

## 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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**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.

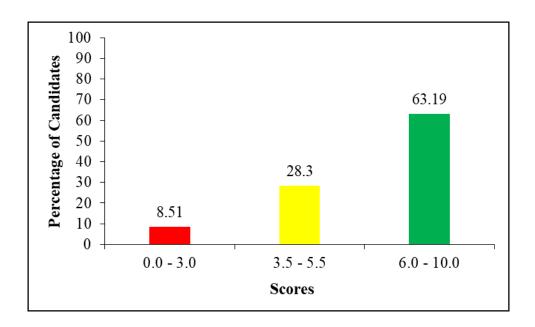


Figure 1: Candidates' Performance on Question 1

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.

	(2)	
1.	(a) Age! This affect language the are to the	
-	(a) Age: This affect language the due to the tack that the elder people tord to the language. In different way compared to youth or young people	
	In alther it her compared to youth or young people	
	There the young's language is characteristical with	
-	Jargon and slang forexample the young generation will all father armshuall where the elder annot	
	will all talker as "Inshual where the elder annot	
	the such larguage.	
	(b) Place This affect language variation duto the	
	fact that the language the differ from one place to are their forexample people timing in Killimanian will spe ak their am kind of accent compared to people from	
	ther lover ample people wing in Killimanian Willspe	
	at their am kind of accent compared to people from	
	Murrag. On the other hand place the chagge place took to speak kickage and sukuma people took to	
	tend to speak kidaga and sukuma people tond to	
	Speak kirulauma theretor this also affect to large	
	age Use.	
	(c) Sex/gender: also this is due to the fact that female are characterized by the uses their get	
	that temale are characterized by the uses their got	
	voice compared to men who uses high pitch or voice theolore women tords to use low fitches or	
	Voice therefore women tends to use low pitches or	
	voices because they are are taken of their own ternity	
	Compared to the mans.	
***************************************		
-	(4) Caupation this differ in the language use	
	due to the tact that. The one's projection's determ	·
	ino the kind of language to be what towarmple	
	cloder will be identified through the use a politic	
	(d) Occupation: This differ In the Language Use the to the Fact that. The ene's projections determine the Kind of Language to be that to example clother will be Identified through the Use of political language also the language Used between a Facher	
	a propertional person & different with same are mile	
	15 not propertien Eg Educated Verrus Vnederated Fisher	
	Messus Ermen this will differ.	
	(e) Social classes also differ in the use the	
	larguage where by the higher dass well the well the	
	(e) Source dances also differ in the uses the larguage where by the higher dans will use well the language compared to the lower dans people there	
•	the It you take an Example of the hidron class people	
	like Mo deviji to very he User the language's ver	
	quite different two a lower Class people like	
	a famor.	

**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.

J. a) Ago: hove the User of the lappuage can affect the larguage Used through who he (the is aged at different rages so the Use of this lappuage could be affect either gram matrially or lexically. Forexample, the child could violate, the grammatical and graphically oraging or less than a show as
the Language Used through who he Who is
agreed at different agrees to the wee of
Phis language and to affect either grum
maj cally of lexically. Fer xample, the child
ones in a single tro gramma real and gramman
Instead of
(III) way or
b) Place: the larguage affected when people of different
b) Place: the larguage affected when perdojet different places into act and communicate and the cevery could have his there own accent Forexample:  Lukuma and Lushili pessen Lay the rund "Maji"as Minze while Lushili person too call it maji.
Could have his hat own accent forexample;
Livery and Iwahili Person Lay the wais
Mirro while swahili person atta carri i ragi
c) Lex / general people our Use Language differently depending on their lex threxample: temale cur Use the word like "shopa" as a temale friend while Male can determine the word as a Lestiap.
appending on their cex brexample: temale gum
Use the war like "shope" as a terral of friend while
Male can determine the word as a Lesbian.
d) Occupation: the larguage can be thed differently on the different occupation as follows: Zanzibar Clanzania Tungule Nyanya Mwamwi (hemeji
Taronar (Japana
Jun Wo Vanya
Mwamwi Chemeji
e) loud class people that populate according to their
status at buexample middle class high class and
ce) (qual clair: People Uses lammage according to their, status at buexample middle class, high class and Lawer class, as higher class used language gammatigally while lower class did not follow gr
a mora tree meaning.

**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.

16210-
1 Q AGE
Are the age, Twefer to the affects languages use, because are the Child hovel to the actiful
use be cause at the Child hovel to the alph
of the language of the hearing and starting
to pronounciation of the brain in the faster
to the claim.
,
(b) Place
The the place of the Factor affects language
because the place to sitting peer groupail
the use abusive language are the factor
attect language Use example youth to
speaker abusine language of the place.
O Sex/gender  Are the sex of the twofer affecting of the language use because to practice men to the louchest of the women because at the heart of house and the opport language we
Are the sex of the tweler affecting of the
language, ruce because to practice men
to the Toucher of the women because and the
heavelor house and the great language we
are the women had no voice and the mento
the speaking.
d) Occupation
Au the occupation are the toolor of coling occupation are the leader of the place of the down of the leader are the lang-
Occupation are the leader of the place of
the chee not peak of the lendles are the
Lage use
and the second s
1) Social Factor Class
Are the to for octors language use or the.
Social clare on the Money clare and lunes loss
Are the tandon affects language ye of the social class of the appen class and lower class are the appen class are the appendion the language, we back.
in approved in the fire gardy, we but g

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

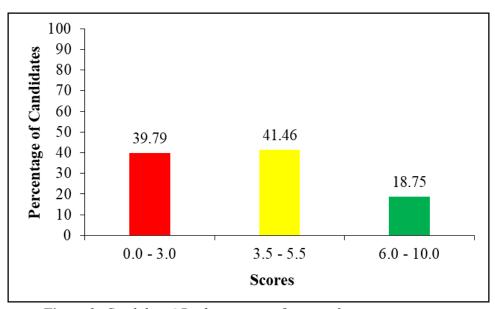
The candidate explained meaninglessly the given social factors. He/she did not provide any example. He/she demonstrated poor knowledge of the social factors. His/her English language proficiency was low.

#### 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 -ea	
Menning: To make	
Sentence: We should sopten African's heart	
ij -lesco	
Meaning: Small quality or small quantity or lack	c CF
sentence: she has composed a menningless sentence	
iij -ness-	
Menning: The quality of comething.	
Sentence: The cleanliness of dining hall is attended	1
· · · · · · · · · · · · · · · · · · ·	
iv, - Wise.	
Megaring: according to	
Sentence: Dictribute the eups classicie	
v, - Hood-	1
Meaning: A situation or Yelation	
sentenne: In our school we live in suiterhood	

2 b	
i, The police managed to disarm the bondits	
ii, Taking these drugs could seriously endanger your life	
in It time to empower the youth with effective life skills	
iv. The email muld not be delivered Therefore I re-sent	
trusting him	
vi, You need to re-think about studying that course at the university	
the hands of his employer	
viii, The hotel was completely re-built after it had been destroyed by the earth quake	
many questions unanswered.	
x, The war situation is so intolerable. That peace- keepers have been porced to leave the muchy	

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: @	
C -2n	
Meaning Pshows pluality many.  Lentono: These are my children.	
tenteno: These are my children.	
(1° - Less	
ueaning - not having contonue - He is homoless.	
Cin - nois	
Meaning: Full of somothing.  Lentonio: Happyness	
Lentoneo: Happunou	
& - mit	
Maniaa.	
Lentena: Likowie pays	
	<del> </del>
O - hood	
Meaning: - situation or relationship.	
tentence - auning my childhood	
	<del>                                     </del>

6 6 The police managed to disarm the bandite	
AS SIL	
(11) Taking those drugs could seriously exchanger	
your life.	
(R) It is time to empower the youth with	
effective life skills.	
your life.  (1) It is time to empower the youth with effective life skills.  (i) The email could not be derived. Therefore I unsent it.	
I union it.	
Junear it.  Do not let his thouston manner mislead  you into trusting him.  Vi You need to rethink about studying that  course at the university  Oi This boy has suffered serious mis treatment  at the hands of his employer.  Viii The hotel was completely rebuilt after it  had been destroyed by the earthquake.	
you into trusting him.	
Or You need to rethink about studying that	
course at the university	
Oil This boy has suffered serious mis treatment	
at the hands of his employer.	
Vin The hotel was completely pobuilt after it	
had been destroyed by the earthquake.	
left many questions unanswored.	
left many questions unansworld.	
1 <b>X</b>	
(1) The war situation is so untolerable that peau keepers have been forced to leave the country.	
peau keepers have been foned 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 <u>un</u>sent instead of <u>resent</u> and <u>un</u>tolerable 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.

02	
acen	
Meaning. To show past tense	
Reaming. To show past tense Sentencer Juma have laten Ugali	
to less	
Meaning - Something to be small than	
Sentence- Dining hall is less than class nrom	
( ness	
meaning- Scuetling which is beateful	
Meaning-Something which is beatefull Sentence-trappiers I Love happness	
W Wise	
Meaning-Somothing which is circlised Sentence- Junia is the juice persone.	•
Sentence Juna is the wise persone.	
( hod-	
Meaning related to relationship	
Sentence-Chillhood person	
<u>b.</u>	
<u>U Marm</u>	
( Un danger	3
W lm power	
Wyower	
@ Un sent	7
W Unlead (Vir) Inthink	
(vi) Prebuilt	
(D) UN ans wered	
@ Untolerable.	J .

**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.

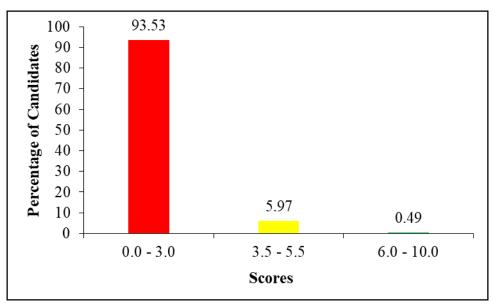


Figure 3: Candidates' Performance on Question 3

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	
In) This is produced when the tip of the	
In mu a produced when the 112 of the	
tengue lies against the alvedor ridge hence	
leads Alveolar sound, when It is released the Air	
leads Alveolar sound, when It is released the Air sheam is forzed to pass through the none worked to pass through the none worked sound.	
March - 11th Albert H	
regard and there is apprehen in the Oscal beauty.	
Golden Source	
b'. Euro the First sound is is	
b'. Euro The first sound is III	
The Forest of Barolage IT a Tland Odlato Bud	
the tonget todays the mod palace and	
mencie production of palates launa, and the	
air stream passes salong the side of the longue	
thence production of palated yound, and the air stream paves along the side of the tengue (Approative) and there is uloration in the vocal	
cora Voiced found.	
John Volley Provide	
C'. chons, The first wound is IK	
K b proclused when the soft	
palate is lowered. It is when the back of	
the torque touches the voft palate and	
the tongue touches the roft palate and thena Velar Hand. The air stream is blocked	
went of the family has all some has	
and released Studgenly and hence lead	
to Parine against. There is no Vibration in	
the vocal cord, to vorceles yound.	
d: pharmacy, The first sound is If	
d: pharmacey, the production 15	
lie is regainst the upper teeth and here	
I ali late I will be boody and the sound	
taple-desired, when it is presided to seeme	
a barrer in the barrow tamas their bereints	
lip 4 required the supper teeth and have Labio-dental, When It is produced the sound to produced the sound to prosess in the narrow passage thus feelt to Frozative sound, there is no Vibration when	
11 produced Norseless Garner.	
( ) (order	
d'e: pseudo-active. The first sound 1, 11	
KI hardwood when the hip of the	
L I I Da - To Chenit	
Tongue Priches The alveolar 1498 as alles	
of Afredar Journal When Is produced there is	
no ubration in the vocal cord, thus It is	
Make along all and the Ha Friedlyneau makes In	
tengue truches the alveolar ridge as avesult of Alveolar Journal when is produced there is no Wordhin in the Vocal Cord, thus It is Volceless found. Also the airchream passes in	
anarru passage thus results to Frizative daind.	

**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.

03. a/ Mord: Knot	1.7
first cound: In	
its production: It is a meal sound, pro	olu
rough the racal cavity and create come	) th
rough the racal cavity and create come	end
top alue to presence of some obstacle preson	1000
In the now like raised our electory.	•
	:
b, word: ento	
First sound! [i]	
production: It is a glide cound produce	who
n the air from the lunar is packing through	h
n the air from the lunge is packing through	to
the alottal with the or aid or calling count	
the glottal with the an oricl of calling found in the mouth cavity. It cometimes known as approximant, or am yould due to use product	
Opproximant or amy narrolled of the to the exception	
on medanism with little obstruction of ferain	
in the mouth.	
m ne moun	
c/hord: chorus	
FIRE CONDI: /K/	
production: It is a velor plotive produced	
author the tip of the terrous come into contra	
when the tip of the tongue come into conta	
de with the explains found.	
de folli) the explaine roulle.	
de word: pharmacy	
bichropion; if it a triconfine come but	
duced when the lower lipe comes a into	
contact with supper front teeth thatic why	
Is also called Labiodental due to this produ	
etton mechanism.	
CETOLI WESTAMILIM	
es mord: prevido -active	
First cound (c)	
production: It is also fricative according	-
to a manner of production. It also produce	
when the blade of the rangue come into conte	
net with hard palate and produce a frict	
ion with a sourd 15/.	

**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.	@ Cnot = nD	
	(b) Euro = ju	
	Chorus = KJ:	
	@Pharmacy = Fa:	
	(e) Pseudo - active = SU:	

**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 rulegoverned 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.

