



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



**CANDIDATES' ITEMS RESPONSE ANALYSIS  
REPORT FOR THE ADVANCED CERTIFICATE OF  
SECONDARY EXAMINATION (ACSEE) 2020**

**122 ENGLISH LANGUAGE**



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## **FOREWORD**

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

The Candidates' Item Response Analysis report (CIRA) in English Language subject for the 2020 Advanced Certificate of Secondary Education Examination (ACSEE) has been prepared in order to provide feedback to all education stakeholders on the candidates' performance in the subject.

The report is intended to provide a clear understanding of the reasons behind the candidates' success or failure in English Language subject. It highlights the factors that made the candidates perform well in the examination. These include the ability to interpret the questions and to follow instructions as well as sufficient knowledge about the concepts and the principles related to the subject. In addition, the report indicates that some of the candidates scored low marks because they failed to interpret the requirements of the questions and they lacked sufficient knowledge about the concept tested.

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

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



Dr. Charles E. Msonde  
**EXECUTIVE SECRETARY**

## **1.0 INTRODUCTION**

This report presents the analysis of the candidates' performance in the English Language subject for the Advanced Certificate of Secondary Education Examination (ACSEE) which was conducted in June 2020. The English Language subject was set in accordance with the English Subject syllabus of 2010 and the English Language Examination Format of 2019.

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

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

The analysis of candidates' performance in each item focuses on the percentage of candidates with good performance, ranging from 12 to 20 marks, average performance, ranging from 7 to 11 marks and weak performance, ranging from 0 to 6 marks.

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

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

## 2.0 ANALYSIS OF EACH QUESTION IN ENGLISH LANGUAGE 1

### 2.1 SECTION A

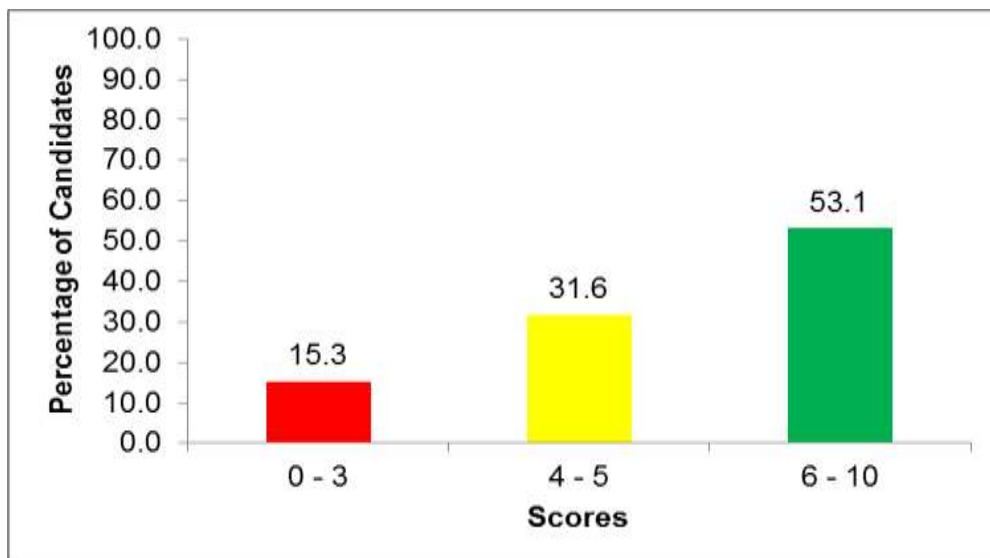
This section consisted of four questions. Each question carried 10 marks, making a total of 40 marks. The candidates were required to answer all the questions in this section.

#### 2.1.1 Question 1: Functions of Human Language

The candidates were given five utterances and they were required to mention and explain two functions which could be expressed simultaneously by each of the given utterances. The following were the utterances:

- (a) We are hungry.
- (b) I love this movie so much.
- (c) Nice day, my love!
- (d) What is the tractor doing?
- (e) Love you, mummy!

The question was attempted by all 23,873 (99.5%) candidates, out of which 53.1 per cent scored from 6 to 10 marks, 31.6 per cent scored from 4 to 5 marks. Only 15.3 per cent scored marks ranging from 0 to 3. The analysis shows that the overall candidates' performance in this question was good because 84.7 per cent scored from average to good. The candidates' performance in this question is summarised in Figure 1.



**Figure 1:** *Candidates' Performance in Question 1.*

The 53.1 per cent of the candidates with high marks in this question demonstrated mastery of the topic, 'Introduction to Language' and its functions. They differentiated the functions of language from other concepts of human language such as the characteristics, theories of origin of language, language planning and policy and the significance of language. They explained the two functions which could be expressed simultaneously by each of the given utterances as explained in the following:

(a) *We are hungry.*

The candidates who scored high marks in this item knew that the utterance serves as a request for food. Apart from that, they recognised two simultaneous functions expressed, which are, directive and conative function. It is a directive function since it instructs commands or requests for food. It performs a conative function since it involves or engages the addressee directly that they feel hungry. Other candidates explained the alternative functions that are expressed by this utterance such as informative, referential, heuristic and communicative functions.

(b) *I love this movie so much.*

The candidates with high marks in this item were aware that the utterance expresses personal feelings or opinions since it reports or expresses the personal feelings, emotions or attitudes of the speaker that he or she loves the particular movie. Alternatively, some candidates explained other functions that are performed by the utterance such as informative, referential, heuristic and communicative function.

(c) *Nice day, my love!*

In this utterance, the candidates were aware that the utterance does not communicate any content message rather than establishing social relationship with others. Therefore, they realised that it serves as phatic or interactional function since it is used to for the sake of interacting with others. Furthermore, some candidates explained the alternative functions of this utterance such as expressive or personal function as it communicates feelings towards the addressee by wishing him or her a good day.



(d) *What is the tractor doing?*

The candidates knew that the utterance communicates new knowledge about the environment, object or concept. Therefore, the utterance serves as informative or heuristic function since it requires information from the addressee. Some candidates explained other functions such as expressive and emotive function because it expresses feelings or opinions about the tractor.

(e) *Love you, mummy!*

The candidates who got the question right knew that the utterance serves as phatic or interactional function since it maintains social contacts between the speaker and the receiver. Alternatively, other candidates discussed it as communicative or interactional function because it communicates personal feelings towards the addressee. Extract 1.1 is a sample of a correct response from a candidate who explained two functions which could be expressed simultaneously by each of the given utterance.

1.	(a) (i) Expressive function
	- Is the One of the function of the language which is used to express what the person feel by that moment like for example "we are hungry".
	(ii) Informative Function
	- Is the One of the function of the language where by the person gives out information about something, which is to happen or read happen like for example "The President will come tomorrow".
	(b) (i) Emotive Function
	- Is the One of the function of the language where by some one express his or her feelings towards something for example "I love this movie so much".
	(ii) Communicative Function
	- Is the One of the function of the language where by two people use in the conversation, like for example "I love this movie so much". another person may reply by saying that "Ooh it seems to be so nice".

4.	(i) (i) Phatic Function
	- Is the One of the function of language that is used to maintain social distance like for example "Nice day, my love!" another person may reply "Thank you much dear" and this may show that these people are in the good relationship.
	(ii) Expressive Function
	- Is the One of the function of language that people use it to express out their feelings towards their lovers and emotion like for example "Nice day, my love!"
	(iii) Instrumental Function
	- Is the One of the Function of language that people use directed to perform a certain activity and even questions are included here like for example "What is the tractor doing" here mean that the one who question need answer
	(iv) Phatic Function
	- Is the One of the Function of language that is used to maintain social distances like for example "What is the tractor doing"
4.	(i) (i) emotive Function
	- Is the One of the Function that people use it to express their feelings towards something like for examples "love you, mummy" here let's say the child is expressing his or her feeling to his or her mummy.
	(ii) Informative function
	- Is the One of the function that people use to inform each other like for example "love you mummy" here the child is informing his or her mother that he or she loves her.

**Extract 1.1:** A sample of a candidate's correct response.

The analysis shows that the 15.3 per cent of the candidates with poor performance failed to explain two functions which could be expressed by the given utterances. Some of the candidates understood that all five utterances should be explained using two functions of language instead of two functions per each utterance. It was further observed that the candidates who

scored low marks failed to identify the correct functions expressed by a particular utterance. Extract 1.2 is a sample of an incorrect response.

1	(a)	Expressive Function	
		Emotive Function	
	(b)	Emotive Function	
		Expressive Function	
	(c)	Phatic Function	
		Emotive Function	
	(d)	Instrumental Function	
		Referential Function	
	(e)	Emotive Function	
		Phatic Function	

**Extract 1.2:** A sample of a poor response.

Extract 1.2 is a sample of response from a candidate who mentioned the functions of language without providing explanations. The candidate was required to explain the two functions expressed by each of the utterances, for example, in (a) the utterance serves as a request for food - *Directive/Conative function*. The sentence also gives the listener information about us, hence it serves as *Informative/Referential/Heuristic/ Communicative function*.

### 2.1.2 Question 2: The Uses of the ‘-ing’ Morpheme in English Language

The question had two parts, (a) and (b). In part (a), the candidates were required to explain how the morpheme “-ing” is used in English language by using five (5) points with appropriate examples.

In part (b), the candidates were instructed to identify the words written in short forms and to write them in long forms or in full words based on the memo provided. The following was the memo given:

- (b) Write the following *memo* from the Managing Director to a group of workers in an office into full words:

*Memo from: Mr. Mabala (MD)*

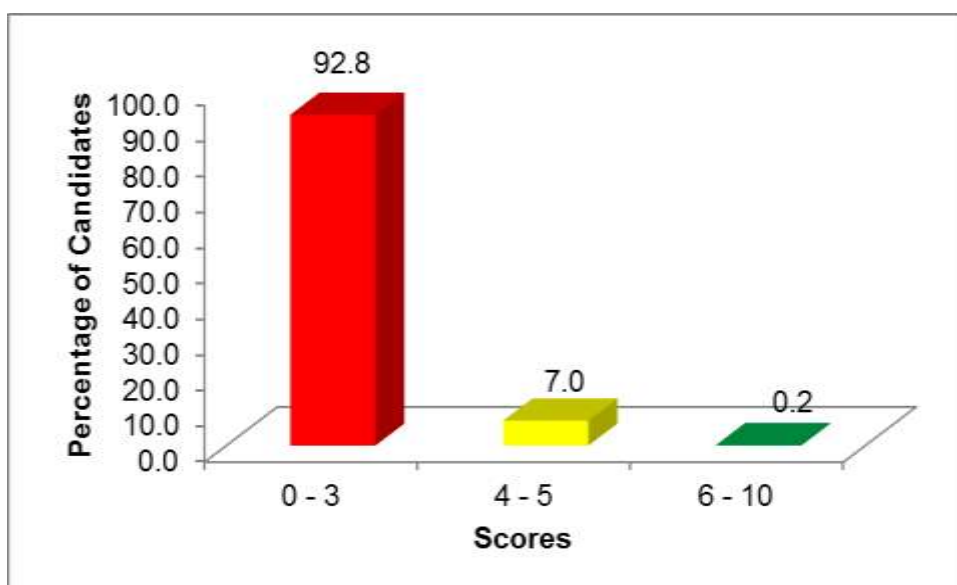
*To: All staff*

*Date: 3<sup>rd</sup> Oct. 2013*

*Ref: 04056/DC*

*May I remind you that all new Lab equipment should be registered with store and supplies Room (ext. 2683). NB: new items must be reported to the office before 17 hours on the last day of the month of purchase, i.e. within the current budgeting month. All A/C numbers must be recorded.*

The question was attempted by 23,926 (99.7%) candidates, out of which 92.8 per cent scored from 0 to 3, 7.0 per cent scored from 3.5 to 5.5 marks and only 0.2 per cent scored marks ranging from 6 to 9. The analysis shows that the overall candidates' performance in this question was weak because 92.8 per cent scored marks below average. The performance is summarised in Figure 2.



**Figure 2:** *Candidates' Performance in Question 2.*

The candidates who got high marks in this question were 0.2 per cent. In part (a), the candidates demonstrated their skills on grammar and structure in English Language. They managed to explain the uses of the morpheme “-ing” in English language with examples. Some of the responses provided were:

- (i) The “-ing” particle is to indicate present continuous or progressive aspect of a verb. For example: “*She is dancing*”. The “-ing” morpheme in this sentence shows that someone is dancing and the action is still going on.
- (ii) Apart from that, the “-ing” morpheme can be used as a gerund (verb noun) when it is attached to a verb. For example, “*Shouting loudly is*

awkward". In this sentence, the verb "shout" when attached to the "-ing" forms a gerund at the beginning of a sentence.

- (iii) The "-ing" morpheme can also be used as an adjective. For example, *"It was a very exciting dance."* The adjective tells more about the noun "dance" This is because, when a compound is formed, the first word or root modifies the second one.
- (iv) The "-ing" morpheme is used as a pure noun, for example, *"Drinking too much is harmful"*. The word "drinking" acts as the noun of the sentence.
- (v) The "-ing" morpheme is used in forming compounds, for example, *"We are going to the swimming pool."*

Extract 2.1 is a sample of a response from a candidate who scored high marks.

2. (a) i)	The morpheme "-ing" is used to show tense that is present continuous tense. for example he is playing.
ii)	Morpheme "-ing" is used to form adjectives. for example "unverbal speaking"
iii)	The morpheme "-ing" is used to form compound words. for example "dressing table" therefore the word is formed by a verb and a noun.
iv)	The morpheme "-ing" is attached to a verb showing two actions are done simultaneously at a time. for example "He is eating while playing games"
v)	The morpheme "-ing" is used to show the progressing action without using an auxiliary verb. for example "playing is good."

**Extract 2.1:** A sample of correct responses.

The analysis indicates that candidates who scored high marks in part (b) were aware of the words which were written in short forms and wrote them

in full words or in long forms. They demonstrated knowledge and ability in word formation process and they differentiated the clipped words from abbreviations, acronyms, or from any word formed through any word formation process. Some of the responses provided by one of the candidates were:

Memorandum from: Mister. Mabala (Managing Director)

To: All staff

Date: The third of October, 2013

Reference: 04056/DC

*May I remind you that all new Laboratory equipment should be registered with store and supplies Room (extension. 2683). Please Note/Nota Bene new items must be reported to the office before 17 hours on the last day of the month of purchase, that is, within the current budgeting month. All Account numbers must be recorded.*

The analysis shows further that the candidates with low marks in question 2 (a) failed to adhere to the requirements of the question. The question required the candidates to explain the uses of the “-ing” morpheme in English language, but one of the candidates wrote it as the types of tenses, functions of inflectional morpheme “-ing” and the subsystems of human language. The candidate wrote that the morpheme ‘-ing’ is used to show gender and comparison. The following extract demonstrates poor responses from one of the candidates who misinterpreted the requirements of the question.

2.	a) i/ phonology	
	- is a study of language which deals with the pronunciation of words. For example morpheme -ing can pronounced as /ig/ so the morpheme used in pronunciation, some words with attached to ing.	
	ii/ Morphology	
	- is a study of language which deals with the formation words within a sentence by using morpheme ing can be attached after the root For example go - going	

21.	a) iii/ Semantic	
	- Is the study of language which deals with the meaning of the word by using morpheme -ing in a sentence for example 'Go - Going the verb seems in the present continuous tense	
	iv/ Spelling (Orthographic)	
	- Is the study of language which deals with arrangement of consonants and vowels within a word by using morpheme -ing it being comprised with vowel (v) consonant and consonant <del>CAV</del> so that is how morpheme arranged.	
	v/ Syntax	
	- This is a study of language which deals with the grammar of the words by using morpheme -ing also when you attach it into root can make a word to be looked with specific grammar for example in the word cook but when you put into sentence became as Asha is cooking Ugal! so it maintained the grammar	

**Extract 2.2:** A sample of a candidate's incorrect response.

Extract 2.2 shows the uses of “-ing” in phonology, morphology, semantic, spelling and grammar instead of explaining the uses of the morpheme “-ing” in English language with examples.

Furthermore, there were some candidates who wrote their own memos instead of rewriting the given memo according to the given instruction. These candidates demonstrated lack of knowledge on word formation process and the study of morphology in general. Some candidates just copied the memo as it is in the question, as seen in Extract 2.3.

22	<p>TO: ALL STAFF.</p> <p>FROM: MR. MABALA (MD)</p> <p>Date: 3<sup>rd</sup> Oct. 2013</p> <p>Ref: 04050/DC</p> <p>May I remind you that all new lab equipment should be registered with store and supplies Room 304 (ext. 2083). NB: new items must be reported to the office before 17 hours on the last day of the month of purchase, i.e. within the current budgeting month. All A/C numbers must be recorded.</p> <p>Thanks</p>	
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**Extract 2.3:** A sample of an incorrect response.

