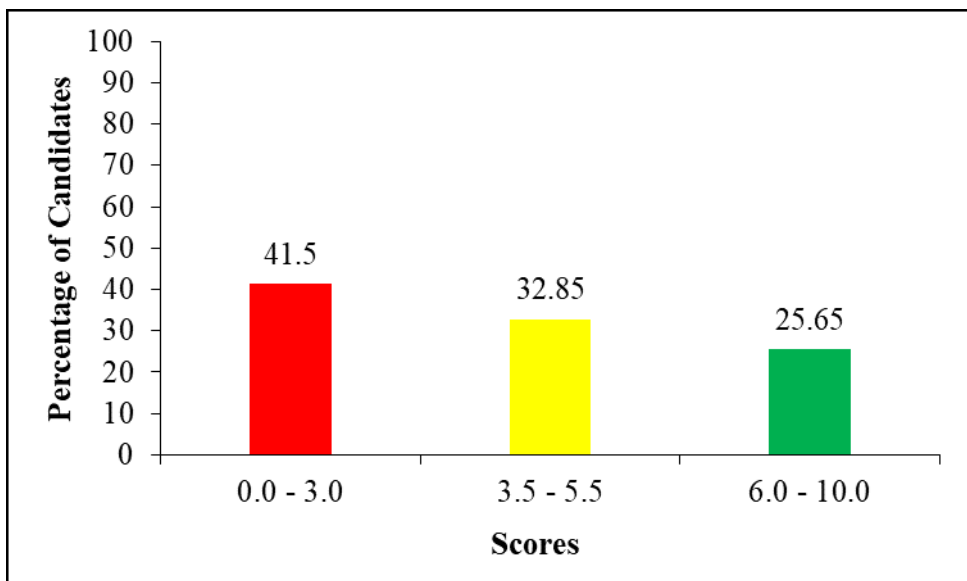


Figure 12: *Candidates' Performance on Question 4*

It was noted in the analysis that candidates who scored high marks on this question had adequate knowledge of and skills in analyzing poems. They correctly read the given poem and responded to the given questions.

In item (i), most of the candidates appropriately identified two symbols used in the poem which are *the king's dog* and *the common dog*. Other symbols they identified are *gate*, *palace* and *sleepy eye*. They also managed to state the ideas which each of the symbols represents. The king's dog represents the subordinates of the higher class people, whereas the common dog stands for the ordinary people.

In item (ii), the candidates who got it right stated the literary device represented by the repetition of the word 'sharp' at the end of the second verse and at the beginning of the third verse in the fifth stanza was *anadiplosis*. These candidates explained appropriately that this device expresses emphasis on the idea of determination for the common dog in knowing what goes on at the king's palace.

In item (iii), the candidates managed to identify the major theme of the poem, referring to life inequality/classes of the rich and powerful versus those of the poor and weak.

In item (iv), the candidates identified *consonance* as a name given to the element of music composed of the words *struggling*, *wrestling*, and *battling* used in one verse. The candidates who scored all marks on this item managed to explain briefly the importance of consonance. That is, it adds musical beauty to the poem, especially when the verses are recited or read loudly.

In item (v), the candidates managed, with evidence, to state the lesson conveyed to the audience by the poet, as depicted in the last stanza. The lesson is that *freedom makes people happy*. They justified this fact by using the following verses:

*“The joy of whose freedom
Only common dogs can know”*

Extract 12.1 presents a sample of the correct responses to this question.

4.i)	Symbols used in the poem are	
	a) The first dog with thin and apparent sickness → Symbolizes poor people or lower class of people-	
	b) The king's dog → Symbolizes the rich person or high or upper class of people	
ii)	The literary device is anadiplosis and is used to show emphasis or to insist on something-	
	"Those sleepy eyes of the common dog are sharp sharp enough to pierce the real camouflage-	
iii)	The major theme that is depicted in the poem is class as from the beginning to the end describes the features of the two dogs. In the poem it is stated as;	
	"At the Rear Gate to the Palace, Two dogs met, One, thin with appeared sickness - - -"	
iv)	The element of music is rhyme. And it is important because it adds musical features on the poem.	
v)	The lesson that the poet impart to the audience is that freedom is needed to all groups of people. In the poem, the poet says;	
	"Fortified by the revelation, The common dog turns about, struggling - - -"	

Extract 12.1: A sample correct responses to Question 4

Analysis shows that some of the candidates scored average marks. Such candidates had some knowledge of analyzing and interpreting poems. Hence, they provided correct responses to only some items. For example, they correctly identified two symbols used in the poem, but they could not clearly explain the ideas they represented. Others stated the main theme of the poem, but they provided implausible explanations. They also could not cite relevant verses from the given poem to support their answers. Extract 12.2 shows a sample average response to this question.

iv	a/ Dogs - Citizens of the country	
	b/ Gate - The country	
ii	Anadiplosis	
iii	FRI The theme is FREEDOM	
	Evidence: From the last verse in the 6 th Verse	
	"The Joy of whose Freedom"	
iv	Rhyme	
v	The lesson is people should get their freedom so as to be happy	

Extract 12.2: A sample response by a candidate who had scored averagely on Question 4

In Extract 12.2, the candidate did not give explanations for items (ii) and (iv) as per the requirements of the items, hence scoring averagely.

The candidates whose performance was poor did not respond according to the questions from the poem. Such candidates did not demonstrate the expected knowledge of reading and interpreting poems. Some candidates failed to understand the language used in the poem and ended up giving incorrect responses, as described below:

In item (i), one candidate commented that two symbols *the King's dog* and *the common dog* as used in the poem represent *colonialism* instead of *social classes*. Several other candidates identified the two symbols but could not state clearly the ideas they represent. For example, one candidate interpreted *dog* as a symbol for people used by the colonialists and *the king's dog* as a symbol for colonialists who used puppets to rule African countries.

In item (ii), one candidate supplied *reiteration* referring to a word at the end of a verse being repeated at the beginning of the next verse in a stanza

instead of *anadiplosis*. The candidate could have failed to differentiate how repetition occurs in anadiplosis and reiteration.

In item (iii), one candidate failed to identify the major theme of the poem. He/she mentioned *HIV/AIDS* as a theme of the poem, instead of *classes*. In the same item, another candidate mentioned themes like *unity*, *exploitation* and *protest* without explaining them.

In item (iv), several candidates failed to determine how consonance and rhyme occur in verses. They named *rhyme* as the repetition of similar consonant sounds at the end of words in a given verse. The answer was *consonance*. Also, there was a candidate who supplied *alliteration* to this item and explained that it involves the repetition of the same sound at the end of consecutive words in a line.

In item (v), some candidates failed to suggest the lesson from the last stanza of the poem. Many of them skipped the item after writing only the item number. Other candidates wrote irrelevant messages; for instance, one candidate wrote *people did not know where is freedom of the majority in the society*. Extract 12.3 shows a sample of the incorrect responses to this question.

4	(i) (a) . Dogs to symbolize two people	
	(b) . Gate to symbolize the government	
	(ii) . Betrayal because there is different of protest which done by two dogs .	
	(iv) . Rhyme . It is important its help to make poem sound and when it spoken .	
	(v) If Yes because they did not know where is freedom of the majority in the society .	

Extract 12.3: A sample incorrect response to Question 4

3.2 SECTION B: Essay Questions

The section comprised four (4) questions. Each question weighed twenty (20) marks. This section required the candidates to answer three (3) questions. Questions seven (7) and eight (8) were compulsory. The total marks for this section were sixty (60).

3.2.1 Question 5: People in Power as a Hindrance to Changes in Society

This question required the candidates to validate the statement that people who desire to bring changes in their societies are hindered by people with influence and power in those societies. It was set from the topic *Appreciating Literary Works* to assess the candidates' ability to discuss themes of selected texts. The candidates were required to make reference to the plays **An Enemy of the People** written by Henrik Ibsen and **Betrayal in the City** written by Francis Imbuga.

The question was optional, and it was attempted by 17,821 candidates (55.2%). Among them, 9,154 (51.37%) scored from 12.0 to 20.0 marks; 6,831 (38.33%) scored from 7.0 to 11.5 marks; and 1,836 (10.30%) scored from 0.0 to 6.5 marks. Their overall performance on this question was good because 15,985 (89.70%) candidates who attempted this question scored average and good marks.

