THE NATIONAL EXAMINATIONS COUNCIL OF TANZANIA



CANDIDATES' ITEM RESPONSE ANALYSIS REPORT FOR THE ADVANCED CERTIFICATE OF SECONDARY EDUCATION EXAMINATION (ACSEE) 2018

122 ENGLISH LANGUAGE

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FOREWORD

The Advanced Certificate of Secondary School Education (ACSEE) marks the end of two years of Advanced Secondary School Education. This is the summative evaluation which, among many other things, indicates the effectiveness of the educational system in general and the educational delivery system in particular. Essentially, the candidates' responses to the examination questions show what the educational system was able or unable to offer to students in their two years of education.

The Candidates' Item Response Analysis Report (CIRA) in English Language subject, for the Advanced Certificate of Secondary Education Examination (ACSEE) 2018 has been prepared and issued in order to provide feedback to teachers, students, parents, policy makers and other educational stakeholders on the candidates' performance in English subject.

This report intends to contribute to the understanding of the reasons behind the candidate's responses in English Language subject. The report highlights the factors which made the candidates perform well in the examination. Such factors include the ability to identify the task of the questions and to follow instructions as well as sufficient knowledge about the concepts and principles related to the subject.

Furthermore, the report highlights the factors which made some of the candidates fail to score high marks. These factors include inability to identify the task of the questions and inadequate knowledge about the concepts related to the subject. The feedback provided in this report will enable the education administrators, school managers, teachers, students and other education 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, the general public and all education stakeholders that aim at improving the future reports.

Finally, we would like to thank all those who participated in processing and analysing the data used in this report.

Dr. Charles E. Msonde

EXECUTIVE SECRETARY

1.0 INTRODUCTION

This paper presents a report on the analysis of the performance of candidates in English Language for the Advanced Certificate of Secondary Education Examination (ACSEE) which was conducted in May, 2018.

The English Language examination was set in accordance with the English Language syllabus of 2010 and the English Language Examination Format of 2011.

The examination consisted of two papers namely English Language 1 and English Language 2. Each paper had four (4) sections which are A, B, C, and D. There were three (03) questions in section A whereby the candidates were required to answer two questions. One question (1) from this section for both papers was a compulsory one. The compulsory question in English Language 1 was question one (1) and in English Language 2 it was question two (2). Sections B, C and D had two (2) questions each whereby the candidates were instructed to answer one (1) question from each section. Each question carried (20) marks.

The performance of the candidates in each question is shown by indicating the demands of each question, the expected responses, how the candidates responded to the questions and the analysis for both good and poor performance.

Samples of responses extracted from the candidates' scripts have been presented in order to show how the candidates answered the questions according to the demands of each item.

The candidates' performance in individual items is indicated by both the percentage of the candidates who attempted the question and the percentage of the candidates who scored various marks based on their responses.

The performance of candidates has been analysed in three categories which are good performance, average performance and poor performance. The scores of candidates with good performance is from 12 to 20 (60-100 marks), average performance from 7 to 11.5 (35-59) marks and those with poor performance from 0 to 6.5 (0-34) marks. These categories of performance have been used in analysing the candidates' performance per topic.

Therefore, according to this performance, if the performance ranges from 60 to 100 percent, it is considered good and it is represented by the green colour. The performance from 35 to 59 is average and is represented by the

yellow colour while from 0 to 34 percent is weak performance and is represented by the red colour. The whole analysis is based on the average percentage of the candidates who scored 35 percent or above of the marks allocated to each question. The candidates' performance in each topic is summarised in appendix A and B.

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

2.1 SECTION A: Introduction to Language

This section had three questions. Each question carried twenty (20) marks. The candidates were instructed to answer two (2) questions making the total of 40 marks for the whole section. Question one (1) was compulsory.

2.1.1 Question 1: Describing five inter related components of linguistic competence and explaining by giving examples each of the given functions of language

This question had parts (a) and (b). In part (a), the candidates were instructed to describe five inter-related components of linguistic competence, and in part (b) the candidates were instructed to explain by giving examples for each of the following functions of language:

- (i) Phatic function
- (ii) Expressive function
- (iii) Regulatory function
- (iv) Identifying function
- (v) Performative function

The question was attempted by 99.6 percent of the candidates and their performance was good as 24.7 percent scored from 12 to 20 marks, 47.4 percent from 7 to 11 marks and only 27.9 percent scored from 0 to 6 marks.

The candidates who scored high marks in part (a) described the five inter-related components of linguistic competence including Phonetics which deal with the sounds used in human language. There are three main branches of phonetics, namely articulatory

phonetics, acoustic phonetics and auditory phonetics. Articulatory phonetics deals with the way in which speech sounds are produced using the speech organs such as tongue, lips and vocal folds. Sounds are usually classified according to the position of the lips and the tongue; how far the mouth is open and whether or not the vocal folds/cords are vibrating. Acoustic phonetics deals with the transmission of speech sounds through the air. Finally, auditory phonetics deals with how speech sounds are received and perceived by the listener/hearer. The candidates also explained how Phonology deals with the rules pertaining to the combination of phonemes (speech sounds) into syllables and syllables into words. Furthermore, these candidates wrote on morphology that deals with the structure of words and the rules of combining morphemes into words. Additionally, the candidates explained how syntax deals with the rules of combining words into phrases, phrases into clauses and clauses into sentences. They also wrote on semantics which deals with the rules for assigning meaning to words and sentences. Extract 1.1 is a sample of a good response.

Extract 1.1

LAUL	ICL 1.1
010)	Linguistic competence refers to the ability
	of a person to use language correctly by identif-
	luing the correct and incorrect structures this
	shows that one is competent in the field of
	language as he / she is able to use language
	correctly there are various inter-velated components
	of linguistic competence those include;
	Morphology this involves the structure and
	formation of new words in language where as
	a language user will be competent if helshe is
	able to put words in a good and clear structure
	thus form new words / vocabularies from the existing
	ones by various processes such as affixation,
	clipping, borrowing and such thus we are able to
ļ	know the linguistic competence of a person through
	the choice of vocabulary example when one uses
	words like Xerox, hedex and i-phone, thus we
	would know that he/she is able to use the new
	words competently thus showing interrelatedness
	be in linguishe competence.
	Semantics this is another component of
	linguistic competence where as it deals with meanings
	of different words after a language user has
	done a correct choice of vocabularies through
	morphology thus looks at the meaning of those
	words if they correspond to each other and whether
	they are right or wrong and use them in
	different contexts. thus semantics can show the
	basic I conceptual meaning or connotative meaning
	In various ways example when one says flower

Ola) meaning or a plant by using its basic meaning	
thus being able to use language correctly by	
Ola) meaning or a plant by using its basic meaning thus being able to use language correctly by Identifying the correct and incorrect language	
structure thus showing another inter-related	
component of competence.	-
Suntax this involves the arrangement of	
Syntax this involves the arrangement of sentences in a correct structure to provide correct	
meaning in a speech event a language user	
may employ the use of various sentences in	
may employ the use of various sentences in communication according to his /her situation thus	
lang hould pick a hard through marphological	
competence then ensure that the meaning corres ponds with his idea through semantics then put it in a correct form to bring up a meaningful	
ands with his idea through semantics then put	
It in a correct form to bring up a meaninaful	
Sentence example: I bought a boautiful pinkflower	
for my mate the authorized language user has	
formed a simple sentence through using various	
words with various meanings into one sentence	
hence showing the inter-velated component of	
language.	
Phonological competence this mainly deals	
with arrangement of sounds into a meaningful	
speach event by employing the use of gestures,	
speech event by employing the use of gestures, poses, stress in language, accent, phonomes and	-
intonations thus this is related to other sub-	
sustems through the arrangement of words into	
meaningful sentences expressing clifferent functions example sit down! this shows a command	
functions example sit down! this shows a command	
to a person, while some others maube a	
request, or a question thus the ability of a	
language user to use sounds in a proper and	
clear arrangement may be one of the inter-vela-	-

ot a)	ted components of linguistic competence.
	Pragmatics this employs the variation
	of language according to use that is to say
	language users vary from each other in terms of
	use and choice of vocabularies example an evil
	person who commits crimes may be termed as a
	termed as a sinner. Thus shows that one is
	termed as a sinner. thus shows that one is
	able to Identify the correct and incorrect language
	structures according to place of use thus
	another component of linguistic competence:
	Therefore, linguistic competence is inter-
	related as we see that one system depends
	on the other we form words through
	morphology, then choose one with a concrete mea-
	lable of which companies and part there was a mineral
	sentences through syntax and into good use by
	Pragmatics Then into a sound system of
	phonology thus showing language being inter-rel-
	sentences through syntax and into good use by Pragmatics then into a sound system of phonology thus showing language being inter-vel- ated components.
	<u> </u>

Extract 1.1 is a response by the candidate who described five inter-related components of linguistic competence.

On the other hand, the candidates who performed poorly in part (a) manifested different weaknesses as they misconceived the requirements of the question. These candidates had inadequate knowledge of linguistic competence. For example, some of these candidates explained key terms which are used in defining the term 'Language' such as system, symbols, arbitrariness, vocal and conventionality. Some of these candidates wrote on the characteristics of language as productivity, arbitrariness, flexibility and learnability instead of describing inter-related components of linguistic competence.

Moreover, some of the candidates wrote on language concepts which are 'language performance', 'language acquisition' and 'language competence'. Additionally, some of the candidates wrote on elements of language competence, which are ability to recognise

semantically related sentences, ambiguous sentences, and ability to recognise ungrammatical sentences. Furthermore, some of the candidates wrote their responses by code mixing with Kiswahili words. Extract 1.2.is a sample of such poor responses.

Extract 1.2

		acc c,
1	Language - is the System of arbitrary	
	Vocal Communication Used by human	
	being to Convey message Through	
	Convectional Symbol	
	The collection as lateralists Company	
	of linguistic Competence	
	of the system which formed by subsystem Is as to get meaning in a language	
	of the System which formed by subsystem	
	Iso as to get meaning in a language	1 12
	Jymbols; language Mie Jymbol	
	so as to transmit a Cortain Information	· · ·
	to the people so as the people can Understand the message which you give	
	Understand The message which you give	
	out by sambol Vocal; in language Vocal is fleed	<u> </u>
	Vocal, in language Vocal is fleed	
	for giving out Voice So as the audience	
	(Can hear and Understand Human	
	body is being Used to give out Voice through Vocaltack	
	Through Vocalrack	
-	Communication; this is the transfer	
	of message, from one person to another.	
	of message, from one person to another. The manufaction is being Used in human language So as to transfer	
	human language so as in transfer	<u> </u>
	Message from one place to another	
-	message from one place to another Arbitrary; This is Used in language because human being are lack	
-	al Tracking but and the lack	
	relationship between them. language is be Used so as to have relationship	
	between them	
L	ING(MEGA) INGW	

Extract 1.2 is a response by the candidate who described the key concepts in defining the term 'Language', instead of describing the five inter-related components of linguistic competence.

In part (b), the candidates who scored high marks explained the Phatic function as being the function of language meant to establish or maintain social relationships as it is manifested through greetings or expressing sympathy. Examples of phatic communication in English include expressions such as *Hi! How are you? How do you do? Nice day, isn't it?*, *Sorry!*, *Bless you!*. They also wrote on

Expressive function as the function of language by which the speaker expresses his/her feelings and attitudes. For example, lamenting/complaining is an expressive function of language. Expressions such as *Oh, my goodness! My God! Jesus!, Wow!, Ouch!, Gosh!* and/or *Good gracious!* are instances of expressive function of language.

Furthermore, these candidates explained how Regulatory function is a tool for warning or instilling discipline among people. For example, scolding, threatening and preaching are manifestations of language used for regulatory purposes.

They further explained how identifying function is the function of language that enables one to identify the speaker in terms of where he/she comes from, occupation, sex and personality. All this is made possible by accent, dialect, choice of words, voice quality and preference of language aspects as demonstrated by individual speakers of a particular language. The way one speaks Kiswahili may tell the hearer whether he/she comes from Kenya, Rwanda, Tanzania or elsewhere.

These candidates also described Performative function as the function of language, by which social activities get done and changed. For example, marrying, baptising, sentencing, naming, promising as well as opening and closing meetings. Expressions like *I name this house Boma* and *I swear to tell the truths* are examples of this function. Extract 1.3 is a sample of a good response.

Extract 1.3

Olbi) Phatic function	
This is a function of language which aims	
at starting or showing interaction of people	
or between people, we use language to	
establish social interactions with each other in	
various ways example; one can break the	
silence by saying Hello!, good morning, how are you and such it is also known	
how are you and such it is also known	
as transactional function.	
Ibii) Expressive function.	
This is also a function of language which	
aims at showing deep feelings of emotions	
through language example one can use language to show that he/she is happy, sad.	
sumportion continue annu or discomin ted in	
marious trains: example when one sails.	
sympathetic, serious, angry or disappointed in various ways example when one says, "Too bad i feel sick!" this shows that one is	
sad about him/her being ill.	
O O	
iii> Regulatory function.	
language is used to get things done	
example by commanding, Sit down!, close the	
door and such but would also be used to	
persuade someone to do something thus	
through regulatory function this is also a	
function of language used to get things Done by using language.	
Daniel Ina Maria	

iv) Identifying function.	
iv) Identifying function. This is a function of language that shows or reveals the identity of a person or a thing through using language. example: That is a black goat. This shows that one hos been able to identify the colour of the goat and express it by using language hence another main function of any	
reveals the identity of a person or a	
thing through using language example:	
That is a black goat" this shows that	
one has been able to identify the colour of	
the good and express it by using language	
hence another main function of any	
Language.	
00	
16v) Performative function.	
land to the state of the state	
This is a function of language that changes !	
This is a function of language that changes the real life situation	
the situation or changes the real life situation	
the situation or changes the real life situation it is also known as a doclarative function	
the situation or changes the real life situation it is also known as a doclarative function example: "I declare you husband and wife:"	
the situation or changes the real life situation it is also known as a declarative function example: "I declare you husband and wife:" This changes the normal situation of the	
the situation or changes the real life situation it is also known as a declarative function example: "I declare you husband and wife:" This changes the normal situation of the	
the situation or changes the real life situation it is also known as a doclarative function example: "I declare you husband and wife:"	

Extract 1.3 is a response by the candidate who explained and gave examples of functions of language.

Furthermore, the candidates who performed poorly in part (b) did not have enough knowledge of the sub-topic 'Functions of Language'. These candidates failed to explain what the functions of language are and, as a result, they provided irrelevant explanations. One of these candidates wrote;

Phatic function is the situation whereby use of poetic language e.g. Juma married Asha and poetic language use poetic language especially in the poetry language use of phatic language.

Another candidate described the Identifying function of language as follows;

Identifying function is the kind of the language which organized of the people of the language in the certain areas using some language.

On top of that, one of these candidates referred to Performative function of language as follows:

Performative function refers to the function in linguistic competence that deals with the performance in language as we can see the persons that occur in language can simply indicate the issue of the function.

Furthermore, one of these candidates explained phatic function as the type of function which deals *with falling and expression of the leaders*. Extract 1.4. is a sample of a poor performance.

Extract 1.4

Extract 1.4	
160 O Phalie junction - This is one	
amone the function of language which	
among the function of language which Use formul and phalic world in	
Speaking	
(ii) Expassive tupition - The language	
Should express themself	, .
The state of the s	
(ii) Regulatory junction - Language is	
there for regulating something Regulation	
With the resident activity of the description	(·
(i) Identifying wasting - Inguing in	
there for identifying and Classic	
Something	-
Salve (Alland)	
@ Performative function - language is	
V Performative function - language is	
there for performance forexample people are Uke Yanguage for performance	
are whe janeage for performance	
J J J	

Extract 1.4 is a response by the candidate who provided irrelevant responses instead of explaining the functions of language.

2.1.2 Question 2: Validating the argument that English language is a better positioned medium of instruction than Kiswahili in Tanzanian Secondary Education.

The candidates were instructed to validate the argument that English language is a better positioned medium of instruction than Kiswahili in Tanzanian Secondary Education by giving eight points.

This question was attempted by 65.2 percent of the candidates and their performance was good as 62 percent scored from 12 to 20 marks, 28 percent from 7 to 11 marks and only 10 percent scored from 0 to 6 marks.

The candidates who scored high marks in this question provided the meaning of the medium of instruction and the overview of the question. In the main body, among other points, the candidates provided arguments that English language is a better positioned medium of instruction than Kiswahili in Tanzanian Secondary education. The candidates argued that English is an international language which enhances access to scientific technology. Therefore, the knowledge of using English language will help Tanzanians to learn and participate well in the world of science and technology.

They explained how English is an international language which belongs to no particular nation, rather, it belongs to the whole world. Therefore, learning using English language is a way of preparing learners to function well internationally. The candidates argued that many teaching and learning materials are written in English language. Therefore, changing the medium of instruction from English to Kiswahili would not only be time consuming but also expensive. In addition to that, English language is well documented and researched compared to Kiswahili.

The candidates also explained that English is a well-developed language due to its long history. On the contrary, Kiswahili language is not as developed as English hence it lacks the basic technological concepts. Extract 2.1 is a sample of a good response.

Extract 2.1

2. Medium of instruction is the language used for teaching	
and communication in schools. There is a great debate on the	
nection of introction to be used either Kiswahili or Englishin	
Tanzanian's recondary education and Kirwahiti is used as a	
modium of inchriction in primary school and a subject in	
primary and secondary schools in lanzanian's secondary education	
English is better positioned as a modium of instruction than	
English is better positioned as a medium of instruction than Kiswahili due to the following:	
Endish is prestigeous language to employment, English	
language chould be used to moonday whools as it is the	1
larange in which is premiseous as many employment appoints	*
are based on the knowledge of English. Such as working in	
language in which is prestigeous as many employment opportunit are hased on the knowledge of English. Such as working in bounism sector involve the used of English as it facilitates	_
communication with the people from different places of the world	
communication with the people from different places of the world also in high courts which involve the we of English.	
English is the language of today's world business,	
English language should be emphasized in secondary school	
I leaven a student agin; computance on the language hence it	
facilitates engaging in trade and burinesses with other places	
facilitates engaging in trade and businesses with other places in the world in which English language is the Lingua Franca of the world been through the world business in English of	
of the world have through the world business in English &	
if is easier to engage in hade as business are conducted in which	\
Duba; China the only language which will be used a spoplish.	-
English is well researched and documented, English is	
a better positioned medium of inchnicion than Kiewahili because English is nell recearched and document in books, dictionaries	
English is well recoarched and document in books, dictionaries	
encyclopedia which are used for learning and many books are united in English are used for education here it facilitates	
uniten in English are used for education hand it facilitates	
easy learning and wing of Indiah and the books written are	
used to gain much knowledge on syntax, grammar, vocabulary an	4
phanalogy	· ·
English is the international language, International	

2	language is the language used by many nations in the world
	and facilitate communication with other nations. English being a medium of instruction in Tonsanian's secondary education
	a medium of instruction in Tonzanian's secondary education
	will facilitate a student to neguine a large learn a language
	which will hale during engaging on world no activities and
	which will help during engaging on world no activities and also facilitates communicative needs with other nation in world
	English is the language of science and technology,
	English language in Tanzania to be used in a medium of
	instruction is hotter positioned because is the language used in
	technology such as computers, engineering, telephones and
	many technological aspect, thong legrains and wine legrains
	many technological asped then Tearning and wing language as medium of instruction in secondary schools helps to engage
	and understand also going with the technological changes that
	Jappen in our zonsten.
	Foolish Janaugas has many expects many exects in
	ranguish language has many experts, many experts in various fields such as law, doches, engineers, medicines and
	many field which learn through language have various careers
	due to their knowledge and English is used as languages for
	PHD' and various international conference involve the wage
	of English. Therefore learning through English language as the
	medium of introvchion facilitates having many experts in our
	country of Tanzania because the students will use English and
	which will facilitate technological progress in Tanzania.
	Learning through English is a way of practicing language
	and the largest of Entire Region is a life of the control of
	and the language of English is used in writington such as school leaving withheater, result slips and many withheater.
	than a Tananton what win and and a make
	Hence a Tanzanian shident wing tanguage as a medium of instruction facilitates practicing language which involve knowing syntax, lexis, grammatical features and how to provide good
	The investory control from a control from the control fro
	and grammatical utterancer Here influence competence introlish.
	and diamination interior listed lythrough combosona injuly

2 English language mediates scholarships, and tourism
activities, chidents Tearning through English language & very
important as the student acquires knowledge in English
language which facilitates busin activities and is the language
In scholarchiar like rhydring abroad shangs through the use
of English tamerous it is carrier to didy about as English
language is the Lingua Franca of the world.
Therefore English language is very important to be
positioned as the medium of instruction, But also Kirevahili
is the language of the African people as it unites all Tanzonians
also through using Kiswahili the national culture is preserved
because Kiswahili is the language which is accessible for the
majority of the Tonsanians and psychologists argue that it is
easy to understand using Kiswahili language in Tareania than
English because English is a broign language.

