

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



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

Published by:

The National Examinations Council of Tanzania,

P.O Box 2624,

Dar es Salaam, Tanzania.

© The National Examinations Council of Tanzania, 2020

All rights reserved.

TABLE OF CONTENTS

FOF	REWORI	Div
1.0		ODUCTION1
2.0		LYSIS OF EACH QUESTION IN ENGLISH LANGUAGE 1 2
2.	1	SECTION A
	2.1.1	Question 1: Functions of Human Language2
	2.1.2	Question 2: The Uses of the '-ing' Morpheme in English Language. 6
	2.1.3	Question 3: Writing Normal Spellings from Phonemic Transcription
	2.1.4	Question 4: Translating the Passage from English to Kiswahili Language Using Communicative Translation
2.	2	SECTION B
	2.2.1	Question 5: Kiswahili as the Medium of Instruction in Tanzania 18
	2.2.2	Question 6: Writing a Friendly Letter
	2.2.3	Question 7: Listening Techniques in Communication
	2.2.4	Question 8: Speech Writing
3.0 3.		LYSIS OF EACH QUESTION IN ENGLISH LANGUAGE 233SECTION A33
	3.1.1	Question 1: Explaining Literary Terms
	3.1.2	Question 2: Writing the Dialogue
	3.1.3	Question 3: Reading and Analysing a Poem 39
	3.1.4	Question 4: Writing Distinctive Features of Plays
3.	2	SECTION B: Essay Questions
	3.2.1	Question 5: Analysis of Plays
	3.2.2	Question 6: Analysis of Novels/Short Stories
	3.2.3	Question 7: Analysis of Novels and Short Stories
	3.2.4	Question 8: Poetry Analysis
4.0 5.0	CONC	LYSIS OF THE CANDIDATE'S PERFORMANCE PER TOPIC 71 CLUSION
6.0		OMMENDATIONS
App	endix	

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.

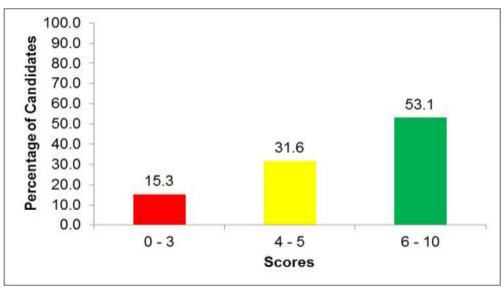


Figure 1: Candidates' Performance in Question 1.

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.

Ŧ	a) (i) Expressive function
+	- is the One of the function of the language which is used to express
+	the language which to used to express
+	what the person peel by that moment
+	like for example " we are hungry".
+	
+	(in Informative Fundian
+	- is the One of the function of the -
+	language where by the Person gives Out
4	language where by the Person gives Out lagernation about Something, which to to
4	happen or read happen line to example
1	" The President want Come tommorrow"
1	
	(b) (a Emplie Fundiag
	- In the Dec of the section in
1	language where by Some One project by
	or her sections toward Somethian in counds
	language where by Some One express his or her seelings toward Samething for example " I love this mavie So much"
	and a sector of the the
	(i) Communi Cative Function
	- Is the One of the junction of the
	Language Column ton turn Peanle on the
	Language Column ton turn Peanle on the
	Language Column ton turn Peanle on the
t	Language where by two People are in the Conversation, time for example "I love this mavie Sa much" another Person may reply by Saying that "OOD it deems to be So nice"

4.	(a by Pholic Function
	- Is the One of the function of lacquare
	that is used to maintain Sacial Sidance
	live las from ole
-	"Nice Joy, My love!" another
-	Pertan may really
-	Pousson may reply "Thomas very much down" and
-	this may show that these people are in the
-	yest relationship.
+	4450 TELESION ON P -
-	The Security The
-	(ii) Expressive Fundian - Is the One of the fundian of language
-	that People Use it to orpress Out their
-+	that People Ose it to provid Out their
-	portings towards their lavers and emotion
+	live for Frample " Nice day, my love!"
+	Mire day, my love !
+	
-	4 2 1 4 11 4 1
+	1) (i) Instrumental Junction - 10 the One of the Function of language that People we directed to Porturn a cartain articity and even guestions we included here
-+	- Is the One of the Function of language
-	that People we directed to Perform a Cartain
-	ortivity and even guestionis use Induded here
-	line to example
-	" what is the freetor doing" here.
-	mercan that the One who question need answer
-	(ii) Phodic Fundian - Is the One of the Fundian of longuage that he cited to maintain Social distances
-	- is the One of the function of language
-	that he used to maintain declad distantes
	lines for example. " what he me tracker doing"
	" what he tracker daing"
4	(e) (i) emotive Function
_	- 10 the One of the Fundion that people
	Use it to express their yeelings towards
_	- to the One of the Fundion that people Use it to express their feelings towards Something time for examples "love you, morning" has let's Suy the child to expressing his or har
	"love you, mummy" here let's
	Suy the child To expression his or has
	feeling to his or her mammy.
	d d
	(i) Informative function
	- is the One of the function that people
-	example
-	"love you mammy " here the
	child be Informing his or how mother that

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	'Ca)	Expressive Function	
		Emohier Function	
_	(b)	Emphise Punchan	·
_		Expressive Punchon	
	(c)	Phane Tunchon	
		Emphur Aunchon	
	cao	Inmontal Function	
		Referencial Function	
	(e)	Emphise Function	
		Petic 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:* 3rd 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 mouth 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.

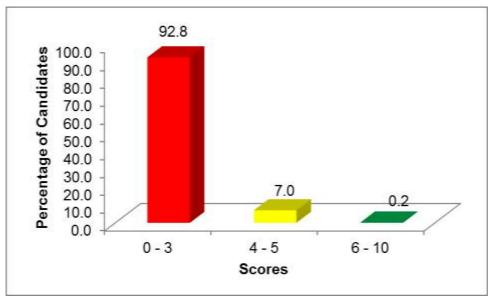


Figure 2: Candidates' Performance in Question 2.

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.

	(a) i) The morpheme "-ing" is used to show tense
	that is present continuous tense.
_	for example he is playing.
	ii) Morphen "-ing" is used to form adjectives. for example "unverbal spreaking"
1	
	(ii) The morphen "ing" is used to form compound
	iii) The morphiem "ing" is used to form compound words. For example "dressing table"
	therefore the word is formed by a verb and
	a news.
	iv) The marpheme"-ing" is attached to a
	verb showing two actions are done
	smultenously at a time. Forerample
	"He is eating while playing games"
	v) The morphen "-ing" is used to show
_	the progressing action without using an
	auriliary 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 staffDate:The third of October, 2013Reference:04056/DC

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

Q.	a) is phonology by language which alphal
	with the pronuncialion of words.
-	and anoton all margin to make sof
	analyzon of (in) as le manage
-	wed in pronouncess, long works
	with adefaction to ing.
	Til Morphology
	Lade Aside semanal to server a l
	with the formation bords within
	a contine by Using morphome
	ine can be attactived after
	the cost for esample Go - going

-	a) iii/ Semantic - Is the study of lappage which deals with the meaning of the word by
-	with the meaning of the word by
-	tor sent all and the senting of the word by
	For reparaple 'Gu . Going the verb
\rightarrow	resurs in the burshin countrol with
+	iv/Jpelling (Orthographic) -11 lle study of largage which deals with anangement of forward by using Using within a world by using upphome ing it being comprised with values (o) concord and concorant
	classic durities sameral to cluster all 11-
	all anangeneral of Conservant and
ľ	uner sol prove a mitting stand
-1	toppage in and the sal smartware
-	transland and francis (a) lower the
-	ever so that is how morpheme
-	ananged.
-	Sec. Sec.
+	V) STATAX
1	dauda samad a club a li it.
t	This is a study of broadle which leals with is grammer of the words by wing morpheme ing also when you adhack it into
-1	skals with a granting of the
-	abore is allow the second of the
+	root can make a wood to be
+	The second of the second the
-f	when ble in the more tou
-	but when you put into wenterice
- 1	Par merel 100 001 (110 1604000

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.

28	TO: ALL STAFF.
1000	FROM: MR. MABALA (MD)
	Date: 3rd oct. 2013
	Ref: 04050/DC
	May I waying you that all were lat aquipment
	should be Registured with store and supplies
	Room 304 (est. 2083). NB: new items night be
	hapported to the affect balone 17 houle on the last
	day op the fronts of putchase, i.e. within the conout
	budgeting houts. All A/C numbers heref be received
	Thanks
_	

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.

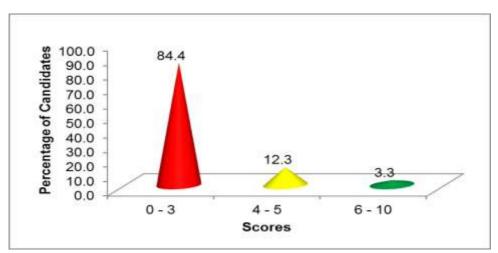


Figure 3: Candidates' Performance in Question 3.

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) /kwin 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) /juzd kaz/ = 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 dets/ = 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.

30)	O Seg breeze.	
_	(1) Queen bee.	
	(1) Wood cans.	
	() Cehecil debts.	
	@ 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 the with flying to londer temmerow
	+ Id has been wind to show that the presen word he going
	to londong
	is the last Elying to leader tommercu
	- Shres has been used to show that the priver wood to wing
	an applane to briver to lender but he might use another means at
	Imapet
_	is He wit flying to Lonpon temmera
_	- o stores has been used to show that the person with be
	going (Alying) to elecularie but not London
	Wy He int Alymp to london Tomo Reaw
	- Shree boy bon used to show that the preser wont he going
	(Ilying) to lender on the next (reming) day but instrad he
	will for going the londer 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.

t- He .				London	tomorreso	
2-He	int +	the second s			tomorrow	
3-He	10 n't .	Pier	b	London	tomorrow	
a He	No't	thed	to	London	tomacrow	

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.