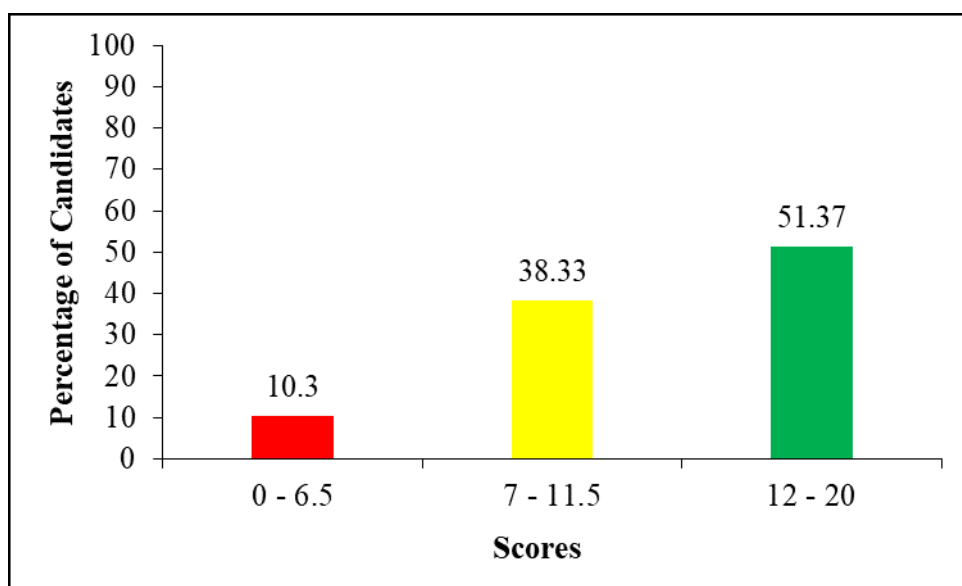


Figure 13: Candidates' Performance on Question 5

The candidates who performed well on this question managed to introduce their essays correctly by defining the key words in the question. They also introduced the recommended readings to support their arguments.

In the main body, the candidates explained the challenges which people who desire to bring changes to the society face in their struggle using the recommended readings to justify their views. They used various characters to show how some people's desire to bring changes to society are hindered by those with influence and power. The candidates stated that some people have a strong desire to solve problems that affect the entire society, but they fail to fulfil their desires as they are betrayed, arrested and imprisoned, dismissed from their jobs and sometimes killed. Extract 13.1 is illustrative.

5.	<p>In our societies there is presence of a lot of people who need positive changes in the society, but these people are hindered by other people or even leaders who have influence and power. As in the plays, the playwrights have shown the desire of people to bring change but they are stopped, by using the plays; <i>BETRAYAL IN THE CITY</i> by Francis Imbuga and <i>AN ENEMY OF THE PEOPLE</i> by Henrik Ibsen, the playwrights have put into evidence the issue discussed.</p>
	<p>By starting with the play <i>AN ENEMY OF THE PEOPLE</i> by Henrik Ibsen the following are people with desires for change, but they are hindered by people who have influence and power in those societies.</p>
	<p>Doctor Thomas Stockmann desires for change in the society, but he is hindered by the mayor Peter Stockmann, as the mayor does everything to take down the mayor, as he even goes to the Herald newspapers and threatens them indirectly not to print the article of Doctor Thomas Stockmann, and their intensions, make the article to not be printed to the society, as Peter Stockmann has used his power to hinder his brother's article from being</p>

5. published. This is also evidenced in our societies where leaders act as a chance to hinder the one looking for change in the society.

Captain Hoster desires for change in the society, but is hindered by his boss, as he is fired from his work, whereby Hoster is seen to help Doctor Thomas, from going out to the meeting and letting them stay at his house, whereby he desires for change, by supporting Doctor Thomas and his family, but he is hindered with the one who has power over him, as he is fired from his work, and can not help Doctor Thomas to escape. This is also shown in our societies as there are people wanting for change but they are hindered by the people who have power over them.

Petra desires for change in the society, but she is hindered by the power above her, as she is also fired from her work, as a teacher whereby this is shown as how the ~~man~~ school fires Petra after the news that she is the child of Doctor Thomas, who is an enemy, and Petra who is also supporting Petra, hence this hinders Petra to change the society. Also in our societies there is

5.	<p>presence of such people who are hindered by the power of the upper people to bring change in the society.</p> <p>Doctor Thomas Stockman desires for change but he is hindered by the people who have influence in the society, including; Arlaxon, Billing and also Horstad, whereby there were once very good friends, but after the scandal, they all betrayed him, as they are all cowards, hence this shows the issue of betrayal. Hence also in our societies people who tend to have influence in the society, can limit the desire for change of an individual.</p> <p>Also in the play BETRAYAL IN THE CITY by Francis Iboya, people desiring for change are hindered by those with power and influence.</p> <p>Jere desires for change in our societies but he is hindered by Mulili who has power over him, as in the end we are shown as how Jere is imprisoned, due to his denial and also act of pointing a gun at Mulili, and having mercy to Nina and Doga, that he secretly wants the shaving ceremony to continue, while Mulili does not want. This is also shown in our societies as how there are people like Jere who desire for change but are</p>
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5.	Hindered with people who have power than them.	
	Masere desires for change in the society, but is hindered for change in the society by people with power, as he was one among the lecturers at the university, who was shouting for change eventually, he was taken to jail, with a crime that is not his, thus limiting his desire for change. Also in our societies we are shown as how such people exist that are jailed as the fight for change.	
	Regina desires for change in the society, but is hindered by the Boss who has power over her, as she fights for her brother Masere to be taken out of jail, as the drugs were not his, it is shown later on, as the Boss, wanted to sleep with Regina, and Regina escapes through the window hence not receiving justice for her brother. This is also shown in our societies as people fight for change but they are blocked by people with higher power over them, as they should also help and not block the ones who want for change, whereby the people fighting for change are facing a lot more, as they pass through obstacles.	

5.	<p>Tuspor wendo dacciroo for change in the society, but he is hindered by people with power over him, as they kick him out of university, due to his violence they term it, to disturb the other students, thus this has eventually hindered him to change the society, until he is given another chance by Tunbo, where he used it effectively, to prepare for the end of their troubles. Also in our societies there is presence of such people in the society, that desire for change but they are hindered.</p> <p>Generally, also in our societies, there are various people, who are looking for change, but they are hindered and stopped from making changes, this does not mean that they should change, but keep on fighting for change in the society.</p>
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Extract 13.1: A sample of correct responses to Question 5

Furthermore, other candidates scored average marks on this question. Such candidates provided correct responses but they could not thoroughly justify their arguments by linking what was portrayed in the plays with the points raised. Others provided a few correct points with appropriate elaborations; however, some of the adequately defended points were irrelevant. Extract 13.2 shows a sample of such responses.

5. People who desire to bring changes in their societies are hindered by people who have influence and power in those societies. By using two plays which are AN ENEMY OF THE PEOPLE written by HENRIK IBSEN and BURAYAL IN THE CITY written by FRANCIS IMBERTA. The following are shown that people who desire to bring changes in their societies are hindered by people who have power in those societies. By starting with AN ENEMY OF THE PEOPLE.

Dr Horsted: This was the medical officer of the mayor's country because he is suffered much from the Peter Stockman (Mayor council) by making him suffer because of the polluted water and hence cause to the dismissal from his job by Peter Stockman.

Petra: She is a Dr Stockman's daughter also Petra is hindered by Peter Stockman when she decides to support her father and hence cause to the dismissal from his job by Peter Stockman and hence make him have to remain jobless because she is dismissed from his job and she did not leave to support his father.

Captain Horster: Also is hindered by Peter Stockman when he knows that Captain Horster is allow the conference which is held in his ship by

5. Dr Stockman, which he is his enemy as a hero. This show that people needs to bring changes in their societies are hindered by people who have power and influence in those societies. This is prove even in our society.

Catherine; she is Dr Stockman wife also she is hindered by people who have power and influence in the societies, because she decide to support his husband and go with him hand to hand. Which led to the dismissal from their home and taken as an enemy of the people. Even in the society there are women who support their husband.

Lastly in the play of AN ENEMY OF THE PEOPLE by HENRI BEUVAIS IN THE CITY BY FRANCIS IMBULLA.

The boss; The boss use his power to hinder the people who have not power for example the boss use his power to kill labor and students of university who was in need of bring about equal opportunities and end dictatorial regime of the boss. Also in the society there are people like the Boss who use their power to discriminate and to undermine people.

Jesper Wardo; This is the main character in the book where by he is act as a people who need for revenge and also need to bring changes in the

5. Society but he is hindered by the people who have power and influence such as the Boss and Multis Alfa in the society there are people who are hindered from their leaders of Regina; she is Casper Mendez's girlfriend and she is a nurse after seeing Regina it is needed and have desire to bring changes in societies because of that she is going to decide to go to the Boss and ask the forgiveness of his brother Mosese which led to the Boss need to rape Regina but Regina is an escapee. Even in the society there are people like Regina who suffered because of their relatives.

