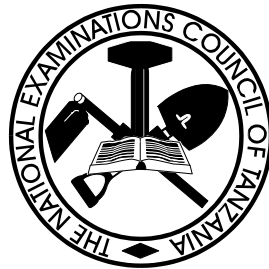**THE NATIONAL EXAMINATIONS COUNCIL OF TANZANIA**

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

122 ENGLISH LANGUAGE

THE NATIONAL EXAMINATIONS COUNCIL OF TANZANIA

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Table of Contents

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

1

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

2

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

01 a)	Linguistic competence refers to the ability of a person to use language correctly by identifying 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-related components of linguistic competence. these include;
	Morphology. this involves the structure and formation of new words in language where as a language user will be competent if he/she 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 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 linguistic 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/conceptual meaning or connotative meaning in various ways. example when one says flower

4

01(a)	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.	

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 communication according to his / her situation thus one would pick a word through morphological competence then ensure that the meaning corresponds with his idea through semantics then put it in a correct form to bring up a meaningful sentence. example; I bought a beautiful pink flower for my mate. the authorized language user has formed a simple sentence through using various words with various meanings into one sentence here showing the inter-related component of language.

Phonological competence. this mainly deals with arrangement of sounds into a meaningful speech event by employing the use of gestures, poses, stress in language, accent, phonemes and intonations thus this is related to other sub-systems through the arrangement of words into meaningful sentences expressing different functions example sit down! this shows a command to a person, while some others maybe 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-rela-

or 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 criminal in court while the same person maybe termed as a sinner· thus shows that one is able to identify the correct and incorrect language structures according to place of use· this 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 meaning through semantics and put them into correct sentences throgh syntax and into good use by Pragmatics Then into a sound system of phonology thus showing language being inter-related components·	

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

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 truth*s are examples of this function. Extract 1.3 is a sample of a good response.

Extract 1.3

01 b i) 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 as transactional function.	
1 b ii) 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, 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.	
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.	

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 has been able to identify the colour of the goat and express it by using language. hence another main function of any language.	
1bv)	Performative function.	
	This is a function of language that changes 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 two thus now they are recognized as life partners to each other.	

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 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 medium of instruction to be used either Kiswahili or English in Tanzania's secondary education and Kiswahili is used as a medium of instruction in primary school and a subject in primary and secondary schools. In Tanzanian's secondary education English is better positioned as a medium of instruction than Kiswahili due to the following.
	English is prestigeous language for employment, English language should be used in secondary schools as it is the language in which is prestigeous as many employment opportunities are based on the knowledge of English. Such as working in tourism sector involve the used of English as it facilitates communication with the people from different places of the world also in high courts which involve the use of English.
	English is the language of today's world business, English language should be emphasised in secondary school because a student gains competence on the language hence it facilitates engaging in trade and businesses with other places in the world in which English language is the Lingua Franca of the world hence through the world business in English of it is easier to engage in trade as business are conducted in London Dubai, China The only language which will be used is English.
	English is well researched and documented, English is a better positioned medium of instruction than Kiswahili because English is well researched and document in books, dictionaries encyclopedia which are used for learning and many books are written in English are used for education hence it facilitates easy learning and using of English and the books written are used to gain much knowledge on syntax, grammar, vocabulary and phonology
	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 Tanzanian's secondary education will facilitate a student to ~~acquire a lang~~ learn a language which will help during engaging on world ~~to~~ activities and also facilitates communication needs with other nations in world.

English is the language of science and technology, English language in Tanzania to be used ~~as~~ as medium of instruction is better positioned because i the language used in technology such as computers, engineering, telephones and many technological aspect. Hence learning and using language as medium of instruction in secondary schools helps to engage and understand also going with the technological changes that happen in our societies.

English language has many experts, many experts in various fields such as law, doctors, engineers, medicines and many field which learn through language have various careers due to their knowledge and English is used as languages for PHDs and various international conference, involve the usage of English. Therefore learning through English language as the medium of instruction facilitates having many experts in our country of Tanzania because the students will use English and which will facilitates technological progress in Tanzania.

Learning through English is a way of practicing language and the language of English is used in certificates such as school leaving certificates, result slips and many certificates. Hence a Tanzanian student using language as a medium of instruction facilitates practicing language which involve knowing syntax, lexis, grammatical features and how to provide good and grammatical utterances. Hence influence competence in English

14

| 2 | English language mediates scholarships, and tourism activities, students learning through English language is very important as the student acquires knowledge in English language which facilitates tourism activities and is the language in scholarships like studying abroad, hence through the use of English language it is easier to study abroad 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 Kiswahili is the language of the African people as it unites all Tanzanians also through using Kiswahili the national culture is preserved because Kiswahili is the language which is accessible for the majority of the Tanzanians and psychologists argue that it is easy to understand using Kiswahili language in Tanzania than English because English is a foreign 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 role as medium of instruction.

Examples from developed countries like China; We have to copy some use of good ideas from developed nation. China as developed nation used their own language in Education which cause rapid development and changes. So also we as to copy the use of Kiswahili in Schools of Secondary as medium of instruction like China.

The use of Code mixing and Code Switching during teaching in class too us; Most of teachers use language alternation as they believe that if they will explain the term "Biology" in Kiswahili student will understand more. So if this is possible. Kiswahili as to be legalized to used as medium of instruction in Secondary Schools.

Learning Environment; The use of Kiswahili language as a medium of instruction in Tanzania is favourable than English this because most of time we use to speak Kiswahili language than English. So it will be used will increase as performance in the subject learned

Kiswahili is understandable to every one in the Tanzania and even those who did not they have idea of it. Compared to English language So this will add performance to the Secondary Student. As they understand

2 What they are fought.

The rate of Kiswahili growth and spread in Tanzania and out side. If foreign people from out side learnt Kiswahili so this show how valuable Kiswahili is. Due to such factor we have to Use Kiswahili with out fear becaus will enable to communicate with even people from outside Tanzania

There for, for such reason that Kiswahili is now international, National, and other reason. we to have to use Kiswahili language as medium of Instruction in Secondary Stool than the Use of this English language

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

18

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

3.　　　Kiswahili is the national and official language in Tanzania, it was 1930, when Kiswahili standardized to be the official language in Tanganyika. The existence of Kiswahili as the national and official language in Tanzania is gradually killing the vernacular languages in the country. The following are the points which prove this statement;

　　　Kiswahili as the national and official language in Tanzania. The national and official language in Tanzania is Kiswahili, for that reason the vernacular languages will reduce the speakers simply because Kiswahili is used as language of communication among the people in the diffent areas. For example in the schools, market, hospital and in the work places. So that, due to this reason Kiswahili killing the vernacular languages in the country.

　　　Kiswahili to be used in the mass media. The language of presenting news in the mass media is Kiswahili, for example in the newspapers, television and internet. This situation of Kiswahili to be used as the language of mass media killing the vernacular languages simply because other languages like Zigua, Zaramo or 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 and official language in Tanzania is gradually killing the vernacular 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 in the country, for that reason Kiswahili spread for high speed comparing with other languages like Makonde or Masai which are not used as the languages of trade in Tanzania. So that the dominant use of Kiswahili in Tanzania killing the vernacular languages in the country.

3.   Kiswahili as the language of education. In the primary level Kiswahili 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 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.

Kiswahili as the language of administration. For the side of administration Kiswahili is the official language 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 Kiswahili is used to communicate with the citizens. For that matter Kiswahili killing vernacular languages in the country because those vernacular languages have not get any chance to be used as the language of administration.

Kiswahili as the language of literature. Many books have been written in Kiswahili, for example a novel likes "Watoto wa Mamantilie" which explain about the life of streat children and their mother. Many books have been written in Kiswahili because the number of speakers of Kiswahili 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 Tanzania but also is an international language because it has more vocabulary and also used as the national language of other countries like Kenya.

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.

21

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	Both Kiswahili and and Venecular language are Used In Trade activities. the selection of Kiswahili as national language does not affect the Use of vene cular language hence It been Used In trade. Kis wahili used In Trade activity as well as Venecular language which Is Used as the medium of combining communication In Trade which based on the Orion of land. Example Kipare Is Used by pare to facilit ate the communication of trade.
	Both Kiswahili and Venecular language act as factor for Unity. Kiswahili Is Used as the factor of Unity among people who live In Tanzania same to the Venecular language where by pare Unite together and form pare tribe as well as Sukuma to form Sukuma tribe so the Using or selecting of Kiswah ili as the national language did not affect the Venecular language hence are both factor for Unity.
	Moreover The selection of Kiswahili as the National ##language does not affect the Venecular language hence both are Used In mass media, both are tool of communication, both are factor of Unity and both are Used In trade activities.

