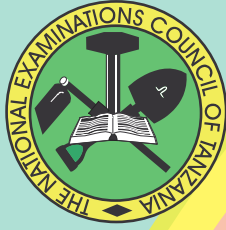


THE NATIONAL EXAMINATIONS COUNCIL OF TANZANIA



**EXAMINERS' REPORT ON THE PERFORMANCE
OF CANDIDATES**

ACSEE, 2014

122 ENGLISH LANGUAGE

THE NATIONAL EXAMINATIONS COUNCIL OF TANZANIA



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Published by
National Examinations Council of Tanzania,
P.O. Box 2624,
Dar es Salaam, Tanzania

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FOREWORD

The Examiners' Report on the Performance of the Candidates in English Language subject, in the Advanced Certificate of Secondary Education Examination (ACSEE) 2014, has been prepared in order to provide a feedback to students, teachers, parents, policy makers and the public in general about the performance of the candidates and the challenges they face in attempting examination questions.

The Advanced Certificate of Secondary Education Examination marks the end of two years of advanced secondary education. It is a summative evaluation which, among other things, shows the effectiveness of the education system in general and the education delivery system in particular. Essentially, the candidates' responses to the examination questions indicate what the education system was able or unable to offer to the students in their two years of Advanced Secondary Education.

The analysis presented in this report is intended to contribute towards understanding of possible reasons behind the candidates' responses in English Language subject. The report highlights the factors that made the candidates perform well in the examination. Such factors include managing to identify the task of the question, ability to follow instructions and sufficient knowledge and skills on the concepts related to the subject. On the other hand, the report highlights the factors that made a few candidates fail to score high marks in the questions. The feedback provided will enable the educational administrators, school managers, teachers, students and other stakeholders to identify proper measures to be taken in order to improve the candidates' performance in future examinations administered by the Council.

The National Examinations Council of Tanzania will highly appreciate comments and suggestions from teachers, students, school inspectors, curriculum developers and the public in general, that can be used in improving future Examiners' Reports.

Finally, the Council would like to thank the Examination Officers, Examiners and others who participated in processing and analysing the data used in this report.



Dr. Charles E. Msonde
EXECUTIVE SECRETARY

1.0 INTRODUCTION

This report presents the performance of the candidates who sat for ACSEE, February 2014, in English Language Examination. The report shows how these candidates performed in each question. It presents the candidates' strengths and weaknesses in various areas when answering the questions. The focus of this report is on the questions which were performed well, those which were attempted by most candidates, those which were avoided, those with average performance and those which were poorly done.

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

The ACSEE 2014, English Language Examination focused on testing the candidates' competences in knowledge, analysis, comprehension, application, and evaluation; the main objective being to mould competent scholars who master the language, both in spoken and written form.

This examination had two papers, namely English Language 1 and English Language 2. English Language 1 paper had nine questions distributed in five sections. Section A had three questions and the candidate was required to answer question 1 (one) and any other from this section. Sections B, C and D had two questions each and the candidate was required to answer only one of them. Each question in English Language 1 carried 20 marks.

English Language 2 paper had nine questions distributed in four sections. Section A had three questions and the candidate was required to answer question 1 (one) and any other from this section. Sections B, C and D had two questions each and the candidate had to answer only one of them. Each question in English Language 2 carried 20 marks.

This report analyses the performance of candidates in English Language paper 1 and English Language paper 2 respectively. The analysis is organised in such a way that candidates' performance in individual items for the 2014 English Language paper is presented by indicating the percentage of candidates who attempted the question and the percentage of candidates who scored various marks based on their responses. Extract samples of candidates' responses are presented in order to provide a general overview of how the candidates responded in view of the demands of each item.

The number of candidates who sat for this paper in February 2014 was 8,111, of which 99.04 percent passed with different grades, as shown in Table 1.

Table 1: Candidates’ Pass Grades in ACSEE 2014, English Language Examination

| Grade | A | B+ | B | C | D | E | F |
|------------------------|----------|-----------|----------|----------|----------|----------|----------|
| % of candidates | 0.05 | 19.71 | 52.34 | 23.03 | 3.91 | 0.79 | 0.17 |

This performance was high when compared to the 2013 English Language Examination, where 93.61 percent of the 11,838 candidates who sat for the examination passed with different grades, as shown in Table 2.

Table 2: Candidates’ Pass Grades in ACSEE 2013, English Language Examination

| Grade | A | B | C | D | E | S | F |
|------------------------|----------|----------|----------|----------|----------|----------|----------|
| % of candidates | 00 | 0.04 | 3.32 | 34.34 | 45.68 | 10.22 | 6.39 |

2.0 ANALYSIS OF THE CANDIDATES’ PERFORMANCE IN EACH QUESTION FOR ENGLISH LANGUAGE PAPER 1

2.1 Section A: Introduction to Language

There were three questions in this section, each carrying twenty (20) marks and the candidates were required to answer two of them, making a total of 40 marks for this section. Question one was compulsory.

2.1.1 Question 1: Definition of language; Subsystems of Language; Communicative Functions of Language

This question had three main parts (a), (b) and (c). The candidates were required to (a) define the term language, (b) elaborate five subsystems of human language and (c) identify the functions fulfilled by the following utterances:

- (i) Hello, how are you?
- (ii) Wow! It’s wonderful.
- (iii) Clean the blackboard.
- (iv) Let’s go in the playroom.
- (v) I swear truth.
- (vi) She received bundles and bundles of kisses.
- (vii) Would you help me if you were in my shoes?

- (viii) Whose shoes are those on the floor?
- (ix) Dad's giving a speech.
- (x) This meeting is adjourned.

The question was attempted by 99.2 percent of the candidates and their performance was good as 2.6 percent scored from 12.5 to 16.5 marks, 69 percent scored from 6 to 12 marks and 28.4 percent scored from 0 to 5.5.

The candidates who scored high marks in part (a) were able to define the term "language" as a system of arbitrary vocal or written symbols through which people communicate different ideas, emotions and desires. Extract 1.1 shows a sample of a good response.

Extract 1.1

| | |
|------|--|
| 1. @ | Language is a system of arbitrary vocal symbols through which human thoughts are conveyed or communicated. It is a unique form of communication used by human beings hence the primary purpose of existence of language is enhancing communication among members using it. |
| | It is a system as it is constituted by a number of units connected to enhance communication; It is arbitrary as there is no inherent or physical relationship between a signifier and a signified (concept) and vocal as it is produced by speech organs through which sounds/voices are produced also it is constituted by symbols. |
| | Examples of languages include English, Kiswahili, French, German and Arabic language each having its own way of organising sounds to meet communication among members using it. |
| | Scientific study of language is called linguistics including sub-fields as phonology, semantics, lexis, morphology and syntax also phonetics. |

Extract 1.1 shows a sample of a response from a script of a candidate who managed to define the term "language", thus scoring high marks.

The candidates with average performance in part (a) failed to include all the important elements needed in the definition of the term “language”, which are “system”, “arbitrary”, “vocal” (written), “symbols”, and “communication”. Among these candidates, there were those who simply defined language as a system of communication while others defined language as a system of arbitrary symbols.

The analysis further shows that the candidates who scored a zero mark provided meaningless definitions. For example, one of these candidates wrote a meaningless sentence shown in Extract 1.2.

Extract 1.2

| | |
|------|--|
| 1 a) | A language is the variety in Smallest of the unity a full. |
|------|--|

Extract 1.2 shows a sample of a response from a script of a candidate who failed to define the term “language” as required, thus scoring a zero mark.

In part (b), the candidates who scored high marks were able to elaborate the five subsystems of human language, which are phonetic system, phonological system, morphological system, syntactical system and semantic system, as shown in Extract 1.3.

Extract 1.3

| | |
|----|--|
| b) | Language is a system of conventional and arbitrary vocal symbols in which human being as a member of a social group interact and communicate. The following are the ^{sub} systems of human language, Sound system. Human language has two levels of sound system, that is consonant sound system and vowel sound systems. In English language there are twenty four consonant sounds and twenty vowel sounds. Meaning systems. When different sound segments are isolated example /l/ /l/ /m/ /b/, bring no meaning but when the sound segments are joined together to form a word, brings meaning to a word. Word formation system; this is a system which involves the creation and production of words in a language. Example of word formation systems are affixation, compounding, coining, borrowing and blending. This system is among the biggest systems of language. |
|----|--|

Extract 1.3 shows a sample of a response from a script of a candidate who managed to elaborate the five subsystem of human language as required.

The candidates who scored low marks in part (b) misconceived the concept of “subsystem of human language”. Among these candidates, there were those who elaborated the five key concepts contained in the definition of human language, which are “arbitrary”, “vocal”, “symbols”, “system”, “human and communication”, as shown in Extract 1.4 .

Extract 1.4

| | | |
|----|--|--|
| b/ | Human Language refer to the pattern system of sound signals used for the communication. Subsystem of human language refer to the key words which are used to define a human language which differentiate it from communication means of other animals. The followings are the five subsystem of human language with their explanation. | |
| | System refer to the several organs which are performing the same function as in human language to make the complete and appropriate communication. The examples of the organs involved in communications are such as tongue, vocal cord, lung and labial. | |
| | Symbols refer to one of the subsystem of human language which is defined as something which represent other things. Human language use signal and symbols to present the things. Example the word "cup" is the symbol to represent a certain object. This is one of the very important subsystem of human language. | |

Extract 1.4 shows a sample of a response from script of a candidate who elaborated the five key concepts contained in the definition of human language instead of elaborating the five subsystems of human language.

There were also candidates who treated the characteristics or universal properties of human language like "displacement", "productivity", "cultural transmission", "interchangeability", "arbitrariness" and "duality" as subsystems of human language, as shown in Extract 1.5.

Extract 1.5

| | |
|-----|---|
| (b) | Human language is a language which is used by human being to communicate in the society with different people. |
| | The following are subsystems of human language as follows :- |
| | Displacement: Human being has a character of using language in communication. In order to communicate in the society, human being could talk about the events which are already taking place or took place in the society for long time. Example human being can talk about future, past, present events according to the environment which is around him/her. This can not take place in animals because animals do not use language for communication. |
| | Productivity: Due to the productivity, some words can be announced from human being which is not already known to the people. Example the word 'Elephant' if some one can not hear that word can not be able to understand the meaning because it was the first time to hear that name. This is a reason which differentiates human language from animal language. |
| | Interchangeability: Human being has a character to make her/his be different from |

animals because due to interchangeability when the speaker speaks some words and the listener can listen for few minutes and when the listener starts to speak also the speaker should be listening again. This is called Language interchangeability. And this is like dialogue. But in animals there is no language interchangeability.

Duality: Human language has few some words in order to communicate to some one. Example /m/ /æ/ and /n/ when he/she formed this words can be Man = /mæn/. Also in duality two phoneme like Un-kind when these words join together make un-land. So due to that different show that there is human language compare to animals language.

Human: There is only human being has language compare to animals. Human has language for communication but animals has not language instead of communicate by using symbols. Human being use language use language in different matters like communication, uniforms, factors and identification.

Therefore due to that reasons it show that there is human language which is used to differentiate between human language and animals language.

Extract 1.5 shows a sample of a response from script of a candidate who failed to differentiate between the subsystem of human language and the characteristics of human language.

The candidates who scored high marks in part (c) of the question were able to identify the communicative functions fulfilled by each of the utterances given, which are (i) phatic/interactional function, (ii) emotive/expressive function, (iii) regulatory/directive function, (iv) interactional function, (v) performative/declarative function, (vi) poetic/aesthetic function, (vii) informative function, (viii) directive/regulatory function, (ix) informative/referential function and (x) performative/declarative function.

The candidates with average performance in this part (c) were able to identify four or five functions of the utterances given. The analysis further indicates that the candidates who scored a zero mark failed to understand the requirements of the question and had no knowledge on language use. As a result, they wrote irrelevant responses. For example, one of the candidates wrote types of tone, as shown in Extract 1.7.

Extract 1.7

| | | |
|----|--|--|
| 1. | (i) Hello, how are you? - Falling tone | |
| | (ii) Wow! It is wonderful - falling tone | |
| | (iii) Clean the blackboard - Falling tone | |
| | (iv) Lets go in to playground - Rising tone | |
| | (v) I swear to tell the truth - rising tone | |
| | (vi) she received bundles and bundles of kisses - Rising and falling tone | |
| | (vii) Would you help me if you wear in my shoes? - Falling - Rising tone | |
| | (viii) whose shoes are those on the floor? Rising - falling tone | |
| | (ix) Dad's giving a speech tonight - falling tone | |
| | (x) The meeting is adjourned - falling tone. | |

Extract 1.7 shows a sample of a response from a script of a candidate who wrote the type of tone instead of writing the functions of language.

There were also candidates who assigned the utterances to levels of formality, modes of discourse, setting and participants. Extract 1.8 shows a sample of such responses.

Extract 1.8

| |
|--|
| 1. c/ i/ Hello, how are you - Salutation. (Spoken) |
| - Phone Communication. |
| ii/ Wow! It's wonderful |
| - Informal |
| - Spoken |
| - Conversation between friends |
| iii/ Clean the black board. |
| Setting: - In the class. |
| Speaker: - Teacher - to student. |
| Type: - Formal. |
| 4 c/ iv/ Let's go to the play room. |
| Level: Type: Informal. |
| Setting: Can be at school or home. |
| Type: - This is spoken. |
| v/ I swear to tell the truth. |
| Type: Spoken |
| Level: Formal. |
| Setting: In the Court. |
| vi/ She received bundles and bundles of kisses. |
| Type: Written. |
| Level: Formal. |
| Setting: Any place. |
| vii/ Wow! Type: Informal |
| Setting: Any place. |
| - Spoken. |
| ix/ - Spoken |
| Level: - Informal |
| Setting: - at home |
| x/ Level: Formal. |
| Place: Home meeting room. |
| Type: Spoken. |

Extract 1.8 shows a sample of a response from a script of a candidate who categorised the expressions into levels of formality, modes of discourse, setting and participants contrary to the requirement of the question.

2.1.2 Question 2: Language Variation

This question required the candidates to discuss the reasons for language variations, giving six points. The intention of the question was to test the candidates' ability to analyse reasons for language variation.

The question was attempted by 79.2 percent of the candidates and their performance was good as 69 percent scored from 13 to 20 marks, 29.9 percent scored from 6 to 12 marks and only 1.1 percent scored from 0 to 5 marks.

The candidates who scored high marks were able to discuss the reasons for language variations, focusing on geographical differences, age differences, social differences, social classes, ethnic back ground/interference, gender differences, occupation/field of discourse, medium of discourse, and tenor of discourse. Extract 2.1 shows a sample of a good response.

Extract 2.1

| | |
|-----|--|
| Q2. | Language is the system of arbitrary vocal symbols used by human beings in communication. Language Variation is the situation in which the same one language is used differently by human beings during communication. It signifies that language varies from one person to another, or one community to another. This can be 'Language Variation' according to use or according to users. |
| | The following are the reasons which cause language variations Sex and gender differences is the first reason for language variation. Language varies from one sex and gender to another. The way men use language is different from women. For example men are characterized by heavy voice while women are characterized with high pitch. Also in some cases men are allowed to speak of taboo words while women are not hence language variation. |
| | Age differences is the second reason for language variation. Also language varies from one age to another as it is used in different age groups. For example the way old people use language or speak is quite different from teenagers who use language characterized of slang and colloquial words. Also a son speaking to his father is different from the way he will speak to his age mates. |

Q2. Geographical differences is the third reason for language variation. Geographically language varies from one place to another. Language users in one area differ from other language users in another area, the users of the same language. For example Kiswahili language spoken by people from Singida Tanzania Mainland is different from Kiswahili language spoken by people from Zanzibar Island.

Social classes is the fourth reason for language variation. Also language varies as it is used by different people defined by social stratifications. These social stratifications are like education and different professions like teachers, and doctors therefore language used by educated people is different from the language used by uneducated people like vice language by teachers is different from language of doctors in their specific areas of works.