Extract 2.1 is a response by the candidate who validated the argument that English Language is a better positioned medium of instruction than Kiswahili in Tanzania's Secondary Education.

On the other hand, some of the candidates who performed poorly in this question wrote their arguments in favour of Kiswahili Language as a better positioned medium of instruction in secondary education contrary to the instructions of the question. For example, one of these candidates provided the arguments that;

Kiswahili is a nation language, a dominant in mass media and a language which has many speakers. Availability of Kiswahili teachers, Kiswahili is simple language, Kiswahili is accessible to many students and using Kiswahili will promote our language as one among of the world's international languages.

Additionally, some of these candidates provided the arguments against the use of English language as:

English is not our national language, there is inadequate of English language professional teachers, many students fear to use English language because it is a difficult language. English language is not accessible to the majority of people in Tanzania.

Some of these candidates argued against the way English language is taught in secondary schools as many teachers use code mixing and code switching in their lessons. They also wrote on lack of English language text books and that students have a negative attitude towards English language. Extract 2.2 is a sample of such poor responses.

Extract 2.2

	· · · · · · · · · · · · · · · · · · ·
2.	Job rat true that English tang
	saye is a bester positived median of
	magnetion than Kiswahili on the Joursanie
	Securdary chucuker. The better to
	We Kiswakili dangunge as median of
	Instruction in Secondary Schools. This is
	Le to the following scason:
	Mismakili W our Habien durque
	de: 18 petter to use Kismarili gandinade
	as a majour of instruction in Eccordal
	School as to Show Patriotism to our To
	rearia than the use of English when
L	Is not our durquese and underwine Hiswahi
	11. So The bestor to use Kismahili de
	Smale of pregion of wetenestor.
	Kiewatili u ron a poternepora
	quediade. Zo It me will no Kiemarili
5	A will ash a contibility to work danqueye
,	than the use of English which cause it
	Suzahili to drops of Branse Krewahili
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Use of this English Surgunge
1,11,11

Extract 2.2 is a response by the candidate who argued against the use of English Language as the medium of instruction in Tanzanian Secondary

2.1.3 Question 3: Justifying the statement that the dominant use of Kiswahili as the national and official language in Tanzania is gradually "killing" the vernacular languages in the country by giving six points.

The candidates were required to justify the statement that the dominant use of Kiswahili as the national and official language in Tanzania is gradually "killing" the vernacular languages in the country by giving six points.

The question was attempted by 34.1 percent of the candidates and their performance was good as 69 percent scored from 12 to 20 marks, 27 percent scored from 7 to 11 marks and only 4 percent scored from 0 to 6 marks.

The analysis of candidates' performance indicates that the candidates who scored high marks in this question justified the fact

that the dominant use of Kiswahili as the national and official language in Tanzania is gradually "killing" the vernacular languages.

The candidates who scored high marks in this question defined the term "language death" as a process of a language losing its native speakers. The candidates who wrote on the use of Kiswahili as the language of communication in the home and streets showed how the survival of the vernacular languages is unlikely. They also pointed out how the issue of inter marriages interfere with the survival of vernacular languages.

Furthermore, these candidates wrote on Institutional support given to Kiswahili as the language of mass media (television, radio, newspapers, magazines, tapes and computer software). The limited scope of using the vernacular languages in the mass media endangers their survival in Tanzania. Since schooling in the vernacular languages does not exist in Tanzania, the chances of the long- term survival of these languages in modern society may be severely diminished.

Children who are born in commercial towns find their parents and peer groups using Kiswahili. In such a situation, Kiswahili becomes a killer language to vernacular languages. Extract 3.1 is a sample of a good response.

Extract 3.1

<u> </u>	
3.	Kiswahili is the national and official language in
	Tanzania, it was 1930, when Klywahili standardized to be
L	the official language in Tanganvilla. The existence of Kiunshili
	as the national and official language in lanzania is gradually
	Killing the vernacular languages in the country. The following are
	the points which prove this statement;
	Kiswahili a the national and official language in
	Tanzania. The national and official language in Janzania
	in Kingabili, for that reason the vernacular language (will
	reduce the speakers simply because Kiswahili is used as
	language of communication among the people in the differit
<u> </u>	language of communication among the people in the differit areas. For example in the schools, market, hospital and in
	the work places to that due to this reason Kiswahili killing
	the vernacular languages in the country.
	Mississipple of the mass media. The language
	ef presenting nows in the mass madia & Kiswahili, for example
	in the new papers, television and internet. This situation of
Ĺ	Kiswahili to be used as the language of mass media killing
	the vernacular languages simply because other languages like
	Ziqua, Zaramo ot Nyamwezi are not given a chance to
	be used as the languages of mass media. So that it is
	true that the dominant use of Kiswahili as the national
ļ	be used as the languages of mass media. So that it is true that the dominant use of Kiswahili as the national and official language in Tanzania is gradually killing the
	retnacular languages in the country.
	Kiswahili to be used as the language of trade. In the
	Side of trade, Kiswahili is the language of exchange, even the foreigners used Kiswahili when conducting trade
<u></u>	the foreigners used hisuabili when anducting trade
 	in the country, for that reason phrushill spread for high
	speed comparing with other languages like Makonde or
	Masai which are not used as the languages of trade in
	lanzania. So that the dominant use of Kiswahili in lanzania
	Killing the vernacular languages in the country.

	5 51115
3. Kiswahili as the language of education. In the primary level Kiswahili is used as the language of education, even	
level Hiswahili is used as the language of education, even	
in the areas where there are many people speaking vernacular	
languages but they used Kiswahili as their language of providing	
in the areas where there are many people speaking vernacular languages but they used Kiswahili as their language of providing education. Also for the side of secondary level Kiswahili is one	
among the subject which is tought in the schools. But also in universities and colleges Kiswahili is tought. So that, it was this reason which led Kiswahili killing vernacular languages in Tanzania.	
universities and colleges Kiswahili is tought. So that, it was	
this reason which led Kiswahili killing vernacular languages	
in Tanzania.	
Kiswahili as the language of administration. For the side of administration Kiswahili is the official language	
side of administration Kismahili is the official language	_
which is used in all matters of the state, for example at	
which is used in all matters of the state, for example at the government offices Kiswahili is used to enhancing certain informations. Also during the electional campaigns	
certain informations. Also during the electional campaigns	
Miguality if allow to appropriate with the citizen of the	
that matter Kinvahili killing vernacular languages in the	
country because those vernacular languages have not get	
that matter Kirvahili killing vernacular languages in the country because those vernacular languages have not get any chance to be used as the language of administration.	
Miswahili as the language of literature. Many books have been written in Miswahili, for example a possess like.	
have been written in Kirvahili, for example a pay like.	
"Watoto wa Mamantilie" which explain about the life of	
1 Petront children and them westler 1 / an illustrate hours become and	
tten in Kivuahili because the number of speakers of Kivuahili	
is higher than the number of speakers of vernacular languages.	
So that it is this reason which lead killing of vernacular	
languages in Tanzania by Kiswahili.	
Generally, Kiswahili is the national language of	
Tanzanja but also is an international language because	
it has more vocabulary and also used as the national language	
tten in Kiswahili because the number of speakers of Kiswahili is higher than the number of speakers of Vernacular languages. Jo that it is this reason which lead killing of Vernacular languages in Tanzania by Kiswahili. Generally, Kiswahili is the national language of Tanzania but also is an international language because it has more vocabulary and also used as the national language of other countries like Konya.	

In Extract 3.1, the candidate verified the statement that the dominant use of Kiswahili as the national and official language in Tanzania is gradually "Killing" the vernacular languages.

Conversely, the candidates who performed poorly in this question misconceived the question and as a result some of these candidates argued against the statement as follows;

> Kiswahili does not kill the vernacular language. Kiswahili language unifies people in the society.

Some of these candidates argued in favour of vernacular languages as:

They are still used in different religious matters. Still used in different tourist activities. Used in different political matters and in education.

Furthermore, some of these candidates argued in favour of both Kiswahili and vernacular languages saying that they are both used in education and in official matters. These candidates also pointed out that, both are used in trading activities and in courts of law. Additionally, they wrote that both are a means of communication in the country. Finally, some of these candidates argued that the selection of Kiswahili as a national language does not affect the vernacular languages in Tanzania. Extract 3.2 is a sample of such responses.

Extract 3.2

3	National language is the language that have	-
	been collected and accepted to be the cu the mediu	
	m of communication in a certain countril and each of	
	Nation have not it National language agood Example	
	Is In Fanscinica who's Speak kiswahili as Newfrenced	,
	language it not true that I cara kicacapili as Nat	
	lence language that is killing of veneralar language this is struct through the following point as follows,	,
	this k shown through the following point as follows,	
	Both Kickahili and Veneaular language are thed	
	as the medium of communication. In Trinacinia both	
	two language are used to facilitate communication among each other where by Area like kulimanjars	
	umong each other where by Area like kilimanjaro	
L	people speak kipcine as medium of communication	
	and come when they most with people who are from	
-	different ethinic book ground speak knowchili so as	
	to facilitate the communication.	-
	Both Kicwatili and Venecular language in Educa	
	tion level kiswahili is ilsed in Education such as	
	In subject such as HOL and HOW. P Also It strands	
	as the medium of communication can Instruction In	
	primary level but subject in advanced level same	
<u> </u>	to Venecular through local Education which are oncen	
	by old people (pre-colonial Education) when by Venecula	
	r was itsed as medium of Instruction in teaching.	
	Both kiswahili and Venecular language used	
	In Official matter the subschen of kiswahili as	
	the national language does not affect the veneral	
	en language becervice knewariti le used in offi	
	cial place like court, menting and conference but	
	also same to Venerulai people language which 11	
	used in local court on colving local cases. Honce	
L	stell people procline the like of their venerator	

3	Both kicuahili and and Venerular language are	
	luced in Trade activities— the selection of Kicacabili I	
	as national language closes not affect the Use of vene	
	Juilar landuage hence It been used in header this	
	wahili used In Indo activity as well as veneralar	
	language which is used as the medicum of combuting	
	communication to Trade which board on the Origin	
	of land Example before it that by pare to failet	
	ate the communication of hade.	
	Both kicwahili and Venerular language ad ac factor	
	for Unity. Kiswahili is used as the factor of Units	
	among acople who live In Tungania Same to the	
	Venerular language where by pare unite houther	
	and form page table as well as cultuma to form	
	sukuma pribe so the Using or acheeting of kuwah	
	ili is the national language did not agreet the	
	Veneralar language hence are both factor for unity.	
	Moreover The selection of kiciachile as the	
-	National at language day not affect the veneralian	
	larguage here both are used in mass media,	
	both are tool of communication, both are factor of	. ,
	Unity and buth are used in brade admittee.	, , -
	1	

Extract 3.2 is a response by the candidate who compared the use of Kiswahili language to vernacular languages instead of showing how Kiswahili 'kills' vernacular languages.

2.2 SECTION B: Language Skills

This section had two questions. Each question carried twenty (20) marks. The candidates were instructed to answer only one (1) of them.

2.2.1 Question 4: Describing five features associated with the articulation of a stressed syllable in English language and dividing each of the given words into syllables while marking stress by underlining the syllable on which the primary stress falls

This question had parts (a) and (b). In part (a), the candidates were instructed to describe five features associated with the articulation of a stressed syllable in English language. In part (b), the candidates were instructed to divide the given words into their syllables using a dash (-), keeping them in their normal spelling and then mark stress by underlining the syllable on which the primary stress falls. The following were the given words:

- (i) Forget
- (ii) Modest
- (iii) Jealous
- (iv) Leopard
- (v) Himself.

The question was attempted by 15.2 percent of the candidates and their performance was average as 38 percent scored from 7 to 11 marks, 5 percent from 12 to 20 marks and 57.0 percent scored from 0 to 6 marks.

The figure below is a summary of candidates' performance in question 6.

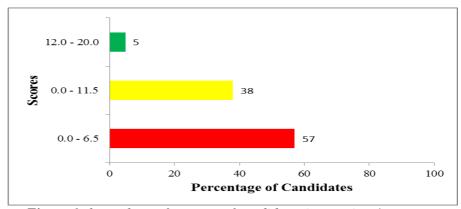


Figure 1 shows the performance of candidates in question 4.

The candidates who scored high marks in part (a) stated factors associated with the articulation of a stressed syllable in English language. They wrote that a stressed syllable uses much breath stream or air stream and that it is pronounced with both force and muscular energy. The candidates pointed out that, a stressed syllable is articulated more clearly. Moreover, these candidates further wrote that a stressed syllable is pronounced louder and with a high pitch. They further explained that, a stressed syllable uses larger facial movements, in particular the jaws and the lips.

The candidates who performed poorly in part (a) did not have adequate knowledge on the subtopic of *pronunciation*, *stress and intonation*. Some of these candidates wrote on functions of stress such as, changing word class, showing emphasis and grammatical category of words, instead of stating features associated with the articulation of a stressed syllable. Some of these candidates wrote on the manner of articulation such as *affricates* and *plosives*.

Some of the candidates provided on irrelevant descriptions such as;

Pronunciation of the words example full, get Hesitation in the respective words e.g. forget Transcription to the words example by and girl Translation of the words example by using the stressed syllables. Extract 4.2 is a sample of such responses.

Extract 4.2

4(a) (i) It show the attribude	
(ii) it show the emphasis	
In it show the distingtive stateme	
Int and guestien.	
(w) it change the word classes	
Example from now nown to vers	
With show the rise and polling	
of tone.	

Extract 4.2 is a response by the candidate who wrote on functions of stress instead of stating the factors associated with the articulation of stressed syllables in English language.

On the other hand, the candidates who scored high marks in part (b) divided the given words into syllables and then marked stress by underlining the primary stress. They divided those words as follows:

- (i) for-get
- (ii) mod-est
- (iii) jeal-ous
- (iv) <u>leop</u>-ard
- (v) him-self

Extract 4.3 is a sample of a good response.

Extract 4.3

if forget a for-get	
ii7 Modest → Mod-est	
in/ Jealous > Jeal-ous	
iv/ leopard => leop-ard 46)(V) fumself => Him-self	
4(b) (V) finself > Hins-self	

Extract 4.3 is a response by the candidate who divided the given words into syllables and then marked stress by underling the primary stress.

The candidates who performed poorly in part (b) did not have enough knowledge on the sub topic of *pronunciation*, *stress* and

intonation and as a result, some of these candidates divided the words into letters instead of syllables. Some of the candidates transcribed the words and put them into brackets while others underlined some of the letters of the words. Extract 4.4 is a sample of such responses.

Extract 4.4

4(b)	Forget P for 1-ge-t.
(1)	Modest -> No-de-s-t
()	Jealous -> Je- atou-s.
1/)	tesperal - D Le-oper-r-al.
<>>	Hinself - Hi-N-se-1-f;

Extract 4.4 is a response by the candidate who divided words into letters instead of dividing the words into syllables and marking stress by underling the primary stress.

2.2.2 Question 5: Giving five reasons for making in-text citations in academic writing using APA styles and Rearranging the five jumbled entries for the reference books in an acceptable APA style

This question had parts (a) and (b). In part (a), the candidates were instructed to give five reasons for making in-text citations in academic writing using the APA style. In part (b), the candidates were instructed to re-arrange the jumbled entries into an acceptable APA style:

- (i) Oxford: Fundamental concepts of language teaching (1983). Oxford University Press. Stern, H.H.
- (ii) A reference Grammar for students of English. London: close, R. A. Longman. (1975)
- (iii) Radford, A. Transformational Grammar. Cambridge: (1988). Cambridge University Press.
- (iv) Edward Anord. (1972): London: Wilkins, D. A. Linguistics in Language Teaching.

(v) (1964). Hymes, D. New York: Harper and Row. *Language* in culture and society.

The question was attempted by 84.0 percent of the candidates and their performance was good as 34.5 percent scored from 12 to 20 marks, 30.5 percent scored from 7 to 11 marks and 35.0 percent scored from 0 to 6 marks.

The candidates who scored high marks in part (a), provided reasons for making in-text citations as it provides examples and gives supporting evidence. They explained that in-text citations prove that the points under discussion are the result of investigation and experimentation or research. These candidates further pointed out that in-text citations show other people's views thereby adding credibility to what is said. Moreover, they noted that in-text citations are used to acknowledge other people's ideas or work. Hence, one avoids plagiarism. Extract 5.1 is a sample of a good response.

Extract 5.1

1		
10	Reasons for making in-text citiations in	
7	accordenic writing using APA oxyle	
	i) To whow prove about what it is written.	
	This is the one of the reason in making in-	
	best citation in accodemic writing wing APA	
	abyle. In which the reason of doing their Fr	
32.2	to prove about the truth of the writer materials.	
	ii) To direct the reader where to get a source used	
	in making attation in the easily text.	
2 1/2/2005	· In-text cotation are used or winter during	
	accordence writing using APA style she as	
	to direct the reader where the rource of	
	material or knowledge how been extraoted. In which	
10000	It could help him her to go and read more.	
5.00		

iii) To add credibility.	
The for also the reason of making in-	
De best cetation wing APA obje when writing	
as all to show redictation of that text that	
if how truth and credible on other authors how	
discoured it in their books.	
anachorded, ib in their packs.	1
iv) To avoid Placinium.	
The reducer of making intext estations	
the reason of making instead apparance	
in academia witing by using APA usile Fit	1
to avoid placinium. Where by most writers	
citing their reference with acknowledgement to	
as not anordered to be a theft.	
v) To whom views about different people on the	
v) To whom views about different people on the	
leitation in within accordance things in order to	
show views of different people formulance in	
defining comething. They below to whom views of	
the came thing in different way.	

Extract 5.1 is a response by the candidate who provided reasons for making in-text citation in an academic writing using the APA style.

On the contrary, the candidates, who performed poorly in part (a), were not conversant with the sub topic of *in-text citations*. Some of the candidates wrote irrelevant responses such as:

To make things to be well arranged

To provide clear structure to correct all wrong things.

Other candidates wrote on the important things to be considered when writing reference books including capitalising the first letter, the use of full stop immediately after the author's name, the use of full title of the book including subtitles, author's name, year and place of publication. They did not give reasons for making in-text citations in academic writing using the APA style. Extract 5.2 is a sample of such responses.