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.

24
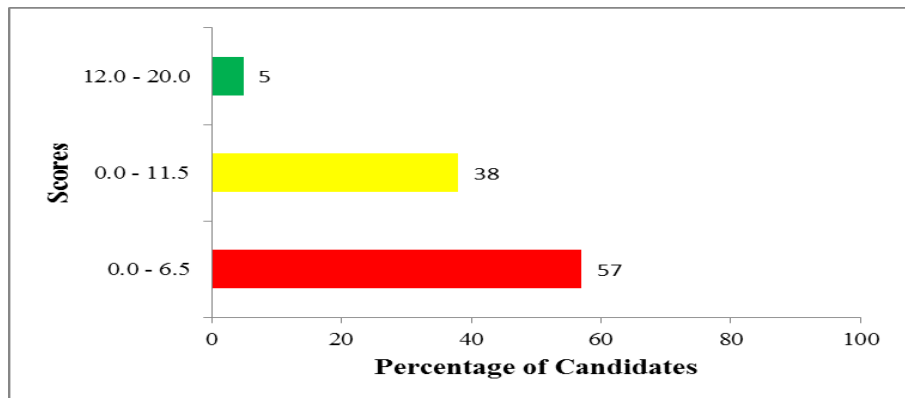
Figure 1 *shows the performance of candidates in question 4.*

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.

25

Extract 4.2

4(a)	(i) It show the attitude
	(ii) It show the emphasis
	(iii) It show the distinctive stateme
	nt and question.
	(iv) It change the word classes
	Example from new. noun to verb
	(v) It show the rise and falling
	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-<u>get</u>
(ii)   <u>mod</u>-est
(iii) <u>jeal</u>-ous
(iv) <u>leop</u>-ard
(v)   him-<u>self</u>

Extract 4.3 is a sample of a good response.

Extract 4.3

	i/ forget ⇒ for-<u>get</u>
	ii/ Modest ⇒ <u>Mod</u>-est
	iii/ Jealous ⇒ <u>Jeal</u>-ous
	iv/ leopard ⇒ <u>leop</u>-ard
4(b)	(v) Himself ⇒ Him-<u>self</u>

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

26

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)		
i)	Ferget → fo - r - ge - t. The	
ii)	Modest → Mo - de - s - t.	
iii)	Jealous → Jea - atous. Jea - L - ou - s	
iv)	Leopard → Le - opa - r - d.	
v)	Himself → Hi - M - se - l - 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 Re-arranging 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

iii) To add credibility.
         This fr also the reason of making in-text citation using APA style when writing so as to show credibility of that texts that it has truth and credible as other authors have discussed it in their books.

iv) To avoid Plagirism.
         The reason of making in-text citations in accademic writing by using APA style is to avoid plagirism. Where by most writers citing their reference with acknowledgements so as not considered to be a theft.

v) To show views about different people on the same topic. During citing authors using in-text citation in writing accademic things in order to show views of different people forinstance in defining something. This helps to show views of the same 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

> 5. Information about the source in the Reference list at the end of the paper.
>   • The following are the five reasons for making In-text citations in academic writing using APA style,
>   Capitalising the first letter of the first word of the title / any subtitles, this must be there to show the accordance of the meaning that to happen right in the place after everything so as to ensure one / marker could understand what is written.
>   There should be a fullstop Immediately after a word, there must be a fullstop so as to differentiate meanings which are various all over the country / worldwide, this is to punctualise meanings and words at right together at the same place.
>   The full title of the book including any subtitles should be stated and initialised, the book has to have full name to tell people that where it's made or produced for a better functioning of place / date together in the community available.
>   Place of publication precedes publisher, this is to Indicate where the book is manufactured, typed, edited so that people could mutually understand everything that's to be taken place, all activities are put to place when everybody knows what to typically answer
>   Year, the best APA style and to the readers is that the publisher has to make sure he 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.	
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.	
5bv)	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·i	Fundamental concepts of language Teaching. Oxford University Press. Stern. H. H (1983)	
ii	A reference Grammar for students of English, R·A·longman : London (1975)	
iii	Transformational Grammar. Cambridge University Press Cambridge (1980)	
iv	Linguistic in language teaching Edward Arnold Willson D·A, London (1972)	
v	language in culture and society. Happer and row, Hymes D, New 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.
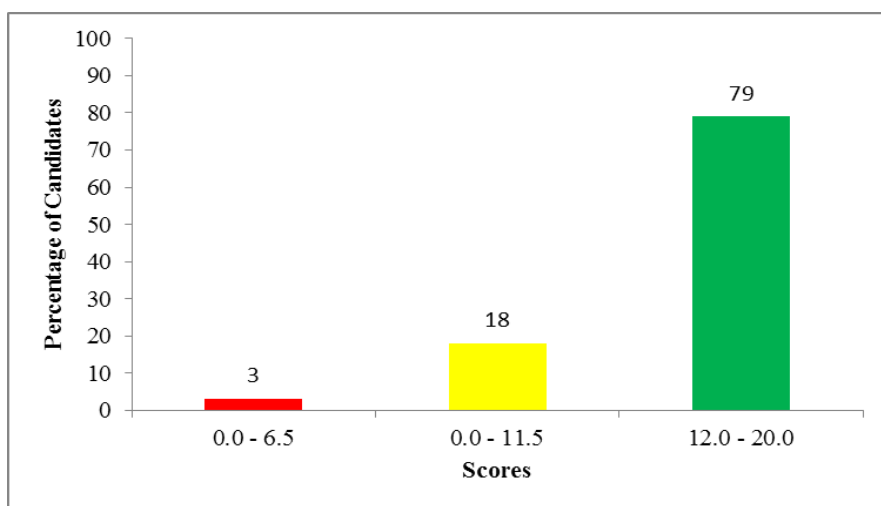
Figure 2 is a summary of candidates' performance in question 6.

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

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:
 - <u>Permit</u> 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.	(b) (i) Refund us only once (verb).	
	The refund has been provided (noun).	
	(ii) If you permit us, we will do it. (verb)	
	I need the leave permit. (noun)	
	(iii) I suspect you for theft (verb).	
	The suspect has fled away. (noun).	
	(iv) I will address you as my friend. (verb).	
	What is her address (noun).	
	(v) Increase your thinking capacity (verb).	
	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.

35

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

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

36

(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		
(a) (i) empowerment — undevelopment		
(ii) ungracious — disconcious		
(iii) anticlockwise — clockwise		
(iv) unimpressive — impressive		
(v) decolonize — colonize		

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" shows the past participle of the word caution.		
(iii) Saying "ing" shows the present progressive tense.		
(iv) Calamities "ies" 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.

38

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(a) (i) The method used to translate is semantic translation, this is the one in which a translator translates a text but being biased to the source text hence he/she translates the text or information following the grammatical rules of the target text. hence he/she translates by understanding the text or information.	
(ii) The method of translation here is Communicative translation hence because the translation is done through contextual meaning whereby a person cannot drink to hell.	
(iii) This is semantic translation method, whereby the translation is based on the grammatical rules of the target language hence it has based on the meaning of the target language	
(iv) The method used here is lateral translation hence because the text or information is being translated into the target language through following the structure and meaning of the target language hence the content of source language has not followwen during translation.	
(v) The method used here is communicative translation hence the translation has been based on contextual meaning and not meaning of source or target language.	

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

8a		

i) Naomba mniazime masikio yenu tafadhali:
Hapa mwandishi amekusudia naomba munisi-
kilize kwa mujibu wa lugha lengwa na
lengo lake

ii) Anakunywa kupindukia: Mwandishi amekusudia
kuwa anakunwa sana. Katika tafsiri hii
lugha lengwa imelenge kwenye lailewa sana.

iii) Lucy alikwenda mpaka nyumbani kwake:
Lucy alikwenda nyumbani kwake. Lucy
ni mmiliki wa nyumba kwa kuzingatia
muktadha wa lugha lengwa.