Different occupations is the fifth reason for language variation. Language varies as it is used by people in their respective occupations. For example teachers, doctors, lawyers, priests, geologists and policemen all these use language different from one another. The language used by priests in the church is different from the language used by doctors in hospitals hence language variations due to different occupations.

Q2. Ethnic backgrounds is the last reason for language variation. People who have different ethnic backgrounds likely their language varies because they will speak the same language but affected by their different ethnic background. For example a pure Tanzanian in America will speak English language with Tanzanian accent different from American and Nigerian accents for example. Hence language variations.

To sum up. All these factors mentioned above contribute greatly to the language variations from different people in their respective common language.

Extract 2.1 shows a sample of a response from a script of a candidate who scored high marks. This candidate managed to discuss six reasons for language variation.

A few candidates (1.1%) with low marks in this question failed to understand the requirements of the question or did not know the meaning of the term “language variation”; as a result, they provided irrelevant responses. For example, one of the candidates wrote the importance or significance of language, as shown in Extract 2.2.

Extract 2.2

Q2. Language varies because of some reasonable factors. Language is very important to human beings. The following are the reasons on to why language varies.

Language varies because is an unifying factor. Language unite people of different areas. for example, English language, the origin of this language is in Britain but very unfortunately you can find different people from different areas have settle in. And it is only through language that brings them together.

Also, Because is a national identity ~~liter~~ language is one of the element that identify the nation. A good example, is Kiswahili language, this language identify Tanzanian nation hence it is varied.

Language helps to bring social development in the society. People tend to use language in various meeting in discussing different plans of bring development in the society

Language varies because it brings social stratification. it is through language that classify people in different level of language speaking. for instance, there is upper class /Royal family composed of rulers, kings or Queen. These people tends to speak a refined English known as RP. Then follow up with the middle class consist of bussiness men. and the third class consist of low wage earners, street

| | |
|----|--|
| 28 | <p>It identify and classify things like people or objects. It is through language that helps us identify one person against another by names like David, James, Pauline etc. Also through language helps us classify animals like mammals, reptiles etc.</p> |
| | <p>Moreover, language varies because it is a source of communication. It is through language that human beings get an opportunity of interacting one another, and get to understand each other. Hence to my own opinion language varies</p> |
| | <p>Generally, According to my own opinion language is very important in our daily life; hence it do varies in human's life</p> |

Extract 2.2 shows a sample of response from a script of a candidate who scored low marks. This candidate failed to give reasons for language variation but instead wrote the importance or significance of language.

2.1.3 Question 3: Definition of Linguistic Terms; International Language

This question had two main parts (a) and (b). The candidates were required to (a) define the linguistic terms (i) onomatopoeic words, (ii) first language, (iii) symbols, (iv) system (v) reflexives and (b) explain why Kiswahili is an international language, giving five points. The question tested the candidates' ability to synthesise the factors for a language to become an international language.

The question was attempted by 20.2 percent of the candidates and the performance was generally good as 67.7 percent scored from 12 to 20 marks, 28.7 percent scored from 6 and 12 marks and only 3.6 percent scored from 0 to 5.

In part (a), the candidates who scored high marks were able to define and exemplify the linguistic terms as required. This was an indication that they understood the question and were familiar with the linguistic terms. These candidates were able to define "onomatopoeic words" as the words created

from the imitation of a given sound. For example, miaw (of a cat), moo (of a cow, bull), hiss (of a snake), boom (of a gun), tinkle (of a bell, glass), whizz (of car, arrow), cracking (of dry leaves). They defined “first language” as a language which a child is first exposed to and acquired before being exposed to any other language. For example, if a child is firstly exposed to Nyakyusa, then Nyakyusa will be his/her first language.

The term “symbols” was defined as acoustic images or graphic signs which represent realities like objects, ideas and concepts in a community. For example, the word “pen” stands for the real object pen, which is a long narrow object that is filled with ink and is used to write or draw with.

The candidates in this group could define the term “system” as a group of the interrelated parts that function as a whole for a particular purpose. A system assembles together units which form a regular and connected whole. For example, language consists of speech sounds (sound system) that must be organized in an orderly manner to make sense.

They finally defined “reflexiveness” as an ability of language to talk about itself. For example, people can talk or write about books they have read; they can read books on how to write better; or about how conversation works; and they can listen to a lecture on reading or writing.

Extract 3.1 further shows a sample of a response of a candidate who managed to define and exemplify the five linguistic terms, thus scoring high marks.

Extract 3.1

| | | |
|----|---|--|
| 3. | (a) (i) Onomatopoeic words are the words that are imitate the natural sound of the object. | |
| | Onomatopoeic words have inherent relationship with the objects they stands to represent. Example, english word "ding dong" stands for bell sound, Swahili word "kuku" represents a hen cries. | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

(ii) First language is the language that is first to be acquired or mastered when a child is exposed in a particular environment. It is also known as mother tongue, because a child acquires it ~~we~~ when he/she is in the period of his/her mother's knee or care. Example most of the Tanzanians their first languages is their community languages example Ngoni, Chaga

(iii) Symbols are the letters that stand for something or represent something else. Language is symbolic because the letters ~~can~~ are used to carry the meaning of the objects, people or ideas. Example the word "father" represent a male parent

(iv) System refers the order or pattern through which language is used. Language is systematic because the words are organized in a certain manner to bring sense example "I eat rice", but when arranged "~~ate~~ eat I rice" is not understood

(v) Reflexiveness is the situation whereby language is used to talk about the language. People use language to verify language concepts, this situation of language is reflexiveness. Example when the

Extract 3.1 shows a sample of a response from a script of a candidate who scored high marks in this question. This candidate managed to define and exemplify the five linguistic terms given as required.

The candidate who scored low marks in part (a) failed to define the linguistic terms or they gave irrelevant definitions and examples. This was an indication that they had no knowledge on the linguistic terms given. Extract 3.2 shows a sample of a poor response.

Extract 3.2

| 3 (a) | Explanation. | use only |
|--------|---|----------|
| (i). | Onomatopoeic words refers are these words which are used to represent sounds in the words. Example The word are used to represent sound. Example Nyau - paka are used to representing sound through or buy using words. | |
| (ii). | First language refers are the language which are acquired from the mother tongue. means are the first language acquired from the mother tongue. Example. | |
| (iii). | Symbols refers are the process of used symbol are concrete image Symbols refers was the process of used sign to represent their image or used are concrete image to represent their reality in their society. Example in their play and novels the writer of the book they used symbol like <u>coras</u> dare to show their society they are to have are very poor. | |
| (iv). | system refers was the process or system was are group of part or thing working together in their regular relation ship. | |
| (iv). | in the regular relationship they are called systems. Example : Nervous system - and digestive system they are the system of working together in their body. | |

3Q. Reflexiveness refers was the process of using any thing which are used to reflect the something like Novel and play the writer they are used like novels and play to write are opinion to reflect realities in the society like Nowadays like the issue of corruption or any things. Example of the poem of the selected poem one of the poem are "Your Pain" the writer they do show how many of people they are paid for the issues of exploitation or oppression from the write or abroad.

Extract 3.2 shows a sample of a response from a script of a candidate who scored low marks. This candidate gave irrelevant definitions and examples to the linguistic terms given.

In part (b), the candidates who scored high marks were able to give the required reasons to prove that Kiswahili is an international language. They explained that Kiswahili is an international language because it is spoken by many people in different countries such as Tanzania, Kenya, Uganda, Rwanda, Burundi and the Democratic Republic of Congo.

Another reason was that Kiswahili is used in literature; there are books which are written in Kiswahili language and read across the borders; and that it is a means of international entertainment through songs and films.

They also wrote that Kiswahili is an international language because it is used in international meetings such as EAC, SADC and AU. is used by the World media such as BBC, DW, Voice of America, Radio Vatican, KBC, UBC and TBC; and that it is taught in different Universities abroad, for example, Kenyatta University, Makerere University and Berlin University.

Extract 3.3 further shows a sample of a response of a candidate who managed to give five reasons to prove that Kiswahili is an international language.

Extract 3.3

| | |
|-----|--|
| 3b) | International language is a particular system of language that is widely used in world wide, that is beyond its border; used in different country apart from its original country; among the international language are like english, french, arabic as well as swahili. There are criteria for a certain language to be termed as international; following are explanation as to why kiwahili is an international language; |
| | Number of speaker; for a language to be international it should have good number of speaker of native and non-native speaker; kiwahili is widely spoken in Tanzania as native speaker and in other countries like Kenya, Uganda, Rwanda and Burundi and some central African countries, hence that is why kiwahili is international language. |
| | Geographical coverage; kiwahili covers large part of the world as in many African countries like Kenya, Congo (DRC) and Uganda also in some European countries swahili is used as there are colleges to teach kiwahili like in Germany. |
| | Vehicular load (Number of lexicons) |
| | kiwahili is to some extent well formulated as it has a good |

| | |
|-----|---|
| 2b. | number of words, to the extent others are borrowed by English language, all this because Kiswahili is standardized. |
| | Influence of its speaker in international politics, this is also the cause for Kiswahili to be international language as people that is native speaker of Kiswahili are some of them famous in international politics hence International example current president of Tanzania, also the previous deputy secretary of United Nations was also a Tanzanian. |
| | Its usage in international media; Kiswahili currently is used in international media as there is establishment of special segment in media like CNN and DW which use Kiswahili in their programs. |
| | All in all international language is along with those criteria above, that is even English language is said to be international because of the above features and that is why Kiswahili is also termed as international language although still lie behind English, French and Arabic as they the latter occupy much domain that is greater vehicular load, wider geographical coverage, large number of native and non-native speaker as well as its speaker are more influential than Kiswahili speakers. |

Extract 3.3 shows a sample a response from a script of a candidate who scored high marks. This candidate was able to give reasons that qualify Kiswahili to be an international language.

The candidates with average performance in this part were able to give at least three reasons to prove that Kiswahili is an international language. The analysis further indicates that the candidates who scored a zero mark misconceived the question. Among these candidates, there were those who opposed the view that Kiswahili is an international language instead of supporting it as required. Extract 3.4 shows a sample of such responses.

Extract 3.4

| | | |
|-----|--|--|
| 3 | Kiswahili language is used only among East African countries but not in Western or Southern countries like English language and it can not be an International language. | |
| (b) | It must carry vernacular load, thus it must be a medium of science and Technology and other discoveries and researchers that are carried out. Kiswahili language is not a medium of any science and Technology discoveries and researchers and so can not be an International language. | |
| | It should have social, political and Economical influence among people of different places that use different language which will make people to adopt and use it as their language, Kiswahili does not have any social, political or Economic influence compared to other languages like English. | |
| | It should have large number of native speakers who are geographical dispersed on different parts in the world. Kiswahili language speakers are not dispersed they are only in East African countries which can not be compared to English native speakers who are everywhere. | |
| | It should be well documented and researched, Kiswahili language is not documented and researched compared to English language and that does not qualify it, to be used as an International language. | |

Extract 3.4 shows a sample of a response from a script of a candidate who scored low marks. This candidate opposed the view that Kiswahili is an international language instead of supporting it as required.

There were also candidates who concentrated in explaining why Kiswahili is the national and official language in Tanzania instead of explaining why Kiswahili is an international language. Extract 3.5 illustrates the case.

Extract 3.5

| |
|---|
| b) Kiswahili an international language because. |
| Kiswahili is the first language of (Kusani) people |
| after the choice of language the people and lead of their |
| on and imitation we can prefer language in |
| Kiswahili. |
| Kiswahili is mother tongue of people of Tanzania |
| the people of Tanzania after birth of your mother |
| the first language of read is Swahili and also is |
| learning another language. |
| Kiswahili is a simple language, every |
| person we learn to except of the language Swahili |
| language so we reading the people any sector of |
| reading Swahili. |
| Kiswahili is high person of learning; the people |
| in Tanzania which can get the Kiswahili in |
| the school, market and another sector but we |
| people is |

Extract 3.5 shows a sample of a response from a script of a candidate who scored low marks. This candidate tried to explain why Kiswahili is the national and official language in Tanzania.

2.2 Section B: Language Skills

There were two questions in this section, each carrying twenty (20) marks and the candidates were required to answer only one of them.

2.2.1 Question 4: Minutes of a Meeting

This question required the candidates to describe the key components of the minutes of a meeting. The question intended to test the candidate's ability to apply knowledge of minutes writing.

The question was attempted by 86.4 percent of the candidates and the performance was good as 20.8 percent scored from 13 to 20 marks, 67.3 percent scored from 6 to 12 marks and 11.9 percent scored from 0 to 5 marks.

The candidates who scored high marks in this question were able to describe the key components of the minutes of a meeting, such as a note of when and where the meeting took place, a list of people who attended the meeting and a note of apology, minutes of the previous meeting/Agenda, matters arising, correspondence, secretary's and treasurer's report, items of business/agenda, any other business (AOB), date of the next meeting, closing the meeting, names and signature of the secretary and chairperson. Extract 4.1 shows a sample of a good response.

Extract 4.1

| | | |
|------|---|----------|
| Qn4. | <p>Minutes refers to the previous discussed matters of the last meeting. Minutes has to be presented in the agenda of the meeting so as make clarifications of different matters for those who were absent in the previous meeting.</p> | www.un17 |
| | <p>The following are the key Concepts of the minutes of a meeting:</p> | |
| | <p>Heading and date of the previous meeting, the minute should state what the meeting held was about and on which date the meeting was held. forexample:</p> | |
| | <p>AGRICULTURE ASSISTANCE FROM THE BOARD DIRECTOR, 06th April 2014.</p> | |
| | <p>Names of Absentees and Apology, the minute should show how many members of the committee were absent and their apologies, and if there was no Information of the absentees then the secretary should leave the apology. forexample: Mr. Mdee - He was sick.</p> | |
| | <p>Correspondence, this should show how the members have correspond to the agreed matters in the previous meeting. forexample: If they agreed on contributing some amount of money, how much has been contributed and by how many members of the committee or organisation.</p> | |
| | <p>Matters arised on the previous meeting, this is also written and read for more emphasis to those who were present and also to make aware the abrentees on the new matters that has happened. forexample: Free Lunch to be provided by the board for all who will attend the meeting.</p> | |
| | <p>Secretary report, the report given by the secrelay will base on the discussed matters which were agreed by the members, the progress made to achieve their goals and the challenges that are facing the organisation and the proposed measures to tackle them.</p> | |

| | |
|------|--|
| Qn 4 | Any other Business, this can be the suggestion made so as to improve the conditions of the organization in the whole process of development for example: Training some members abroad on proper farming methods for sustainable environment. |
| | Date of the next meeting and the location where it is going to be held. for example: The next meeting will be held on 11 th May 2014, at Oasis Hotel Morogoro. |
| | Signature of the secretary at the left hand and signature of the chairman at the right hand which makes the end of the minute. |
| | Minutes of a meeting has different importance to organization since it keeps record of different events, make an agenda to more sensible and identify members who do not attend meetings. |

Extract 4.1 shows a sample of a response from a script of a candidate who was able to describe the key components of the minutes in a meeting, thus scoring high marks.

The candidates with average performance in this part were able to describe four or five key components of the minutes of a meeting. It was further observed that a few candidates (0.8%) who scored a zero mark in this part failed to describe the key components of the minutes of a meeting, an indication that they had inadequate knowledge on the subject matter. For example, one of the candidates wrote the main parts of an essay, which are introduction, body and conclusion, as shown in Extract 4.2.

Extract 4.2

| | |
|---|---|
| 4 | To describe the key components of the minutes of meeting. |
| | The key components of the minutes of meeting are = |
| | Firstly Introduction. The key of the components of the minutes of meeting because first to introduce the introduction of the meeting. |
| | Secondly are body. Component of the minutes of the meeting are body because the body are introduce the all introduction of the minutes of meetings. |
| | Thirdly are |

Extract 4.2 shows a sample of response from a script of a candidate who failed to respond as required due to inadequate knowledge on the key components of the minutes of a meet.