Mosese; he is Regina's brother - he is kept in the cell or prison because he is a teacher at Katira University during demonstration he is support the students and later on the Boss and Nicodemus decide to put the drugs in his car which leads to the car keep in the prison or cell.

Also in the society there are people like Mosese.

Generally, Leaders may lead to the people undermined especially those people who have no power also leaders especially the bad leaders may lead to the under development in the society.

Extract 13.2: A sample response by a candidate who scored average marks on Question 5

In contrast, some candidates' performance on this question was poor. The candidates had little knowledge to comprehend demands of the question. They also lacked adequate content to address the subject matter. Thus, they failed to show how some people who desire to bring changes to society are hindered by those with power and influence. For example, some candidates described the themes depicted in the two plays instead of showing specifically how some people are blocked by powerful and influential people in society.

Other candidates explained factors that can make the society change instead of showing how people who labour for change in society are

hindered by those people with power and influence. Additionally, some candidates did not understand the question. Hence, they provided reasons that hinder changes in the society instead of explaining how people who strive for change in society are hindered by powerful and influential people in society.

Others discussed the roles of characters in the given plays without showing how they are hindered by other people with power and influence. Extract 13.3 illustrates such responses.

5	<p>People who desire to bring changes in their societies are hindered by people who have influence and power in the society. By using play of AN ENEMY OF THE PEOPLE write by HENRICK IBSEN and BETRAYAL IN THE CITY write by FRANCIS IMBUGA, I validate the statement.</p> <p>By starting with AN ENEMY OF THE PEOPLE write by HENRICK IBSEN.</p> <p>Betrayal! Refers to the situation where people go against agreement with another people. We see in the book their betrayal which done by Captain Hovstad after reject to print the article of Dr stockman who first promise to print that so due that Dr stockman they face betrayal from people who have influence and power like Captain Hovstad and Peter stockman in their desire to bring changes in society.</p> <p>Disappointment! refers to the situation where people give up other people. We see in the book the disappointment that does by Mayor Peter stockman who show lack of loyalty to his brother after Dr stockman want to change the water in the spa bath who contaminated with virus. So due to this Dr stockman face lack of loyalty to his brother Peter stockman after need desire to bring changes.</p> <p>Selfishness! Another things that obstacle to people who desire to change to change face is selfishness. We see in the book Peter stockman is selfishness because he consider their own interest to put money in</p>
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change water in the spa bath but not to consider all need of society. So due to this Doctor Stockman a self-shower who put obstacle to Dr Stockman who desire to change in society.

Hypocrite: refers to the situation where show true support to people but does not support truth. We see in the book Captain Horst ad was hypocrite because at the first time we want to support doctor stockman but after see if the help her his lost our job the ship to help his. So due to this people who desire to bring changes was face issues of hypocrite to influence and power

By finish with BETRAYAL IN THE CITY write by FRANCIS IMBUGA

Corruption: This is the situation where people use government fund for illegal uses. We see in the book their corruption made by leader Example Mr Tumbo who give money by government to start competition of play weight but does not done that and use money to pay jumper and other they use for our personal interest. So due to this they show that people who desire to bring changes are hindered by people who have influence and power in those society.

Betrayal: Another things that hinder people who need bring changes in society is betrayal. We see their different betrayal example Nicodemo betray Masere by put Drug in their car which led to Masere to go prison in the jail so due to this situation many people who desire to bring change they back due to betrayal of other people.

5	<p>Irresponsibility: Another problem that hindered by people who desire to bring change in the societies irresponsibility. We see in the book many leader are not responsible because does not solve all problem that encounter our citizen in the society and they built their life for our own interest so then if there people who desire to make change he hindered and make to be back to to irresponsibility of people the society.</p> <p>Bad leadership: Another problem that hindered by people who desire to bring change in the society is bad leadership. We see in the book their bad leadership who made leader like Mr. Tumbo, Mbulili, Jere, Kabito who does not solve all problem that encounter people who put them into power. So due to this situation it is prevent in society they make obstacle to people who need to bring changes in the society.</p> <p>Generally: Play Wright was write our work in order to made different changes in the society by provide lesson the citizen in the society and citizen should follow it in order to let change of those societies.</p>
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Extract 13.3: A sample response by a candidate who performed poorly on Question 5

In Extract 13.3, the candidate attributed hindrance to bringing societal changes to the themes portrayed in the readings, instead of individuals in power. He/she thus failed to respond to the question correctly.

3.2.2 Question 6: Wisdom in Making Decisions

Question 6 asked the candidates to validate in eight points the fact that some people get into trouble because they lack wisdom when making decisions. It required them to support their arguments with reference to two readings they had appreciated from the given list of novels. The question was set from the *Appreciating Literary Works* topic to test the candidates' knowledge and ability to discuss themes of the selected readings.

The question was compulsory and it was attempted by 32,265 candidates (99.98%). Among them, 13,000 (40.29%) scored from 12.0 to 20.0 marks;

14,004 (43.40%) scored from 7.0 to 11.5 marks; and 5,261 (16.31%) scored from 0.0 to 6.5 marks. Analysis shows that their overall performance on this question was good because 27,004 candidates (83.69%) scored average and good marks.

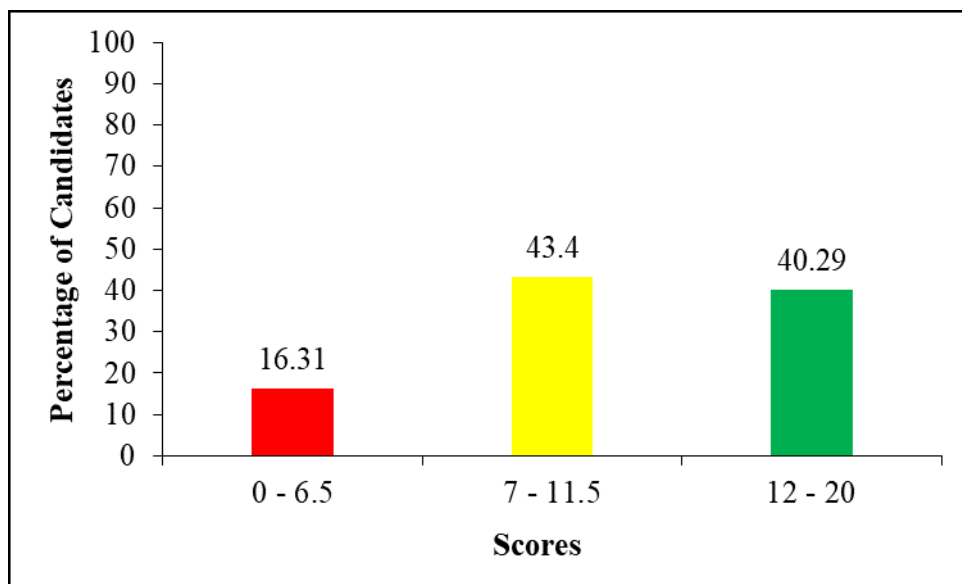


Figure 14: *Candidates' Performance on Question 6*

The candidates who scored good marks on this question managed to systematically introduce their essays by defining important terminologies in the question. These candidates also considered expressions such as *lack of wisdom* and *decision making* as important to be conceptualized in the introductory parts of their essays. The candidates viewed the lack of wisdom as an inability to make good decisions or sensible decisions because of poor reasoning. They maintained decision making as the process of making sound judgement on a certain critical matter or issue.

In the main body, the candidates used the two proposed characters, one from each novel to explain how some people in society find themselves in trouble for lacking wisdom in making decisions.

The candidates used appropriate readings such as **A Man of the People** by Chinua Achebe, **The Beautiful Ones Are Not Yet Born** by Ayi Kwei Amah, **Devine Providence** by Severine Ndunguru and other recommended novels to show that the lack of wisdom can physically injury those who make unwise decisions; eventually, it can lead to unnecessary conflicts in

society, frustrations and family separation. Extract 14.1 shows a sample of the correct responses to this question.