H

iv) Alipelekwa kwenye kituo cha kati
cha polisi:
Ina maana alipelekwa polisi; Muktadha
na maana ya sentensi hii kwa
kuzingatia lugha lengwa. ni kwamba ame-
kamatwa.

v) Usipoziba ufa utajenga ukute:
Mwandishi amekusudia kuwa njia ya
kutatua tatizo huhitajika kabla ya
tatizo hilo kuota mizizi. kwa kuzi-
ngatia muktadha wa lugha lengwa
mwandishi amekusudia kuwa tatizo
hutatuliwa mapema.

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

42

the structure of the target language (Kiswahili) as seen in Extract 8.3.

Extract 8.3

b)	
i) Neema ameishi Tanga kwa miaka saba	
ii) Walikuwa wamekaa Chini ya Mti wa Mwembe	
iii) Muda ni Mali.	
iv) Maisha bila amani haina Maana.	
v) Wajasiliamali wanapata kipato kikubwa cha pesa kutiko Waajiliwa.	
vi) Maganga anapenda kuogelea	
vii) Mama yangu anamiliki duka kubwa Kigoma.	
viii) Wakuu wa Jumuia ya Afrika Mashariki - walikutana Arusha Mwaka ulio pita	
ix) Baba yangu anapenda kusoma the Guardian.	
x) Bakari alinunua 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

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.
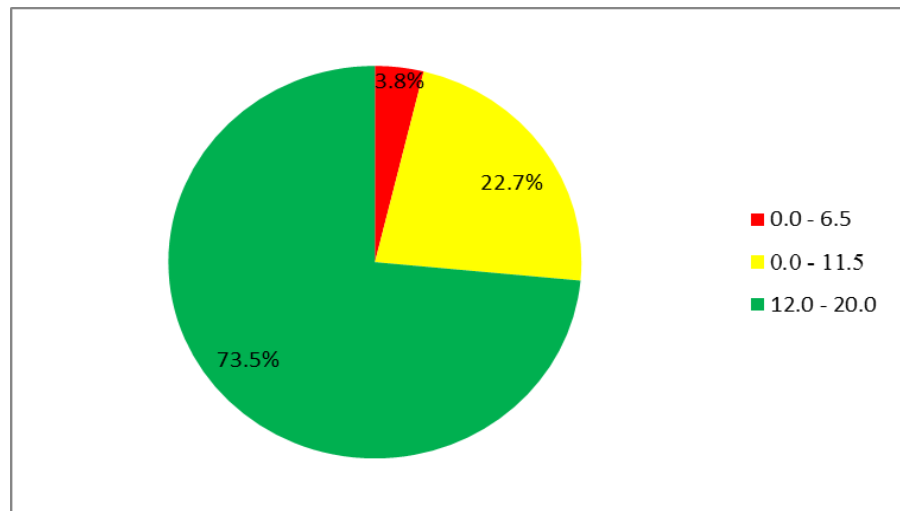
Figure 3 shows the performance of candidates in question 9.

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

45

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

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.

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 (b)		
I have said that changes is a normal thing for every human being. It happens in all aspects of life. there are changes of one person and another and the Society at all. Also, There are political changes. For istance, Tanzania have been the country that had Monoparty system for the ~~last many~~ many years ago. But nowdays it follows new Political system. This is Democratic system of many Political parties. Through This system, Political parties Compet through Policies and Ideologies. The part That is accepted by the Citizen, is the one that win and approved to be the rulling part in the country. My fellow Tanzanians I would like to assure you That, ~~political~~ Economic changes done in our country nowdays aimed at bringing development to lowerclass Citizens.		

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

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:

    (i)   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

1a) i Genre - is a kind of literature which can either be novels, plays and poems.

ii Dirge - is a wailing song sung at a funeral or commemoration of a dead person.

iii Character - are things, animals or people given a role to play in a literary work.

iv Motif - something which is repeated several times in a literary work, especially when used to show emphasis and for artistic effect.

v Soliloquy - is a speech a character makes when he/she is alone on stage.

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

1 (a) i. Genre is types of literature that used for clarified work of literature example of genre are oral literature and written literature.	
ii) Dirge is kind of literature that used to showing the types of types of literature example the ~~written literature are~~ portfoliage of written literature are plays, novels and poetry.	
iii) Characters are genre of all literature (oral and written literature) that author shoow use to great the message.	
iv) Motif: Is the types of genre that used eor in plot.	
v) Soliloquy: Is thinking that of author that use this to simplify the he/she work in literature.	

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 i**s 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

b)

i) <u>Rhyme</u>
This is the repetition of similar sounds and the end of each line (consecutive) in a stanza.

1 example: Today is pay-day
 I will sup all the way
 To see my Indian play

 <u>WHILE</u>:

 Rhythm
 Is the pattern of rising and falling of the tone in a poem for an artistic effect. Rhythm can be determined through sound effect.

 ii) <u>Imagery</u>
 Is a figure of speech whereby language is used to evokes certain feelings or imagination. for example, " like pus oozing
 In a gentle wound..."

 <u>WHILE</u>:
 8

 <u>Symbolism</u>
 Is the figure of speech whereby language is used to create a symbol that represent something else. example:
 - Driver to mean President / Leader

 iii) <u>Plot</u>
 Is the sequential arrangement of a writers work (literary work). It involves the way on how the events are arranged, it can be either flash back or normal
 <u>WHILE</u>:

 <u>Setting.</u>
 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 setting
         - Home
         - School and many others.

(iv) Assonance
Is the repitition of vowel sounds in consecut ive words in the same lines. Assonance is used inorder to potray and artistic and rhythmic effect
example: play day way
          vowel /eɪ/. is repeated
WHILE;

Alliteration
Is the repitition of the first consonant sound of words (consecutively) in a line or verse. Alliteration is also used to bring an artistic effe ct. example,
          daily diplomatic duties.

v) Poem.
Is a metrical composition that is characterised by artistic use of language, figurative use of words and significant meaning.
Example; the poem "BUILDING THE NATION"
WHILE;

Poetry
Is the art of creating poems either to enter tain or to educate the society. Poetry 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

	b)i Rhyme is the kind of using litera-ture work but Rhythm to is the people who deals in Rhyme literature work.	
	iɪ) Imagery is the kind of language use that is used pictures language but Symbolism is the kind of language use that use emb Symbols in literary work.	
	iii) Plot type of content that used to complete literature work. while setting is the type element of which is also that the author who use to complete ie work.	
	iv) Assonance is v) Poem is word which is great in form of poetry. but poetry is genre 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. a)

Literature is a work of art which reflects social realities by the use of Language. Literature as somekind of creativity employs language use artistically so as to reflect what's happening in a society. It plays a very big and important role in a society as it talks about the real happenings done by social members. The following are roles of Literature both written and oral in a society.

Literature educates people, artists use literature as a way to get people informed about different issues concerning their society such as social realities including leadership matters, revolutionary plans, patriotism, corruption, embezzlement and other issues touching all aspects of life mainly social, economic, political and cultural issues. For example, a poem "YOUR PAIN by "Armando Guebuza" clearly educate the society that unity and liberation struggle is what can overcome oppression.

Literature criticizes the society, in case of bad things like bad traditions and cultural practices, literature plays an important role of condemning those unpleasant things and behaviours in a society. For instance, through the poem SONG OF LAWINO AND O'COL written by "Okot p' bitek" the poet condemns foreign European cultures that African

2a) women adopt and affect their natural beauty. Also the novel UNANSWERED CRIES criticizes the bad cultural practices like Female Genital Mutilation in Maasai society of Tanzania.

Literature instills revolutionary feelings. Literature plays a role of instilling revolutionary feelings in a society as a way to emphasize people to desire and fight for good changes as way to bring about development. For instance, the play AN ENEMY OF THE PEOPLE written by "Henrik Ibsen" urges the social members to conduct revolution against bad leaders who hinder development to the majority.

Literature liberates people. Again literature is very important since it liberates the minds of the majority in any society by bringing about freedom in all aspects of life economically, socially, politically and culturally as for those under neo-colonial influence. For instance, the societies which worship in foreign religions, depend on foreign leadership, do not control major means of production are liberated by authors for instance, through the poem A FREEDOM SONG by "Marjorie O. Macgoye" in which the social members are liberated about children's rights.