There were also candidates who failed to respond as required because they failed to understand the requirements of the question. For example, one of these candidates wrote the advantages of writing minutes in a meeting, as shown in Extract 4.2.

Extract 4.2

| | |
|--------|--|
| 4. | Meeting refers what the situation of the people or what the importance where the few of people where discussing them or how write problems or to discussing for the any issue on the meeting. |
| | Key component of the minutes of a meeting |
| (i). | Saved time during the period of time the minutes they are used for saved time of the people because meeting they are follow the rule for every member to discuss the problem for every body as the first minutes are used to saved time. |
| (ii). | Minutes they help people to discuss many thing by using the few time because every member to stand against the minutes |
| (iii). | It helps members of the meeting for the discussing of the many matters are faced themselves. |
| (iv). | It helps people to discussed common issues and did not losted time to discussed they unimportant issues. |

Extract 4.2 shows a sample of response from a script of a candidate who explained the advantages or importance of a meeting instead of describing the key components of the minutes of a meeting as required.

2.2.2 Question 5: Syllable Structure and Stress Patterns in English Language

This question had two main parts (a) and (b). The candidates were required to (a) elaborate four factors for stress shift in English Language and (b) explain how the syllable structures and syllable stress patterns in English Language can pose difficulties to Tanzanian learners of English whose common language is Kiswahili.

The question was attempted by only 12.1 percent of the candidates and the performance was average as 54 percent scored from 0 to 5 marks, 42.4 percent scored from 6 to 12 marks and only 3.6 percent scored from 13 to 17 marks.

The candidates who scored high marks in part (a) were able to elaborate the factors for stress shift in English Language, which are: (i) the change in the grammatical category (word class) of the word, (ii) morphological structure of the word, (iii) the use of contrastive stress, (iv) the use of connected speech and (v) the use of compound words, especially when the compound is used attributively. Extract 5.1 shows a sample of a good response.

Extract 5.1

| | | |
|------|---|-----|
| 5(a) | Factors for stress shift in English language. | 111 |
| | ↳ Morphological change or differences | |
| | The different in morphology or structure of the word can cause stress to shift from one position to another. This can be divided as; following according to addition of suffixes; | |
| | - Stress carrying suffix. | |
| | This means that stress can shift after addition of suffixes which responsible to change. for example | |
| | Engine - Engineer | |
| | - Stress moving suffix. | |
| | There also suffixes which when added, tend to move stress to another area but not to where it is added. Eg. Example. | |
| | 'History - Historic | |
| | - Stress not moving suffix. | |
| | This are suffix which do not shift stress. Example develop | |

| | | |
|------|--|--|
| 5(a) | - 'development. | |
| | | |
| | ii) Changing of the word class | |
| | This is also another factor which can lead stress to shift from one place to another. since the changing of word class can lead to the formation of new word with different Meaning. | |
| | Example: 'desert (n) - de'sert (v) | |
| | | |
| | iii) Dialectical difference: also cause stress to shift | |
| | By considering English language dialects which are American dialect and British dialect. there is different Pronunciation of words which are equal (same) hence the Placing of the stress also differ. | |
| | Example: 'Magazine (BrE) - Magaz'ine (AmE). | |
| | | |
| | iv) In Identifying or ^{separating} nominal group later in the compound words | |
| | Example: 'Home boy | |
| | - Home 'made. | |

Extract 5.1 shows a sample of response from a script of a candidate who scored high marks in this question. This candidate managed to elaborate four factors for stress shift in English Language.

On the other hand, the candidates who scored low marks in this part failed to understand the requirements of the question and had inadequate knowledge on the factors influencing stress shift in English Language. For example, one candidate wrote that the stress may shift *due to transcription so as to show real pronunciation*. Another candidate wrote the following incorrect reasons for stress shift in English language: (i) the availability of syllables in the words. Thus if the word has many syllables the stress will shift from high stress to low or from low to high; (ii) the number of letters the word contains; (iii) the structure and nature of the word. Thus some words need to have stress at the beginning and others at the centre.

In part (b), a few candidates who scored high marks were able to explain how syllable structure and syllable stress in English Language can pose difficulties to Tanzanians learners of English Language. They explained that Tanzanian learners encounter difficulty in learning and thus producing the vowel sounds because there is no one-to-one correspondence between sound and spelling in English Language as it is in Kiswahili. For example, the vowel letter “a” is pronounced /æ/ in “man” /mæn/; /ə/ in “above” /ə'baʊv/, /ɪ/ in “village” /vɪlɪdʒ/; /ɑ/ in “answer” /ɑnsə/, /eɪ/ in “gate” /geɪ/.

They also explained that Tanzanian learners encounter difficulty in distinguishing weak vowels /ɪ, ə/ from full vowels /i, æ, ɒ, ɔ, ʊ, u, ʌ, eɪ, əʊ/. As a result, the words containing weak vowels, such as “about” /ə'baʊt/ and “today” /tə'deɪ/ are pronounced *[abaut] and *[tudeɪ] respectively. Another explanation was that Tanzanian learners face problems in learning and thus pronouncing the syllabic consonants, for example [l, m, n] in words “cattle” [kætɫ], “bottom” [bɒtm] and “button” [bʌtn]. As a result, these words are pronounced *[keto], *[botom] and *[baton] respectively.

The candidates in this group also wrote that Tanzanian learners encounter difficulty in learning and therefore pronouncing English words with consonant clusters and/or closed syllables in a stream of speech as most of the syllables in Kiswahili are open (end in a vowel sound). Thus under the influence of Kiswahili syllabic structure of “consonant plus vowel”, students tend to insert vowels between English consonant clusters or put a vowel after the final consonant. For example, the words “desk” [desk] and “milk” [mɪlk] are pronounced *[desiki] and *[miliki] respectively.

These candidates were also aware that Kiswahili has a predictable stress pattern, where the main stress falls regularly on the last but one syllable. On the contrary, every multisyllabic word in English Language has at least one primary stress, which may fall on the first syllable (e.g. 'interval), on the second syllable (e.g. in'terrogate), on the third syllable (e.g. inter'ference), etc. These unpredictable stress patterns do pose great problems to Tanzanian learners of English Language.

Extract 5.3 further shows a sample of a response of a candidate who scored relatively good marks. The candidate could explain the differences between Kiswahili and English Language syllable structures and stress patterns and how these differences can pose difficulties to Tanzanian learners.

Extract 5.3

Sw Language is the system of arbitrary symbol, social used by human communication, Swahili speaker get more difficulties in learning English language because of the following reasons

Swahili language has got 5 vowel and while English language has got 20 vowels, the difference in vowel sound make the Swahili speaker fail to understand English language

Morphological structure are different between Swahili speaker and English speaker, The morphological of Swahili language is CV that is consonant vowel but English morphological is CCV, CCCV, and ~~and~~ through this difference in morphological structure pose difficult to learn English

English language has both open and close syllable while Kiswahili language has only open syllable, therefore the speaker of Kiswahili language fail to understand when found word with close syllable hence difficulties to understand

Stress pattern, The English language has stress pattern that is primary stress and secondary stress, This pose great problem of Kiswahili speaker to learn English language

Pronunciation and spelling, Kiswahili speaker language word are pronounced as they are spelling but in

| | | |
|----|--|-------------------|
| 5b | <p>English language pronunciation differ from their spelling Example word book (bɜ:k) This different in pronunciation and spelling make difficulties to learn English. Finally English learners need more teacher to train the Swahili speaker because of the difficulties that expressed above.</p> | <p>UCC UNIT 1</p> |
|----|--|-------------------|

Extract 5.3 shows a sample of a response from a script of candidate who could explain how syllable structure and syllable stress patterns in English Language can pose difficulties to Tanzanian learners of English whose common language is Kiswahili.

The majority of the candidates with poor performance failed to understand the requirements of the question and had inadequate knowledge on the differences between Kiswahili and English language syllable structures and stress patterns and how these differences can pose difficulties to Tanzanian learners of English Language. Some candidates in this group wrote about the problems encountered in learning English Language such as lack of teaching and learning materials. Other candidates wrote irrelevant explanations on syllable structures and syllable stress patterns, as shown in Extract 5.4.

Extract 5.4

| | | |
|----|--|--|
| 5b | <p>Tanzania learners of English whose common language is Kiswahili can pose difficulties in syllable structures and syllable stress through the following reason:-</p> <p>In pronunciation process. This may cause difficult because it is different from the Tanzania pronunciation and English pronunciation according to it may difficult for Tanzania learners English to understand syllable structure and stressed syllable. For example English pronounce syllable structure may into two or more consonant in the one one word like for ^{for} by ^{by} logy ^{logy} which are different in the structure of syllable structure of Kiswahili and in some stressed syllable in pronunciation always in English depending in syllable for example syllable 2 always in English are not stressed. while in Kiswahili</p> | |
|----|--|--|

| | | |
|----|--|--|
| 5b | are not concerned with that step. | |
| | In case of vocabulary, Tanzania speakers are getting difficult in syllabic structure and syllabic stress because some of syllabic formed by two or more syllabic to form words like Administration. This made by three syllabic structure for example ADMINISTRATION which differ from the vocabulary of Kiswahili which open syllabic and in stress syllabic some of vocabulary depend on the type of stress of are use primary and other use secondary stress for example Administration use secondary stress while others use in Kiswahili most of vocabulary use one type of stress it dependent on place use. | |
| | In case of Grammar, Tanzanian are getting difficult in used of Grammar in English syllabic structure and syllabic stress because it is differ from Kiswahili. In English the grammar in syllabic formed by either in consonant to vowel or vowel to vowel or vowel to consonant which easily in forming sentences or new words while in Kiswahili the speaker grammar is early to by syllabic structure because speaker always know the structure of forming sentence and in how the stress syllabic occur. | |
| | In case of semantic, Tanzania who learn English has getting difficult in provide | |

Extract 5.3 shows a sample of a response from a script of candidate who scored low marks. The candidate failed to explain how syllable structure and syllable stress patterns in English Language can pose difficulties to Tanzanian learners of English whose common language is Kiswahili.

2.3 Section C: Word Formation

There were two questions in this section each carrying twenty (20) marks and the candidates were required to answer only one of them.

2.3.1 Question 6: Word Formation Processes

This question had three main parts (a), (b) and (c). The candidates were required to (a) use suffixes to change the following lexical items into nouns and then construct meaningful sentences using each of the new nouns: (i) Acknowledge, (ii) Reconcile, (iii) Unable, (iv) Deny, (v) Stupid; (b) give one example of a compound word from each of these combinations: (i) Noun and verb (ii) Adjective and adjective, (iii) Verb and noun, (iv) Adjective and noun, (v) Noun and noun and (c) identify the process of word formation that has produced the words (i) Bunsen burner, (ii) Sheik, (iii) Plane, (iv) Bit and (iv) Dipole.

This question was attempted by only 23.3 percent of the candidates, of which 29.2 percent scored from 0 to 5 marks, 59.9 percent scored from 6 to 12 marks and 10.9 percent scored from 13 to 18 marks.

In part (a), the candidates who scored high marks were able to use the suffixes -ment, -ation, -lity, -al and -ity to form the nouns “acknowledgement”, “reconciliation”, “inability”, “denial” and “stupidity”, respectively and then construct meaningful sentences using each of these five new nouns. Extract 6.1 shows a sample of a good response.

Extract 6.1

| | |
|-----------|--|
| 6. (a) | i/ Acknowledge to Acknowledgment For example: The making of Acknowledgment is called cita |
| 6. (a) | Given word class to Noun i/ Acknowledge to Acknowledgement. For example: The Acknowledgement he made was only to thank his teacher. |
| | ii/ Reconcile to Reconciliation For example: United Nations secretary General is preparing a summit towards reconciliation of peace between Israel and Palestine. |
| | iii/ Unable to Inability For example: The inability of a person to produce speech sounds may be caused by excessive drink. |
| | iv/ Deny to Denial For example: The denial of the court to listen his case on the day planned was caused by corruption he made. |
| 6. (a) v/ | Stupidly to stupidity. For example: Due to his stupidity he was sentenced life imprisonment. |

Extract 6.1 shows a sample of a response from a script of a candidate who managed to use suffixes to change the five lexical items given into nouns and then construct meaningful sentences using each of the new nouns.

The candidates who scored low marks in this part failed to use correct suffixes to change the five lexical terms given into nouns and, because they failed to change the lexical words into nouns, they also failed to construct a meaningful sentence using each of the new words. This poor performance was an indication that the candidates had inadequate knowledge on suffixation. Extract 6.2 shows a sample of a poor response.

Extract 6.2

| | | |
|---------|---|--|
| Q6. (a) | i/ Acknowledgable | |
| | - The work performed by Juma was acknowledgable. | |
| | ii/ Reconciable | |
| | iii/ Unrable | |
| | - The was old woman was unable to walk. | |
| | iv/ Deniable | |
| | - The rights of workers were deniable. | |
| | v/ Stupidite | |
| | - Musa brings his stupidite in the work. | |

Extract 6.2 shows a sample of a response from a script of a candidate who scored low marks. This candidate used the adjective forming suffix **-able** throughout instead of using the required noun suffixes.

In part (b), the candidates who scored high marks were able to give one example of a compound word formed from each of the five combinations given, for example:

- (i) Noun and verb → sunrise
- (ii) Adjective and adjective → red-hot
- (iii) Verb and noun → typewriter
- (iv) Adjective and noun → madman
- (v) Noun and noun → sawdust

Extract 6.3 shows a sample of a response of a candidate who managed to give one example of a compound word formed from each of the five combinations.

Extract 6.3

| | | |
|---|--|--|
| 6 | (b) i/ Noun and verb → Drugabuse. | |
| | ii/ Adjective and adjective → purchaseharmonic | |
| | iii/ Verb and noun → playground. | |
| | iv/ Adjective and noun → pure mathematics , Eyedman. | |
| | v/ Noun and noun = honeymoon. | |

Extract 6.3 shows a sample of response from a script of a candidate who scored high marks. This candidate was able to give one example of a compound word formed from each of the five combinations given.

The candidate who scored low marks in this part of the question failed to understand the requirements of the question. For example, one candidate changed one word from one word class to another, as shown in Extract 6.4.

Extract 6.4

| | | |
|------|--------------------|-----------------|
| i. | Advisor n | Adverse v |
| ii. | Friend adj | Friendly adj |
| iii. | Plan v | Player N |
| iv. | Nationality Adj | nation n |
| v. | Man n | Men n |

Extract 6.4 shows a sample of a response from a script of a student who failed to give one example of a compound word formed from each of the five combinations given.

In part (b), the candidates who scored high marks were able to identify the process of word formation for each of the five words. The candidates in this group wrote that the word “Bunsen burner” is a result of coining/invention (named after a German scientist, Robert W. Bunsen, hence Bunsen burner; a small gas burner used in scientific experiments). The word “sheik” is a result of borrowing, from the Arabic word “shaykh” which means “elder” or “old man”. The word “plane” results from clipping, where the form “aero” is removed from the word “aeroplane”. The word “bit” results from blending, where “bi-” of the word “binary” and “-t” of the word “digit” are combined to form the new word. Finally, the word “dipole” is a result of affixation, where the prefix “di-” meaning “two” is added to the base “pole”. Extract 6.5 shows a sample of a good response.

Extract 6.5

| | |
|-------------------|---|
| (i) Bunsen burner | Coining is used. |
| (ii) Sheik | borrowing is used |
| (iii) Plane | clipping is used. |
| Bit (iv) Biz | Blending is used. |
| (v) dipole | affixation is used bec aus prefix di is added to pole. |

Extract 6.5 shows a sample of response from a script of a candidate who scored high marks and was able to identify the processes used to form the five words given.

On the other hand, the candidates with low marks failed to understand the requirements of the question and had inadequate knowledge on word formation processes. For example, one candidate tried to write the grammatical categories/word classes of the words, as shown in Extract 6.6.