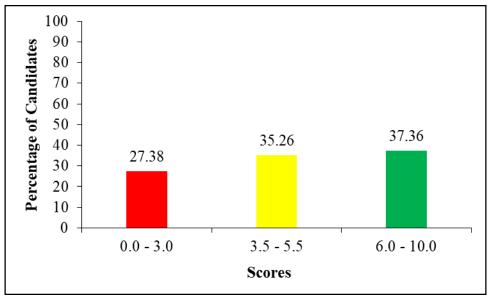


Figure 4: Candidates' Performance on Question 4

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. @ It is important for the townshiter to know the
languages involved that are source language and target language because it helps the translation
triget language because it helps the translator  to be clar clear and correct or accurate in the
translation process for instance of the translater
eould not understand the target language well it would be difficult for the translation to be succeeded.
Elt is imported for the trenslatur to know the
the larricce is concorned with so as to ensure the
specialty perture of the translator. The translator would translate the texts that are concerned with his or her
specialized skill only ter instruce, sports and game promise
official meter province and so on.
OTLE translator is important to know the style of the source text since it anables the translator to
source text since it enobles the translator to
translate the text by preserving the orlyle so that  he or she would not undertrankle or so destroying
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 Torget text through
frime offe,
The tenslator is also imported to know the culture
of the source and target texts so that he or whe would clearly and accurately translate the text from the
source language to target language and providing the contextual meening of the words for instance, Ladies and Gentlemen in English language is translated as Mobilian
and Gentlemen in Enrich language is translated as Mobile
no Moberono to Konshili to the athere of the layurges.
@ The translator is also important to avoid personal
reproduct the text and provide the contextual meaning of
to test without adding or reducing anything and
Lence preserving the originarce 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 Involver	
The translator requires to understand the Language Involved fortrans	
lation so as to know that he or she is competent on the language	
Involved so as to Avoid making the translation pacous unposerble	
or unsmooth and came Ambiguity to the Auclience or	
read or.	
b, The pield or topic Involved	
The translator requires to know the field or topic Involved	
that requirer him or her to translate so as to determine that	
he or the is expert on that field on the topic Included so as	
to early smoothen the translation process and Make it so	
Pourble.	
C, The relyle of the rource text writer.	
The translator requires to know the style of the same lost	
writer so as could help him or her to know what type of	
translation still style he or she will use in translating	
the given down fext wither to accomplish Good quality	
translation process.	
c, the source and the target culture	
The translator requires to notice the culture of both source and	
target language so ar to Avoid the wire of Personal feeling and	
ansations in the translation procon to Avoid Missing,	
Ixlong perceptions also hard feeling of the Andrene or reader	
a, Avoiding Personal opinions and Projudices.	
The translator ragging to know the true facts to represent	
and Avoiding personal opinion so as to equip the reders with	
time Information and Clarify the readers when reading the taxt.	
3	

**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) Inorder to do mon revisione and to	
100000000000000000000000000000000000000	be more actue and good during translation	
	4,	
We appropriate contraction	b) In order to know where he like can start	
TAMES TO SECOND STREET	to stranslate and to prepare the place where	
	to stranslate and to prepare the place where helshe can do his work.	
	c) Inosiles to know the origin of that	
	c) Inorder to know the origin of that language during the translation and to simplify	
	hu work.	
	d) Inorder to know where that metrage is going	
	and what other people want to know from that	
	translation.	
	e) Inorder to know how can use are good way in	
	e) Inorder to know how can use are good way in	

**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.

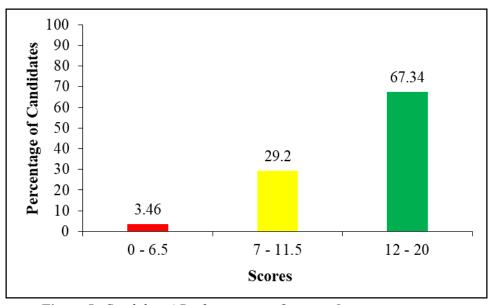
#### 2.2 SECTION B: Essay Questions

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.

	1 an unit line is a situation whom
-5	Multilingualism is a situation whome
$\overline{}$	by a porson speaks more than two language. People in a country tend to know more than
	reopto in a country serie so know hore had
	two languages thus understanding it wall
	by knowing how to speak and writing it.
	A porcon who can speak or use more than
	two languages is said to be a multilingual porson. Many countries like Pansania are
	porson. Wany countries size radistance and
	multilingual as they have multilingual people
	in the country. The following are the benefits
	or multilingualism.
	H promotes employment opportunities.
	A multilingual parson is more exposed to
	various amplayment apportunities such as
	International affairs as many working places
	are in need of people who are able to
	speak many languages as it is benefitial to them when foreignous come into the
	country. Also it promotes not employment as
	one can choose to teach a contain language
	Liko 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 contries
	apart from the local trade in his/hor
	country as helsho is able to speak more
	than two languages for example a
	porson sho can speak English, French
	hall burnehill hallchar is able to conque!
	trade between two countries or three which are USA, Pansania and france thus
	which are USA, Pansania and franco thus
-	promoting trade.
	The state of the s

5 Helps in promoting international meetings.
Through being a multiling ual person one is
able to take part in different international
mootings ospecially in United Nations shore
pooplo from different countries most.
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 dyport
Languages hanco sending thom as representatives
of the country.
Multilungualism acts as a sign of prestage.
A person who is able to speak more than
two languages in a country are usually well
aducated thus it is a sign of prestige
among themselves because on a is seen supernor
as holsha u able to speak over the
foreign countries. This promotes the level
of aducation which one has reach to because
a person who has high Lovet of aducation
is the one who can speak many tanguages.
Multilingualism holps in education
cector. A multilingual person can be able to
pursue him/horself in jurther studies abroad
borause through knowing more than two
danguages one can go study to a country
which holeha can aim high in his har
dreams thus a multilingual porson is
able to study in different countries for
as long as holsho can underestand
thour modern of daily communication
In the ountry.

-	laborate to the transfer of th
5	Mass medias in the world
	are borne proceed in descent language
	from the countries thoughts during no
	prople cannot with a lector to interaction
	a nows borning their money understand
	are being presented in different languages from the countries thereby different people cannot worth or lister to internation al news because they cannot understand thus are this schould not promote moses modion.
	Bis boing a multilingual person one is
	Bis boing a multilingual person on a is able to get news from different international
	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
	among deponent countries through the
	existence of more than two languages in
	one country. Different countries can come
	together and coperate with each other in
-	different developmental activities such that
	the countries can accest each other in different
	bropsome each as bronging thouseful
	poverty to be eliminated especially in the
	Mutilingualism helps in emphasizing
	and charitained gittorent wattour By knowing
	man than two tanguages discount matters
	can be well daricid also i me of wants
	more than two tanguages different motters can be well described also it one or wants to put emphasis on different matters holshe will use both tanguages whereby
	holsho will use both tanguages whereby
	a ponson ran easity take a contain
-	motter priously thus making various
	emphasis to be done in the multilinaval
	societies thus making different mothers
	to be clarified.
j	n
	Therefore multilingualism has brought about
	t many benefits in dissonent countries as
	the act of using more than two languages
	in a community or country has expose
	in a community or country has expose

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 bonosticial in the provision of Education, During	
the provincin of education some of the place desirit	
Know swahili language instead they do use their vorm	
eular Languages and also in their etudies there is eva-	
hill subject and english subject by doing so the process	
of multilingualism its more beneficial in the provision	
of education.	
It is beneficial in The mass media; in different change	
different languages are being used to conduct the business	
also for information and nows for example Tancania rafari	
channel there is use of swahili language, vernacular language	
and also English language, Through file benefit in mass	
madia, so There is benefit of multilingualism.	
It is beneficial in literacy works; The use of presence	
of multi-lingualism in the certain area or country its 10	
important because it more beneficial in literary works	
for example in books different languages are being used	
also in ronge composition more than two languages are being used their like raid that multilingualism like more	
banopicial.	
It is more boneficial in legal matters: The prosence	
or multilingualism in the certain area its more bone	
picial because it's use to cover the gap of using woods	-
in different local matters for example the gowinment	
issues, in different comps there is use of more than	
issues, in different courts, there is use of more than two language in the communication, so its true that multilingualism it has benefit in the society.	
multilingualism it has bonefit in the society.	
It is bonogicial in rolfgious matter; The processor	
of multi lingualism in the society helps in religious	
activities in churches when the preacher will be pre-	
aching in English language, also the narrator will	
be narrating into Kiswahili or Franch language.	

5. It's bonosticial in the provision of Education; During
disease each pot so emos nostroubs so nossivong ent
Know swahili language instead they do use their vorm
eular Languages and also in their etudies there is ever
hill subject and english subject by doing so the process
of multilingualism its more beneficial in the provision
of education.
It is baneficial in The mass media; in different change
different languages are being used to conduct the business
also for information and nows for example Tansania rafair
channel There is use of swahili language, vernacular language
and also English language, Through file benefit in mass
madia, to There it benefit of multilingualism.
It is beneficial in literary works; The use of presence
of multi-lingualism in the certain area or country it's 10
important because it more beneficial in literary works
for example in books different languages are being used also in rongs composition more than two languages are being used their literaid that multilingualism liter more
also in ronge composition more than two languages are
boing used that it's said that multilingualism it's more
banopicial
It is more boneficial in legal matter; The prosence
or multilingualism in the certain area its more bore
picial because it use to cover the gap of using woods
in different legal matters for example the government
issues, in different court, there is use of more than
issues, in different court, there is use of more than two language in the communication, so its true that
multilingualism it has bonefit in the society.
It is bonagicial in rolfgious matter; The processor
of multi lingualism in The rociety helps in religious
activities in churches when the preacher will be pre-
aching in English language also the narrator will
be narrating into KBwahihi or French language.
9

**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.

r	Lilli To iki.	
5	, , , , , , , , , , , , , , , , , , , ,	
	where by one language is only used in communication within	
	the society numbers. Many native societies such as Maasai,	
	Sukuma, Helve, Nyakyusa used trus kind of situation so as to	
	complete daily to daily communication. Multingualism are	
	Mostly happening in Native areas and not urban centers bec-	
<u></u>	ause many people from urban areas using two languages	
	that is first language (12) and record language (12). The	
<u></u>	following are the benefits of Mulkingualism:	
	Multingualism unite the society; One among	
	Major benefit of Miltingvalism is that can unite to who	
	Cockety since there is the existence of only one used language	
	within the society Members, so that can lead to unipication	
	of the society and hence there is good communication within	
	the tought manders.	
	Multingvaliam B a ractor per social develop	
	Ment, through The use of one Language the Jovety can	
	undergo social development such as infastructural development	
	and other kind or development since the whole comp.	
	Community use one language to communicate to each other	
	and all understand that language very well.	
	Mulhingualism as cultural identity, One	
	among the Major benefit of Multingvalism in the sourchy	
	is that can identify the culture of a cortain roasty that	
	using a certain language for example, Multilingual somety	
	Such as Maasai can represent someone's culture due to the	
	way that he Ishe is speaking and that made as people	
	to ideapity culture of a community through their same	
	way of speak one Language.	
	Multingualism improves the competence	
	and performance of the user; Through the use of one	
	language all over the community lead to the improvement	
	JJ	

<u>5</u> ,	of one in using language in actual and concrete situation
	also is improve the grammatical ability of judging someoned
	orannar is helshe is correct or wrong and that Multingvalism
	plays a significant role of Made someone competent of a
	language that lettle used.
	Multingualism as Medium for giving instruction
	One among the benefit of two using one language in the society
	13 that can complete information and giving out instruction
	that can answer the question of Communication throughout
	the society. Multingualism is so benefitable in prouding Mform-
	ation from one person to another within the same society which
	Uses the Same Language
	Mulhingualism avoids social class, Another
	benefit of using one language within the society is that
	can avoid soual classes according to the status of learning
	the language trus generally because all people who are using
	the same Language you may pind are competent enough in
	that language and this went disciprence when other language
	would exist could cause some penale who having Morey to
	Study that existing language (12) rather than other people. To
	mi tingualism avoids the existence of social cross in ning landrage
	Multingualism improves the prestige of the
	Language used; Use of one Language in the society lead the
	Society to nie 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 Multingualism lead to the prestige of
	The society.
	Generally, Multingvalian although having
	Many Longits but it stills having some disadvantages such as
	if lead some people to not learn other languages which can
and the same of th	help in some activities such as trade I 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.

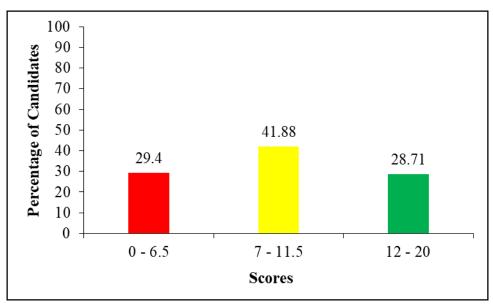


Figure 6: Candidates' Performance on Question 6

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.