Literature entertains the society. Moreover Literature plays an important role of entertaining people in any society through the use of songs,

2.a) poems, dances, arts and drums after work during the evening time. For instance, most of rural residents play songs, dances, drums after coming back from farm works during the evenings. But also melo dramas and comedy dramas do entertain people since they always makes the audience laugh.

Literature improves language skills since language is a medium of transmission of literary works then this literary works do improve language use and skills mainly writing, speaking reading as well as listening skills. This is due to the artistical use of language in literature as figures of speech, proverbs, sayings, poetic devices and idioms. For example, the use of words economically in a poem with sharper use of figurative language improves language skills

To sum up, People must promote oral literature as well as written literature despite the fact that development of science and technology has largely affected the development of oral literature.

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

2a	Literature , Is the work of an art which we use language to send the massege in the human realities. The role which Literature plays in the society is , Should contain many Incident . The literature plays should contain many incident so as to can sent the real massage in the society. Should use character . Any literary which should have character which have show the realities of human in the society. Should have dialogue. Any literary plays should have dialogue inorder to make good plays because any play should have dialogue. Should have point of view . Also the Literature play should have point of view so as the reader can understand the aim of playwriter . Should have chapter. This help the reader to differentiate the event happening in the play. So this is the role which literature plays in the society so as to send massage to the reader .	

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

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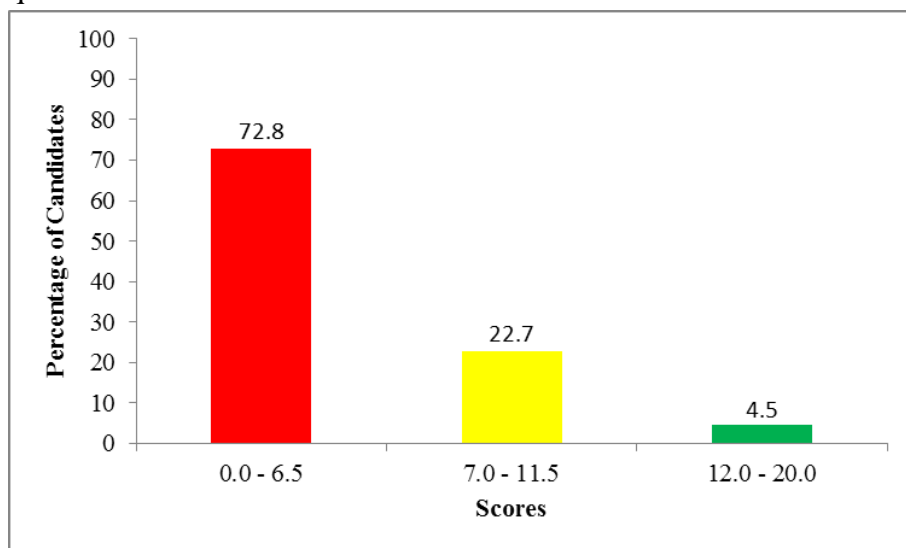
Figure 1 is a summary of candidates' performance in question 3.

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

2.	A play, this means that the story that are very short by the play, novels and poetns uked effective genre in educating and changing the society, The following are the factor which make make a play effective are
	Language use & Symbolism, this are the factor that supporting the play in of our work used Symbolism to sending message indirect aims people to be educated example used stone and hand to symbolized unity in societies
	The use of personalitalism, this are the situation of an human thing to giving the behaviour to be human example the slogan say, the eye say, dot while the slogan and eye has not capacity 2speaks
	Satire, play writer used language in same part or act for aims to entertain the reader of our work example to act as drankut or to talking music language.
	The use of idioms, this are the used word which are different the word and meaning that represent example are the cats and dogs rean meaning are rain rainf
	Smilles, the comparison of two this without using conjuction example the she became earth warm this also used the play in our work in old to drawing attetion effectively
3.	Metephor, the comparison of two thing by using conjuction example the hill like yams
	Capitalization, this du to draw the reader attetion when reading the our work
	There fore through 4 this it caused to work of art to be 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

3.

A play is among off the genre of written literature which characterized by the use of dialogue. A play is an effective genre in educating and changing the society the following are the important factors which make a play to be effective;

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 continuing to read the play also dialogue in play create a imagery to the mental of the reader.

The use of acts and scene as a sub-divider; the acts and scene is the factor which make a play effective as it creats a image to the reader.

A good and attractive Title or Topic, also title or topic is the factor for making a play effective because if the reader of the play will read the attractive Title like Betrayed in the city he or she will have a need 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 read the play up to the end inorder to know the climax point of the conflict and the solution example the play of An Enemy of the people which have the conflict between Dr. Stockman and the government as well as the citizen.

Setting of the play; The setting of the play also make the play effective whereby the playwright tend to use different setting relating to the events example the setting of the play of

67

3 Lwanda Magere is in Kenya in the period of post-independence

The use of comedy style or Tragedy style or Tragic comedy, also this is the factor which make a play effective whereby the playwrights use different style of presenting their plays example Lwanda Magere is the play which was written in tragic comedy style as well as An Enemy of the people

The use of figures of speech, songs and poem, these also are the factors which make a play effective because the figures of speech like satire will be used on educating the society also songs and poems which have some message to the readers.

The choice of good and suitable characters this also is the factor which make a play effective whereby the playwright choose the characters which will match on their position so as to send the message to the society example, Lwanda Magere as a main character in the play of Lwanda Magere has fitted his position and make the play effective

Generally, the plays educate and change the society through the different message that readers may get after reading the plays example A reader of the play of Betrayal in the City may get education on the effects of betrayal, hypocrisy 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

4 | Characterization refers to creation of characters in the literary work. It is true that characterization blends with plot in the literary works. By using the play BETRAYAL IN THE CITY written by Francis Imbuga and I WILL MARRY WHEN I WANT written by Ngugi wa Thiong'o and Ngugi wa Mirii, I am going to show how characterization blends with the plot. Begining with BETRAYAL IN THE CITY as follows:

Jusper Wendo. He is Doga and Nina's son, he is Adika's brother. Jusper Wendo is a student of Kafira univerty studying bachelor of philosophy. He is fight against the unjust system of the government, since his brother Adika was killed by government officials in the demostration. He is killing chagaga to revenge the death of his brother, Adika. He is organizing a play to be performed in the ceremony of prepared by the head of the state to welcome visitors, he is cooperating with Mose-se to prepare a play. He arrests Boss (the head of the state) and killing Mulili in the rehersal of the play. He named the play BETRAYAL IN THE CITY, the name that has took this play.

Mulili. He is Boss's advisor, Mulili is Boss's cousin. He is illitera te that he speak ungrammatical language. He is going to crash Adika's shaving ceremony together with Jere as an order from Boss He inters in conflict with Jere because Jere allowed the shaving ceremony to go on. He

4	is a ~~murder~~ murderer, he kills Doga and Nina, he also inters in conflict with Kabito due to the tender of supplying milk to the university, he betrays Kabito to Boss and he is ordered by Boss to kill Kabito and he kill him. Later on he betrayed Boss after the arrest made by Jusper and Mosese. Mulili is killed by Jusper.	
	Boss. He is the head of the state of Kafira. He is aged. He is betraying his people by not providing good living standard like provision of social services. He is nepotist, he favours Mulili to be his advisor because Mulili is his cousin although is not educated. He is a murderer, he orders Mulili to kill people like Doga, Nina and Kabito. He is also ~~anu~~ irresponsible leader, he prefers much leisure than serving the nation. He is arrested by Jusper and Mosese.	
	Mosese. He is the ex-lecture of Kafira university. He doesn't like the evil of the government, he went to Adika funeral as his student. He is given case of possesing illegal drugs in his car. He is imprisoned, later on he join with Jusper to prepare a play to be performed in the ceremony of welcoming visitors. He cooperates with Jusper to fight against injustice by killing Mulili and arresting Boss. And the following is how characterization blends with the plot in the play I WILL MARRY WHEN I WANT.	