Extract 6.6

| | | |
|-----|--|--|
| C | To identify the process of word formation that produced the following words. | |
| i | Bunsen burner = Verb and noun | |
| ii | sheik = Noun Preposition | |
| iii | Plane = Noun Preposition Noun | |
| iv | Bit = Adverb | |
| v | dipole = Conjunction | |

Extract 6.6 shows a sample of a response from a script of a candidate who scored low marks. This candidate wrote the word classes of the words given instead of identifying the processes used to form the target words.

2.3.2 Question 7: Uses of Morpheme “s”; Clipping

This question had two main parts (a) and (b). The candidates were required to (a) give three words with different uses of morpheme “s” and then state the role of the morpheme in each word and (b) identify a word which can be clipped in the following sentences and give its clipped form.

- (i) My mother bought for me four pantaloons.
- (ii) I will telephone you in the evening.
- (iii) We are expecting to visit the zoological garden during the holiday.
- (iv) You can take some milk from the refrigerator.
- (v) The class teacher gave us a demonstration on how to use ATM cards.
- (vi) During the cold seasons, many children suffer from influenza.
- (vii) To become fit, one needs to do physical exercise in gymnasium.

This question was attempted by 76.2 percent of the candidates and their performance was as good as 0.9 percent of them scored from 0 to 5 marks, 23.8 percent scored from 6 to 12 marks and 75.3 percent scored from 13 to 20 marks.

In part (a), the candidates who scored high marks were able to give three words with different uses of morpheme “s” and state the role of morpheme “s” in those words, for example:

- (i) Reads, sings, jumps
Shows simple present tense third person singular
- (ii) Chairs, pens, towns
Shows plural forms

- (iii) John's, bird's, book's
Shows possessive forms
- (iv) Writers', students' trees'
Shows plural possessive forms
- (v) Let's from let us, it's from it is/it has, he's/she's from he is/she is
Shows contraction or contacted form

Extract 7.1 shows a sample of a response of a candidate who scored high marks because he/she managed to give three words with different uses of morpheme "s" and state the role of morpheme "s" in those words.

Extract 7.1

| | | |
|----|----------------|--|
| Ta | i. Plays | - Morpheme "s" is used to show tense which is present tense. For example: He plays football everyday. |
| | ii. Girls | - Morpheme "s" is used to show plural of the word. & For example. The girls are playing netball |
| | iii. Teacher's | - Morpheme "s" is used to show ownership of something by a person For example. The teacher's book is missing. |

Extract 7.1 shows a sample of a response from a script of a candidate who scored high marks. This candidate was able to give three words with different uses of morpheme "s" and state the uses of the morpheme in each word, using meaningful sentences.

Despite the good performance in this part, there were a few candidates who could not provide the required responses. These candidates misinterpreted the question and had inadequate knowledge on lexis. For example, one of the candidates decided to define a morpheme, as shown in Extract 7.2.

Extract 7.2

| | |
|--|---|
| | Morphemes is a Unit # which can defined in the |
| | Smalles meaningful Unit an a Surface of a language |
| | the different words of Morpheme and State the root |
| | 1) National or Nation Example Moulana in Kiswahili. |
| | M - is first Element |
| | ulama- Singular because is meaningful |
| | Nation; National. - Nationalism |
| | Organ Organization. |

Extract 7.2 shows a sample of a poor response. This candidate concentrated on defining a morpheme contrary to the requirements of the question.

In part (b), the candidates who scored high marks managed to identify a word which can be clipped in each of the sentences given and were able to give its clipped form as shown in Extract 7.3.

Extract 7.3

| | | |
|-----|---|--------------|
| (b) | Clipping is the remove of some parts of the word and retain its meaning; it can be fore, middle or back clipping; | |
| | The following are the words which can be clipped and their clipped form | |
| | Word | clipped form |
| | (i) Pantaloon | - pants |
| | (ii) Telephone | - phone |
| | (iii) Zoological garden | - Zoo |
| | (iv) refrigerator | - fridge |
| | (v) demonstration | - demo |
| | (vi) Influenza | - flu |
| | (vii) Gymnasium | - gym. |

Extract 7.3 shows a sample of a response from a script of a candidate who scored high marks. This candidate was able to identify a word which can be clipped in each of the given sentences and gave its clipped form.

The candidates with low marks misinterpreted the question. For example, one of the candidates analysed the affixes which could be clipped instead of giving the clipped form of required word, as shown in Extract 7.4.

Extract 7.4

| | |
|---|--|
| (b) <i>ij for</i> | |
| <i>- Clipped from beginning of the word.</i> | |
| <i>ij tele-</i> | |
| <i>- Clipped from at the beginning of the word.</i> | |
| <i>ij a/-</i> | |
| <i>- Clipping at the end of the word.</i> | |
| <i>ij-re and -rator</i> | |
| <i>- Clipping at the both sides. (at the beginning and at the end)</i> | |
| <i>ij-ion</i> | |
| <i>Clipped from clipping at the end of the word.</i> | |
| <i>ij ln and nza</i> | |
| <i>- It clipped from clipping at the both side which are from the beginning and at the end.</i> | |
| <i>ij asium</i> | |
| <i>- It clipped from clipping at the end of the word.</i> | |

Extract 7.4 shows a sample of a response from a script of a candidate who misinterpreted this part of the question by analysing the affixes which could be clipped.

2.4 Section D: Language Use

There were two questions in this section each carrying twenty (20) marks and the candidates were required to answer only one of them.

2.4.1 Question 8: Translation and Interpretation

This question had two main parts (a) and (b). In part (a), the candidates were required to translate the following Kiswahili expressions into English Language by considering the structure of the target language:

- (i) Walijifanya kuwa watu wazuri.
- (ii) Nakutakia siku njema.
- (iii) Unatakiwa kuwa mwangalifu.
- (iv) Unatakiwa usiyumbishwe.
- (v) Iliazimiwa kuwa.

In part (b), the candidates were required to differentiate translation from interpretation, giving five points.

The question was attempted by 91.8 percent of the candidates and their performance was good as 35.1 percent scored from 13 to 20 marks, 59.3 percent scored from 6 to 12 marks and only 5.6 percent scored from 0 to 5 marks.

In part (a), the candidates who scored high marks were able to translate the Kiswahili expressions into English Language as required. This was an indication that they had the required translation skills, including knowledge of the source language (Kiswahili) and the target language (English) as well as the ability to transfer the message in the source language into the target language. Extract 8.1 further shows a sample of a good response.

Extract 8.1

| | | |
|----|---|--|
| 8. | To translate the following Kiswahili expression into English by considering the structure of the target language. | |
| | 2) Walijifanya kuwa watu wazuri. | |
| | This sentence should be translated as the following | |
| | <u>They pretended to be good people.</u> | |
| | ii) Nakutakia siku njema. | |
| | This sentence should be translated as the following | |

| | |
|------|--|
| (i) | <u>I wish you a good day.</u> |
| (ii) | Unatakiwa kuwa mwingalitu. This should be translated as <u>You must be careful.</u> |
| iv/ | Unatakiwa usiyumbichwa. This should be translated as <u>You must be stable.</u> |
| v/ | Mazimwa kuwa. This should be translated as, <u>It was declared that.</u> |

Extract 8.1 shows a sample of a response from a script of a candidate who scored high marks. This candidate was able to translate the Kiswahili expressions into English Language as required.

Other candidates in this group translated the Kiswahili expression into English Language, giving different responses which are shown below.

- (i) They pretended to be nice people.
- (ii) I wish you a nice day.
- (iii) You are required to be careful/You need to be careful/You ought to be careful/You have to be careful.
- (iv) Be stable/You are supposed to be stable/You are required to be stable/You have to be stable.
- (v) It was resolved that.

The candidates with average performance were able to translate two or three Kiswahili expressions into English Language correctly. The analysis further indicates that a few candidates who scored a zero mark failed to understand the requirements of the question as they translated the Kiswahili expressions into English Language without considering the structure of the target language. Extract 8.2 shows a sample of a poor response.

Extract 8.2

| | | |
|----|------------------------------|--|
| 8. | | |
| Ⓐ | Walijifanya kuwa waku wazuri | — He/she them make be ^{people} person good. |
| Ⓑ | Nakutakia siku njema | — I you wish day good. |
| Ⓒ | Unatakiwa kuwa mwangalifu | — You now needed to be Carefull. |
| Ⓓ | Unatakiwa usiyumbishwe | — You now needed not change. |
| Ⓔ | Iliazimwa kuwa | — It was agreed that. |

Extract 8.2 shows a sample of a response from a script of a candidate who scored low marks. This candidate translated the Kiswahili expressions into English Language by using word to word translation.

The candidates who scored high marks in part (b) were able to differentiate translation from interpretation. These candidates wrote that translation is presented in written form while interpretation is presented orally. They also wrote that translation, unlike interpretation, is non-spontaneous in the sense that the translator knows what is going to be translated.

Another difference mentioned was that the time of translation is not limited while the time for interpretation is so limited that the interpreter must have the same speed as the speed of the speaker.

The candidates in this group mentioned that in translation there is time to use references like a dictionary or encyclopedia while in interpretation there is no time for references. They also mentioned that during interpretation the speaker's gestures should be observed keenly while in translation there are no gestures used or translated. Extract 8.3 further shows a sample of a good response.

Extract 8.3

B) Difference between translation and interpretation

Translation is the transfer of written materials or information from one language to another language. But interpretation involves the change of information from one language into another language in speech form.

Translation needs time for preparation because it is in written form. But interpretation does not need preparation because the words to be interpreted are given on the spot.

Translation needs materials such as dictionary, pen and paper because the translator may face difficulties in the source language. While in interpretation there is no use of materials like in translation because it is quick and changing.

In translation the translator can not ask questions to the person who prepared the information in source language because they are not together. But in interpretation the interpreter can ask questions to the person who gives the information in source language. This makes the translator/interpreter deliver the required information to the society.

In translation there are no paralinguistic features and symbolic gestures because a translator translates for his or her own. There is no audience. But in interpretation there is the use of paralinguistic features and symbolic gestures, facial expressions, movements. This makes an audience pay attention and gain information.

| | |
|-----|---|
| 8b) | Generally translation and interpretation is important because makes people to obtain different information in different sources which written in various languages. |
|-----|---|

Extract 8.3 shows a sample of a response from a script of a candidate who scored high marks. This candidate managed to differentiate translation from interpretation, as required.

There were, however, a few candidates who did not manage to provide the required responses, thus scoring low marks. The candidates in this group failed to understand the requirements of the question and had inadequate knowledge on the theories of translation and interpretation. For example, one of the candidates wrote the qualities of a good translator instead of differentiating translation from interpretation, as shown in Extract 8.4.

Extract 8.4

| | |
|----|--|
| b) | To differentiate translation from interpretation as following Translation must used performance test in order to translate some thing while interpretation some time they dont use performance test per interpretation. something Translation using knowledge some -testing because translator must be used knowledge testing because of translate something while Interpretation used -idea they know or they want but they didnt used knowle' knowledge testing in order to interpretation for the people. But also translation must be to know their field of translator for the people while Interpretation |
|----|--|

| | |
|---|--|
| some time they dont know the field of interpretation | |
| More over translation must be to know the different language in order to translation .for the people while Interpretation they do know not to know different language for interpretation some thing | |
| Last but not least translation shown as communicate per different people because of translation word while interpretation some time they did not communicate different people | |
| & this is differentiate between translation from interpretation | |

Extract 8.4 shows a sample of a response from a script of a candidate who scored low marks. This candidate wrote on the qualities of a good translator instead of differentiating translation from interpretation as required.

2.4.2 Question 9: Translation Methods

This question had two main parts (a) and (b). The candidates were required to (a) describe five limitations of a translation from Kiswahili to English Language, and vice versa and (b) differentiate scientific translation from literary translation, giving five points.

The question was attempted by 92.4 percent of the candidates and their performance was good as 46.3 scored from 13 to 20 marks, 43.6 percent scored from 6 to 12 marks and 10.1 percent scored from 0 to 5 marks.

In part (a), the candidates who scored high marks were able to describe five limitations of a translation from a source language to a target language, and vice versa focusing on these points: (i) failure to convey the meaning of the source text; (ii) deviating from the objectivity of the translated work; (iii) expectations of the readers; (iv) cultural differences between the source language and the target language; (v) proper nouns; (vi) idioms, proverbs and phrasal verbs; (vii) acronyms and abbreviations; (viii) trade and company names. Extract 9.1 shows a sample of a good response.

Extract 9.1

| | |
|-----|---|
| 9a) | Translation is the process of expressing the meaning of one language to another, mostly through writing. |
| | The following are the limitations of a translation from Kiswahili to English and vice versa from English to Kiswahili; |
| | Trade names and company names. This makes it hard to translate because most of these are names which are may have been coined. Changing the name through translation is changing the meaning. Example 'Jumane Interprises' cannot be translated as 'Tuesday Interprises'. |
| | Abbreviation is another limitation, most of the words use abbreviations are hard to change through translation. This is because the letters used contain meaning and if changed would distort the whole meaning. Example PCCB, (Preventing and Combating Corruption Bureau) will be different when kept in English. Also Chama Cha Mapinduzi (CCM) when turned to English would be Revolutionary Party (R.P) and hence changes the meaning. |
| | Also, idioms, these are expressions which have different meanings to the one mentioned meaning that when changed they distort the meaning of the sentence or a phrase located. Example "Amekula chumvi nyinyi" meaning he or she has become old and hence for translation to take place a trans- |

9 a) later has to the meaning deeply and hence
 Continued translate, if not the translator would distort
 the meaning.

Proverbs also acts a limitation to
 translation. These are saying that are
 passed from one generation to another,
 they cannot be changed but they
 may be related to the saying that are
 almost similar to another language.

Example In English "A friend in need
 in need is the friend in deed." While in
 Kiswahili "Ampuaye kwa dhiki ndio rafiki".
 All these could be used in translation to
 disallow deviation of meaning.

Proper nouns, these are special names of
 different places, objects, people. They are hard
 to change because they do not have words
 to match with on the other language. Example
 Kilimanjaro, it cannot be turned into English. As
 well as London cannot be converted to Kiswahili
 and hence acts as a limitation towards
 translation in both English and Kiswahili

Generally, translation from English to Kiswahili
 as well as from Kiswahili to English
 has widely increased communication because
 many people understand and get information
 easily to translations.

Extract 8.4 shows a sample of a response from a script of a candidate who scored high marks. This candidate managed to describe five limitations of a translation from Kiswahili to English Language and vice versa.

On the other hand, the candidates who scored low marks failed to understand the requirements of the question and had inadequate knowledge on the topic. For example, one of the candidates described the qualities of a good translation, as shown in Extract 9.2.

Extract 9.2

| | |
|----|--|
| 92 | <p>Translation refer to the selection of changing the language or message from one language to another that is that from the source language to the targeted language as from Kiswahili to English that also the reverse versa it true. But the following are the limitation of translation</p> <p>The translator must be competent that he/she who translate the source language must be familiar with both two language in order to be free to translate</p> <p>The translator must be know the field of the source language in order to avoid misinterpretation for example when translate the scientific language should be feet in this field</p> <p>The translator should be know the style of the source language in order to be free in translation while violating of the source language allowed in translation</p> <p>The translator allowing to copy do take the word as is ^{is} and to add another word in order to send ^{send} the message clearly while there alter word are difficult to be translated from the source to the targeted language for example Ujaki is ^{is} the same used in English and</p> |
|----|--|

Extract 9.2 shows a sample of a response from a script of a candidate who scored low marks. This candidate described the qualities of a good translation/translator instead of describing five limitations of translation from Kiswahili to English Language and vice versa.

In part (b), the candidates who scored high marks were able to differentiate scientific translation from literary translation. Extract 9.2 shows a sample of a response of a candidate who could differentiate scientific translation from literary translation, thus scoring high marks.