Extract 5.2

See Gray
3. Insormation about the vourse in the Reference list at the
end of the naner.
The pollowing are the rive reasons
end of the paper. The following are the five reasons for making In-text citations in academic writing using APA style,
using APA style,
Capitalising the riest letter or the riest
word of the title land subsities this must be there
to show the accordance of the meaning that!
to hanner right in the place rater eventuing
to as to ename one warker could noder tand
apitalising the first letter of the first word of the little lang subtitles, this must be there to show the accordance of the meaning thall to happen right in the place after eventuing so as to engine one marker could understand what is written.
There (chould be a full stop brandiately
arter a word there must be a williter in an to
differentiate manuar which are various all over
the country mondaying this is to supplied in
There should be a full stop Immediately after a word, there must be a full stop so as to discreptiate meanings which are various all over the country I mortalized, this is to purchadise meanings and words at right together at the same
place.
The full title of the book including
any substitue should be stated and introducing
any substitues should be stated and initialized, the book has to have full name to tell people that where it's made or produced for a better functioning of place I date together in the community
whose it passes are produced for the that
tuestonice of product of the text
available.
Dace or subjective seconds at 1
this is to locate where the bolk is as western
treed added to the second with the factories
alustic tech to least the land the discountry
are out to close the act place all activities
Place of publication preceder publishers this is to Indicate where the book is manufactured typed, edited so that people could nutually undertail everything that to be taken place all activities are put to place when everybody knows what to typically answer
uniter of willow
lear, the best tilt yille and to the
Year, the best APA ctyle and to the reader is that the publisher has to make sure he really writes the year of the book so that
I we really writes the year of the book so that

Extract 5.2 is a response by the candidate who wrote things to be considered when writing reference books instead of providing reasons for making in-text citation.

In part (b), the candidates who scored high marks were conversant with an acceptable APA referencing style. These candidates wrote the bibliography starting with the author's name (Author's surname followed by initials of the other name(s)), year of publication, title, place of publication and publisher. These Candidates re-arranged the jumbled entries for the reference books in an acceptable APA style as follows:

- (i) Stern, H. H. (1983). Fundamental Concepts of Language Teaching. Oxford: Oxford University Press.
- (ii) Close, R. A. (1975). A Reference Grammar for Students of English. London: Longman.
- (iii) Radford, A. (1988). *Transformational Grammar*. Cambridge: Cambridge University Press.

- (iv) Wilkins, D. A. (1972). *Linguistics in Language Teaching*. London: Edward Arnold.
- (v) Hymes, D. (1964). *Language in Culture and Society*. New York: Harper and Row.

Extract 5.3 is a sample of a good response.

Extract 5.3

5bi)	Stem. H·H·(1983). Fundamental Concepts of Language teaching. Oxford: Oxford University Press.	
\(\)	Close, R.A. (1975). A reference Grammar for students of English. London: longman.	
1117	Radford, A. C1988). Transformational Grammar. Cambridge: Cambridge University Press.	
;v>	Wilkins, D. A. (1972). Linguistics in language Teaching- London: Edward Armold.	

Bby Hymes, D. (1964). Language in Culture and Society	
New York: Harper and Row.	

Extract 5.3 is a response by the candidate who re-arranged the reference books in an acceptable APA style.

Conversely, the candidates who performed poorly in part (b) could not write using the APA style. Some of these candidates wrote the bibliography starting with initials of the author's names while others began with the year of publication followed by the publisher and they finally wrote the title of the book. Other candidates wrote the bibliography starting with the year of publication then the author's name followed by publisher and finally the title of the book. There were also other candidates who copied the question and put it as their response. Extract 5.4 is a sample of incorrect responses.

Extract 5.4.

5:1	Fundamental concepts of language Tenensy. Oxford
\dashv	University Press. Stern. H. H (1982)
(í	A reference Grammar for shudents of English, te. A. lon
-	gman: London (1975)
(1)	Transfer mahound Granquer, Cambridge unwerty from
	Cambridge (1980)
w	Lingustic in language fearing Educard Anuld
-	Willow D.A London (1972)
V	language in culture and society. Happer and pour, Hywer D, Mew York (1964).

Extract 5.4 is a response by the candidate who wrote the bibliography in an unacceptable APA style.

2.3 SECTION C: Word Formation

This section had two (02) questions. Each question carried twenty (20) marks and the candidates were instructed to answer one (1) question of their choice.

2.3.1 Question 6: Differentiating the given word formation processes and making two different sentences for the given words using the word as a noun in one sentence and as a verb in another sentence

This question had two parts (a) and (b). In part (a) the candidates were instructed to differentiate the following word formation processes with relevant examples:

- (i) Borrowing and coining
- (ii) Clipping and acronymy.
- (iii) Blending and compounding.
- (iv) Affixation and back formation.
- (v) Reduplication and onomatopoeia.

In part (b), the candidates were instructed to make two different sentences using each of the given words as a noun in one sentence and as a verb in another sentence. The given words were:

- (i) Refund
- (ii) Permit

- (iii) Suspect
- (iv) Address
- (v) Increase

This was the best performed question in this paper. It was attempted by 85.6 percent of the candidates and their performance was good as 79.0 percent scored from 12 to 20 marks, 18.0 percent scored from 7 to 11 and only 3.0 percent scored from 0 to 6 marks.

The figure below is a summary of the candidates' performance in question 6.

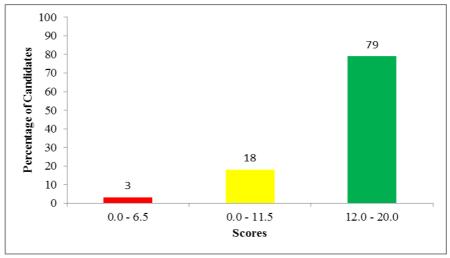


Figure 2 is a summary of candidates' performance in question 6.

The candidates who scored high marks in part (a), differentiated the given word formation processes. They explained that borrowing is a process where a word is taken from one language to another language. They also showed that in coining, new words are introduced in the language while in clipping, a new word is formed by shortening the previous word; that is, by deleting or removing one or more syllables from the word as in 'lab' from 'laboratory.' In acronymy new words are formed from the initial letters of groups of words, for example, 'U.K' is a new word from United Kingdom. They also explained that in blending, a new word is formed from a combination of parts of two or more bases. For example, "brunch" is formed from parts of two bases 'breakfast' and 'lunch,' whereas

for compounding two or more bases or lexical words combine as a single unit as in the word 'classroom'.

They further wrote that in affixation, a bound morpheme (an affix) is added to the base of a word to form a new word, while in back formation, a bound morpheme is removed from the existing noun to form a verb which is a new word. For example, from television (noun) to 'televise' which is a verb. Moreover, they wrote that in reduplication, a new word is formed through repetition of similar syllables or words which are slight different. For example, the word 'criss cross' or 'tip top while in onomatopoeia a word is formed from the sound associated with what is named. For example, the word "moo" for a 'cow' was formed from this process.

On the other hand, the candidates who scored low marks in part (a) were not conversant with the topic of word formation processes in English language. Some of these candidates wrote that coining is the process of forming words by taking them from the origin language and use them in different meaning. Other candidates wrote that onomatopoeia is the word which repeats some words to form new words. There were candidates who wrote that borrowing is the language copied from another language. Extract 6.1 is a sample of such responses.

Extract 6.1

	or linguistic term
6:	i's Borrowing! language it's Copy word, from another lang
	uge. Coining: Shortening of the word to form new word.
	iiy
	m'y .
_	IVY
	IV y
	Vy Reduplication: This a the words which repeat 100
	ofical Example see Saw, Ono materia: are the
	words which repeat some word to form new word.
	,

Extract 6.1 is a response by the candidate who wrote wrong things about Word Formation Processes instead of differentiating the given word formation processes.

In part (b), the candidates who scored high marks made two different sentences for each of the given words by using it as a verb in one sentence and a noun in the other sentence. These candidates wrote correct sentences such as:

(i) Refund:

- The government will <u>refund</u> the trader for the big loss suffered. (Verb)
- The trader will get a <u>refund</u> from the government for the big loss suffered. (Noun)

(ii) Permit:

- Permit me to say. (Verb)
- This is your <u>permit</u>. (Noun)

(iii) Suspect:

- They <u>suspect</u> Peter for the theft. (Verb)
- Peter is the <u>suspect</u> in this theft. (Noun)

(iv) Address:

- The President will <u>address</u> the Parliament tomorrow. (Verb)
- The President's <u>address</u> to the Parliament will be tomorrow. (Noun)

(v) Increase:

- The factory will <u>increase</u> production this month. (Verb)
- There will be an <u>increase</u> in production from the factory this month. (Noun)

Extract 6.2 is a sample of a good response.

Extract 6.2

06.	The refund has been provided (nous).
	(i) It you permit we we will do it. (verb). I need the leave permit. (noun)
	(iii) I suspect you for theft (verb). The suspect how flood away (noun).
	Giv. I will address you as my friend (verb). What is her address (noun).
	There is an increase in failure (noun).

Extract 6.2 is a response by the candidate who made correct sentences using the given words as a noun in one sentence and a verb in another.

Further analysis shows that the candidates who performed poorly in part (b) could not make sentences by using the given words. They, instead, made their own sentences in which the given words were wrongly used. Some of these candidates made phrases and wrongly placed the given words in those phrases instead of making sentences and using the words given as nouns in one sentence and verbs in another. Other candidates copied the given words without making the required sentences while some of them made sentences without using the given words. Extract 6.3 is a sample of such responses.

Extract 6.3

6 b) To make two different Pentenses for each
of the following town + 110 ing it are
is one Sertence and as a verb in another Farkne
is one sentence and as a cerb in another senting
His following
i) You refund from the other sector. (verb). Tanzanva is our refund between other
Tanzania is our refund between other
nation (noin).
ii) permit when the gos hospital to get
ii) permit when the gos hospital to get hum. (verb).
They evidenced is your permit win (noun)
iii) We Suspect to form appealin our nation
(verb)
Tarzania is our Suspect his (noun)
IV) You are address of the letter (verb)
Alotter is your address to main (asin)
V) The product is increase in during the
Seams. (verts.)
The mangers is our increase to Tanzania
(noing)

Extract 6.3 is a response by the candidate who made incorrect sentences of nouns and verbs of the given words.

2.3.2 Question 7: Identifying the derivational affixes and explaining their grammatical or semantic functions and Identifying inflectional morphemes and their functions

This question had two parts (a) and (b). In part (a), the candidates were instructed to identify the derivational affixes used in each of the given words and to explain their grammatical or semantic functions:

- (i) Empowerment
- (ii) ungracious

- (iii) anticlockwise
- (iv) unimpressive
- (v) decolonise

In part (b), the candidates were instructed to identify five words with inflectional morphemes from the given sentences and then give their functions.

"The Minister of State in the Vice President's Office has cautioned Meremeta Mining Company Limited over environmental degradation, saying the matter can lead to social calamities in the area it operates."

This question was attempted by 14.3 percent of the candidates and their performance was good as 59.4 percent scored from 12 to 20 marks,33.0 percent from 7 to 11 marks and only 8.0 percent scored from 0 to 6 marks.

The analysis of the candidates' performance indicates that the candidates who scored high marks in part (a) identified and explained the grammatical or sematic functions of the derivational affixes used in each word as follows: (i) empowerment: em changes the noun 'power' to a verb 'empower' and ment - changes the verb 'empower' to the noun 'empowerment' (ii) ungracious ous changes the noun 'grace' to the adjective 'gracious' un - is a negative prefix meaning "not" which changes the positive meaning of the adjective "gracious" to "ungracious." (iii) anticlockwise anti changes the meaning of the adverb "clockwise" to anticlockwise which means "against." (iv) unimpressive ive - changes the meaning of the verb "impress" into adjective "impressive." un - changes the positive meaning of the adjective "impressive" to the negative meaning "unimpressive, not impressive" (v) decolonize (i)ze changes the adjective "colony" to the verb "colonize" de - changes the meaning of the verb "colonize" to "decolonize" which means "to get rid of."

The candidates who performed poorly in part (a) could not identify derivational affixes and neither could they explain their grammatical or semantic functions. Some of these candidates wrote the opposite of the given words instead of identifying the derivational affixes. Others added suffixes to the given words, contrary to the requirements of the question. There were other candidates who underlined the base/root of the given words while

other candidates identified inflectional affixes instead of identifying derivational affixes. Extract 7.1 is a sample of such responses.

Extract 7.1.

7	(U empowerment - un development
	(i) un gracious - disconciones
	(lii) antikko ekwiże - clockwise
	(v) uni mpressive - impressive.

Extract 7.1 is a response by the candidate who wrote the opposite of the given words instead of identifying the derivational affixes.

In part (b), the candidates who scored high marks identified the words with inflectional morphemes from the given sentence and they stated the functions of the inflectional morphemes as shown: President's-'s shows possession, cautioned - ed - shows perfective aspect, mining - ing - shows the use of the present participle as an adjective, saying -ing - shows the use of the progressive aspect, calamities - es - shows plural and operates - s - shows the singular present tense as seen in Extract 7.2.

Extract 7.2

	(b) (i) President's, "s" shows possession
_	(ii) Cautioned, "ed" (hows the part participle of the word zaution.
	(iii) Saying "ing" shows the present progressive tenso.
_	(iv) (alamition "ios" shows the plural of calamity
	(V) Operates "s" shows the third personal singular which is the word it.

Extract 7.2 is a response by the candidate who identified and explained the grammatical and semantic functions of inflectional morphemes.

On the other hand, the analysis also shows that the candidates who scored low marks in part (b) had insufficient knowledge on word formation processes. Such candidates could not identify the inflectional morphemes and failed to explain their grammatical functions. In addition, some candidates identified words with derivational morphemes instead of inflectional morphemes.

2.4 SECTION D: Language use

This section had two questions. Each question carried twenty 20 marks and the candidates were instructed to answer one (1) question of their choice.

2.4.1 Question 8: Explaining the translation methods used in the given sentences and translating the English sentences into Kiswahili by considering the structure of the target language.

This question had parts (a) and (b). In part (a), the candidates were instructed to identify and explain the translation methods used in the translation of the given English Language sentences into Kiswahili:

- (i) Please lend me your ears

 Naomba mniazime masikio yenu, tafadhali.
- (ii) He drinks like hell *Anakunywa kupindukia*.
- (iii) Lucy went up to her home Lucy alikwenda mpaka nyumbani kwake.
- (iv) He was taken to the Central Police Station *Alipelekwa kwenye kituo cha kati cha polisi*.
- (v) A stitch in time saves nine *Usipoziba ufa utajenga ukuta.*

In part (b), the candidates were instructed to translate the English Sentences into Kiswahili by considering the structure of the target language:

- (i) Neema lived in Tanga for seven years as: Neema ameishi Tanga kwa miaka saba.
- (ii) They were sitting under the mango tree as: Walikuwa wamekaa chini ya mwembe.

- (iii) Time is money as:

 Muda/wakati ni mali.
- (iv) Life without peace is meaningless as:Maisha bila amani hayana maana/thamani.
- (v) Entrepreneurs earn more money than employees as: Wajasiriamali hupata pesa nyingi kuliko waajiriwa.
- (vi) Maganga likes swimming as:Maganga hupenda kuogelea.
- (vii) My mother owns a very big shop in Kigoma as:Mama yangu anamiliki duka kubwa sana Kigoma/Mama yangu ana duka kubwa sana Kigoma.
- (viii) The EAC head of states met in Arusha last year as:
 Wakuu wa nchi za Jumuiya ya Afrika Mashariki (EAC)
 walikutana Arusha mwaka jana/uliopita.
- (ix) My father likes reading the Guardian as:
 Baba yangu hupenda kusoma gazeti la 'the Guardian'.
- (x) Bakari bought a new phone, Samsung Galaxy as:
 Bakari alinunua simu mpya ya/aina ya 'Sumsung Galaxy'.

The question was attempted by 72.2 Percent of the candidates and their performance was good as 18.0 percent scored from 12 to 20 marks, 54.0 percent from 7 to 11 and 28.0 percent scored from 0 to 6 marks.

The candidates who scored high marks in part (a) identified and explained the translation methods for the given sentences as; (i) Semantic translation as it takes more account of aesthetic value (ii) Communicative translation because the attention has been paid to the contextual meaning of the original text. (iii) Semantic translation because it takes more account of aesthetic value. (iv) Literal translation because the source language's grammar is converted to the nearest target language's equivalents. (v) Communicative translation because the attention has been paid to the contextual meaning of the original text. Extract 8.1 is a sample of such responses.

Extract 8.1

8@J	is the method used to translate is semantic	
	translation, this is the one in which a	
	translator translates a text but being biased to	
	the vource text hence hershe translates the text	
	or information following the grammatical rules	
	of the target text here helphe translates	
	by understanding the text or Information.	
	tip the method of translation here is communica	
	tive translation we hence because the translation	
	on is done through contextual meaning where	
	by a person cannot dank to hell.	
	mertho d	
	in This is semantic for translation where-	
	by the translation is based on the gramma	
	tical rules of the target language hence	
	In it has based on the meaning of the	
	target language	
	fin The method used here is lateral trans-	
	lation hence because the text or information	
	n is being translated into the target sa	
	nguage through following the structure and nrea-	
	ning of the target language hence the content	
	of source language has not followen during	
	translation.	
	(r) The method wed a here is communical-	
	ve translation hence the translation has	
	been based on confextual meaning and	
	not meaning of source or target language.	
1		

Extract 8.1 is a response by the candidate who identified and explained translation methods.

On the other hand, the candidates who scored low marks in part (a) had insufficient knowledge on the sub topic of translation methods and, as a result, they could not explain the methods of translation. Some of these candidates listed the incorrect translation methods in respect of the given sentences. Others defined the translation methods contrary to the requirements of the question. There were also some candidates who used Kiswahili language to provide explanations on the meaning of the sentences which were in Kiswahili instead of explaining on the translation methods. Extract 8.2 is a sample of such responses.

Extract 8.2

et 8.2	
	1 / 6
1) Naomba mm'az me masikio yenu tofadi	hall.
i) Naomba mniazime masikio yeny tofadi Itapa mwandishi amekusadio naomba kilize kwa mujibu wa kusha kengu	munisi -
kilize kwa mujibu wa lugha lengu	a na
lengo labe	
11) Anakunywa kupindukia: Mwandishi	anclashide
Kuwa anakawa sang. Katha tappiri	hii
kugha lengua imelenga kwenye kulewa	Constitution
· · · · · · · · · · · · · · · · · · ·	
111) Lucy alikwenda mpaka mjumbani Lucy alikwenda nyumbani Kwale L ni mmihla wa njumba kwa kubinga mukfadha wa lugha lengwa.	kurhi:
Lucy ali kwenda nyumbani Kwale L	ujes
ni Armille wa njumba kwa kubinga	tig
multipadhe was higher lengura.	*,
ш	
N) Alipelekun kwenyo kituo cha la	cati
che polisi:	
the polisi: Ina maane alipelikar polisi: ne maane of sentensi hii kuzingalis light lengur. ni kusan	Multady
na maana eta sentensi hii	eng L
kuzingatis biglis lengers. ni kusan	09 ane-
kamatwa.	
·V) Usipozióg upa utajenga ulente: Muandishi amekusudia kuwa p	
Mwandishi anek usudia kuwa p	yia ya
tentatua tatigo huhitajika kat tatigo hilo ku ota mizigi. tana ngatia mulctaella na hugho musandishi ameh usudia Kuna	ola ya
tetigo hilo ku o ta migrai. kasa	10131-
hard ad al a analy usudia true	arzw4
The second second second	-41.6
hutatulius mepens.	0

Extract 8.2 is a response by the candidate who explained the meaning of the Kiswahili sentences instead of explaining translation methods.

In part (b) of the question, the candidates who scored high marks translated the given English sentences into Kiswahili by considering the structure of the target language (Kiswahili) as seen in Extract 8.3.