	*
Listoning: Is the situation of paying attention	
to what have been said by a speaker: public speed	
this is the kind of speech which are given publically	
to the audiana and historiers is the people who	
pay attention to what have been said by a speaker:	
Uneffective listening can be caused by many factors	
or reasons fonctano Linguistic bamers, environmo-	
ptal barriers, physichological barriers, social-cultural	
berness and psychological problems mainly in	
effective listaring can result to the conflicts among	
people in the societies. The following are the bah-	
anour or charactoretice which lead me to realize	
that the listeners were not listening shown as pollo	,
WI	
They were not taking hote 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	
torgot what it has said by the speaker	
Speaking whole listering: 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	
reculted to bad recovering or message to a listener	
They did not ask question; always an	
inoxectiva listanora do not have any question to	
ask to the speaker and this is because some times	
Its because they paid to listen and then they did even	
understand what it has been said by a spoaker	
They did not pay attention to the speaker.	
this also is the one among of the thing or behaviour-	

	ineffective listener because he or she fails to pay attention
0	to the speaker and this can be either because of
	personal stream or doing uncessary thing
	They have the behanour of enturept the
	speaker while speaking as the person who is
	anheffective listener always enterupt the speaker
	before finishing speaking and that cause mic-
	understanding between them
	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
	They have the bahanour of prejudge
	ment; this also is the one among of the characte
	notice of ineffective heteror as he at the ishaving
	projudge to the speaker according to his appearance
	and bis or her personal back ground
	They do not show participation to the speaker
	this is the one among of the beat behaviour of people
	who do not listen effectively as they don't show partia
	pation to the speaker like answering question, nodding
	heads, clapping hands and that make them fail
	to understand the hishde concept
	Generally; not only an ineffective listener
	can be a source of problem but there are other things
	that resulted to ineffective listening like environ-
	montal blocks or barriers and Linguistic errors
	•

**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, refer to the appeal where by comple
6 historing, reters to the process where by people listen on what is being sayd by a speaker and historing is different and hearing because listening is paying attention and listen what is being sayd and hearing is not paying atention and listen
listenina i'i distanont and bomona berame listenina
11 oruman attention and listen what 14 being
Sound and boardna is not naming atention and liter
Dry 11) hat i've being count allo tallowing are the
on what i's being say. The following are the point that show the behaviour characteristics which
leal people to ke realize that they were not listening
attentively.
V They are not take note othat means when
the speaker speak and you doesnot take the not it
the stand your not abotion because the third
Show that your not atentive because the things that can make you to understand what is being
can for the reacher in to take not to who may
Sayd by the speaker is to take not so when you are fail to take not "t show that you down to the super sound to what is being sayd,
Land list on on what i's hoim land
"Thu are not cell quartien. That mound the
are a contract in the man that show that ever or is little
but who you does not exp ask question means you does not know what they are going on They do not provide the feedbalk, that means when the speaker speak and witener doesnot provide feedback that they are undoestand or
poemot know what they are aning on
They do not provide the coedball. That
means when the speaker speak and Whener does-
not provide feedback that they are undoutand or
closmot understand I how thook can realize that
those people downot understand on what is being
Sayd by the speaker.
They also not provide the eye contact with speaker,
Hart many the littener who litten on what in boing
Sayd must provide the eye contact and the speaker and when doesnot provide the eye contact can show that that language doesnot listeng on what is
and when Locanot provide the eye contact can show
that that language doesnot listeng on what is
speaking by the speaker.

They are not thow they are listening, that
means the people who listen what, is being sayed
can show that his her listen but they not abound
means the people who listen what is being sayed can show that his her listen but they not abound show that they are listening may be for knok head or use the word that show that people are consentrated to listen on what is being
head or use the word that show that people
are consentrated to listen on what is being
They are speaking when the speaker speak,  that means when the speaker speak po listener,  you in downor speak when the speaker speak and  so when you speak in the time when speaker  speak it show that that people closinor listen  on what is being sayed by the speaker, that means  when the speaker speak and the sistener interapt  on what is being speaking for so that situation
that means when the speaker speak po listener,
you on downot speak when the speaker speak and
so when you speak in the time when speaker
spock it show that that people closing liter
on what is boing sayed by the speaker
They are not interapt the speaker, that means
when the speaker speak and the listener interapt
on what is being speaking for so that situation
on what is being speaking for so that situation show that the listener desinat has no atention on what is being sayd by the speaker of theet
on what is being sayd by the speaker of theet
1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1
They are look outside when the speaker is speaking. That means when the speaker speak the to listener look outside and look the things that himler looking for and down better on what is going to speaking by the speaker. Treneraly, the listening praces it involve and
speaking. That means when the speaker speak the
or listener look outside and look the things that
him her looking for and downd leten on what is
going to speaking by the speaker.
Treneraly, the listening pracess it involve and
the paying atention and what is being layed
the paying atention and what is being layed by the speaker and they are different obstacle
that show make people fair to understand
result on what is being sayd by the speaker
that show make people fair to understand well on what is being sayd by the speaker example environmental problem, physicological
problem psychological problem and offer obtain
cle that faced literer.

**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, prejudgment 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	lideria- chills are the chills when to the hideren	
	make attention to listen what is talking in listening skills	
	Plukening inorder the lukener to be effective in listening must pay attention and be inkerest to listen in listening skills	
	Hipport may occur because in listening many things are	
	happen. The pollowing are the behavioural characteristics which led	
	the people not listening attentively:	
	Environmental bourier in listening skills, environmenta	
	I barner is the behaviour which can ted people not listering	
	attentively such as noise, car sound and unfrendly environment	
	that will make the listener was not listen aftentively because	
	so of noise and any obstacle that happen due to environ	
	nmontal barrier led mattentively of listener.	
	Emohonal bainer, in lutering skills emohonal	
	bourier 12 bohounover which make people not listen outtentively	
	bocause in emotion barner there is many thing like	
	stress uninterested to listen what is talking those because	
	as emotion when people have no liverest to listen means	
	17 ocuse inattentively of listener.	*
	Physchological barrier, this are the barrier	
	which occur due to nathere of listener and physcholo	
	opical barner is like when problem of scire, disable, mono	-
	my limitation so through that bouner led the listener	
	to have matterfively listening because the ability to hear	
	carefully helshe does not	
	cultural bourier this is another characteris	
	the of mattentively listening when listener use culture	<u> </u>
	I rupich is not understanding by all	
	neuho make attention to listen what is talking	
	It look that people to be inattentively because the	
	Language that is used is not understanding	
	by all people.	

_		
6	Linguish c barrier, when the speaker use ambi	
	quity slang and non-verbal language in his speech	
	It led the listener to loose attention in lidening being	
	use speaker use ambiguity and strong where	
	by 11 does not mean that all people ruho listen	
	understand the language that used through that led	
	to inattentively of listener.	
	fixchological barner live hunger sickness	
	uninterest, bad mood, distike topic this is another	
	behaviour which make people to be inattentive listeni-	
	ng that happen either speaker use offensive word	
	may be helshe in bad mood or listenes helshe	
	sick or be uninterested to listen what is talking	
	about It make that person to be make inattentively	
	Long speech when speaker have long	•
	speech during speaking it make the listener to be	
	Hired to listen what is talking about because	
ļ	the speaker have long speech through that it	
	mala listener loose attention of listening due to	
	Long speech derivored by speaker	
	Back pronounciation when the speaker have	
	bad pronounciation may be due to ship of torque	
	It make the listener to loose expective listening	
	because the one who provide speach use bad propo	
	unciation during pronounce words so through	
	that led people to have inattentive	
	Therefore listening skills need brokpa.	-
	ying attention during tenvering message from	
	spraker, listener must focus on rehat is saying	
	by speaker outso listener must avoid interuption	
	Jung listening the message monder to get into	
	rmation directly without obstacles.	

**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.

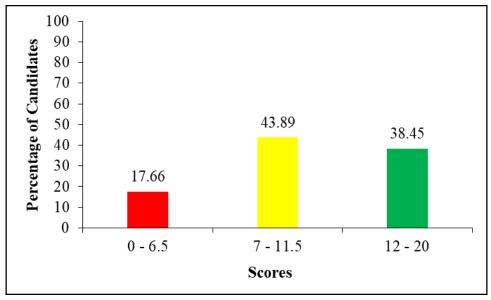


Figure 7: Candidates' Performance on Question 7

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.

	- 1
07. Note taking. Refers to the process of recordin	
a what is being presented in a meeting or any	
g what is being presented in a meeting or any termal context. Note taking also it goes hand	
in hand with note making but there is the	
in lood with note making but the is the process of preparing notes to what had been	
presented by the speaker, Note Taking involves	
Wiebly attention trather with understanding of	
what is being presented. The tellowing are the tipe for note taking.  Take summary / be briefy; Duning note taking	
tine to note taking.	
Take summary/be briefy: Dunna note taking	
the one should consider the so called briety	
the one should consider the so called briefy winthing, A listener may record only tew things	
out of all those presented in a meeting or any	
out of all those presented in a meeting or any formal context. This inject that the listener show	
I'm not have to with Things in deep because it	
will reach the time when the speaker will shift	
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 loce attention.	
Use abbriviations; When taking notes the	
one chould have to use several abbriviations w	
hich is well known and understood, thence this	
help to maintain and manage time, Abbriviations	
like Eg, Etc, n, c, c, o may be used inorde	
r to simplify the order. The use of abbriviation	
r to eimplify the order. The use of abbrivistion is will help the listener to be good time ma	
nager as well as it help to maintain attenti	
on and understand what is presented by the	
opeaker.	
the point parm; During the process of takin	
a or preparing notes in a tornal meeting or any	
Context the one should have to underline or	

of er highlight the information using point form	1
like 1, ft, ffl, (v, v or 1, 2, 3, 4, 5 and t	
like 1°, fr, fr, fr, fv, v or 1, 2, 3, 4, 5 and the will help to simplify the process of reading	
a those prepared notes later on after the end of	
the meeting or speech.	
tay attention to signal words; turing speech	
derivery or meeting the presenter may decide to	
derivery or meeting the presenter may decide to	
er to make the speech understood, to during h	
of e taking the literer should ensure that he	
or the is paying attention to those signal words	`
Cignal words are very important as it is used to conclude, to add something as well as to mark	
signal words are very important as it is used to	
Conclude, to add something as well as to mark	
an important point,	•
an important point.  Do not warry about missing the point. When	
preparing notes in a meeting or any termal cont	
preparing notes in a meeting or any tormal cont ext the one should ensure that helshe is	
capable even if he she miced some of the point of presented by the speaker, so the listener sho wild have to abandon that and continue wint	,
s presented by the speaker, to the listener sho	
uld have to abandon that and continue thint	
ing the present points which the speaker is continuing to present it. This can help the listen	
Continuing to present it. This can help the litter	
er to continue maintaining attention from the	
start to the end of the speech.	
Do not write down everything you hear; Dur.	
ing note taking the listener is not supposed to	
writer down everything helshe hears or what	
each and eventhing the speaker had been.	!
presented. So the litterer when preparing notes	
should ensure that he or she tomits some	
words which are less important to be included	

	11
4	in the memory. Hence oppission of some words
	during note taking which is supposed to be
-	done by the ligherer also it helps to some time
	e and maintain aftertion.
-	take accurate note: When preparing notes in
	a meeting or any primal context the one should
	have to take the notes which is accurate and
	omit or adopt taking the notes which is less a courate, Because less accurate notes leads mile
	courate, Because less accurate notes leads mis
	would age of time in withing the notes which
	I have accurate Uniko Thore & notes mountail
	which have high and important acculate. Also
	which have high and important acculate. Also this helps to some time.
	Kerlew your notes usually. Dunna note tak
	ing the litterer should ensure that her or she
	takes accurate notes which could help also to
	review it by reading more trequently. Reviewing
	the notes trequently it helps the listener to
	the notes trequently of helps the listener to increase knowledge and understand Hore the
	musage being derhod by other people in the
	meeting or any tormal context
	Generally: The effective littlening is very imp
	ortant to be considered during note taking and
	during note making. Fiftective literaring it very im portant as it helps to increase Controllence, to
	portant as it helps to increase Contidence, to
	acquire knowledge, thelp to some conflicts, thelps
	to understand the mexiage, telps to rememb
	or what the speaker is speaking as well as held
	p to increase good relationship between the
	speaker and the literer.

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.

The Date of the standard	
7. The President of the Republic of Uganda,	
His Excellency Yower; Raguta Museveni will pay a state visit to Tanzonia and my class has	
a state visit to lanconia and my class was	
been invited to attend so the collowing are	
tips that will enable me to take good notes	
out of the President's speech.	
To write date of meeting day, the first th	
ing which i will do is that to write the date	
of the meeting day which the President will	
of the meeting day which the President will give out the speech by doing that it will enab	
le me to take good notes.	
To write the head topic, also i will write	
the bead 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 Yower: Kaguta Museven, 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	
Huat it will help me to take a clear and	
clean notes of the President's speech.	
lo use mark symbols when needed, but ako	
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	
I what i got from the President's speech.	
To act on now knowledge ideas, also i	
will not an many Descript to Vinginiado a ideas las	
doing that it will help me to get a simple way to note about the President's speech.	
way to note about the President's speech.	
Ic engage on necessary matters, i will only	
lengage on nocestory matters which the Prosi	

7 dent 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 pollow the tips of note taking whi
of the shown above by doing that it will help
- thom to take good notes.
J

**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.

<b>—</b>	NI IN ON I HOUSE
7.	
	important thing during speech there are factor
	for taking note but berfore we are going to
	book on tips that can helpe persont to take
	a good note as follows.
	To know the fitte of the speech this
	will help a person to under stand what speed
	needs for being family with the title or
	the speech,
	To know the time in wich the speech
	is going to provided so as to get prepare
	fore taking good note because of being
	family with the time of spening the speech.
	To know the place where the speach
	Is going provided so as to be family-
	with the to environment and more preparation
	To know how many manhar hope
	fo know how many manhar hope
	to attend in that meeting so as to prepare
	Self Confidence during to note talong in
	the Speach
	To know the sam of the speech
	this also is one source tip that a note
	taker most be family with it 50 as
	to take good and understandable note
	To know things that has been sporter
	by presintent forexample challengs of
	Certain Issue, ways to overcome, those are
	Important things that the one who takes a note must understand before.
	takes a note must understand before.