Extract 9.2

| | |
|-----|--|
| 9b) | <p>Scientific translation is the type of translation that involves the scientific descriptions. While literary translation is the type of translation that involves literary conversion of language.</p> |
| | <p>The following are the differences in scientific translation and literary translations;</p> |
| | <p>Scientific translation involves much descriptions like the use of diagrams and symbols. While literary translation is a type of translation that involves the use much of imagination.</p> |
| | <p>Scientific translations is more complex, this is because it needs someone to be competent in the particular field, so as he or she could make a clear translation. On the contrary literary translation could be easily understood by anyone. In comparison to scientific translation, literary translation is more easy.</p> |
| | <p>Scientific translation, the translator has to observe which kind of society is the message taken and hence check upon the complexity or easiness of the language. On the other hand literary translation the translator has to observe the style of a particular group of people. If the society will view of was what she or he will say wrong, the translator has to change the style so as to suit the group of people concerned.</p> |
| | <p>Also, the tools used in scientific language will be different during the</p> |

| | |
|----|---|
| 9b | <p>the process of translations. In scientific translation the translators would use scientific dictionaries while in literary translation the translators will use literary tools like bilingual and normal grammatical dictionary together with literary materials.</p> <p>Lastly, most of times scientific translations maintains the formality. On the contrary the literary translation involves non formality format. Example in composing of poems the translator tend to maintain the non-formality level.</p> <p>Generally, scientific translation is very different to literary translation, simply because they belong to different fields and hence makes different.</p> |
|----|---|

Extract 9.2 shows a sample of a response from a script of a candidate who scored high marks. This candidate was able to write the differences between scientific translation and literary translation.

The candidates who scored low marks in this part failed to understand the requirements of the question and had inadequate knowledge on the characteristics of scientific translation and literary translation. As a result, they provided irrelevant responses. For example, one of the candidates concentrated on differentiating scientific language and literal translation, as shown in Extract 9.4.

Extract 9.4

| | |
|----|---|
| 9b | <p>Scientific translation literary translation</p> <p>i) one should be</p> <p>ii) literal translation it's not biased compared with scientific language</p> <p>iii) literal translation it allows any one can achieve better than scientific</p> <p>iv) literal translation it's has many reference ^{point} compared to scientific language</p> <p>v) literary used by many people in the society</p> |
|----|---|

Extract 9.4 shows a sample of a response from a script of a candidate who scored low marks. This candidate failed to understand the meaning of scientific translation and literary translation, as a result, he/she wrote irrelevant responses.

3.0 ANALYSIS OF THE CANDIDATES' PERFORMANCE IN ENGLISH LANGUAGE PAPER 2

3.1 Section A: Stylistics and Communication in English

There were three questions in this section, each carrying twenty (20) marks and the candidates were required to answer two of them, making a total of 40 marks for this section. Question one was compulsory.

3.1.1 Question 1: Informal (Friendly) Letters Writing

This question required the candidate to imagine a bank robbery at his/her local NMB branch and using this imaginary robbery, the candidate was supposed to:

- (a) Write a letter to his/her friend called Pendo informing her of the bank robbery.
- (b) Identify and write the type of language variety used in the letter.
- (c) Write down eight characteristic features of the type of language stated in part (b).

Being a compulsory one, this question was attempted by 98.8 percent of the candidates and their performance was good as 25.1 percent scored from 13 to 19 marks, 61.4 percent scored from 6 to 12 marks and 13.5 percent scored from 0 to 5 marks.

The candidates who scored high marks were able to write a friendly letter containing:

- (i) One address; that is, the sender's address on the top right hand side.
- (ii) The date below the sender's address.
- (iii) Salutation, where they wrote 'Dear Pendo', 'Hi Pendo', or 'Pendo'.
- (iv) The content containing five points on what the writer witnessed.
- (v) The ending, with 'Yours', 'Your friend', or 'It's me'.

Extract 1.1 shows a sample of a good friendly letter written by one of the candidates who performed well in this question.

Extract 1.1

| | |
|-----|---|
| 2a) | P.O. BOX 14141, Dar-es-Salaam, 8 th May-2024. |
| | |
| | |
| | |
| | |
| | Dear Pendo, - |
| | How are you my sweet friend? I just hope that you're physically, mentally and spiritually fit. I am very much okay and so is my mum and dad. |
| | The aim of this letter is to inform you about the robbery that took place at our local NMB Branch Bank. It took place last week on 2 nd May around 8p.m in the afternoon. As I was passing through heading to Gerald's home I witnessed a black BMW car parked opposite the bank. It did not take long as I kept on walking a gang of men wearing black masks ran outside the main door with guns and big bags. They dashed into the black BMW and drove like crazy hippos. Then after a while I heard sounds of police cars chasing the BMW. My friend all this while I was standing still gazing at the BMW as it disappeared into thin air together with the police car chasing it behind. I seriously didn't want to see nor hear more of what was happening because after a while an ambulance car came and you know me around blood. I got all goosebumps, so I rushed ahead and continued with my journey. I just couldn't let this pass you, I believe by now you would have heard from the news. It seems the clerk died and alot of money was stolen, good enough the robbers were caught. One died and the two are in prison. |
| | That's all I have for you today, pass my regards and warm greetings to your parents, brothers, |
| | |
| 1a) | friends and not to forget my sweetheart Bridgette. With love and care, Wahiba Mzuri. |
| | |
| | |
| | |

Extract 1.1 shows a sample of a response from a script of a candidate who managed to write a friendly letter as required, thus scoring high marks.

The candidates' responses further indicated that those who scored high marks were able to identify the type of language variety used in the friendly letter as *informal* and they managed to write down the eight characteristic features of the informal language employed in the letter required in part (b). Extract 1.2 shows a sample of a good response.

Extract 1.2

| | | |
|-------|--|--|
| 1b) | Informal language. | |
| | | |
| 1c) | | |
| i) | Use of personal language. | |
| ii) | Use of contracted forms like Don't, Couldn't | |
| iii) | Use of slang. | |
| iv) | Use of punctuation marks. | |
| v) | Use of colloquial words. Example Sweetheart. | |
| vi) | Use of abbreviations such as BMKL. | |
| vii) | Spoken between people without various speech. | |
| viii) | Expresses clear feelings and emotions. | |
| | | |

Extract 1.2 shows a sample of a response of a candidate who managed to identify the type of language variety used in the friendly letter and was able to write down the characteristic features of language used in the letter.

A few candidates (13.5%) who scored low marks failed to understand the requirements of the question. Among these candidates, there were those who wrote a memo instead of a friendly letter and there were those who wrote an official letter, as shown in Extracts 1.3 and 1.4, respectively.

Extract 1.3

| | | |
|-------|-------|--|
| 1 (a) | From | SWATHIBA MIZURI |
| | To | Penda |
| | Date | 08 th May 2014 |
| | About | The bank robbery in NMB Bank on 07 th May 2014 so I want to inform you my friend be an care about it and I will be your witness. |
| | | There fore this is called memo and an letter. |

Extract 1.3 shows a sample of a response from a script of a candidate who wrote a memo instead of a friendly letter, thus scoring low marks.

Extract 1.4

| | | |
|-------|--|--|
| 1 (A) | | JOMBE REGION, P.O. BOX 141, GOMBE, 5/5/2014 |
| | | 1. GOMA REGION 1. GOMA. 5/5/2014 |
| | | Dear REF: BANK ROBBERY: Refers to the heading above is about the bank robbery in NMB branch which needs people too who can work on. I think it will be good if you will do so because there is many people needs to work on it. Thank my friend Penda. You are repide to do as it was given instruction Sincerely S. Mizuri Swathiba Mizuri. |

Extract 1.4 shows a sample of a response from a script of a candidate who scored low marks. This candidate wrote an official letter, instead of an informal friendly letter.

3.1.2 Question 2: Public Speech; Religious Language vs Legal Language and their Linguistic Features

This question had three main parts (a), (b) and (c). In part (a), the candidates were required to define “public speech” and then elaborate on the four linguistic features of public speech in part (b). In part (c), the candidates were required to write five linguistic features of “religious language” and “legal language.”

This was an optional question, therefore candidates were free to answer or leave it. The question was attempted by 29.6 percent of the candidates and the general performance was average as 27.5 percent scored from 0 to 5 marks, 60.3 percent scored from 6 to 12 and only 12.2 percent scored from 13 to 20 marks.

The candidates who scored high marks managed to describe a public speech and its linguistic features and were able to write the features of both religious and legal languages. Extract 2.1 shows a sample of a good response.

Extract 2.1

| | |
|-----|--|
| 2 a | Public speech refers to representation of deliver a message to an audience, and it done publically to the majority, foreexample religious speech, political speech and ceremonial speech. It can be formal or non formal, according to social context like age, setting, time, and medium. |
| b. | <p>The following are the linguistic features of public speaking as follows.</p> <p>The use of common core vocabulary, which are known and understandable to every language user foreexample in English the vocabulary must be know to each person.</p> <p>Use of rhetorical questions, which make and attain attention to the audience forexample in political meeting, ceremonial both formal and informal to avoid bothersness.</p> <p>The use of standard language, which shows the issue spoken were in formal situation foreexample when pastor or priest preach in the church he or she must use standard language and avoid non-standard use of language.</p> <p>Avoid use of ambiguity sentences, because the social context it includes child, youth, and elders who have different knowledge and capacity of mental development. they can interpret wrong.</p> <p>To sum up the public speaking depend on social context which the language can be formal, informal or neutral according to relation and participants.</p> |

Extract 2.2

| | | |
|---|--|--|
| 2 | (a) public speech is the talk or done for the public or government serious matters by the leaders toward the masses to take message or action about something. Example public speech represented at TV, Radio by president of the Tanzania after end of month. | |
| | (b) four linguistic features of public speech | |
| | → use the correct or formal vocabularies | |
| | pronunciation, spelling that each listener with skill and knowledge of listening may understand the messages. Example Kuteke say, "According to Tanzania constitution of 1967 students should practice self reliance at schools." | |
| | → use well stressed syllable so as to intensify or emphasize some matters, hence the speaker may repeat and emphasize some sentences or words. | |
| | → It has been prepared before the presentation at the mass so as to avoid errors or mistakes and being edited by editor. | |
| | → It avoid the use of slang and contraction forms of the words, as rule of written language strictly follow up, so as each listener may be understood. | |
| | (c) five distinctive features of | |
| | (1) Religious language. | |
| | → it can not be affected by changes words used by all people at any time are stood as they are. Example takibir for Muslims can not be changed for any time | |
| | → It use the complex sentence | |

| | | |
|---|---|--|
| 2 | <p>(i) sentences and vocabularies that can be interpreted full by the personal with cultural and stable in religious matter.</p> <ul style="list-style-type: none"> - Not use the slangs but formal words such that each person may understand when pass through it. - use the words that praises the God like Alhamdulillah, Bismillah and others that pay attentions to the followers when being used. - Their grammars are taught in religion field and colleges and written in references like bible and Quranic books. <p>(ii) legal language</p> <ul style="list-style-type: none"> - use the complex sentences and words with long that most understood for people specialised in such field - its grammar and pronunciation has been written in medical or science books or law books. <ul style="list-style-type: none"> → Not use the slangs may be the formal words → use some grammatical symbols like $CaCO_2$, NH_3 for scientific classification → can be researched well by the participants of such field. | |
|---|---|--|

Extract 2.2 shows a sample of a response from a script of a candidate who scored low marks. This candidate just wrote whatever came into his/her mind instead of writing the distinctive features of religious language as required.

3.1.3 Question 3: Literary Terms; Stylistic Terms and Advertisement

This question had three main parts. In part (a), the candidates were required to define the literary terms: province, register, slang, setting, and jargon. In part (b), the candidates were required to write a stylistic feature for each of the five sentences and in part (c), the candidates were required to elaborate the five qualities of a good advertisement.

The question was attempted by 69.6 percent of the candidates, of which 5.8 percent scored from 0 to 5 marks, 73.9 percent scored from 6 to 12 marks and 20.3 percent scored from 13 to 20 marks.

The candidates who scored high marks were able to define the literary terms given and they also managed to write a stylistic term for each of the sentences given. Extract 3.1 shows a sample of a good response.

Extract 3.1

| | | |
|------|--|--|
| 3a | | |
| i/ | Province | |
| | - Refers to the certain place where a kind of language is used or Refers to area which certain language is practised example legal province, science province. | |
| ii/ | Register | |
| | Refers to the variation of language according to use and it follows under its category like tense, mode, participant or setting of the certain event. | |
| iii/ | Slang | |
| | Refers the the words which tends to appear within a short period of time and then disappear within a certain society. | |
| iv/ | Setting | |
| | Refers to a particular area in which the kind of a discourse is done it can either be formal setting or informal setting. example | |
| | i/ In the decease of his father he was obliged to find a new job | |
| | ii/ After the death of his father he has to find a new job | |
| | Thus i/ The statement is in formal setting | |
| | ii/ The statement is in informal setting. | |
| v | Jargon | |
| | - Refers to a particular language used a certain social class of the same professional example doctors, pilots, lawyers. | |

| | | |
|------|---|--|
| 3b | | |
| i/ | Euphemism | |
| ii/ | language competence | |
| iii/ | Linguistic | |
| iv/ | Paraphrasing | |
| v/ | Advertisement | |
| 3c | <p>- A good advertisement should be memorable meaning for an advertisement to be good it should have a memorable value that whenever a person sees it never forgets it.</p> <p>- A good advertisement should be readable meaning that every person that sees it should be able to read it and understands it.</p> <p>- A good advertisement should have attention value meaning that should attract the reader of that advertisement such as the use of pictures, bolding or misspelling.</p> | |

Extract 3.1 shows a sample of a response from a script of a candidate who scored high marks. This candidate defined correctly the literary terms given and wrote correct stylistic terms for the sentences given.

3.2 Section B: Plays

There were two questions in this section, each carrying twenty (20) marks and the candidates were supposed to answer one of them.

3.2.1 Question 4: The Role of Literature in Society

This question required the candidates to identify things which entertain and criticise the societies from the two plays of their choice. The candidates were supposed to show how each of the things identified is related to a particular theme (happening) in that play.

The question was attempted by 81.8 percent of the candidates and their performance was good, as 5.1 percent scored from 13 to 19 marks, 86.2 percent scored from 6 to 12 marks and only 8.7 percent scored from 0 to 5 marks.

The candidates who scored high marks managed to identify things which entertain and what is contained in each of them. They also managed to link the entertaining things or episodes and the themes (happenings). Extract 4.1 shows a sample of a response from a script of a candidate who managed to link the entertaining part of the plays and the happenings (themes).

Extract 4.1

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| 4. | <p>Entertain this is the state or act of making someone or people enjoy and be happy through what is being performed. Criticize a state of showing disapproval or opposition in order to correct someone against any bad action. It is true that playwrights intending to make people aware of the happenings in their societies, have both entertained and criticized their societies. Using two plays 'I WILL MARRY WHEN I WANT' by 'Ngugi wa Thiong'o and Ngugi wa Mii'i' and 'IWANDA MABERS' by 'Okoti Orotatub'.</p> <p>Starting with entertainment in 'I WILL MARRY WHEN I WANT' as follows, Firstly, there is the song of the drunkard man. The playwright uses the drunkard man to show or entertain his readers as the drunkard man calls Bigwanda to go with him to have a drink, thus he shows the drunkard man winning and singing that he will marry when he wants as he sings "---- I will marry when I want---- even the Padre are there----".</p> <p>Secondly, there is when Bigwanda was chasing the choir of risen christ. The playwright uses the choir to show an entertaining part in which the choir groups comes to Bigwanda's house to ask for contribution of money Bigwanda then says "---- I myself do not have food to feed my belly---- get out of my house----". This part really entertains people for it is very rarely for someone to chase church members.</p> <p>Thirdly, there is Kioi's cowardness when he was threatened by Bigwanda. The author portrays Kioi's cowardness as one of the entertaining part since it was never expected for such a rich man to get threatened to a poor man just like Bigwanda as he says "if I tell you eat grass, you eat---- yes----".</p> <p>likewise, there is the imaginary wedding of Bigwanda and Wangei, the author portrays Bigwanda</p> | |
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4. and Wangai day dreaming of their church wedding this is the most entertaining part of the play.