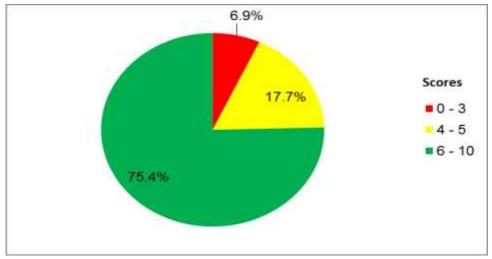


Figure 4: Candidates' Performance in Question 4

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. " Bazahi na nanaume langua ailu hoto kilo	0111
hungi Knenoe kuonealia muonampe nake kulike-	
kubaki unaghangaa hapa? Baba yangu ancesta kumubia	011
usije tem lapa, an umekuja kuchukua umbea kwa	3 A.
ajti ya rafiki jako mke wa Nama? Hivi haugopi kuma	
mmbea kama mwanamke. Kijana mpungi nendruka mnambie kwamba nitaolewa na Chief Nanga. Mwambie	
aje anipige kenna ataweza Na wene kwanini usinidi	
Kiva minanamile wake malaya huko Borr, badala yake -	1.1
unopeteza muda tu hope Vimekua nifeikuluspinne kwa	
capily tu up chief Varra, Jokini ukitanna teng makasa	
ya kuja hapa tena nitakwambia kwanini nai twa-	
Edna Odo " Ukurasa wa 129.	6 50

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 wanaume hawako salamo.	18 20
	Hawawezi Kuwatazama wanawake was	
	bandaya kuwapamoja. Baba yangu alini-	
	ambro usize hapa, unakuja hapo kwa	
	mgongo wa rafisi wa Mrs. Nanga? ndugy	te
	Kama wewe howeri Kuwa salamo kama	
	Wandwake Nonda Kamwambre altupiewa	•
	na chifu Nango, Nendo Hamo rudi Kamo	
	itawezekana, kwa sababu hiyo, kwanini	*
	unarudi KLUPnye umalayo Kalina Bai	
	bauda yo Kupetero muda horo? tayan	
	humenueshing chifu Nanga. 10 Kini Kama	1
	Kutakuwa na makaza ujetena hapa nita-	
	Awambia jina langu ni Edna edo "	

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.

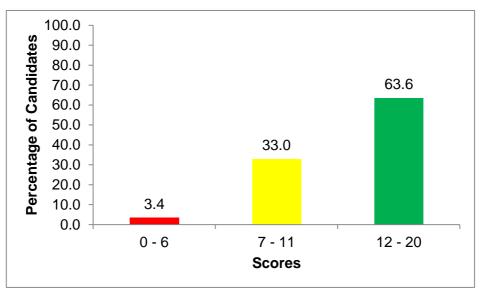


Figure 5: The Candidates' Performance in Question 5

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.	Language is the ordern is received timet unal verse - Sembols prompt which there can be de time and human basing to anther. In Tanam's le have distant language built proper to move is kennels and industric and the major to the him language I are the talk hast kioneliki standel and the work also predium southwhich in Tananis the work also predium southwhich in Tananis the work also predium southwhich in tangents to the tenus of the dest callen due to second. Kennelli has been used of the tenus to the tenustic has been used of the tenus to are been the over in different areas such as even in to area
	Line and the state of the state
	tunal Notal a Sumbol a Through Charge Could
	the dam and human bains to another to Janianis
	he have distant languages but the main language is
	Kendle and Indich heave a Sadih been interm
	this language of an a set have been
	a for the second provided in the second seco
_	Should any he want ashe mederin structures
	in Januaris from primers to university loude of the
	achien due to second
	Linge The Linge Com in Tantas
-	La for Land and the state of th
-	the even in different areas when a finance from been the event in different areas such as chosen in the area the people communicate this venerates temper and that the such of the destand the have and dist. This even if he do shall from tokay upt unions, thing been did to the sharp understand the dist that so people because by beater and the this is even that the people beater and the this is even that this people agent inders and the this is even
_	use even in defend areas such as even in reaver
_	the pupper communicate this renucles terrange due tathis
	the dudents in will be the provide and fat
	The even if he de gard dam tohar upt interesty
_	Wainy beautify be the own understand will the subject
	making borne braching to backen and de tothis it was
	Lot Di not to the lost of the cost of the
	the first the set of the set of the set of the
_	Country
_	Kensalishi is The national language Wen
	kingels been use as he medium is induction have
	tranchile is the national language tiller trancher been use as the medium at Induction from Boran to university the reduct be understoral under the transment of the mational language and
	in a contract the contract the contract of a
	well die to the parme top to the matures temployeoned
	Through The our find to the etallipriorit & nation court
	through this own hand to the of an Openant is nother and
	the such there is a sufficient to the
_	the target in the second of the target in
_	at relighted p coming distant mediane Such my Dim
	and other country such as upandy Aner
	as there to this the shudsort will understand more on
	d to the tel and man and a dia a for a
	a li and the territoric and a delest
A state of the local division of the	Concertinger in the concerted.
05.	Kessalily is the mother tangue. The that lang
	uses Superior to acquir affected in normanio
	is barushing such that its the national longenings and
	linguation of many that The died need the language
	splan by the society due to this is the language brow the
	Allen by the society due to this is the longuage back of
	And he has said die the is the house here the Sullen le has said die this is the house here the language of inchristing from Running to underfield of Eleventhing can work a person to different tookales
	Anthen by he societ die to the cliff red the tangener Alter by he societ die to the solar barriers bar the tangener of instruction from Runay to unside fail of Ellusibility can anothe a person to defend to dulles
	Arthur to not a full of the total to the former of the theory
	And and and A Tomania the bolish and added
	And and of A Tomania the both country of the country of the source of th
	Arrivation of a control of the barrier of the language of the societ of the second of the societ of the language of the societ o
	Allen by the societ die this diet need the tengence Sellen by the societ diet this is the tengence to be the sellen and and of tennen to defend to defen into and and of tennen to defend to defen into and and of tennen to defend to defend into the model of tennen to defend to the interpretation of the control of the control tended is the control of the control tended to the tended to the tended to the tended to the tended to the control of the tended to the tended of the tended to the tended to the tended to the tended to the tended to the tended to the tended to the tended to the tended to the tended to the tended to the tended the tended to the tended to the tended to the tended to the tended the tended to the tended to tended to the tended to ten
	Anterna de norme de la contra de la contrario
	Anguage been used as nothing the to the termine
	Arthan by the societ district and the tongenerate Arthan by the societ district of the tongeneration to the societ of the terms of the tongeneration of the societ of the tongeneration of the tongeneration of the terms to the tongeneration of the tongeneration of the terms to the tongeneration of the tongeneration of the terms to the terms of the tongeneration of the tongeneration of the terms to the tongeneration of the tongeneration of the tongeneration of the terms to the tongeneration of the tonge
	And make her this can have a first to the language
	Article in the second of the control of the language of the language of the societ of the language of the lang
	Arthur he have been the dist need the tongungs Arthur he have been this with he have and the south of an and he have the her he have been the south of and at a marker of the her he have been in the south of a south of the her her her he have been used as the her a dentity her all soft the her her her her her her her her her the her her her her her her her her the her her her her her her the her her her her her her her her the her her her her her her her her the her her her her her her her her her the her her her her her her her her her the her her her her her her her her her h
	Anguage line and an loud to make and make
	Anter her the construction there is and the transmission of the source of the second of the source o
	Anter the source of the disk need to termine the termine of termine of the termine of the termine of the termine of the termine of termi
	United and the source of the dist need the tenging of the tenging of the source of the tenging of tenging of the tenging of tennes. The tenging of the tenging of tennes of tenging of the tenging of the tenging of tennes of tenging of the tenging of tennes. The tenging of tennes of tenging of tennes of tenging of tennes of tenging of tennes. The tenging of tennes of tenging of tennes of tenging of tennes of tenging of tennes.
	Anter her bar is and and to make and make the second of the second of the language the second of the second to the language the second of the termination of the language the second of the termination of the language the second of the termination of the second of the termination of the termination of the termination of the termination of the termination of termination of the termination of the termination of the termination of termination of the termination of the termination of the termination of termination of the termination of the termination of the termination of termination of termination of the termination of termination of the termination of termination of termination of the termination of termination of termination of the termination of term
	Anter the transfer that the dist need of the transfer Sollies to the source of the title the transfer to the tangeness of instruction from theme to the transfer to the source of the the terms of the thread to the the the terms of the the thread to the terms the the terms of the the thread to the terms the the terms of the thread to the terms the the terms of the terms of the terms the terms of the the terms of the terms the terms of the terms of the terms of the terms of the terms of the terms of terms the terms of terms of the terms of terms the terms of the terms of the terms of terms the terms of the terms of terms of the terms of the terms of terms of the terms the terms of the terms of terms of terms the terms of the terms of terms of terms the terms of the terms of the terms of terms the terms of the terms of terms of terms the terms of the terms of terms of terms the terms of the terms of the terms of terms the terms of the terms of the terms of terms the terms of the terms of the terms of terms the terms of the terms of the terms of terms the terms the terms of terms of terms the terms of terms of terms of terms the terms of terms of terms of terms the terms the terms of terms of terms terms of terms of terms of terms of terms terms of terms of terms of terms of terms of terms terms of terms of terms of terms of terms of terms terms of terms of terms of terms of terms terms of terms of terms
	United and the source of the disk need the tenging of the tenging of the source of the tenging of tenging of the tenging of tenging of tenging of tenging of tenging of tenging of tenging
	Anter de source de la contra de la contraction d
	Ander by he sources the first dist need the tenging of the tenging of the source of the tenging of the tendent
	United and the source of the dist need of the transmission Source of the source of the test of the transmission of the transmission of the test of test of the test of the test of the test of the test of test of the test of test of test test of the test of the test of test o
	And a structure of the dist need of the tenging of tenging of the tenging of teng
	And and the prove that the dist need of the transmission of the second o
	The set of the part of the factor of the marked are only of the theory and and the the factor of the part of the 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.	
	and interest for a parameter in a signal as main the
	and the back of the second sec
	mention of thinking so thereads there
	to university lovel of education, as hypothicity is used as the language of magt Tonzanian is and therefore should be given higher that
	is used as the lunguage of most Tensering
	and therefore the labor higher dates
1	the theretic and a grant require and a
	Him English.
	the fill plains are the failers to support that
	"Vision is the id have be used as the medius
	b) telmutipe in tentance trans tenany to
	University level of Iducation is
	Alabie Language , fince his weakly is
	The second and the best of received at mare
-	time - inducate ' which is the one was a child
	acquire French Hight beness became stern can bur a
	The following are the factors to support that The following are the factors to support that or instruction in Tanzania Emm Primary to university level or Education Mathie language Since towards is the mathy used by the prople in Society as there first Insequage which is the one that a child acquire from High borne become very cay for a child to marke kirwahili Language Example, when a child is here it and and for a
	china to function cardonalty examples
	and the second s
	words such as non-non, bu - bu, and allies
	and as the child grow becomes expands in
-	the second se
	language
	Also, Longe manhers of Spenderers
	Also, large supposed of Sponteers. as in most part of Janzania people used Riscoshili language as their medium of Communicating to each other hence human large some lar used. Example in Turgunte
	Rithmahill Incompany on their addition on
-	
	communication to care other served
	large comber as user . Example in Indunia
	example elgand as reducing admines a finder
-	Kasmuhili
_	begacphical Dispartion , as is
	arning the finiters dispansion, etse is arning the finiters which support the use of timuchili language as a medium at lastradian time new dates timeship is spread allow the Country and Be became easy for it to use in Estimation level.
	Kingel is a solution of the second in the
	The how back wateres at appears an one
-	the country and be became easy for it to
	is a structure level
OE	
0.0	James, also kiemerhile language
	when the attime to and and disting town and
	contraction in the store back to be and because seen
-	stongly to leave and understand untitle Code
	the second second second finder
	dice it is and the second second
-	arterious to pronounce faumple of second in
	MILLIANI, CHE C, E, L, D, M
	10 Vilmanili language baue get strars
	which appear at the chill as a moneil and
	hence do not sive one distinutions as
-	Propugation and English answer that
	the second second second second second
-	there thanks the meaning of a
	habid Epitemple We want impaint - indent
-	and to kirwahili Mama.
	dea Viewahili Jacaugas shadd be used
	Now some which are produced without any tore some which are produced without any instruction in the sweet code three because stary which have three without and which toget which have three without and tome are the distinuated to provide the could be a word to the toget of the could be a word and bears do not give any distinutions in pronouncing and English possess these any where here change the provide the install be used where here change the more there any where here change the word topet to be where here change the word topet to be and to kississis the change should be used as a median of the word topet to be beard to his work to be and the bissessis to be the since it is contain to a median of the word to be used to an action of the bissessis to be and beard to his work to be and be used to an action of the bissessis are in the word to be and the bissessis are in the word to the and the bissessis are to be and to an action of the bissessis are to be and to be and the bissessis are to be and to be and the bissessist are to be and to be and the bissessist are to be and to be a bound by the charter of the contain the and the bissessist are to be and the bissessist are to be and the area and works the area of the contain the bissessist area to be and the bissessist area to be any to be any to be any to be any to be the bissessist area to b
	the stand has the state of the start
-	- intertrand by the inidential at at contained
-	at allowing the standard and allowed and allowed
-	precipience and write Example the word
	Haredasi -
	Also be week it word as merered
	and the second part with the second
-	
	to taccupia as it is used in official multer
	to tavitable as it is used in official matter
	En Parilled & Communication of development advising formation of development
	En Casilitade communication of development satisfies complex it is used in Schools as
	activities the second any level also in Primer
	to tension as it is used in oblight matter the tensiliate communication or development advisites. Example, it is used in Schools as a Subject in Sciendary level also in Primar and in tracking.
	returned as it is used in oreid'd matter returned complexities are development returned in Sciendary level on schools as a subject in Sciendary level olis in Primer used of teaching will beging to the to be
	activities formalisation of development activities formalisation of development solution formalisation with a schools as a subject in scienced any level also in Primer used of teaching with language should be used our needling of in converting
	La Carline and it is used in oreid'd matter saturities communication or development saturities frample, it is used to Subarts as a Subject in Sciendary level also in Primer used of teaching a financial be used our availing of the should be used our availing on the Tirat larguage
	activities temple, it's used in oreid'd matter activities temple, it's used in strategeorent Subject in Strandary level also in Primer used on tracking of language thanks be used an nothing of Intraction to education with it used matty of the track language
	to tampia as it is used in oreidan matter to tampia as it is used in oreidan matter advising franching with a schools as a subject in second any level also in Primer and ex traching with language should be aread as medium or intension in conversion is it is used mostly of the Tirat language of many people in the Tirat language
	to condition as it is used in orein'd matter activities computation or development sciulties to sciendary level also in Primer used of realism of interaction to concern and a netty issuestic language should be used as netty as a the trat language is many people in the country explicitly
0.5.	Therefore, Kinnshill should be used
02.	These fore, Kiswabali Should be used
05.	Therefore, Kitwashi, Should be used
05.	Therefore, Kitwashi, Should be used
05.	Therefore, Kitwashi, Should be used
05.	Therefore, Kitwashi, Should be used
05.	Therefore, Kitwashi, Should be used
05.	Therefore, Kitwashi, Should be used
05.	Therefore, Kitwashi, Should be used
05.	as medicine of hitrarity bears to the student Primary to Upwersity bears to the student and simple understanding to the student ofthe to develop timestall language Interna-
05.	as medicas of hitsaching sound be used or medicas of hitsaching is language from and simple understing to the student also be develop biseachili Language Interna- tionally by doing so it will help be
05.	as medicine of the third be used Primary to Upwersity bears to bring cary and simple varienting to the student disc to develop timeshill language Interna timoty by doing so it will help be