L		
7.	To know how member did not attend to	
	the speech of president so as to have	
	good moord about attendance during the -	
	Speed	
	To know in which time the speach	
	puill be end. This also is one among	
	important thing to consider before taking	
	a not so on to get good note.	
	Therefore - Those where boars thing	
	or tips to consider during not taking so as to provide good note.	
	as to provide good note.	

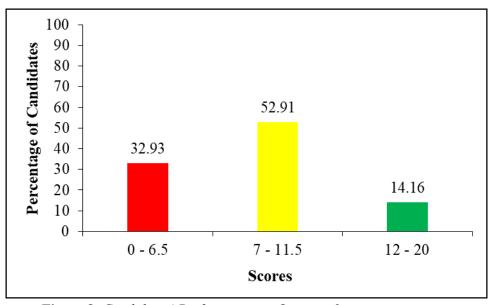
**Extract 7.3:** A sample response by a candidate who scored low marks on Question 7

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.

8:		
	Of books and documents which shows	
	where the materials have been obtained,	
	(APA) American psychological style: This	
	I the most acceptable style whigh i	
	used during referencing. People do	
-	do referencie so as to avoid acedemic	
	plagarism coheres, through through it	
	Shows where the Information obtained.	
	Also it onables a reader to get more	
	information. The followings are the rules	ě
	Of writing the reference to	
	References should occupy a new page.	
	They is where b. when a serior writer	
	They is when be when a person writers a certain report he or the might find that	
	report only harf of the page And he or	
	she have references. So for the good	
	referre he or the is not assorred to	
	Continue to write his or her materials	
	there who the projects has end on there than	
	Should start on the new page.	770
	Double space between entries! Plso	
	for a good reference should have clear	
	Observation So a porton who is doing	
	referencing show & Leave clear space	
	between two defferent antie. Inwhich him	
	a writer Leave space or as to maintain	
	good observation of the reference. Since	
	That could convice the reader to continue	
	to real that references.	7
<del></del>	10 rue 141 republic	

If one outhor have how or more  books start with the one published first:  lithis are thes is ails as a rule because  ther are alters up how many brokes  So it may give the confusion to the regtor  on how to conduct reference. Here a water  ath to knowledge that how a shortly  published, so a person shall shall with the  one published, so a person shall shall with the  one published, so a person shall shall with the  one published, so a person shall shall with the  one published, so a person shall shall with the  one published, so a person shall shall with the  one published, so a person shall shall with the  one published, so a person shall shall with the  one published, so a person shall shall shall with the  one shall shall with pook which from books  intre one year. so once a reader or any  person was uses those works wands to /  under reference it become difficult for him or  lov. so that with pook with first appliables  it is a row, c, ord; but the first alphabets  it is a row, c, ord; but the first alphabets  onthat hit stanks shall shall surrough then interest are authors names  So use a ho write good reference it  Should shall with the surmane them it  followed with the surmane them it  followed with the surmane them it  for wample Calvin pake, space since the initials  have been used which sail make reforms	The state of the s
books start with the one published first:  Inthis case Ites is and a a a rule became  there are authors who have many brokes  So it may give the confusion to the roda:  on how to conduct reference. Here a water  ath the knowledge that her a should start with the book which was frostly  published, so a person should should write how books  If the same author writes two books  Inthe same year start arrange them  alphabetically The is where there are  often outhors who writes many books  Inthe one- year so once a region on any  person who was those books would to /  write ordering it become difficult for him or  her so they me inducted that he or the  should start with pook with first applabets  it is a a b, c, and but the first alphabets  if is a a b, c, and but the first alphabets  onthet his start with sornane then mitted.  Should shafe with surpress by during  writing reference than are authors names  So so as he under gond reference it  Should shafe with the summer them it  followed with the summer them if  for example Calvin pakes, Wollow C, Involute  through that sames space and the install	If one outhor have two or more
there are authors who have many broker  So it may give the confusion to the reador:  on how to conduct reference. Here a witer  atk to knowledge that ho on she should  start with the book which was frostly  published, so a person shall shall with the  over present Rest  of the same author writes two books  inthe same year start arrange them  alphabetically. The is whore by there are  other outhors who writes many books  inthe one- year. So once a region or any  person who was those books would to  write referring it become afficielt for him or  ler. So they me indicates that he or she  should start with pook with first applabets  it is it as a b, c, ord; but the first applabets  onthat his starts with surrange them initials  first more than the first surrange them into the should skel with the surrange them it  should skel with the surrange them it  should skel with the surrange them it  followed with the surrange them it  followed with the surrange them it  for example Calvin pake, pace sin the intails	
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**Extract 8.1:** A sample response by the candidate who scored high marks on Question

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.

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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.

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

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.

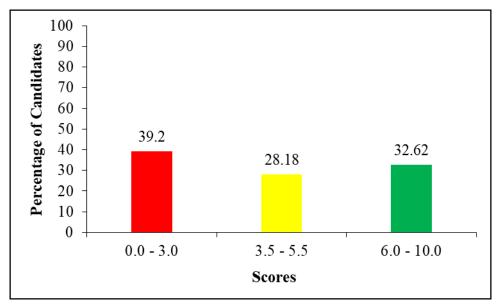


Figure 9: Candidates' Performance on Question 1

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.

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**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.

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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 *melodrama* 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 D Comedian		
m Play.		
in) Stage direction.		
1) Dialogue		
v) Foreshadowing.		
	1	

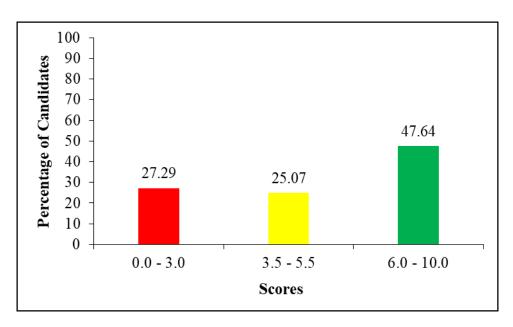
**Extract 9.3:** A response by a candidate who scored poor marks on Question 1.

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.

	S all to a good Mil and a gold of will	
-)•	The following sto the form telling will	4
d	msky a reador provided with institu	4
	litery works to notice that IH work	
	The following are the fogtheres that will make a reader provided with many literany works to notice that the work he of the read was a novel.	
	Features of a Novel.	
	1/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 mote than 100	
	Dagos. Thus will notify to ready that	
	1/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. Thus will notify the reader that Ite book is a novel contrary to a play or a noom.	
	or sodom.	
	Example: A mong the Popple, A socion of	
	Exemply: A money the Pooply, A section of Waiting and The Beauty full Order and not you Born.	٦
	Orus at not yet Born.	٦
	iv Uso of fictions characters and events	
	This nears that novels are using only imaginary characters and events and that feir content is not real events or	٦
	impainery characters and went and that	1
	their content or not real events or	
	I IN LICENCE I VIDA AR AMILICI AFAIL	٦
	The novels do use people who do not exist.  Exemply: Imaginary settless of Borl  and URVA VILLAGE in the rovel A MAN  OF THE PEOPLE.	
	Exemply: meaine run soft nos of BORI	
	and URUA VILLAGE in the rove A MAN	1
	OF THE PEOPLE.	
		٦
	fight is divided into Chapters.	٦
	Confrag to other gones & Uterful, the  novels or divided and written in	٦
	novels cre divided and writen in	
	I WEDEN MY 14' LANSION BONVILLAND NICH.	٦
	This implies that they are presonting ly	٦
-		_

7 lili event indeptil	
of Example: The chapters of the nove ! Gilled	
HICEVOEIFENCY, THE HEAD OF STATE WHILE	
DIGHT SH WILL TED ID ACT ( 95 TO MAKEN	
HICEGERACY, THE HEAD OF STATE WHILE  Plays are written in Acts as the major  divisions.	
Q(VISIIF).	
Coll of Control of the	
IN. 17 USES 9 COMPLEX DIOI.	
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a mixed plot as Their events are mostly	
Nove I saye usually written with to use of mixed plot as their events are mostly after whose not systems hally and chropologically granzed.  Example: They involve us a flack becks	
chroninalis IIV granged	
Example The involvence of flachbacks	
and for or hadousing.	
POTES NEOLONIES.	
with a constitution of the constitution of	
v. It comprisor uso of Mong Characters	
and themes.	
Novels are very long, and sinu they are	
vioralong, they fend to use very many	
cherciters of all kind to present Central	
ideal and thenel	
Nove 16 do comprise of many thomas that	
Nove Is are very long, and since they are very long, they tend to use very many characters of all kind to present central ideas and thenes.  Nove Is do comparise a many thomas that are regulated from the characters used.	
Translation from the Constant of Yes	
Examply: the Beautiful Old the Mol Co.	
Exemply: The Becuty ful Opes At Not Yet Born his more than 20 chareters	

**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.

02.7	-> Novely are long: One of the characteristic a novel how
	is that they are very long that is why they till a
	huge book there is no the of violation of grammer like
	Doeter. So the lorance of the story and the larence of
	the book enables one to differentiate novel from other
	genres example "The Beautyful Ones Are Not Yet Born"it
	is long comparing to play and poems.
iδ.	The use of characters and characterisations to convey an
	intended message to the society. Novel uses characters
	to convex their messages to the people.
Ciss	The or it was sentence to join paragraphs novels invo
<b>'</b>	luer the use a sentence to torm paragraphs unlike other
	dence the use of stanza puragraph enables one
	to differentiate the novels from other nonser because
	plays was dialogue and poems was dianous.
(0).	The 1800 of platipht raters to the arrangement or series
	The two of plotipht rajors to the arrangement or series of events in a littlerary work. In novel
	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 or the novel.	
b) Letting of the novel.	
c) Themes.	
d) Ne seage-	f
e) Rolevance.	

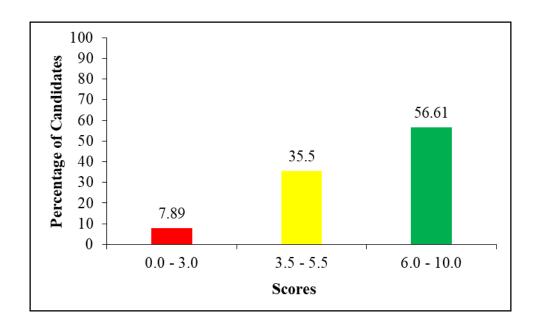
Extract 10.3: A sample response by a candidate who failed to provide characteristic features of novels

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.

	1> Plot.	,
12	15 101.	· · · · · · · · · · · · · · · · · · ·
0,	this refer to the arrangement of events	
	in literary world. A plot add beauty	-
-	a literary work as of sometimes	
-	the actists use ainstic plate such as	
-	in literary world. A plot gold beauty of a literary world as it sometimes the artists used aristic plots such as thanhacks and foremedowing to express	
	Various Conflict, and arents hence these	
	tehniques and beauty in a literary work.	
	for example. in the play "A man of	
	the people" the playinglit has freshed	
	Various Conflict, and events have these techniques add beauty in a literary work.  For example, in the play, "A man of the people" the play wight has firested owed to add beauty of his work.	
	/	
L	•	
	11s Language use	
	Language use adds beauty in the work of air especially literature due to the use of language techniques such	
	work of air especially literature due to	
	the use of language techniques such	
	as Idioms, proverby and figures of speech and Symbolism as well. For example in the prem of Rallad of the Land Lords" the peet has used language techniques like. Imagery and Symbolisms	
	speech and Symbolism as well. For ex	
	ample in the poem of Rallad of the	
	Land Lords" the poet has used language	
	techniques like. Imagery and Juntolism.	
	lis Characterization.	
	Characterization and the beauty of	
	the werk of art due to the use of	
	autistically chossen characters, for	
	In Characterization.  Characterization.  Characterization adds the beauty of the wells of art due to the use of a it stically chossen characters, for example the use of Animal characters, and other non human being characters like ghosts and other gods.	
	and other non human boing charater	
	like ghosts and other gods	
	For example in the play of An	
<u> </u>		———

<u> </u>	and the mands the plane of the
-9-	enemy of the people, the playmisht has used a drunk character to add beauty on his work
15	has used a drunk character to add
	beauty on his work
	,
	iv> Setting.
	The chaire of the fatter and the called
	makes the hour of any more beautiful
<del></del>	For example the artists comerme
	Crosta Catherine which has add the
	Loss to loss of their works the continue
	makes the brook of any more beautype for example, the artists cometimes Create fettings which for add the beautifulness of their works, the setting Can be normal setting or unusul setting.
	for example some writters use theaven setting in the glory setting and other good and beautiful settings.
	Tow teample dome withers use
	Heaven Jetting in the glory setting
	and other good and beautiful terrings.
	For example in the Poem of "The freedom  Song "the Jetting of the Glory Less used  as the poet Jays  "Aliens has gothe to the glory"
	Song the Jetting of the Glory Less used
	as the poet Jays
L	" Alieno has gothe to the glory"
	v> Syspense.
	Of art as it makes the readers or
	Of art as it makes the readers or
	Is the nort action on the next own!
	for grando sometimes the literary was
	Londen will greations to make the reader
	audience more anxious to know What I've the next exchin or the next event.  for reample sometimes the literary may writers uses questions to make the readers there axious to know what is going to be after that part. For example in the Novel of A man of the people" the suspense asise when Odili goes to!
	Move arious is the said to account
-	10 to a year that part, for example
	In the povel of of man of the people
	the trispense anse 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.