On the side of Criticisms the playwright portrays the following. Firstly, there is corruption the author portrays corrupt leaders who misuse the public funds as he shows Kioi and Ikua counting money, this was all corruption for example, Kioi had a plot of land in Mombasa this shows how corrupt he was.

Secondly, there is exploitation of workers, here the workers working in industries are being exploited as the author criticizes exploitation by using 'Gicaamba' as Gicaamba says "day and night the sirens cries -- another fortnight --". This shows how workers are being exploited.

Thirdly, there is hypocrisy, the playwrights criticise the act of hypocrisy especially showing shown by the leaders for example Kioi is trying to convert Kiguunda and Wangai while he himself does not follow the deeds of Christ. as he says "You are not legally married, we have to get married in the church ---".

Also, there is the presence of poverty. The playwrights criticize poverty as it is the fact that leads to immorality such as prostitution. Portrays Kioi as one of the leaders who uses his position to exploit others as he wants to take Kiguunda's plot of land.

Also in the play LWANDA MAGERE the playwright shows the following entertainment. Firstly, there is when the large people thought they could attack Lwanda Magere when in a big group. It was like just playing with their souls since it was not the way for them to fight against the rock.

Secondly, When Lwanda Magere was talking to his son. A seven year boy failed to tell a riddle that he

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| 4. | <p>was given by his father Luanda Magere.</p> | |
| | <p>Thirdly, When the Luo people were dancing and singing for the birth of their saviour. During the birth of Luanda Magere the author portrays entertainment as people were happy since victory was upon them.</p> | |
| | <p>likewise, there is the failure of the Lango warriors in battle with Luanda Magere. The playwright shows entertainment when the Lango warriors showed weakness against Luanda Magere and ran away like dogs.</p> | |
| | <p>On the side of Criticism the playwright shows the following. Firstly, there is betrayal, the playwright criticizes betrayal as princess betrayed Luanda Magere by telling her people the secret of Luanda's immortality or strength. hence death of Luanda Magere.</p> | |
| | <p>Secondly, there is hypocrisy, also the playwright criticizes all acts of hypocrisy as he shows Princess who pretended to love Luanda Magere but in the actual sense she did not.</p> | |
| | <p>Moreover, there is Proudness, the author portrays Luanda Magere as a proud person, as he was proud of himself thinking that the ancestors were happy with him, thus the author criticizes this as it may cause trouble or disobedient.</p> | |
| | <p>Furthermore, he criticizes disobedience as he portrays Luanda Magere who disobeyed his elder's advice of not marrying the Lango Princess as a result his disobedient led to his own death.</p> | |
| | <p>Generally, the playwright do show entertainment and criticism in order to teach or give important messages on building up of a strong nation.</p> | |

Extract 4.1 shows a sample of a response from a script of a candidate who scored high marks. This candidate was able to use two plays to show how playwrights have both entertained and criticised their societies.

A few candidates (8.7%) who scored low marks could not link the elements which entertain with the happenings; they only identified the happenings without linking with the things which entertain. There was also a candidate who wrote the answers in story form without relating his/her points to the characters affected in the book and without giving concrete examples from the play in question. Extract 4.2 shows a sample of a poor response.

Extract 4.2

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| 4. | <p>With reference to the two plays, "I Will Marry When I Want" by Ngugi wa Thiong'o and Ngugi wa Mirji and "An Enemy of the People" by Henrik Ibsen, the playwrights intending to make people aware of the happenings in their societies, have both entertained and criticized their societies.</p> <p>To start with, "I Will Marry When I Want" by Ngugi wa Mirji and Ngugi wa Thiong'o, the playwrights have both entertained and criticized their societies.</p> <p>Entertainment. Through the interesting use of language, the playwrights have entertained the society with the aim of making people aware of the happenings in their societies. This include, the use of figurative language such as the use of songs, mimicry and euphemism.</p> <p>Songs. This play is has many songs which are intended to teach people on what happens in their societies. Most of the songs in this play are being sang by the church members on their move to spread the word of God which also act as entertainment to the readers.</p> <p>Mimicry. This refers to the imitation of what someone has said. In the play, Kigurunda repeats what the church members have said when they</p> |
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4. Come into his house to convince him to become a Christian. These words present a ~~mean~~ message to the leaders that we should seek for the light which is God but act as entertainment as it makes people laugh.

Criticism. The playwrights have criticized their societies through the presentation of the messages such as:

The rich have no right to exploit the poor in the society as all people are equal and no one should be above the law.

Women in the society are to be listened and respected as their ideas can also contribute to the development of the society.

All children have a right to education, whether boys or girls, all should be educated.

Apart from that, in the play, "An Enemy of the People" by Henrik Ibsen, the playwright has both entertained the society through the interesting use of language and has criticised the society through his messages.

The use of language. The playwright has used figurative language such as the use of similes, ~~metaphors~~ metaphors and symbolism. All these intend to make people aware

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| 4. | of the happenings in the society but have also entertained the people. |
| | At Messages. The leaders should not be selfish but they should lead for the benefit of the people. |
| | In order to bring development, people have to struggle and sacrifice themselves and their time. |
| | People should be patriots to their nation, they should be ready to die for the benefit of others. |
| | In a nutshell, the form and content of any literary work is intended to present something to the society by it through themes and messages which may lead to both entertaining and criticizing the society. |

Extract 4.2 shows a sample of a response from a script of a candidate who scored low marks. This candidate failed to show what characters are doing in relation to the happenings or themes.

3.2.2: Question 5: Thematic Analysis

In this question, the candidates were required to identify and discuss the different activities or movements aimed at liberating people in two plays of their choice. The candidates were therefore supposed to choose plays which deal with political movement (struggle). In attempting the question, the candidates were supposed to identify the various activities presented in the plays meant to bring about changes or liberating certain people who are subjected to certain kinds of injustice.

This question was attempted by only 17.2 percent of the candidates and their performance was good as 10.3 percent scored from 13 to 19 marks, 80.2 scored from 6 to 12 marks and only 9.5 scores from 0 to 5 marks.

The candidates who scored high marks managed to analyse and discuss the way playwrights have succeeded to present the issue of political struggle as required. They identified different characters in the plays and the way those characters initiate and participate in various activities and movements aimed at bringing different forms of injustice to an end, as shown in Extract 5.1.

Extract 5.1

5 Playwrights are the people who engage in writing various plays. Political struggle means the kind of struggle that acts towards the political practices which are done in a society and towards the citizens. By using two plays which are "Betrayal in the City" written by Francis Imbuga and "An Enemy of the People" written by Henrik Ibsen they have shown the following things which they have shown towards the struggle of politics.

Starting with the play of "Betrayal in the City" the author "Francis Imbuga" has shown as follows.

The struggle made by the university students. The majority students of university have been shown as the most people who were fighting in political struggle. Example university students fought with the government. This kind of struggle is also present in our contemporary societies hence students oppose the political system of the country.

The struggle made by Jere. Jere was a Kariakoo who fought against the political system which denied the continuation of the burial ceremony of Adika.

| | | use only |
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| 5 | hence he agreed to be jailed for such a problem. | |
| | This is also present in most of African societies where by the individual leaders fight against the existing political system. Example Nelson Mandela in South Africa. | |
| | Also the issue of political struggle has been shown by Juper who had played alot of parts against the political leader. Example he assassinated Mulili for he was a puppet of the boss by being his loung. This is also present in most African societies hence they engage in fighting against the evils of existing political structure. | |
| | The playwright has also succeeded in promoting sacrifice as the major factor of winning various struggles. From the play the author has shown the university students who show sacrifice for the aim of opposing the political system. This is also present in our societies hence majority sacrifice themselves. Example Steve Biko in South Africa. | |
| | It has also been shown that unity can bring changes in the struggle. This is also shown by the students of university who managed to fight against political system. Generally this is also present to most of African countries. | |
| | It has been also shown through killing the puppets who coordinate various things with the heads. This is seen when Juper wendo kills Mulili and finally others benefit. This is also present to the African societies. | |
| | Also political struggle has been shown when majority like Juper oppose about the issue of nepotism. This has been shown when the | |

5 majority opposed about the issue of overthrowing chagaga is bringing or supplying milk at university. This is also present to our societies hence majority do oppose such system of political system.

Also political struggle has been shown by the means of demonstrations. This is seen to the university students hence they demonstrated to their government. This is also present to our societies hence majority form demonstration that acts against the political system of the government.

Turning to the other play of "An enemy of the people" the author has explained as follows.

Through revolution, this has been shown when the majority were stoning the house Dr. Stockman for he had discovered something important. This is also present in our society hence the responsible people are not well treated.

Also the political struggle has been shown when Doctor Stockman sacrifices himself for opposing the issue of irresponsibility that is done by the leaders. Example his brother called Petter Stockman was irresponsible. Also it is present to our societies.

Political struggle is also ~~also~~ presented through unity done by the majority people. This is shown by Doctor Stockman and being unified with his family is going against the struggle made by the government. This is also present in our societies.

Also another political struggle has been presented when Doctor Stockman fought against corruption. The majority workers are corrupt hence they

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| 5 | do not do things which are right. This is also present in our society hence there is corruption which affect various political governments like in Tanzania and Kenya. |
| | Also another struggle has been done by Petra by showing courageously at the work place. This is due to being was as the effect of her father to engage in the discovery of the spar bath. This is also present to our societies hence various people are left out of work for being truth. |
| | The author has also used the system of using massmedia in struggle. This is through writing articles in the Herald by Dr. Shalman even though it was banned. This is also present to our societies hence the truth is opposed. |
| | Also the struggle has been shown to Dr. Strickman who was opposing the issue of nepotism that was done by the mayor hence he did not consider the rights of all the people. This is also present in our countries. |
| | Also it has been shown through freedom of doing what ever some one who wishes to do. This has been shown when the doctor was free to do research even though the system did not what such research to take place. |
| | Generally the issue political struggle has been shown in the plays but in all the plays there were no successes of the fighting. This is also present in our societies that majority demonstrate to the government but at an end they do not get what they want. Example demonstration made by Doctors and teachers in Tanzania was not successful. |

Extract 5.1 shows a sample of a response from a script of a candidate who scored high marks. This candidate managed to use two plays to discuss how the characters participated in various activities aimed at fighting and eradicating different forms of injustice

A few candidates (9.5%) with low marks wrote on all the themes which they knew without selecting those which are relevant to the question and which deal with the issue of political struggle. Others wrote points which are not relevant to the requirements of the question, as shown in Extract 5.2.

Extract 5.2

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| Q5 | <p>Political struggle: these entails different attempts made by people so as to change the worse worsening situation of the society and the nation at large. It can be by peaceful or by forcible mechanism. Different playwright have portrayed different mechanisms in presenting the political struggle like in "I WILL MARRY WHEN I WANT" by Ngugi wa Thiong'o and Ngugi wa Mirii and "AN ENEMY OF THE PEOPLE" by Henrik Ibsen Henrik Ibsen. Starting with an ENEMY OF THE PEOPLE by Henrik Ibsen the following is how the playwright have done:-</p> | 100 |
| | <p>By the use of characters. Ibsen by using characters those who are antagonistic and protagonist for example Dr. Peter Stockman who was named an enemy of the people while in the real sense he is supposed to be a friend of the people because he was struggling for the benefit of the majority but failed.</p> | |
| | <p>By the use of titles. For example the title an enemy of the people gives a mental picture of a person who is against the people yet it does to ignorance of the people and the hypocrisy of Peter Stockman the mayor portrayed Dr. Stockman as an enemy of the people hence, succeeded on the issue of political struggle.</p> | |
| | <p>By using setting. These refers to setting areas that events takes place. Henrik Ibsen set his entire nation in relation to what was truly taking place and wrote as to present the political struggle existed and prevailed in the nation.</p> | |

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| Q5 | <p>also however on the other part of text of "I WILL MARRY WHEN I WANT" by Ngugi wa Thiong'o and Ngugi wa Mirii the following are portrayed</p> <p>style: The use of language to create uniqueness. different styles have been employed in these text to verify how style has been used to show political struggle</p> <p>Use of figures of speech for example symbolism, imagery and others. Through the use of symbolism the use of words like I will be married when I want entails that one shall be ruled or controlled when he wants</p> <p>Conclusively, through political struggle within the societies gives an open chances for good leaders with leadership ethics hence development</p> |
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Extract 5.2 shows a sample of a response from a script of a candidate who scored low marks. This candidate just wrote anything that he/she knows on literary readings such as the use of characters, setting and style.

3.3 Section C: Novels and Short Stories

There were two questions in this section, each carrying twenty (20) marks and the candidates were supposed to answer one of them.

3.3.1 Question 6: The Use of Language and Imagery to Convey Message

In this question, the candidates were required to make references to two novels to show how the literary writers have used language and imagery effectively to pass the message to the readers. The focus for this question was to link between the language use, imagery and message.

The question was attempted by 23.8 percent of all the candidates and their performance was good as 12.1 scored from 13 to 19 marks, 61.6 percent scored from 6 to 12 marks, and 26.3 percent scored from 0 to 5 marks.

The candidates who scored high marks in this question managed to identify the various figures of speech and imageries found in the novels selected and showed what they imply in terms of the message as shown in Extract 6.1.

Extract 6.1

6. Language is the system of conventional arbitrary vocal symbols used by human for communication needs. Imagery is the use of artistic way to create an image to the reader. Writers use language and imagery effectively to pass the message to readers. By using two ~~book~~ novels that is "THE BEAUTIFUL ONES ARE NOT YET BORN" and "A MAN OF THE PEOPLE" the ~~statement~~ writer have used language effectively to pass message as follows:

In ~~Bea~~ "THE BEAUTIFUL ONES ARE NOT YET BORN" the playwright has used standard language to portray the high educated people in the society. This is one of the reason to why the playwright has used the standard language. In this novel standard language has been used by educated people who are the ones respected in the society.

Abuseful language also has been used in this novel to portray the message of immorality in the society. The Bus driver and Bus conductor have been using abusive language to the Man but the Man does not answer them. For example, words like "Uncircumcised barbarian", "Your mother's rotten cunt" have been used to show immoralities in the society.

Substandard language also has been used to show the ~~unde~~ uneducated people in the society. In this society uneducated people use substandard language like "Yesssaaah" for "Yes sir", "Massah" for "My sir". Thus this has been used by the playwright to show the low educated people who are not respected.