06	<p>Main characters, are the protagonists character who often appears from the beginning to the end of the story. with reference to chief Nanga from the novel "A MAN OF THE PEOPLE" by Chinua Achebe as well as Rooman from "THE BEAUTIFUL ONE'S ARE NOT YET BORN" by Ayi Armah. The following is how these mentioned above main characters get trouble because they lack wisdom when making decisions. By starting with Chief Nanga.</p>	
	<p>Chief Nanga gets trouble with Odili Samulu due to his foolish decision to sex with Odili's girl friend Elvies. Odili after visiting in Bon town at Chief Nanga's house, Odili's girl friend known as Elvies comes to visit Odili but surprising Chief Nanga, Odili's friend sleeps with her. and hence Odili left Chief Nanga's home without saying goodbye.</p>	
	<p>Chief Nanga gets trouble with his wife, Margaret Nanga. This is due to lack of wisdom of a sexual relationship with several women including Edina Odo, Jean and Elsie. This makes Margaret to hate her husband for his womanizer behaviour. as she wants to leave him she can not because of poverty.</p>	
	<p>Chief Nanga gets trouble with Edina Odo. This is due to foolish decision of Chief Nanga to educate Edina Odo in return of pay back of marrying her</p>	

Q6	<p>Hereby Edina Odo disapproves the marriage because chief Nanga is not her right choice and hence she decides to marry Odili of whom is her right choice.</p> <p>Chief Nanga gets into trouble with civilians due to his corrupt behaviour as well as irresponsibility which render to poor provision of social services. Chief Nanga is irresponsible and corrupt leader who thinks only about himself and his family instead of thinking people who are put him into leadership and hence this made people/civilians to react against him vigorously led by Odili in Anake and Unea village. New with reference to Joseph Koomson.</p> <p>Koomson got trouble with the new government after the coup d'etat (forcefully overthrown of the existed regime). This was due to foolish decision of Koomson to embezzle the public fund for his own personal gain for example the novelist says.</p> <p>" - - young Virginia waiting for him in some hired places payed by the government - -"</p> <p>This implies that he used government money to pay prostitute for sex.</p> <p>Koomson got trouble with his wife Estella. This is due to lack of wisdom of Joseph Koomson to have sexual relationship with several girls. This situation angered his wife and thus ended</p>
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Q6	In troubles of hatred, this is evidenced by the novel when says " -- Young Virginia waiting for him -- "
	Koomson gets troubles with Man due to his foolish decision of bringing and receiving corruption/bribes. In this book - Koomson despite being a Minister yet receives bribes which enriches himself and his family and thus Man angered him so Man is totally against corruption thus troubles.
	Koomson gets troubles with Teacher. This is due to Hypocrite and Betrayal behaviour or character of Joseph Koomson. He is hypocrite as he deceive or pretends to be like a good teacher while in real sense is a bad teacher thus Man Teacher insult him by telling man as
	" -- careful man big names must not mentioned naked, His excellence, Joseph Koomson Minister -- -- is that dignity you Mean. -- "
	This implies that Koomson is in trouble with Teacher.
	Generally when we decide to do act ion or say something we should be carefully such that to think before act so as our decision could never render us into troubles, Misunderstandings and unnecessary Conf lict as seen above.

Extract 14.1: A sample response by a candidate who scored high marks on Question 6

In Extract 14.1, the candidate organized his/her essay well. He/she chose one character from each reading and answered the question accordingly.

Nevertheless, other candidates scored average marks. Their responses were valid though some of them lacked reasonable explanations. Extract 14.2

illustrates a sample response by a candidate who scored average marks on this question.

6. Decision making: is the ability of a person to understand well the rights they are obliged to have, or get. Some people get ~~trouble~~ into trouble because they lack wisdom when making decisions. This has been seen to some characters in the novel like A man of the people by Chinua Achebe and The Beautiful Ones are not yet Born by Ayi Kwei Armah. By using one character from each novel. By starting with The Beautiful Ones are not yet Born by Ayi Kwei Armah, as a character called A man he faces trouble or gets into trouble, because of the following reasons due to lack of the wisdom of making decision.

Poverty: A man is considered to be poor, because he seeks to corrupt something which many of the people in that society practise. The man gets into trouble of being abused by his wife.

Lack of government or national care: The man lacks the national care because he is a non-corporate hence the ones who accept corruption of the ones being given priority. The man lacks such knowledge because he is patriotic hope he lives the corrupt leaders to corrupt and he continue with his businesses.

Being abused: The man was even receiving abuses from the tax driver but the man could keep quite and continue killing his duties. Hence lack of wisdom of making decision. This kind of people

Moreover, other candidates scored low marks on this question because the quality of their responses was below average. They failed to adequately validate the statement that some people find themselves in trouble due to lack of wisdom when making decisions. Some of these candidates used irrelevant readings to address the question. For instance, they used characters from plays instead of novels.

Besides, other candidates misinterpreted the question. They responded by showing the problems some people fight against in society instead of demonstrating how individuals' lack of wisdom and proper decision making skills could lead them into problems. Some of these candidates responded by merely discussing the conflicts of the characters presented in the novels.

Additionally, some candidates failed to explain their points. They ended up mentioning only the points. Generally, most of these candidates lacked good command of the English language, the problem which affected clarity of their responses as Extract 14.3 illustrates.

eg.	Trouble refers to the situation where by person get the problem of faced with problem which caused by different issue in the society. Its true that people get into trouble because they lack wisdom when making decisions. By using The beautiful one are not yet born which written by Ayi Kwei Armah and A man of the people which written by Chinua Achebe, its proved this statement by using characters in the novel, by starting with The man in the Beautiful one are not yet born, the following are trouble which faced them.
	> Corruption for example a man
	> Immorality,
	> poverty
	> betray
	The use of A man of the people
	> Betray
	> forced marriage, colina odo.
	> ignorance
	>

Extract 14.3: A sample response by a candidate who performed poorly on Question 6

In Extract 14.3, the candidate introduced the essay but failed to explain his/her points.

3.2.3 Question 7: How the Surrounding Environment Shapes an Individual's Behaviour

Question 7 required the candidates to justify how an individual's behaviour is shaped by the surrounding environment. The question was set from the *Appreciating Literary Works* topic to test the candidates' knowledge and ability to discuss themes of selected readings. It expected the candidates to refer to any two plays on the given list and provide four points from each.

The question was optional, and it was attempted by 14,452 candidates (44.8%). Among them, 5,188 (35.90%) scored from 12.0 to 20.0 marks; 7,037 (48.69%) scored from 7.0 to 11.5 marks; and 2,227 (15.41%) scored from 0.0 to 6.5 marks. Analysis shows that the candidates' overall performance on the question was good because 12,225 (84.59%) of those who attempted the question scored from 7 to 20 marks. Their performance is summarised in Figure 15.

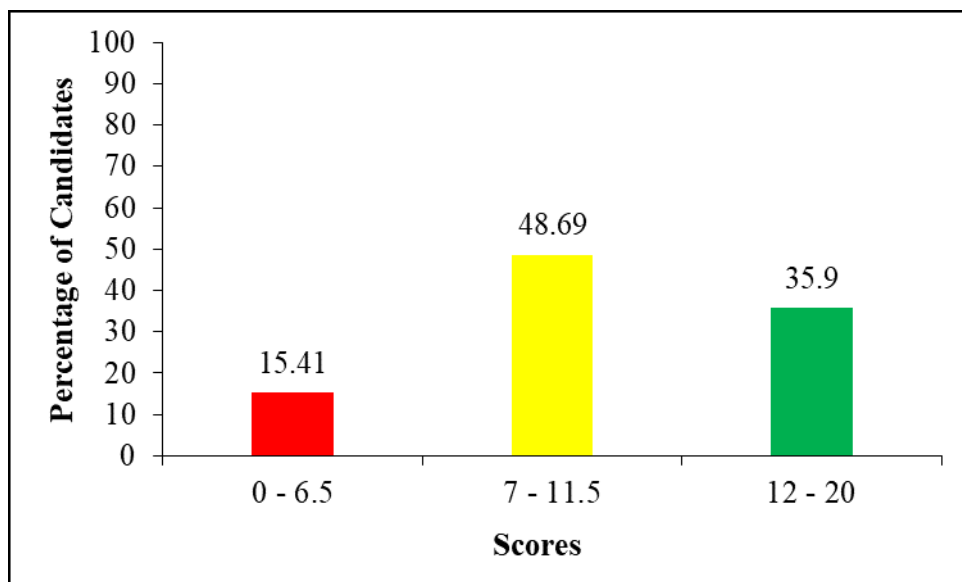


Figure 15: *Candidates' Performance on Question 7*

The candidates who scored high marks on this question demonstrated their competence in analyzing and interpreting plays. They correctly provided

the overview of the question by showing issues which need to be changed for the betterment of society. The candidates also cited two plays to support their arguments.