Extract 8.3

Extract 0.5	
b)	
1) Nexma cemelshi Tanga kowa miaka saba	
	-,
ily oxalikuwa wanekaa Chini yo Mti wa Mwembe	
	+
in Muda ni Mali.	
IV Maisha bila amani haina Maana.	
10 January Sty Carryth 120011	
V Nojasiliamali hvanapata kipato kikubura cha pesa	-
kutiko Wagiiliana,	
VI Maganga anapenda kuogelea	
	,,
M Mang yangy aramiliki duka kerbug Kigong.	
VIII Wakuu wa Jumuia ya Afrika Mashamki -	
Walikulang Arusha Muraka ulio pita	
81.101 100 G V	
& IX Baba yanzu anapenda kujang the Guidian.	
X Bakari alinunug Simu mpya, sumsung Galaxy.	

Extract 8.3 is a response by the candidate who translated the English language sentences into Kiswahili.

Conversely, the candidates who scored poorly in part (b) provided incorrect responses. For example, the sentence 'my father likes reading the guardian' has been translated as "baba yangu ni mkulima au ni bwanashamba" while other candidates translated the sentence 'The E.A.C head of states met in Arusha last year as "Makao makuu ya umoja wa nchi huru za Africa Mashariki yapo Arusha." Some of these candidates lacked translation skills as they translated word for word. There were candidates who provided incorrect translations of some words and phrases. For example, the phrase 'my father' has been translated as "mama yangu" and the

word 'peace' as 'Mungu". There were some candidates who code mixed English and Kiswahili in their responses as entrepreneurs wana hela nyingi kuliko employees. Extract 8.4 is sample of such responses.

Extract 8.4

8.	b) Translake the fillowing Fresh latere into	
0	b) Translate the filming English share into	
	of the forget.	
	(i) Neeme has lived in Tango the Seven years. Neems anaish i Tango tus niako Jew. (ii) They was set sitting over 16 Mango tree Bado warme kas burnya mti wa sutembe.	
	Neema anaishi Tangs tur niako Jeven.	
	(ii) They were sti Sitting over 115 mango tree	
	Bado wame kas buenge noti wa sutembe.	
	(ii) Time is money.	
	Mida Di hela.	
	(iv) Life without peace is meaning los	
	,	
	(V) Enterprenew carn more money than Emphysia.	
102	Wajarilidinaji wano helo nyingi	
	Zaidi ya employer.	_
	·	_
	(i) My mothers owns & very Eg Ship in 190 me.	
	(Ci) My mothers owns & very lything in Home. Nama yange manniziki doka kypus tigomo.	,
		_
	(VII) The EAC heads of states met in Arusho lest your MANTANO MKUL ON EAC VITANY HO Prusha MURKE	
	MANJERO MEUL WE EAR Nifanyiko Arusha MWake	-
	Jame.	
	10 10 10 10 10	_
	Baba yang v Anependa Some Malekora.	_
	Baba Yang v Anapenda Somo Malekora.	-

Extract 8.4 is a response by the candidate who provided incorrect translations.

2.4.2 Question 9: Describing the attributes of a skilled language interpreter and interpreting a speech from Kiswahili to English language

This question had two parts; (a) and (b). In part (a) the candidates were instructed to describe five attributes of a skilled language interpreter.

In part (b), the candidates were instructed to interpret a Kiswahili mini- speech into English language:

Nimekwishasema kwamba mabadiliko ni jambo la kawaida kwa binadamu. Hutokea katika nyanja zote za maisha. Yapo mabadiliko ya mtu mmoja mmoja na yale ya kijamii kwa ujumla. Pia, kuna mabadiliko ya kisiasa. Kwa mfano, Tanzania ilikuwa nchi yenye mfumo wa chama kimoja miaka kadhaa iliyopita. Lakini hivi leo inafuata mfumo mpya wa kisiasa. Mfumo huu ni wa demokrasia ya vyama vingi vya siasa. Kupitia mfumo huu,vyama vya siasa hushindana kwa sera na itikadi. Chama kinachochoungwa mkono na wananchi ndicho hushinda na kupewa dhamana ya kuongoza nchi.Watanzania wenzangu, napenda kuwahakikishia kwamba mabadiliko ya kiuchumi yanayofanyika nchini mwetu kwa sasa yana lengo la kumletea maendeleo mwananchi maskini.

The question was attempted by 27.7 percent of the candidates and their performance was good as 73.0 percent scored from 12 to 20 marks, 23.0 percent from 7 to 11 marks and only 4.0 percent scored from 0 to 6 marks.

The figure below is a summary of candidates' Performance in question 9.

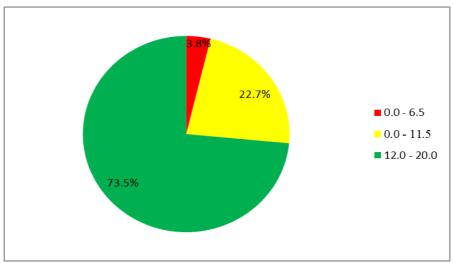


Figure 3 shows the performance of candidates in question 9.

The analysis indicates that the candidates who scored high marks in part (a) described the attributes of a skilled language interpreter including mastery of both the target and the source languages and understanding of the field or subject matter. They also explained that the interpreter has to understand the cultural background of the

audience for which the text is being interpreted. Moreover, the candidates explained that an interpreter ought to have strong memory and retention skills. They also added that an interpreter must be able to think fast in order to keep up with the conversation. Furthermore, he/she must be an excellent public speaker and emotionally resilient. They explained that he/she has to keep the client's confidence, be polite, respectful and tactful. Extract 9.1 shows a good response.

Extract 9.1

	ct 9.1	
9	a) Interpreter, is the person who transporm the	
	message from one language to another language.	
	in a specker poin. The pollowing are the attibu	
	tes of a skilled language interpreter.	
	Helshe should be occurately familiar with.	
	the subject matter of a worken language, Itore	
	the interpretor will be able to interpret the	
	text becomes be take will hove a knowledge	
	on the issues helpho is going to don't with,	
	so interpreter should be familiar with the	
	Eubjert mother in spoken language of the text	<u> </u>
9 0)	He I she should be familiar with the culture	
	s of both and sauce and target language, this	
	onles will help the interpreter to have knowledge	
	during interpretation becomes interpreter will be obse	
	to montain the concept our equire text even in the	,
	text will be wined to another language.	
	Interpreter should be extensive in vocabulaties	
	DISO the chilled language interpreter is pull of	
	vo consularies which will help him on interpretation	
	whon shellbe will some with any difficult in text	
	which to be translated.	
	Interpreter exacted be quick on decision making	
	Another attribute of a skilled language interpreter	
	is to be quick or decision making and charld how	
	e bigh ability on thinking because interpretation	
	envolve the simulkness interprotation consecutive	
	and Bilateral and whispering interpretation.	
	Interpreter should be quick on Note taking	
	and expressing thoughts clearly, the last attil	
	vites is on note taking and on expressing thoughts	
	clearly without adding as reducing anothing which	
	coid by the energy during interpretation.	
	do in the interpreter will be good in a	
	skilled language interpreter will make the warm	
	interpreted text to be good and will attend	
	people many people or historing this is through	
	hoving more and enough vecabularies, good and	
	quick note taking skills, Enough knowledge on.	
	the subject matter and the whire or source	
	and receptor imparages.	

Extract 9.1 is a response by the candidate who described the attributes of a skilled language interpreter.

On the other hand, the candidates who performed poorly in part (a) were unable to describe attributes of a skilled language interpreter.

Some of these candidates wrote on functions of language while others wrote on the things which pose challenges during interpretation such as company names, proper nouns and acronyms. There were also some of the candidates who wrote on the functions of literature in the society as it educates the society, entertains people, criticizes the people and it develops language skills. Some of these candidates wrote on what they thought as the importance of interpretation as it helps to accomplish the interpretation process, it helps the interpreter to have enough words and it also helps the interpreter in the whole concept of text interpretation. Extract 9.2 is a sample of such responses.

9	a) Inderpreter is person which transfer
	meaningful and message from one language to
	conother language on term of specients, Attributes
	of a skolled language inderpreter there are following
	Companied rhame: It less attributes
	of a skulled language unterpreter because
	Interpreter Jall or duffecult enterpret.
	provers should language underpreder:
	because some provers is difficult to interex
	Proper noun olcille language
	interpreter: because same of name are
	Esperint meaningful example the name 1850
	cre mean Vern 50 okull language interpreter
	Acronymy lead skolled language
	inserpreter. Mondoverbud of slace work teal
	should language interpreter.

Extract 9.2 is a response by the candidate who wrote on the challenges of interpretation instead of describing attributes of a skilled language interpreter.

Furthermore, the analysis shows that, some candidates scored high marks in part (b) interpreted Kiswahili mini speech into English Language as (i) I have said that changes are a normal thing to human beings. (ii) They occur in all aspects of life. (iii) There are changes that affect a person as an individual and those which affect the society at large. (iv) There are also political changes. (v) For example, Tanzania had a mono party system some years ago. (vi) But today it has a completely different political system. (vii) This

system is that of multiparty democracy. (viii) Through this system, parties compete through policies and ideologies. (ix) The political party that is given mass support is the one that is given the mandate to lead the country. (x) My fellow Tanzanians, I would like to assure you that the economic changes taking place in our country now are aimed at developing the poor citizen, as seen in Extract 9.3.

Extract 9.3.

9 (5)
have said that changes is a normal thing for every
human being. It happens in all aspects of life. There
save changes of one poison and another and the Society
attall. Also, There are political changes. Foristance,
Tanzanja have been the country that had Monagarity system for the last many years. But nowdays it follows new
for the tast many years. But nowdays it follows new
Political system. This is Demogratic system of many
political parties. Through this system, political parties
Compet through policies and Ideologies. The part that
is accepted by the atrzen is the one that win and
approved to be the rulling part in the country. My fellow
Tarzanians would like to assure you That, political
teconomic changes done in our country nowdays armed
at bringing development to lower class atizens.

Extract 9.3 is a response of the candidate who interpreted the given Kiswahili mini- speech into English Language correctly.

On the contrary, the candidates who scored low marks in part (b) were unable to interpret the given speech into English Language. Some of these candidates interpreted the mini speech by using a wrong word to word method. There were also misconceptions whereby the word "sera" was interpreted as 'slogan', while 'dhamana' was interpreted as 'priority' and "itikadi" as 'standing'. There were candidates who wrote incorrect responses such as:

'Watanzania wenzangu, napenda kuwahakikishia kwamba mabadiliko ya kiuchumi yanayofanyika nchini mwetu', was interpreted as 'I would like to appreciate you that.' Extract 9.4 is a sample of such responses.

Extract 9.4

9	b) has say about exchange or normal.
	for human being. Dut expect on the life.
	for human being. Dut expect in the life.
	so cuerty for draying. Also exiting of possiblect
	exchang, Example Tanganua have Country
	excheng of prediction monoparties long time
	ago. But to day Jollow signtem New system
	of polistical. Thus system or demicroare of
	mulde patem. Base of Ther Eystem polistical
	hand of coorgen jall que role country.
	Mand of control tell give role country
	Tanjanuar Wee exchange of economy educas
	in country for now for object development of Bourse

Extract 9.4 is a response by the candidate who wrote an incorrect interpretation of the mini speech.

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

3.1 SECTION A: COMMUNICATION IN ENGLISH

There were three (03) questions in this section. Each question carried twenty (20) marks and the candidates were instructed to answer two of them, making a total of forty (40) marks in this section. Question number 2 was compulsory.

3.1.1 Question 1: Defining and differentiating the given literary terms as used in Literature

This question had two parts; (a) and (b). In part (a) the candidates were instructed to define the literary terms which are:

- (i) Genre
- (ii) Dirge
- (iii) Characters
- (iv) Motif
- (v) Soliloquy

In part (b) the candidates were instructed to differentiate the following literary terms:

- (i) Rhyme and Rhythm.
- (ii) Imagery and Symbolism
- (iii) Plot and setting
- (iv) Assonance and Alliteration
- (v) Poem and Poetry

The question was attempted by 49 percent of the candidates and their performance was good as 29 percent scored from 12 to 20 marks 50 percent from 7 to 11 marks and 21 percent scored from 0 to 6 marks.

The analysis of candidates' performance indicates that, the candidates who scored high marks in part (a) were able to define each of the given terms. They were able to provide relevant examples as used in literature which included:

- Genre This is a particular type of style of a work of art that one can recognize because of its special features.
 Common genres of literature are novels, short stories, plays/drama and poetry.
- (ii) Dirge -A wailing song which is sung at the funeral or in commemoration of death. Songs of this kind are used in plays/drama to create the mood of the work of art.
- (iii) Characters Are imaginary people or animals used in a work of art with some specific roles. They are used to carry the author's messages.
- (iv) Motif A subject, an idea or phrase that is repeated (dominant) or developed in a work of art for artistic effect.
- (v) Soliloquy A speech that a character makes alone on stage in order to reveal his/her feelings.

The good response provided by these candidates in part (a) was an indication that they had adequate knowledge on the given literary

terminologies. Extract 1.1 is a sample of a response from the script of a candidate who scored high marks.

Extract 1.1

10)?	Genze-i's a kind of literature which can either be novels, plays and poems.
	Dirge - it a waiting rong rung at a funeral or commemoration of a dead person.
- iiiy	Character-are. things, animals or people given a role to play in a literary work.
-i*y	Motiz - comothing which is repeated soveral times in a literary work, especially when wood to show emphasis and an artistic espect
71	Coliloquy - 12 a appech a character maker

Extract 1.1 is a response by the candidate who correctly defined the given literary terms.

Conversely, the analysis of candidates' performance indicates that, the candidates who performed poorly in part (a) were not able to define each of the given terminologies as used in literature. Some of the candidates defined the term genre as referring to types of literature that are used for clarified work of literature. Others had defined genre as the regarded effectiveness to show or express the realities in educating and changing in the society. There were candidates who provided incorrect definitions of motif, for instance, one of these candidates defined motif as the motivation for the literature that used in the play, novel whereas others defined motif as the types of genre that used for in plot. Furthermore, there were candidates who defined soliloquy as thinking that of author that uses this to simplify the he/she in literature. Extract 1.2 is a sample of such responses.

Extract 1.2

19): Genre is types of literature that
	used for clarifica work of interatuet
	example of gente are oral literature
	example of genre are oral aterature and written literature.
7	i) Dirge is King of literature that
	used to showing the types of
	types of literacture example the
	tion the totoroture are what o'igas of
	written literature are plays, would
	and poetry.
1	ii) Characters are genre of all literat-
	une (oral and within aterative) that
	ii) Characters are genre of all literature with (oral and written attendant) that anthor show use to great the
	message.
	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,
	in) Mostif : Is the topes of gente
	in thatif: Is the tages of genre
	V) Solitoques to shinking that of
	Solitoques is shinking that of author shot use this to simplify the residence in literature.
	the refere work in litrocture

Extract 1.2 is a response by the candidate who could not define the literary terms.

In part (b) the analysis of candidates' performance indicates that the candidates who scored high marks differentiated the given literary terms as follows:

- (i) **Rhyme** is the repetition of very similar or identical sounds in stressed syllables of different words especially at the end of lines in a poem while **rhythm** is a pattern or re-currence of beats due to stressed syllables in a poem.
- (ii) **Imagery** is language that creates pictures in the minds of people reading or listening to a work of art while **symbolism** is

- the use of symbols (objects or events that stand for something else) to represent ideas in a work of art.
- (iii) **Plot** is the organisation of events or episodes in a literary work, while **setting** refers to the time and place at which incidents occurred in a work of art and can be traced from. Incidents presented in a work of art can be said to have taken place at a particular place and time.
- (iv) **Assonance** is the repetition of the same vowel at the same position in different words appearing in the same line of a poem while **Alliteration** is the repetition of a consonant sound at the beginning of words in a line of a poem.
- (v) A poem is a piece of writing in which the words are chosen for the sounds and images they suggest, not just for their obvious meaning. Poetry is the collection of poems. It is also referred to as the art of dealing with poems.

The good responses provided by the candidates in part (b) show that they had adequate knowledge on the given literary terminologies as seen in Extract 1.3.

Extract 1.3

1) Rhyme This is the repetition of similar sounds and the end of each line conservative in a stappon. 1 example: Today is pay-day Livill jup all the vary To see my Indian play NHILE; Rhythm Is the pattern of mising and falling of the tone in a poem for an artistic effect. Rhythm can be determined through sound effect. 1i) Imagery Is a figure of speech whereby language is used to evokes certain feelings or imagination for example, "like pur ocaing In a gentle would" WHILE; Symbolism Is the figure of speech whereby language is used to create a symbol that represent something else. example: Driver to mean free ident/Leader 1ii) Plot Is the requestial arrangement of a writeric woork (literary woork). It involves the way on haw the events are arranged. It can be either flush back or normal		
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This is the nepetition of similar sounds and the end of each line (concerutive) in a stanon. 1 example: Tooky is pay-day I will jup all the vay To see my Indian play NHILE; Rhythm Is the pattern of nising and falling of the tone in a poem for an artistic effect. Rhythm can be determined through sound effect. ii) Imagery Is a figure of speech whereby larguage is used to evokes certain feelings or imagination. for example, "like pur ocaing In a gentle wound" WHILE; Symbolism Is the figure of speech whereby larguage is used to create a symbol that represent smothing else. example: - Driver to mean fresident/Leader iii) Plot Is the sequential arrangement of a writeric work (Interary work). H involves the way on haw the events area arranged, it can be either flush book or normal		i) Rhuma
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Is the requential arrangement of a writering work (Interary work). It involves the way on has the events were arranged, it can be either flush back or normal WHILE:		Tii) Plot
toork (Interary work). It involves the way on has the events were arranged. It can be either flush back or normal		It the requential arrangement of a writeri
the events area arranged. It can be either flush back or normal NHILE:		work (literary work). It involves the way on has
back or normal NHILE:		the events area arranged, it can be either thin
WHITE:		back or normal
		NHITE?
Setting.		Setting.
This is a place where an event on a literary-		This is a place where an event in a literary-

1. work is taking place. The writer uses settings	
of different areas either real or unreal.	
example: - Hospital retting	
- Home	
- School and many others.	
(V) Acrorance	
le the repitition of vowel earnols in consecut we words in the same lines. Assonance is used	
the words in the same lines. Assonance is used	
inorder to potray and artistic and nhythmic effect	
example; when the transfer the transfer the transfer the transfer the transfer transfer the transfer t	
example: play day ways vowel /eI/. 12 repeated	
WHILE:	
VOIT(EE,	
Alliteration	
It the monthline of the first consequent sound	
Iz the neprtition of the first consonant round of words (consecutively) in a line or verse: Alliteration is also wed to brim an artistic effe	
Alliteration of also used to loss as ortists also	
of example	
daily diplomatic duties.	
sally alparatic dates.	
v) Poom.	
le a motrical composition that a characterized	
by arketic use of language, figurative we of	
by another use of language, figurative we as	
words and significant meaning.	
example: the poem "BUILDING THE NATION"	-
MHILE;	
Φ. Δ.	
Poetry	
Is the art of creating poems either to enter tain or to educate the society. Poetry can either	
tain or to educate the society. Hosty can either	
be proffessional or non proffessional.	

Extract 1.3 is a response by the candidate who differentiated the literary terms.

The candidate who performed poorly in part (b) did not have adequate knowledge on literary terminologies. They wrote irrelevant responses and could not differentiate the literary terms in question. Extract 1.4 is a sample of a poorly performed response.

Extract 1.4

Withyme is the trine of using litera-
time work but Il hardmi to is the
 people who olcals in thyme literature
 work
10) Imagery Is the prince of language use
that is used pictures lanewage
but Symbolism is the bring of
language up that use soub symbola in
 literary wook.
<i>\(\frac{1}{2} \)</i>
iii) Protistype of Content that used to
complete literalure work while setting
 is the topic element of which is are
that the author who use to
 complete in work.
 iv) Assonance is
 V Poum is word which is great
in form of pochryout pochry is
, , , , , , , , , , , , , , , , , , ,
 aline of poem.

Extract 1.4 is a response by the candidate who could not differentiate the literary terms in question.