121	) plot	
7. 4	this alament or form it add beaty to any	
	this element of form it adds beats to any literary work by showing things in a chronological der of various events in any written literary work is example the plot used in the Novel "THE BEAUTYFUL WES ARE NOT USET BORN" is as in a chronological order	
0.4	dor a region pront in any months library work	
01	det of various events in any varioner wretary but a	
PO PO	oxumple the plot used in the provet the Boxul 7702	
10	NEI ARE NOT GET BORN II and in a chronological order	
(W	Language me	
	Language we this has been need in varione literary north so	
	to and locate by using vannous lying mages	
200	example: standard language, poetic language and also	
7	example; standard language, poetic language and also arious language uses such as signres of speech like mbolism, irony and metaphor.	
ιν	mbolism in my and metaphor.	
7	meson, non, said	
Ciú	Characterization	
-	Characters have been used so as to add beauty to	
+1.	re literary works such as Dramatic characters round	
100	varacters and many others whom plays a big role	
Un	the literary morks.	
110	the chelata lynakt.	
1.0	д Д	
19	Retting 4 1 1 1 1 1 1 1 1	
	Vanous of cellings have been used to dow beauty	
10	vanious literary morks to most of the Novels	
in	Various of settings have been used to add beauty various literary morks is most of the Novels Aprila me written in African countries such as	
Cox	me cettings may be in albuna, Nigeria, Kenya and	
m	nary others.	
	(	
(1)	Suspense	
-	the local acceptant The Integration can the	
m	rain purpose of adding boards to the literary	
1/45	orke by the main purpose of sending various	
1	yormation.	
	7	

**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.

i) Not: This is the boardy Thing to a literary work because I used to to show what the Mostly technique Used by the writer of Intering work to differenciate his work to other.	la l
ii) language Use  This is the mostly need things to the literary work inorder  to make literary beauty because language is mostly used inorder to  make people to understand what the labriller explain.	
ni) Characterisation  this is the among of things which are so needed in literary work be rause without characters that literary work its not beauty because its not be explain about behaviour of people.	0- SP
Setting,  Also the Work of arty or Literary Work Mostly read setting, because setting is the same place whose and whom the Interary Wo was be Introduced whether in stage direction, scene or Act.	ık
Suspense.  His the important things to the literary work because the unit was able to introduced his ther work also it's became beauty.	er .

**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.

#### **Ouestions:**

- (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.

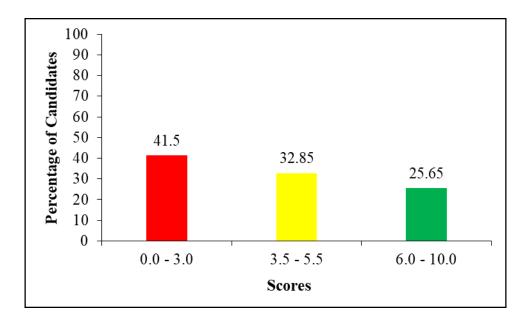


Figure 12: Candidates' Performance on Question 4

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. il symbols used on the pier are	
a) The piret dog with thin and apparent vickness > symbolizes	
poor people or lower class of people-	
b) The kingle day > Symbolizes the rich person or high or	
upper dans of people	
ii) The literary device is anadiplosis and is used to show	
emphasis or to insut on something.	
"Those Geopy eyes of the common dog are sharp	
though to preson the red comountage.	
weep weeps	
iii) The major theme that is depicted in the poem is classes	
as from the beginning to the end describes the feedures	
as from the beginning to the end admiss the faculty	
of the two days. In the poem it is stated as;	
"At the Roar Grate to the Palance,	
Two does met.  One, thin with appeared vickness"	
One, than with appeared (jokenes)	
is the doment of musical footbases on the poem.	
pecanied it add musical foothers in the poem.	+
	<del> </del>
or the laccon that the poet import to the audience is that	+
providen is needed to all groups op people. In the	+
poon, the poet rays;	+
"Fortified by the revolution,	
The common do turn about,	+
theging".	+
	_i

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 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.

to 1 a Dogs - Citizens of the country	
by Gate - The country	
in Anadiblosia	
IIV FRI The theme is FREEDOM	
Evidence From the last verse in the 6th Verse "The day of whose Freedom"	
ly Rhyme	
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 Bla. Dogs to grabolize two people	
4	
(b). Gate to emp enoubolize the generamen	
(m). doct a county spinger in approximate	
(in). Rotarial bassing that a letters to	
(iii). Betayal because there is different of protest which doned by two dogs.	
protest which doned by two dogs.	
'	
axi, Shinan etta anapatit it lale to xala	
ary trigone it is important its well it reach	
(1r). Rhysne. It is important its help to make poem cound award when is opoken.	
	-
0.1 1 1.0 1. 1.0 1. 1.0	
(V) If Yes because they distribly know tuberess freedom of the majority in the coniety.	
feedow of the majority in the conjety.	

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.

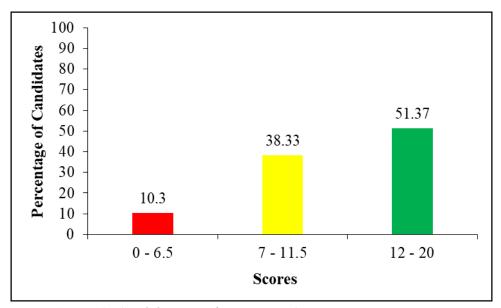


Figure 13: Candidates' Performance on Question 5

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.	In our vocities there is presence of
<u></u>	alot a people who mad maiting
	drong or in the amin'ty but theore
	alot of people who need positive changes in the variety but their people people are hindered by other people
	or oven readers who have influence
	and power As in the plays, the
	playwrights have whown the derire
	of people to bring dance but they
	are stopped, by using the plays;
	BETRAVAL IN THE CITY by Francis Imbuga
	and AN ENEMY OF THE PEOPLE by Honrik
	Thren, the playwrights have put into
	endence the issue direwood.
	By starting with the play AN ENEMY
	OF THE PEOPLE by Henrik Ibren the
	Following are poorlo with doning for hance
	following are people with desine for change, but they are hindered by people who
	have influence and power in those
	socition.
	Doctor Thomas Stockmann davises for
	change in the crockety, but he is hindored
	by the mayor poter stockmann, as
	the mayor does everything to
	take down the mayor, or he
	even goes to the Horald newspaper
	and threatons them inderectly not
	to print the article of Opator
	Thomas stockenger, and this intume,
	maker the article to not be printed
	to the vocably, as Potor stockmann
	hav wed his power to hinder
	his brother's article from being

5-	published. This is glo evidenced in our
	rocities where leaders act as a chance
-	to hinder the are looking for change
	in the cocidy.
	Captain Horotor desiros por change
	in the vociety, but is hindered by
	his Boss, as he is fired from his
	work whereby Hostor is soon to
	work, whereby Hoster is seen to help orter Thomas, from going out to
	the martine and lattice them day
	the meeting and letting them stay at his house, whereby he devires
	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
	over him, at the state of the s
	to preape. Their is also shown in
	our vocition as there are people
	the man do not the man
	wanting for change but they are
	hindered by the people who have power
	over them.
	Petra deriver for change in the
	crocioty, but ship is hindered by the
	power above her, as she is also
	fired from her work, as a teader
	whoreby this is shown as how
	the man whool fires Petra after the news that who is the dield of
	new that she is the drill of
	Doctor Thomas, who is an onemy, and
	Potra who is also supporting Potra, Lonce
	this henders Potra to change the
	rocioty. Also in our rocities there is

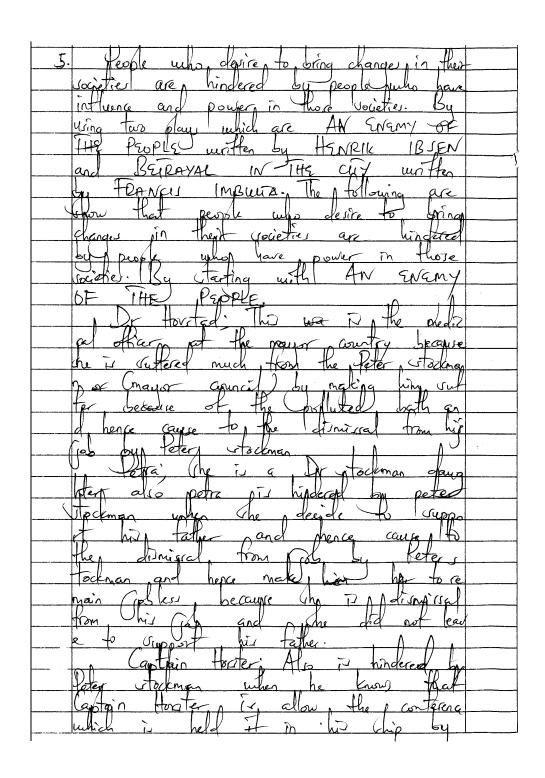
5,	processor of could people all a gree
<u> </u>	presence of such people who are hindered by the power of the upper people to bring change in the society.
	and to be a large of the the mark
	Doctor The confidence of the second state of the second state of the second sec
	classes by his for
	Doctor Thomas Stockman derires for change but he is hindored by the people who have influence in the
	contain and discontraction Billion and
	also Horstad, whereby there were
	men and toppeds but water the
	ance very good friends, but after the smandal, the all botrayed him, as
	they are all owards, hence this
	vious the assue of betrayal. Hence
	also on our vocities people who trend
	to have influence in the vociety, can
	comit the davire for change of an
	Endowidual.
	Also in the play BETRAYAL IN THE CITY by France Ibuga, people decrining for diange are hindered by those with power and
	France Ibuga, people deserving for diange
	are hindered by those with power and
	Lugha
	Jero devirer for change in our societies but be a hindered by Mulility
	vocieties but to a hindered by Mulility
<u></u>	who has power over being as in the
	end we are shown as how Jere is
ļ	comprisoned, due to his derival and also
ļ	act of pointing a gun at Mulviv, and
	log vina marry to Nina and Doga Heat Col
	to continue, while Mulili does not
-	to continue, while Mulili does not
	want. This is also shown in our
	vocities as how there are people like
	Tere who derive for dange but are

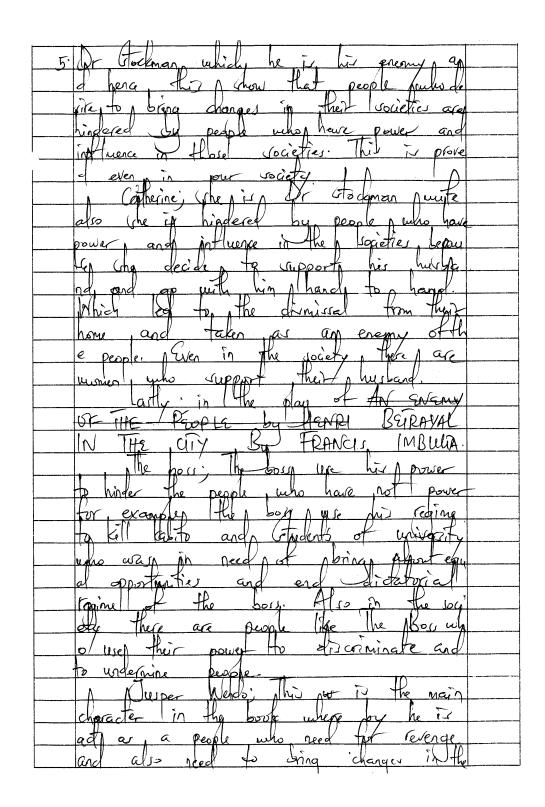
5.	Crindered with people who have power than
	them.
	Moseve derives for drange in the
	rowety, but it hindored for drange in the
	vocity by people with power, or he
	war one among the lecturers at the
	University, who was shouting for change
	eventually, he was taken to jail, with
	a orine that is not his, those
	limiting live desiree for change, Also
	in our vocioties we are shown as
	how such people oxist that goe jould
	as the Fight for change.
	Regina desires for change in the
	rocuety, but is hindered by the coss
	who has power over her, as she
	Fight for his brother Marare to be
	taken at of pil, as the drugs
	were not his, it is shown later
	on, or the Bars, wanted to sleep
	with Regina, and Reging arcapes
	through the windows here not receiving justice for his brother. This
	recorning justice for his brother. This
	is also shown in our socition as
	people fight for change but they
	and blocked by people with higher
	power over them, as they should also help and not block the over
	Lelp and not block the ares
	the people jeghting for change are
	the people jeghting for change are
	tacing alot more, as they pass
	through obstacles.

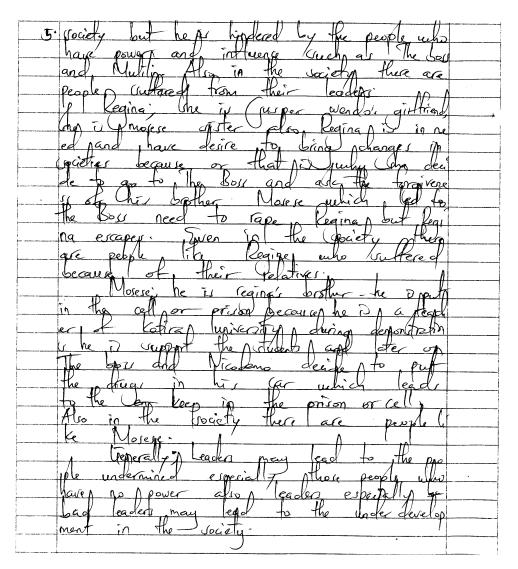
5.	Juspar wends dariron for change	
-	in the vocably, but he is hindered by	
	people with power over him, as they	
	kick him out of university, due to	
	his violence they term it, to	
	dicturb the other viudents, thus this	
	has eventually hindered him to	_
	change the vociety, until le is	_
	given another chance by Tunko,	
-	whore he woor it expectively, to	
	propane for the end of their	
	troubler. Also in our vociotion there	
	à presence of ruch people in	
	the vocitory, that desire for change	
	but they are hindered.	
	Generally, also in our couties,	
	there are various people, who are looking for change but they are	
	Lindond and Append From maketo	
	Changes, this does not mean that	
	they would change, but toop on	
	Fighting for change in the meilds.	
	7	

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.