4.	Kiguunda. He is a poor man works on Kioi's farm. He is exploited by being paid low wages. He represents people who have betrayed by the government after getting independence, because he fought in Mau Mau war with expectation of having good life after removing colonialists. He is drunk he drinks excessively. He is Wangecci's husband and Gathoni's father. He is practices gender discrimination because he doesn't send Gathoni to school because she is a girl. He protest mordenity and christian relation, later on he is convinced by Kioi to get marriage with Wange-cci, he agrees, he alienned his land by Kioi as the result of failure to pay loans. He inters in conflict with Kioi.
	Gicaamba. He is also among the mau mau fighters who have betrayed by the government. He works on Kwig's factory. He is aware of exploitation done by factory owners. He is a hard worker and wise man as he advices Kiguunda. He is Njooki's husband.
	Gathoni. SHe is a daughter of Kiguunda and Wangecci. SHe is denied her right to get education. SHe is aware of children right to get education as she lame-nts her parents that they have not sent her to school. She inters in love with John Muhu-uni (a son of Kioi), she get pregaant, she cheated by John Muhuuni. She becoms a bar maid so as to get money of affording basic

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 characterzation This refers to the process of assigning roles and principle to the characters it is true that characterization normally blends with the plot so by using 'BETRAYAL IN THE CITY' which written by "Francis Imbuga" and "AN ENEMY OF THE PEOPLE" by "Henrik Ibsen" I can verify this statement by starting with.

By starting with "An enemy of the people" are verified as follows

Expository stage. This is the first stage in the plot arrangement where by the protagonist expose an issues that can driver a whole story This has been occured since when Dr stockmenn take do an eve investigation about of the water relewse spa'bath and realized that the water is contaminated so the aim of Dr stockmen is to make the people know that by writer an article which is the herald

Rising action Thin In an enemy of the people normally an action rise-rise after Dr stockmann take the sep sample of water to the university biological Laboratory for investigation after realized that the water is contaminated his at ambition is to make the majority to know which whereby the mayor peter stockmann does not wat that issues to be known to every one

Conflict, This refers to misunderstanding between two side where by in An enemy

74

of the people. Two brothers enter d into conflict who are peterstockman and Drstockmann where by Dr stockmann stand for truth but peterstockmann due its ambition person interest.

Climax, The point of no return both real peterstockman and Drstockmann doesnot want to surreder. This is seen in the book when peter stockman doesnot want to see this article The herald while The Dr stockman want it so as to educate people.

Falling action This is when protagonist seems somehow is failed in An enemy of the people is seen seems when Dr stockman sayed he can takes drums and walk arround The towns giving This information using his mouth

Ressolution This is another alternative, way used by protagonist after being failed This is seasoned in the an Aremy of the people Since when Dr stockman teach his family mosters Ejlif, Icatherine, and Petra after being failed in his mission so as to tells his children to revenge

In book of betrayal in the the city the writer Playwright blend characterization blends with plot as follows

Expository, In betrayal in the city is seems since morning When Doga and Nina chat to go after burial ceremony of his d son Adika, also realize that their son was killed during the university of students of demonstration to Adika was among the students who was killed Doga and nina wants to Conducts

4 grave ceremony to their dead son Adilea while the dictatorial government of the boss and mulii does not support this which leads them to it tells that never conduct this

Rising action In this play action rise after when Doga and Nina wants to conduction funeral ceremony while the government does not wants. This is when Doga and nina at want to preserve their traditionalism while the government still dictator

Conflict In this play conflict rise since when the maltreated people want does not want went to continue with the situation done by the Leaders moti mulii and the boss. This is because Those opponent Jusper, Jere and mosese are not ledd to see the issues does done the government The boss and mulii

Climax The point of no return In the book of betrayal in the city is seen when the government tends to arrest those opponets like mosese and jere and to it kill the old couple (Nina and the Doga)

Falling in action. The failure of the protagonist this is seen when jusper compose book but doesnot be published and hence tends to perform on stages

Resolution This refers to another alternative talcen by protagonist jusper this is seemed after the jusper being written a book and doesnot published he tends to shout Mulii The boss adviser and arrest the boss in and hence coup d'etals

Generally characterization tends to blend plot simply because character perform different actions in the book or play

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.

76

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

5.

Themes are the messages which we get from the any literary work. The plays contain themes which are related unto the real life experience. By illustrating that two plays will be used to provide answers which are AN ENEMY OF THE PEOPLE written by HENRICK IBSEN and the BETRAYAL IN THE CITY written by FRANCIS IMBUGA. By starting with the play of AN ENEMY OF THE PEOPLE this is how the themes are related to the real life experience:-

Betrayal where by in the play, it was shown by the editors of the "Herald who were Hovstad and mr. Billing where by they betrayed Dr. stockmann by not printing his article on their news as how they agreed before. In the real life experience 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 society.

Patriotism this was shown by Dr. stockmann who was ready to stand and fight alone for the benefits of the majority in the society no matter what will happen to him. In the real life situation such people who are ready to volunteer to save their fellow are there on good example of Mwalimu J.K nyerere who led his fellow Tanganyikans to their liberation

79

Hypocrisy where by in the play it has been shown by Peter stockmann who was the brother to Dr. stockmann and the mayor of the municipal cornal who wanted to decorve people that doctor stockmann was their enemy while he was not In the real life experence people like Peter stockmann are there who always want to make the people who are trying to save 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 caused by the spa baths they were quiete as if they knew nothing and continued to benefit and teinking about them selves. In real life experence we have a good example of the people who live near the mining industries which they always pour the chemical liquids in the water resovces and affect the people who will use that water and leaders are there quiet and thinking about them selves and the benefits they are getting from mines. Also in the other play of BETRAYAL IN THE CITY this is how themes presented relate with the real life experence.

Immerarity where by in the play this has been shown by Boss who

5 | who wanted to rape regina after she went to visit him. In the real life expenence such people with immerality are there who dare even to have a sexual relatinships with yang girls and this increases the transmission of the big diseases like HIV /AIDs which kills many people.

Betrayal where by Jere and Mulili were sent to stop the sharing ceremeny on the Adika's grave Jere betrayed Mulili by failing to stop them to continue with their sharing Ceremeny after realized that Doga who was Adika's father shared one knmfe with his father during the circumsiion. In the real life expenence many people like police fail to perform their duties by feating to Catch the Catch the people whom they have the close relatinship with.

Favouritism this was shown by Boss who appointed Mulili to be his adyser while he was not such educated and qualified to be his adviser but he was given the chance due to the close relationship between him and Boss. In real life expenence many people they have been appointed to be leaders or given the job opportumities while they are not qualified but they are just given due to their close relatinshnp with those people who have big pawers and high positions

5 | Traditionalism where by in the play it was shown during Adika's sharing ceremeny on the grave which showed their culture. In the real life expenence we have those societies who still practise their traditional system a good example is the Masaai people who are still wearing the sheets.

There fore the themes which have been presented in the plays or the literary works which are related with the real life 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

5. The plays present the themes which relate to real life exppe experience. This is because the playwright writes what is happens in their societies. By using two plays which are "AN ENEMY OF THE PEOPLE" written by Henrik Ibsen and "BETRAYAL IN THE CITY" written by Francis Imbuga, show how the themes presented relate to real life experience. Starting with AN ENEMY OF THE PEOPLE as follows, The use of title. The title "AN ENEMY OF THE PEOPLE" is ironical. A person who called "An Enemy of the People" deserved to be called "A Man of the People" who is Dr. Thomas Stockmann as he fights for his society. And "An Enemy of the people" should be called to Peter Stockmann as he fights for his own interests. Therefore through the title we can see that in the society there is betrayal, bad also leadership, selfishness as it is in our societies as good people seen as bad people due to the system of leadership. Through the use of setting. The Playwright has used the see imaginary setting like in the municipal counci council to show bad things happening like betrayal, selfishness, ignorance, corruption, lack of freedom of press and other things to show that even in our societies the leaders and other people may practice the same things discussed in the play. Therefore it shows the themes related to the real life experience.	

5. Through the use of plot. This is an arrangement of what happening in the work of art. The playwright starting with showing in the sitting room of Dr. Stockmann with the publisher of Helard publishers discussing the issue of the spa baths, later he shows how Peter Stockmann threatens the publisher not to publish the article of Dr. Stockmann. Catherine supports her husband, Dr. Stockmann announced as "An Enemy of the People" during the meeting. And at the end Dr. Stockmann gathering stones as a symbol of hope after being destructed his house. Therefore through the plots the playwrights shows different themes like betrayal, patriotism, irresponsibility, selfishness, ignorance and other themes as also are available in our real life.