Those who scored high marks on this question demonstrated competences in analyzing plays and applying the knowledge gained from the plays to evaluate the behaviour of characters in the readings. They appropriately provided the overview of the question by firstly defining important concepts that emanate from the question. They then outlined the plays which they referred to in the course of justifying how the surrounding environment can shape a person's behaviour.

The candidates referred to relevant plays like **Lwanda Magere** by Okoiti Omtatah, **I will Marry When I Want** by Ngugi wa Thiong'o, **Betrayal in the City** by Francis Imbuga and others recommended under the programme to identify some people who become either betrayers, hypocrites, protesters, thieves, drunkards, patriots, hardworking and successful, overconfident and so on because of the experiences they get from the societies in which they live. Extract 15.1 is a sample of the correct response by a candidate who got high marks on the question on this question.

7	Individual's behaviour are the behaviours
	that a person shows in everyday life. Individual
	s' behaviour can be Proper or improper behaviours
	as influenced by Peer pressure or Parental guidances,
	and surrounding environment. By using two Plays
	which "I WILL MARRY WHEN I WANT" written
	by Ngugi wa Thiong'o and Ngugi wa Mirii and
	AN ENEMY OF THE PEOPLE" written Henrik Ibsen
	the statement or assertion "An individual's behaviour
	is mainly shaped by the surrounding
	environment as follows
	By beginning with a play "I WILL MARRY
	WHEN I WANT" the assertion is justified as
	followed
	John Muihuni's behaviour of betrayal is
	due to the parents; some children in the family
	acquire some traits as they copy from the
	surrounding environment like parents as shown
	by John Muihuni who is unfaithful to Githoni
	as he claims to love her but he betrays her
	after being pregnant this is because such habits
	were also done by his parents Ahab and Jezebel
	who are also betrayers as the surrounding environme
	nt
	Liguunda's behaviour of drunkenness is due to
	the close friends; some people copy the behaviours
	from the neighbouring surrounding like friends
	in which some people tend to ^{copy} some behaviours
	from friends as shown by Liguunda who makes
	friendship with drunkards in which he is
	influenced by drunkard to engage in drunkenness
	behaviours due to the surrounding environment

7	<p>contains drunkard people hence he becomes a drunkard. of Chibuku alcohol.</p> <p>Gicaamba's awareness is due to the role of education. Some people in the society are conscious of what takes place in their society as they are aware and get education hence they criticize evils as portrayed by Gicaamba who calls for unity and realises the exploitation done by the industries owners and companies owners hence he opposes it due to the education that he received at school.</p> <p>Gideon's behaviour of immoralities is due to the poor parental care.</p> <p>Church's exploitative behaviour is due to the ignorance of the people; some people in the society uses a religion for their survival as they misinterpret the bible in order to survive and also due to people's ignorance as portrayed by the Church which invites the Harambee for collecting money also the Church advises people to sell their land like Kiguunda and Wangeci in order to offset their marriage throes because the society members are ignorant.</p> <p>Also the play "AN ENEMY OF THE PEOPLE" justify the assertion as follows.</p> <p>Dr Stockmann's protest behaviour is due to the education and bad leadership; some people tend to criticize evils in their society because of being aware and also due to intolerability of such situation as shown by Dr. Thomas Stockmann who is educated and protest and opposed bad leadership as he opposes spa baths. Projects</p>	
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7	<p>as they do it environment this is because of the surrounding environment which are unfriendly to him</p>	
	<p>Mr ^{Biling} Howslad's hypocrisy behaviour is due to the corruption; some people tend to adopt a certain behaviour as due to the bribe that is given to them in order to accept and do a certain behaviour as portrayed in the play by Biling who is the editor of Howslad journal in which he receives bribe from Peter Stockmann in order not to print the articles of his friend Dr. Stockmann as a result he becomes hypocrite to Dr. Thomas Stockmann.</p>	
	<p>Petra's revolutionary behaviour is due to her parents and education; some people needs changes in their society as their behaviour due to the education they have as they are able to understand unpleasant situations as portrayed by Petra, who is Dr. Stockmann's daughter who opposes the government and she is ready to open up a school in order to tell the children and people about the truth and she is ready to be dismissed from the job due to the strong stand behaviours.</p>	
	<p>Petra's hardworking behaviour is due to the parental guidelines; some people tend to work hard as they are influenced by their parents or being inspired as the surrounding environment as portrayed by Petra who is hardworker at school as she is ready to go at home with exercise books for marking them this is because her father and mother do the same</p>	
	<p>hence she is shaped by the surrounding environment</p>	
	<p>All in all, An individual's behaviour that are mainly shaped by the environment can help him or her to live well or bad in the society as some behaviours are acceptable like hardworking and discipline while other behaviours are not acceptable like drunkenness</p>	

Extract 15.1: A sample of the correct response to Question 7

In Extract 15.1 the candidate was fairly organized. He/she correctly addressed the requirement of the question by clearly showing environmental influence on the characters' behaviour.

In contrast, the responses of the candidates who scored averagely on the question lacked detailed elaborations and clarity to meet the question requirement. For example, some of these candidates described the behaviour of characters without showing how such behaviour is shaped by the environment around the characters. Extract 15.2 illustrates it further.

7.	<p>Plays, Refers to literary work of art composed in order to be acted on a stage. person writing plays is a playwright. In plays there characters with various individual behaviours by which these behaviours they pore are influenced by surrounding environment. In a play BETRAYAL IN THE CITY written by FRANCIS MBUGA and play AN ENEMY OF THE PEOPLE written by HENRIK IBSEN. characters behaviour is shaped by surrounding environment is well portrayed.</p> <p>By starting with a play Betrayal In the City by Francis Mbuga.</p> <p>Jurper wendo's protest behaviour: Jurper develops this kind of behaviour due to the evils of the government the government in Kafira state under The Boss tend have many evils of which they tend to do to their citizens. like killing of innocent people Adika Jurper's brother. This develop hardfeeling and protest behaviour to the people like Jurper Wendo, even its ^{normal} societiers people protest due to evils of their government.</p> <p>The Boss coruptive behaviour: This can be well conducted in a environment of people who are Ignorant and unaware many people in Kafira state are poor and Ignorant knows nothing about corruption and evils of their government this gives power the Boss head of the state to be corruptor and transfer money abroad for his own expense and profit.</p> <p>Mosese wa Tonga patriotic behaviour: He is a lecturer in Kafira University he is exposed to a educated people environment he knowar</p>
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-7-	<p>the good and evils also he is aware of a citizen importance of being patriotic and his right to challenge the government this makes him different and this patriotism behaviour continues even after imprisonment.</p> <p>Boss Irresponsibility behaviour; The boss is irresponsible to people of Kafirah simply because they are ignorant and unaware that a leader is their to serve them not for his own benefit he uses ignorance of citizen majority in Kafirah to be irresponsible to them and busy with his own affairs welcoming guests to Kafirah and dealing with girls.</p> <p>Also by using a book An enemy of the people is as follows.</p> <p>Hypocrisy behaviour of Peter stockmann he is a mayor but tend to be hypocrite for his own glory due to people around are ignorant and unaware he refuses the truth and believe up the people about wrong issue for his own glory not peoples healthy he refuses the scientific experiment results.</p> <p>Protect behaviour of Dr. stockmann; Dr. stockmann tend to be against his brother peter & for his selfish desire together with all municipal government from not accepting the truth that spahally are not healthy for people to use by their denial of government he tend to protest against governments.</p> <p>Peter stockmann corruptive behaviour; The mayor Peter tend to be corrupt due to economy status of many including the Herald is</p>
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	<p>low so he tend to use same weakness to cover up the truth the # people surround are poor and he has power and money.</p> <p>Patriotism behaviour of Dr. stockmann; Doctor stockmann he is patriot for surrounding environment is ignorant and do not know the truth by then he loves the place so he tend to be patriot in order to rescue the coming situation to the people despite challenges he encounter through process.</p> <p>Conclusively people can change their behaviour according to change in environment and surrounding for behaviour is not static but dynamic Unless a person refuse to change it.</p>
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Extract 15.2: A sample response by a candidate who scored average marks

Further analysis revealed that some candidates performed poorly on the question. They did not demonstrate the expected competences assessed in the question. Their poor performance on this question was largely linked to their failure to understand the question. For instance, they explained the traits of some characters instead of explaining how the characters are shaped by the forces around them. Moreover, others responded by discussing the issues depicted in the plays.

The poor performance on this question was also caused by candidates' poor proficiency in English; hence, they failed to analyze the issues per the requirement of the question. Extract 15.3 shows a sample response by a candidate who incorrectly attempted the question.