**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.

		-
_ 7		
5	Poople who desire to bring changes in	
	their societias are fundered by people who have	
	Indianom and which in the south Bu hand play of	
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	twhere needle go against agresment with another	
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	bount that so due that Dr stock man they case	
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	power like Captain Hovsfad and Peter stockma	
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	the book the duapport ment that does by Mayor	
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	of bother after Dr Hockman want to change	
	the water in the spa both who contaminated with	
	VINIS. So due to this Dr stockmen face 19ck	
	a loyality to his brother Peter stockman	
	atter need desire to bring changes. Softshness! Another things	
	Soffshness! Another Hungs	
	that obstade to people who dosire to charge	
	to change face is self-shoss. No see in the	
	book Peter tockman is oblechness because	1
	he consider their own interest to put money in	

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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.

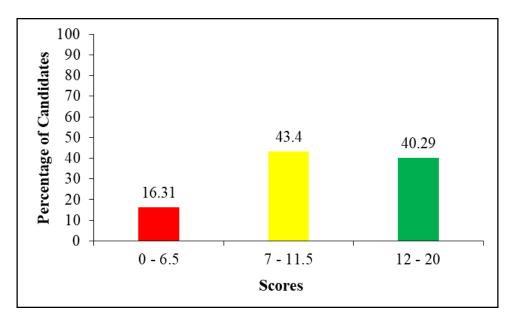


Figure 14: Candidates' Performance on Question 6

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 Beautyful 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.

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**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.

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**Extract 14.2:** A sample response by a candidate who scored average marks on Question 6

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.

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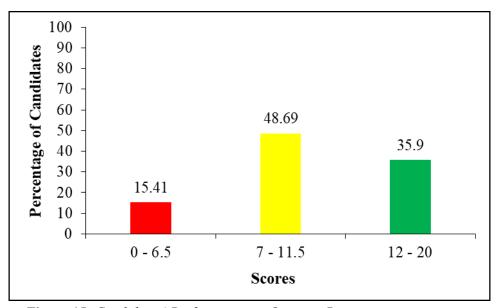
**Extract 14.3:** A sample response by a candidate who performed poorly on Question 6

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.

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and forwarding environment. By living two plays which I WILL MARRY WHEN IWANI Written  by Ngugi wa Thiong's and Ngugi wa Mirii and  AN ENEMY OF THE PEOPLE "written Henrik Ibsen  the Statement or assertion "An individuals' behavior  r is Mainly Shaped by the sorrounding  environment as fellows.  By beginning with a play "I WILL MARKY  WHEN I WANT the assertion is justified as  fellowed  John Muhiumi's behavior of betraya w  due to the Poients, some Children in the family  acquire some traits as they copy from the  Sorrounding environment tolk Parkets as shown  by John Muhiumi who is lingalth full to trathoni  as he Claims to love her but he betrays her  a feer being pregnant this is because such habits  were also done by his parents Ahab and terele  who are also hetiayors as the sorrounding environme  ht  (aguinda's behaviour of drunkness is due to  the Clores priends, some people to py the behaviour  from the reigh bouring sorrounding life priends  in which squit people that to some be haviours  youn priends as shown by Raininga who make  greendship with of unkards in Which he is  mythened by drunkard to lingage in drunkness			
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were also done by his Parents Ahab and Ferebel  Who are also betrayors as the sorrounding environme  It  (iguinda's behaviour of drunkness is due to  the Closes friends, some People Copy the behavious  from the neighbouring sorrounding like friends  in which same people thad to some be haviours  from friends as shown by aguinda who makes  riendship with arunkard in Which he is  In Juence of by arunkard to engage in drunkness		by John Muhuum who is lingathful to Gathoni	
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Cigunda's behaviour of drunkness is due to  the Closer priends; some people Copy the behavious  from the reign bouring sorrounding like priends  in which some people that to some be haviours  from priends as shown by aquinda who makes  riendship with arunkards in which he is  in whence a by arunkard to engage in drunkness			
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the Close priends; some people Copy the behaviour  tom the neighbouring sorrounding like priends;  in which same people that to some be haviours  from priends as shown by liquinda who makes  riendship with arunkard in which he is  inguenced by arunkard to engage in drunkness		nt	
tom the neighbouring sorrounding like strends ' in which same people that to some be haviours from trends as shown by liquinda who makes trendship with drunkard in which he is instructed by drunkard to engage in drunkness		"Kyunda's behaviour of drunkness is due to	
in which same people tend to some be haviours  from proends as shown by aguinda who makes  roendship with drunkard in which he is  injuenced by drunkard to engage in drunkness		the Close briends, some people Copy the behaviour	
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ingluence d by drunkard to engage in drunkness			
ingluence d by drunkard to engage in drunkness			
ingluence d by drunkard to engage in drunkness			
behaviours due to the sorrounding environment		Inpluenced by drunkard to engage in drunkness	
		behaviours due to the sorrounding environment	

7	Contains, drunkard people hence he becomes a	
7	drunkard. of Chubuku alcohol.	
	Cricaamba's awareness to due to the role	
	of education : some People in the solvety are	
	Conscious of What bakes place in their society	
	as they are aware and get Education hence they	
	Critico ze evots as Portrayed by Gicaamba who Calls	
	for limity and realizes the explositation done	
	by the industries owners and companies owners	
	hence he opposes it due to the education that	
	he received at school	
	Experior is behavious immorables is due to	
	The Park Parent fare	
	" Church's explortative behaviour is due to	
	the ignorance of the people; some people in the	
	socrety uses a religion for their survival as they	
	Musinter prebe the bible in order to sterrye and also	
	due to people's ignorance as portrayed by the	
	Church which institutes the Harampee for	
	Collecting Money also the Church adville People	
	to sell their land like Kirguunda and Wanger	
	in order to official their marriage thisis	
	be cause the society members are ignorant.	
	Also the Play "AN ENEMY OF THE	
	PEOPLE" justify the assertion as follows.	N/
	Or Stockmann's Profest behaviour is due to	
	the education and had leadership, some people tend to	
	Criticize evil in their society because of berry	
	aware and also due to intolerability of such	
	situation as shown by Dr. Thomas Stockmann	
	Who is educated and Profest and Opposed bad	•
	leadership as he opposes spa baths Prejects	

Tas they dord environment this is because of the sorrounding environment which are linguishing
Jorns unaling en vironment which are lingually
to hom Biling
Mr Howstand's hypograsy be haviour it due to
Mr Howstand's hypograsy be haviour is due to the Corruption, some people tend to adopt a Certain
fo them in order to accept and do a certain behaviour as Portrayed in the play by Biling who
behaviour as Portrayed in the Play by Biling who
113 The Education of Howstan, Tournay in Which
he receives by hes from Peter Stockmann in order
not to print the articles of his friend Dr. Stock mann as a result he becomes hypocrite to
mann às a result he becomes hypocrite to
Ur Thomas Stockmann.
Petrais revolutionary behaviour is due to
her Parents and education; some people heeds charges
in their society as their behaviour due to the
education they have as they are able to
understand un pleasant situations as portrayed
by Petra Who is D. Stockmann's daughter Who opposes the government and she is ready to
opposes the government and she is ready to
open up a school in brace to tell the (miden)
and people about the truth and the is ready
to be dismissed from the job due to the strong
Stand be haviours.
Stand be haviours. Petro's hardworking behaviour is due to
the Patental quide lines, some people tend to work
hard as they are in the ned by their parents or being inspired as the sorrounding environment
or being inspired as the sorrounding environment
as portrayed by Petra who is hardworker at school as the is ready to go at home with
at school as the is ready to go at home with
excercise books for marking them thosos because but her bather and mother do the same
hence she is shaped by the sorrounding
Description of the second of t
All in all, An individual's behaviour
All in all, An individual's behaviour that are mainly shaped by the environment
10 1 10 to the law to the law to the law to
the socrety as some schawours are acceptablelike
hard working and discipline while other
the society as some behaviours are acceptablelike hardworking and discipline white other behaviours are not acceptable like drunkness

**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.	Plays, Regers to literary work of
	art compaced in order to be acted on a stage.
	person withing plays is a playwright. In plays
	there Characters with various Individual behaviours
	by which these behaviour they pare are influenced
	by surrounding environment. In a play BETRAYAL IN
	THE CITY written by FRANCIS IMBUGA and play
	AN ENEMY OF THE PEOPLE written by HENRIK
	IBSEN. characters behaviour is shaped by surrounding
	environment is well potraged,
	By starting with a play Betrayal In the
	City by Francis Imbuga.  Jusper Wendo's protest behaviour: Jusper
	Jusper wendo's protest behaviour: Jusper
	develops this kind of behaviour due to the evils of
	the government the government in Kafira state
	the government the government in Kapira state under The Boss tend have many evil of which they tend to do to their citizens. like killing of
	tend to do to their atizens. like killing of
	Innovent people Alika Juspers prother. This develop
	hardfeeling and protest behaviour to the people like turper Wendo, even in rocheties people protest due to exils of their government.
	like Jusper Wendo, even in societies people protest
	que to exils of their government.
	The Bocc corruptive 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 evil of their
	government this gives powe the Bass head of
	the state to be corrupt for and transifer money
	abroad For his own expense and profit.
	Mosese wa Tonga patriotic behaviour
	He is a lecturer in Kafira University he is
	exposed to a educated people environment he known

-7- the good and wils 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.	
Boss Presponsibility behaviour, The	
boss is tresponsible to people of Kaffing simply	
because they are Ignorant and un aware that a	
leader is their to verve them not for his own	
benefit he uses Ignorance of citizen majority	
in Kafira to be transponsible to them and bury	
with his own are airs we coming quests to kaping	
and deling with girle.	
Also by using a book An enemy of	
The people is as pollows.	
typocrisy behaviour of Peter tockmann	
he is a mayor but tend to be hypocrite for his own	
glory due to people around are Ignorant and unaware	
the requires the truth and believe up the people	
about wrong Liver for his own glory not peoples	
healthy he required the scientific experiment	
result.	i
Protect behaviour of Dr. Lockmann;	
Dr. stockman Lend to be against his brother	
Deter I am his cotain degre togother with	
all municipal government from not accepting the	
truth that spapath are not healthy por people	
to use by their denial of government the tend to	
protest against government.	
Peter Jockmann comptive behaviour	
The mayor Peter tend to be compt due to	
economy status of many Including the Herald is	

low so he tend to use same buseginess to cover	•
up the truth the # people surround are poor	
and he has power and money.	
Patriotism behaviour of Dr. stock	
mann, 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	
comming rituations to the people despite challenges	
he encounter through process.	
Conclusively people can change their	
behaviour according to change in environment and	
behaviour according to change in environment and surrounding por behaviour is not static but	
dynamic Unless a person require to change it.	

**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.

	·
 play lithe work of ail unthen to	
The propose of being acted on the	
Stage. By lying the play of the	
A play 1. The work of aid written to. The purpose of being asked on the Stage. By wing the play of the I will merry when I want worthern	
by the Ngus, wa Throngo and Mousi	
wa Mill And the play of Betrayal	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,
In the city by trances Imbuge . stanting	
In the city by transur Imbuge vranhing with the play of will many when	
I went.	
poverty; The 111 we of poverty	
shown by the kiguanda's tarnity also because kegnunda is being exploited by the ceasure and also make kegnunda	
because Kegnunda, 1, being exploited	
by the ceader and also make knowneds	
to live to poor like and hadren like	
ond clos this made to engage In	
poor.	
Exploitation: The 1114 or exploi	
poor.  Exploitation; The Issue of exploitures of shows by the kegnendatamb	
be tamely is exploited by the kears	
als this make to live under explait	
abon In the society there some people	
ahon' In the society there som people	
Extravagana: Theris of	
cextravegence are shown by the	
Kesun Kiosi family he are throulis	
 money for the own laterest. Not	
als show extraogana.	
Betrayal: The Isou of betrayor II shown In the play the second betray of the people in the society also make people to live in hard	
 11 shown 12 the play the kees	
below at the people in the raidm	
also make people to line Intend	
lipe. prot only nwill marry but also	
,	