3.1.2 Question 2: Explaining roles of literature in the society and comparing and contrasting spontaneous speech from non-spontaneous speech

This question had two parts; (a) and (b). In part (a) the candidates were required to explain the roles of literature in the society. In part (b), the candidates were required to compare and contrast spontaneous speech from non-spontaneous speech.

The question was attempted by 97.3 percent of the candidates and their performance was good as 54.4 percent scored from 12 to 20 marks, 38.5 percent from 7 to 11 marks and only 7.1 percent scored from 0 to 6 marks.

The candidates who scored high marks in part (a) were able to explain the roles literature plays in the society. They wrote how literature plays many roles in the society such as reflecting human history, transmitting cultural values and entertaining the society. Additionally, they showed how literature is a source of income since it creates employment, how it creates awareness and criticises evils prevailing in the society.

The candidates defined spontaneous speech as the one that is not prepared before delivery like conversation and monologue while non–spontaneous speech is one that is prepared before being delivered, for example, lectures and public speeches. They wrote how both spontaneous and non-spontaneous speeches are forms of speech which need the presence of the audience. These also use paralinguistic features and adhere to the level of formality. Extract 2.1 is a sample of a good response provided by one of the candidates.

Extract 2.1

2/X LI L	
2	(a)
	Literature is a more of art which reflects.
	social realities by the use of Language.
	Literature as somewind of areanvity employed
	language use amorphically so as to replace
	what's happening in a society. It plays
	a very big and important me in a
	society as it talks about the real happy
	enings done by sound members. The
	following are roles of literature both written
	and mal in a society.
	Literature educates people, autists use
	literature as a way to get people informed
<u> </u>	about different issues concerning their
	society such as social realities including
-	badeship matters, revolutionary plans,
	ramonion, comprion, embezzlemen and
	other receives touching all aspects of
	life mornly rousal, econo para, palitarcal
	and cultural rissus. For example, & poem.
	Your PAIN by Amando Guebuza dearly
	educate the society that unity and liberati
	on rhuggle is what can average oppression
-	of bad things like bad tradition and
	cultival practices, literature plays an
	important role of condemning those
	unpleasant things and behavious in
	a savey. For instance, through the pour
	SONG OF LAWING AND O'COL written
	by "OKOT P' bitek the poet condemns
	foreign European cultures that African

	our uny
29) wor	non adopt and affect their natural beauty
Also	the novel UNANSWIRED CRIES criticis
es	the bad cultural practices like Fernale Geni
	Mutilation in Maarai society of Tanzania
	Literature instills revolutionary feelings.
Lite	rature plays a role of instilling revo
lub'a	nary feelings in a society as a way
10	emphasize people to desire and right
for	and doanger as men to bring about
der	My OF THE PEOPLE written by thenrie
ENE	My OF THE PEOPLE witten by "Henrik
LJb	son" uroses the rocal members to conduct
rev	plution against bad bades who hinder
den	elopment to the majority.
	Literature liberates people, Again litera-
tur	e is very important who it like
xa.t	es the minds of the majority in
any	cocrety by bringing about freedom
10	all agrees of life economically, recially
poli	scorlly and cultivally as for those
mod	ler no-idanial influence for instance,
the	sucreties which worship in perengo
reli'o	ions, depend on foreign leadership,
do	nos control major means of production liberated by authors for instance,
are	liberated by author for instance,
thro	ugh the poem A FREEDOM SONG
- by	"Marjone o. Margoye" in which the
100	al members are besorted about childrenisaights
	Literature enterrains the society,
	morer literature plays an important
pole	of entertaining people in any
1000	ery through the use of songs,

2.0) poems, dances, arts and drums after	
noon work during the enining time For	
instance, most of nival residents play	
songe, dances, drums after coming back	
from farm works during the entring,	
But also melo dramos and cornedy	
dance de ser de la constante d	
draman do entertain people since they	_
always makes the audience laugh.	
Literature improves language sulls	_
since language is a medium of mount	
ission of literary works then this	
144 erany works do improve language un	
and skills marrly unithing, speaking	
reading as well as listening sulls. This	
13 due to the approprial un of language	
in literature as signies of much, proverly	
cayings, poetic devices and idiors.	
anytigs, poer across and tarons.	
For example, the use of words econom-	
ically in a poem with sharper use	,
of Agurative language improver language skills	
To sum up, People must promote vial	_
Iterature as well as written limitative	_
despite the fact that development of	
science and technology has largely	
affected the development of onal Interations	

Extract 2.1 is a response by the candidate who provided adequate explanations and gave examples on the roles of literature.

Conversely, the candidates who performed poorly in part (a), provided incorrect responses. Some of these candidates explained on what they thought literature should contain. Others provided irrelevant facts on the role of literature in the society. Moreover, there were candidates who explained on some aspects of form and content in their responses. Extract 2.2 is a sample of poor responses.

Extract 2.2

ļ		
i 		
20	Literature, of the work of an art which	
0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	we language to for the massage in the	:
	human realities. The role which Werahure	
	plays in the society is.	
	Should contain many incident. The likera	
	ture play should contain many incident so	
	as to can sent the real mawage in the society.	
	Should we character: Any literary	
	which should have character which have	
	show the realities of human in the sciety	
	Thould have dialogue, Any literary plays	
	The deliberation of the contract of market world	
	Should have divigue invider to make your	
	plays because any play should have	4
	dialogul	
	Should have point of view. Also the	_
-	literature pay should have point of view	
ļ	so as the teader can understand the aim	
	of playwriter ~	
	of playwriter of Shoulth have chapter. This help the	
	reader to differentiate the event happening	
:	in the play,	
	To this is the role which laterature	
	plays in the society so as to send massage	
!	to the reader.	
	10 1	

Extract 2.2 is a response by the candidate who could not explain the roles of literature instead wrote on what he/she thought literature should be like.

The candidates who performed poorly in part (b) failed to differentiate the given terms. The failure was attributed to the candidates' wrong perception of the terms in question. As a result,

these candidates provided wrong responses, associating non spontaneous speech with negative aspects of speech such as being unprepared and informal contrary to a spontaneous speech. Some candidates perceived spontaneous speech as involving formal language that is free of paralinguistic features.

Furthermore, other candidates wrote irrelevant responses stating that spontaneous speeches are free of errors and that they are always delivered by particular leaders such as the president. Extract 2.3 is a sample of poor responses.

Extract 2.3

EXITACL 2.3
alb Constration Latiseon Sportaneous and non-spo
ntaneous speech.
Spontaneous speech is the kindler speech
which is written about while non-spontanous
Speech that the kind of speech which is
not written abon its from the month
Sporteneous speech's prepared so as to
be spoken by reading While non-spontaneous
speech is the one ration is imprepared by a
Speakers
Spontancine Speech is many used by the
government localis Forexemple President
While spontaneous speech is used by local
people Freezomple in columning somety.
Sporteneous speech is about hove
grammatical errors or mistake since it is written
Tare Ful while non-spontaneous speech has got
Some errors because it is not prepared well.

Extract 2.3 is a response by the candidate who mixed up ideas of spontaneous and non-spontaneous speeches.

On the other hand, the candidates who scored high marks in part (b) were able to correctly differentiate spontaneous speech from non-spontaneous speech. These candidates compared and contrasted spontaneous speech from non-spontaneous speech by defining

spontaneous speech as the one that is not prepared before being delivered, as it happens in conversation and monologue. The candidates wrote that non-spontaneous speech is the speech that is prepared before one delivers it. Lectures and public speeches are good examples.

They wrote characteristics of both spontaneous and non-spontaneous speech such as the fact that both spontaneous and non-spontaneous speeches are forms of speech whose delivery requires the audience, both use paralinguistic features. They both adhere to the level of formality and involve the use of organs of speech.

On the other hand, in spontaneous speech, there is the use of contracted forms for example, *I'd*, *can't*, *I've* while in nonspontaneous there are no contractions unless in informal writing. They also wrote that in spontaneous speech, there is the use of conversational tags, gap fillers and comment clauses such as "listen...." "...you know," "I mean......eeh" while in non-spontaneous speech there is less redundancy (fewer signals). They presented the fact that in spontaneous speech, there may be incomplete sentences and clauses while in non-spontaneous speech, the sentences are clear and have clear boundaries.

The candidates explained that in spontaneous speech, there is the use of gestures, prosodic and paralinguistic features such as laughter, breath and facial expressions while in non-spontaneous one can use markers such as commas and exclamation marks. Finally, they wrote that in spontaneous speech there is the highest proportion of errors as realized in hesitations, slip of the tongue; overlapping construction and repetitions while Non-spontaneous is well edited and precise in grammar.

3.1.3 Question 3: Supporting the view that a play is an effective genre in educating and changing the society

The candidates were required to support the view that a play is regarded as an effective genre in educating and changing the society. In supporting the view, they were to show the factors which make a play effective including active involvement of the audience, imitating

human actions in real life settings and its tendency to incorporate music, lights and costumes which make a play interesting thus inviting and entertaining.

This was the worst performed question in this section. It was attempted by 45.2 percent of the candidates and their performance was poor as 72.8 percent scored from 0 to 6 marks, 22.7 Percent from 7 to 11 marks and only 4.5 percent scored from 12 to 20 marks.

The figure below is a summary of candidates' Performance in this question.

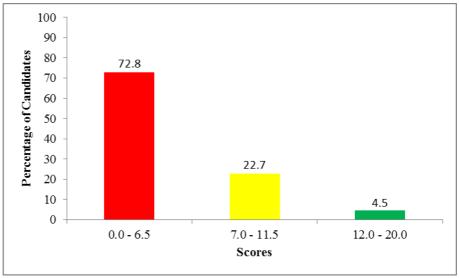


Figure 1 is a summary of candidates' performance in question 3.

The candidates who performed poorly in this question did not adhere to the requirements of the question as a result they provided answers that were contrary to the requirement of the question. Some candidates wrote and explained on themes from the plays of their choice such as unemployment, land alienation, nepotism, selfishness and embezzlement of public funds. Other candidates provided explanations on the figures of speech like symbolism, personification, satire, the use of idioms and metaphors. Extract 3.1 is a sample of such responses.

Extract 3.1

LAUC	ICL 3.1
A.	A pley, this means that the story
3.	that are Very Shot by the play, novels
0	and poetrs used effective genre is
	echieating and changing the society, The
	following are the fuetor Which make make
	and offering are
	Language use of Symbolism, this are
	the factor that Supporting the play in
	of our work used symbolism to sending
	message sudirect aims people to be educted
	example used stone and hand to symbolical
	unte in bice fres
	unity in Societies The use of personalitation, this are
	the stuation of an human thing to giving
	the behaviour to be human example the
	Slogar Suy, the eye say, sto while the
	Mogran and eye has not fraut I Spenie
	Slogen and eye has not Lapuly Ispense
	in Same part or act for aims to intertain
	the reader of our work example to act
	as dranked or to tarking memore language.
	The use of salvans, this are
	the used word which are different the
	word and meaning that represent
	example are the Pats and lugs ream
	meening are rain rainf
	Smilles, the Comparison of two this
	Without using conjuction example the
	she beame earth warm. This also
	used the play in our work in old to drowing
	attetion effectively
	9
3.	Meterhor, the Comparison of
	two thing by using Coasuction example
	The hit like yams
	Meteghor, the Companion of two thing by wing Coalecting exercise the hit like yarms this oh to the Expitelization, this oh to the the reader utters when reading
	the our work
	Carted to wirk of art to be attractive for all people.
	attractive for all people.

Extract 3.1 is a response by the candidate who wrote on figures of speech instead of writing on how a play is effective in educating and changing the society.

Candidates who scored high marks introduced their work by showing that a play is regarded effective in educating and changing the society. They cited their own experience on the tendencies of societies to use plays in mass education on public issues like health education, environment, drug abuse and moral issues.

The candidates showed and explained the play elements which make it attain such status in the society. Such elements included active involvement of the audience by being part of the play. A play is designed for public consumption not for an individual. It is intended to be acted on the stage so as to reach many people at once in a short time. The tendency of the play to incorporate music, light and costumes makes a play very interesting and thus inviting and entertaining as a result people get the intended message.

Other elements include its organisation in acts and scenes with varying activities marked by stage changes which make it enjoyable throughout rather than boring. A play is short; it is not a burden to readers. The use of dialogue in its creation whereby actors and actresses speak in turn makes a play unique and effective. Extract 3.2 is a sample of such responses

Extract 3.2

L	L	use orny
3.	A play is among of the gence of written	
	literature which characterized by the use of	
	dialogue. A play is an exective genre in educating	. ,
	and changing the society the following are the	
	important factors which make a play to be	
	cuative;	
	The use of dialogue, dialogue is the factor	
	which make a play effective as it make the	
	reader of the play to not be bored on tentinuing	
	to read the play also dialogue in play create a	
	images to the mental of the reader.	i .
	The use of acts and scene as a sub-divider;	
	the outs and scene is the factor which make a	
	the outs and scene is the factor which make a play effective on it creates a image to the	
	wader	
	A good and attractive little or topic, also title	
	or topic is the factor for making a play effective	
	because if the neader of the play will read me	
	attractive if the like 18 etrayed in the city he or she	
	will have a read of reading what is inside the	_ ~
	Play	
	The use of conflicts; the conflicts in the play	
	make a play to be effective because the reader	
	will roud the play up to the end inercler to know the climax point of the conflict and the solution	
	the dimax point of the conflict and the solution	
	even the play of An Enemy of the people which hew the conflict between Dr. Stockman and the	
	how the conflict between 121 Stockman and INC.	
	government a well as the citizen.	
	Setting of the play, The cetting of the play	
	also make the play expective whereby the playingth	<u> </u>
	tend to use different setting relating to the events example the setting of the play of	
	leven's excimple the setting by the play of	

3	Luxunda Alacana is in Kana in the original Dr	use oiii
	Luvada Magune is in Kenya in the period of	
	post-incle pendence	
	The wo of comedy style or Tragedy style or	
	Tragic comedy, also this is the factors which make	
	a play affective whereby the playunghts use	
	different style of presenting their plays example	
	Lwanda Nagere is the play which was withen in	
	tragic comedy style as well as An Fremy of the	
	people	
	The use of pigures of speech, longs and poem,	
	There also are the factus which make a play	
	exective because the ticioner or upleth like	
	ratine will be used on educating the society also	
	song, and poem which have some mounge to	
	the nouclary:	
	The choice of good and suitable characters	
	this also is the factor which make a play expedite	
	inhereby The olympiant charge the characters	
	which will match on Their position so as to send	
	the merrage to the society example, Lucanda	
	A transfer to the rection of the ale	
	Magene as a main character in the play of Lwonda Magene has titled his position and make	
	the transfer has filled his position and made	_
	the play effective	
	Generally the plays adward and change the	
	Sovety Though the different message that reader	
	may get after reading the plays example A	
	recicle. Of the play of Betrayal in the city may	
	get education on the expects of believed, hyporing	
	and the issue of nepotism	

Extract 3.2 is a response by the candidate who explained on the factors which make a play effective.

3.2 SECTION B:PLAYS

There were two (2) questions in this section.

Each question carried twenty (20) marks and the candidates were instructed to answer either of them.

3.2.1 Question 4: Showing how characterisation blends with the plot

In this question, the candidates were instructed to use two plays read under this section to show the way characters blend with the plot. Candidates were expected to explain the concepts of characterisation and plot.

Characterisation is a process through which an artist gives attributes to characters to enable them fit in the literally work. The created characters say and act according to the events they are engaged in. Plot is the arrangement of events according to cause and effect. Actions done by characters determine the plot and the plot determines the characters' actions.

This question was the most avoided one as it was only attempted by 1.1 Percent of the candidates and their performance was average as 40.6 percent scored from 0 to 6 marks, 28 percent scored from 7 to 11 marks and only 31.4 percent scored from 12 to 20 marks.

Candidates who performed poorly were not able to use the plays read under this section to show the way characterisation blends with plot. Some of them described characters and their personal traits without showing the actions or events which could lead to the creation of plot. They could not show how created characters say and act according to the way they are portrayed by an artist. They also failed to explain how plot relates to the arrangement of events according to cause and effect. These candidates could not show how actions by characters determine the plot and plot determine characters' actions which in turn, influence characters' behaviour as seen in Extract 4.1.

Extract 4.1

- 1	
4	Charatterization refers to creation
7	of characters in the literary work. It is true that
	characterization blenche with plot in the literary www.
	By using the play RETRAYAL IN THE CITY
ı	written by Francis Imbugg and I WILL MATERY
	Written by Francis Imbuga and I WILL MATERY WHEN I WANT Written by Ngugi wa Throng's and
l	Ngugi ura Mirii I am going to show how
	Charaterization blends with the putot. Beginning with
l	BETRAYAL IN THE CTY as tollows. Jusper Wendo. He i Doga
	and Nina's son, he is Adilica brother. Tusper
	werdo is a student of Katira Univerty steelying
	bachelor of philosophy. He is tight against
ĺ	the unjust system of the government, since his
ĺ	bother Adilca was killed by government officials
l	in the demostration. He is killing chagage to
1	revenue the death of his brother, Actika. He is
l	organizing a play to be performed in the cer-
l	enumy of prepared by the head of the state to welcome visitors, he is cooperating with more- se to prepare a play. He currents Boss (the
l	welcome visitors, he is cooperating with More
ļ	so to prepare a play. He currests Boss the
ŀ	head of the state) and Killing Mulili in the
ŀ	rehersal of the play. He named the play RET-
ĺ	RAYAL IN THE CITY, the name that has took
l	the play.
l	Mulili. He is Buss's advi-
	sor Mutili is Boss's wusin. He is illitera
l	te that he speak ingrammatical language.
	He is going to crash Adilca's shaving cerem-
	ony together with Jere as an order from Ross
	He inters in contlict with Jere because Tere
Ì	allowed the showing ceremeny to go on. He

	1	
1	13 a muder murderer he Kills Doga and	
	Ning he also inters in conflut with Kabita	
	and to the tender of supplying mille in the	
	university, he betrays Kabite to Boss and	
	he is ordered by Boss to kill Kabita and	
	he kill him. Later on he betrayed Boss after	
	the arrest made by Jusper and Musere, Mulik	
	is Killed by Tusper,	J.
	Boss. He is the head of the	
	State of Kating. He is aged. He is betraying	
	his people by not providing good biving stand-	
	dard tile provision of social services. He is	
	repetist, he favorce Mulili to be his advite	
	nepolist, he favores Mulili to be his advisor because Mulili is his cousin although is	
	but reducated. He is a murderer he orders	
	Mulili to Kill people like Doga Nine and	
	Kabite. He is also mus irresponsible lead-	
	er he prefers much leisure than serving	
	the nation. He is arrested by Jusper and	
	Mosese.	
	Mosese. He is the ex-lecture	
	of Keyfira university. He doesnot like the eight	
	of the government he went to Adula timeral as his student. He is given case of possessing	
	as his student. He is given case of possessing	
	Megal drugs in his car. He is imprisoned,	
	later on he join with Justier to prenewe 9	
	pley to be performed in the ceremony of	
	welcoming visitors. He cooperates with Justin	
	to fight against injustice by Killing Mulili	
	and arresting Boss. And the following is	
	how characterization blight with the plot in the	
	pley I WILL MARRY WHEN I WANS.	;
	play I WILL MARRY WHEN I WANT.	,

4,	Kiguunda. He is a poor man
	works on kin's farm. He is exploited by
	being paid low wages. He represent people who
	have betrayed by the government after getting
	Independence, because he jurght in May May
	war with expectation of having good life
	atter removine allonicity He is drunk he
	drinks excessively. He is war gecci's husband
	drinks excessively. He is Wangecci's husband and Gathon's father. He is practices gender
	discrimination because he doesn't send Gatheri
	to school because the is a girl. He protest must
	emity and christian relation, later on he is
	conviced by Kini to get merriage with Wange
	ai, he agrees, he relieved his land by
	Kioi as the result of failure to pery loans.
	He inters in conflict with 14ioi.
	Gicaamba. He is also among
	the man highters who have betrayed by
	the government. He works on 1 Knua's fourtory.
	He is aware of exploitation dure by factory
	owners. He is a hard worker and wise man
	as he advices Kiguunda. He is Njooki's his
	Shang.
	Gatheni. SHe is a daughter of
	Kiguunde and Wangelli SHe is chenred her
	right to get education. She is aware of
	'children right to get education as sho lane-
	to school she interes in love with John Muly
	to school. She interes in live with John Muly
	uni (q son ep Kivi) she get pregaant, she
	maid so as to get money of affording housic
	maid so as to get many of affording hersic

Extract 4.1 is a response by the candidate who could not blend characterisation with plot.