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| 6. | <p>Poetic language has been portrayed used to portray the fight against corrupt leaders in the society. In the Teacher and Man when sitting they heard the song in the radio which is satirizing the political leaders. Thus the language of poetic has been used to show unite of people to fight for changes.</p> |
| | <p>In "A MAN OF THE PEOPLE" the novelist Wright has used pidgin to show ignorance of people or uneducated people. By the use of pidgin in this novel the novelist shows how the problem of illiteracy is big in the society where people do not use the formal language or standard language instead they use pidgins.</p> |
| | <p>Proverbs and sayings have been used to show ignorance of leaders by criticizing them. Chief Nanga is ignorant and does not deserve to be called a man of the people. He was once criticised by the saying that, "He not that knows not and knows not that he knows not is a fool." This was aiming at criticizing him.</p> |
| | <p>Ironic language has been used in the title of the book to show ignorance and lack of awareness by the mass. The novelist uses the title of the book ironically to show that people are given the names of which they do not deserve because of ignorance. For example Chief Nanga being called a man of the people is ironic term.</p> |
| | <p>Also imagery is the technique used by the novelists to pass the message to readers. Imagery in these novels has been used as follows:</p> |

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| 6. | In "BEAUTIFUL ONES ARE NOT YET BORN" | |
| | <p>Ghananian nets have been used to portray the favouritism in the society. This is an imagery which has been used by the novelist to show the problem of nepotism and favouritism. The Ghananian nets catch only small fish while big fish are left meaning that the small corrupt people are punished while big corrupt people are left.</p> | |
| | <p>The description of the bus, bus driver and bus conductor is the image which has been also used. This represents the country which has the president and cabinet who are not responsible to their masses problems. Instead they fight by involving themselves in corrupt activities for the benefit of themselves alone.</p> | |
| | <p>The description of toilets and upstairs is an image of irresponsibility of people. The toilets are full of right writings which are very abusive and that shows that the government is irresponsible in all aspect of life. For example, words like "Vagina sweet" are found in the toilets walls.</p> | |
| | <p>The New bus has been used to bring an image of hypocrisy in the society. The new bus was expected to be royal to the people and solve people's problems but people found that the new government has the same characteristics like that of old bus which was full of corruption, injustice and irresponsibility.</p> | |

6. In "A MAN OF THE PEOPLE" the marriage between Chief Nanga and Edna has ~~passed~~ created the image of forced oppression and humiliation. Edna was forced to be married to Chief Nanga because he is rich while she was not ready. Thus this shows the image of force in oppression and humiliation.

Azoge's ~~the~~ stick is an imagery which shows how privileged people exploit unprivileged. Azoge being a blind man still his stick was stolen; this shows how people are exploited by those who should help them in the society.

Cars ~~are~~ have been used to bring an image of wealth in the society; this is the imagery which has been used by the writer to show how some people in the society have wealth while others are very poor.

Maxwell's death or murder has been used to create an image of end of beginning of liberation. Maxwell was killed due to by Koko and this was the action done to so as to fight against injustice. Hence by the death of Maxwell a reader gets the image of liberation.

Marriage between Odili and Edna created an image of victory against violence. Edna is marriage to Odili because she loved him instead of the force of ~~her~~ her father.

Hence language and imagery have been used creatively in these poems to create an image of ~~of~~ pass the message to the people in the society.

Extract 6.1 shows a sample of a response from a candidate who scored high marks. This candidate was able to show how language and imagery can be used effectively to pass the message to the readers.

Despite the good performance in this question, there were a few candidates (26.3%) who could not provide the required responses, thus scoring low marks. Among these candidates, there were those who discussed the themes found in the two novels instead of dealing with language use and imagery in relation to the message as required. Extract 6.2 shows a sample of a response of a candidate who scored low marks by writing on the themes found in the novels instead of dealing with language and imagery.

Extract 6.2

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| 6 | Literary writers use language and Imagery |
| | effectively to pass the messages to the readers, In |
| | supporting this by the using of the two novel |
| | called A man of the people which written by |
| | Chinua Achebe and His Excellency the head of |
| | the state which written by Danny Saffo, By |
| | starting with a novel called A man of the people |
| | which written by Chinua Achebe, the following |
| | are some of the messages to the readers, |
| | Firstly, the use of corruption, this is one |
| | of the message which portrayed In this novel |
| | called A man of the people, where by different |
| | peoples or characters portrayed In this novel the |
| | involve in corruption as the use of public funds |
| | for private gains. Example Chief Nanga tries to |
| | bribe Odili so that he can change the position, |
| | Chief Koko bribes Maxwell Kulanro so that he can |
| | also change the contesting position lastly Chief |
| | Nanga bribes the journalist. |
| | Secondly, The Embezzlement of the public |
| | funds, this also is one of the messages which |
| | portrayed In this novel called A man of the people |
| | where by the Increasing of the overuse of the |
| | public funds for different purpose. Example |
| | Chief Nanga's car (Cadillac) which express rich- |
| | ness of Chief Nanga also Chief Nanga uses the |
| | money to educate his girlfriend called Edna. |
| | Thirdly, Availability of Poverty, this also |
| | is one of the messages which portrayed In this |
| | novel called A man of the people where by the |
| | mostly citizens In the society unable to get basic |
| | needs due to the limitation of the resources to buy. |

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| 6 | <p>Fourthly, the presence of conflict, this also is one of the messages which portrayed in this novel of a man of the people where by there is a presence of mis understandings between the peoples with in the society. Example a conflict of Odili Versus Chief Nanga because of the position contending by odili which needs to replace the government of chief Nanga because he failed to solve the problem of that particular society. Also by using another novel called His Excellency the head of state which written by Danny Sato, the following are some of the messages to the readers;</p> | |
| | <p>Firstly, The presence of Non-secularism, this is one of the messages which appeared in this novel called His Excellency the head of state. It is a situation where by the government and religion are so closely to each other related and they seemed to be one thing.</p> | |
| | <p>Secondly, Incompetence of the leaders, this also is one of the message which appeared in this novel called His Excellency the head of state due to the availability of the leaders like General Musante and his fellows military men do not have the education required for contemporary leaders.</p> | |
| | <p>Thirdly, the presence of totalitarianism or dictatorship ideology, this also is one of the message which appeared in this Novel called His Excellency the head of the state due to the availability of the dictatorship ideology like General Musante has got an ideology of dictatorship which ruled the states by availability or the presence of force in a particular society.</p> | |

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| 6 | <p>Fourthly, the presence of Ignorance, this also is one of the message which appeared in this novel called His Excellency the head of the state due to the presence of illiteracy in a particular society. Example the students supported the first coup which occurred in that particular society.</p> <p>Generally, this are some of the messages which portrayed both in different kinds of Novel like A man of the people written by Chinua Achebe and His Excellency the head of state which written by Danny Saffo. ^{They} help much to the growth of a certain country or to improve the economic of a certain country.</p> |
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Extract 6.2 shows a sample of a response from a script of a candidate who scored low marks. This candidate wrote on themes instead of showing how language and imagery can be used effectively.

Another candidate who scored low marks just identified the imageries found in the novels 'A Man of the People' and 'The Beautiful Ones are not yet Born' without showing what they represent, as shown in Extract 6.3.

Extract 6.3

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| 6 | <p>By using the two novels of THE BEAUTIFUL ONES ARE NOT YET BORN written by Aji Kwei Armah and A MAN OF THE PEOPLE written by Chinua Achebe. I support this view by using the following points and examples</p> <p>Language use in the word of BEAUTIFUL ONES ARE NOT YET BORN is understood and simple, but also the writer uses abusive language he mentioned the secret part of the human being without euphemism. This is just to show how uneducated uneducated people are using language. In the case of language use in the word of A MAN OF THE PEOPLE writer has managed to use understood language to pass the message to the reader.</p> <p>The following are the way imagery have been used by the writers to pass the message to the readers:</p> <p>In the book of A MAN OF THE PEOPLE- The ride of Odihi carried Echa going to the hospital is a good imagery given by the writer.</p> <p>Also in the same novel of A MAN OF THE PEOPLE Odihi walking in the city night after being betrayed by Elsie is another imagery which was used by the writer.</p> |
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| G: | In the same novel we can get another imagery of chief Nangai's house being big with seven bathrooms each with private doors and water closets. Another imagery in the novel of A MAN OF THE PEOPLE is when Odo was beaten by chief Nangai's goons at political rally meeting. |
| | Also in the novel of THE BEAUTIFUL ONES ARE NOT YET BORN we can observe a writer using alot of imagery |
| | The old bus with the descriptions at the back "Beautiful ones are not yet born" inside was a bus driver, conductor and the passengers who many are poor. |
| | Another imagery is when the Man was walking down stairs toilet which is written abusive words on walls also the wet of the main's office. |
| | Another imagery in the booke THE BEAUTIFUL ONES ARE NOT YET BORN is when Joseph Koomson was escaping through a labmic pipe and the bribe to the gate man and a boat man. |
| | Imagery is the use of words creatively which can create a description or picture of events when reading a literary work like novels, plays and poems. |

Extract 6.3 shows a sample of a response from a script of a candidate who scored low marks. This candidate just wrote on the imageries found in the novels without showing what they represent.

3.3.2 Question 7: Relevance of the Title to the Content of the Story

In this question, the candidates were required to show how the title of the novel "The Beautiful Ones are not yet Born" is a reflection of what is in the story itself. This title implies that 'good things or people in the society are still not yet in existence. It has to do with the problems which people are still experiencing despite attaining independence.

The question was attempted by 74.6 percent of all the candidates, of which 6.0 percent scored from 0 to 5 marks, 46.7 percent scored from 6 to 12 marks and 47.3 scored from 13 to 19 marks.

The candidates who scored high marks in this question managed to discuss the various themes in the novel 'The Beautiful Ones are not yet Born.' They identified and explained the problems which the author has tried to present in the novel which is a reflection of the title such as *irresponsibility of the leaders, poor living condition of the majority, bribery*, just to mention a few. Extract 7.1 shows a sample of a good response.

Extract 7.1

| 7. | | use only |
|----|--|----------|
| | <p>The title "The Beautiful Ones Are Not yet Born" is used to show that good leaders are not yet Born. sometimes a person might think that the book is speaking about women but it is not. The Book clearly show that good leaders are not yet born This is because the good leaders are likely to be patriotic, non corrupt, hard working serving people's interest. but in the book the leaders prove that the good leaders are not yet born. This can be seen in the following incidents.</p> <p>Irresponsibility, the description of the first bus clearly show that good leaders are not yet born. The bus driver was there to represent president and conductor civil servants or ministers, but they did not care for the people. people where ill treated but the driver never said anything, more he just spitted on the man as he was passing.</p> <p>Betrayal, This is the act of being disloyal to the promise that you make. leaders had promised people to relieve them from all the economic hardship if they come to power. but it was not so. After entering into power they forget all the promises they made. The same apply to our society. good leaders are not yet born.</p> <p>Corruption, means the use of public resources for personal gain. This is a national in Ghana. where every body is busy giving and receiving corruption</p> | |

7 The leaders like Woomson is involved in corruption. He becomes very rich because of corruption.

The New bus at the end and corruption received was also a clear sign showing that good leaders are not yet born. This is where by after coup which was to deal with corrupt people like Woomson after it stopped and bring up a new government still the New government was corrupt like wise. This clearly shows that good leaders are not yet born.

Hypocrisy. During the coup some of the leaders who were working with the man went out to support the coup. while themselves were corrupt likewise. Also people complained that leaders used to go to them very late. pretending that they know well the white men. Hypocrisy is a hindrance to the development.

Immorality, lack of good moral values. Good leaders are expected to be be model to their societies but this is not so with many leader. In the book Woomson is involved into different immoral affairs of having sex with young ladies in some hired places. This is a clear evident that there are no good leader. good leader model of doing good things which can be imitated by the members of the society. In our society also there are so many immoral leaders whose-

| | use only |
|---|--|
| 7 | behaviour can not be coped. |
| | Leaders were source of classes. in the book "The beautiful ones are not yet born" leaders have been portrayed as the source of stratification in the society. They tend to live in some important places like Koomson who was living in the upper residential Area. A good leader should be source of unity and not division |
| | Embrassing Foreign culture, The leader like Koomson has been portrayed as a person adoring foreign culture. This is because, He calls her child European names like PRINCESS. A good leader should be able to promote, value and practise his or her culture. Many leaders tend to forego their culture others too. |
| | Lack of patriotism. The book clearly shows that the leaders were not patriotic and that is why they did not care for their country. practised corruption, which became known as a national game. They misused public fund or resources in doing things which were not beneficial for the people. Like Koomson having sexual affairs with young girls in hived place by the government. |
| | Generally, The title "The Beautiful ones are not yet Born reveals clearly that good leaders are not yet Born since the existing leaders are corrupt & immoral, irresponsible, non patriotic. |

Extract 7.1 shows a sample of a response from a script of a candidate who scored high marks. This candidate showed how the title of the play is a true reflection of the happenings in the society.

A few candidates (6%) who scored low marks failed to follow instructions. This question required the candidates to use only the novel "The Beautiful Ones are not yet Born" but some candidates used more than one novel. Extract 7.2 shows a sample of response of a candidate who used "The Beautiful ones are not yet Born" and "A Man of the People" contrary to the requirements of the question.

Extract 7.2

| | |
|----|---|
| 7. | <p>Novel is the work of art that used short story to convey message in the societies. By using this Book Novel "The Beautiful Ones are Not yet Born" written by Ayi Kwei Armah the following was how the title reflect of the happening in the novel:</p> |
| | <p>Title "Beautiful one are not yet born" is the indirect word that Beautiful, the word beautiful is misspelled into the beautiful word that showing the things of Ghana, societies for example it reveals that good leadership are not yet born.</p> |
| | <p>Setting, Ayi Kwei Armah used direct setting that is real in time and space to showing those things of Ghana after independence, also used to show the corruption of the Nkrumah government who failed to control the minister because most of minister of Ghana was corrupt leader for example to Mson, Amekun, Estella.</p> |
| | <p>Plot also Ayi Kwei Armah used chronological plot in their work, the story directly start by Man going to work in Lamankle bank and shows Man faced various difficulties "caused by corrupt leader like to Mson and then the experience to up and then man too soon escape</p> |

7. Characters: Oyi Kwei Amukh used different characters to show different event in the societies for example the character who hates and dislike corruption like Man, Teacher, while who like corruption like Comson, Amukh, Oyo, Oyam other, Esteki

Language use. In beautiful one yet born" Oyi Kwei Amukh used standard language that is simple to understand also some character was used recurred for instance the word "yesah" mean yes sar, Mensar, also abusive language like "your mother are rotten cunt", "Ni you sweet" used by Conchetter but, "Sweet my wife was true salvation" means the wife believed the deal of bond as a salvation of poverty, Image "like old bus represent the government of Okunna and the New bus represent the Coup d'etat government which later Drive to be the police man.

Also Another novel "A Man of the People" written by "Chinua Achebe" the following how the title is true to reflection of the happening.

Title, "A man Chief Man" called "A man of the people" is not true but rather an enemy of the people for example he used to sleep with other people wife, Corrupt, hypocrite lead

| | | |
|----|---|----------|
| 7: | <p>er, Inevitable leader, oppressor and man my text started by chief Nanga. Setting also chinua Achebe in their novel used different setting to show different events for example Baroka thing used to show class like chief Na ng lived in Baroka with better basic nee of like lived luxury life, seven bathroom, while the majority like Okeke Nambeli lived in poor area with no any basic thi ng, also Umu village used to show oppression that made by p.p. government removal of water pipe when the majori ty promised to vote Okeke. Foremost also this used to show "Revenge." Okeke first show forchi ef koko to make he told him "he rec eived 1000 pound from chief koko in ord er to step down the content of water pi pe I will kill him, Okeke well killed by chief koko during the election. Flashback system also this used by chinua Achebe to show "Corruption" for example when chief mad well visit Okeke in Umu village he y that I will receive 1000 pound from chief koko in order to step down their content, also shown again by chief Nanga he told him Okeke "you friend Okeke well receive 1000 pound to step down the content.</p> | use only |
| 7: | <p>Justification, also used by chinua Achebe to show different "classes" that emerged in the societies for instance showi ng many leaders of the government liv ed in Baroka town with all basic im portant like chief Nanga while othe r majority lived in poor area that was no all basic important. There are the title is true that reflect of the happening through the use of techniques that make the theme and message to the societies.</p> | |

Extract 7.2 shows a sample of a response from a script of a candidate who scored low marks. This candidate used two novels to answer the question with points dealing with the form instead of looking at how the title reflects the happenings in the society.

3.4 Section D: Poetry

There were two questions in this section, each carrying twenty (20) marks and the candidates were supposed to answer one of them.

3.4.1 Question 8: The Use of Figurative Language

In this question, the candidates were required to identify the elements of poetry which draw the readers' interest. These elements include *figurative language, imagery and the use of music like rhyme*. The candidates were supposed to identify those figures of speech and explain how they help to draw the interest of the audience.