The following are the larne in betryed in the Christ The March are possely as a comment of the Dogal throng they live in persons of the persons and this made them to live in persons become in the of the super become in the of the super become in the super become in the super become the life of other also the super beautiful in the super base and the super beautiful in the super base and the super base and the super base and the super base and the super the super base and the super the super the super the super the super base and the super the		
In the City:  Poverly: The Him of poverly co  Thomas by the Dogs! thronil, they live  In poverly of the true rature set the  government Involved and this made  then to live in peverty also hed  the Isi we peverty.  Carifice The Huper Mccarper  I shown by the trupper Mccarper  Life of other also thom the  Life of other also thom the  Cyal Shown of the play dune by  the Juspe beken al his bevernm  ent and trainer to impositive  Thereposition I shown by many  Leed in kapira are irrespirate  (responsibility I have be  I responsibility I have be  I responsibility of the name  Of the environment.  Therefore The play wright  their, the true cheereder  Who live in the south of who	The following are the joine in belonged	
Country the Dogs! thronly they live  In poverty of the Dogs! thronly they live  In poverty of the true above of the government I molved and this made  them to I we in perenty elso hed  the Issue of perenty.  Carifice! The Issue of sacinfus  I shown by the true of the carifice.  I its of other also than the  I its of other also than the  Cyal Shown in the play dure by  the Juspe Oak of his benefith  and the live to cape the  Inespectibility: It Issue of  Inespectibility I shown by many  Leed in taking are irrespend  to also show the issue of  I issue of  I inespectible of the nature  of the ensistence of the play wright  their, the true chierreder  Who I we In the south of the		
In poverty of the Blag of the government Implied and this most then to live In poverty should then it of live In poverty should the Isi we person the superhytical field of the superhytical life of other of the superhytical life of other of the live of bell cyal shown in the play dune by the surper believed to the play dune by the surper believed to the post the surper believed to the surperson of and the live to coppet the live of the	Devento: The 141W QZ peverty and	
and the play durable  The green for the industry also hed  then to live in penety also hed  the Issue of penety.  Carifice The industry of recipies  (i shown by the suspessive and the  life of other also thom the  life of other also thom the  cyal shown in the play duraby  the suspe betoned his governm  and the live to expositive  Therefore the industry  (responsibility is shown by may  be also show the industry  life or topic and the name  of the environment.  Therefore The playwight  theilthe to we show the	On the House transly the exting	
queroment molved and this made  them to live in poverty alroud  the 1ss was peverty.  Carifice The 1ss of saving of  list of the superheterine  list of other also than the  list of other also than the  list of other also than the  cyal shown in the play dune by  the susper behaved his bovernow  and and the list to expect the  Trupe Dage and Mina selemonian  Inespeciably: The 1ss was  list of taking are irrespend  by also show the 1ss was  irrespendible of the name  of the environment.  Therefore The playwight  theil, the two chearenses	La Charles to the control of the	
then to live in paverty 2110 led  the 11st was poverty.  Carifice! The 11stue of racingue  11 Shown by the susper Note cinece  his life for other also than the  1stue of stree also than the  1stue of stree also than the  Cyal Shown in the play dune by  the susper betong of his bovernow  and and the line to expositive  [responsible; He 11stue of  Inesponsible; He 11stue of  (responsible, the 1stue of  1stue of the play of the nature  of the environment.  Therepose! The playwight  total, the to use character  Who live in the south of he he	m sovery and their and	
Canpice The 111 we of 1 review  11 Thoun by the susper becenieur  his life for the sake of the  life of other also than the  life of other also than the  Behayal: The 111 we of bek  Cyal Shown in the play dune by  the susper back of his benesons  ent and the line to expect the  Trupe Dage and tring extension  Inesposibility: The 111 wo of  (12 sposibility Is shown by many  Leefe in taking are irrespend  of the environment.  Of the environment.  Therefore The playwight  theil, the to use chearender	government insolved and this man	
his life for the sales of the  life of other also than the  lite of other also than the  Bakayal: The 11-lue of beh  Cyal Shown In the play dune by  the Jusper bak - yal his bovernow  and and the lune to impositive  Inexposibility: The 11-lue of  liresposibility Is shown by many  Leed In taking are irrespend  of the environment.  Therefore The playwight  their, the to use shown of the harder	then to live in severing solvering	
his life for the sales of the  life of other also than the  lite of other also than the  Bakayal: The 11-lue of beh  Cyal Shown In the play dune by  the Jusper bak - yal his bovernow  and and the lune to impositive  Inexposibility: The 11-lue of  liresposibility Is shown by many  Leed In taking are irrespend  of the environment.  Therefore The playwight  their, the to use shown of the harder	tue 15 w of pevelty.	
his life for the sales of the  life of other also than the  lite of other also than the  Bakayal: The 11-lue of beh  Cyal Shown In the play dune by  the Jusper bak - yal his bovernow  and and the lune to impositive  Inexposibility: The 11-lue of  liresposibility Is shown by many  Leed In taking are irrespend  of the environment.  Therefore The playwight  their, the to use shown of the harder	Sangle! The IN WE OF I REVIAN	
Betrayal: The 111 we of beh  Cyal Shown In the play dune by  the Jusper behand his bowern  ent and the line to empositive  Inerposition I shown by may  Leade In taking are irrespend  by also show the 111 we ap  Inesposition of the name  of the environment.  Theresous The playwight  tacil, the to use character  Who live In the societs show he	11 Thoun by the super Nacionece	
Betrayal: The 111 we of beh  Cyal Shown In the play dune by  the Jusper behand his bowern  ent and the line to empositive  Inerposition I shown by may  Leade In taking are irrespend  by also show the 111 we ap  Inesposition of the name  of the environment.  Theresous The playwight  tacil, the to use character  Who live In the societs show he	his life for the sake "of the	
Betrayal: The 111 we of beh  Cyal Shown In the play dune by  the Jusper behand his bowern  ent and the line to empositive  Inerposition I shown by may  Leade In taking are irrespend  by also show the 111 we ap  Inesposition of the name  of the environment.  Theresous The playwight  tacil, the to use character  Who live In the societs show he	like of other also than the	
Cyal Shown In the play dune by  the Jusper beken at his boverom  and and truline to empositive  Jusper Doge and Mina celemonia.  Inesposibility: The 11 shown by many  Leads in taking are irrespond  ble dro show the usure ap  Inesposible of the name  of the environment.  Theresour! The playwight  total, the to use character  Who live in the society show he	1 vous con sacréce.	
Cyal Shown In the play dune by  the Jusper beken at his boverom  and and truline to empositive  Jusper Doge and Mina celemonia.  Inesposibility: The 11 shown by many  Leads in taking are irrespond  ble dro show the usure ap  Inesposible of the name  of the environment.  Theresour! The playwight  total, the to use character  Who live in the society show he	Bokayal: The 11the Ox beh	
the juspe behand his bovernom  and and to support the  Truper Doge and Mina celemonian  Inexposibility: The Issue of  (12 sposibility 1s shown by many  Leste in taking are irrespend  ble also show the 11 we ap  I supposible of the name  of the environment.  Theresous The playing the  truit, the to we character  Who live in the soviets of we he	Gyal Chama to the play dune by	
ent and toulose to expositive  Truper Doge and Mina celemonian  Inexpossibility: The Issue of  (12 spossibility Is shown by many  Leste In taking are irresposs,  ble also show the 11 us af  Inexpossible of the nature  of the environment.  Theresous! The playing the  touil, the to use showned as	the Throat Cet or of his degreerom	
(responsibility Is shown by many Leade In taxina are irrespond by also show the usual are  Irresponsible of the name  of the environment.  Theresous The playwight  facilites to use character  Who live In the society of the ho	and and trained to constitue	
(responsibility Is shown by many Leade In taxina are irrespond by also show the usual are  Irresponsible of the name  of the environment.  Theresour! The playwight  facilites to use character  Who live In the society of the ho	771 100 - Dans and Man relement	
(responsibility Is shown by many Leade In taxina are irrespond by also show the usual are  Irresponsible of the name  of the environment.  Theresour! The playwight  facilites to use character  Who live In the society of the ho	100000000000000000000000000000000000000	
be dro von the war of  I responsible du to the name  of the environment.  Theresour's The playwight  tacil, the to use character  Who live In the society of the ho	(500 0000 / 15 1) (10000 00 000 000	
of the environment.  Therepow's The playwight  theil, the to use character  Who live In the society shuck	(1/2 / Daniellin 13 Janie 13 1 merara	
of the environment.  Therepow' The playwight  theil, the to wie character  Who live In the society shuck	The of the state o	
Therefore The playinght  their the was character  who live in the society of the bo		
theresour's The playwight theil the to use character who live in the society due to		
Who live in the society she to		
Who live In the rough duck	Theresour The playmant	
the rapis of the environment Cursunding	facilité to use character	
Lursunding	Who live In the rough duck	
Surounding"	the nature of the environment	
	Curo undity'	7
		<u> </u>

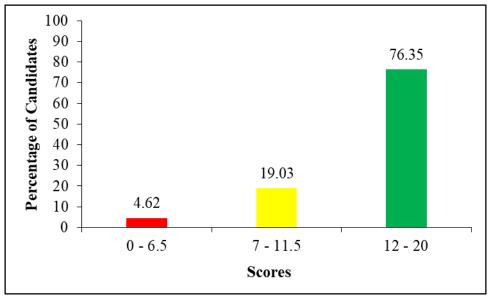
**Extract 15.3:** A sample response by a candidate who scored low marks on Question 7

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.

Symbolism. Refers to a Figure of spee	
Ch that associate one thing with the same	
of another thing as a symbol. It is true that	
samporism is new effecting in counciling woulded	
to the society "this can be proved by using	
poems of "EAT more " by "TOE correll"	
poems of "EAT MORE" by "TOE CORRIE", "BALLAD	
OF THE LANDLORD" by "LUNGITONE HUGHEI" OF	
COELL OF LEGOLD FILLE PARTED RES THEY IL	
ar tollow;	
Starting with the poem "EAT mcRg"	
the following is perayed.	
The stagan symbolizes power and outth	
ority. This was a stoppgan that was imposed	
by the government that emporized on eating	
balanced diet. The slogant shows power at it	
was imposed to the society without worrying	
about financial stack of the people. This is	**************************************
petrayed when the poet say.	
" Eat more fruits,	
The stegan says	
This gives by a message that . "THE GOVERNMENT	

Stooday for the peretif of all beoble to the croish
a significant for the perietit of all beoble in the acciept
$\mathbf{O}$
tish pread and poot sympolises good
life Toe comie potray that the element of the
slogan like eating of beef firm meat and failts
symbolizes good life of the upper clour of people who
are previledged by the government. This can be evi
dengel when the pret sells
" Eat more Fruit"
The years rays
more fish, more beet, more bread!!
This potages a message that "The policies imposed
should not only favour the rich but all classes ".
Bloody since symbolizes poverty. The
persona is seen to criticise the slogan by profesting
it as he aid not be phased by the almands of
stepans and he instead suggested what suited
Liss living standard which is poor life. This ran
be pottaged by Toe Cornie ar follows!
And also I would release 1'11 see
The stogan when I pass,
The cuty one that would ruit me
Eat more bloody gran!
This conveys a message that the government should
try to help peor people meet their basic needs!
Unemployment symbolizes life hand
ships. The poet reveals that there is unemployment
in the society when the believe in the insu
ployed This made the persona to had a poor life
by failing to meet the demands of the sleads and
other necessities. This can be proved in the poem
ds 60110ms;

7	" But I'm on unemployment more pay,	
-()	My Minch year now and wheed!	
	This purays the message that "Unemployment is	
	A rema of lack of panned clist.	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,
	secondly, using The poem "Your	
	PAIN "The following is potrayed?	
	Scars symbolizes humiliation In the	
	poem TUR people are seen to be humiliated	
1	by the oppression (colonises) as they are now	
	brutal They tend to give heavy punishment	
	to people that maker them loose their dignity	
ł.	This made the persona angry and call for revolution	
	It is policyed in the poem or follows:	
	" Your scars,	
	Yet more my scars,	
	Will be remembering the whip!	
	This boxate a westable that in principles in the vai	
	ety bods to enemity among people!	
	Eyes symbolizes awareness TW perso	
	na is seen to be aware on the situation thatis	
	existing in the society. This is also when he my	
i	to raise awareness to their people from the	
	society so that they can liberate themselves	
	This is proved of follows:	
	"Your eyes,	
	Let wole mil eiter	
	shall be speaking	
	ct renolfil.	
	This evidenced the message that " Awarmen	
	is a key for liberation of the rociety	,
	tum Hr obbibiois.	

	Horana Anna Harana Anna Anna Anna Anna Anna Anna Anna
X -	Hands and strength symbolize unity and
-0	liberation. The person is seen to be railing for unity
	among the members of the society ac that they can
	build a joint Ford and liberall themselves from
	all kind of oppressions like humiliation. This is
	be manded at fellows;  "Horizona";
	" My strength,
	Yet more your stregut,
	Shall over come imperialism"
	10214
	"Your hands
	Yet was my hands
	Loill be lighed fully armed!
	This poly that "unity is necessary for achieving
	changer in the society!
	Blood shupolises Argent Lm bost
	Armando Quebusa porays that the people in the rociety
	are ready to sacrifice their lives to order for them
	be evercomp imperialism and their oppressive and
	hunciliation tendencies This proves that they are
	determined to fight for their rights and freedom.
	It is bounded on tollom
	" My bload
	Yet more your block
	(hall irrigate victory).
	This shows that "sacrifice is a dekrunining factor
	to defeat the opposessors".
	Thirdly, Using the poem "RALLAD OF
	THE LAND LORD ! HW following in promo!
	The landlord symbolizes the upperclass.
	raindstow Hindra par man transport to bothan
	the ribber class of man beoble, in the registration

I are rich and enjoy the previledges as they are	5
most temorises pr the rociety. They are new	
exploitative towards the power. At the landord	
u seen to exploit tenant by demanding rent in	<i>q</i> .
Ite the pad state of the house It is borranged	'
below	
" Lev pricks Aon real 10 ms Aons	
Ten bucks you say is due?	
When that's ten buck's more n 1/11 pay you	<u> </u>
This gives a mescage that the "upper clour	
should not dehumanize the pool!	
jewant atupolises book grass of beat	<b>v</b> :
This is the lowest class of the society that	The state of the s
is wavily exploited and opressed by the	
government and onen the rich people Ti	72
is betrained more rangery governing cent to the	
renant or pallows:	
"Ten bucks you say i owe you?,	
Ten bucks you say is dul?, "	
Tuis potrage a message that " morder for justice	9
to prevail the lower dark should personally for	<i>a</i> .
the oppressors!	
boor point condition chappines pag	)
living standards. The poet has petrayed that	
the known is leaving in the house that how are	
bad condition This is why the tenant protest	
The demand of the landlord of wanting the	
"Landlord! Landlord!	
"Landlord! Landlord!,	
My mot har spring a leak!	
This tokays a message that I landords should	9
respond the charter of their points to avoid conti	CR .