Further analysis of candidates' performance indicates that the candidates who scored high marks were able to show how characterisation blends with plot. They used the play, *An Enemy of the People* to explain the elements of plot in the expository stage

which happened when Dr. Stockmann conducted an investigation of the cause of illness of the people. The rising action occurred as a result of the samples Dr Stockmann sent to the University which revealed that the spa baths were polluted. Conflicts then occurred between blood brothers, namely Dr. Stockmann and Peter Stockmann, the Mayor. The climax happened when all the people who had offered Dr. Stockmann support turned against him. These include the press, Morten Kiil and the solid majority. Dr. Stockmann was left alone. In the falling action; Dr. Stockmann was declared "an enemy of the people." Consequently, he lost his job, his house, and his children were expelled from school. Finally, Dr. Stockmann vowed to educate the new generation to revolutionalise the future. Extract 4.2 is a sample of a good response.

Extract 4.2

4 Plot This refers to an arrangement of events in the Literary work. While characters
go events in the Literary work. While characters
Jahon This refers to the process of assigning
roles and principle to the characters it is live
that characterization normally blends with The
plot bu by using BETRAYAL IN THE CITY!
which written by Frances imbugg! and
plot by using GETRAYAL IN THE CITY! which written by Francis Imbugg! and AN ENEMY OF THE PEOPLE! by Henrik.
Ibsen" I can verify this Et statement by
Starting With.
By starting with An therry of The people!
are derified as follows
Exportlery stage, his is the first stage
in the plot arrangement where by the protangonist
expose an issues that can driver a whole story This
has been occurred since when & Dr stockmeny
take do an eve investigation about of The water
reloves spathath and realized that the water
is contaminated so The aim of Ar stockmen
with make the people know that by writer an writer which is the herald
article which is the herald
Kising action The In an enemy explos
people normally an action visit rise after Dr stock
many Lake The sep sample of water to the
coniversity Lato biological Latoratory for envest
cation offer realized that the water is contain
hated his at ambition is to make The majo
hated his at amention is to make The major rity to know which whereby the mayor pelar
stockmann does not wat That usues to be known
to every one
Conflict. This regers to misunderstangs
between two side where by in An enemy

1 1 000 0
of the people two brothers inter Linto conffi
of who are peterstuctomen and Drottelemany
Where by Dr Hockmany stand for truth of but
peter to demans due its and how person interest
Climax, The point of no return both
seal peterstockman and stistockmenn doesnot
want to cureder. This is seen in the book
When peter structuran found want to see this
aticle the heald while The Dr stockman want
it so as to educate people.
Fulling active This is when protagonist
, seems somehow is failed in An every exthe
4 people is sen seems when Br stockman sayed
the can takes dreins and walk around The
towns giving This information using his mounts
Research on This is another alternative
is seconed in the an Anemy of the people
a seconed in the an Avery of the people
Since when Dr stockenam teach his family morter
Pylif, Icatherine, and peter geter being failed
in the mossion so as to tille his thether to
evenge
In book g betrayal in the the city
the writer Playwight Hend characterystron
blends with plot as follows
Expository, In Letayol in the city
4 Jeens And morning When Dogs and Mig
chart to co. after buried aremony of his of son
Adika, also realize that their son was killed
during the university of students of demonstr
tion to Adilia was among the students who was
chat to so after buried aremony of his of son Adilica. Also realize that their son was killed during the university of students of demonstra tion to Adilia was among the students who was Kalled Loga and mina wants to Conducts

L USV VIII)
A grave ceremony to Their dead son Adilia white the distatorial government of The boss and mulii does not support This which toads them to ttell
the distatorial government of The boss and mulic
does not support This which teads them to thele
$1 \qquad 10 \text{or} \qquad$
Rising action in this play action rise
Pising action in this play action rise after when soga and Nine Wants to conduction
funeral ceretains while the government document
funeral ceretainy while the government do esnot hours. This is when Dogs and ning at want to preserve their Erzditionalism while the government
preserve Their Erzdituration while The government
Still dictator
Conflict In This play conflict rise since.
When the mattreated people want does not want
Want to continue with the estmetion done by The
Leader muli; and The bosts - This is because
Those apponent Jusper, Tere and mosece are not
Lead to see The issues does done the government
The bass and muli
Climex The point of no return in the
1 to contact of in the cities of any of any the
government Tends to arrest those opponers like
mosese and fire and to the kill the old comple
mosse may go and to my me old confee
(Tina and Fro Doga)
Falling in action. The failure of the
The large way the same of the
book but does not be published and hence
Cenels to perfirm on diages
Recolution The regen to another alternative taken by protagomist Jusper
The same of the sa
This is seemed after the jusper being written
a Book and go enor published the tens to
Shout Muli The bow adviser and arrest the
100 15 ht and there was a cree
(Tenerally character jaho lends
to blend plot simply because character
Degam different actions in the book explay
Extract 12 is a response from the candidate who used the plays

Extract 4.2 is a response from the candidate who used the plays "An Enemy of the People" and "Betrayal in the City" to show how characterisation blends with plot.

3.2.2 Question 5: Illustrating how themes presented relate to real life experience

In this question, the candidates were required to relate themes presented in two plays of their choice to real life situation in today's society.

Plays are written as a result of playwrights' experience and they do not originate from the vacuum. For that matter, they are related to what happens in the society. They also stand to represent human experiences regardless of the time and place in which they are set.

This question was attempted by 96.3 percent of the candidates and their performance was good as 39.9 percent scored from 12 to 20 marks, 57.6 percent from 7 to 11 .marks and only 2.5 percent scored from 0 to 6 marks.

The analysis of candidates' performance indicates that, the candidates who scored high marks were able to relate themes presented in the plays they chose with the real life situation in their society. Candidates used various appropriate readers in their analysis. Those who used the play, *I Will Marry When I Want*, wrote on themes such as Exploitation to show how foreign investors exploit poor people like Kioi by using local investors who act as watch dogs for foreign investment. Kioi and Ikuua help foreign investors to get land from the poor. They also showed the situation in most of African countries, where there are presently land conflicts. The Africans are losing their land to investors.

They presented the theme of poverty as a serious problem facing many characters. With the exception of a few (the likes of Kioi and Ikuua), many characters are very poor. Gikaamba's house is a true picture of the poor life of many folks. People own nothing as a result they turn into labourers of the few rich. This is reflected in many African countries where the poor are exploited by the rich and consequently they remain poor.

On the theme of betrayal, the candidates wrote on how people's expectations of living a better life after independence have been betrayed by the educated and the ruling class who ought to have

stood for the interests of their fellow citizens. The rich Kioi and Ikuua use their positions to favour the interests of the foreign investors instead of helping their fellow countrymen. They related this to various African countries today where some of the educated and local business men are using their positions to help con foreigners in the name of investors to steal African resources through exploitative contracts.

Additionally, they explained the theme of lack of patriotism, showing how people like Ikuua are not patriots. They do not care what happens to their country as long as they personally benefit. They want the factory even though they know its bitter price to be paid by their fellow countrymen. Ikuua reminds Mr. Kioi not to forget about the insecticide factory which the foreigner wants to start as soon as possible. In this way, Africa is being robbed of its resources and face environmental degradation because sometimes some of the people charged with responsibilities due to their education or economic power seriously lack patriotism. Extract 5.1 is a sample of a good response.

Extract 5.1

	ct 3.1
5.	Themes are the messages which
	we get from the any Interang work. The plays
	Contain teremes which are related unter the
	real life expenence , By Musticating least two
	plans will be used to praide answers which
	are AN ENEMY OF THE PEOPLE united by
	we get from the any Interany work. The plays Contain themes which are related until the real life expenence by illustrating tent two plays will be used to praide answers which are AN ENEMY OF THE PEOPLE untten by HENRICK IBSEN and the BETARYAL IN THE
	city united by FRANCIS IMBUCIA By starting wife too play of AN ENEMY of THE PEOPLE this is how the themes are related
	wile the play of AN ENEMY OF THE
	PEUPLE this is how the themes are related
	to the real life expensers.
	Betrained where by in the alan.
	at was shown by the editors of the "Herland
	who were Hartend and mr. Billing where by
	they betraved Dr. stockenago by not printing
-	his article on their news as how their
	gared before. In the real life expenence me
	have such people who their glowers betran
	their fellow so that to reme the interests
	of the high fow classes and hide the
	truth which always offeet the society.
	Patropin lis was shown by
	Dr. stockmann who was ready to stand and
	Rant orline for the benefits of the mounty
	In the society no matter what will hunder
	to him. In the real life situation such
	neally who are ready to volunteer to
	Sano Preir fellow are Gere on good exa
	PEUPLE this is how the themes are related to the real life expenence: Betracyal where by in the play, if was shown by the editors of the "Herlad who were thoustand and mr. Billing where by they betrayed Dr. stockmann by not printing his aircle on their news as how they agreed before in the real life expenence we have such people who they always betray their fellow so that to serve the interests of the high few classes and hide the truth which always affect the cociety. Dr. stockmann who was ready to stand and fight alone for the herefits of the majority in the society no matter what will happen to him. In the real life sheafing nuch people who are ready to identeer to save their fellow are leeve in good example of Mwalimu Jik rupere who led
	his fellow Tanganyzkans to leieir Theration

	11 12	use orny
5	typochay where by in the play	
	It has been shown by Peter stockmann who	
	was the prother to Dr. Hock mann and the	
	mayor of the municipal council who wante	
	d'to decenne people that doctor stocken	
	was the brother to Dr. stock mann and the mayor of the municipal corner who wanted to decome people that do eter stocking ann was their enemy while he was not	
	In the teal life expenence people like Pefer	
	stockmann are there who always want to	
	In the teal life expenence people like Pefer stockmann are there who always want to make fee people who are tying to save	
	their pellow citizens to be seen as	
	bad people in the rowers.	77
	selfishness, where by in the	
	play it has been shown, by the editors	
	of the "The Herlad" and Peter stockmann	
	where by despite all the effects which	
	were being caused by the spa boths	
	they were griste as if they knew nothing	
	add continued to benefit and teinking about	
	them selves in real life experience we have	
	a good example of the people who live	
	hear the mining industries which then always	
	a pour tre chemical borner in the water	
	resources and offect the people who will	
	use that water and leaders are there	
	arriet and thinking about them solver	
	and the brenette free are acting from	
	miner: Ale in the other plan of	
	RETRANAL IN THE CITY this is how	
	Home margate relate with the	
	make fee peuple who are trying to saw their fellow citizens to be seen as bad people in the society. Selfishness, where by in the play it has been shown by the editors of the "The Herlad" and Peter stockmann where by despite all the effects which were being coused by the spabolic they were grinte as if they knew nothing and continued to benefit and teinking about them selves in real life expenence we have a good example of the people who live near the mining industries which they alway a pour the chemical liquids in the water resources and affect the people who mill use that water and lenders are their quiet and thinking about them selves and lenders are their and thinking about them selves and the benefits they are getting from mines. Also in the officer play of BETRAYAL IN THE CITY this is how themes presented relate with the real life expenence.	
	real life expenence. Immeraity where by in the plans this has been shown by Boss who	
	the four hose days to Paris	
	This was need through the post the	

5	who wated to more reging often doe
	who wanted to rope reging after the went to not from In the real life expenence such people with immership are there who dave even to have a focual relationships with young girls and thus increases like transmission of the big diseases like the sharing a creming on the Ashka's greve deer betward multil buy feeling to stop them to continue with their sharing to stop them to the feeling of the treat dealth of the people who was Ashka's fellow shared one temps with the feeling the experience many people like police feel to perform the curamission. In the real life experience many people like police feel to perform the distribution of the people who me they from the chap the chap the chap the police feel to perform the washing to be his notices but he was given the chance due to the dose relationship between him and Boss in real hipe expenence many people they have been appointed to be lesivers or given the was given the chance due to the dose relationship with they are not gradified that they are given the chance they have by in the policy it was shum during solution should be lesivers or given the same those relationship while they are high prices and final pointins. Tradituralism where by in the popper who have been prosented in the plays and their real hipe expenence which should their call hip expenence which should their call hip expenence in the people who are still wanning the sheets. There people who are the people and being expenence in their real hip expenence or like of the people and being expenence in their even day life.
	ach seals with immerials are there who
	dans eyes to have a rexuel relationment
	usto some and and this increases
	the transmission of the ma diseases the
	the /AID: which ball many peciale:
	Returned where by Jerre
	and Mulili were sent to stop the
	charina ceremens on the sorka's grove tree
	betraned Mubli by feeling to stee then to
	Centrary with leseir shains ceremines after
	realized that Dogg who was Adrka's Rulear
	shared one know with his ledger during
	the aramanin la the real like expenses
	many presse the police fail to perform
	tereto dutres by realing to could be
	Catch tex people whom they have the down
	relationship wit.
	Favourtim Pris was shain bu
	Boss who appointed Muhli to be his never
	while he was not truch aducated and
	another to be his advisor but he was
	much the chance due to the doce
	relation this between him and Boss in
	real the propose many people they have
	been appointed to be leaders or given level
	ich apportunities white trees are not muchie
	of but they are must given due to
	their doce relationship until tease
	necole who have big pavers and
	man ponting
5	Traditionalism where by in the
	Acres at war town aurice address
	pady if was greatly during policial
	snaving devening on the grave winch snaved
	Meir culture in the real life expenence
	me have those societies who still practise
	their traditional system a good example is
	the Masaci people who are still wearing
	the sheets.
	There are the themes which
	Come have presented to be dure
	the late whole had an adult !
	or the therap works which are related with
	the real tipe of the people and being
	expenenced in their every day life.
	/ / /

Extract 5.1 is a response by the candidate who related the presented themes in the two readings to real life situation.

Conversely, the candidates who performed poorly in this question could not relate themes presented in the plays to real life situation in the society today. Some of these candidates explained the elements of 'form' such as setting, plot, characterisation and title. Extract 5.2 is a sample of such responses.

Extract 5.2

xtra	ct 5.2
5,	The player provent the themes which
	The player provent the themes which relate to real life expre experience. This is because the playwight will what is happens in their
	the playwight writer what is happener in their
	docretial. By wring the player which are
	"ON ENEMY OF THE PEOPLE" wolten by
	Henrik Ibsen and "BETRAYAL IN THE CITY" wifelen
	by Francis Imbuga, whow how the themes prevented relate to real life exposience.
	prevented relate to real life exportence.
	Starting with AN ENEMY OF THE
	PEOPLE au follows,
	The use of title. The title
	'AN ENEMY OF THE PEOPLE" SE Tromcal. A person
	who colled "To Frame of the People" demoved
	to be called "D Man of the People" who is
	Dr. Thomas Andermann as he fights for tos sucrety.
	And "An Energy of the people" should be called
	Ar de called "A Man of the People" who so Dr. Thomas Jodemann as he fights for this society. And "An Enemy of the people" should be called to Peter Stockmann as he lights for his own interests.
	Therefore through the little we can see that for
	the operaty there is betraval bad do ladership
	selfithment or it is on vocieties or good people
	seen as bad people due to the system of
· _	leadership.
	Through the war of cetting. The
	Playwight has used the see smagnary setting the
	in the muricipal courset muncil to know load
	things happening the betrayal, cellishness, ignorance, corruption, lack of freedom of press and other
	corruption, lack of freedom of press and other
	things to thow that even in our reactives
	the bader and other people may practice the
	have things discussed in the play. Therefore
	the baden and other people may practice the rame things discussed in the play. Therefore is those the themas related to the real life
	expeñenα·

		use only
5,	Through the use of plot. This	
	is an arrangement of what happening in the	
	work of art. The play wright traiting with thowing	
	in the citting room of Die Stockmann with the	
	publisher of Helard publishers discussing the issue	
	of the spa baths, later he shows how Peter	
	Bockmann threatenir the publisher not to publish	
	the askele of P Dr. Spekmann, Catherine supports	
	how hurband, Ar Spockmann announced als	
	"An Enemy of the People" during the meeting, And	
	at the end Dr. Stockmann gathering stones as a	
	symbol of hope after being deviluated his house.	
	Therefore through the plate the playwights whomas different themes like betrayal, patriohum, irresponsibility	l
	different themer like betrayal, patriohum, irresponsibility	
	belighness, squarance and other themes are also	<u> </u>
	are available in our real life.	
	Through the wire of characters.	· ·
	The playwright has used imaginary characters to	
	rrepresent the real people in the rockety. Example	
<u> </u>	through Dr. Stockmann we get a theme of patriotism	
	Peter Spokmann we get a them of bad leadership	
	Catherine we got a theme of the role of women in	
	the society, through the Helard publishes we get	
	a them of betrayal and relishmens and other	
	characters. The role played by the characters are	
	so to show the themor which reflect the real	
	life experience.	
	Alter discussing the way	
	a playwight potrayed the themes which proport	
	relate the real life experience on "An Enemy of	
	the People", Also "Betrayal in the City ! the	
	thomas presented rolate to real life experience as follows,	

5. Though the was of the title. The	
[1100cq] The ase of the the	{
the "Retrayal in the Gry" six direct as a play shows	
betrayals. Example Mulli betrayo Kabito after	
sesson that kabito may destruct the relation whip of	\dashv
Muth to the Box Muth kills labits so as	\dashv
to end the good relationship between Kabito and	
the Boss. Therefore as the site express the issue	
of Betrayal even in our societies there are the	
their fellow for their own interests.	
Their tellow for their own interests	
Through the wise of plat. In	
aco as according to the thomas	
e in an organized way to at to reflect the themer Example he warking thousing the parents of Adska	\dashv
Wine and Anna" at the arms of Adika for the	\neg
Wina and loga" at the grave of Adika for the	$\neg \neg$
The society as Baru maltreat his people comething	
which leads to the demonstration. Therefore through	
the plat the play what have shown had there.	
happening in the society such as had leadership. Its distalam, betrayal, the role of educated	
It's dispatern, betrayal, the role of education	
education and other themes are also they are	
practiced in au societias.	
Through the was of cetting-	
The phywight has used imaginary rething as there	
or no any place which is called killitation Kafira	
Glade buil of he weed such names to show how	
Alocan socrepar are. Thosofore ale the welling	
shown as if it is in Africa, the writter shows	
the themes like betrayal, humitration, malipractice,	
relationness and other themes to show that it is	
used in Polician stades.	

	<u> </u>	uoo omy
5.	Through the use of characters	
	and characterization Although the writer have used	
	the imaginary characters but they reflect the	
	real people in the occety. Example Mulli	
	real people in the society. Example Mulli symbolize he betrayal in the society. Ross	
	as a bad leader university students used to	
	show the role of education in the society,	
	Nina and Adika used to show the preservative	
	of traditional culture and other people who are	
	weed by the playwrighter Thereford through these	
	characters and characterization we get different	
	there's which are reflect the real life	
	experience.	
	le end up, the playwights	
	always tend to show what its going on in the	
	societies. Therefore these writtens has used a	
	form to reflect the real life experience in the	
-	Sociaty.	
	 	1-1

Extract 5.2 is response by the candidate who wrote on elements of form instead of relating themes presented in the plays to real life situations.