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 11marks. 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.

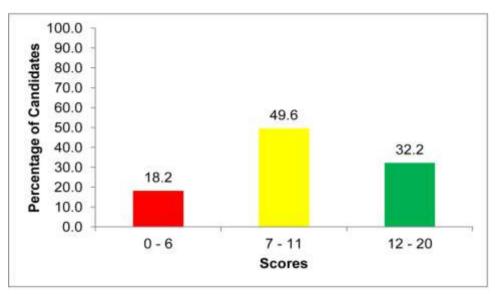


Figure 6: The Candidates' Performance in Question 6

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,
	DCDOMA - TANZANIA.
	29th, June, 2020.
	HellelBahati
	I've my hope you are doing well. On my side. I've ok Ik's me Kusema prem Doctino region in Tozon a workling at Public Relations Opice as a public
	I'm ok Il's ma Missing prem Decting region in Torsan
	a working at Public Relations Opice as a public
	a vertiler at hiblic keletions Opice as a public relations opicer at a private comprisation. I'm twenty years old now. The give of this writing you this letter is to tell you about dipercent things the experie noing in Janzania, my publy, job and dipercent holdoles t'm interested to:
	years old now. The give of this writing you this
	letter is to tell you about different things the experie
	min in Tanzania, my samp, job and different holdies
	I'm interested to:
_	
	thisse such as national parks, game reserves large water
	Hinne and as rational parks game reserves line inter- bartes like take Victoria which is prime in the worther part of Misonza region, like V Tangonvika and take Thatas, rivers and minerals of different kinds like Tanzanite and gold.
	part of Mwanza, region, like V Tango'nyiles and Lake
	thave rivers and minerals a different bude like
	Tanzanite and gold.
	About my family, our pamily inside of eix people
	that is patter, maker, I and my three young citere
_	initial Flipplett, solored by duine and simply soloid.
	My mother's came is Dorph and rather's name is
	My mother's name is Donah and zather's name is Crahriel Actually, they wish to meet you dear prised. Bahati I'm working at Private Sector as a Public Relations Cyricar I really but my work and I have
	Bahati I'm working at Private Lector pl a Riblic
	Kelations Opicer. I really love my work and I have
	Advanced Education to work as a Public Relations Option and suprisingly my dreams have some true: I like experisingly my fine listening to music watching
	Advanced Education to work as a Public Relations
	Officer and corriginally my dreame have one tryp
_	I like excuding up time listening to music watching
	a movies, reading interesting backs and jagging All
~	
6	these hobbics make my wind sice when I'm from
	work place or of locate.
-	the letter to my every prices, sur co happy to isvite
	hope the level where review per parts hope you are
	there is all my lovely priorid, I'm so happy to write there all my lovely priorid, I'm so happy to write this letter to you as my new pon pal. I hope you are happy top Greet your rawily. I'll be there during the holiday to see you. It's Mixemo
	It's Miscour.
-	It's Missing, Your levely priced.
	the may free a