### 2.1.3 Question 3: Writing Normal Spellings from Phonemic Transcription

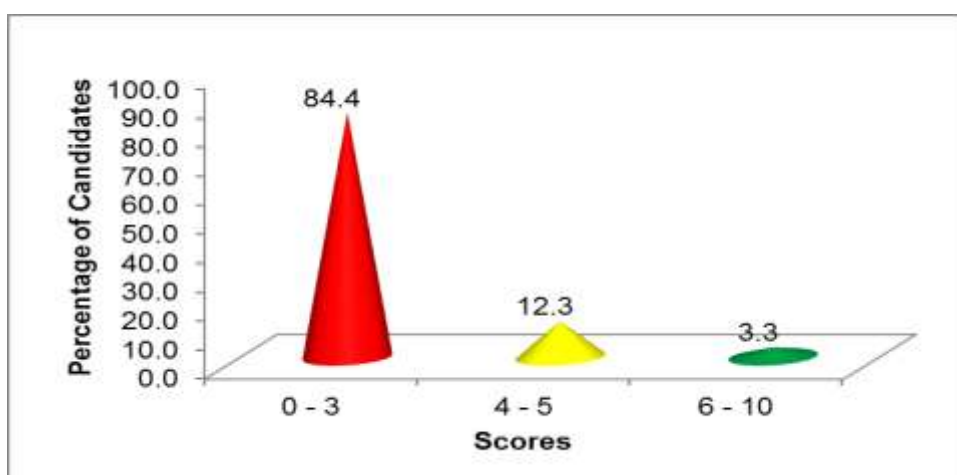
The question had parts (a) and (b). In part (a), the candidates were required to write each of the phonemically transcribed words in normal spellings. The transcribed words were:

- (i) /si briz/
- (ii) /kwin bi/
- (iii) /juzd kaz/
- (iv) /skul dets/
- (v) /bi bi si njuz/

In part (b), the candidates were required to apply the knowledge and ability of spoken English to explain how stressing or emphasising five different words in the given sentence may convey different information or meaning. The sentence was:

*“He isn’t flying to London tomorrow.”*

The question was attempted by 23,794 (99.1%) candidates, out of which 84.4 per cent scored from 0 to 3 marks, 12.3 per cent scored from 4 to 5 marks and only 3.3 per cent scored marks ranging from 6 to 10. The analysis shows that the overall candidates’ performance in this question was weak since 84.4 per cent scored below average. The performance of candidates in this question is summarised in figure 3.



**Figure 3:** Candidates’ Performance in Question 3.

The analysis shows that 3.3 per cent of the candidates had high marks in this question. They were able to read, understand and write the phonemically transcribed words in normal English Language spellings. They showed their



ability in pronunciation which enabled them to recognise the phonemically transcribed English words. Some of the correct responses from one of the candidates are provided as follows:

- (i) /si briz/ = sea breeze

The candidates with high marks in this part demonstrated their ability in pronunciation of phonemes, particularly in vowel phonemes. They were able to differentiate between long and short vowels as well as monophthongs and diphthongs. They knew that the sequence of two vowels or vowel clusters of “ea” and “ee” in “sea” and “breeze,” respectively, are replaced by the long vowel sound /i/ as they take a long time to pronounce.

- (ii) /kwɪn bi/ = queen bee

The candidates who scored high marks in this part showed their knowledge on English phonemes; that is, vowel and consonant phonemes. They were aware that in English language pronunciation, the consonant sound “q” is pronounced as /k/ followed by the sound /w/. They demonstrated their skills that some sequence of consonants or vowels can be replaced by single sounds in pronunciation. That is why they managed to realise that the vowel cluster “ee” and “ee” are replaced by the long vowel sound /i/.

- (iii) /ju:zd kɑ:z/ = used cars

The analysis shows that, the candidates with high marks in this part knew that the vowel sound “u” at the initial position of a word is preceded by the consonant sound /j/. Apart from that, they showed their knowledge in the place and manner of articulation which enabled them to know that when the sound /s/ is preceded by the voiced sound, it will be pronounced as /z/. In this question, the consonant sound /s/ is preceded by the vowel /u/. Furthermore, they were able to understand that, in English language, the consonant “c” is replaced by the sound /k/ in spoken language. Lastly, they realised that, the consonant /s/ sounds as /z/ because it is preceded by the vowel sound.

- (iv) /skul detʃ/ = school debts

The candidates who got this part right demonstrated their knowledge and skills on pronunciation of vowels and consonants in English language. They were able to understand that, some consonant and vowel clusters or sequences in English language are replaced by single sounds. For example, the consonant cluster -ch- and the vowel

cluster -oo- in the word “school” are replaced by single sound /k/ and /u/, respectively. Furthermore, they were able to differentiate the audible consonants from the silent ones. For example, the word “debts,” consists of a dump or silent consonant “b,” which goes unheard in spoken discourse.

(v) /bi bi si njuz/ = BBC news

The candidates with high marks in this part demonstrated their ability to understand the pronunciation of English phonemes. They were able to differentiate the sound /b/ from other English consonant phonemes. They differentiated short vowels from long ones. For example, all vowels used are long vowels because they take a long time to pronounce. Extract 3.1 is a sample of a correct response from one of the candidates who scored high marks.

3a)	①	Sea breeze.	
	②	Queen bee.	
	③	Used cars.	
	④	School debts.	
	⑤	BBC news.	

**Extract 3.1:** A sample of correct answers from one of the candidates.

The analysis indicates that candidates with high marks in part (b) had good knowledge in spoken English which enabled them to explain clearly how stressing or emphasising different words in “*He isn’t flying to London tomorrow*” to convey various information or meanings. Some of the correct responses from the candidates are explained in the following:

The candidates who emphasised the word “he” understood that the pronoun “he” implies that it is somebody or someone else who is flying to London and not “him,” while when the stress is shifted to the word in means that “isn’t” the man is not flying or doing it anymore.

Apart from that, when the word “flying” is emphasised, the sentence means that ‘he’ is not flying but ‘he’ may get there using other means of transport such as water or land transport. However, when the word “London” is stressed it implies that he could be taking a different location and not necessarily London. Furthermore, when the emphasis is moved to the word

“tomorrow” the sentence could mean that the man will be travelling, but not the following day, but some other day. Finally, by emphasising the word “to” the sentence could mean that ‘he’ is flying from or passing by London, not to London, as Extract 3.2 illustrates.

(b)	is He isn't flying to London tomorrow	
	→ It has been used to show that the person won't be going to London.	
	ii) He isn't FLYING to London tomorrow	
	→ Stress has been used to show that the person won't be using an airplane to travel to London but he might use another means of Transport	
	iii) He isn't flying to London tomorrow	
	→ Stress has been used to show that the person won't be going (flying) to elsewhere but not London	
	iv) He isn't flying to London Tomorrow	
	→ Stress has been used to show that the person won't be going (flying) to London on the next (coming) day but instead he will be going to London some other days later but not the next day	

**Extract 3.2:** A sample of a correct response

The candidates who scored low marks in part (a) had no knowledge and skills on pronunciation of vowels and consonants in English language. They did not understand that, some consonant and vowel clusters or sequences in English language are replaced by single sounds. They also could not write the phonemically transcribed words in normal writing.

Furthermore, the analysis shows that the candidates with low marks in part (b) failed to understand the requirements of the question. They lacked the knowledge on semantics and the study of meanings in general which would help them to understand the requirements of the question. Some of these candidates discussed the roles of stress in English language contrary to the question requirements. Extract 3.3 is a sample of a poor response from one of the candidates.

3	(b) "He isn't flying to London tomorrow"	
	1. He isn't 'flying to London tomorrow	
	2. He isn't fly <sup>ing</sup> to London tomorrow	
	3. He isn't flied to London tomorrow	
	4. He isn't flyed to London tomorrow	
	5. He isn't fly to London tomorrow.	

**Extract 3.3:** A sample of an incorrect response.

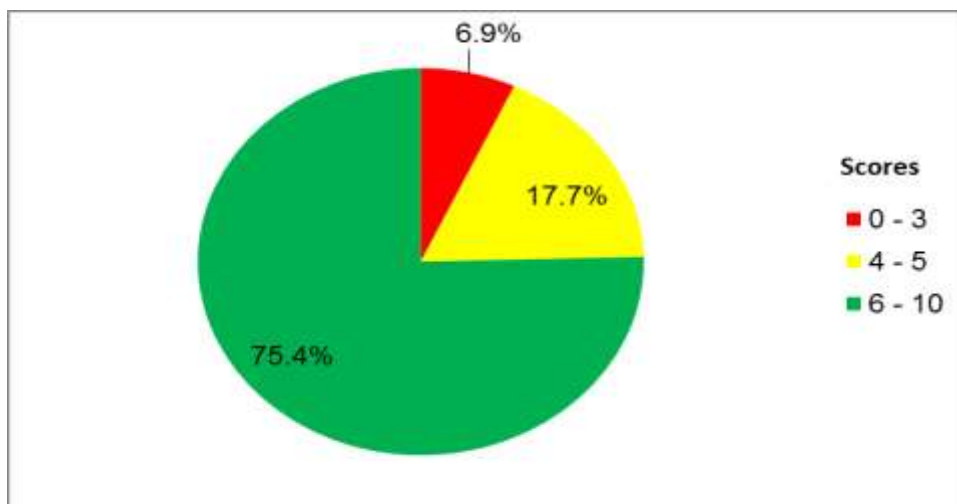
In Extract 3.3, the candidate misinterpreted the question and thought that he/she was required to copy the given sentence five times instead of writing the roles of stress shifting it to the five different words in the given sentences.

#### **2.1.4 Question 4: Translating the Passage from English to Kiswahili Language Using Communicative Translation**

The candidates were required to translate the passage from “A Man of the People” by Chinua Achebe into Kiswahili language by using communicative translation method. In this method, the candidates as translators were required to use any alternative meanings of words to make sure that the message is sent to their receivers in the target language. The following was the passage:

*“.... Some men have no shame at all. Can't you go and look for your own woman instead of sneaking around here? My father has told you to stop coming here, or have you come to pick up some gossip for your friend Mrs. Nanga? A big fellow like you should be ashamed of gossiping like a woman. Errand boy, go and tell her I will marry Chief Nanga. Let her come and jump on my back if she can. As for you, why don't you go back to your prostitute woman in Bori instead of wasting your time here? I have been respecting you for the sake of Chief Nanga, but if you make a mistake of coming here again I will tell you that my name is Edna Odo.” pg 129.*

The question was attempted by all the 23,895 (99.6%) candidates, out of which 75.4 per cent scored from 6 to 10, 17.7 per cent scored from 4 to 5.5 marks and only 6.9 per cent scored marks ranging from 0 to 3. The analysis shows that the overall candidates' performance in this question was good because 93.1 per cent scored an average of 35 per cent and above. The performance is summarised in Figure 4.1.



**Figure 4:** *Candidates' Performance in Question 4*

The analysis shows that the candidates with high marks in this question were 75.4 per cent. These candidates had good command of both English and Kiswahili languages which enabled them to translate the given passage by using communicative translation technique. Apart from that, the candidates were knowledgeable in translating since they were able to change the information presented in English to Kiswahili. Furthermore, they demonstrated ability and language skills in understanding the passage particularly the vocabulary used. One of the candidates translated the passage as follows:

*“Watu wengine hawana aibu kabisa. Kwa nini usiende kutafuta mwanamke wako badala ya kuja hapa kisirisiri? Baba yangu alishakukataza kuja hapa au umekuja kuchukua umbea umpelekee rafiki yako mke wa Chifu Nanga? Mwanaume mzima kama wewe huoni iabu kuwa mbea kama mwanamke. Kuwadi wewe; nenda kamwambie kuwa nitaolewa na Chifu Nanga. Tena mwambie aje anipande mgongoni kama anaweza. Na kwa upande wako, kwa nini usiende kwa malaya wako wa Bori badala ya kuja kupoteza muda wako hapa? Nimekuwa nikikuheshimu kwa ajili ya Chifu Nanga, lakini ukiendelea kuja hapa tena, utanijua kuwa naitwa Edna Odo.”*

Extract 4.1 is a sample of good responses from a candidate who translated the given English language text to Kiswahili by using the communicative translation method correctly.

4.	"..... Baadhi ya wanawake hawana aibu hata kidogo. Humezi kuwepo kuangalia mwanamke wake kuliko kubaki unachangaa hapa? Baba yangu amesha kwamba usije tena hapa, au unekuja kuchukua umbea kwa ajili ya rafiki yako mke wa Nanga? Hvi haugopi kum mbea kama mwanamke. Kijana mpuuzi, nenda kwa mwanamke kwamba nitalewa na Chief Nanga. Mwambie aie anipige kama ataweza. Na wene kwanini usinidi kwa mwanamke wako malaya huko Bori, badala yake unapoteza muda tu hapa. Vimekua niki kuleshuru kwa sababu tu ya Chief Nanga lakini ukifanya tena makasa ya kija hapa tena nitakwambia kwanini naiwa Edna Odo..." Ukutasa wa 129.
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**Extract 4.1:** A sample of a correct translation.

Furthermore, some candidates (6.9%) lacked the writing skills, hence they failed to use the correct punctuation marks in their translated texts, thus they scored low marks. Some candidates failed to understand English vocabulary such as "errand" and "sneaking" which made the translated text sound inappropriate in the target language. Extract 4.2 is a sample of a response from a script of a candidate whose translated text has a different meaning from the original text.

4.	"... Baadhi ya wanawake hawana salama. Hawawezi kuwatazama wanawake wao baadaya kuwapamaja. Baba yangu alinamba usije hapa, unakuja hapa kama mgongo wa rafiki wa Mrs. Nanga? ndugu kama mwezi hawezi kuwa salama kama wanawake. Nenda kumwambia nitalewa na chifu Nanga. Nenda kama rudi kama itawezekana. Kwa sababu hiyo, kwanini unarudi kwenye umalayo katika Bori baadaya kupoteza muda hapa? tayari humemuezhirwa chifu Nanga. lakini kama kutakuwa na makasa ufetena hapa nika kwamba jina langu ni Edna Odo..."
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**Extract 4.2:** A sample of a distorted translation.

In Extract 4.2, the candidate failed to understand a passage in English language due to lack of language skills. Due to this reason, the translated text had different meaning from that of the original language.

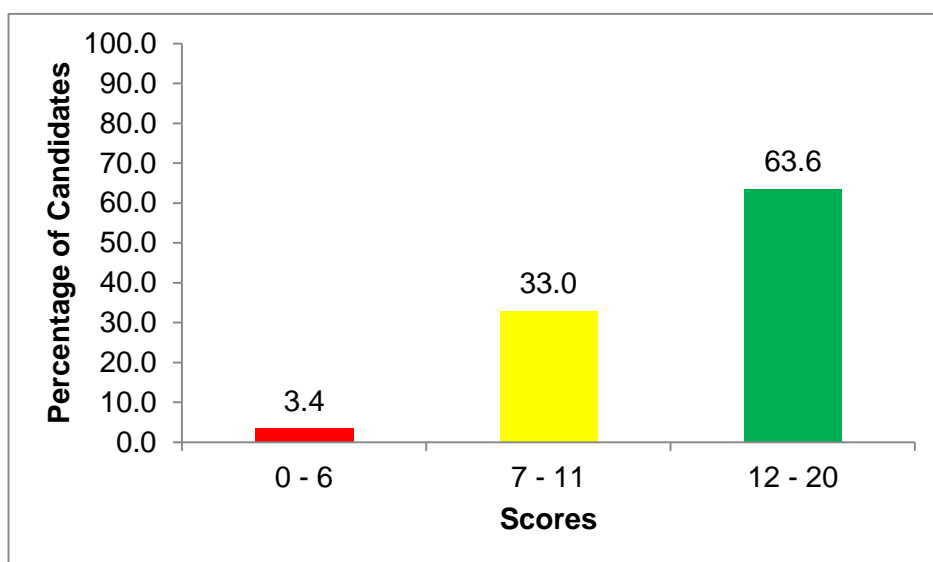
## 2.2 SECTION B

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

### 2.2.1 Question 5: Kiswahili as the Medium of Instruction in Tanzania

In this question, the candidates were required to use eight points to support the argument that Kiswahili should now be used as the medium of instruction in Tanzania from primary to university levels of education.

This question was compulsory; hence, it was attempted by 23,951 (99.8%) candidates. Among them, 63.6 per cent scored from 12 to 20 and 33 per cent scored from 7 to 11 marks. Only 3.4 per cent scored marks ranging from 0 to 6. The analysis shows that the overall candidates' performance in this question was good because 96.6 per cent scored an average of 35 per cent and above. The performance is summarised in Figure 5.



**Figure 5:** *The Candidates' Performance in Question 5*

The candidates with good performance in this question (63.6%) demonstrated ability in writing skills which helped them to present and defend their arguments that Kiswahili should be used in all levels of education in Tanzania. These candidates divided the question into three parts, namely introduction, main body and conclusion. In the introductory part, they defined the term language as a medium of instruction that is used

in communication and in giving instructions in examinations and other academic activities.

In the main body, they described eight (8) points to support the view that Kiswahili should be used as the medium of instruction from primary to university levels of education. The candidates had the view that since Kiswahili is the language that is well-known to both teachers and students, it will be easy to pass knowledge and skills to learners.

They also argued that Kiswahili is widely spread all over the country to the extent that it quickens the learning environments. Not only that but also research findings indicate that children learn better in their mother tongue or indigenous languages. They also supported their arguments by referring to the psycholinguistic studies that mother tongue education is better for a child's cognitive development, and hence, Kiswahili should be taught in Tanzanian schools for full cognitive development of the learners. This means that if they are taught in the language other than their first languages they are subjected to fail. Therefore, using Kiswahili as the medium of instruction will provide students opportunities to acquire knowledge, skills, attitudes, and understanding in various subjects.

In addition, they proposed that Kiswahili is the language for social and political unity, hence should be emphasised for national unity and cultural identity. Therefore, we ought to teach using it so as to cherish our heritage, instead of using English which is a foreign language. Apart from that, the candidate wrote that Kiswahili is one of the International languages; therefore, using it will enable us to advertise, trade, and communicate with people all over the world.

They also defended their points that there is no language that is endowed with scientific knowledge. Therefore, it is a myth to believe that English or any other foreign language is the language of science and technology. Any language including Kiswahili can be the language of science and technology. Therefore, we should use Kiswahili as a medium of instruction in all levels of education in Tanzania.