7.	<p>A play is the work of art written for the purpose of being acted on the stage. By using the play of <i>I WILL MERRY WHEN I WANT</i> written by the Nguo wa Thiong'o and <i>Mzungu wa Miji</i> and the play of <i>Betrayal</i> in the city by Frans Imbuga. Starting with the play of <i>I will merry when I want</i>.</p> <p>poverty; The issue of poverty shown by the Kiguunda's family also because Kiguunda is being exploited by the leader and also makes Kiguunda to live in poor life and hardner life and also this made to engage in poor.</p> <p>Exploitation; The issue of exploitation is shown by the Kiguunda family he family is exploited by the leader also this make to live under exploitation in the society there some people are exploited.</p> <p>Extravagance; The issue of extravagance are shown by the Kiguunda family he use the public money for the own interest. Not also show extravagance.</p> <p>Betrayal; The issue of betrayal is shown by the play the leader betray the people in the society also make people to live in hard life. Not only in will merry but also</p>
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7	The following are the issue in betrayed in the city:
	Poverty: The issue of poverty are shown by the Daga's family they live in poverty due to the nature of the government involved and this made them to live in poverty also led the issue of poverty.
	Sacrifice: The issue of sacrifice is shown by the super hero sacrifice his life for the sake of the life of other also show the issue of sacrifice.
	Betrayal: The issue of betrayal shown in the play done by the super hero of his government and failure to support the super Daga and Nina ceremonies.
	Irresponsibility: The issue of irresponsibility is shown by many leader in Kapsa are irresponsible also show the issue of irresponsible due to the nature of the environment.
	Therefore, The playwright facilitate to use character who live in the society due to the nature of the environment surrounding.

Extract 15.3: A sample response by a candidate who scored low marks on Question 7

In Extract 15.3, the candidate misunderstood the question. He/she thus responded irrelevantly by explaining the themes portrayed in the reference plays.

3.2.4 Question 8: Effectiveness of Symbolism in Conveying Messages to Society

The question required the candidates to verify how symbolism is an effective literary device in conveying messages to members of the society. It asked the candidates to make reference to any four poems on the reading list and provide four points from each poem.

The question was compulsory, and it was attempted by 32,268 candidates (99.99%). Among them, 24,636 (76.35%) scored from 12.0 to 20.0 marks; 6,142 (19.03%) scored from 7.0 to 11.5 marks; and 1,490 (4.62%) scored from 0.0 to 6.5 marks. Analysis shows that their overall performance on the question was good since 30,778 (95.38%) of all candidates who attempted this question passed at the average and good performance levels. Their performance on this question is summarised in Figure 16.

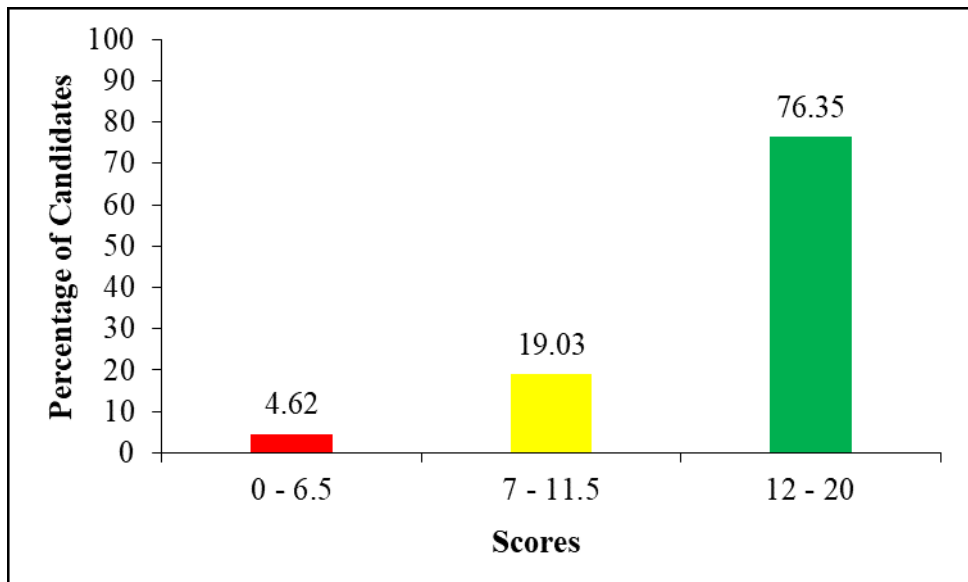


Figure 16: *Candidates' Performance on Question 8*

The candidates who gave the correct responses to this question considered the proper layout and organization of their essays. They began their essays with appropriate introductions; then they provided detailed main bodies and ended up by providing plausible conclusions.

In the introduction, the candidates defined briefly the term *symbolism* as a technique in which words are used to represent something else. Then, they cited four poems from either **Selected Poems** or **The Wonderful Surgeon and Other Poems** as their reference.

The candidates who scored high marks used specific poems such as **Your Pain** by Armando Guebuza, **A Freedom Song** by Marjorie Oludhe-Macgoye, **Eat More** by Joe Corrie and **Ballad of the Land Lord** by Langston Hughes and others which are recommended in the poetry section. Using such poems, the candidates clearly explained the various symbols

used and the messages they convey to the readers. For instance, some of these candidates explained, *scars, blood, eyes, whip* from **Your Pain**; *sacks* and *bleeding/blood* from **A Freedom Song**; and *beef* from **Eat More** by Joe Corrie to represent abstract ideas and the messages they convey. Extract 16.1 shows a sample response by a candidate who responded correctly to this question.

8		
	Symbolism. Refers to a figure of speech that associate one thing with the same ^{same} of another thing or a symbol. It is true that	
	"symbolism is very effective in conveying message to the society." This can be proved by using poems of "EAT MORE" by "JOE CORRIE", "YOUR PAIN" by "ARMANDO GITEBUZA", "BALLAD OF THE LANDLORD" by "LUNGSTONE HUGHES" as well as "FRONT LINE" by "GEORGE SHEA" as follows:	
	Starting with the poem "EAT MORE" the following is portrayed.	
	The slogan symbolizes power and authority. This was a slogan that was imposed by the government that emphasized on eating balanced diet. The slogan shows power as it was imposed to the society without worrying about financial state of the people. This is portrayed when the poet say:	
	"Eat more fruits, The slogan says"	
	This gives us a message that "THE GOVERNMENT"	

8	<p>should try to impose favourable policies and slogans for the benefit of all people in the society.</p> <p>fish, bread and beef symbolizes good life. Joe Corrie portrays that the demands of the slogan like eating of beef, fish, meat and fruits symbolizes good life of the upper class of people who are privileged by the government. This can be evidenced when the poet says:</p> <p style="text-align: center;">" Eat more fruits, The slogan says More fish, more beef, more bread!":</p> <p>This portrays a message that "The policies imposed should not only favour the rich but all classes".</p> <p>Bloody grass symbolizes poverty. The persona is seen to criticize the slogan by protesting it as he did not be pleased by the demands of slogans and he instead suggested what suited his living standard which is poor life. This can be portrayed by Joe Corrie as follows:</p> <p style="text-align: center;">" And, also I wonder when I'll see, The slogan when I pass, The only one that would suit me, Eat more bloody grass "</p> <p>This conveys a message that "The government should try to help poor people meet their basic needs".</p> <p>Unemployment symbolizes life hardships. The poet reveals that there is unemployment in the society when the persona is seen to be unemployed. This made the persona to lead a poor life by failing to meet the demands of the slogan and other necessities. This can be proved in the poem as follows:</p>	
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7	<p>" But I'm on unemployment here pay, my third year now and wtded".</p>	
	<p>This portrays the message that "unemployment is a source of lack of balanced diet".</p>	
	<p>Secondly, Using the poem "YOUR PAIN" the following is portrayed:</p>	
	<p>Scars symbolizes humiliation. In the poem the people are seen to be humiliated by the oppressor (colonizers) as they are very brutal. They tend to give heavy punishment to people that makes them lose their dignity. This made the persona angry and call for revolution.</p>	
	<p>It is portrayed in the poem as follows:</p>	
	<p>" Your scars,</p>	
	<p>Yet more my scars,</p>	
	<p>Will be remembering the whip"</p>	
	<p>This portrays a message that "humiliation in the soci- ety leads to enmity among people".</p>	
	<p>Eyes symbolizes awareness. The perso- na is seen to be aware on the situation that is existing in the society. This is also when he tries to raise awareness to other people from the society so that they can liberate themselves. This is proved as follows:</p>	
	<p>" Your eyes,</p>	
	<p>yet more my eyes</p>	
	<p>shall be speaking</p>	
	<p>of revolt".</p>	
	<p>This evidenced the message that " Awareness is a key for liberation of the society from the oppressors".</p>	