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.	
_		
_	18/11/2019,	
	MANAGER BAHATI,	
_	PRIVATE ORGANISATION,	_
_	B.O. Box 212	-
-	SOUTH AFRICA	
_	Dear	
	RE: APPLICATION FOR PUBLIC	
	RELATIONS OFFICER.	
	Refers to the heading above.	
_	an a girl who have finished Uhasibu	
_	university at Arusha in kilimaniaro region	
_	as a public relations officer since 2012.	
	I'm asking for job in your organisation	
_	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 recieved	_
	I hope that my request will be recieved	
_	LATER CARLES OF A LOCAL DESCRIPTION AND A LOCAL DESCRI	_
	Tegether with my application, letter -	
	Together with my application letter - 1 enclose my Curculam vitae (CV) for - more explanation.	_
	more explanation.	
	Tour's in building the nation	
	Muma	
	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	1			+
6	· Pa a l	CV particular		<u> </u>
		e: Blandina		+
	N to Ott	: y: Tanzanian		
	N. A. all-	y: 1012anian h: 20/03/1992		
	Place of ber	t1: 000000000000000000000000000000000000		
	· cace of oc	th: Morogoro vi	Hage	1
	ii, Educatio	n background		
	YEAR	n background SCHOOL JUNIVERSITY		
	2011 - 2014	Uhasibu university		
	2009-2011	Huru high sec. School	ALSEE	
	2005 - 2003	Kilwa Sec. school.	OCSEE	
	1998-2004	Mji mwema primary	Primary Level	
		School	ر 	
			· · · · · · · · · · · · · · · · · · ·	
	iii, Working	experience		
	TEAR	WORKING PLACE	WORKING POSITION	
		ORGANISATION		
	2015-2019		Public Relations	
			Officer.	
				4
		- A.A		<u> </u>
	iv. Other sl	<u>cills</u>		<u>↓</u> ∕_
6	Hobbies		· · · · · · · · · · · · · · · · · · ·	
	Playing	netball		
	Playing Swimmi	<u>aa</u>		
		<u>لر</u>		
				<u> </u>
-	V: Poloco	Palazaas		<u>+</u>
	vi, neference	Pesampili		<u> </u>
	Mirs Gabo	resample.	·	+
	Urafilei te	actile industry		
	B.O.BOX	2310		
	Dar-e	s-Salaam		
		0718202030/	0672231020	
				1

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.

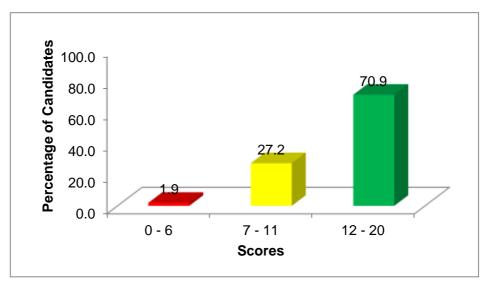


Figure 7: The Candidates' Performance in Question 7.

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.	Listening is the process of receiving sound unwes]
	through the ear, voluntarily, and sending them to the	
	train where they can be interpreted and understood as	1
	main where may an be recepted to a distance of	1
-	a message. Listening skills are important as they play	1
	a vital role in communication towever for it to play	1
_	its role then the listener should listen effectively	1
	in order to understand. The following are techniques	-
	one needs to observe to become an effective title -	-
	Ustener :-	4
	take a desire to listen. Inorder to under-	4
	stand what is being talked about, the listener	-
	should have the desire to listen. As said before,	-
_	historing is a voluntary process there fore it greatly	-
	depends on the person's desire to listen. If one	-
	places not want to listen then holdhe will just end	_
	up hearing and not listening then a to be an	
	effective listener one should have the desire to listen.	
	One should post pone judgement tuman	
	the similar for part party is same bines	
-	beings are very judgemental creatures sometimes	
	people tend to judge the speaker as helphe speake.	
	They can be judged on the way they talk, the	-
	way they walk, dressing shyle, physical appearance	-
_	and even beauty. This limits effective listening	-
_	because the listeners will be busy judging instead	-
	of ustening hence to become an effective listener,	_
	one should avoid judgement towards the	
	speake(-	
	One should also try to understand the speaker's	
	ideas or point of views: Sometimes, the speakers speak	
	or things one already has knowledge on or has	
	a different point of view, the listener however	
-	should try to understand the speaker's point	
		-
4	a set the set of the set of the set of the set of the	
	ner to cleanly understand what matters are being	
	discussed if the listener does not want to understand the	_
	speakers ideas then helphe will part to lister effectively	_
-	because helphe will be shich on her own vienus.	
-	The lidener should also take notes. As one	
_	listens, belane should not just idle, he lake should be	
-	taking notes about the popic This will help the listener	
	pay close attention to the spectrer as he take wants to	
_	note down what is said. This is also important as	
	it helps the listener to remember later on .	
	Pay jul attention and maximum concentration	
	to the speaker. In order to listen appectively the listener's	
	conceptration should be fully on the speaker and	
	no where else is the listener fully concentrates, velice	
	will bear each word and be able to interpret it it	1
	will therefore promote understanding here very	
	the second second second second	-

	Maintaining age contact is also important.	_
_	In order for one to be an effective listener, one	1.1
_	chould maintain are contact towards the speaker.	_
	The listener should not goze around but rather look at	
	the speaker. This will enable humther to detect	
_	facial expressions, geowers and actions of the specifier	
	and all these enhance understanding.	
	Developing a willing ness to learn can also	
-	make one an effective listener. Most people listen	-
	inorder to gain knowledge and learn something.	
	However it one does not want to learn then he like	
	will not want to listen here to develop effective	_
	listening skills are avoild develop the willingness	5
	to learn then he is he will be mohiusted to	-
7	Listen -	
	A COMPANY OF THE OWNER OWNER OF THE OWNER	_
	A COMPANY OF THE OWNER OWNER OF THE OWNER	
	Avoiding distractions while listening will also help	-
	Avoiding dictractions while listening will also help effective listening when one is listening there should	
	Avoiding dictractions while listening wil also help effective listening when one is listening there should not be any kind of distractions. These include	
	Avoiding dictractions while listening will also help effective listening when one is listening there should not be any kind of distractions. These include roise, music, phones, and even other people	
	Avoiding dictractions 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	
-	Avoiding dictractions 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	
	Avoiding dictractions while listening wil also help effective listening when one is listening there should not be any kind of distractions. These include roise, music, phones, and even other people talking. Distractions mostly form a barrier to affective listening hence should be avoided.	
	Avoiding dictractions while listening wil also help effective listening when one is listening there should not be any kind of distractions. These include roise, music, phones, and even other people talking. Distractions mostly form a barrier to affective listening hence should be quoidled. Therefore, an effective listener needs to employ	
	Avoiding dictractions while listening wil also help effective listening when one is listening there should not be any kind of distractions. These include roise, music, phones, and even other people talking. Distractions mostly form a barrier to affective listening hence should be avoided. Therefore, an effective listener needs to employ a number of techniques inorder to listen and not	
	Avoiding dictractions while listening wil also help effective listening when one is listening there should not be any kind of distractions. These include roise, music, phones, and even other people talking. Distractions mostly form a barrier to affective listening hence should be quoidled. Therefore, an effective listener needs to employ	
	Avoiding dictractions while listening wil also help effective listening when one is listening there should not be any kind of distractions. These include roise, music, phones, and even other people talking. Distractions mostly form a barrier to attactive listening hence should be avoided. Therefore, an effective listener need to employ a number of techniques inorder to listen and not just hear. Hearing is different from listening as it	
	Avoiding dictractions while listening wil also help effective listening when one is listening there should not be any kind of distractions. These include roise, music, phones, and even other people talking. Distractions mostly form a barrier to affective listening hence should be avoided. Therefore, an effective listener needs to employ a number of techniques inorder to listen and not	

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, therauptical listening, critical listening, discriminative listener, comprehensive listening, intensive listening and optical listening. Another one wrote on the types of listening such as; epmpathy listening, sympathic 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.

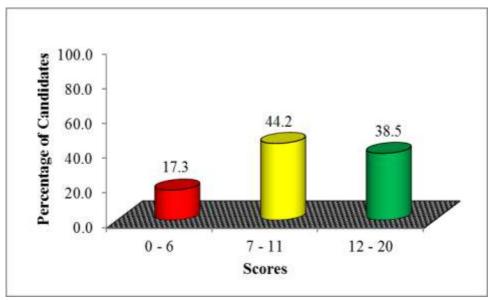


Figure 8: The Candidates' Performance in Question 8.1.

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.

	The following die the things / factors that show how comption is inevitable in Tanzania concently, these include. Marsive poverty: Poverty refers to the state of being poor, some people in Jana- nia live nuclei one dellar (2500/= Ja), this shows that whenver a person will get a favour that will involve comption he like won't neglect of taking it. Intuin it will be so difficult to avoid correspondent in fanzanía.	
	that show how cumption is the vitable in	
	lanzania currently, these include.	
	Massive poverty Priverty refers to the	
	state of being pour, some people in lanza-	
	nia live rincles one dollar (2300/= Tah), this	
	shows that whenver a person will get a	
	favour that will involve country helshe	
	worit neglect of taking it. Intuin it will	
	be so difficult to avoid corruption in	
	Jan Zanía.	
	In efficient supply of social service in Janzania there is inaclegrate supply of health be water, education and education, the inefficient health care has led to congestion of patient, and this has contributed to	
	LADAADED there is inacted with emotion of	
	health we water education and education	
	the joethised bealth care has led by congritun	
	of patent and the bar contributed to	
	Curry oton due by that Dende hike the	
	poed of the set to an their cap entry be	
	Curranting and that people bibe the medical of freis so as they can easy be treyted. This makes the inevitability of	
	regled his makes ine inevitability of	
	corrightin in Janzanik, hence to difficilt	
	I CD AVOR IT	
8	the problem of anemployment. In terzama	
-	[hure is at number of people who are	
_	the problem of anemployment. In tonzoma there is a number of people who are an employed such people may tend to receive bribe for instance for influential people like political tenders for them to vel for them, because they are memplo- vel they will take the money and these the corrupt tender, hence difficult to combal it	
	receive bribe in thistable from representation	
	prople like political tradent fil them to	
-	Ver the cham, better the more and chatte	
	the corrupt lender beng deflicit to	
-	combal il	
	Low level of equation of lanzanias A	
-	aumber of langanians, are unechicated	
-	or have low level of Knowledge, that they	
1	do not know by taking comption, is when	
	they had themselves. In instance change	
	ganeral election, people accept comption	
	from bribe traden and the choose, when	_
1	when get i the power fagels, the public	
	Avoiding of tax payments, In lanzania	
	there is a huge humber of debis of people	
	that they have not payed tax but they	
	get accell to material they impulsingly	
_	Becaute they correpted the authority for	
	instance lanzania "Cevence Anthenp (180)- and	-
-	the corrige in the product of the product of the condition of the product of the	
	re that any die availing poying takes	
	Ineffective pointer that exit in targanis,	-
	The function of the stand of the	
-	The second by the second on the	
-	ather countries prepty Junght shound would	
	the completely taken their properties of feiled	
	the completely trees that bis other	