In the conclusion, they summarised the discussion that as an independent nation we should use Kiswahili as a symbol of unity, identity, and cultural heritage to differentiate ourselves from other nations. Extract 5.1 is a sample response from a candidate who managed to discuss eight points to support



the use of Kiswahili as the medium of instruction from primary to university levels.

05.	<p>Language is the system of symbols and vocal sound through which message come from one human being to another. In Tanzania we have different languages but the main language is Kiswahili and English because English has been our main language. I agree the Kiswahili should be used as the medium of instruction in Tanzania from primary to university levels of education due to the reasons:</p> <p>Kiswahili is the lingua franca in Tanzania. Kiswahili has been used as the lingua franca because use even in different areas such as when leaving the people communicate his mother language due to this the student is well know his language and dialect. This even if he/she start from primary up to university using Kiswahili he/she can understand well the subject that is being teaching by teacher and also he/she can help this person to get employment within and outside the country.</p> <p>Kiswahili is the national language. When Kiswahili been use as the medium of instruction from primary to university the subject could be understood well also he/she knows that is the national language and through this can lead to the development of nation and can improve his own in another country and also help the country. Tanzania also can result the building of relationship among different nation such as Africa and other country such as Uganda, DRC, etc. Due to this the student will understand more and also will get more relationship among different countries in the world.</p>
05.	<p>Kiswahili is the mother tongue. The first language I speak to acquire alphabet in Tanzania is Kiswahili. It means that the national language and language of instruction that the child needs the language spoken by the society. Due to this if the language been the language of instruction from primary to university level of education can enable a person to different subjects with ease and also if Tanzania due to this the children will learn the input in which the student will get is employment within the country and outside the country.</p> <p>Kiswahili is African identity. Kiswahili has been used as the African identity but not only African but especially in Tanzania due to this African language been used as medium of instruction it can make Kiswahili to have many vocabulary and number of words due to this can lead Kiswahili to be the language which is informal and can lead to make a person become one due to this language system.</p> <p>Kiswahili is the comprehensive language in Tanzania. Among other reasons that Kiswahili should be used as the medium of instruction in Tanzania from primary up to university is due to this comprehensive Kiswahili is called comprehensive language in Tanzania due to this has many number of words and is very known as in Tanzania due to this the can lead the student to understand more and can help him/her to cross the boundary for various impacts and can help employment, education to provide the students to other people within the all side the country and also to this it is more difficult for the student of Tanzania to use the language because the Kiswahili been a comprehensive language to him.</p>

**Extract 5.1:** A sample of a correct response from one of the candidates.

The analysis shows that some candidates (3.4%) performed poorly in this question. Some of these candidates did not understand the requirements of the question. They discussed the factors that make a language international or national instead of proposing the use of Kiswahili in all levels of

education in Tanzania. Extract 5.2 is a sample response from a candidate who wrote the factors which make a language international, vowels and stress in Kiswahili language.

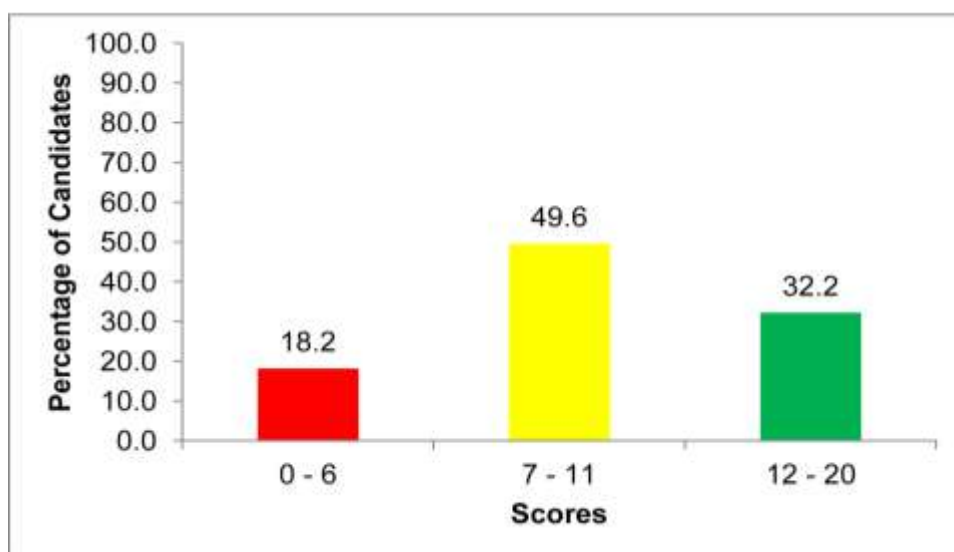
05.	<p>Indeed Kiswahili language should be used as medium of instruction in Tanzania from Primary to university level of education, as Kiswahili is used as the language of most Tanzanians and therefore should be given higher status than English.</p> <p>The following are the factors to support that "Kiswahili should now be used as the medium of instruction in Tanzania from Primary to University level of Education" is</p> <p>Native language. Since Kiswahili is mostly used by the people in society as their first language which is the one that a child acquires from birth hence become very easy for a child to master Kiswahili language. Example, when a child is born she automatically acquires words such as ma-ma, ku-ku, and others and as the child grows becomes experts in language.</p> <p>Also, large numbers of speakers, as in most part of Tanzania people used Kiswahili language as their medium of communicating to each other hence having large number of users. Example in Tanzania about a million number of people speaks Kiswahili.</p> <p>Geographical dispersion, also is among the factors which support the use of Kiswahili language as a medium of instruction since nowadays Kiswahili is spread all over the country and so become easy for it to use in Education level.</p>	
05.	<p>Vowels, also Kiswahili language have vowel which are produced without any obstruction in the vocal cord hence become very simple to learn and understand unlike English which have twenty vowel and some are difficult to pronounce. Example of vowel in Kiswahili are a, e, i, o, u.</p> <p>In Kiswahili language have got stress which appear at the end of a word and hence do not give any difficulties in pronouncing and English possess stress any where hence change the meaning of a word. Example the word 'import' - 'import' and in Kiswahili 'Mama'.</p> <p>Also Kiswahili language should be used as a medium of instruction since it is easy to understand by the students as it contains simple vocabularies which are simple to pronounce and write. Example the word 'Kachasi'.</p> <p>Also Kiswahili used as official language, also Kiswahili have high status in Tanzania as it is used in official matter to facilitate communication or development activities. Example it is used in schools as a subject in secondary level also in Primary used in teaching.</p> <p>Lastly Kiswahili language should be used as medium of instruction in education as it is used mostly as the first language of many people in the country especially Tanzania.</p>	
05.	<p>Therefore, Kiswahili should be used as medium of instruction in Tanzania from Primary to University hence to bring easy and simple understanding to the student also to develop Kiswahili language internationally by doing so it will help in bringing about improvement and development to our country.</p>	

Extract 5.2: A sample of incorrect answers.

### 2.2.2 Question 6: Writing a Friendly Letter

In this question, the candidates were required to write a friendly letter to their pen pal in South Africa. In the letter, the candidates were required to describe themselves, telling the new friend about their country, family, job and hobbies. The writer should sign his or her name as Mwema and the receiver should be called Bahati.

The question was a compulsory one and it was attempted by 23,791 (99.1%) candidates. Among them, 32.2 per cent scored from 12 to 20 marks and 49.6 per cent scored from 7 to 11 marks. Only 18.2 per cent scored marks ranging from 0 to 6. The analysis shows that the overall candidates' performance in this question was good because 81.8 per cent scored an average of 35 per cent and above. The performance is summarised in Figure 6.



**Figure 6:** *The Candidates' Performance in Question 6*

The candidates with high marks in this question were 32.2 per cent. They wrote a friendly letter containing all the necessary components required. The candidates who performed well demonstrated their ability in writing skills which enabled them to compose a friendly letter. Apart from that, they were able to differentiate a friendly letter from an official letter and their components. They wrote friendly letters which had the following components:

- (i) The sender's address at the top right-hand corner, with proper punctuations (a comma at the end of each line, with a full stop at the end of the last line).

- (ii) Date beneath the address, with a full stop at the end.
- (iii) Salutation (Dear Bahati, Dear friend, Hi Bahati, etc.) on the left side of the page, below the date line, near the margin, with a comma at the end of the receiver's name.
- (iv) Main body five points (ie about self, country, family, job and hobbies)
- (v) Complimentary closure (yours, sincerely yours, with love from, etc.) starts just to the right of the page centre with a comma at the end of the leave-taking.
- (vi) Sender's name (Mwema) beneath the complementary closure.

Extract 6.1 is a response from a candidate who wrote the friendly letter following all the required components of the letter.

6.		PUBLIC RELATION OFFICE, P.O. BOX 462, DODOMA - TANZANIA. 29 <sup>th</sup> , June, 2020.
	Hello! Bahati,	
	It's my hope you are doing well. On my side I'm ok. I'm in Morogoro from Dodoma region in Tanzania working at Public Relations Office as a public relations officer at a private organization. I'm twenty years old now. The aim of this writing you this letter is to tell you about different things I'm experiencing in Tanzania, my family, job and different hobbies I'm interested to.	
	Dear friend, this country has a lot of precious things such as national parks, game reserves, large water bodies like Lake Victoria which is found in the northern part of Morogoro region, Lake Tanganyika and Lake Malawi, rivers and minerals of different kinds like diamonds and gold.	
	About my family, our family consists of six people that is father, mother, I and my three young sisters called Elizabeth followed by Leving and finally Ekele. My mother's name is Dorah and father's name is Gabriel. Actually, they wish to meet you dear friend.	
	Bahati, I'm working at Private Sector at a Public Relations Officer. I really love my work and I have been dreaming for many years since I completed my Advanced Education to work as a Public Relations Officer and surprisingly my dreams have come true.	
	I like spending my time listening to music, watching movies, reading interesting books and jogging. All these hobbies make my mind free when I'm from work place or at home.	
	That's all my lovely friend, I'm so happy to write this letter to you as my new pen pal. I hope you are happy too. Great your family. I'll be there during the holiday to see you.	
		It's Mwema, Your lovely friend.

**Extract 6.1:** A sample of a correct response.

Furthermore, the analysis shows that, the 18.2 per cent of the candidates who scored low marks in this question failed to understand the demands of the question. They were attracted to write the official letters due to the misconception of the word “pen pal”. Most of them thought it is a name of a company, while others considered it as a name of a person they were writing to. Apart from that, some candidates failed to use the correct punctuation marks in the senders’ address, while others did not punctuate the senders’ address at all. Not only that but some candidates also used Kiswahili in writing the senders’ box address, as “S.L.P” instead of “P.O. Box” in English language. Extract 6.2 is a sample of responses from a candidate who wrote an official letter instead of a friendly letter.

6	P.O. BOX 17. DAR ES SALAM. 12/11/2019.
MANAGER BAHATI, PRIVATE ORGANISATION, B.O. BOX 212 SOUTH AFRICA	
Dear	
RE: APPLICATION FOR PUBLIC RELATIONS OFFICER.	
Refers to the heading above.	
I am a girl who have finished Uhasibu university at Arusha in Kilimanjaro region as a public relations officer since 2012. I'm asking for job in your organisation as a public relations officer. I am twenty eight (28) years old.	
I hope that my request will be relieved with good answer from you.	
Together with my application letter - I enclose my Curriculum Vitae (CV) for more explanation.	
Yours in building the nation	
Mwema	
Mwema	
Servant.	

**Extract 6.2:** A sample of an incorrect answer.

This candidate lacked the knowledge to differentiate a friendly letter from an official letter to the extent that he/she wrote an official letter requesting for a job instead of a friendly letter to a friend. Furthermore, some candidate failed to distinguish a friendly letter from a Curriculum Vitae (CV). Some of the candidates wrote their CV's instead of writing friendly letters, as seen in Extract 6.3.

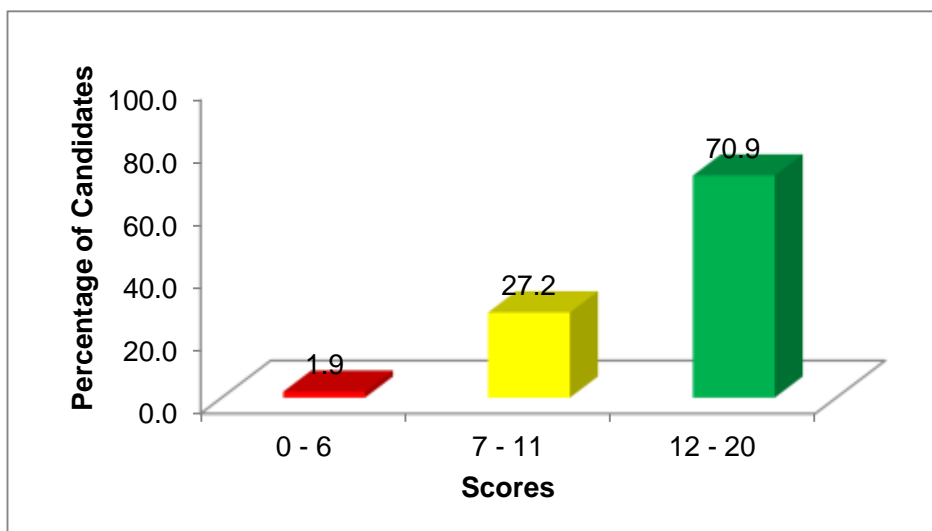
6	CV		
i. Personal particular			
First name: Blandina			
Surname:			
Nationality: Tanzanian			
Date of birth: 20/03/1992			
Place of birth: Morogoro village			
ii. Education background			
	YEAR	SCHOOL / UNIVERSITY	
	2011 - 2014	Uhasibu university	
	2009 - 2011	Hiru high sec. school	ACSEE
	2005 - 2008	Kilwa sec. school	OCSEE
	1998 - 2004	Mjimwema primary school	Primary level
iii. Working experience			
	YEAR	WORKING PLACE / ORGANISATION	WORKING POSITION
	2015 - 2019		Public Relations Officer.
iv. Other skills			
6	Hobbies		
	Playing netball		
	Swimming		
vi. Reference / Referees			
Mrs Gabo Pesambili			
Urafiki textile industry			
P.O. Box 2310			
Dar-es-Salaam			
Phone no. 0718202030 / 0672 2310 20			

**Extract 6.3:** A response from a candidate who provided irrelevant answers.

### 2.2.3 Question 7: Listening Techniques in Communication

In this question, the candidates were required to propose eight listening techniques that one needs to observe in order to become an effective listener.

This question was the best performed in this paper. It was attempted by 18,967 (79%) of the candidates, of which 70.9 per cent scored from 12 to 20 marks and 27.2 per cent scored from 7 to 11 marks. Only 1.9 per cent scored marks ranging from 0 to 6. The analysis shows that the overall candidates' performance in this question was good because 98.1 per cent scored an average of 35 per cent and above. The performance is summarised in Figure 7.



**Figure 7:** *The Candidates' Performance in Question 7.*

The 70.9 per cent of the candidates who scored high marks in this question demonstrated their ability to differentiate listening skills from other language skills such as writing, speaking and reading skills. They identified the listening skills which one needs to observe in order to become an effective listener. Apart from that, they followed the rules of essay writing by dividing their work into the introduction, the main body and the conclusion.

In the introductory part, they defined the term listening or effective listening. In the main body, the candidates discussed some techniques that need to be observed in order for one to become an effective listener and in the conclusion part, the candidates summarised the question by showing how listening is an important part of day to day communication.

The candidates proposed that, in order for one to become an effective listener, one must have the desire to listen and show interest in the topic at hand. Listening will be effective if the listener has interest in what the speaker is talking about. In order to become an effective listener, the candidates proposed that one is supposed to be open-minded and willing to learn new ideas; that is, one is required to be open to different points of view, different ways of speaking, to be open-minded, to stop judging the speaker and the matter at hand before hearing it, not to interrupt when one is speaking and the listener should not justify one's thoughts or beliefs on the matter before listening. They suggested that one has to be patient while trying to figure out what the speaker is trying to say. This is because

effective listening should be free from interruptions and pre-supposed solutions.

In order for a person to become an effective listener, one must avoid prejudice or biasness on the speaker's part. This will help the listener to distinguish between facts and opinions. To become an effective listener, avoid being an obstacle and reduce distractions such as noise, stress, and tiredness by sitting far from a talkative person or being near to the speaker.

Also, in order to be an effective listener, one has to be quiet. This is because the fundamental rule of listening is to be attentive while the speaker is talking.

The listener should avoid interrupting while the other person is saying or talking to others. The duty of the listener is to understand. In order to understand, one is supposed to listen until the speaker has finished. Furthermore, in order for one to become an effective listener, one must develop the behaviour of predicting and asking questions in order to keep oneself alert. One will be able to predict the main points, to distinguish between facts and opinions as well as the point of view of the speaker. The listener must postpone or withhold judgement. This means that, in order for one to become an effective listener, one must be neutral and never concentrate on the speakers' appearance because it may lead to wrong judgement.

In addition to that, a listener should be keen and observant so as to capture both the obvious verbal and non-verbal clues that will help him or her to get information, message and intention of the speaker. Extract 7.1 is a response from a candidate who correctly wrote the eight listening techniques that one needs to observe in order to become an effective listener.