3.3 SECTION C: NOVELS AND SHORT STORIES

3.3.1 Question 6: Supporting the statement that a novel is a fiction and a narrative writing based on social reality.

In this question, the candidates were instructed to explain the relationship between a novel as a fiction material and the reality it reflects. A novel, despite being fictious, narrates events which have either happened or may happen in real life. Characters and their traits; setting and issues presented in the novel are treated by readers as forming the possible world reality.

This question was attempted by 50.7 percent of the candidates. Their performance was good as 62.0 percent scored from 12 to 20 marks, 32.9 percent scored from 7 to 11 marks and only 5.1 percent scored from 0 to 6 marks.

The analysis of candidates' performance indicates that, the candidates who scored high marks in this question explained the relationship between a novel as a fiction material and the reality it reflects. There were candidates who used the novel *A man of the People* to explain social issues portrayed in the novel with what happens in the society. For example, one of these candidates hinted that ignorance has been shown by the people of Anata and Urua who were ignorant to the extent of praising and voting for corrupt people like chief Nanga. They wrote on how people like Chief Nanga enjoy themselves in luxurious mansions and have fancy cars while the majority languish in poverty. They also showed how ignorant the majority of the people are.

There were candidates who made reference to the novel *His Excellency the Head of State*. These candidates wrote on how hypocrisy is portrayed by Prophet Abraham Akaba as a religious leader who pretended to be a righteous man and preached good deeds to his followers. On the contrary, Akaba committed adultery as he slept with a white woman while he was in the United States of America. This issue is real as some leaders live in pretence.

The candidates who referred to the novel *The Beautyful Ones are Not Yet Born* wrote on how Joseph Koomson as the trusted leader used his position to accumulate wealth through bribery and embezzlement of public funds and lived a luxurious life. They also wrote on how the man and his family on the other hand lived in a state of poverty as he was not able to afford basic needs for his family. In the society, there are leaders like Koomson. It is also true that there are many poor people like the man. Extract 6.1 is a sample of such responses.

Extract	6.	1
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Alla	Ct 0.1
06	Novel is a long narrated story written
	in chapter which comion a cortain merrage.
	Also navolu are bound on the crossal realities,
	they provent things which bappens in our
	rociotra No are Diving.
	By using a novel colled The Booutyful
	once are not yet born, united by Au kucii
	Armah the author showed things which are
	related to social realition till now which are:
	Comption: roter to the minus
	of tundy for porus and information the novel
	Jouaph Knomion who a corrupt leader he
	nowwood bis funder by giving and receiving
	comption which is not good. Also in our
	coastion there is prevence of corrupt Loodera
	Botragal: ako in come of
	our goodoffay there is the and of botroyal Nhoo.
<u>-</u> -	by nearly do against themselves. Joseph
	koomyon was a botrayal bornive he hotrayed
	his former total by talling tem be will help
	his former toteral by telling them be will help them when he becomes a member of the govern
	V - 0

or ment while later he target about these	
Ob ment while later be torget about then	Lis lund
also The Brautyful Onou are not yet abowed up that wome of the Leaders	D = 200
are the coarryful character for	6010
chowed up that come of the beading	Nev
papro lava for their whereater the	1000rnm.
public fundu for their intereutu. The cont of kwamo nhuruman emblessed in fundu for their own intereutu. Adoption of the western also the outhor whowod us in many of african coaietieu there is adoption of	Dulotic
finder for their OND interests.	. 11
happion of the Hertern	cultura:
one the onther alternation is want of	5 410
african coaletien there in adoption of	the
hartow culture. Wife of Joseph kood	UCD (
Entalla biotomod to Hoor outificial mi	gu, alua
abo priched pocalt pa tawing nyite	and
che alua professed wanton doinku mine che alua professed to moar artificial mine che alua professed marten doinku mine	ou and
- Mbioky.	
Povorty: referr to the	utate
of being poor, the novel showed in the of Ghana are poor. The man mount of afford boxic needs to bis tomily at a be woun't able to afford month during he just go witting boxide a bridge.	poople
of Ghara are poor. The man woun't a	10 to 10
afford basic needs to bir tamily at a	oorle
be woun't able to afford mostly during	od ploaje
he just de criffing bourde a bridge	and
AURIC CONTROL TO CONTROL TO THE CONTROL OF THE CONT	
Jacomoco: aka Ho	people
at the an idean the min more	110
exitiona of the book handowhip but	be
just keep quito, he more dirty environ	mont
through the dirty can but be just	remain
existence of the bool Loodorahip but just keep quite, he area dirty environ through the dirty cans but be just wilent also in our society theyre are ign	0000+
brobbs that bistoria not to use but the	9 400.
Bod Leaderwhip; all	8 the
noval who wood us the existence of bas	d Londo-

Ob whip in come of our crossefier, the Loaders
do not know the not know of the people they
just consider of their own interests by
just consider of their own interests by missering their tunds in unimportant through. Classes: also the novel showed
Classes: also the novel showed
un there in exintence of clauser in our
moiotion, whore by we use there is existence of
the rich and the poor whom we use artella
chating bandy with the man afterwardy whe
rubu a band so as to clean it which indicates
clauser.
Also by wing a novel called "A
Man of the People". Notten by Chinua Achabe
Man of the Poople ". wiften by Chinua Achabe the nover whowed un word realition which
exkits in our cooleties which are:
Hypochicy: To the novel hypoch
cy is coop when Chief Nanga protector to Love
Togit while to many to done not, also in au
ofter but in reality fley are not.
other but in reality they are not.
Position of women: also the
novol aponog an tress in existence of boattion
at women whereby women are usen or the
maker tool, tool for enjoyment when Chiet
looped along the flow and at the committee
he wanty to marry Edna.
he wanty to marry Edna. Promiscuity: refer to the
the novel us use this range dating Elvi and
the noval to goe Objet names dating Elsi and
at the work time to be our a married man also
who wanter to marry edna after her tearning

06. which also exist in our consetieu, people how
more than one partner.
Immorality: also immorality
Topow as exist which base as a coord
roality, whoreby Chiet names door not have a
good bohavious which Loady to decaying of
maral values in the croatety, also come of the
people in our monotion conduct bod behaviour
Irrasponulbility: rotors to the
estate of not being responsible, in the novel
the author abound us Objet Nanga is not
responsible about the weltare of the people,
be just congrider his awa interacts by build
toncy car (codilloc) and many ofter things.
Political instability: rotory
to the minundocutandings in the political issues
the noval rhoward un thorn war existence of
political instability when Odili was contesting
tor a Londoruhip position while Chrot Norga
didot want bion to win the position because
thou were in the crame possition.
Untransparancy: also in the
noval we use that landers are not transparent
to their citizens, they do not whow their real
poruonalition co they protond, Chief Norgo iv
Good a man of the people while he is an
Enorgy of the people:
Unaccountability: is one
of the good reality ocen in the navel where by leaders do not vacrifice themselves in
by leadors do not vanifice Homselver in
bolping their people so as to develop their
4
06. coolotra economically.
06. cociotian economically. Moroaver, people chauld rea the effectu and take actions to trabt against com
ption, bad governance and many other evil this
pfion, bad governance and many after evil this
toa donolopmont.

Extract 6.1 is a response by the candidate who explained on how a novel being fiction is a narrative writing based on social realities.

Conversely, the candidates who performed poorly in this question misconceived the requirement of the question. Some of these candidates made reference to the characters found in the plays to answer this question. They referred to Adika, Doga and Jusper who are found in the play *Betrayal in the City*. There are other candidates who responded to the question by writing figures of speech such as simile, metaphor, irony, idioms, proverbs, satire and symbolism.

Furthermore, some candidates portrayed issues like poverty, classes and illusion without making reference to any reading. They only wrote descriptions about those issues which are not related to the prescribed readings (texts) under this section. In addition, there were candidates who used 'Kouma' from the play *Three Suitors One Husband* to address issues found in the novel *The Beautyful Ones are Not Yet Born*. Extract 6.2 is a sample of such responses.

Extract 6.2

G	Novel is the long nametive
	that event and character are imaginer, it
	written in chapter and is long compare to
	other literary works. By wing THE MAN OF
	THE PEUPLE walter by China Adabe and
	THE BEAUTY ONES ARE NOT TET RIPN
	written by Ayi Kwei Armah to show that
	moved is fiction.
	Smile this is the congest camp-
	anion between two dumilar things by
	wing a wynchis; like, as as though
	Has this the narrhyt tred to show how
	language can be used in the vociety. Example-
	"Hilly like your" that the never whow wirmland
	y of different things so as to make comparation
	Metaphor, this is the comparis
	n between two durniker things without using
	univities, example " He became an earth worms
	the most trail to show how knot go trail
	they are that a way he was metaphor so
	on to emphine people, and to make them to

6. long, they are word that what it means; the outer are appoints of of the novel tred to whom how at be when reading to the society and to toll that take place in the routy by Ha evil avoid problem example The man of the people is against of what has been upon lan on the book, but trued to make people to understand the whole rive. Idiam , those come from takes and are hard in transla tion and to have interpret also, those word are used to emphasize people and in tem, example " a hot mouth" this means to be talkentine, it whom that the pears that tack much hot mouth Provubi, then are the words to so to understand the wrent of what it means, example "sitence is the big whip home this whow that to be vitera is the best way of givered some munderestending in the By wing THE BEAUTIFUL ONES ARE NOT TET ROEN written by Ayi Kwei to show the trution of round. Jatire, those are under that are med to restained people example: Tear class words "My wife bas vection", this true to show that how be given made people to believe that he wife

Co.	\. 1 \
φ.	energe thing to her.
	Imaging, thou are to put
	understand the name concept of literary
	understand the resem concept of they
	work . Example brides, this whow how
	pende take wounters in that country
	though the est made people to understart.
	long. this is the words
	that eve upposite of what it means.
	Framples " some people believe that to be a
	more to and all the tot the west
-	men I world to be a business infect
	II) I I I I I I I I I I I I I I I I I
	those are word that are upports of what
	he has sorid, he say that so on to
	make people that it hard to be a minuter-
	but it is not true.
	Symbolyum, that are the word,
	that stand per something, example bad
	unell many to appeal of comption them-
	ugh it More how Sadly it is also
	wind of elegant to last also to language
	how the condition of their vouly through
	symbolysm.
	Grand the are lest
	narrative writing that whom how it youd
-	the wrotter was you of great
-+	12 the south and how purply preper to
	on it also it with to employing beoble.
	and to entirtein them

Extract 6.2 is a response by the candidate who wrote on figures of speech instead of explaining the relationship between a novel as a fiction material and the reality it reflects.

3.3.2 Question 7: Showing the effectiveness of symbolism in two novels

In this section, the candidates were instructed to show the effectiveness of using symbols in two novels of their choice under this section. Symbolism is the technique of using symbols where by a concept, an idea, or an entity is used to represent something else so as to convey the intended message to the audience.

This was one of the best performed questions in this paper. It was attempted by 46.2 percent of the candidates and their performance was good as 74.0 percent scored from 12 to 20 marks, 20.7 percent from 7 to 11 marks and only 5.3 percent scored from 0 to 6 marks.

The figure below is a summary of candidates' performance in this question.

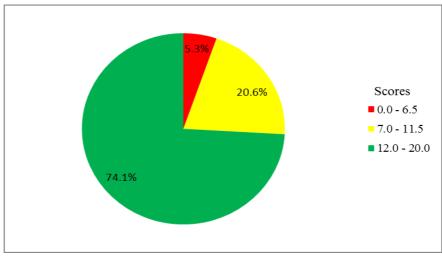


Figure 2 shows a summary of candidates' performance in question 7.

The analysis of candidates' performance indicates that, the candidates who scored high marks manifested adequate knowledge on 'symbolism' as one of the components of literary technique and the reflection of this technique in delivering the intended message to the audience.

Some of these candidates wrote on symbols which are from the novel *His Excellency the Head of State* such as 'Akaba's mansion' to symbolize embezzlement of public funds, 'government Mercedes Benz' to symbolizes the wealth of the nation which is enjoyed by few privileged leaders.

Other candidates made their reference to the novel *A Man of the People*. Those candidates wrote on symbols such as Azoge's stick which symbolizes how the little remaining wealth of the poor in the society is grabbed by greedy rich people like Josiah who exploit and oppress them. Moreover, 'buildings' symbolise misuse of public funds while the 'gun' and 'gun powder' symbolize intimidation and power of the leaders.

On top of that, some of the candidates made reference to the novel *The Beautyful Ones Are Not Yet Born* whereby the symbols depicted are 'the old bus' which symbolizes the old regime (country) which was rotten with corruption and malpractices. Coins symbolise

the poverty of people. Extract 7.1 is a response by the candidate who scored high marks.

Extract 7.1

LAU ac	
7	Symbolism-refer to the language
/	style or technique where by a work are
	Used to represent something else. Ing
	Novels trighters an authors successed for
	The symbols effective to convey the
	Mersago to the readon By Uting a Nove
	I, THE BEATYFUL ONES ARE NOT YET BORN
	by AYI KIVET ARMAH and A MAN OF PHE
	DEODLE BY CHINHA ACHEBE, The following
	are the symbol depected to convey a
	Message, starting with A MAN OF THE PED
	PLE:-
	Cardilac cari- A cardilac car
	of Chief Nanga Las been used to sym
	bolize wealth and richness. This car is
	expensive and is owned by the rich peop
	le. The Author show how African leaden
ļ.,	Misuco public funct for private gain.
	Here Chief range uses a public perrol
	to buy an expensive car while the supply
<u> </u>	of social services to the projectly is poor. Alogo's stick: - This is another
	Azogo's stick: - This & another
	symbol depicted on the novel. The stick
-	stands for Awareness. A Blind boggar
	Azogo seep to be awase to recognize
	As stick when Josiah fried to change
	it for the aim of increasing peoples aff
	endance to Lis shop. This Indicate That
	even the pour people continues to be explo
	Get by the fill people
	Chief Nangars 619 Mashion: -The
	bly house of chief ranga 1, another

7	symbol depicted in the novel. The bis Louis
	of chief Kanga symbolizo sichness. The
	hour Is self contained with full supply
	of water well furnitured and seven
<u></u>	room & Chipus Acholo Tries to show how
	African leader Misur public pendichi
	ef rango Grad uses public fund for priv
	ate gain:
	Gun and gunpowder: - This is
	another symbol depicted in the novelila
	The wovel, A MAN OF PHE PEOPLE, GUDAN
	d auppowder stands for Intimidation
	and power. Bun and Gunpowder indicate
	power because all Those instrument, are
	owned by Those people inth power so Apri
ļ	can leaders use those instrument, to inti
	pridate the projecty.
	Coming to the BEAUTYPUL ONES ARE
	NOT YET BORN, The following, are the sym
	bolv uced:-
	The old pur : - This is indicated
	at the first chapter of the book. The old
	bus inthe Novel stands for old resim
	e of Ghang under crivame Merumal.
<u></u>	the bus is seen to be old because the con
	ductor, driver and passanger they does
	not care about it This indicate that
	that the feadership in Glana does not
	care about the Nation and Lenco led
	to the despuction of the nation.
<u> </u>	The rean of hemcolf: - The man
	1. One of the character in a povel. Amen

L	and only
7	stands for few Non-corrupt people
	in Ghang. The man was against the cor
	uption as we can see a The man rejects
	to corrupt with Amankur on a timber fra
	Diport. So In Ghang Here are few The man's
	Society There are few people into are non-
	corrupt but The rest appreciate comption
	Bad smell: - The bad smell is
	another symbol depicted in the Novel Bad
	smell stand for Effects of corruption. The
	small wen to be every where in the society
	of a man farting to the of the
	work place of a peap. This inductor That
	The effect of corruption may led to the unto
	referelopment because due to corruption in
	exponsibility and MK alocation of revources
	can be dopo.
	Coins and cedi: - This is another
`	symbol depicted in the play povel. coin and
	caef stands for rich people and poor ge
	ople. Inthe bus most of paranger pays
	Coin, indicate that the projectly of Ghans
	are poor with only few of them who is
	able to pay carli. The majority of preople
	are poor du fote fact of irresponsibility
	of the feeder and Misuco of public funda,
	as an example fenders spends a lot of
	Money on Immorel activities like paying for
	Women, example the statement, like young
	Juicy raging walting for him paid of in
	some hired places paid for by a governmen
l	Mdicche government MKillo public fund.
	finally all those are the effectiveness
2	of symbolism to the conveying of the marrage
1	to the Fearden but also both would have
	Para la Car Ha Car C' Con Tall
	been used another fachniques effectively
	to convey Messago, Those Fechniques Inchi
	dos flanh back, dialogue and Monologue.
	<u> </u>

Extract 7.1 is a response by the candidate who wrote on symbols which are found in the two novels.

Furthermore, the analysis of candidates' performance indicates that, the candidates who performed poorly in this question misconceived the requirements of the question. Some of these candidates used characters as Kiguunda from the play *I will marry*

when I want to write on the characters' traits. There are candidates who wrote irrelevant responses. One of these candidates for example wrote that;

Symbolism brings awareness to the leaders, it arouses the feelings for revolution, and also it shows the poverty of the country.

Other candidates wrote on themes like corruption, betrayal, ignorance, poverty and misuse of public funds instead of showing the effectiveness of symbolism in the novels as seen in Extract 7.2.

Extract 7.2.

7.	A rovel is a comparison of many rentences to form	
	a group of words and long narrative utory symbolism	
	stands for a usan of wmething. According to the two novel	
	i read effectiveness of symbolism how been shown fasting	
	with "His Excellency the Head of State" written by Da-	
	my Jato:	4
	Betrayal; It is a symbol of going against of what	
	is promised between two people or more Prophet Akaba	
	betraxi president Rawa by unvincing government offi	
	cers to overthrow the present President Bawa who	
	went abroad for government issues.	
	Overthrown of government; The absence of President	

7. Bawa in the country and leaving some duties to prophet Akaba caused him toget a charge to reveal the evil of President Rawa and convincing appresent officers and people to overthrow the president Bawa when president bawa was back he revealed that he is no longer a president bawa was back he revealed that he is no longer a president dent he is overthrown by prophet Akaba. Corruption, Prophet Akaba used money corruption to corrupt many people so as he can be chosen as a president of a state. This corruption help in cominding people to believe that Prophet Akaba is a good person and a good leader to be chosen as a president. Conflict: It occurred when President Bawa got back to the state and found he was not welcomed as a usually president. Conflict started after fresident Bawa got to know that Prophet Akaba was the one who over threw him. The other book i am going to use is "A man of the people" written by Chinua Achebe. Ignorance; symbolises illiterary people who do not know how to read and write. There are some leaders who
President Rawa and convincing apverment officers and people to overthrow the president Bawa when president bawa was back he revealed that he is no longer a president dent he is overthrown by prophet Akaba. Corruption, Prophet Akaba used money corruption to compt many people so as he can be chosen as a president of a state. This corruption help in convincing people to believe that Prophet Akaba is a good person and a good leader to be chosen as a president. Conflict: It occurred when President Bawa got back to the state and found he was not welcomed as a usually president Conflict started after resident Bawa got to know that Prophet Akaba was the one who over threw him. The other book i am going to use is "A man of the people" whiten by Chinua Achebe. Ignorance; symbolises illiterary people who do not kn
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people to believe that Prophet Akaba is a good person and a good leader to be chasen as a president. Conflict; It occured when President Bassa got back to the state and found he was not welcomed as a usually president. Conflict started after President Bassa got to know that Prophet Akaba was the one who over threw him. The other book I am going to we is "A man of the people" whiten by Chinua Achebe. Ignorance; symbolises illiterary people who do not know the people who do n
is good leader to be chasen as a president. Conflict to occurred when President Bassagot back to the state and found he was not welcomed as a usually president Conflict started after fresident Bassagot to know that Prophet Akaba was the one who over threw him. The other book i am going to use is "A man of the people" winten by Chinua Achebe. Ignorance; symbotives illiterary people who do not know the people who do not kn
Conflict: It occured when 'President Bawajopt back to the itate and found he was not welcomed as a usually president. Conflict started after President Bawajopt to know that Prophet Akaba was the one who over threw him. The other book i am going to we is "A man of the people" whiten by Chinua Achebe. Ignorance; symbolives illiterary people who do not kn
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that Prophet Akaba was the one who over threw him. The other book i am going to we is "A man of the people" whiten by Chinua Achebe. Ignorance; symbolives illiterary people who do not kn
other book i am going to use it "A man of the people" whiten by Chinua Achebe. Ignorance; symbolives illiterary people who do not kn
Landrance; symbolives illiterary people who do not kn
Ignorance; symbolises illiterary people who do not kn
Cody Debor small grand affect boo bood of which
bill for a feath and one where are done through and
do not know how to read and write they cause some of
fects to the community because people they lack employment
who can read and write invociety while the illiterary people
are given job opportunities in government offices.
Missuse of apverment fund! the taxes and citizens
contributions to help indevelopment invocatives are badly we
by the government officers for their own use. They use the
opverments money to spend with their families and friends
and forgetting about developing the goodal structure of the
locieties
Poverty; This is the problem of many people in the
would. Poor people face problems everywhere because they
lack money they also denied their rights this sumetimes

7 lit causes death of innocent people just because they are
not wealthy.
Conflict! Always occur to people who don't un
deristand each other conflict in the book amon of the
people occurs between leaders who do not understan
d each other. It symbolises hate to both people
who can not understand each other
Generally the effectiveness of symbolism in the
two novels I have read it has clearly being shown how
symbolism shows effectiveness. Novels sometimes they
do symbolise many things some of them helps in itself
ing critical problems and some do not they just pro-
vide a lesson.