8	but in lonzanta the politice and lowe are grite	-
	UNSERK U	
	Presence of few companyou to Frahl comptant	_
_	Presence of few companyous to fight compton In Janzania the iscue of consuption is taken	_
	to early, the government elver not elv many-	
-	alan IT highting wood country in her 2	_
	comparigns spiend of HIV/AIDI a malana, the	
	males have thip for priple to stop compton.	_
	the mail has been and the All a malana, the	-
_	compart of currington.	
	Ineffective working of lanzanta fighting	
	comption of annutren in Tanzania there	-
_	re an auganization Known as Preventing	
	and Combriding corruption Bureau (PCCB) but	
	like it is reusionally waking in the it	
_	like it is remainily waking, by instance it	
_	people are not served of being compt	
_	people are not surred of being compt	_
_	This marker it more inevitable in Jahzania.	_
-	This mulas it more inevituble in Jahzania.	_
-	cor be eliginated or rectaged when	_
	con be eliminated or rechtuck when	_
	the PCCB static working effectively by forming perminant policies and fully that	_
-	forming permanant putient enter that	_
	e clucation should be provided in schools	_
-	ernearing reader be president to reparts	
-	of comption and the givenment should	_
-	of comprise prof on givennent shour	

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.

X	Therebyon chair purp, rechetances prove both	
	oppose side and paperes side, the speakers poor	
	opported and produce and the ender	
	from opposing side and proposing side and the entire	
	protocal, and aptennoon. Inpad a you I and a spealer	
	From operating lide nearly to stand beyond the	
	from opposing side realy to stand beyond the motion that states complian in comence is constable."	
	by my five view thirds a twill support my side perpenditudiny	_
	First, By the use of totooluring prevention compting bureaux comption can be computed. The government	
	comption burgener comption can be contracted. The yourne	
-	ent of Tensimon an mobilize the introduction of pece	
	in which play part on compating consprise respectively	
	a the market at a star after a length of beauty in the up	
-	to the transfer in the second the second to	
	elémenting complian	
	Alia my second point stands as providing	
	a observation, by providion advertises to many a the	
	remember on get old a compton because	
	they get to know experils on complian anomale in wheel	
-	it a mut in crisce indicates, to television adredgements	
	et a mai in contra subjecta, la terte serie anter daneras	
-	educate and effec people and it a in large mode.	
	thradly, there tould be bart prostments; People	_
	the some contracted to have been periming or giving	_
	out converting dially be given both produced by the	
	government it sets so as other can leave out of	
	Acon and powerst comptises	
	the parties the parties to make	_
	Theo, There charged be upeared counts Fer people	
	portice parting on conceptions longenties to make at	
	the successful of energy county to every regime to	
	as to alconcoater compt there the people tave to be	
	inder without undage of time	
3		
·	Franchise to direct amonthis and	
	Proved in the Proventier of th	
-	prevention of conception, People of Townora should	
	and them selves and from the airo continue that	
	people can join and gain knolderige on effect of	
	comption met coming up with rays to eliminate	
	8 · ·	
	lo al think in a out the conching	
	is not and is a solution in the	
	a pet thing in a set stell, compties	
	meaning leaves to under development, it interview party	
	and also it the same q poor governet leaderhip	
	to this pair comption can be eliminated	
	and barrent. Thompson	_

Extract 8.2: A sample of incorrect answers.

ANALYSIS OF EACH QUESTION IN ENGLISH LANGUAGE 2 3.0

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:

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

(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.

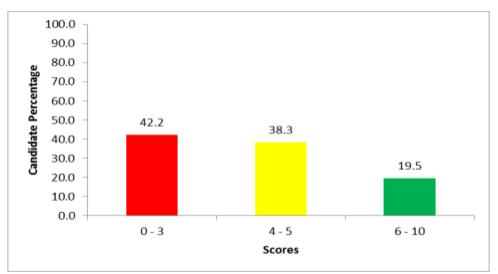


Figure 9: The candidates' performance in question 1

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.

. A.	-4	A 44 A 44 A 44 A 44 A 45
	a idiom	
	This where to the investe or phone that has disked	
	of manage from the the action of the	
	of the worker to meater beauty of the anguage and to put enforce emphatic on the	
	of the lobrest curifles this afferding ferm it	
	Used in literature to create beauty of the	
	anguerae and to put caterin emphatic on the	
	Maning Example: It is raining cats and dogs Thu means it is raining heavily	
	Frande: If it ruping and and	
	The contractivity cand cogi	
	Thu reant it is raining heavily	
	b) simecoche	
	This refers to the figure of specch 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 cheere is used to represent the whole object or the who object	
	the first first first of species in which it	
	WHOLE MALLE ALLE PLE LEPT. LEPT. OBC. C.	
	part is used to represent a conore in litrahue	
	in which a part of a word or object is used to	
	inproverst the impole object on the inho object	
	Warenand a parte:	
491410404	constant to prove and a second	
	Represent a part. Promple in literature when a character is taken to represent the whole grasp of characters and each character epresent the group:	
	to represent the whole gaip of characters and	
	each character represent the man.	
	Thu reput to the objects of events which are	
	this repeat to the objects of events which are	
	Show at the beganing of a story and they pusting the happening of Tuture events as Used in literative. This is used to forestradew	
	portran the happening of Tratice events of	
	lifed to life de la This is allot to file day	
	La presidente and a contra to presidente	
	the Fibure e	
	Example: If a yope u phower of the beggining of a play and then during the middle of and	
	et aproved then during the middle of end	
	have the play a character hanger humself with it the we was used to preshada the even of hanging	
	they be from the course and supported to the second states of the second	
·	With it the we was aled to port hadde	
	The even of purging	
1.	S another example is from LWANDA MAGERE	
	When the out bourt after the princess had	
	When the own boot after the princess had	
	fullowered the felter it for an area but and	
	Magerer tragic ending or death.	
	& Personipication	
	The second for the the second for which	
	Thus refers to the Figure of speech in which a non-human thing a given attributes of human or human characteurstes that is	
	a non-human thing is given attributes of	
	human or human characteristics this is	
	Used in literature to use the inmate object	
	Sas characters to parkay the Mewage intended	
	Example: When the Character Sur that	
	Example: When the Character Sur that	
	Example: When the Character Sur that	
	Example: When the Character Sur that	
	Sas characters to partially the Mewage intended, "Example' When the Character Sur that The Mountain role Majers'cally" If has given the population a characteristic	
	Sas characters to partially the Mewage intended, "Example' When the Character Sur that The Mountain role Majers'cally" If has given the population a characteristic	
	Sas characters to partially the Mewage intended, "Example' When the Character Sur that The Mountain role Majers'cally" If has given the population a characteristic	
	Sas characters to partially the Mewage intended, "Example' When the Character Sur that The Mountain role Majers'cally" If has given the population a characteristic	
	Sas characters to partially the Mewage intended, "Example' When the Character Sur that The Mountain role Majers'cally" If has given the population a characteristic	
	Sas characters to partially the Mewage interated, "Example: When the Character Suy" that the Meunstain rate Majers'cally" If has given the moustain a characterstre to rise Ewhile in reality it can't " Due eyes shall be greaking of revolt"" it has given eyes the ability to protect or second that the patracping of a protect theme.	
	Sas characters to partially the Mewage interated, "Example: When the Character Suy" that the Meunstain rate Majers'cally" If has given the moustain a characterstre to rise Ewhile in reality it can't " Due eyes shall be greaking of revolt"" it has given eyes the ability to protect or second that the patracping of a protect theme.	
	Sas characters to parkay the Metrage interated, "Example: When the character Say" that the Meuntain rate majestically" It has given the mountain a characterstre to rise twhete in reality is can "Our eyes that the greaking of cualt" it has given eyes the ability to protect or sever 1 that the paraging of a protect theme. & Symbolium	
	Sas characters to parkay the Metrage interated "Example: When the character Says" that The Meuntain rate majers'cally" If has given the mountain a characterstre to rise twhile in reality it cand " Our eyes shall be speaking of revolt" it has given eyes the ability to protect or sever f thus the paraging of a protect theme. Symbolium This as a feed in litera here as a process of Wing	
	Sas characters to parkay the Mewage interated, "Example: When the Chracter Suy, that the Meuntain rate Majers'cally" If has given the moustain a characterstre to rise Exhile in reality it can't characterstre " Due eyes shall be greaking of revolt" " to has given eyes the ability to protect or sever f thus the paratipog of a protect there. Symbolium This as a led in litricative as a process of wing this as which have meaning own their	
	Sas characters to parkay the Mewage interated, "Example: When the Chracter Suy, that the Meuntain rate Majers'cally" If has given the moustain a characterstre to rise Exhile in reality it can't characterstre " Due eyes shall be greaking of revolt" " to has given eyes the ability to protect or sever f thus the paratipog of a protect there. Symbolium This as a led in litricative as a process of wing this as which have meaning own their	
	Sas characters to parkay the Mewage interated, "Example: When the Character Say" that the Meuntain rate Majers'cally" If has given the mountain a Characterstre to rise Exhile in reality is card "Our eyer the mountain of characterstre it has given eyer the ability to protect or sever f that the paraging of a protect theme. Q Symbolium This as used in literature as a process of wing things which have nearing of a forest theme	
	Sas characters to parkay the Metrage interated, "Example: When the Character Says" that The Meuntain rate majers'cally" If has given the encurstain a characterstre to rise twhile in reality is can "Our eyes shall be speaking of revolt" it has given eyes the ability to protect or sever f thus the paraging of a protect theme. Quint of the in literature as a process of wing things which have meaning own there auch to mean inmething etge this is and	
	Sas characters to parkay the Metroge intended. "Example: When the Character Say that the Meuntain role Majer's ally" If has given the moustain a characterstic to vire Exhile in reality if cant "Our eyes shall be greaking of revolt" " the has given eyes the ability to protect or it has given eyes the ability to protect or ieves f thus the paraging of a protect theme. Symbolism This as a feed in literature as a process of wing things which have meaning own there auch to mean something eter this is aired in literature to avail the direct ablact	
	Sas characters to parkay the Metroge intended. "Example: When the Character Say that the Meuntain role Majer's ally" If has given the moustain a characterstic to vire Exhile in reality if cant "Our eyes shall be greaking of revolt" " the has given eyes the ability to protect or it has given eyes the ability to protect or ieves f thus the paraging of a protect theme. Symbolism This as a feed in literature as a process of wing things which have meaning own there auch to mean something eter this is aired in literature to avail the direct ablact	
	Sas characters to parkay the Metroge intended. "Example: When the Character Say that the Meuntain role Majer's ally" If has given the moustain a characterstic to vire Exhile in reality if cant "Our eyes shall be greaking of revolt" " the has given eyes the ability to protect or it has given eyes the ability to protect or ieves f thus the paraging of a protect theme. Symbolism This as a feed in literature as a process of wing things which have meaning own there auch to mean something eter this is aired in literature to avail the direct ablact	
	Sas characters to parkay the Metroge intended. "Example: When the Character Say that the Meuntain role Majer's ally" If has given the moustain a characterstic to vire Exhile in reality if cant "Our eyes shall be greaking of revolt" " the has given eyes the ability to protect or it has given eyes the ability to protect or ieves f thus the paraging of a protect theme. Symbolism This as a feed in literature as a process of wing things which have meaning own there auch to mean something eter this is aired in literature to avail the direct ablact	
	Sas characters to parkay the Metrope intended. "Example: When the Character Say that the Meuntain role Majers'cally" If has given the moustain a characteritie to rise Ewhile in reality it can't "Our eyes shall be greaking of revolt"" it has given eyes the ability to protect or sever f thus the parating of a protect there. Symbolium This is used in literature as a process of wing things which have meaning own there sound to mean something et the this is curd in literature to avaid the chirat actact of a real perior in the literary work. Example a guo may symbolize Widence Market had a sound the chirat actacts (of a real perior in the literary work. Example a guo may symbolize had lacters Market had avaid the protect actacts (of a real perior in the literary work. Example a guo may symbolize had lacters Market had a sound the protect actacts (of the protect actacters) (of a real perior in the literary work. Example a guo may symbolize had lacters Market had a perior way symbolize had lacters	
	Sas characters to parkay the Metrage interated, "Example: When the Character Says" that The Meuntain rate majers'cally" If has given the encurstain a characterstre to rise twhile in reality is can "Our eyes shall be speaking of revolt" it has given eyes the ability to protect or sever f thus the paraging of a protect theme. Quint of the in literature as a process of wing things which have meaning own there auch to mean inmething etge this is and	