7.	<p>Listening is the process of receiving sound waves through the ear, voluntarily, and sending them to the brain where they can be interpreted and understood as a message. Listening skills are important as they play a vital role in communication. However for it to play its role then the listener should listen effectively in order to understand. The following are techniques one needs to observe to become an effective listener :-</p> <p>Have a desire to listen. In order to understand what is being talked about, the listener should have the desire to listen. As said before, listening is a voluntary process therefore it greatly depends on the person's desire to listen. If one does not want to listen then he/she will just end up hearing and not listening. Hence to be an effective listener one should have the desire to listen.</p> <p>One should postpone judgement. Human beings are very judgemental creatures. Sometimes people tend to judge the speaker as he/she speaks. They can be judged on the way they talk, the way they walk, dressing style, physical appearance and even beauty. This limits effective listening because the listeners will be busy judging instead of listening hence to become an effective listener, one should avoid judgement towards the speaker.</p> <p>One should also try to understand the speaker's ideas or point of views. Sometimes, the speakers speak of things one already has knowledge on or has a different point of view, the listener however should try to understand the speaker's point</p>
7.	<p>of view and put aside his/her beliefs. This will enable her to clearly understand what matters are being discussed. If the listener does not want to understand the speaker's ideas then he/she will fail to listen effectively because he/she will be stuck on her own views.</p> <p>The listener should also take notes. As one listens, he/she should not just idle, he/she should be taking notes about the topic. This will help the listener pay close attention to the speaker as he/she wants to note down what is said. This is also important as it helps the listener to remember later on.</p> <p>Pay full attention and maximum concentration to the speaker. In order to listen effectively the listener's concentration should be fully on the speaker and nowhere else. If the listener fully concentrates, he/she will hear each word and be able to interpret it. It will therefore promote understanding hence very important to effective listening.</p>

	Maintaining eye contact is also important.
	In order for one to be an effective listener, one should maintain eye contact towards the speaker. The listener should not gaze around but rather look at the speaker. This will enable him/her to detect facial expressions, gestures and actions of the speaker and all these enhance understanding.
	Developing a willingness to learn can also make one an effective listener. Most people listen in order to gain knowledge and learn something. However if one does not want to learn then he/she will not want to listen hence to develop effective listening skills one should develop the willingness to learn then he/she will be motivated to
7.	listen.
	Avoiding distractions while listening will also help effective listening. When one is listening there should not be any kind of distractions. These include noise, music, phones, and even other people talking. Distractions mostly form a barrier to effective listening hence should be avoided.
	Therefore, an effective listener needs to employ a number of techniques in order to listen and not just hear. Hearing is different from listening as it is involuntary, it just involves receiving sound waves without trying to interpret them.

**Extract 7.1:** A sample of a candidate's correct answer.

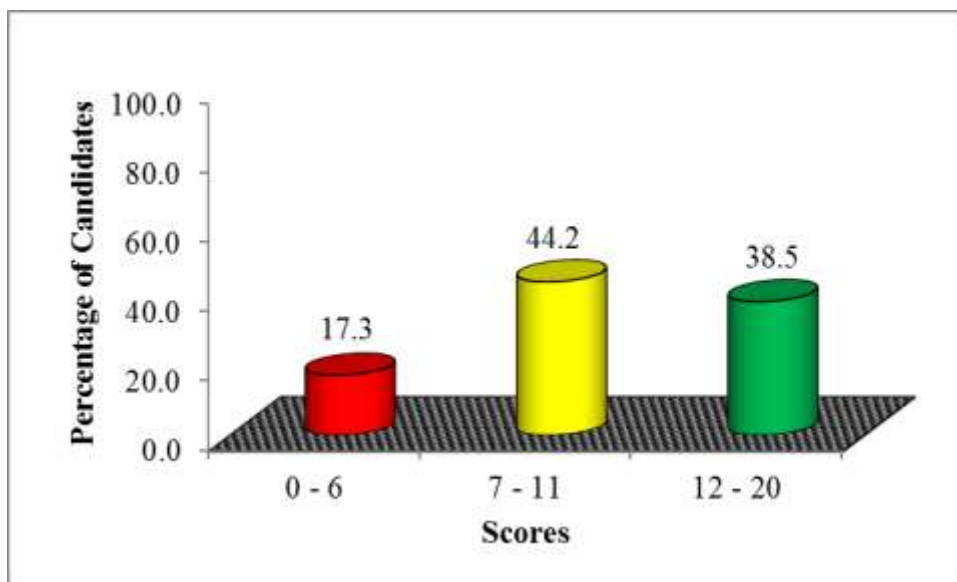
The candidates who scored low marks in this question (1.9%) did not adhere to the requirements of the question. They had poor language skills thus they provided irrelevant responses, for example, one of the candidates provided listening techniques contrary to the requirement of the question. The candidate wrote:

*“Appreciative technique, therapeutical listening, critical listening, discriminative listener, comprehensive listening, intensive listening and optical listening. Another one wrote on the types of listening such as; empathy listening, sympathetic listening, informative listening and biased listening.*

## 2.2.4 Question 8: Speech Writing

In this question, the candidates were required to present a speech in a debate club to support the motion “Corruption is Inevitable in Tanzania Today.”

This question was attempted by 5,008 (20.9) per cent of the candidates. Among them, 38.5 per cent scored from 12 to 20 marks while 44.2 per cent scored from 7 to 11 marks. Only 17.3 per cent scored marks ranging from 0 to 6 marks. The analysis shows that the overall candidates' performance in this question was good because 82.7 per cent of the candidates scored an average of 35 per cent and above. The performance is summarised in figure 8.



**Figure 8:** *The Candidates' Performance in Question 8.1.*

This was the most avoided question in this paper as only few candidates 5,008 (20.9%) attempted it. The analysis indicates that the candidates were not so sure of the requirements of the question, that is, whether to write a speech or a debate.

The candidates with good performance (38.5%) in this question demonstrated their language skills particularly speaking skills that enabled them to present their points clearly. They managed to distinguish between the proposing and opposing sides of the debate. Apart from that, they distinguished speech from other forms of organising and presenting materials, such as presentations, essays, lectures, compositions or debates. They organised their presentations into three parts, namely the introduction, the main body and the conclusion. In the introductory part, the candidates saluted the members following the seniority, such as the Chairperson, secretary, principal speakers, time keeper, members of the floor, ladies and gentlemen. They also introduced themselves, revealing their stand on the issue at hand and introducing the motion to the members of the floor.

In the main body, they discussed how corruption is inevitable in Tanzania by showing the root causes of corruption, the practice of corruption and how it can be solved, followed by a valid conclusion.

The candidate concluded by showing the effects of corruption in the society by showing how people are denied their rights. Extract 8.1 is a response from a candidate who defended and supported the motion using eight points, correctly.

	<p>The following are the things / factors that show how corruption is inevitable in Tanzania currently, these include:</p> <p>Massive poverty: Poverty refers to the state of being poor, some people in Tanzania live under one dollar (2500/- sh), this shows that whenever a person will get a favour that will involve corruption he/she won't neglect of taking it. Intuit it will be so difficult to avoid corruption in Tanzania.</p> <p>Inefficient supply of social service in Tanzania there is inadequate supply of health care, water, education and education, the inefficient health care has led to congestion of patient, and this has contributed to corruption due to that people bribe the medical officers so as they can early be treated. This makes the inevitability of corruption in Tanzania, hence so difficult to avoid it.</p>	
8	<p>The problem of unemployment: In Tanzania there is a number of people who are unemployed, such people may tend to receive bribe for instance from influential people like political leaders for them to vote for them, because they are unemployed they will take the money and choose the corrupt leader, hence difficult to combat it.</p> <p>Low level of education of Tanzanians: A number of Tanzanians are uneducated or have low level of knowledge, that they do not know by taking corruption, is when they hurt themselves. for instance during general election, people accept corruption from bribe leaders and they choose whom when gets the power forgets the public.</p> <p>Avoiding of tax payments: In Tanzania there is a huge number of debts of people that they have not payed tax but they get access to material they import simply because they corrupted the authority for instance Tanzania Revenue Authority (TRA) and get their products illegally, but the essence is that they are avoiding paying taxes.</p> <p>Ineffective policies that exist in Tanzania: In Tanzania there are weak policies and few strict rules that punish people who tend to be caught during corruption, in other countries people caught during corruption are completely taken their properties or killed.</p>	

8	but in Tanzania the policies and laws are quite weak.
	Presence of few campaigns to fight corruption in Tanzania the issue of corruption is taken so easily, the government does not do campaigns to fighting corruption as how it campaigns spread of HIV/AIDS is rampant, the make, hardship for people to stop corruption, because they do not know the negative impact of corruption.
	Ineffective working of Tanzania fighting corruption organization. In Tanzania there is an organization known as Preventing and Combating Corruption Bureau (PCCB) but it has been working ineffectively, seems like it is seasonally working, for instance it works effectively during campaigns, so the people are not scared of being corrupt, so no measures will be taken upon them. This makes it more inevitable in Tanzania.
	Generally, corruption in Tanzania can be eliminated or reduced when the PCCB starts working effectively by forming permanent policies and rules that will punish the corrupt people, but also education should be provided in schools and community about generally effects of corruption and the government should provide employment to the people.

**Extract 8.1:** A sample of a candidate's correct response.

The analysis show further that the 17.3 per cent of the candidates who scored low marks in this question did not adhere to the requirements of the question. The candidates were required to show how corruption is inevitable in Tanzania, but some of the candidates wrote on how the country could help people avoid being involved in corruption, such as provision of civil education, mass employment, having good leadership and combating issues that lead to poverty. Others wrote on how corruption brings about negative impact such as underdevelopment of a country. They wrote on how corruption can lead to immorality of people in the society, how uneducated people can get employment while the educated ones remain unemployed. They also wrote how corruption causes political instability. Extract 8.2 is a sample of a response from a candidate who wrote on how corruption can be combated.

3	<p>Thankyou chair person, lecturers from both opposing side and proposer side, the speakers from from opposing side and proposing side and the entire protocol. Good afternoon. In fact if you have a speaker from opposing side ready to stand beyond the motion that states "Corruption in Tanzania is inevitable" by my five view i think i will support my side period entirely.</p> <p>First, By the use of interesting prevention corruption because corruption can be controlled. The government of Tanzania can realize the introduction of PCB in which play part on combating corruption respectively as it was formed in 1990s after colonisation the squad for eliminating corruption.</p> <p>Also my second point stands as provision of education, by providing education to many of the Tanzanians people can get rid of corruption because they get to know opposite of corruption example in school it's read in civic subjects, in television advertisement educate and other people see it in large mode.</p> <p>Hardly, there should be harsh punishments. People who are caught to have been receiving or giving out corruption should be given harsh punishments by the government it self so as others can learn out of them and prevent corruption.</p> <p>Then, There should be special courts for people participating on corruptions Tanzania has to make it the availability of enough courts in every region so as to eliminate corrupt then this people have to be jailed without wastage of time.</p>
3	<p>Formation of different associations on prevention of corruption. People of Tanzania should organise themselves and form the association that people can join and gain knowledge on aspects of corruption and coming up with ways to eliminate it.</p> <p>To put things in a nutshell, corruption is not good in an developing country especially because leads to underdevelopment, it interrupts poverty and also it the cause of poor government leadership to this for corruption can be eliminated and banished. Thankyou.</p>

Extract 8.2: A sample of incorrect answers.

### 3.0 ANALYSIS OF EACH QUESTION IN ENGLISH LANGUAGE 2

#### 3.1 SECTION A

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

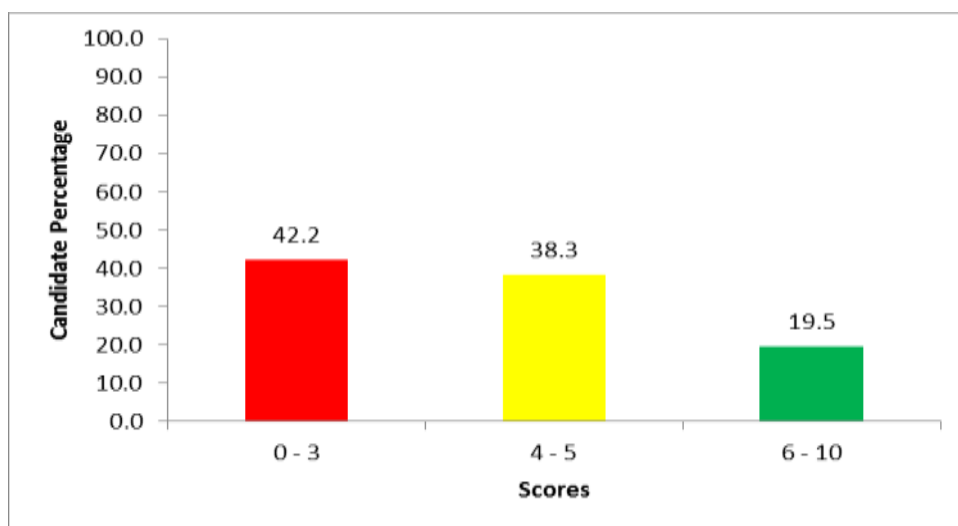
##### 3.1.1 Question 1: Explaining Literary Terms

In this question, the candidates were required to explain the terms as they are used in literature:

- |                   |                     |
|-------------------|---------------------|
| (a) Idiom         | (b) Synecdoche      |
| (c) Foreshadowing | (d) Personification |

(e) Symbolism

The question was attempted by 23,902 (99.6%) candidates. Among them, 42.2 per cent scored from 0 to 3 marks, 38.3 per cent scored from 4 to 5 marks and 19.5 per cent scored 6 to 10 marks. The analysis shows that the overall performance of the candidates in this question was average because 57.8 per cent scored from average and above. The performance is summarised in Figure 1.



**Figure 9:** The candidates' performance in question 1

The candidates who scored high marks in this question provided the following response; (a) *an idiom* was explained as an integral part of language that adds beauty and charm to language, for example, *bite the bullet*. (b) *Synecdoche* is used to express a part for the whole or the whole for the part, for example, *our teacher managed to get ten heads at the tuition centre*. (c) *Foreshadowing* was explained as a figure of speech that gives a hint or suggestion within a story as a clue for what will take place later in the story, for example, *when one person predicts what will happen to another person at a later stage in life*. (d) *Personification* was explained as a technique that is used to make inanimate things behave as human beings, for example, *our eyes shall be speaking of revolt*, and (e) *symbolism* was explained as a technique that uses objects, symbols and people to represent or stand for something that is abstract, for example, *there is blood everywhere. Blood is a symbol that represents death or danger*. Extract 9.1 is a sample of correct answers.

1.	<p>a) Idiom This refers to the words or phrase that has different meaning compared to the actual meaning of the words written. This literary term is used in literature to create beauty of the language and to put emphasis on the meaning. Example: It is raining cats and dogs. This means it is raining heavily.</p> <p>b) Synecdoche This refers to the figure of speech in which a whole is used to represent a part and a part is used to represent a whole in literature in which a part of a word or object is used to represent the whole object or the whole object represent a part. Example in literature when a character is taken to represent the whole group of characters and each character represent the group.</p> <p>c) Foreshadowing This refers to the objects or events which are shown at the beginning of a story and they portray the happenings of future events of the story. Example: If a rope is shown at the beginning of a play and then during the middle of act of the play a character hangs himself with it the rope was used to foreshadow the event of hanging.</p>
1.	<p>d) Another example is from <i>LIWANDA MAGERE</i> when the owl hoot after the princess had discovered the secret it foreshadowed Liwanda Mageri's tragic ending or death.</p> <p>e) Personification This refers to the figure of speech in which a non-human thing is given attributes of human or human characteristics. This is used in literature to use the inanimate object as characters to portray the message intended. Example: When the character says that "The mountain rose majestically" it has given the mountain a character to use while in reality it can't. "Our eyes shall be speaking of revolt" it has given eyes the ability to protest or revolt thus the portrayal of a protest theme.</p>
	<p>f) Symbolism This is used in literature as a process of using things which have meaning and their own to mean something else. This is used in literature to avoid the direct attack of a real person in the literary work. Example: a gun may symbolize violence. Example from the poem "My husband" the word husband symbolize the leader after colonization.</p>

**Extract 9.1:** A sample of a response with correct answers.

In extract 9.1, the candidate provided brief explanations on five literary terms. The candidate was able to follow the requirements of the question thus provided relevant examples. This indicates that the candidate had adequate knowledge on the given literary terminologies.

The candidates who scored low marks (42.2%) in this question could not give brief explanations with clear examples to the given literary terms because they did not have adequate knowledge on the basic concepts in literature. There were some candidates who provided explanations which were not correct. For example, one of the candidates wrote that an idiom is the use of figurative language. This candidate knew that an idiom is a figure



of speech, but did not know that figure of speech and figurative language are used differently in an artistic work.

Some candidates regarded *synecdoche* as a poem while in actual fact it is a figure of speech. This shows that these candidates were not familiar with the term *synecdoche*. One of the candidates for example, explained that *synecdoche* is a scene in a play. Some candidates did not know the difference between *foreshadowing* and *flashback*, as a result they wrote how *foreshadowing* is used instead of *flashback*. Extract 9.2 illustrates incorrect responses from one of the candidates.

1.	a) Idiom	
	is the use of figurative language to intended	
	the messages to people or society.	
	like:	
	little by little.	
	b) Synecdoche.	
	is the kind of poems which deals the with	
	the stories of animals and it is for entertainment	
	like sunrise.	
	c) Fore shadowing.	
	this is the use of flashbacks in order to make	
	a person clear	
	like poverty this is the flash back of somebody	
	d) personification.	
	is the process of giving something features	
	which it is not true.	
	like she walks like a stone.	
	e) Symbolism.	
	is the use of opposite words with opposite	
	meaning	
	like lions and guns this words symbolize poverty.	