Through the use of characters. The playwright has used imaginary characters to represent the real people in the society. Example through Dr. Stockmann we get a theme of patriotism, Peter Stockmann we get a them of bad leadership, Catherine we get a theme of the role of women in the society, through the Helard publisher we get a them of betrayal and selfishness and other characters. The role played by the characters are is to show the themes which reflect the real life experience.

After discussing the way a playwright portrayed the themes which present relate the real life experience on "An Enemy of the People", Also "Betrayal in the City" the themes presented relate to real life experience as follows,

83

5.   Through the use of the title. The title "Betrayal in the City" is direct as a play shows betrayals. Example Mulili betrays Kabito after seing that Kabito may destruct the relationship of Mulili to the Boss. Mulili kills Kabito so as to end the good relationship between Kabito and the Boss. Therefore as the title express the issue of Betrayal even in our societies there are the issue of betrayal as some people betray their fellow for their own interests.

    Through the use of plot. In this play the playwright has arranged the events in an organized way so as to reflect the themes. Example he starting showing the parents of Adika "Nina and Doga" at the grave of Adika for the ceremony. Also he shows the experience in the society as Boss maltreat his people something which leads to the demonstration. Therefore through the plot, the play wright has shows bad things happening in the society such as bad leadership, tribalism, betrayal, the role of education education and other themes as also they are practiced in our societies.

    Through the use of Setting. The playwright has used imaginary setting as there is no any place which is called Kafira but he used such names to show how African Societies are. Therefore as the setting shown as if it is in Africa, the writter shows the themes like betrayal, humiliation, malpractice, selfishness and other themes to show that it is used in African states.

84

5.	Through the use of characters
and characterization' Although the writer has used	
the imaginary characters but they reflect the	
real. people in the society. Example Mukili	
symbolize the betrayal in the society. Boss	
as a bad leader, university students used to	
show the role of education in the society,	
Nsna and Asika used to show the preservative	
of traditional culture and other people who are	
used by the playwrights. Therefore through these	
characters and characterization we get different	
themes which are reflect the real life	
experience.	
To end up, the playwrights	
always tend to show what is going on in the	
societies. Therefore these writers has used a	
form to reflect the real life experience in the	
society.	

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

06	Novel is a long narrated story written in chapters which carries a certain message. Also novels are based on the social realities, they present things which happens in our societies we are living. By using a novel called "The Beautyful ones are not Yet born", written by Ayi kwei Armah the author showed things which are related to social realities till now which are: Corruption: refers to the misuse of funds for personal interests in the novel Joseph koomson was a corrupt leader he misuses his funds by giving and receiving corruption which is not good. Also in our societies there is presence of corrupt leaders. Betrayal: also in some of our societies there is the act of betrayal where by people go against themselves, Joseph koomson was a betrayal because he betrayed his former friends by telling them he will help them when he becomes a member of the govern

...ment while later he forgot about them.

Embezzlement of the public funds: also "The Beautyful Ones are not Yet Born" showed us that some of the leaders use public funds for their interests. The government of Kwame nkurumah embezzled public funds for their own interests.

Adoption of the western culture: also the author showed us in many of the african societies there is adoption of the western culture. Wife of Joseph koomson Estella preferred to wear artificial wigs, also she blished herself by turning white and she also preferred western drinks wines and Nbisky.

Poverty: refers to the state of being poor, the novel showed us the people of Ghana are poor. The man wasn't able to afford basic needs to his family at work he wasn't able to afford meals during break he just go sitting beside a bridge and just watch the running waters.

Ignorance: also the people of Ghana are ignorant, the man sees the existence of the bad leadership but he just keep quite, he sees dirty environment through the dirty cans but he just remain silent also in our society they're are ignorant people they pretend not to see but they see.

Bad Leadership: also the novel showed us the existence of bad leade-

06 rship in some of our societies, the leaders do not know the welfare of the people they just consider of their own interests by misusing their funds in unimportant things.

Classes: also the novel showed us there is existence of classes in our societies, whereby we see there is existence of the rich and the poor when we see estella shaking hands with the man afterwards she rubs a hand so as to clean it which indicates classes.

Also by using a novel called "A Man of the People", written by Chinua Achebe the novel showed us social realities which exists in our societies which are:

Hypocrisy: In the novel hypocrisy is seen when Chief Nanga pretends to love Odili while in reality he does not, also in our society there are people who pretend to love others but in reality they are not.

Position of women: also the novel showed us there is existence of position of women whereby women are seen as the weaker tool, tool for enjoyment when Chief nanga slept with Elsa and at the same time he wants to marry Edna.

Promiscuity: refers to the system of having more than one partner, in the novel we see Chief nanga dating Elsi and at the same time he is a married man also she wants to marry edna after her learning

89

06.	which also exist in our societies, people have more than one partner.
	
	    Immorality: also immorality is seen in the novel which base on social reality, whereby Chief nanga does not have a good behaviour which leads to decaying of moral values in the society, also some of the people in our societies conduct bad behaviours
	
	    Irresponsibility: refers to the state of not being responsible, in the novel the author showed us Chief Nanga is not responsible about the welfare of the people, he just consider his own interests by buying fancy car (cadillac) and many other things.
	
	    Political instability: refers to the misunderstandings in the political issues the novel showed us there was existence of political instability when Odili was contesting for a leadership position while Chief Nanga didot want him to win the position because they were in the same position.
	
	    Untransparency: also in the novel we see that leaders are not transparent to their citizens, they do not show their real personalities so they pretend, Chief Nanga is seen a man of the people while he is an Enemy of the people.
	
	    Unaccountability: is one of the social reality seen in the novel where by leaders do not sacrifice themselves in helping their people so as to develop their	

06.	societies economically. Moreover, people should see the effects and take actions to fight against corruption, bad governance and many other evil things so as to enhance/develop their countrys states development.	

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

6.

Irony, this are words that are opposite of what it means; the author of this novel tried to show how it be when speaking to the society and to tell the evil that take place in the society by avoid problem example The man of the people the title is against of what has been upon lan on the book, but tried to make people to understand the whole issue.

Idioms, those are words that come from taboos and are hard is translation and to keen interpret also, those words are used to emphasize people and to entorts in them, example "a hot mouth" this means to be talkative, it show that the person that talk much is related to hot mouth.

Proverb, these are the words that are used by the people in the society so as to understand the concept of what it means, example "silence is the big ship home" this show that to be silence is the best way of avoid some misunderstanding in the society.

By using THE BEAUTIFUL ONES ARE NOT YET BORN written by Ayi Kwei Armah to show the fictous of novel.

Satire, these are words that are used to satanized people example: Teacher words "My wife has been a true salvation", this tries to show that how teacher made people to believe that his wife

6. everything to her.

Imagery, those are the picture that taken or one imagery so as to understand the main concept of literary work. Example bride, this show how people take corruption in that country through the it make people to understand

Irony, this is the words that are opposite of what it means. Example: "some people believe that to be a minister is good all time, take the take something men I wanted to be a businessmen instead those are words that are opposite of what he has said, he say that so as to make people that it hard to be a minister but it is not true.

Symbolism, that are the words that stand for something, example "bad smell means the effect of corruption, through it shows how badly it is, also symbolism help the to people to know how the condition of their society through symbolism.

Generally, there are a lot narrative writing that shows how it used In the society and how people prepr to use it, also it used to emphasize people and to entertain 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.

93
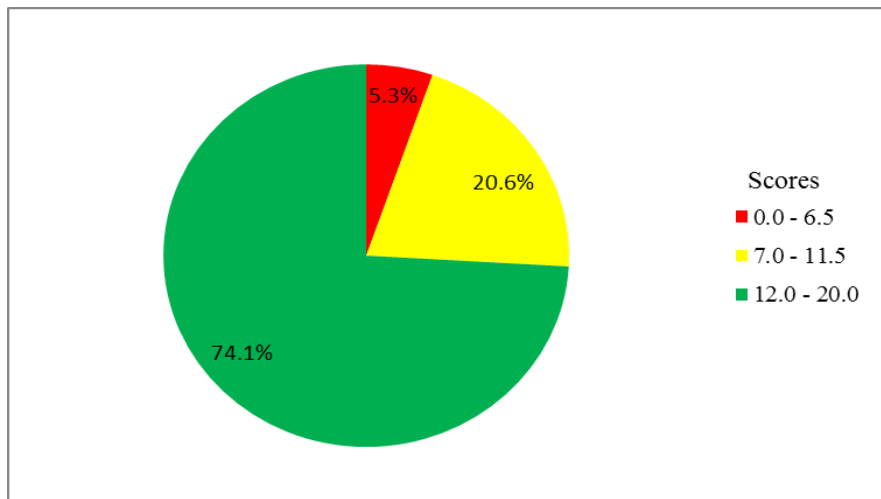
Figure 2 shows a summary of candidates' performance in question 7.