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	as Idiom
	13 the use of populative language to Entended
	the menager to people or southy.
	like.
**********	istre by little.
	b) Synucdoche,
	Is the kind of poems with deals the with
.	the stories of animals and st is for entertainment
	Like Junress.
	S. Foreshadowing.
	this is the use of flashbacks in order to make
	a periona clear
	like poverty this is the plash buck of some body
	1) personification.
	is the process of giving something tentures
	Which it a not true.
	like the water like a stone
	e) symbolism.
	If the use of opposite words with opposite
	Meaning
	Like LOSAS 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.

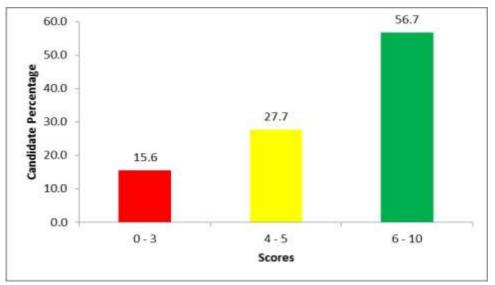


Figure10: The performance of candidates in question 2

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	BIALOQUE BETWEEN UPENDO AND BAHATI	_
-	ABOUT THEFT IN THE OFFICE	
ι	pendo Oh! my friend Bahati. Nou don't have the	
	slightent integ of what happenned at the office	
	on Eaturday. I really have to tell you.	
6	on Saturday. I wally have to tell you. Bahati: No way! what happenned? - Don't tell me you	
	WARE LIFER CT	
L	Ipendo: Almost but not from work but with a gun!	
1	que	
E	Sahati: What! You can't be seriour. Tell me you are jocking.	
	what bacessed I am already deviour-	
e	Gendo'. There was airred flest at the office just as	
	I entered. They held me at our point and dera-	
	need to, the Keys to the bass' office. I almost died	
	Apendo'. There was arrived flept at the office just as I entered. They held me at your point ad dema- inted por the Keys to the bass' office. I almost died of shock but managed to tell them that the Bass	
	had lept with the keys.	
E	bad left with the Keys. had left with the Keys. ahati: My goodness! that was no said , what happenne -flen?	
	-flen? S	
0	lpordo: They handicapped me and took computers with alt-the peripherals into fleir lags. They privally	
	alt the porceherale into their brace They evalue	
	left and I informed the pothe through my	
-	milita de Transie de ponte fundado ruy	
0	mobile phone. I was scared to the easterne.	
5	ahati : Good Lord! That war horride But we thank	_
-	God they didn't have you phyrically .	
U	perdo. Yes you are night it could have been worke	
9	perdo: Per you are night it could have been worke shati! Lets just wait you fle police. I am sure	
	they will pird out all those behind this.	
	and find buy and doubte the wind that a	

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.	Mtakiya Qistrict
	P-U-Bix 130
	KALAMBU
	02/07/2020
	Dear Bahati
	I hope your fine and continuing mell with
_	I hope your fine and contraining mell with your Justice . 18450 me I'ven fine but some acte
- 1	My friend on saturday soon after entered the
	office I witnessed the theft there after intering
_	in the affree the gun was at my shorter and
-	I my I'me to hand over the kess to the
	busers office But itil then that the buse was
	on hence and had belt with his keys but contring
	+ to threads new life with a knife edge and
	handcuffed me, and then packed computers, prode
	we and seament into their bags and left.
	After their left i informed the pulse by
- i	using my multile phone but the threef mus areas
-	s left is mus not captured But I thanks Out
-	is upp so was not captured unt a rando out
-	because there is no enjurget occured to me and
-	none I'm 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.

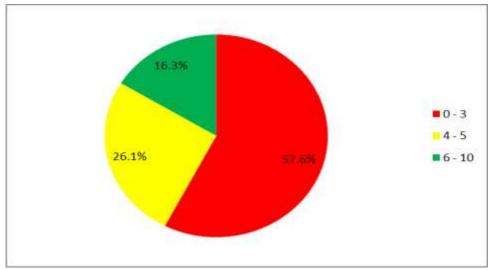


Figure 11: The candidates' performance in question 3.

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' 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	as The tone of the peem is said and empoheted
	Since the poly is seeling sorry to the
_	people whose nonses are being demonshed.
_	This is protrayed when the periona.
_	Says.
_	" Heaven only knows what scan have walls now not dead boild bear
_	what secretathey hald as the dreams and doubts as they
	neo lived, who loved and bated within them."
	By The tille of the poem explains the
	deep seeing of the persona cince all that
	be or she what is for the ease treatment
	of the people who lived in the demolished
	bonnes or slams. Therefore the fille EVENTLY
_	Reputs what is presented in the poets as
_	It is shown by the following stanza
-	"Only please do try and be gentle . People well to livertere"
	c) i porsonitication
-	Naked and bald bar. It represent the
-	Look of demolished houses.
-	Scars represents Pain
-	ii imagery
	Heaven only knows what serves those walls now
-	haved and bald beer. give us the mental
-	picture of how the lad is bear with
-	no house all have been demolished.

	_
d) The persona is someone who is present	-
during the demolishing house and heisn.	0+
happy by the act and empath for th	e
people who used to live there because	e
they are not from high constres.	
This is portrayed when the persona says	
This is portraged will be the period with	0
But do not let me upset you seatment cannot avail now. B	1
Sides you have your daily wage to earn. You may brook	rie-olaw
	-
e) The poem have seven stanza	
The First Shanza hab three lines	
The second stanzy has three lines	_
The third stanzy has three lines	
The fourth strinzy has three lines	
The FIFT Stanzy has three Lines	-
The sixth stanza has two lines	
The sevents Stanzy has one lines-	
a) The government should ensure new settler	nents
to victime before they implement their act	
This is endered when the persona facts the p	
who are under poverty showses are demos	
and yet they have no place to go and start new	
settlements. This has been pointaged when the	æ
persona says	
anen one day they were told to leave, togo ad start	From
Scratch elsewhere, rootless."	
	(J)
A) The poem associates to things the	
a) The poem associates to things the happen in our society to day sincet	20
a) The poem associates to things the happen in our society to day since to government still demolishesheshes of pe and yet no payment por a place to	orle
a) The poem associates to things the happen in our society to day sincet government still Remainheadeness of pe and yet as payment por a place to	orle
a) The poem associates to things the happen in our society to day since t government still demolisheshespes of pe	orle erent
a) The poem associates to things the happen in our society to day sincet government still demolisheakenpes of pe and yet as payment por a place to start example in construction of diffe	orle erent

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.