8	Hands and strength symbolize unity and
	liberation. The person is seen to be calling for unity
	among the members of the society so that they can
	build a joint force and liberate themselves from
	all kind of oppressions like humiliation. This is
	portrayed as follows:
	" My ^{your} strength,
	Yet more your strength,
	shall overcome imperialism"
	Also:
	" Your hands
	Yet more my hands
	will be lifted fully armed"
	This portrays that "unity is necessary for achieving
	changes in the society".
	Blood symbolizes victory ^{sacrifice} . The poet
	Armando Gueblera portrays that the people in the society
	are ready to sacrifice their lives in order for them
	to overcome imperialism and their oppressive and
	humiliation tendencies. This proves that they are
	determined to fight for their rights and freedom.
	It is portrayed as follows
	" My blood
	Yet more your blood
	shall irrigate victory"
	This shows that "sacrifice is a determining factor
	to defeat the oppressors".
	Thirdly, Using the poem "BALLAD OF
	THE LAND LORD" the following is proved:
	The landlord symbolizes the upper class.
	Langston Hughes has used the landlord to portray
	the upper class of the people in the society who

8	are rich and enjoy the privileges as they are most favoured by the society. They are very exploitative towards the poor. As the landlord is seen to exploit tenant by demanding rent inspite the bad state of the house. It is portrayed below:
	"Ten bucks you say I owe you?" Ten bucks you say is due? When that's ten bucks more n I'll pay you!"
	This gives a message that the "upper class should not dehumanize the poor".
	Tenant symbolizes poor class of people. This is the lowest class of the society that is heavily exploited and oppressed by the government and even the rich people. This is portrayed when landlord demanded rent to the tenant as follows:
	"Ten bucks you say I owe you?", Ten bucks you say is due?,"
	This portrays a message that "in order for justice to prevail the lower class should personally face the oppressors".
	Poor house condition symbolizes bad living standards. The poet has portrayed that the tenant is living in the house that has a very bad condition. This is why the tenant protest the demand of the landlord of wanting the rent. It is portrayed as follows:
	"Landlord! Landlord!, My roof has sprung a leak!"
	This portrays a message that "landlords should improve the states of their houses to avoid conflicts".

7	The arrest of the tenant symbolize injustice	
	The tenant is seen to be arrested due to false accusations made to him by the landlord. This is also evidenced when the police takes him away and the judge sentenced him without any bail which is against the right of people. It is evidenced as follows:	
	"Tenant held no bail, Judge gave Negro 90-days in county jail"	
	This portrays a message that "injustice is a cause of many conflicts in the society"	
	Lastly, using the poem "FRONT LINE" the following is evidenced:	
	Lightening and thunder symbolizes fighting	
	In the poem the persona is portraying that the society shall fight the oppressors and make them give them their freedom. This helps the society to remove all kinds of hardships that they face. It is proved as follows:	
	"Where man will make lightening and thunder"	
	This portrays that "fighting oppressors is the only way to eliminate them"	
	Bitterness symbolises sacrifice. The persona is seen to sacrifice his life so as he can fight the oppressors, so that he can defeat them and enable peace and justice to prevail in the society. Sacrifice is portrayed in the poem as the poet says:	
	"I know it is bitter but I like it,	
	I like it because it is particularly bitter,"	
	I like it because it is where I belong"	
	This portrays a message that "sacrifice leads to freedom"	

8	<p>Persecution and burden of ages symbolizes injustice. This is also portrayed by the poet. The injustice seems to be the main deeds of the oppressors to undermine the society, so that they could keep on exploiting them. It is evidenced as follows:</p> <p>"The cully place to bury persecutions and burden of ages...."</p> <p>This portrays a message that "Injustice leads to hatred and enmity in the society".</p> <p>Manhood and consciousness symbolizes determination. The poet seems to be aware on the situation going on in the society. Also he tries to call for awareness among the society members. This made the other society members to be at front line in liberation. It is evidenced as follows:</p> <p>"Front line, Where manhood and consciousness is tested"</p> <p>This portrays that "determination leads to change in the society".</p> <p>All in all. The poet has used symbolism in their works in order to liberate the society, educate the society, entertain the society, influence the society, criticize the society, develop language, express people's culture and also beautify language.</p>
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Extract 16.1: A sample response by a candidate who scored high marks on Question 8

In Extract 16.1, the candidate was well organized. He/she introduced the essay, presented the sixteen points with supporting examples and concluded the essay appropriately.

However, other candidates provided average responses; hence they scored average marks. This performance stemmed from weaknesses in their responses. Extract 16.2 is illustrative.

8:	<p>Symbolism : Is the language we use one of the techniques in the literary work where by use idea to represent the reality. On that symbolism is very important in literary work this is because helps to bring messages. On that through using symbols in different literary work like pen; empty plate can help also to get message. Through using two assets few poems under this programme the following are the symbolism that help to bring messages to the member of the society. By using a poetry called "SELECTED POEM" written by "INSTITUTION OF EDUCATION".</p>	
	<p>By starting with the poem of "BUILDING THE NATIONAL" written by "HERICK BARLOW" the following are the symbols show the message in the society.</p>	
	<p>Driver : Is the person who have ability to drive any Motor Vehicle like car. In the poem a writer use a symbol of driver that help to show the message that "lower classes can bring awareness" this is because a driver is the lower class and through driving a PS brings awareness on irresponsible leader shown on stanza one.</p>	
	<p>" Building the national to drive a PS"</p>	
	<p>Personal Secretary (PS) : Is the one of symbolism show on the poem where by give a message to the society that "Poor leader as the one who practise Embarrassment of public fund". On that a PS is a poor leader and this show on stanza one when a driver drove a ps to unimportant</p>	

8: function

"

to unimportant function"

Gold bear : and Ice Cream : Is the one of symbols found on the poem where by show the Message that "Poor leaders are the one who enjoy the life" this shown when a Ps go to unimportant function to take a lunch and this shown on Stanza 2.

"

Gold bear ; Ice Cream ; Coffee"

Car : Is the One of the symbol found on the poem where by Car show as a Country and also Car shown a Message that "A Country can building by those upper people (ps) and lower people like (driver) and shown when a driver remain into Car and Ps go to take a lunch. Shown on Stanza 1.

Not only in the poem of "Building the nation" but also in the poem of "YOUR PAIN" written by "Armando Guebara" shown also how symbols can bring Message to the Society due to the following points.

Eyes : Is the one of the symbol that help to bring a Message to the Society that "Through awareness can overcome oppression". And this shown in the stanza of the poem.

" Your Eyes
let me My eyes."

"

8: Pain: Is the one of the Symbol use to Symbolism in the poem and also brings the Message in the Society. On that Pain brings a Message that; "Oppression is the Cause of awareness". And also this shown in the poem stanza one.

"Your pain
let me my pain
"

Hand: Is the another Symbol that found in the poem of your pain and also this Symbol means unity and also provide a Message to the Society that "Unity is the key of remove oppression". On that is show in the poem in second stanza.

"Your hand
let me my hands,"

Blood: Also is the Symbol that use in the poem and means sacrifice also brings a Message in the Society that "Through sacrifice can help to bring independence". And also is shown in the last stanza.

"Your blood
let me my blood
"

Not only in the poem of "Your pain" but also in the poem of "EAI MERE" written by "JOE GOREY". Also show on how Symbolism can bring Message in the Society through uses of Symbols. The following below are the point show.

8: The Jlongan: In the poem the Jlongan symbol as Authority also brings a Message that in the Society that "Authority or a government can exploitate lower classes". On that The Jlongan is shown in the first stanza that;

" Eat more fruit; Meel

the Jlongan says".

Blood grass: Is the one of symbol found in the poem that show or mean the lower class and also brings a Message that; "lower classes can exploitate by the Authority". And also this is shown in the stanza that

" The only that will jut me to eat blood grass".

~~Fruit; Meel and Fish~~: In the poem also the uses of fruit; meel and fish as the one of symbols that means people with upper classes

Fruit: Is the one of the symbol that use to symbolism people with upper class and this also brings a Message that "The upper class can exploitate lower class". Also is shown in first stanza

" Eat more- fruit; More fish

The Jlongan say".

Meel: Also is the symbol in the poem that symbolism people with upper class and also show a Message that "Upper class exploitate lower class".