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

7	Symbolism - refers to the language style or technique where by a word are used to represent something else. In a Novel, wrighters an authors succeeded to use the symbols effective to convey the Message to the reader. By using a Nove ls, THE BEATYFUL ONES ARE NOT YET BORN by AYI KWEI ARMAH and A MAN OF THE PEOPLE by CHINUA ACHEBE. The following are the symbols depected to convey a Message, starting with A MAN OF THE PEO PLE: -

Cardilac car: - A cardilac car of Chief Nanga has been used to sym bolize wealth and richness. This car is expensive and is owned by the rich peop le. The Author shows how African leaders Misuse public fund for private gain. Here Chief Nanga uses a public fund to buy an expensive car while the supply of social services to the majority is poor.

Azoge's stick: - This is another symbol depicted on the novel. The stick stands for Awareness. A blind beggar Azoge seen to be aware to recognize his stick when Josiah tried to change it for the aim of increasing people's att endance to his shop. This indicate that even the poor people continues to be explo ited by the rich people.

Chief Nanga's big Mashion: - The big house of chief Nanga is another |

95

7 symbol depicted in the novel. The big house of chief Nanga symbolize richness. The house is self contained with full supply of water well furnitured and seven rooms. A Chinua Achebe tries to show how African leader Misuse public fund. Chief Nanga used uses public fund for private gain.

Gun and gunpowder :- This is another symbol depicted in the novel. In the Novel, A MAN OF THE PEOPLE, gun and Gunpowder stands for Intimidation and power. Gun and Gunpowder indicate power because all those instruments are owned by those people with power so AAS can leaders use those instruments to intimidate the majority.

COMING to the BEAUTYFUL ONES ARE NOT YET BORN, the followings are the symbols used :-

The old bus :- This is indicated at the first chapter of the book. The old bus in the Novel stands for old regime of Ghana under Kwame Nkrumah. The bus is seen to be old because the conductor, driver and passanger they does not care about it. This indicate that that the leadership in Ghana does not care about the Nation and hence led to the destruction of the nation.

The man At himself :- The man is one of the character in a novel. Aman

stands for few non-corrupt people in Ghana. The man was against the corruption as we can see a The man rejects to corrupt with Amankwa on a timber transport. So in Ghana there are few The man's Society there are few people who are non-corrupt but the rest appreciate corruption.

Bad smell :- The bad smell is another symbol depicted in the Novel. Bad smell stand for Effects of corruption. The smell seen to be every where in the society of a man starting to the office of the work place of a man. This indicates that the effects of corruption may led to the under development because due to corruption in responsibility and Mis alocation of resources can be done.

Coins and cedi :- This is another symbol depicted in the play Novel. Coin and cedi stands for rich people and poor people. In the bus most of passanger pays coins, indicate that the majority of Ghans are poor with only few of them who is able to pay cedi. The majority of people are poor due to the fact of irresponsibility of the leaders and Misuse of public funds, as an example leaders spends a lot of Money on immoral activities like paying for women, example the statements, like young Juicy vagins waiting for him paid of in some hired place. paid for by a government Indicate government Misuse public fund.

finally all those are the effectiveness of symbolism to the conveying of the message to the readers but also both Novel has been used another techniques effectively to convey Message. Those Techniques includes flash back, dialogue and Monologue.

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*

97

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 novel is a comparison of many sentences to form a group of words and long narrative story. Symbolism stands for a sign of something. According to the two novels i read effectiveness of symbolism has been shown starting with "His Excellency the Head of State" written by Samy Sato.	
	Betrayal; It is a symbol of going against of what is promised between two people or more. Prophet Akaba betrays president Bawa by convincing goverment officers to overthrow the present President Bawa who went abroad for goverment issues.	
	Overthrown of goverment; The absence of President	

7. Bawa in the country and leaving some duties to prophet Akaba caused him to get a chance to reveal the evils of President Bawa and convincing goverment officers and people to overthrow the president Bawa. When president Bawa was back he revealed that he is no longer a president he is overthrown by prophet Akaba.

Corruption; Prophet Akaba used money corruption to corupt many people so as he can be choosen 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 occured when President Bawa got back to the state and found he was not welcomed as a usually president. Conflict started after President Bawa got to know that Prophet Akaba was the one who overthrew him. The other book i am going to use is "A man of the people" written by Chinua Achebe.

Ignorance; symbolizes illiterary people who do not know how to read and write. There are some leaders who do not know how to read and write this cause some effects to the community because people they lack employment who can read and write in society while the illiterary people are given job opportunities in goverment offices.

Misuse of goverment fund; the taxes and citizens contributions to help in development in societies are badly use by the goverment officers for their own use. They use the goverments money to spend with their families and friends and forgetting about developing the social structure of the societies

Poverty; This is the problem of many people in the world. Poor people face problems everywhere because they lack money they also denied their rights. This sometimes

7.	it causes death of innocent people just because they are not wealthy.
	Conflict! Always occur to people who dont understand each other. Conflict in the book a man of the people occurs between leaders who do not understand 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 solving critical problems and some do not they just provide 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.
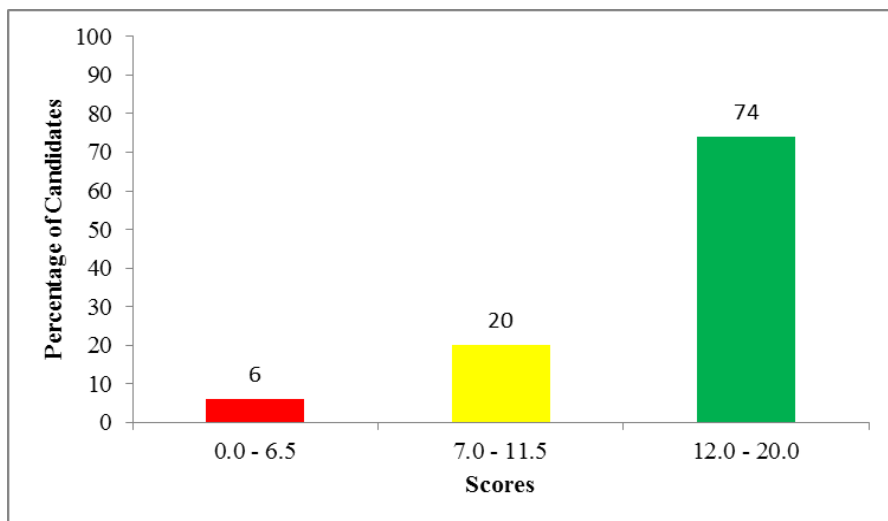
Figure 3 is a summary of candidates' performance in question 8.

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 poet is someone that writes poems. The duty of poets is to show feelings, ideas and experiences of the people and make people aware 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 written by Marjorie Oludhe MacGoye 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 uncle's house and does not go to school but instead is turned to a housegirl. This reality is from the society where many housegirls are children that do not go to school. The poet says;

"Since she is my sister's child
Atieno needs no pay
While she works my wife can sit
Sewing every sunny day..."

Lack of parental care and guidance, this means that the parents and guardinas like Atieno's uncle do not care for children properly. Atieno gets pregnant at a young age showing that she had 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 girl spends too much time at the

08   market

Who will teach her what is right?"

Discrimination, Atieno is treated differently from the other children in her uncle's house since they are allowed to go to school while Atieno does not go to school. The issue of discrimination in the actual society is very common for example; gender discrimination. The poet indicates;

"Atieno's sly and jealous,
Bad example to the kids
Since she minds them like a school girl
Wants their uniforms, socks and beads."

Humiliation, Atieno is inhumanly treated and regarded unfairly by her uncle since she is made to do all the works while she is still a child, also her living conditions are of low status. The issues of humiliation is common in the actual society for example; violence against women. The poet states;

" Atieno washes dishes
Atieno plucks chicken
Atieno wakes up early
Beds her sacks down in the kitchen."