**Extract 9.2:** A sample of a candidate's incorrect responses.

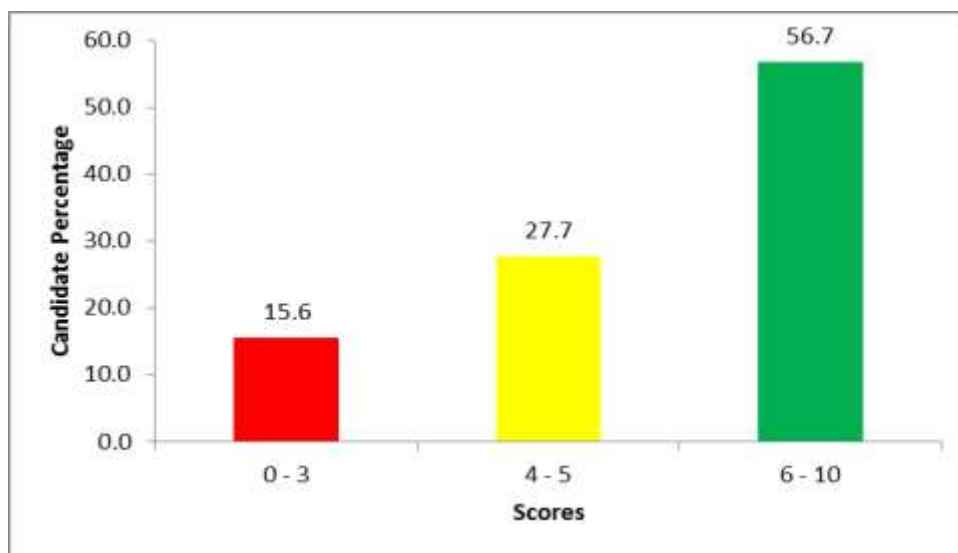
In Extract 9.2, the candidate explained foreshadowing as *the use of flashback in order to make a person clear*. Additionally, this candidate did not know the difference between genres of literature and literary techniques, as a result, the candidate explained an idiom as *a story which is not clear* and another as *the type of poem that is done in a poem*. This indicates that those candidates did not know how idioms are used in a literary work. In the case of foreshadowing, some candidates explained it as *stories which are in literary works*, while others regarded it as *the type of dialect*. This shows that the candidates did not know that foreshadowing is a technique and not a story or a dialect.

### 3.1.2 Question 2: Writing the Dialogue

This question required the candidates to:

*Imagine that you work for a company and you happen to witness theft in your office which took place on Saturday soon after you had entered the office. You were held at gun point and demanded to hand over the keys to the boss's office. You told them the boss was on leave and had left with his keys. They threatened you with a knife edge, hand cuffed you and then packed computers, printers and scanners into their bags and left. You took an initiative to inform the police by using your mobile phone. Write a dialogue of five items each between you and your friend Bahati who gets interested to know what happened. Use Upendo as your name. Address your friend as Bahati.*

This question was attempted by 22,297 (92.9%) of all the candidates who sat for this paper. Among these candidates, 56.7 per cent scored from 6 to 10 marks, 27.7 per cent scored from 4 to 5 marks and only 15.6 per cent scored from 0 to 3 marks. The analysis shows that the overall performance of the candidates in this question was good because 90.1 per cent scored from average and above, as shown in Figure 10.



**Figure10:** The performance of candidates in question 2

The candidates who scored high marks in this question wrote a dialogue of five items by using the clues given from the question and the given names which are Upendo and Bahati. These candidates showed that they had

knowledge on how to write a dialogue and they had a good command of English language which enabled them to present their ideas clearly.

These candidates used the correct names as was required. They used dialogue writing to discuss the events that took place and used correct punctuation marks. They also followed the requirements of the question.

02	<p> <b>DIALOGUE BETWEEN UPENDO AND BAHATI</b>  <b>ABOUT THEFT IN THE OFFICE.</b>          Upendo: Oh! my friend Bahati. You don't have the slightest idea of what happened at the office on Saturday. I really have to tell you.          Bahati: No way! what happened? - Don't tell me you were fired at!          Upendo: Almost... but not from work but with a gun!          Bahati: What? You can't be serious. Tell me you are joking, what happened? I am already anxious.          Upendo: There was armed theft at the office just as I entered. They held me at gun point and demanded for the keys to the boss' office. I almost died of shock but managed to tell them that the Boss had left with the keys.          Bahati: My goodness! that was so sad, what happened then?          Upendo: They handcuffed me and took computers with all the peripherals into their bags. They finally left and I informed the police through my mobile phone. I was scared to the extreme.          Bahati: Good Lord! That was horrible... But we thank God they didn't harm you physically.          Upendo: Yes you are right. It could have been worse.          Bahati: Lets just wait for the police. I am sure they will find out all those behind this.       </p>	
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**Extract 10.1:** A sample of a candidate's correct answer.

In Extract 10.1, the candidate used an imaginary company to explain to her friend Bahati on what happened during that fateful day between her and the robbers while at the office. The candidate had a good command of English Language and used dialogue as was required.

The analysis shows further that the candidates who scored low marks failed to write a dialogue of five items by using the given content and names which are Upendo and Bahati. This indicates that the candidates had no adequate knowledge in the area tested. These candidates demonstrated the following weaknesses: Some of these candidates failed to follow the instructions given

in the question as a result they created their own names. Others composed a dialogue that is irrelevant to the subject matter. Extract 10.2 is a sample of poor responses from one of the candidates.

2.	Mtakuja District P.O. Box 130 KALAMBO 02/07/2020
	Dear Bahati
	I hope your fine and continuing well with your business. Also me I am fine but some extra not.
	My friend on Saturday soon after entered the office I witnessed the theft where after entering in the office the gun was at my shoulder and demanding me to hand over the keys to the boss's office. But I told them that the boss was on leave and had left with his keys. But continue to threaten my life with a knife edge and handcuffed me, and then packed computers, printers and scanners into their bags and left.
	After their left I informed the police by using my mobile phone but the thief was already left so was not captured. But I thank God because there is no injury occurred to me and now I am fine.
	Your friend Upendo.

**Extract 10.2:** A sample response from a candidate with an incorrect answer.

In extract 10.2, the candidate wrote a friendly letter instead of a dialogue. This candidate did not follow the requirements of the question. This could be attributed to poor mastery of the subject matter and lack of dialogue writing skills.

### 3.1.3 Question 3: Reading and Analysing a Poem

In this question the candidates were instructed to read the given poem and then answer the questions given in parts (a)-(g).

#### GENTLY

*Brothers, break them gently. People used to live there.  
Those were not always mere mud walls to be bulldozed and  
And levelled down to make way for a new high way.*

*Heaven only knows what scars those walls now naked and bald bear;  
What secrets they hold of the dreams and doubts of those  
Who loved and hated within them.*

*To them this was home. Here they came at night to their meagre meal;  
Here they hoped in wearied sleeplessness for better days  
that never come*

*They were such ones as you, with their joys with frustrations.  
Then one day they were told to leave, to go and start from  
scratch elsewhere, rootless.*

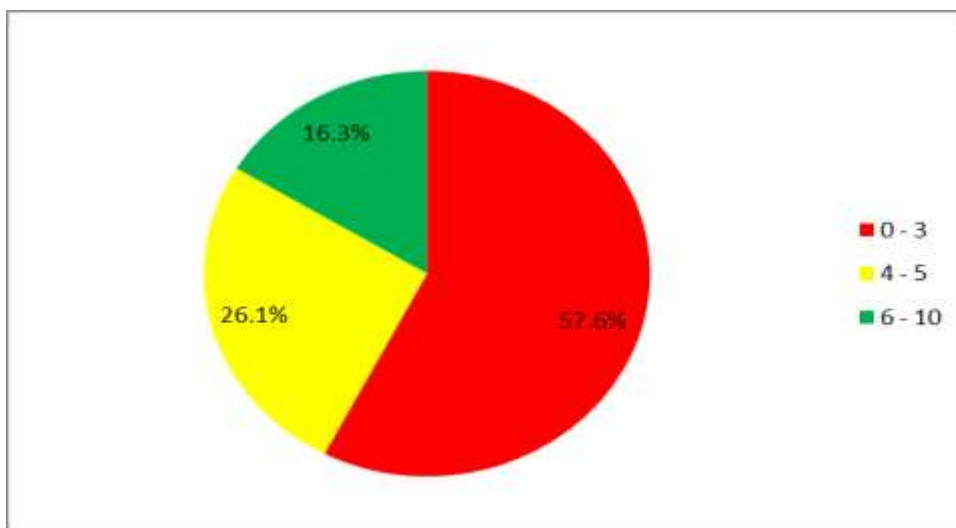
*They, like you, could not say no- you would be foolish to! Yet  
how lovingly and longingly, how tearfully they clung to those  
age-smeared walls, un able to unmoor.  
But do not let me upset you. Sentiment can not avail now. Be.  
Sides you have your daily wage to earn. You may break them down.*

*Only, please, do try and be gentle. People used to live there.*

### **Questions**

- (a) What is the tone of the poem?
- (b) Briefly comment on the title of the poem.
- (c) Which two figures of speech have been used in the poem? Give examples.
- (d) Briefly comment on the persona in the poem.
- (e) How is the structure of the stanzas of the poem?
- (f) What message do you get from the poem?
- (g) How can the poem be associated to the happenings in your society today?

The question was attempted by 22,633 (94.3%) of the candidates, out of which 57.6 per cent scored from 0 to 3 marks, 26.1 per cent scored from 4 to 5 marks and only 16.3 per cent scored marks ranging from 6 to 10 marks. The analysis shows that the overall candidates' performance in the question was average because 59.6 per cent scored from 4 to 10 marks, as illustrated in figure 11.



**Figure 11:** *The candidates' performance in question 3.*

The candidates who scored high marks in this question (59.6%) had marks ranging from 4 to 10 marks. These candidates read and analysed the poem given and provided correct responses to the questions. In answering item (a), the candidates stated the tone of the poem as sad or sarcastic due to the unfair breaking of people's houses. In item (b) the title of the poem provided by the candidates was that it was literal and direct as it reveals demolition of people's houses. In item (c), the figures of speech which were analysed in the poem were such as metaphor as in 'scars on walls', personification as in 'walls are naked and bold', Idiom, as in, 'start from scratch'.

In item (d), the candidates commented that the persona in the poem was a fellow worker because of the word brothers or observer who feels a pinch of the houses being demolished. In item (e), the poem has seven stanzas with a number of verses which vary. In stanza 1 to 4, the verses are three, while in stanza five they are five and in stanza 6 there is only one verse. In item (f), the message provided was that those who demolish people's houses have to do it gently. In item (h), the candidates associated the poem with the happenings in the society as people's houses are sometimes being demolished without any notice. This is seen in Extract 11.1, where the candidate realised that the title is literal/direct as it is on what the poem is all about; that people's homes should be broken down gently. The candidate stated that the figures of speech that had been used are *Metaphor* as in 'scars on walls' and *Personification* as when 'walls are said to have scars,' 'Walls are naked and bold,' 'Walls holding secrets' and 'Heaven only knows.'

The candidates realised that the persona could be a fellow worker because of the word 'Brothers' or Observer who feels the pinch of the houses being demolished. They were able to realise that the poem has seven (7) stanzas at one to two to three verses and that its verses are irregular in length.

The message to those demolishing the houses is to be gentle and show respect as those were valued by people. When these people are told to move by the authority, there is nothing they can do to the contrary because the authority has power. The candidates stated that the poem can be associated to the happenings in the society today. When roads are being constructed, people's houses are demolished cruelly and other times without any notice.

3	<p>a) The tone of the poem is sad and empathetic. Since the poet is feeling sorry to the people whose houses are being demolished. This is portrayed when the persona says:</p> <p>"Heaven only knows what scars those walls now naked and bald bear what secrets they hold of the dreams and doubts of those who lived, who loved and hated within them."</p>
	<p>B) The title of the poem explains the deep feeling of the persona since all that he or she wants is for the fair treatment of the people who lived in the demolished houses or slums. Therefore the title "GENTLY" depicts what is presented in the poem as it is shown by the following stanza</p> <p>"Only, please, do try and be gentle. People used to live there."</p>
	<p>c) i Personification</p> <p>Naked and bald bear. It represent the look of demolished houses.</p> <p>Scars represents pain</p>
	<p>ii Imagery</p> <p>Heaven only knows what scars those walls now naked and bald bear. Give us the mental picture of how the land is bear with no house all have been demolished.</p>

d) The persona is someone who is present during the demolishing house and he is not happy by the act and empathise for the people who used to live there because they are not from high societies. This is portrayed when the persona says "But do not let me upset you. Sentiment cannot avail now. Besides you have your daily wage to earn. You may break the damn"	
e) The poem have seven stanza The first stanza has three lines The second stanza has three lines The third stanza has three lines The fourth stanza has three lines The fifth stanza has three lines The sixth stanza has two lines The seventh stanza has one line.	
d) The government should ensure new settlements to victims before they implement their acts. This is evidenced when the persona says the people who are under poverty houses are demolished and yet they have no place to go and start new settlements. This has been portrayed when the persona says "Then one day they were told to leave, to go and start from scratch elsewhere, rootless."	
a) The poem associates to things that happen in our society today since the government still demolishes houses of people and yet no payment nor a place to start example in construction of different projects that demand land. Therefore the poem is relevant to our society today.	

**Extract 11.1:** A sample of a correct response from a candidate.

The analysis indicates further that the 57.6 per cent of the candidates who scored low marks in this question provided incorrect responses because they could not comprehend the given poem. These candidates did not have the required knowledge and skills in the interpretation and analysis of poetry.



They therefore lacked skills on the basic concepts of poetry, such as title, figures of speech, persona, structure, message and relevance. Some of these candidates provided incorrect responses to all items which could not relate either to the poem or to the questions. For example, in answering this question, one of the candidates provided incorrect responses to item (b) and wrote that the title of the poem was *ironical*; another candidate commented that the title of the poem was *sacrifice*. This indicates that the candidates failed to relate the title and the content of the poem.

Additionally, they did not know the difference between the term *comment* and *suggest*. In item (c), one candidate identified figures of speech such as *personification* and *irony*, but failed to provide verses to be used as evidence. Another candidate identified figures of speech such as *exclamation* and *simile* and provided incorrect verses to support the answer such as *they like you*. The candidate was attracted by the word *like* which is used in the definition of simile. This shows that the candidates under this category lacked adequate knowledge and skills on figures of speech.

In item (d), one candidate commented that the persona in the poem is the *people who live there*. Another commented that the persona was *a young boy*. This shows that they knew the concept of persona, but they did not comprehend the poem. In item (e), one of the candidates stated that the structure of the poem was complete because, it contained two verses, while another stated that the poem had five stanzas with three verses. This indicates that they knew the concept of structure but they did not know how to count verses and stanzas in a poem.

The analysis demonstrates that some candidates provided irrelevant responses contrary to the requirements of the question. They copied words from the poem and others from the question. For example, one of the candidates stated that the tone of the poem was *drunkards*, the title of the poem was commented as *drunkenness*, the figures of speech identified were *levelled down to make way for a new way*. They also provided responses that do not relate to what the poem is about. Extract 11.2 is a sample of a poor response.

3.	Ⓐ The tone of the poem is Happy.	
	Ⓑ The title of the poem is GENTLE this means the men were strong and were supposed to work hard and staying not idle as women.	
	Ⓒ Figures of speech	
	① Image	
	② Satire	
	Ⓓ The persona is a Man who struggling for the development for a several years by working hard and unfortunately becomes rich.	
	④ → Working hard brought development. → Class is normally a source of life inequality.	
	Ⓔ ⑤ Life inequality in which even in our society these occur.	

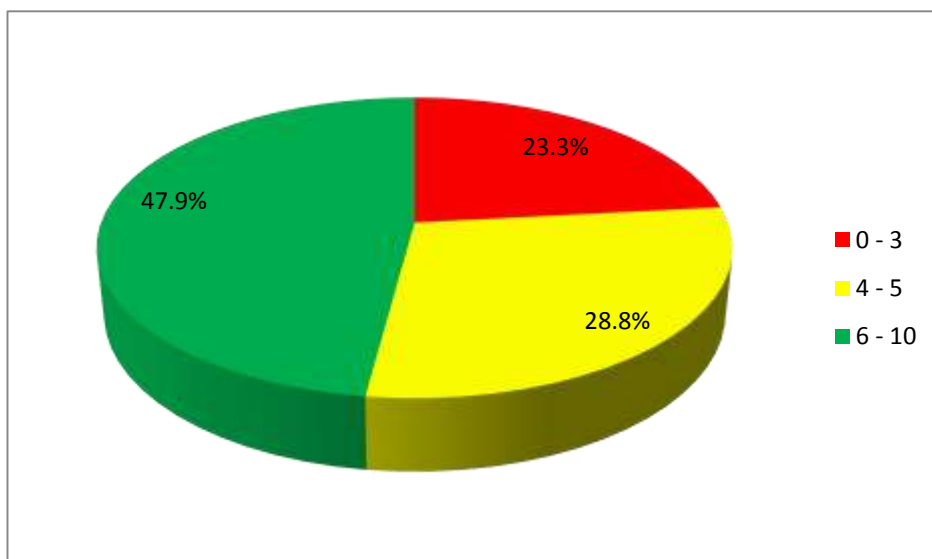
**Extract 11.2:** A sample of an incorrect response from a candidate.

In Extract 11.2, the candidate wrote that the title is *gentle* instead of *gently* and the tone as *happy* one while people are sad because their houses are being demolished. The candidate seems not to have a good mastery of English Language and so wrote responses that were contrary to the requirement of the questions. The responses from this candidate suggest that the candidate had no knowledge on poetry analysis. This is shown when the candidate writes that the figures of speech used are *image* and *satire* which seems to be guess work as the figures of speech that have been used are *imagery*, *personification* and *idiom*.

### 3.1.4 Question 4: Writing Distinctive Features of Plays

This question required the candidates to write five significant features that make plays to be a unique genre.