" Eat more Meel

8:	Not only is the poem of Eat more but also in the poem of "FREEDOM SONG" written by "ARMASO" due to the following points.
	Atieno: Is the one of the symbol that help to symbolize child labour and also brings a Message that "Child labour can cause Early pregnant". And this shown in Every last verse of each stanza.
	"Atieno ya".
	Sugar: Is the symbol used by a writer to symbolize good life and also this brings a Message that "Every child should be live in good life". Also this is shown in the stanza of the poem that;
	"Meat and Sugar".
	Meat: Is the another symbol used by a writer that help to show the or mean good life and also bring a Message that "Early pregnancy can cause with good life". Also shown in the stanza of the poem.
	"Meat and Sugar".
	Early Pregnant : This is the one of the symbol that provide
	Atieno's Aucle: Is the symbol that a writer use to symbolize the parent who does not provide basic need of their child on that Atieno's Aucle bring a Message that "Relative can cause Early pregnant".
	To sum up; Symbolism have a lot of importance as we saw in Above like brings Message also Themselves. Also on that writers should be use about of symbols during write poems in order to make easy to brings Message also and Themselves in their society.

Extract 16.2: A sample response by a candidate who performed averagely on Question 8

In Extract 16.2, the candidate demonstrated several weaknesses. First, his/her English language proficiency was low. He/she used ungrammatical sentences, such as *Is one of symbolism show on the poem where by give a message..* Second, he/she failed to state exactly what some symbols represented; instead, he/she expressed the message conveyed. Third, he/she misspelt the poem titles such as *Building the National*, as well as the poets' names, such as *Armado* (the composer of **Eat More**).

Furthermore, other candidates performed poorly on this question. They did not satisfy the requirements of the question or the expected competences in poetry. Some of these candidates did not write their responses in essay form. They mentioned symbols, some of which were incorrect. They failed to show what these symbols stood for. Yet other candidates provided symbols without stating what they represent and the messages they convey. Moreover, other candidates explained that symbolisms portray messages, but they failed to identify such symbols from poems. For example, one candidate wrote that *symbolism portrays a message that classes are source of humiliation*. From this explanation, the candidate could not state the specific symbol for the stated message.

Besides, some candidates analyzed issues portrayed in the poems rather than symbols and messages presented using those symbols. Analysis indicates that such candidates did not understand the demands of the question. A sample response by a candidate who scored low marks on this question is shown in Extract 16.3.

§ Literature this is the work of art-
 which using language creatively to express human
 reality and mainly were practised in writ-
 ten or by Oral literature. and literature it uses
 some techniques to express what is like symb-
 olism, Metaphor and simile. The following are the
 how symbolism is very ~~imp~~ effective literary-
 device in conveying message to members of societies
 by using poems 'Dying Child', 'Fat Man and Thin Man'
 and 'By Fighting with dying Child'.

Poverty: This is the ~~situation~~ situati-
 on where by people in the societies fail to
 afford basic need like food, shelter and clothes
 in the poem of dying Child is used to convey-
 message to the members of the societies when
 Personal boy

"As the boy
 fighting with empty plain

Which used to symbolized people who suffer from
 Poverty and message to be delivery to the society
 on the effect or impact of poverty.

Malnutrition; This is the situation
 where by people ~~they~~ suffer from lack of
 balance diet or ~~shem~~ shem by persons

"Ten years old
 he look older than old
 and younger than young

This symbolized the boy who suffer due to
 lack balanced diet

awareness or concernness; This
 is the statement which show fact about some-
 thing without fear of or considering the future

dream as the person say

"Mother, shoot the pen

When I grow up

I will carry a gun and not a pen"

here gun used to symbolize byrigise and pen used to symbolize education.

The following are them by using "Your pain" Personification; This is the system

where by animal and non-living organism were given a task to do like human being to symbolized good behaviour or bad situation for instance when person say.

"Your pain

Yet more my pain

I shall suffocate oppression"

Pain given a task to suffocate oppression as human being so this symbolized personification.

Unity; This is the symbol used by person to convey my message to members of the societies by different way for instance

"My strength

Yet more your strength

With shall ever come imperialism.

This symbolized that the unity is good way of fighting with bad things by struggle together.

Sangu; This is the situation of some one fighting and struggle either by peace or by force as person say

"My blood

Yet more your blood

Shall be irridet our victory

This symbolized satisfy to fight against bad thing

The following are themes from Eat more which then symbolism how convey message to the society.
Poverty; In this poem play writer or author using symbolism to show poverty when he say
"Eat more fruit More beef, fruit, more bread But I'm unemployment more pay My third year now and wad.
So he use symbolism to convey message to the society surrounded.
Unemployment; Also author using this theme to convey message to their society by symbolizing which lead to suffer from hard life
"But I'm unemployment more pay My third year now and wad.
So this help to the reader to understand and my get message from this poem.

Extract 16.3: A sample response by a candidate who scored low marks on Question 8

In Extract 16.3, the candidate analysed issues raised in the poems and one poetic device (personification). In the analysis, the candidate claimed that these issues symbolized certain realities in society; however, he/she did not specify which realities they represent specifically.

4.0 ANALYSIS OF THE CANDIDATES' PERFORMANCE PER TOPIC

A total of 6 topics were included in the English Language examination. Four topics were in 122/1 English Language 1 and two topics were in 122/2 English Language 2. The analysis of the candidates' performance on each

topic in 122/1 English Language 1 shows that the topic *Introduction to Language* ranked first, with 94.02 per cent of the candidates performing well. The second topic was *Interpretation and Translation* (72.63%). This was followed by *Word Formation* on which they had the average performance of 60.21 per cent. The topic *Language Skills* ranked fourth with the performance of 56.64 per cent.

The analysis of the candidates' performance in 122/2 English Language 2 indicates that the topic *Literary Stylistics* ranked first, on which they had the average performance of 82.04 per cent. This was followed by *Appreciating Literary Works* on which they had the average performance of 78.78 per cent. The appendix summarises the candidates' performance in both 122/1 English Language 1 and 122/2 English Language 2 per topic for the year 2022.

5.0 CONCLUSION

The general performance in the subject was good because 32,099 (99.68 %) out of the 32,270 candidates who sat for the examination passed. This performance stemmed from the candidates' sufficient knowledge of the contents covered in the topics. They also addressed the requirements of the questions. Their good command of the English language enabled them to elaborate their points clearly. These candidates were good at communication in the English language and writing skills.

In 122/1 English Language 1, the candidates scored the highest marks on Question 5, from the topic *Introduction to Language*, with the average performance of 94.02 per cent. The lowest performance in this paper was on Question 3, from the topic *Language Skills*, with the average performance of 56.62 per cent. The factors for the failure included inadequate knowledge about the subject matter, specifically about pronunciation of English words. Another factor was the candidates' failure to understand the demand of the question. Accordingly, they responded wrongly.

Analysis shows that the highest performance in 122/2 English Language 2 was on Question 3 from the topic *Literary Stylistics*, with the average performance of 82.41 per cent. Question 4 from the topic *Appreciating Literary Works* was the least performed with the average of 78.78 per cent.

The factors for the failure included the candidates' inadequate knowledge of poem analysis and failure to grasp the demand of the question.

6.0 RECOMMENDATIONS

To improve the performance of prospective candidates, this report recommends the following:

- (i) According to the performance analysis, the candidates' little knowledge of Phonology, i.e. how words are pronounced, led to weak performance. More effort should be put into teaching and learning English pronunciation. Learners should be guided through learning practically inside and outside their classrooms how to pronounce and transcribe English words. Additionally, teachers should be role models in pronouncing and using words in sentences.
- (ii) One of the factors behind the candidates' low marks is their failure to grasp the requirements of the questions. Thus, teachers should guide their students through regularly responding to previous examination questions. The practice will equip the students with the necessary skills in identifying the demands of the questions in their examinations.
- (iii) Students should be encouraged to read widely to improve their vocabulary and grammar. This will eventually enable them to express their ideas grammatically.
- (iv) When practising answering questions from the topic *Appreciating Literary Works*, it was observed that students are accustomed to narrating and explaining themes portrayed rather than responding to the exact tasks given in the questions. Thus, candidates should be encouraged to read questions carefully and understand what they are required to do prior to answering the questions. This practice will reduce the challenge of answering questions irrelevantly.

7.0 Appendix

S/N	Topic	Performance Per Question		
		Number of Questions	Percentage of Candidates who got 35% or Above	Remarks
1.	Introduction to Language	2	94.02	Good
2.	Literary Stylistics	2	82.04	Good
3.	Appreciating Literary Works	6	78.78	Good
4.	Interpretation and Translation	1	72.63	Good
5.	Word Formation	1	60.21	Good
6.	Language Skills	4	56.64	Average