-	The tone of the point is Happy.
-	(5) The Hills of the point is GENTLE this means the men was strong and were supposed to work hard and staying not take as womens:
-	and shaying met line the denies.
	@ Figures of speech
_	Saltre
	@ The persona to a Mea who struggling for the
	ductoper sol for a coveral grace by waking hard on unprobunately becomes rich
	A) - underga hard brought development.
-	+ Classes normally is a nource of the inequality
1.	@ O life inequality on which even an our roviety

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.

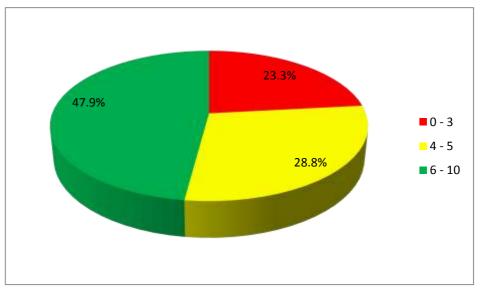


Figure 12: Candidates' performance in question 4.

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.	Day refers to the literary genre which is written to be acted on the stage. play
	Is written to be acted on the stage. play
	as a literary genre when it y aded on the
	as a literary genre when it is acted on the stage is called a drama. It is very differ
	It's and cinique from other literary gores
	such as never, and short stories because it
	has the Filming in and Eachurg
	It were stage which assigns what the Aucchives of the tage which assigns what the stage chould look use and what and how
	direction of the Agae which accons what the
ĺ	stage chould look like and what and how
	the characters should do as cect on the
	Stage respectively. Other literary server do not
	have stage direction
	It has a met al characteri dans laure
	a cast of characters, plays have
21.	of a play which tells about the roles of the characters in the play and the parts which are assigned to them example
-/	character in the plan and the parti
	The second
	concer un ausigned to there example
	"Baba Mwajuma the village head"
	It is written to be acted on stage, the
	play dyperent From other charactery gene
	Us written so at to be acted on stage by
	the characters while other denses main
	the characters while other genres main novels and short stories are written so
	as to be read not acted.
	It has acts and scenes, plays are
	Propagation and and and and and
	Organned in acts and sames where
~~~~~~	and act is bigger and it has weres in it thus a play is divided into acts and comes while other genes are not clueded into acts and scenes they an divided
	It thus a play is divided into all sand
	cones while other genres are not clueded
	10to act, and scenes they an divided
	nto chapteri.
	into chapters. It portiony real characters, play as a literary genre portrays the real characters of it uses humans as characters because it
	liferani active portrains the real thacado or
	of live human ac characters har and
	to not a show in company of the
	(III) TO BUILD CHUIRS OF UTITIAN TO TUIK
	on the stage while other literary genres
	may use inmate or animals as characters
	betause they are only meant to be read.
	Therefore despite of the uniqueness of the
	play to other liferary genres it portrays the
	same pinchons of litrature such as to educat
	the locate to cuticate and the to prove
	the souchy to criticize and also to express
	Culture, provide employment to writers, actor
•	and directors thus employment also at enterta
	Ins the buent.

11	At a plan which letter about the places the
7	chargeters in the play and the parts
	which are assigned to them example
	"Babo Mwaping the village head!"
	it is written to be acted on stage the
	The difference of France of Stage Int
	Witten so as to be acted on stage by
	the classical and the called on stage by
	the characters while other genres mainly
	novels and short stonies are written so
	as to be read not acted.
	It has acts and scenes, plays are
	Organized in acts and scenes where
	and act is bigger and it has seenes in
	it thus a play is divided into acts and
	scenes while other genres are not clusted
	The alt and scene iney or projecto
	into chapters.
nenkenkernelisseer s	It portray real characters, play as a literary genre portrays the real characterser it uses humans as characters because it
	wary genre pointings the real characterses
	It uses numant ar characters peraute tr
	can not bring chairs or animals to talk
·	on the stage while other literary genres
	may use mmate or animals as characters
	betainse they are only meant to be read.
	Therefore despite of the uniqueness of the
	play to other liferary genres it portrays the
	sance pinchons of littla ture Juch as to educite
	play to other liferary genres it portrays the same functions of liferature such as to educate the society to cutione and also to express
	and directors thus employment to writers, actors
	and directors thus employment also it enterta
	Ins the society.
	· · · · · · · · · · · · · · · · · · ·

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.	
	1) 11 uses characters and characterization
	egrample: They can be human being or
	aminal.
	(1) It was figures of speech so to create beauty is
	Literary weaks example Barbalism, Personification
	Hyparbole, oxagrations and others.
	60 the ltr events is well organized
	oxample ut can be real events or unreal events
	(iv) It used themes to convey a message in the society
	example: Powerty, Polygamism and also comption
	() 1.1 usar chapters example chapter 1, 2, 3,
	while other 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.

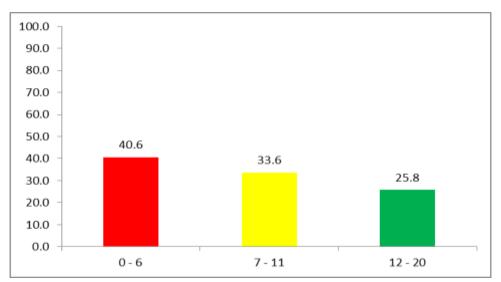


Figure 13: The performance of candidates in question 6.

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.		———————————————————————————————————————
- 3	The second of th	
	drse histher education for the benefit and well being	
	of freentime society, However, sometimes such a person	
<u> </u>	might not be necessarily civilised. Esupport this argument by the reference of two plays: the ENEMY OF	
	THE PEOPLE and RWILL MARRY WHEN IWANT TAS TO	
	Have :- By staving & an enemy settle peoplet	
	peter sto clemana opposes the discovery of sucher	
	stockmann, on the course of SPA baths which have been	
 	constance after the fandences hence causing dureases to the pec	
	ple suchas typhoid. Peter stockmann is a mayor of to un	
l 1	MUNKING I and also very educated but he a noteinifized as	
	he uses herposition to oppose the welfare of the so arety for	
	personal benefits.	
	Billing betrays doctor stockangen on the issue of	
	Prophig his article, Hr. Billing is an educated editor who	
	is expected to be confided and dothings the the weithere of the	
	people, supportably he ever things out of expectation as	
	he grove sto print the afficient doctor stockmann that	
	will expose of the sive of SPA baths that have been conta	
	minated aptenement. He dout the side of government hom	
	ce he is unavhited.	
	Mr. Hopoted also oppores the printing of doctor	
	stockmann's article which as for the well being of people	
	These because hewas pressured by the maxim, He is the	
1	cheefed the of the here to hence educated but hot unlisted	
	since we is again if the change sof spot bather by not east	
	ing to point the article of spat bath given to him by	~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~
L	stockmann hence he is educated but not unlised as expec	
l	ted.	

	Morten Kill also is a man who is educated but	
	mannet, He is an inter of doctor decoman be is	
	also a master timer. He seems to be well educated but	
	mountage because he also putert against the discovery	
	of sour stuckmann on sugar which are polluted by	Ð
5	tannenes whech he owns. To know that he became	
	Errows and quarrels with hosinlaw Courter stocken	
•••••••••••••••••••••••••••••••••••••••	ann) he is conservative and a selfact person hence	
	13 hot-amlized though nelleducated	
	Also the play Dwell Marry when I want the above	<b>.</b>
	Statement can be apported as follows :-	
	Ahab Kibi wa Kanoru is polucated but unanli	
	sed, He is a rich farmer uno own plantetrons in	
	the hot country (Kenya). He to educated hence he is	
	expected to be contract by considering the state of poor	
	people like kigwinda but he end up explorting the mot	
	very bad for hor own personal interests then of he is	
	civilized but educated. Doep not are the well fore of	
	has people.	
	Thung Balsu manified person but educated	
,	Holsamend of Ahab Kioi, Hols a fectury conner	
	and a leader who is educated and he was expected to	
	be agoust leader who considers the well fore of his peo	
	ple but lute that king he is an explorter of pur people	
	I vie and and he does not eare about the people	
	well being hence he is emilised despute the education	
	henas.	
	Samuel Naugire, Le R alto an example of	
	educated people who are not necessarily conlited he	
	is a rich termer and a businessing on the explores the love	
	r class people who expected much from him after indepe	
	ndence as the reader and a men person. He seems to be well	
	educated that Burky he got the power and wealth WIT-he	
	B not aniered and bees not care about the well being of	
	the people.	
	Pelonus leaders are also educated introt	
	avilised, They are religious preachers sehas pastors	

5.	who to attain their positions they must be well educe
	the hence there are educated but suprisingly they
	goes again of expectation since they use the religion
	( christianity) to explosit the local people by asking them
	to r money severa (times. They also prefers high status
	people and undermines poor there they are educated
	but not civilised as they are used as a two of explustion.
	Renerally, Bourated people are not necessary civili
	sed however there are some educated ouple who are
	avoluted and do the things for the welferre of the people
	as for example doctor stocking on a medical doctor who
	ones hospeople in the play on enemy of the people. Sup
	Mingly here entring badfate (badending).

**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 Education refers to the process of transferring
and acquiring knowledges, skill, norms, vataes,
traditions and customs from one generation to
another. merepore a perior to be civilized is
meaning that to become mordenized and there
sine and stad the accept and homesat The minute forme
Ly from two play of the " AN ENERMY OF THE PEOPLE by Henrick Ibsen and I WILL M
THE PEOPLE by Henrick Ibien and I WILL M
ARRY WHEN I WANT This can be proved as
fellows
By beginning with I WILL MARRY WHEN
I WANT by Nguy: We Thisng's and Ngugi wa
Milli- It is shown by the following ways:- Civilization of Gregamba and his wife enable
Civilization of Giraamba and his wife enable
them to be advisore to other people. This has been
chann from the play when Kinyunda war
adviced by his neighbourn Nicoki and Graamba
about telling their claughter to stop marriage
with take Muhuuni Therefore by a dama that