The question was attempted by 23,637 (98.5%) candidates, of which 47.9 per cent scored from 6 to 10 marks, 28.8 per cent scored from 4 to 5 marks, and only 23.3 per cent scored marks ranging from 0 to 2. The data shows that the overall performance in this question was good because 76.7 per cent of the candidates scored from average to good, as seen in figure 4.



**Figure 12:** *Candidates' performance in question 4.*

The candidates who scored high marks ranging from 6 to 10 were 47.9 per cent presented their ideas and were able to write according to the demands of the question. They wrote that plays have an extensive use of stage directions that provide information about the character, mood, the usual notation of entrance and exits and the place of performance, dialogue, actions, stage directions, scenes and acts which have a strong influence on people because of the actions and events performed by actors or actresses, the involvement of imitations of the real-life events give the strongest and immediate impact to the audience and they have a stronger influence on people than other genres because people are attracted by actions, appropriateness of sound effects and the nature of the events performed.

The candidates further argued that plays have the strongest and immediate impact to the audience as they are in the form of actions or performance and are characterised by actions which are carried out on stage by actors. These candidates realised that plays are primarily made up of dialogue and are constructed well so as to convey the message effectively and that plays involve imitations of the real life events and hence they are more meaningful. Extract 12.1 is a sample of a good response.

4. Play refers to the literary genre which is written to be acted on the stage. Play as a literary genre when it is acted on the stage is called a drama. It is very different and unique from other literary genres such as novels and short stories because it has the following unique features:

It uses stage direction, the play uses the directions of the stage which assigns what the stage should look like and what and how the characters should do or act on the stage respectively. Other literary genres do not have stage direction.

It has a cast of characters, plays have a cast of characters written at the beginning

4. of a play which tells about the roles of the characters in the play and the parts which are assigned to them. Example:

"Baba Muddajima --- the village head."

It is written to be acted on stage, the play is different from other characters. It is written so as to be acted on stage by the characters while other genres mainly novels and short stories are written so as to be read not acted.

It has acts and scenes, plays are organized in acts and scenes where an act is bigger and it has scenes in it. Thus a play is divided into acts and scenes while other genres are not divided into acts and scenes. They are divided into chapters.

It portrays real characters, play as a literary genre portrays the real characters. It uses humans as characters because it can not bring chairs or animals to talk on the stage while other literary genres may use inanimate or animate as characters because they are only meant to be read.

Therefore despite of the uniqueness of the play to other literary genres it portrays the same functions of literature such as to educate the society to culture and also to express

Culture, provide employment to writers, actors and directors thus employment also it entertains the society.

4	<p>of a play which tells about the roles of the characters in the play and the parts which are assigned to them example "Baba Murguma --- the village head."</p> <p>It is written to be acted on stage, the play different from other characters genre is written so as to be acted on stage by the characters while other genres mainly novels and short stories are written so as to be read not acted.</p> <p>It has acts and scenes, plays are organized in acts and scenes where an act is bigger and it has scenes in it thus a play is divided into acts and scenes while other genres are not divided into acts and scenes they are divided into chapters.</p> <p>It portray real characters, play as a literary genre portrays the real characters it uses humans as characters because it can not bring chairs or animals to talk on the stage while other literary genres may use inanimate or animals as characters because they are only meant to be read.</p> <p>Therefore despite of the uniqueness of the play to other literary genres it portrays the same functions of literature such as to educate the society to criticize and also to express culture, provide employment to writers, actors and directors thus employment also it entertains the society.</p>
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**Extract 12.1:** A sample of a correct response.

The candidate's response in Extract 12.1 shows that he/she answered the question according to the requirements of the question. The candidate was able to write five significant features that make plays to be a unique genre and added in the conclusion that although plays is unique, it still portrays the functions of literature which are to educate, entertain and criticise the society so as to create a better world.

Further analysis shows that 23.3 per cent of the candidates with poor performance in this question provided features of novels and regarded them as unique features of plays. They also provided incorrect responses such as the use of characters and characterisation, the use of figures of speech that create beauty in literary works, the use of events which are well organised, the use of themes to convey message to the society, the use of imaginative characters and imaginative techniques. Other candidates used techniques such as characters, language, title and style, allusion, flash back, setting, euphemism and simile. Some of these are general features that can be found in other works of art such as novels. This is because a play or a novel must have themes, figures of speech and characters. Extract 12.2 is a sample of a poor response.

4.		
	(i) It uses characters and characterization	
	example: They can be human being or animals.	
	(ii) It uses figures of speech to create beauty in literary works example Barbarism, Personification Hyperbole, exaggeration and others.	
	(iii) The its events is well organized	
	example it can be real events or unreal events	
	(iv) It used themes to convey a message in the society	
	example: Poverty, Polygamiism and also corruption	
	(v) It uses chapters example chapter 1, 2, 3, - - -	
	while others uses scene	

**Extract 12.2:** A sample response from a candidate with incorrect responses.

Extract 12.2 illustrates a sample of incorrect responses from a candidate who did not understand the demand of the question, as a result provided irrelevant responses such as characterisation which can be human beings or animals, the use of figures of speech to create beauty such as barbarism, personification, hyperbole and that its events can be either real or unreal. The candidate also wrote about the use of themes and regarded them as unique features of plays, instead of features such as dialogue, stage direction, scenes and acts.

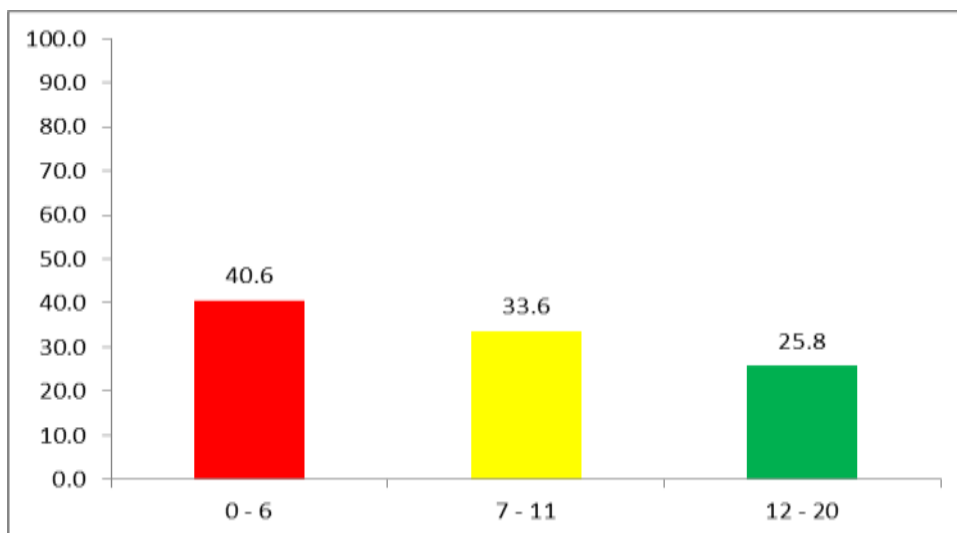
## 3.2 SECTION B: Essay Questions

This section consisted of four (4) questions, each carrying twenty (20) marks. The candidates were instructed to answer three (3) questions. Questions five (5) and eight (8) were compulsory.

### 3.2.1 Question 5: Analysis of Plays

In this question, the candidates were instructed to support the argument that sometimes an educated person might not be necessarily civilised by using two plays with four points from each.

The question was attempted by 23,583 (98.3%) candidates. Among them, 40.6 per cent scored from 0 to 6 marks, 33.6 per cent scored from 7 to 11 marks and 25.8 per cent scored marks from 12 to 20. The analysis shows that the overall performance in this question was average because 59.4 per cent scored from average to good.



**Figure 13:** The performance of candidates in question 6.

The candidates who scored high marks in this question introduced the question by defining the key terms such as education and civilisation and identified the two plays of their choice to be used in supporting the argument.

In the main body, the candidates were able to use two plays of their choice to support the argument that an educated person might not be necessarily civilised. The candidates who used *Betrayal in the City* by Francis Imbuga provided the argument that Nicodemo who was educated person was uncivilised due to his action of planting drugs to Mosese’ car so as to make him arrested because of revealing the truth about dictatorship which existed in Kafira society. Thus, education did not help him to be civilised. The Boss who was educated tried to rape Regina. This shows that education which he acquired did not make him civilised. Tumbo who was educated betrays his people by not telling them about government evils, therefore education did not make him civilised. The candidates who used *An Enemy of the People* by *Henrik Ibsen* argued that Peter stockman who was educated and the mayor of the town did not care about the health of their people. They therefore made them contract dangerous diseases by not making reconstruction of spa baths whose water was contaminated. This indicates that education did not make him civilised. Mr Hovstad, the chief editor of the Herald, failed to print the article of Dr Stockmann that exposes the evils of people in the authority because of fear. This shows that education did not make him civilised. Mr Aslaksen who was educated did not side with Dr Stockmann in revealing the truth because of hypocrisy and fear. He instead

sided with Peter Stockman who was a corrupt leader. His education did not make him civilised.

The candidates who used the play *I Will Marry When I Want* showed how Kioi, though he was educated, behaved like an uncivilised person because of his selfishness and corrupt ways of living. Kioi was only interested in things that would benefit him and not the society. Therefore the education that he got did not make him a civilised person. Extract 13.1 illustrates a sample of good responses from one of the candidates.

5.	<p>An educated individual is expected to be civilized and use his/her education for the benefit and well being of the entire society. However, sometimes such a person might not be necessarily civilized. I support this argument by the reference of two plays: <i>AN ENEMY OF THE PEOPLE</i> and <i>I WILL MARRY WHEN I WANT</i> as follows: By starting to an enemy of the people:-</p> <p>Peter Stockmann opposes the discovery of doctor Stockmann, on the issue of SPA baths which have been contaminated by the bacteria hence causing diseases to the people such as typhoid. Peter Stockmann is a mayor of town Munkebo and also very educated but he is not civilized as he uses his position to oppose the welfare of the society for personal benefit.</p> <p>Billing betrays doctor Stockmann on the issue of printing his article. Mr. Billing is an educated editor who is expected to be civilized and do things for the welfare of the people, surprisingly he does things out of expectation as he ignores to print the article of doctor Stockmann that will expose the issue of SPA baths that have been contaminated by bacteria. He chose the side of government hence he is uncivilized.</p> <p>Mr. Hovstad also opposes the printing of doctor Stockmann's article which is for the well being of people. This is because he was pressured by the mayor. He is the chief editor of the paper hence educated but not civilized since he is against the change of SPA bath by not agreeing to print the article of SPA bath given to him by doctor Stockmann hence he is educated but not civilized as expected.</p>
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	<p>Marten Kil also is a man who is educated but uncivilized, He is an in-law of doctor Stockmann he is also a master tanner. He seems to be well educated but uncivilized because he also protest against the discovery of doctor Stockmann on spa bath which are polluted by</p>	
5	<p>tanneries which he owns. To know that he became furious and quarrels with his in-law (doctor Stockmann) he is conservative and a selfish person hence is not civilized though well educated.</p> <p>Also the play I will marry when I want the above statement can be supported as follows:-</p> <p>Ahab Kiboi wa Kanoru is educated but uncivilized, He is a rich farmer who owns plantations in the hot country (Kenya). He is educated hence he is expected to be civilized by considering the state of poor people like Kibwinda but he ends up exploiting them very bad for his own personal interests. Hence he is civilized but educated. Does not care the welfare of his people.</p> <p>Dikuwa is also uncivilized person but educated, He is a friend of Ahab Kiboi, He is a factory owner and a leader who is educated and he was expected to be a good leader who considers the welfare of his people but like Ahab Kiboi he is an exploiter of poor people like Mzee Mwangi and he does not care about the people's well being hence he is <sup>not</sup> civilized despite the education he has.</p> <p>Samuel Ndujire, he is also an example of educated people who are not necessarily civilized he is a rich farmer and a businessman. He exploits the lower class people who expected much from him after independence as the leader and a rich person. He seems to be well educated that is why he got the power and wealth but he is not civilized and does not care about the well being of the people.</p> <p>Religious leaders are also educated but not civilized, They are religious preachers rather persons</p>	<p>→</p> <p>→</p>

5.	<p>who to attain their position, they must be well educated hence they are educated but surprisingly they goes against expectation since they use their religion (Christianity) to exploit the local people by asking them for money several times. They also prefer high status people and undermines poor. Hence they are educated but not civilised as they are used as a tool of exploitation.</p> <p>Generally, Educated people are not necessarily civilised however there are some educated people who are civilised and do the things for the welfare of the people as for example doctor who can help a medical doctor who cures his people in the play an enemy of the people. Surprisingly he ends in a bad fate (bad ending).</p>
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**Extract 13.1:** A sample of a candidate's correct answers.

The analysis shows further that the candidates who scored a 0 mark (1.1%) did not understand the question; as a result, they provided arguments which do not support the statement. For example, there were some candidates who provided message as an argument to support that educated people might not be necessarily civilised. Other candidates argued that it is not necessarily to be civilised if the leaders are irresponsible and use their power to benefit themselves. A sample of poor responses from one of the candidates is provided in extract 13.2.

05	<p>Education refers to the process of transferring and acquiring knowledges, skills, norms, values, traditions and customs from one generation to another. Therefore a person to be civilized is meaning that to become modernized and therefore expected to assist and benefit the whole society. From two plays of the "AN ENEMY OF THE PEOPLE" by Henrik Ibsen and "I WILL MARRY WHEN I WANT" this can be proved as follows:</p> <p>By beginning with "I WILL MARRY WHEN I WANT" by Ngugi wa Thiong'o and Ngugi wa Mirii. It is shown by the following ways:</p> <p>Civilization of Giraamba and his wife enable them to be advisors to other people; this has been shown from the play when Kiguunda was advised by his neighbour Njocki and Giraamba about telling their daughter to stop marriage with John Muhumuni. Therefore by so doing they aimed at ensuring that their neighbour live well. This is also happening in the real life those who are civilized are great advisors.</p> <p>Giraamba and Njocki instills revolutionary ideas; from the play it is shown that after the failure of relationship between poor family of Kiguunda and that of Athab Kiof wa Kianoni Njocki and Giraamba played very significant role to encourage their neighbour to fight against their common enemies. This is also happening in our day to day societies especially in Tanzania.</p>
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05	<p>Civilized people show hospitality; this refers to the situation where by a person act lovely to other people in the society by providing them with necessities when they are in needs. This has been shown by Gizaambai family which continuously visit to Kiguunda and also they assisted them with salt during the visit of Kior. Hence this shows how people live well. This also happen in our societies civilized people are very hospitable to society.</p> <p>Civilized people preserve culture of the society; Culture refers to the total way of life in the particular area. from the book Gizaambai and Njooki are shown as the real traditionalists who respected their traditions and customs. They never accepted to join these Christianity religion. Therefore by so doing cultural values are generally preserved. This is also happening in our societies of Tanzania civilized people are respectful to their culture.</p> <p>Also by using the play of AN ENEMY OF THE PEOPLE it is shown as follows;</p> <p>Doctor Stockmann ensures awareness and consciousness to the society; refers to the ability of people to know what is going on in the society. from the play Dr. Stockmann plays significant role to ensure that people knows about the contamination of Spa baths by conducting a research. By so doing people can be prepared in fighting. Also this occurs in our daily life those who are civilized are for ensuring awareness in the society.</p>
05	<p>Civilized people ensures Patriotism and Sacrifices; refers to an ability of an individual to be ready for each and every thing for the sake of the nation or society. from the play Dr. Stockmann with his family are the true heroes who sacrifices time and money to ensure the purification of spa baths as well as decenta mination of peoples minds. This also occurs in our daily life civilized people are patriotic to society.</p> <p>Civilized people ensures Love and peace in the family and society; refers to the state of having good relationship. from the play Doctor Stockmann live in the state of having true love to his family including his wife Katherine, children as well as friends including Captain Hovstad. By so doing the family played significant role to change the society. Also this is normal in the society those who educated are always live in love and peace in their families.</p> <p>Civilized people are responsible and hard worker; is the state where by a person fulfill his/her responsibilities in the society as a true citizen of the society. from the play Doctor Stockmann, Petra and Katherine are very careful in fulfilling their duties. Also Petra works even in extra time as a teacher. Therefore by so doing they encourage development for the whole society. This also happen in our day to day life. Those who are educated tend to fulfill their responsibilities.</p>

05	Generally the writers managed to successfully show how those who are educated and civilized manage to assist societies but sometimes those who get education may be true enemies of the society for example they may take bribery, prostitution and puppetry hence discourage development in the society.
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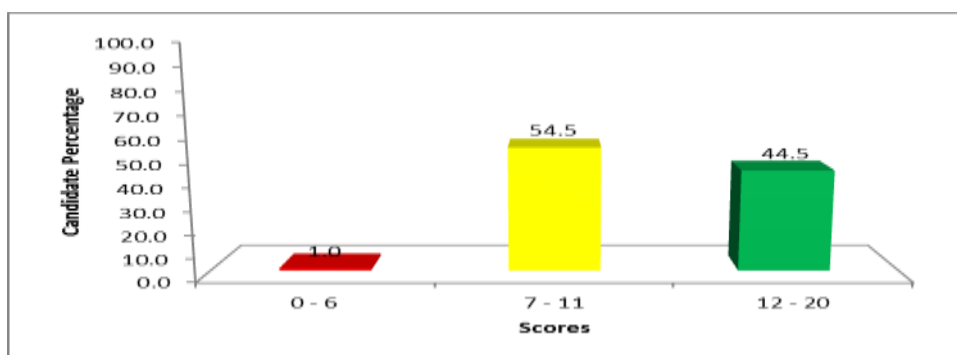
**Extract 13.2:** A sample of response with incorrect answers.