	····
I'm arrest of the tenant symbolize injurtices	
() The found is seen to be arrested all to take auch	
sations made to him by the landlord. This is also	
evidenced when the police takes him away and the	***************************************
Judge rentenced him without any bail which it agai	
MI The right of People It is evidenced as follows:	~~
"Tenaut wid no bail,	
Judge gave Negro 40 days in country jail!	
This petralls a message must "injustice is a course	
of many conflicts in the society".	
et many conflicts in the society".	
Echoning is enjoyened.	***************************************
Lightening and thunder symbolizes Fighting	
In the poem the persona is portaying that the raciety	
shall fight the oppressors and make them give them	
their of freedom. This helps The society to remove	
all kinds of headships that they face . It is proved	
al tollows.	
"Mure man will make lightening and Hundor"	
This pokays that "Figuring oppiessors is the only	
way to eliminate them".	
Bitherness symbolises sacrifice. The	
persona is seen to carrifice his life so as he can	
Figur the oppressors that he can depeat than	
and enable peace and jurice to Prevail in the	
society. Sacrifice is poranged in the poem as	
the bost rain;	
"Tknow it is bitter but i like it,	
T like it because it is particular bither	
T like it because it is where I beloom	
This potentia a message that "racrifice leads to	
Freedom!	

V	Persecutions and building of ages symbolizes	
0	injustices. This is also potrayed by the poet the	
	injustices seems to be the main deeds of the opp	
	ressors to undermine the society so that they	
	could teep on exploiting them It is evidenced	
	ar tellomi.	
	"Two culy place to burns percecutions and	
	pringent of ages	
	This potage a message that "Injustice leads to	
	hategol and enemity in the society".	
	Manhord and contioning en symbolizer	
	determination. The poet s'orems to be enware	
	on the situation going on in the society. Also	
	no times to can to commencer characted ethorizon	
	ety members . This made the other recientmen	
	beis to be at front line in liberation. It is	
	exigenced or tollom?	
	"Frout live,	
	My e manhood and concrouncer is tell	
	This poly that "determination leads to charge	
	In the rociety.	
	All in all. The poets has used symbo	
	lim in their works in order to liberate The	
	society, educate the reciety, entertain the	
	society, influence the society, criticize the	$\dashv$
	society, develop language, express peoples	$\exists$
	culture and also rearries lawnings.	
	(3)	
		i

**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: Symbolism: Is the Language use and one	
of the tychieg in the Literary work where by use idea	
to represent the readity. On the symbolism is very	
important in Literary work this is because helps to	
brings Messages. On that through wing symbols in	
different Literary work like pen; Empt plate can help	
also to get message. Through using two povels	
Four poems under this programs the following are	
the Jymbul: sm that help to brings Message to the	
Member of the Jouety. By using a Paetry halled "SELECTED POEM" written by "INSITUTION OF	
By starting with the poem of "BULDING	
By starting with the poem of "BULLING THE NATIONAL" written by HERICK BARLOW" the	
following are the Lymbols Those The Message in the	
No (16 tu ·	
Driver : Is the person who have ability to	
drive any Meter Vehles like Cur. In the poem a	
writter we a Symbol of Briver that help to	
Show the message that " Lowa classes Gan brings	
I dwarnes" this is because a driver is the Lower class and I through driving a Ps brings awares on tresspensible leader	
Shown on Stung One.	
1 2121	
Building the national to drive a Ps"	ن ا
Parsonal Jonetary (PJ): I, the one of	
Symbolism show on the poem where by give a	
Message to the Society that "You leader as	
Symbolism whow on the poem where by give a Hessage to the society that "Pour leader as the one who partise Embassument of public tund". On that a Ps is a poor leader and this show on stanza one whom a diver drove a ps to unimportant	
that a to is a poor leader and this show on	
Whean a diver drove or pr to Unimpultant	

8;	function
	to unimportant function"
	Gold boar : end The Gram: I, the one of
	Hessaye that " Pour leaders are the one who enjug
	Hessuye that "You louders are the one who come
	the life" this shown whean a Ps go to unimpor-
	tant function to take a Lunch and this shown
_	on Itanen 2.
	N .
	Gold bour; Ice houm; hoppee"
	Car: Is the One of the Symbol found
	on the poem where by her thow as a launty
	and also Gar Uhewn a Message that "A County
	Gan building by those uppear people (ps) and Lower peoples
	TIRE (driver) and thewas whom a driver remain into
	has and Ds go to take a lanch. Show on
	Hango 1.
-+	but also in the poem of "Your PAIN" written
_	1. "As a land of the poem of the party with the land of the party will be the party of the party
	by "Armando Guebisa" Thew also how symbols han
	brings Message to the South due to the fillowing point.
$\dashv$	help to brigger a Norway to the Symbol that
	Hat "Though appear Com processing"
	help to brings a Hessage to the Society that "Through awainess Can overcome appiession".  And this I how in the stanea of the poem.
	Your Evor
	let more My eyes."
	, ,
	o).

Fi Pain: Is the one of the Symbol we	J
L I I I I I I I I I I I I I I I I I I I	
to Symbolism in the poem and also brings the	M-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1
Message in the Julety. On that Pain brings a Message that: "Oppiession is the Causesage awaress". And also this shown in the poem	
Message that; Oppiession is the Courses of	
awarness". And also this shown in the poem	
(170000	
Your prin	
101 more my pain	
Hand; Is the another symbol that	
found in the poem of your pour and abouthing	
Dymbo mean unity and also provide a Mesuage	
to the Society that " Unity is the key or	
18 move applession". On that is show in the	
found in the poem of your pain and about this  Ayondo means unity and also provide a Message  to the Society that "Unity is the key of  10 move apprension". On that is show in the  poom in Second Stance.	
You hand	
lot moso my hands	,
The second secon	
Blood: Also is the symbol that use	
In the poom and mouns Jacrify also brings a  Message in the Joseph that "Through Sucriper  Can help to bring lindependence". And also is	
Manage in the Joseph that "Through Survivar	
Can help to bring lindependence" And also is	
Unewo in the last stance.	
Uhown in the last Stanea.	
let mue my blood	
",	
but only in the poem of "Your pain"	
hut also in the prem or "FAT MORE" with	
en by "JOS GORREY" Also Show on how	
Jymbolism Gan brings Message in the Lough through uses by Jymbols. The pollowing below are the point whom:	
though uses by Jumboli. The + Mersing below	
are the Print Thow.	

8: The along an: In the poem the slang an symbolis	
as Authority also brings a Message that in	
the Jouet that " Authority as a appearment han	
the Jouch that " Authority as a government han exploitate Lower classes". On that The Ilongan:	
Thoun in the first stanza that;	***************************************
" East more part; Heal	
the Jlongan Jays"	
Blood grass: Is the one y symbol found	
in the paper that show or mean the lower	
Clare and also beings a Narrage that:	
Class and also brings a Message that; "Lowar classes han exploitate by the Awherity".	
And also this is shown on the stanza that	
"The only that will Just me	
to fall blood glass!	
Trust; Head and Fish: In the puem also the	
Uses y huil; mead and fish as the one of symbols	~~~
That mount is and a with unner clause	
That : Is the one of the symbol that use	
to lumbility posses with the same slave and this	
also bring, a Message that The uppear class  Can explocitate securic class? Also is shown in	
Can available deve class?	
Frist Hango	
" Ead -move- bruft: Move fish	*********
Par stroke putt ; troke 1,3%	
The Jlungan Jay ".	
Haal ' Al. 2. the final I in the area	
that symbolism peoples with appear class and	
also Thew a Message that "Uppear class explos	
also Show a Message that " Uppear class explus-	
" Eat more Heet	. 1

:3	Not only is the poem of East more but so in the poem of "FPEED CM SON 11" written	
, a	In the Deem or "FREENCH CONTENTS"	
L	"APMASO" due to the fellowing points.	
<i>D</i> :	Aliana T. the one of the final stall	
L	Alieno: I the one of the Symbol that  elp to Symbolis Child Labour and also brings  Hessage that " hhild Labour hum hause Early	
n	up 10 Jymbells Child 20 being cind also brings	
<i>0</i>	Message that his raske has bause faily	
	pegnant " And this Shown on Every last worse of	
	ch stanza	
	AI.	
	Atieno yo"	
	Quar Js the Jumbal wood by a wetter	
10	Symbolis good life and also this brings a	
	Symbolis good Life and also this brings a lessage that " Every child should be live in	
19	out life. Also this is shown in the stanzay	
\\ <del>\</del>	o poom that;	
	- Mew and Jugar!	
	Meat: 7, the another symbol wed by a ritter that help to show the or mean good	
u	wither that help to they the or mean accord	
1;	to and also bring a Message that " Early pregrang	
a	an Gouve with good Lije". Also thoun in the	
J	anza y the poem.	
	11	
	Mand and lungs!	
	Meal and Jugar!  Earl Riegnant: This is the one of the symbol	
J	my la	
177	Alian's Alian 7	
	Atieno's Aucle: Is the symbol that	
a_	writter use to symbolism the powent who does	·
D	d puvode basic need y there child an that	
I A	tieno; Aucle bring a Message that " Pelative	
<u>                                  </u>	un hause Early pregnant".	
	To sum up; symbolism have a least of	
<i>In</i>	proftance as we saw in Howe file Bring	
	reportunce as we saw in Above 1she brings fessage also Theamse. Also an that writters rould be we about y symbols during write evens in order to make easy to brings Messa e also and Themse in their society.	
<i>J</i> ,	rould be the a load of Jymbols Mering write	
P	demy in god to make easy to prings Herry	
19	p wis and inemse in their society.	,

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

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.

g. Literature this is the work of art-	<u> </u>
rulich using language Creatively to express hum	
an ventity and mainly were practised in wint	_
ten or by Oral literature. and literature it use	
Some telmiques to express what is like tymb-	
clism, Astapho and fimile. The Juleuma are the	
how by mbelism is very top expertise liter on -	
device in Conveying message to member of Societies.	
by Using poems Dyma Child ", Fat More and Your Pain	
and by Horting with bying Child.	
Poverty: This 'H the Sitting fituali-	
on where by people in the saireties fail to	
afford basic need like food, Shelter mid Closes	
in the poem of dying Child is used to Convey-	
menage to the member of the forieties when	
Personal lay	
As the bay	
fighting with empt plain	
Which reted to himbolised people who hugger from	
Povorty and message to be delivery to the faciety	
in the effect or impact of poverty.	
Muliatrition; This is the Lituation	
where by people toff layer from lack of-	
balance diet ou theren by denoner	
"Ten years ald	
1 1/2 1/2 1/2	
and younger them young	
End younger than all and This Simbolized the boy who Suyer Mur to	
Tack balanced diet	
aucoveness or Conferencement; This	
is the Statement rubich show furt about some thing without fear of or consisining the future	

 dreum as the personer tay
 " Mother, Shout the fon
 When I graw up
1 will form . But and not a can'
 1 will larry a gun and not a pon"
 here gum used to tymbelize by eigise and pen
 Used to lymbolize education,
 The fallowing are them to by using "Your poin"
 1 Wonscation, This 11 the System
Where by animal and non-living organitm
 were given a task to do live human being
 to Pambulized good behaviour or bad fituation
 fortifonce when personal lay.
" Yaur pain
Yest more my Pain
 Shall Suggeste Oppression"
 Poin given a task to suggeste Oppression as
human bein so this by mb dired personje atom.
Unity; This is the hymbol used
 by personal to lowey my messege to member
 in the Societies by the prosent new Limitance
 of the lacieties by dyserent runy firstance My Strength
 Yet more your through
 Hitt Shall Over lime imperialism.
 This hymbolized that the Unity is good may or
 fighting with bad things by struggle to gether. Sainty: This is the literature of some
 Janjy: This I the Theather of Some
 one fighting and struggle either by place of
 or by fire as pertona lay
 My blood
 Yet more your blood
Shall be irriget dur victory
This by mb alired Sality to Highit agunot bad thing

1	The fall account ove themes from that more which
1	hem by mbelsin how living manage to the Societies.
	Poverty; In this poem play unatter
o	Y author Uting bymbalism to Phieu poverty
n	then he lay
	"Fot more fruit
	More bees, fruit, more bread
	But 12m linemplayment more pay
	My Harred man now and week
1	o he we symbolism to lowey message to
Ju	o he we symbolism to lowey message to
	Unemployment; Also Quther using
4	his thoms to Convey message to their lasty
b	y fymbralitizing Which bend to hugger from
6	mal lige
	" But atm Unemplayment more pay
	My third year new and wad.
1	o this well to the sun reader to Underst
u	o this welp to the ten render to Understand only get message from this them.
	J J J J J J J J J J J J J J J J J J J
·	

**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 Language2. 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

		Performance Per Question			
S/N	Торіс	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	