The question was attempted by 62.2 percent of the candidates, of which 45.1 percent scored from 0 to 5 marks, 42.4 percent scored from 6 to 12 marks and 12.5 percent scored from 13 to 19 marks.

The candidates' performance in this question was not good because 71.1 percent of them scored below ten marks. This was because most of them wrote themes instead of showing the art of writing in language use. Extract 8.1 shows a sample of a response of a candidate who did a thematic analysis instead of dealing with language use, imagery, music and the choice of characters as required.

Extract 8.1

| | |
|----|---|
| Q. | Poets these are people who writes poems, its true that poets have used their art of writing to draw the readers' interest. This is shown in the Poetry book which is selected Poems, written by Institute of Education as follows; Readers' interest is to know what is taking place in societies |
| | Through the use of the poem which is the Ballad of The Landlord written by langstone Hughes the art of writing to draw the readers' interest by the poet is shown as follows. |
| | Exploitation, by the poem the poet has used his/her art of writing just to show exploitation which is done to the tenants |
| | "Ten bucks you say, owe you" |
| | This was shown by the poet just to show the |

| | |
|---|---|
| § | <p>reader the exploitation which is done to the tenant by the landlord.</p> <p>Unjustice, in the poem the poet has used art of writing to show unjustice which is done to the black by whites to his/her readers</p> <p>"Judge gave negro 90 day in county jail This was the unjustice that was done to the black tenant which the poet is showing the readers of his or her poem.</p> <p>Also in the Poem of <u>Your pain</u> by Amado Gueluzza the poet has used his her art of writing to draw the readers' interest as follows.</p> <p>Unity, in the poem the poet has used his art of writing to show his reader the unity among the people who fighting against imperialism</p> <p>"Your strength Yet more my strength shall overcome imperialism"</p> <p>Through that we see unity as it was drawn by the poet by using his art of writing to draw the interest of his readers.</p> <p>Sacrifice, in the poem the poet has used art of writing to show sacrifice which is done by the people.</p> <p>"My blood Yet more your blood"</p> <p>Through that the wrote poet has shown the unity among the people as the interest of his readers.</p> <p>Also in the poem of <u>Freedom song</u> written by <u>Marjorie</u> the writer of the poem has</p> |
| § | <p>That is how the poets have used their art of writing to draw the readers' interest which is to get aware of what is taking place in their societies</p> |

Extract 8.1 shows a sample of a response from a script of a candidate who scored low marks. This candidate analysed the poems using the themes instead of analysing the art of writing used by the poets.

The candidates who scored high marks in this question managed to present the various element of language use such as music, imagery and choice of characters in four poems of their choice. They also showed how these elements draw the interest of the readers (audience), as shown in extract 8.2.

Extract 8.2

| | |
|----|---|
| 8. | <p>Poet is the person who compose the poem. It can be from the low class which they are humiliated, oppressed, betrayed and also exploited and in other hand the poets can be a common people either from low class or high class who expressed the feelings and emotions of the majority in the society. By using four poems which are "Eat more" written by Joe come, "your pain" written by "Armando Guebusa", "Freedom song" written by "Oluke Marjorie magoye" and lastly is "If we must die" by "cloud mckay". The poets have used their arts of writing to draw the readers Intension (Interest) due to the use of different techniques such as symbolism, Imagery, figure of speeches, rhyme, Enjambment and other arts of writing.</p> |
| | <p>Starting with the poem of Eat more by Joe come the writ poet used the art of writing such as :</p> |
| | <p>Personification; This means the use of non-living things to represent or to do as a human being for the sake of emphasizing the fact and conveyed the message to the Intended society. For instance in first stanza verse one the poet says</p> |
| | <p>"Eat more fruits, more beef the slogan say" The slogan never say but the poet used that techniques to show how the people in power can force to do things even if it is impossible.</p> |
| | <p>The use of rhyme; Means the repetition of similar or identical sound at the end of the verse in the same stanza. For instance in the poem the poet used used the "word pay and is say which rhyming to show the message of classes in the society and their differences in eating balance diet.</p> |

8. Enjambment; This means that the ideas introduced in first verse and continued in the another verse. In this poem the poet used this techniques to draw the reader's interest. The poet says

"And I wonder when I see, the slogan
when I pass.

Then the word "and" in this verse shows conjunction that there some words or ideas is already being expressed and that is continuation of that ideas.

Symbolism; is the things which stand for something else. For instance in the poem the poet used some words like blood grass to show poverty (low class) and beef, meat, fruits to show balanced diet for high class.

Another poem is your pain which the poet used its arts of writing to draw the reader's interest as follows:

The use of personification; The non-living things given an ability to do as a human being. For instance in the poem the poet says:

"your eyes
yet more my eyes
shall be speaking about revolt"

Due to this, eyes never speaking but the poet used this techniques to show the awareness of the low class who experienced colonial torture.

The use of symbolism; In this poem the poet shows different symbolism which symbolize different issues in the society. For instance the word scars and whip shows humiliation, blood shows sacrifice, hand shows unity and also eyes shows awareness of low class about colonial

§ torture. The poet says
"My blood
yet more your blood
shall be irrigate the victory"

The use of hyperbole; some words in the poem are exaggerated the fact but the poets used that so as to draw the reader's interest. For instance the last stanza the poet says

"your blood
shall be irrigate the victory"

To mean that people should write, sacrificing their life and at the end they shall be the winner but the poet used hyperbole only to convey the intended message to the society.

The use of Repetition; In the poem the poet repeats some words like "your", "yet" and "my" so as to show emphasis to the society that only unity and sacrifice can help them to win the victory as he used or repeated that words.

Also there is another poem which are "Freedom song by Marjorie Macgoye" who used her arts of writing to draw the reader's interest. as follows:-

The use of rhyme pattern; This was the identical sound at the end of the verses in the stanza. In this poem the poet used the word kitchen and chicken, free and fee, say and pay which rhyming together. Due to that the poet shows the problem of child labour, exploitation and discrimination which was done to Aileen by her uncle.

The use of Refrain; These means that the repetition of some words at the end of the stanza in the poem. In this poem the poet repeated the

| | |
|-----------|--|
| <p>8.</p> | <p>word "Atieno" to show child labour, oppression - and exploitation done to Atieno.</p> <p>The use of poetic licence; This means that the breaking grammatical rule for poetic purpose. It can be to make rhyme or emphasizing something. In this poem the poet says "With her earning I support"</p> <p>Instead of I support her with earning so as to make rhyming of the word support and sit to show irresponsibility among the Aunt of Atieno.</p> <p>The use of Alliteration, This means that the repetition of similar consonant at the beginning of the verse in the same verse. The poet repeated the sound /k/ at the beginning of the word kitchen chi and chicken.</p> <p>The lastly is the poem of If we must die which the poet used his arts of writing to show or draw the readers interest like.</p> <p>The use of symbolism; In this poem the poet used words like hungry dog and monster to show oppressor who oppress the whole majority.</p> <p>The use of repetition; The word "If we must die" had been repeated two times to emphasize about sacrifice among the oppressed class. For instance the poet says "If we must die, let us not be like hogs."</p> <p>Also there was the use of simile; This is the kind of figure of speech where there is the use of conjunction such as like, so as, as - as to show oppression and humiliation</p> |
| <p>8.</p> | <p>done to the people. For instance the poet says "If we must die, let us not be like hogs who hunted and penned inglorious spot"</p> <p>To mean that not to be like hogs who they had no human values as people do.</p> <p>Due to those techniques also the poets revealed the message which is in our contemporary society such as oppression, exploitation, humiliation and other evils.</p> |

Extract 8.2 shows a sample of a response from a script of a candidate who scored high marks. This candidate identified the elements of form required and showed how poets use their art of writing to draw readers' interest.

3.4.2 Question 9: Poem Analysis

In this question, the candidates were given the poem entitled “Gently” to read and then answer the questions which were given. The poem was about the problems which arise during the construction of different structures like roads. Always there is destruction of houses and other properties of the citizens. Sometimes this destruction is done by force and therefore causing problems of settlement to the people in the society. The persona makes an appeal to those who are involved in demolishing houses and other properties of people to have mercy and avoid being harsh to the citizens.

The question which were supposed to be answered were

- (a) Briefly write on the tone of this poem.
- (b) Comment on the title of the poem.
- (c) State with examples. the figures of speech used in the poem .
- (d) Who is the persona in the poem? How do you know?
- (e) Briefly comment on the structure of the stanzas of the poem.
- (f) What is the message being given in the poem?
- (g) Comment on the language use of the poet.
- (h) What type of the poem is this? Give reasons for your answer.
- (i) Has the poem got any relevance to your society? Give reasons for your answer.

The question was attempted by 36.7 percent of all candidates who sat for this examination and their performance was average, as 25.4 percent scored from 0 to 5 marks, 57.1 scored from 6 to 12 marks and 17.9 percent scored from 13 to 19 marks.

The candidates who scored high marks in this question managed to interpret the poem correctly and answered most of the questions correctly. Extract 9.1 shows a sample of a response of a candidate who answered most of the questions correctly thus scoring high marks.

Extract 9.1

| | | |
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| 9 | | |
| a) | <p>The tone of the poem is sad as the persona is not happy with the demolishing exercise undertaken to their houses, also the persona emphasis on the exercise to be carried out gently.</p> <p>This can be clearly explained in the seventh stanza Only, please, do try and be gentle. People used to live there. This clearly shows the persona is not happy as he beg the exercise to be conducted gently.</p> | |
| b) | <p>The title of the poem shows the persona wants the exercise to be conducted gently, the exercise is mainly the demolishing exercise where the brothers and ^{as} stated by the persona) have to be very kind to people and carry the exercise without causing harm to people.</p> <p>This is shown in the first stanza verse one Brothers, break them gently, people used to live there.</p> | |
| c) | <p>Figures of speech</p> <p>the use of alliteration bulldozed and levelled</p> <p>The use of metaphor what scars these walls</p> <p>The use of personification what scars these walls now naked and bald bear</p> | |

| | |
|----|--|
| 9 | |
| c) | The use of repetition this is seen in the word gently which is repeated in the first stanza and the last stanza |
| | The use of synecdoche The word "heaven" |
| | The use of consonance <u>bulldozed</u> and <u>levelled</u> |
| | The use of alliteration <u>Brothers break</u> |
| d) | The persona in the poem is the person who experiences the demolishing exercise whereby he expresses that it should be carried out gently It is shown through the words used in the poem which shows that people's houses are bulldozed and the people are against the exercise. |
| e) | The structure of the stanza comprises of verses whereby in each verse there is the use of various figures of speech, such as alliteration, consonance. Also stanzas are arranged in the manner that they are understood. |
| f) | The message being provided is that people who are dealing with bulldozing people's houses should try to be polite and conduct the activity in a very gentle way so as it could not harm people. |

| | |
|---|---|
| f | Also people should be provided place to stay after demolishing their houses. |
| g | <p>The language used in the poem is full of figures of speech such as there is the use of personification example naked and bald bear.</p> <p>Also, there is the use of se synecdoche whereby the poet has used heaven to represent the God power.</p> <p>Also, the language used in the poem is complex intermix of the words used example the word meager, scratch, unmoor.</p> |
| d | <p>The poem is relevant to the society today as there are some people who experience this problem of being demolished their houses for the construction of new highway without being replaced back by he given the areas to stay. Also the government has failed to provide them with any relief as after being bulldozed from their houses most of people start from scratch. This problem has been experienced by most of people who have constructed their houses without any plan < houses plans > at the end they are asked to re- move from the area.</p> |
| h | <p>The type of poem, is lyric as the persona tries to explain his/her feelings about the exercise of demolishing and kindly asks the brothers to conduct it gently.</p> |

Extract 9.1 shows a sample of a response from a script of a candidate who scored high marks. This candidate answered most of questions well giving supporting evidence from the poem.

On the other hand, the candidates who scored low marks in this question failed to comprehend the poem therefore answered the questions wrongly. Extract 9.2 shows a sample of a poor response.

Extract 9.2

| | |
|---|--|
| 9 | (a) The tone of the poem is Sad because it shows the different things which the persona needs to do and he is not in good mood. |
| | (b) The title of the poem is <u>Dream</u> |
| | (c) (i) Symbolism (ii) Metaphor (iii) Personification (iv) Hyperbole |
| 9 | (d) The persona of the poem is the one who dreaming because help express his/her feelings to others like brothers. |
| | (e) |
| | (f) The message being given in the poem is that <u>We have to prepare ourself ourselves before the death day.</u> |
| | (g) The language used by the poet is simple and clear so that it can be easy for all people to read. |
| | (h) The type of the poem is <u>Didactic poem</u> |
| | (i) It is true that the poem is relevance to our society because there are bad things people do and it is not good to the god and the persona said want the people to change the bad manners and to live in a good way before after their death day. |

Extract 9.2 shows a sample of a response from a script of a candidate who scored low marks. This candidate did not understand the poem and therefore answered most of the questions wrongly.

4.0 Conclusion and Recommendations

4.1. Conclusion

The general performance of the candidates in English Language, in the ACSEE, 2014 was good because many candidates scored high marks. The analysis of the candidates' performance in each topic in paper 1 indicated that they had a good performance in *Introduction to Language*, where 89 percent of the candidates scored an average of 30 percent or above. They also performed well in *Language Skills*, where 67.1 percent of the candidates scored an average of 30 percent or above. Furthermore, their performance was good in *Word Formation*, where 80.5 percent of the candidates scored an average of 30 percent or above. Finally, they had a good performance in *Language Use*, where 92.2 percent of the candidates scored an average of 30 percent or above.

In English language 2, the candidates had a good performance in *Stylistics and Communication in English*, where 84.4 percent of the candidates scored an average of 30 percent and above. Their performance was also good in *Plays*, where 90.9 percent of the candidates scored an average of 30 percent or above. Furthermore, they had a good performance in *Novels and Short Stories*, where 84 percent of the candidates scored an average of 30 percent or above. Finally they performed well in *Poetry*, where 65 percent of the candidates scored an average of 30 percent or above. See attached summary of candidates' performance per topic in the Appendix.

Generally, the candidates performed well because they managed to identify the tasks of the questions, were able to follow instructions, had sufficient knowledge and skills on the concepts related to the topics and were able to explain and elaborate their points using well-formed sentences.

Comparatively, however, the candidates encountered some problems in answering questions under *Language Skills* in paper 1 and *Poetry* in paper 2, where the percentage of candidates who scored an average of 30 percent or above is low. These problems could be attributed to lack of competence and skill on the concepts related to *spoken English* in paper 1 and *poetry* in paper 2. In fact, these areas seem to be a problem to teachers and students as well.

4.2 Recommendations

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

- (1) Candidates should regularly practise using English Language. They should be given a lot of tasks which will enable them speak, write, read and listen to various English Language texts. This will eventually help them to improve the language skills and competences which were seen to be lacking in the candidates' responses.
- (2) Candidates should be encouraged to read widely to enable them to improve their vocabulary and grammar competencies. This will eventually enable them to use correct spellings and grammatically correct sentences.
- (3) Candidates should be guided and encouraged to read the novels, plays and poems that are recommended in the reading programme to enable them to improve the comprehension skills, analysis skills, and evaluation skills which were seen to be lacking in the candidates' responses. Candidates should not depend on summaries or being narrated the books by other people who have read them.

Summary of Candidates' Performance per Topic

| S/N | Topic | Number of questions | Percentage of candidates who scored an average of 30 percent and above | Remarks |
|------------|---|----------------------------|---|----------------|
| 1 | Introduction to Language | 3 | 89 | Good |
| 2 | Language Skills | 2 | 67.1 | Good |
| 3 | Word Formation | 2 | 80.5 | Good |
| 4 | Language Use | 2 | 92.2 | Good |
| 5 | Stylistics and Communication in English | 3 | 84.4 | Good |
| 6 | Plays | 2 | 90.9 | Good |
| 7 | Novels and Short Stories | 2 | 84 | Good |
| 8 | Poetry | 2 | 65 | Good |