This candidate provided the description of educated characters instead of showing how educated people can be uncivilised. The candidate also addressed the uncivilised practises of educated people instead of giving arguments to support the statement that educated people might not be necessarily civilised. This candidate explained the role of literature to the society, such as *preserving the culture, creating awareness, and insuring peace and love in the society* instead of providing arguments to support the statement that though a person is educated, he/she might not necessarily be civilised.

### 3.2.2 Question 6: Analysis of Novels/Short Stories

In this question, the candidates were required to analyse the relevance of the novels/short stories read in class to their societies. They were instructed to use two novels or short stories of their choice with four points from each.

This question was optional and it was among the best performed questions. It was attempted by 19,394 (80.8%) candidates, out of which 44.5 per cent scored from 12 to 20, 54.5 per cent scored from 7 to 11 marks and only 1.0 per cent scored marks from 0 to 1. The analysis shows that the overall performance of the candidates in this question was good because 99 per cent scored from average and above. The performance for this question is summarised in Figure 14.



**Figure 14:** The performance of candidates in question 6.

The candidates with high marks in this question (44.5%) provided a good introduction, main body and a relevant conclusion. In introductory part, the candidates provided the overview of the question about the problems addressed by the writers and how they reflect what exists in their own societies. In the main body, candidates addressed the problems writers write to reveal their societies and how they help us to reflect the candidates' societies by giving four points from each novel.

The candidates who used a novel *The Beautiful Ones are Not Yet Born* written by Ayi Kwei Armah showed how Joseph Koomson was involved in corruption by using the government funds to buy very expensive fishing boats. In our today's societies there are many people who engage in corruption, especially those holding different positions in the government and private sectors.

Furthermore, the candidates cited the problem of poverty that has been revealed in this novel when the old woman failed to buy sugar and went to the man's home to ask for little sugar. Poverty exists in some places in our societies where some people especially in rural areas where the majority fail to provide basic needs for their families.

Moreover, some candidates cited the problem of moral decay which has been revealed in the novel by a small boy who makes love with small girls known as the holy child girls or from Achimota. Also, Koomson who is a minister uses public funds to hide young, juicy vaginas (young girls) in big hotel known as Atlantic Caprice. This reflects immorality that is being done in our societies where the grown-up people make love with small girls especially students. This makes some students to get early pregnancy as it is reported by the mass media.

The candidates who used *A Man of the People* written by Chinua Achebe cited the problem of nepotism which has been revealed in the novel. TC Kobino, the minister of public construction appoints the boy from his village to be the road engineer, while he does not have the required qualifications. Chief Nanga, also invites Odili Samalu to Bori so as to give him a scholarship only because they come from the same tribe. This also happens in our society where the people who have positions in the government favour their relatives when it comes to the issue of employment and social services.

The problem of poverty was also cited as one of the problems that has been revealed in the novel where by Odo and his family live in a poor house of red earth and thatched roof. This reflects poverty which exists in our societies whereby some people in some regions are still living in poor and small houses constructed by mud and grasses.

Polygamy is another problem which has been pointed out by the candidates as it has been revealed in this novel. Hezekiah Samalu fails to provide basic needs to his five wives and his thirty two children. This is common in our societies where some men who have many wives fail to provide basic needs to their wives and children and as a result, the children fail to attend to school because their parents cannot pay school fees. Extract 14.1 exemplifies good responses from one of the candidates.

6.	<p>Problems are the difficulties that a person face in life. These leads to contradiction in one's life. The authors write the problems facing their societies but through them we see that the problems also reflects or happens on our own societies. By using two novels which are the novel titled A MAN OF THE PEOPLE written by Chinua Achebe and a novel titled THE BEAUTIFUL ONES ARE NOT YET BORN written by Ayi Kwei Armah.</p> <p>By starting with the novel titled A MAN OF THE PEOPLE written by Chinua Achebe.</p> <p>Corruption, is to give money or anything for your own benefit. From the novel Chief Nanga is corrupt since he bribes the journalist not to publish his misdeeds. Also he corrupted Odili for him not to campaign in his constituency. Odili wanted to take Chief Nanga's seat as a minister but Chief Nanga bribed Odili to leave the constituency. Even in our societies there is corruption as many political leaders give bribe especially in campaigns for people to vote for them. So, this reflect our own societies.</p> <p>Poverty, is the state where by one is unable to afford his or her basic needs. In the novel we see Odili leads a poor life with his half sister in Ogbigbi. His sister shares a room with her children. Odili shares a room with other men, the room is full of rats and store bags. They</p>	
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6. do not even possess a pit latrine as they dump in buckets making the house have a bad smell. Even in our societies there is poverty because they are people who cannot even afford a single meal per day like the street children who feed themselves in dustbins.

Nepotism is to favour someone you know either a friend or relative. In the novel Chief Nanga gives a favour to Odili. He wants to sponsor him and find him a scholarship for him to study abroad just because he knows him. It is because Chief Nanga taught Odili in primary. Also Chief Nanga and T.C. Kobirio gives a job to a young boy to construct roads just because he came from one village with T.C. Kobirio who was a minister of construction. In our societies there is nepotism as people with high position favour their friends and relatives mainly in employment.

Hypocrisy is to pretend that you are good while in real sense you are not. In the novel this is seen when Chief Koko implements on people to use home made products while himself he uses Nescafe coffee made abroad neglecting the home made coffee by saying that it is poison. Also Chief Nanga says that he cannot advise one to be a minister because it is very difficult while he does

6. not want to leave the position. Even in our societies there are hypocrites like in relationships people pretend that they are faithful while they cheat.

Also by using the novel titled THE BEAUTIFUL ONES ARE NOT YET BORN written by Ayi Kwei Armah.

Corruption, this is to give money or anything so that you can get something else which you deserve or not. In the novel we see Amankwa bribes the night clerk so that he can be able to transport his timber. Also Koomson and The man gives corruption to make it possible for Koomson to escape during the coup d'etat. Even in our societies there is corruption as people give or receive so as to fulfil their own needs. This is mainly observed in public and private officers.

Exploitation is the situation of treating another person unfairly like non-human being. In the novel Koffi Bilby is exploited when he cut his leg off working for a European. He was not given any relief or treatment but he was told that he was lazy an act which made him lose hope and there after he died. Even in our societies there are people who exploit others for instance the poor are exploited by the rich or those with high living standard. This problem is also found in our societies.

6.	<p>Betrayal, this is to against the agreement reached upon two sides. In the novel this is seen when Koomson signed a boat deal with Oyo and her mother and promised to give the boat to them. Later on Koomson betrayed them as he took the boat and signed wrote his daughter's name, Princess. Even in our societies many of people are betrayers like the political leaders who promised good things during campaign but they do not fulfill them when they are in power.</p> <p>Poverty, is the situation whereby a person is unable to afford his or her basic needs. In the novel, the man leads a very poor life. "His children sleeps on the floor and they walk bare foot. Also the latrine in his house is unconditional. The man's family eat a meal which is not good, as the man has low appetite after seeing the food. Even in our societies people have low living standard as many lives in poor houses and some sleeps in the street with no food for them.</p> <p>Therefore, the authors use their works of art to reflect what happens in both their societies and our societies. They do so, to make people change from their misdeeds so as to build a moral society for the social welfare development.</p>	
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**Extract 14.1:** A sample of correct answers.

The analysis shows further that the candidates who scored low marks (1.0%) in this question exhibited the following weaknesses: some candidates analysed problems without showing how they reflect today's society. Another case of misconception was observed when some candidates showed what is happening in their societies without using examples from the novel. Other candidates conveyed messages instead of showing the reflection of what is addressed by the writers to their societies.

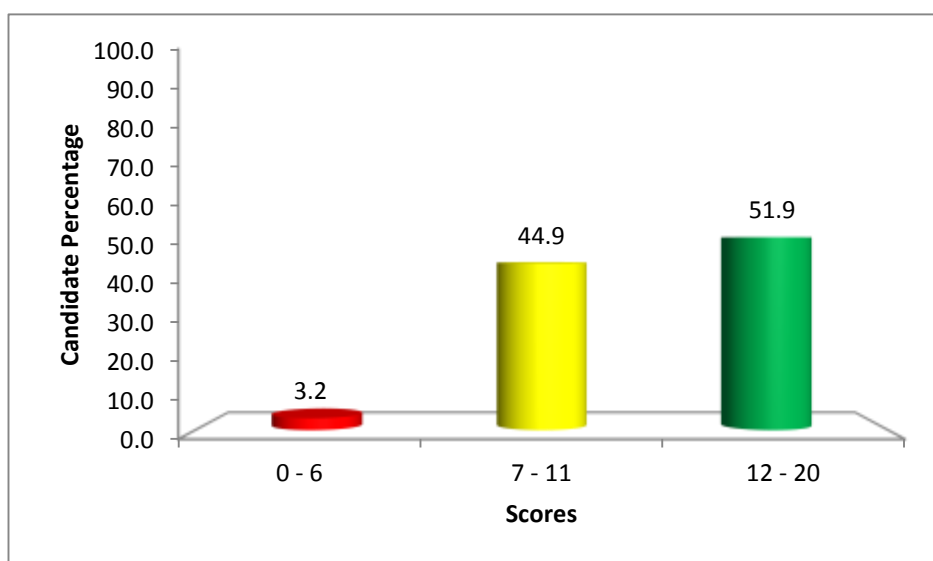
One of the candidates, for example, stated the message that we should fight against corruption which is contrary to the demands of the question. It was also noted that some candidates used characters from plays to respond to the question. For example, one of the candidates used Kiguunda and Gathoni who appear in a play *I Will Marry When I Want* written by Ngugi Wa Thiongo' and Ngugi Wa Mirii. These candidates also used characters such as Mr Billing and Dr. Stockmann from *An Enemy of the People*, written by Henrik Ibsen. This indicates that they either did not read novels or failed to understand the instructions.



### 3.2.3 Question 7: Analysis of Novels and Short Stories

This question required the candidates to show how the authors reveal the causes of poverty in Africa by giving four points from any two novels and short stories of their choice from the list given.

The question was optional and was one of the best performed questions. It was attempted by 19447 (81.0%) of the candidates, out of which 51.9 per cent scored from 12 to 19 marks, 44.9 per cent scored from 7 to 11 marks and only 3.2 per cent scored marks ranging from 0 to 6. The analysis shows that the overall candidates' performance in the question was good because 96.8 per cent scored from average to good. The performance is summarised in Figure 15.



**Figure 15:** *The candidates' performance in question 7.*

The candidates who scored high marks (51.9%) provided a good introduction, main body with a good flow of ideas and an appropriate conclusion. In the introductory part, they defined the key term which is poverty and stated the two novels or short stories of their choice to be used. In the main body, they were able to provide the causes of poverty by giving four points from each of the two novels or short stories.

The candidates who made reference to the novel *The Beautiful Ones Are Not Yet Born* written by Ayi Kwei Armah wrote on characterisation to reveal corruption which is practised by Joseph Koomson to show how it makes people such as the Man to live a poor life. This is observed when Joseph

Koomson uses the government funds to hire a very expensive hotel known as Atlantic Caprice to sleep with small girls.

Symbolism is a word which is used to refer to something quite different, but which has a certain similarity to its usual meaning. Symbolism as a technique has been used by writers to reveal the causes of poverty. Joseph Koomson's house which is referred to as a bungalow has been used to represent selfishness of leaders which causes poverty to the people such as the old woman who begs for sugar, the prostitutes who sell themselves and women selling green oranges. Additionally, Joseph Koomson is living in an expensive house, has a lot of fishing boats and a well-furnished sitting room while people like the Man are living miserably. This poverty is caused by selfish.

Foreshadowing is used to give a hint or suggestion within a story that is given by the author as a clue about an event that will take place later in the story. This technique is also used to show the causes of poverty in his society. The man predicts that Joseph Koomson is going to fool Oyo and her mother on the fishing boat business. This reveals exploitation done by the leaders which causes people in Ghanaian society to be poor, including the man and his family. This is observed when Joseph Koomson buys the fishing boat by using Oyo's name and refuses to share the profit that has been obtained from that fishing boat. This is a result of betrayal and selfishness.

The candidates who used *A Man of the People* written by Chinua Achebe used symbolism to bring out the causes of poverty in his society. In the novel the words *earth worm* has been used in order to represent exploitation which causes poverty to the people of Anata village. This is seen when the road engineer wants to be given a bribe in order to construct a road from Giligili to Anata. This makes people in Anata village to live without good roads.

Chief Nanga's mansion has been used symbolically to represent selfishness of political leaders. Chief Nanga's house has seven bed rooms and seven bathrooms with expensive furniture which signifies selfishness and this has caused poverty to other people like Odo who lives with his family in a poor house of red earth and thatched roof.

Characterisation has also been used by the writer to show the causes of poverty through a character Hezekiah Samalu who is a polygamist. This

causes his family to live a poor life. This is seen when he fails to provide basic needs to his five wives and thirty two children because of having a big family. Extract 15.1 shows a sample of good responses from one of the candidates.

7.	<p>Poverty is the situation where by the one unable to afford the basic need in individual level but in National level is where by the country unable to afford basic needs in all sphere Economically Social and politically. By using two Novels of XMAN OF THE PEOPLE by Chinua Achebe and The BEAUTIFUL ONE ARE NOT YET BORN by Chinua Achebe The Author reveal the cause of poverty in Africa as follows:</p> <p>By starting with Beautiful one are not yet born Corruption, This is a story or showing where Komoon takes corruption to the people and the other people like Oyo he advice her husband to take corruption but the her husband disagree with her but Komoon take corruption which cause some people to suffer and become poverty in the country to the government of Nkwame Nkrumah.</p> <p>Ignorance, This showing where the Komoon since he was the leader but he not responsible to their people or country in the case of development as the result it cause the poverty to their country where the Majority suffer from old government.</p> <p>Selfishness, The Komoon is selfishness he use the public fund for the only interest and he not consider their people need as the result their people suffer. Example in Social Service lacks</p>	
7.	<p>Thus hence cause poverty to their people.</p> <p>Misuse of public fund, The old regime of Nkwame Nkrumah have seen that he use the public fund for private gain. Example Komoon, where she he failed to use the public to the public sector but for their interest. Thus hence cause poverty to their people. Also by using Xman of the people the Author reveal the cause of poverty as follows:</p> <p>Corruption, Where by it shows where by the Minister of Culture (Chief Nanga) are corrupted people where by he want to build Odili in order to not toll the people of Anata about the dangerous water. Thus hence the Corruption influenced by not be responsible thus hence cause poverty.</p> <p>Ignorance, It was showing where the Majority are not able to aware about the corruption that take place in a particular country and support to the in corruption take examples Kozekibi, Samalu and Chief Koko they are ignorant about corruption thus hence cause poverty to the people.</p> <p>Lack of Education, Where by the Edna family or Edna's father lack Education where by Chief Nanga pay her school fees in order when she</p>	

7	<p>finish and get married to her, thus hence cause poverty to continue in Selma's family thus hence the family remains poor. Instead of developed Selma to continue with school.</p> <p>Use of public fund, Example Chief Nanga, was the Minister of culture but he not responsible to their people at Zaria, he use public fund for private gain, thus hence cause poverty to the majority the condition of the majority to suffer to the situation.</p> <p>Due to the fact that the author reveal the causes of poverty and relevant to our societies where, Corruption, Misuse of public funds and ignorance is an org the cause of poverty.</p>	
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**Extract 15.1:** A sample of correct answers.

However, the candidates who scored low marks in this question (3.2%) did not understand the requirements of the question, hence they provided irrelevant responses. Some of the candidates addressed the issue of poverty and showed its relevance to the society, instead of showing how the authors reveal the causes of poverty in the society. Extract 15.2 is a sample of an incorrect answer.