Extract 7.2 is a response by the candidate who wrote on themes instead of showing the effectiveness of symbolism.

3.4 SECTION D: POETRY

There were two (2) questions in this section. Each question carried twenty (20) marks and the candidates were instructed to answer one (1) of them. They were required to refer to the *Selected Poems* by the Tanzania Institute of Education and *The Wonderful Surgeon and other Poems* by Charles Mloka.

3.4.1 Question 8: Justifying the statement that one of the duties of a poet is to make people aware of the realities around them

In this question, the candidates were instructed to justify the given statement by using four poems they appreciated under this section.

This was one of the best performed questions in this paper. It was attempted by 62.7 percent of the candidates and their performance was good as 74.0 percent scored from 12 to 20 marks, 20 percent from 7 to 11 marks and only 6 percent scored from 0 to 6 marks.

The figure below is a summary of candidates' performance in this question.

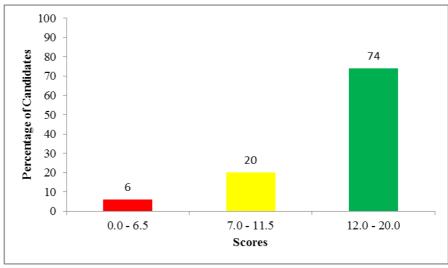


Figure 3 is a summary of candidates' performance in question 8.

The analysis of candidates' performance indicates that, the candidates who scored high marks in this question justified the statement that one of the duties of a poet is to make people aware of the realities around them by using four poems of their choice. These candidates made references and quotations from four poems prescribed under this section. The poems from the texts *Selected Poems* by Tanzania Institute of Education and *The wonderful Surgeon and other poems* by Charles Mloka were being referred to by these candidates.

Some of the candidates explained the realities by referring to the poem *Eat More*. The candidates included themes such as unemployment, poverty, humiliation and hypocrisy. Other candidates used the poem *Your Pain* and wrote on issues such as sacrifice, unity and oppression.

Furthermore some of the candidates used the poem *A Freedom Song* to explain on exploitation, hypocrisy, awareness and child labour. Extract 8.1 is a sample of a good response.

Extract 8.1

 	
A poct is someone that writes poems.	
The duty of poets is to show feetings, ideas and	
experience of the people and mate people awar	
of what is happening around them. The poets	
From the SELECTED POEMS by the	
Institute of Education have managed to	
make people aware of the realities around	
them By starting with the poem A FREEDOM	
SONG withen by Majorie Oludhe Macgage	
where the poet has made the society aware	
of their social realities.	
Child labour, this can be seen when	
Atieno is made to work at her under house	
and does not go to school but instead is turned	
to a housegirl. This reality is from the society	
where many housegirls are obildren that do not	
go to school. The poet says;	
"Since she is my sister child	
Atieno needs no pay	
While she works my wife can sit	
Sewng every sunny day"	. :
Lack of parental care and guidance.	
this means that the parents and guardinas	
like Atieno's unde do not care for children	
properly. Atieno gets pregnant at a young age	
showing that she bad immoral behaviours.	
This is a social reality since many children in	
the society are not cared for example the	
street children-To show this the poet says;	
"Visitors need much attention	
All the more when I work at night	
The civil shends too much time at the	

78 martet	
Who will teach her what is right?"	
Discimination, Atieno is treated	
differently from the other children in her	
uncles howe since they are allowed to go	
to school while Athena aloes not go to school. The	
inve of discrimination in the actual society is	
very common for example; gender discrimination	
The poet indicates;	
"Attenos sly and jealous,	
Bad excumple to the kids	
Since the minds them like a school girl	.1
Wants their unitorms, sacks and beads."	- 1
Humiliation, Atieno is inhumanly treated	-
and regarded untainly by her under since she is made to do all the works while she is	-
still a child, also her living conditions are of	
law status. The issues of humiliation is common	2
in the actual society for example; violence	
against women. The poet states;	-
"Atieno washes dishes	
Atieno plucks chicken	
Aftero water up early	- 1
Bods her racks down in the bitchen."	- :
Hypoching in the poem EAT MORE by	-
Joe Como. The government is seen as hypocritic	
since it is aware of the partising and	
to buy expensive Food. The invest of hypoching	
have been seen in the contemporary society	
among French and ramily member as well	
as leaders. The poet says;	

08:	"Eat more	
00.		
	The flogan rays	
	More beef more fish, more bread	: 1
	But in an unemployment "	
	Poverty, the persona is a poor person as	
	he cannot afford to buy expensive nutritions	
	food. This is we is very armmon in the actual	-
-	society where by many people are poor for	
	example the beggar. The poet says that;	
	When I see the slagan pass	
	The only one that would suit me	
	is "Eat more bloody grass!"	2
	Onemployment the personal is not	
	employed and he or she does not earn any	
	income. The issue of unemployment occurs	
	in the actual rociety where by many people	
	are not engaged in any economic activity. In the	
	poon the poet states;	
	"The slogan says	
	More beef more fish more bread	
	But im on unemployment pore pay	
	My third year now and used "	5
	Awareness and consumusess, the	
	personal has the knowledge on his conditions	
	as well as the hypochisy at the government. It is	
	a common issue in the society, the poetshows	
	that the people such as university students in	
	the actual society are aware and consciouss	
	of what is happening in the society. He states:	
	The slogan as 1 pars	
	The only one that would suit me	
	is "Eat more bloody grass."	

Extract 8.1 is part of a response by the candidate who justified the statement by using the poems in the readings.

Conversely, the candidates who performed poorly in this question exhibited a number of weaknesses including lack of knowledge on poetry. This is attributed to the misconceptions of the requirements of the question. Some of these candidates wrote on the figures of speech such as symbolism, personification, irony, and imagery instead of writing realities from four poems. Extract 8.2 is a sample of such responses.

Extract 8.2

Ktra	act 8.2
8.	poet; Is the one who unte the poem, Forexum
	ple the come and smande are poet who unter
	the poem. The pollowing is how poet make people to be aware on the realities around them by using Est
	be aware on the realities around them by using Est
	MORE, YOUR PAIN, HOME OF THE BRAVE, FREEDUM WILL
	a pollowa;
	By starting with EDT MORE as bollows;
	Lymbolism; the poet make a people to be
	aware of the realities around them though cymbul whi
	Ch make people to be over Ruckample,
	"More hish, more beets, more bread"
	this symbolized good life or wealth which shown by
	the poet in the poem which we can see even in wingo
	Wetras many people used symbol to make people to be
Q.	aware with the realistes around them.
	Repetition, this close the pet make resple to
	be aware of the realities around them the poet than
	in the even freth korexample,
	"More"
	the word more repearted much which make people
	to be curre with what realities around them even in the
	accepted use more repeabling to when the awareness type
	uple inorder to under wand much retires armel than
	Person pration; this also whom by the poset
	to make people was gette realities around their with
	maked by the poet in the poem Porexample;
	"The alogan way" which whown by the post in order to make people
	to use personiplication inorder to make people aware and
	make them to get other thing are in concernitive
	many people we many think to make people aweres.
	cative this also used by the poet to make
	make them to get other thing even in our our eters many people we many things to make people awere wather it is also used by the poet to make people awere with the realister, -around the sourches forces
	male in the poem,
	"Eat more bloody grave!"
	this shown poverty which shows the realities which sho
	In in the place where by the poet use even in our
	convertes as can make white morder to make people
	to be over with what the realities of their orangeness.
	By wing your poin as follows;
	disymbolism; also this used to make
	ch make them to be used by the poet as prily
	to make them to be med by the fort as long
	"Pain", "blood" and "war"
	Pain symbolised opposion, also blood you bolined such

	se and dury cymbolited humbation which am beato					
	wo in the vocatien which mate people to be one					
	with what the east dune.					
	Allikation this also used by the part to					
	City of the state					
	show the good active with realists of the observed					
	which used to show the realists preventes with used to show the realists preventes					
	the convenance in used to show which used by					
	the consumance in used to show which used by					
	the poet to show the realities of the regioner the					
	conotres also need to make people ancre.					
	Assonance; this also used by the roet on					
	the frem as pollows because of the real trees with					
	The state of the s					
	Justher Priexample, "Yot More my eyer"					
	YOLMORE THY EYE!					
	the word e whow the assurance which wood the					
	poet to make people to be owere with the valitation the					
	directer even in the owneries and amance to send					
	the neverge and to make people where.					
	Peavipration; also this used by the post					
	to make people over with the realities which as in					
	the doubt they become de:					
	the dowerren frexample;					
	this where personipaction which used to show the					
	Thy snow person pacture which used to show the					
	realities of the don'ther even in our conches most					
	by the person breaking used to make realister of the switch					
	es .					
	By wing "neadom wag" as pollows; Cymbolism; also this used by the so					
	grandeliam i glos this used by the en					
	et to show the realities of the thing or wife the					
	Attend work the disher					
	whom Is the child Labour which related with the					
	<u> </u>					
e_	se and sears combolited humilation which are beato					
	wo in the unicetien which make people to be one					
	with what the post dure.					
	with what the post dure. Alliferation, this also used by the port to					
	with what the post dure. Alliferation, this also used by the port to					
	with what the post dure. Alliferation, this also used by the port to					
	who in the voiceties which mate people to be anomaly what the poet dure. Alliferation, this also used by the poet to whow the good aware with realisted of the objection which used to whom the realisted prescample					
	which used to show the people to be anomaly what the poet dure. Alliteration, this also used by the poet to what the good aware with realisted of the owneries which used to show the realistic prescample. Yet more my Pain"					
	which the poet dure. Alliteration, this also used by the poet to what the good aware with realisted by the poet to which used to whom the realistic prescample with used to whom the realistic prescample. Yet more my Pain!" The constraince in used to whom which used by					
	who is the voiceties which mate people to be one- with what the poet dure. Alliteration, this also used by the poet to what the good aware with realistes of the owneries which used to show the realistes prescample the consenance in used to show which we diby the poet to show the realistes of the stryches the					
	who in the societies which mate people to be anomaly with what the poet dure. Alliteration, this also used by the poet to whow the good amone with sealther of the owners. Which used to show the realistics prescample Yet more my pain!! The consenance m used to whose which well by the poet to show the realistics of the original tree consents also used to make people amore.					
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to be in realistes even in the society used symboli	
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Extract 8.2 is a response by the candidate who wrote on figures of speech instead of justifying the social realities from the four poems.

3.4.2 Question 9: Reading the given poem and answering the questions after it

In this question, the candidates were provided with the poem, *You are Lost* by Isaac Mruma. They were instructed to read it and then answer the questions that followed. They were also required to explain four poetic devices that had been used in the poem. These are **Imagery** which is 'Seeing the pay-slip in the girl's eyes', **Metaphor** as 'to you I am now a tool' also **Personification** which is 'the tenderness that asks'. Others include **Poetic diction** which is the use of a Kiswahili word *dada* for the girl. **symbolism** reflected by the use of 'Pay-slip' and 'wallet' to symbolize money. Another poetic device is **Repetition** of the phrase "to you dada".

The **tone** of the poem is satirical seriousness where a man is lamenting to his friend who is unfaithful and whose interest lies in getting money from him.

The **Message** we get from the poem is that true love is not there, instead there is thirst for money. The **Diction** of the poem is simple, straight forward and easy to understand. The poem is relevant to the current Tanzanian way of life since love relationships which are determined by money is a common phenomenon.

The question was attempted by 34.2 percent of the candidates and their performance was good as 27.7 percent scored from 12 to 20 marks, 44.9 percent from 7 to 11 marks and 27.4 percent scored from 0 to 6 marks.

The figure below is a summary of candidates' performance in this question.

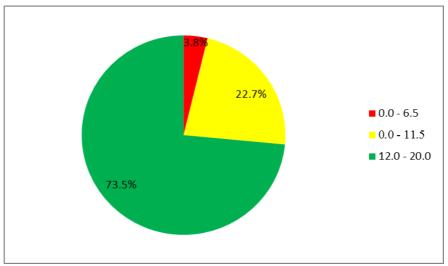


Figure 4 shows a summary of candidates' performance in question 9.

The candidates who scored high marks in this question demonstrated adequate knowledge on poetry. These candidates chose poetic devices including symbolism, as 'pay slip' to symbolize money. While some used hyperbole such as 'I ride on your throbbing kisses,' others used personification as in 'my pen tears the pad.' These candidates wrote that the tone of the poem is sad. They also discussed the message that people should have true love which is not built on monetary terms.

Furthermore, these candidates wrote that the language or diction used in the poem is simple with the borrowing of the Kiswahili word "Dada" which means 'sister' in English. These candidates

showed that the poem is relevant to the society as many girls do not truly love their partners the way they are but because of what they have (money). Extract 9.1 is a sample of a good response.

Extract 9.1

Extract 9.1	
(a) Repetition? Is the way or iving the name things is as to show emphasis on the particular to thing. In the poem there is Repetition of a word "clader" in first	
to show emphasis on the particular to thing. In the	
poem there is Repetition of a war "clada" in his	
and last stanza and show emphasis to wemenlight	
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b. The tope of Poem is Argry since the poet is angry	
bo The tone of Poem is Angry ince the poet is angry to the behavious that the noman has of faking	
low and only after maney, instead of true low.	
c. The message obtain is that People especially girls should	
c. The message obtain to that People especially girls should have true love, meaning that the love to some one	
should not be material love such as basing charing	
after money but should dove someone for who his	
Ti and not for what he has also material love	
never last for a long period and Pritiate bad morals.	
d. The post has used simple and clear language and early	
understood and unot ve vainous poetre devices to as to	
add baruty to the poem and to show emphasis on	
vanous usues especially to things which are not	
good especially love for money. Also the poem how	
been arranged on five stanzes with variation in	
good especially love for money. Also the poem has been arranged on five itanzes with variation is number of weiges. Thus the diction is clearly and	
learly understood to all people as them is no	
uso of unknown or complex language, bublical	
words such as they, thee.	

	400 01117
q(e) Untrue love; Many people in Tanzania especially order	
or women tend to have false love since their love is	
material love only charing after money and when the	
man itop providing the cirl will may on and leave	
the man. Thus there also people who are have	
untrue love like "dada" in the poem. And tend to	
tollow men with money and need them to provide	
everything they need example University of its and	
due to that made men without money to not pall	
in love with them, by needing as evadicating their	
et poor status	
	i

Extract 9.1 is a response by the candidate who read the poem and answered the given questions correctly.

The analysis of candidates' performance indicates that, the candidates who performed poorly in this question misconceived the requirements of the question and provided answers that were contrary to the question. Some of these candidates demonstrated lack of knowledge on Poetry and wrote poetic diction;

Poetic diction is of the heat of the dough; 'tone is wanted us to be really and to be patriotism and our society; 'persona is for we are unable to chat, 'the diction of the poem is we must to be accountability and awareness'.

Some of these candidates wrote irrelevant responses such as:

'Tone is falling; 'message is conflict, love relationship, strong feelings' also relevance is existence of love conscious. 'Attitude; message is chasing my back account' and 'diction is very angry.'

Extract 9.2 is a sample of a poorly performed response.

Answers a Four poetic devices that have been used in the poem i) Deductive ") Assonance ") Alliteration ") b Tone of a poem attitude. c. The message get in this poem is Chasing my back account. d. The diction of the poem is was very angry.	xtra	ct 9.2	WO VI.
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Extract 9.2 is a response by the candidate who wrote irrelevant responses instead of reading the given poem and providing correct responses.

4.0 ANALYSIS OF THE CANDIDATE'S PERFORMANCE PER TOPIC

The analysis of the candidates' performance in each topic in English Language Paper 1 indicated that candidates had a good performance in the *Introduction to language* topic where 86.0 percent of the candidates scored an average of 35 percent or above. Furthermore, candidates had average performance of 54.0 percent in *Language Skills*, 47.25 in *Word Formation* and 42.0 percent in *Language Use*.

In English Language Paper 2, the candidates had an average performance in Poetry, where 59.8 percent of the candidates scored an average of 35

percent or above. They also had an average performance in Novels and Short Stories of 47.4 percent and in Plays where the candidates scored an average of 39.23 percent. Furthermore, their performance was weak in Communication in English where 33.9 percent of the candidates scored an average 34 percent or below. The candidates' performance per topic is shown in Appendix A and B.

5.0 CONCLUSION

The candidates' items response analysis in English Language subject for 2018, shows that the candidates generally performed well in English Language 1 because they had sufficient knowledge and skills on the concepts related to the topics. The candidates had a better performance of 54.0 percent in Language Skills in Paper 1 when compared to the previous year's performance with 52.4 percent. Comparatively, however, candidates encountered problems in answering questions in English Language 2 where, candidates had an average performance of 35 to 59 percent in three topics and one with weak performance when compared to the previous year where all topics had a good performance of 60 percent and above. These problems could be attributed to the candidates' inadequate knowledge on recommended readings as a result they mixed up characters. On top of that, they had inadequate competence in the concepts related to both papers.

RECOMMENDATIONS

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

- (i) Teachers are advised to teach students various techniques on how to answer different questions and guide them on how to identify requirements of the questions.
- (ii) Students should be encouraged to read various recommended readings including text books and reference books in order to acquire more knowledge and skills in English language use.
- (iii) Teachers should put more emphasis on teaching the elements of Form and content.
- (iv) Furthermore, students should be encouraged to thoroughly read the books on Plays and Novels in order to avoid mixing up of characters.

THE CANDIDATES' PERFORMANCE PER TOPIC Appendix A

Summary of Candidates' Performance per Topic for ACSEE 2018

	ACSEE 2018			
N/S	Topic	Number of questions	Percentage of candidates who scored an average of 30 percent or above	Remarks
1.	Introduction to Language	3	86.0	Good
2	Poetry	2	59.8	Average
3	Language Skills	2	54.0	Average
4	Novels and Short Stories	2	47.4	Average
5	Word formation	2	47.2	Average
6	Language Use	2	42.0	Average
7	Plays	2	39.2	Average
8	Communication in English	3	33.9	Poor

Appendix B

Comparison Summary of Candidates' Performance per Topic for ACSEE 2017 and 2018