Hypocrisy in the poem EAT MORE by Joe Corie. The government is seen as hypocritic since it is aware of the poor living and economic conditions but still encourages them to buy expensive food. The issues of hypocrisy have been seen in the contemporary society among friends and family members as well as leaders. The poet says;

08:
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         " Eat more
           The slogan says
           More beef more Fish, more bread
           But i'm on unemployment... "                    :⋅|
       Poverty, the persona is a poor person as
   he cannot afford to buy expensive nutritious
   food. This issue is very common in the actual
   society where by many people are poor for
   example the beggars. The poet says that;
       ... When I see the slogan pass
           The only one that would suit me,
           is "Eat more bloody grass!"                     ⋅|
          Unemployment, the persona is not
   employed and he or she does not earn any
   income. The issue of unemployment occurs
   in the actual society where by many people
   are not engaged in any economic activity. In the
   poem the poet states;
       " ...The slogan says
           More beef more fish more bread
           But i'm on unemployment more pay
           My third year now and wed. "                    ⋅|
          Awareness and consciousness, the
   persona has the knowledge on his conditions
   as well as the hypocrisy of the government. It is
   a common issue in the society, the poet shows
   that the people such as university students in
   the actual society are aware and conscious
   of what is happening in the society. He states;
       "...The slogan as I pass
           The only one that would suit me
           is " Eat more bloody grass!"                     ⋅|
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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

8. Poet; Is the one who write the poem. For example Joe Come and smandle are poet who writes the poem. The following is how poet make people to be aware of the realities around them. by using EAT MORE, YOUR PAIN, HOME OF THE BRAVE, FREEDOM as follows;

By starting with EAT MORE as follows;

Symbolism; the poet makes people to be aware of the realities around them through symbol which make people to be aware For example,

"More fish, more beef, more bread"

this symbolised good life or wealth which shown by the poet in the poem which we can see even in our societies many people used symbol to make people to be

8. aware with the realities around them.

Repetition; this also the poet make people to be aware of the realities around them the poet show in the poem for example,

"More"

the word more repeated much which make people to be aware with what realities around them even in the societies use more repetition to show the awareness type of in order to understand much realities around them.

Personification; this also shown by the poet to make people aware of the realities around them with maked by the poet in the poem For example;

"The slogan say"

which shown by the poet in order to make people to use Personification In order to make people aware and make them to get other thing even in our societies many people use many things to make people aware.

Satire; this also used by the poet to make people aware with the realities around the societies For example in the poem,

"Eat more bloody grass!"

this shown poverty which shows the realities which shown in the place where by the poet use even in our societies we can make satire in order to make people to be aware with what the realities of their societies.

By using YOUR PAIN as follows;

symbolism; also this used to make people aware In their realities to their societies which make them to be used by the poet as follows;

"Pain", "blood" and "scars"

Pain symbolised oppression, also blood symbolised sacri

105

se and scars symbolized humiliation which can be show
wn in the societies which make people to be awer
with what the poet done.
Alliteration; this also used by the poet to
show the good awere with realities of the societies
which used to show the realities for example
"Yet more my pain"
the consonance m used to show which used by
the poet to show the realities of the surrounding the
societies also used to make people awere.
Assonance; this also used by the poet in
the poem as follows because of the realities in the
societies for example;
"Yet More my eyes"
the word e shows the assonance which used the
poet to make people to be awere with the realities in the
societies even in the societies used assonance to send
the message and to make people awere.
Personification; also this used by the poet
to make people awer with the realities which are in
the societies for example;
"Your pain"
this show personification which used to show the
realities of the societies even in our societies most
of the personification used to make realities of the societi
es.
By using "freedom song" as follows;
Symbolism; also this used by the poet
to show the realities of the thing or societies
for example;
"Steno wash the dishes"
show is the child labour which related with the

106

6. societies which used by people to make things to be in realities. even in the society used symbol ism to show the realities.
Irony; all the poem is Irony the poet use of irony to make people aware which shown in the poem that all the poem is Irony even in our societies people use Irony to relate the thing so.
Repetition; we can see the poet used repetition to relate in societies forexample;
"threo'
the word athreno repeated much which show that many things are repeated much in our societies even in our societies we use repetition to show the realities of the societies.
Illusis; also this the poet used it inod er to show the aware new of people in realities around them Forexample;
"work before night"
this show that the people be aware with what reali tres around them even in our societies there using ill usi.
By using HOME OF THE BRAVE as illu us;
symbolism; also this used by the poet to make people to be awer with realities which around them forexample;
"Brave";
symbolized nith people this make people to be awe re with what are in their societies even in our societies are using symbolism to show the rea lities of the thing which make other people to und erstand.

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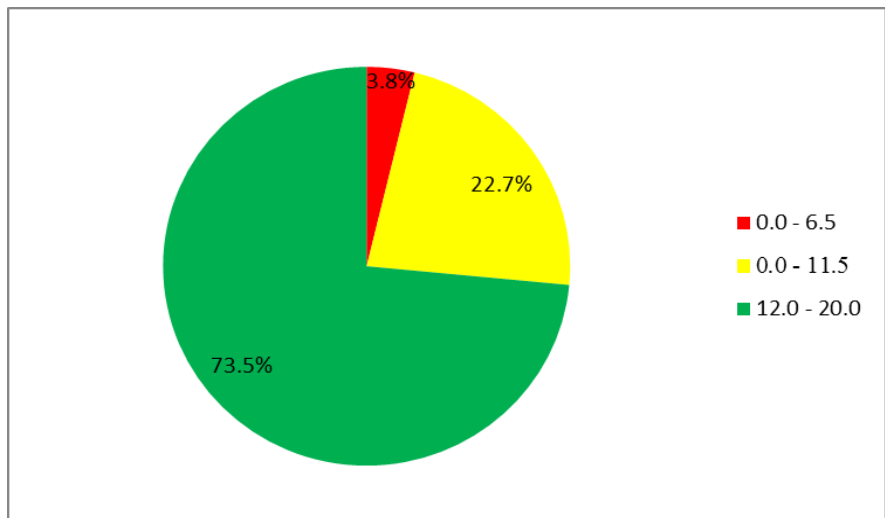
Figure 4 shows a summary of candidates' performance in question 9.

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

9(a). Repetition: Is the way of using the same things so as to show emphasis on the particular to thing. In the poem there is Repetition of a word "dada" in first and last stanza and show emphasis to women/girls.

Rhyme; Repetition of the similar sounds at the end of the two consecutive verses. This can be seen on the third stanza 'cool and tool' Thus there is rhyme pattern
"Never are passions cool"
to you am now a fool.

b. The tone of Poem is Angry since the poet is angry to the behaviour that the woman has of faking love and only after money, instead of true love.

c. The message obtain is that People especially girls should have true love, meaning that the love to some one should not be material love such as basing/chasing after money but should love someone for who he is and not for what he has also material love never last for a long period and Initiate bad morals.

d. The poet has used simple and clear language and easily understood and involve various poetic devices so as to add beauty to the poem and to show emphasis on various issues especially to things which are not good especially love for money. Also the poem has been arranged on five stanzas with variation in number of verses. Thus the diction is clearly and easily understood to all people as there is no use of unknown or complex language, biblical words such as thy, thee.

109

9(e) Untrue love; Many people in Tanzania especially girls or women tend to have false love since their love is material love only chasing after money and when the man stop providing the girl will move on and leave the man. Thus there also people who have untrue love like "dada" in the poem. And tend to follow men with money and need them to provide every thing they need example University girls and due to that made men without money to not fall in love with them, by needing of eradicating their of poor status.

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.

110

Extract 9.2

> SECTION D
>
> Answers
>
> 9 a) Four poetic devices that have been used in the poem
> i) Deductive
> ii) Assonance
> iii) Alliteration
> iv)
>
> b) Tone of a poem attitude.
>
> c) The message get in this poem is Chasing my bank account.
>
> d) The diction of the poem is was Very angry.
>
> e) The relevance of the poem to Current Tanzania way of life because their is reflectiveness in the Society.

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

111

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

Summary of Candidates' Performance per Topic for ACSEE 2018

ACSEE 2018				
S/N	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

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