7	<p>poverty, is a state of being unable to obtain basic needs such as food, shelter and clothes. By using two novels such as <u>A MAN OF THE PEOPLE</u> written by <u>CHINUA ACHIBE</u> and <u>THE BEAUTIFUL ONES ARE NOT BORN</u> uniformly by <u>Ayi Kwei Armah</u>. The most of novelist is showed poverty in Africa in different action which does by upper class which undermine the lower people in basic needs such as educational system.</p> <p>By starting with <u>THE BEAUTIFUL ONES ARE NOT BORN</u> to show the issues of poverty which reveal in the Africa country.</p> <p>Through <u>Man</u> failed to afford the buying of lunch like beans and Fufu, in this novel the author he show the poverty of man failed to buy or afford lunch in restaurant due to the inferior existence.</p>	
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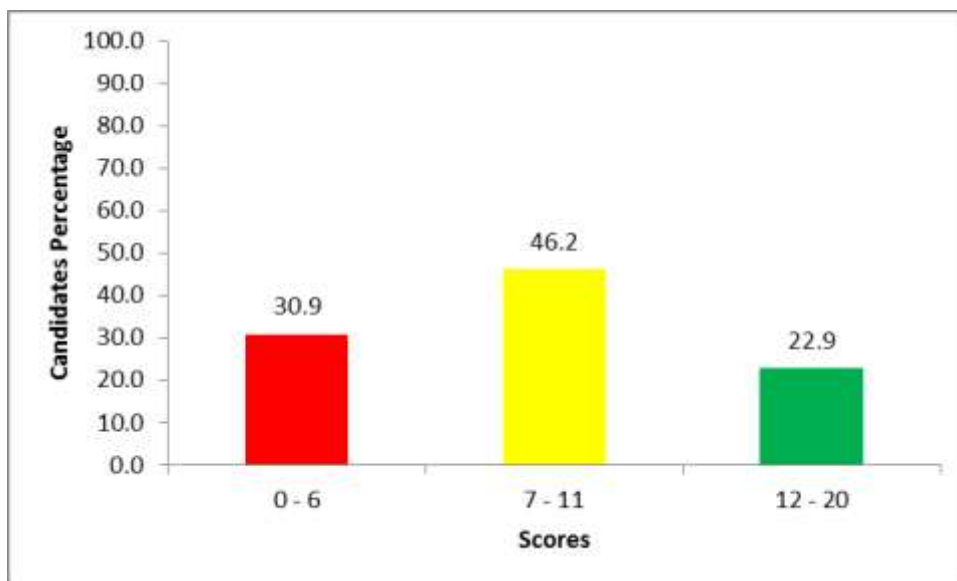
7.	<p>of corruption in the community which done by the upper people to use government funds for benefit for them.</p> <p>Through Man Failed to buy shoes for their children such as father, mother and sister, in this novel the author it show the caused of poverty which done by the upper people to undermine the right of workers to benefit with the commodity and the use of the upper people for them in this novel the man failed to buy shoes for their children also in the society. the cause of poverty it revealed when the personal lived in low poor housing condition and failed to buy shoes and school fees for the children.</p> <p>Through Man Failed to buy the expensive drinking like whiskey and vodka and meat buy the local expensive drinks in ghazis. In this the author it show the issues of poverty in Kenya where the man failed to buy the expensive of things like up coming of Joseph Karam and Estell and also their society the people failed to buy good food which up coming of great people in the country and also buy the local products and drinking.</p> <p>Through Night clerk Failed to return him early because have no money to pay them family. In this novel the night clerk is allocated to fear to return home early because have no money to pay their wife who have no money and sleep in the office also in the society the people who have fear to return home early because have no money to pay their children and family.</p> <p>By falling with a MAN OF THE people to show the author reveal the issues of poverty in Africa society which caused by the upper action in the public officers.</p>
7.	<p>There are the the issues of poverty in Africa was lead to negative impact such as underdevelopment of the third world country, inadequate provision of social services and increase of poverty and corruption and MIS management of public funds and people suffer from human right abuse.</p>

Extract 15.2: A response of a candidate who wrote incorrect answers

### 3.2.4 Question 8: Poetry Analysis

The candidates were required to show how the poets/poetesses have been successful in employing figures of speech to reinforce their messages by using four poems.

The question was compulsory, hence and it was attempted by 23496 (97.9%) of the candidates. Of these, 22.9 per cent scored from 12 to 20 marks, 46.2 per cent scored from 7 to 11 marks and 30.9 per cent scored marks ranging from 0 to 6. The analysis shows that the overall candidates' performance in the question was good because 69.1 per cent scored an average of 35 per cent and above. The candidates' performance in this question is summarised in Figure 16.



**Figure 16:** The performance of candidates in question 8.

The candidates with high marks in this question provided a good introduction, main body with a good flow of ideas and a good conclusion. In the introductory part, they defined the key terms such as figures of speech and message and identified the four poems to be used in answering the question. In the main body, the candidates used figures of speech to reinforce their messages by using four poems selected from the list.

The candidates who referred to the poem *The Vultures* written by David Diop cited *symbolism* in which the poet has used vultures to represent oppressive leaders or new colonialism to reinforce the message that neo-colonialism creates hatred toward the imperialist agencies or governments.

Personification is a technique that is used to make inanimate things to behave as intelligent human beings. Non-human beings are given human ability such as thinking, talking or laughing for example *death looked cruelly into his eyes*. This has been used to reinforce the message that there is new colonialism in Africa operating through religion. This is proved when the poet says: *When civilisation kicked us in the face*, which has been used to reinforce the message that we have to be careful with religion since it can be used to blind our reasoning and soften our hearts so that we may not resist against the influence of imperialism to our countries.

Also, *hyperbole* as a technique is defined as a purposeful exaggeration of facts in order to emphasize an idea. This has also been used in this poem on a verse that reads: *The foreigner who knew all the books but did not know*

*love* has been used to reinforce the message that imperialists pretended to preach love that is written in the Holy Bible, but still enslaved Africans.

The candidates who made reference to the poem *Letter from a contract worker* by Antonio Jacinto cited personification in a verse that reads: *I feel a nameless pain which pursues me*. The word pain has been given the quality of human being to pursue in order to reinforce the message that longing for your lover can make you to have strong feelings such as pain especially if you love someone.

Simile is a figure of speech which compares two dissimilar things by using words, *such as, like, as....as*, etc. This is also used by the poet as it is seen in the verse that reads: *Your lips as red as tacula fruit* to reinforce the message that beauty is something which makes someone to love a woman and then appreciate her. This shows that some men appreciate the beauty of their lovers especially when they are far from each other.

The poet has also used paradox, which refers to words which have a contradiction within themselves, for example, *freezing fires* and *a well-known secret agent*. In the poem, *The letter from a contract Worker* by Antonio Jacinto, there is a verse that reads:.....*the madness of our passion* to reinforce the message that being together might be equal to insanity or that the two lovers who love each other deeply can do things which are abnormal.

Hyperbole is a purposeful exaggeration of facts in order to emphasize an idea as it is seen in a verse that reads: *A letter which would make any other in all Kilombo worthless* in order to reinforce the message that love is unique and worthier than anything in the society. Thus, men should have true love to their women. Extract 16.1 is a sample of a good response.

08	<p>Poets are the people who are responsible in writing poems. Poets are also literary workers as they use language effectively and creatively to express social realities. Poets have employed figures of speech in reinforcing their messages. Using the poem of A FREEDOM SONG, YOUR LOST written by Isaac Mbitima, EAT MORE written by Joe Corrie and BUILDING THE NATION to show how successful the poets have been in their employment of figures of speech in reinforcing their messages.</p> <p>Starting with the poem of EAT MORE written by JOE CORRIE, this proved as follows.</p> <p>Symbolism, This refers to using other things to represent other things. It is among the figures of speech that has been used by the poet to convey the message to the readers. In the poem, Blooding grass it symbolizes poverty, that people are unable to afford buy good foodstuffs, also fruits. Bread also was used to symbolize good life. Therefore, this is also relevant to the contemporary society that there is presence of social stratification, that they are other people fails to obtain their basic needs.</p> <p>Personification, This refers to the figure of speech that give other things the qualities of human beings. The poet shows this by saying "the slogan says". This means that the slogan can speak. This shows that slogan, is the authority that they do not consider the life of standard status of the people that they tend to implement things which are difficult to the people. And actually this is also relevant to the contemporary world.</p>
08	<p>Paradox, Refers to the figure of speech that shows contradiction between sentences. The poet has successfully used this to convey the message and create awareness to the readers. In the poem it is shown as follows.</p> <p>"I am on unemployment more pay"</p> <p>This shows that the poet has used this to show relevance to the contemporary societies that in the society many people are not employed and the government fail to support them to improve their living standard.</p> <p>Repetition, This is also among the figure of speech that has been used by the poet. The poet has also conveyed the message to the readers through repeating things, it is seen as follows.</p> <p>"More beef, More fruit, More bread"</p> <p>The slogan says</p> <p>Through this the poet has used this to emphasize on something. It is relevant to the contemporary society that they are people tend to emphasize people different things by repeating.</p> <p>Coming to the poem of A FREEDOM SONG, it is shown as follows.</p> <p>Imagery, Refers to the figure of speech that tend to create pictures, images to the mind of the readers. In the poem, the poet has created an image to the readers by saying</p> <p>"Atieno goes to Glory"</p> <p>This tends to create an image that Atieno has gone to the holy place after her death, caused by lack of parental care, Early pregnancy. This has conveyed the message to the reader that there are different problems that can lead into death. And it is also relevant</p>



08	<p>that there many girls at a young have lose their lives due to lack of parental care that make them to engage themselves in bad things.</p> <p>Rhetorical question, is the figure of speech that <del>quies</del> deals with asking questions that do not need answers but make somebody to think critically. This is also used to convey message to the readers. The poet of the poem are shown as "The girl spend long in the market. Who will teach her nikah right?" This shows that the girl has lack parental care that there is no one one who can teach her. This is also present in the societies that youth lack good parental care.</p> <p>Simile, Refer to the figure of speech that deals comparing two <del>sim</del> things which are not similar with the use of conjunction such like, as, as... as. The poet has successful use this figure of speech in the poem. It is seen as "She minds them like a schoolgirl" The poet has compare by using the conjunction "like". This figure of speech, it is relevant to the societies and it gives message to the readers, as in the societies people tend to compare two dissimilar things.</p> <p>Repetition: This is among the figures of speech that has been used by the poet. The poet has also <del>convey</del> the message to the reader through repeating, it is seen as the poet tend to repeat "Atieno go" in every stanza, this tried to show emphasis on Atieno. This also</p>
08	<p>is relevant to the contemporary societies that people are mistreated especially youth that they work with no pay and they are humiliated and oppressed.</p> <p>Further more, In the poem of BUILDING THE NATION, it is also shown as follows,</p> <p>Anagram, This is also among the figure of speech that deals with the use of initials. In the poem, the poet has used to initials to express his/her work of art. This is seen as the poet used "PS" to Permanent Secretary. In this shows how successful the poets have reinforcing their message and it is also relevant to the society.</p> <p>Rhetorical question, Is the figure of speech that deals with asking question that do not need answers but make someone to think critically. This is also have convey the message to the readers. The poet of the poem are shown as "Have u "Did you have any lunch friend" This shows that the Permanent secretary is asking the Driver, while he knows that he did not take lunch. As it is relevant to the society it tend to convey the message as there are presence of hypocrite people in the society.</p> <p>Irony, Refer to the figure of speech that means opposite from what is said. This is also among the figure of speech that was used by the poet of the poem to make people aware of different thing happening in the societies. The poem are present this by the</p>

08	<p>title itself that is <u>BUILDING THE NATION</u>, while meaning destroying the nation. This is relevant in the society have their a political and other leaders that they are not building the nation but just destroying the nation as they use the public funds for their personal interests and gains.</p> <p><u>Barbarism</u>, Refers to the figure of speech that deals with the use of Swahili words in literary works. The poet of the poem used it to show emphasis. It is seen as the poet used the Swahili word "MWANANCHI" in the poem. This is also relevant in the society as many people tend to code mix and code switch from one to another in order to explain something or show emphasis.</p> <p>Moreover, in the poem of <u>YOUR LOST</u> written by Isaac Mwema this is proved as follows,</p> <p><u>Personification</u>, This refers to the figure of speech that give other things the qualities of human beings. The poet shows this by saying</p> <p style="text-align: center;">And you only touch me with the tenderness that asks where my wallet is".</p> <p>This shows that tenderness has been given the qualities of human being that it can touch. This tend to convey the message to their readers and also it is relevant to the contemporary society has people tend to give qualities of human beings to non-living things.</p>
08	<p><u>Barbarism</u>, Refers to the figure of speech that deals with the use of Swahili words in the literary works. The poet of the poem used it to show emphasis. It is shown as the poet used the word "DADA" in the poem. This is also relevant to the world that people code mix and switch to other language to show emphasis on something.</p> <p><u>Repetition</u>, This is among the figure of speech that has used by the poet. The poet has used this to convey the message to the readers, through repetition, it is seen that the poet repeated the word "dada"</p> <p>in every stanza, this tried to show that the dada is a bad person, as she tend to exploit the persona. This is relevant to the contemporary society has as people tend to exploit each other.</p> <p>To sum up, literary work involves the use figures of speech that shows the beauty of the work and also through the authors they show and elaborated the messages to the readers.</p>

**Extract 16.1:** A sample response of a correct answer.

It was further noted that the candidates with poor performance (30.9%) failed to show how the poets or poetesses have used figures of speech to reinforce message. This was attributed to lack of knowledge on the analysis of poetry. These candidates demonstrated several weaknesses. Some of them provided figures of speech with incorrect verses without the message. Others addressed themes without using figures of speech and verses which convey messages, while some of them provided messages without using figures of speech. There were also some candidates who provided

definitions of figures of speech without using quotations and the messages which were supposed to be reinforced. For example, one of the candidates provided figures of speech such as irony, euphemism, personification, analogy and symbolism, and provided irrelevant definitions without indicating verses and messages which are supposed to be delivered. Extract 16.2 is a sample of a poor response.

5.	<p>Figures of speech refers to the ways <sup>on</sup> how the language has been used in the work art to reinforce the message to the intended societies where the use of figure of speech is one among the techniques that the authors uses to deliver message to the society in four poems the following are the uses of figurativeness of speech to reinforce the message to the society</p> <p>Use of irony the author uses irony as one of the figure of speech to represent the intended message through different words for example in the poem Eat more the title doesn't match with intended message in the poem</p> <p>Use of Aesthetics to creates beauty to the reader during reading to deliver message through a happy way for example in the poem Eat more the title show the sweetness of the poem to read</p> <p>Personification this type of figure of speech happens in almost the all poem where in the poem Eat more the poetry tries to shows himself that he is the one conducting the action though it reveals</p> <p>Rhetorical question the use of questions that needs no answers is one of the way that poetry uses to reveal the intended message to the reader for example in the poem Eat more question like "How could I afford all these?"</p> <p>Euphemism the use of polite words to represent the harsh words in the poem Eat more the poet intends to use the Euphemism type of figure to reveal the intended message to the readers who reads</p> <p>Analogy this type of figure of speech is used to deliver the message to the society through showing the oldness of things that are even nowadays exist in our society in the poem Eat more also Atime Ya</p>
5.	<p>Use of symbolism the use of certain words ideal or thing to represent a certain meaning is one of the way to deliver messages to the intended society where in the poem Eat more they use of symbolism to reveal message</p> <p>Use of sayings the use of saying as one of the figure of speech in the poem Atime Ya there are sayings that the authors uses them to deliver message to the intended societies of Africa</p> <p>Use of imagery in the poem Atime Ya the use of imagery take place for where Atime Ya is sleeping in the place which is not good tends to give the imagination picture of how Atime Ya is humiliated</p> <p>Use of idioms the use this type of figure of speech cause the the targeted society to get the messages through the idiom phrase that the author use in the poem for example the poem Eat more</p> <p>Use of proverbs also is one among the way that the author or poet use to deliver the intended message to the society where the proverbs for example in the poem Atime Ya gives the lesson to the society</p> <p>Repetition the repetition of words</p>

Extract 16.2: A sample of an incorrect response.

In extract 16.2, the candidate wrote figures of speech without showing how the poets have used them to reinforce their messages instead of using

relevant poems to show how successful the poets have been in reinforcing their message. For example, in the poem *The Song of the Low*, Symbolism: ‘dirty clay’ (verse 2, stanza 2) has been used to symbolise the deplorable and low condition of work.

#### **4.0 ANALYSIS OF THE CANDIDATE’S PERFORMANCE PER TOPIC**

A total of 6 topics were tested in the English Language examination. Four topics were tested in 122/1 English Language paper 1 and two topics were tested in 122/2 English Language paper 2. The analysis of the candidates’ performance in each topic in 122/1 English Language paper 1 shows that, the topic of *Interpretation and Translation* ranked first with 93.1 per cent of the candidates scoring an average of 35 per cent and above. The second topic was *Introduction to Language* (90.7%). This was followed by the topic of *Language Skills* which had an average performance of 69.6 per cent. The topic of *Word Formation* had the weakest performance of 7.2 per cent.

The analysis of the candidates performance in 122/2 English Language paper 2 indicates that the topic of *Writing* had an average performance of 80.6%. This was followed by *Appreciating Literary Works* which had an average performance of 70.6 per cent. The appendix summarises the candidates’ performance in both 122/1 English Language 1 and 122/2 English Language 2 topics for the year 2020.

#### **5.0 CONCLUSION**

The general performance for the subject was good, because 68.6 per cent of the candidates scored 35 per cent and above. This performance was due to the fact that the candidates had sufficient knowledge and skills on the content covered in the topics and were able to adhere to the requirements of the questions. Their good command of English Language enabled them to explain and elaborate their points clearly. The candidates who performed well were good at communication skills and writing skills.

In 122/1 English Language 1, the candidates scored high marks in question 7, from the topic of *Language Skills*, and question 4 from *Interpretation and Translation*. The lowest performance in this paper involved Question 2, from the topic of *Word Formation*. The factors for the failure included inadequate knowledge on the subject matters and poor English language writing skills as well as lacking knowledge on word formation processes.

The analysis shows that, the highest performance in 122/2 English Language 2 was in Questions 6 and 7, both from the topic of *Appreciating Literary Works*. The lowest performed question was Question 3 from the same topic.

## **6.0 RECOMMENDATIONS**

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

- (i) Candidates should spend extra time in revising the topic of word formation to enable them tackle different questions based on the topic so as to improve the performance in that topic.
- (ii) Candidates should regularly practice English Language skills. They should be given various tasks related to speaking, writing, listening and reading in order to improve their skills. Frequent language skills practices will help candidates to improve their competence, hence write better responses in examinations.
- (iii) Candidates should be encouraged to read widely to enable them to improve their vocabulary and grammar. This will eventually enable them to spell words correctly and construct grammatically correct sentences in both spoken and written English.
- (iv) In Paper 2, the candidates should be encouraged to widely read recommended novels, short stories, plays and poems in order to have thorough understanding of both the content and form of the books for easy analysis and evaluation of the books read. This will help them to understand any piece of writing and improve their analytical skills.

## Appendix

S/N	Topic	Performance Per Question		
		Number of Questions	Percentage of Candidates who got 35% and Above	Remarks
1.	Interpretation and Translation	1	93.1	Good
2.	Introduction to Language	2	90.7	Good
3.	Writing	2	80.6	Good
4.	Appreciating Literary Works	6	70.6	Good
5.	Language Skills	4	69.6	Good
6.	Word Formation	1	7.2	Weak