aimed at ensuring that their neighbours live well This is also happening in the real life those who
This is also bappening To The real life those who
are civilized are great advisors.
are civilized are great advisora. Graamba and Njocki Instille revolutiona
The failure of relationship between pour family the failure of relationship between pour family control Kiguunda and that of Ahab Krof wa Kanary Nrocki and Greatman played very Significant role to encourage their neighborie
the failure of relationship between pour family
of Kiguunda' and that of that king wa'
Kanone Nicoki and Gudamba played very
significant role to encourage their neighbourg
is also happening in our day to day societies
is also happening in our day to day societies
especially Tanzania.
1 P I

1		
65	Civilized people show hospitality; this refere to the situation where by a perso act lovely to other	
	the situation where by a perio act lovely to other	
	and in the accept he providing them with nevel	
	people in the society by providing them with nece suffer when they are in needs. This has been sho	
	sinces when mer are in needs mis not peen she	
	un by Graambay family which continously visit to Kuguunda and also they assisted them	
<b> </b>	vult to Riguunda and auso mer distited mem	
	with salt during the visit of Kioi! Hence this	
L	with salt during the visit of kion Hence this shows how people live well. This also happen	
	in our societies civilized people are very narpi	
	table to society	
	The particular area from the book Graam ba and Njock are shown as the real traditionalistic	
	lety; Culture repers to the total way of life in	
	The particular area from the book Graam ba	
	and Nicokiare shown as the real traditionalists	
-	- never accepted to inin These christianity	
	religion Therefore by so doing cultural value	
	who respected their industriants and customs in y never accepted to join these christianity religion. Therefore by so doing cultural value es are generally preserved. This is also happeni	
	ng in our societies of Tanzania civilized people	
	ng in our screeker of incarrie comas per	
	Are respectful to men culture - AN ENERMY	
	OF THE PEOPLE It is shown as follows;	
	UT THE FEORLE IT IS Shown us follows,	<u> </u>
	Apotor Stockmann ensures advarences and	
	Consciousness to the society refers to the ability	
	Consciousness to the society; repers to the ability of people to know what is desing on in the	
	Construction the play Dr-5 Tookmann plays	
ļ	unnition to ensure that people Knows	
	about the contamination of Spa baths to - conducting a research By so doing people	
	conducting a research By so doing people	
	in our daily life those who are civilized are	
	In our daily life those who are civilized are	
	Herensuring awareness in the society	· · · · · · · · · · · · · · · · · · ·
OF	Civilized people ensures Fatnotism and Sacna- cess, refers to an ability of an individual to be ready for each and every thing for the sake ef the nation or Secrety. From the play Dr. stock mann with his family are the true herces	,
	ces' refers to an ability of an individual to be	
	ready for each and every thing for the sake ef	
	the nation or Socrety From the play Dr stock	
	who cooptices have and money to ensure the	
	purification of spar backs as well as decenta	
	mination of peoples minds - This also occurs in	
	who sacrifices the and money to ensure the purification of spar boths as well as deconty mination of peoples minds. This also occurs in our daily life civilized people are patrion a	
	To society ( (will be oble ensurer love and peace in	
	The family and society; refers to the state of having good relationship from the play Doctor stockma and live to the state of having true love to his family including his wife Katherine, child	
	good relationship from The play Doctor Steeking	
	In live in the state of having true love to	
	ten as well as friends including captain Her	
	Iter. By so doing the family should should be	
	ster. By so deing the family played signific antrole to change the society. Also this is normal in the society those who educated are always live in love and peace in their fami	
	normal in The society those who educated are	
	always live in love and peace in their fami-	······································
	Civilized people are responsible and hard Worked	
	Is the state where by a perron fullfull his ther	•
	le The state where by a perron fullfull his there responsibilities in the society as a true citizen	
	kit The society - from the play hactor (tocking)	
	in fullfilling their duties. Also Petra works	
	even in extra time are teacher Therefore	
	by so doing they encourage development	
	have the upper county the also booken	
	in our day to day lize. There whe are educ ated tend to fullfill their responsibilities.	
···	mer constraint to +unter mer cesponationther.	

05 Generally the watters managed to successfully
chow how these who are educated and civilized
manage to assist socreties but sometimes these
isthe det education may be true enermies of
the sorrety for example they may take babery,
prostitutions and puppetism hence du courade
development in the society.

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.

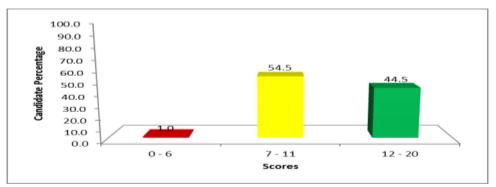


Figure 14: The performance of candidates in question 6.

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.

J	
6.	Problems, are the difficulties that a
	person face in life. These ready to contradiction
	Problems, are the difficulties that of person face in life There leads to contradiction on one's type. The authors while the problems facing
	there are set to man them we see that
	the problemy also reflects or happen on our
	the problems also reflects or happen on our own recretter. By wring two novels which are the novel sitled A MAN OF THE PEOPLE
	are the nevel bitled A MAN OF THE PEOPLE
	written by Chinug Achebe and a novel titled
	THE BEAUTYFUL ONES ARE NOT YET BORN written
	by Avi Kruei Armah.
	by Ayi kwei Armah. By starbing with the novel litled
	A MAN OF EHS PEOPLE written by chinea
	Corruption is to give money or any-
	throw we your own benefit. From the novel
	Achebe. Corruption is to give money or any- thing for your own benefit. from the novel Chief Nangs is corrupt since he bibes the
	journabile not to publish this misdeeds. Also he corrupted Cash for this not to campaign in this constituency. Als wanted to take
	The corrupted Colib for bion not to campaign
	to his constituency. Oditi wanted to take
	Chnee Nanga's reat as a minister but chief
	Nanga brided Odibi to leave the constituency.
	Even in our societies there is compared
	as many political readers give bribe especially
	in campaigns for people to vole for them. So,
	this reflect our our scitchles.
	Poverty is the state where by one
	is unable to afford this or her barric needs.
	In the novel we see ofit leads a poor
	lipe with the half sister in ashab! the
	in his continuency. Odih wanted to take Chnee Nanga's yeat as a minister but chief Nanga baked Odih to leave the constituency. Even in our socielies there is complish as many perhical leaders give bake especially in campaigns for people to vice for them. Is, this reflect our own societies. Poverty is the state where by one is unable to afford his or her baric needs. In the novel we see Odib leads a poor life with his half sister in Gilingib. His south his half sister in Gilingib.
	room is full of rate and store bagor. They

6. do not even poser o pit latrine av they dump in brickets making the house have a bad smell. Sven in our racieber there is povery because they are people who candot even apper a virgle ineal per day like the street children who feed themselves in dustrons. you know either a prend or relative. In the novel Chief Nanga fired a gave to odifi the wants to young for and find mm a schelarhip for him to who here a just because he know the novel Chief Nanga fired and find mm a schelarhip for him to who is be easily a just because he know bind is because they hanga out to odifi in pomary. Also they hanga much for the second just because he know who is a gaves a just because he came per sillage with the down was a minister of constantion. In our societier there is repetrim as people with high poment. It is because the first high there is repetrim a people with high pom one sillage with the down was a minister of constantion. In our societier here is nephrim a people with high pointion gaves their prends and relative here is nephrim a people with high pointion gaves their prends and relative here here and relative the case of here here and relative the case of the here and products while how and relative home made products while how and here here here and relative the case of the here was implement the point of the down the here and where he down the here here here and products while here and here here here and products while here and here here here and advise one here and here here here the core the point of the down here here the here are here an induce here here here there are here and here the down for the here here are here it is not here
Bits not even poservi o pit latrice as they
I have be precised making the house have
aun for angle Suga 20 and storstephen there
a read and the provide the proper she
is powerly accurace of a possil per
candet even afford a single inter ford
day file the street contactor with file
themselves in dusterns.
Nepotism, in to parsur voncone
you know either a prend or relative.
In the novel Chner Nangs grues a favour
to odifi the wants to yongor him and
had hom a scholarship for him to
litude abroad just because he know
Lem. It is because three Nanga buught
all' in primary Alor Chief Nango and
The life of the state of the st
C Comro que a for aute he care
to construct ready the first believe when seed
from one village with the work of the
la minister of construction in our section
there is nepotian as people with man
position fairners their priends and relatives
includy in employment.
Hyperry, is to pretend that
vou are good while in real sense you are
hat is the povel this is seen when
Chier Noka implements on people to rese
have made andrease while monrely he
the large stress made should realisation
That reacting the same by same that it
the norme Alar Charles Alacona that that
13 porton to be a portoniter
ne cannot the second for the whole he dear
becaute it is our afficiant with
6. not want to leave the position. Even in our societies there are hypotrite like in relationships people pretend that they are faithful while they cheat. Also by using the novel titled itte BEAUITFUL ONES ARE NOI YET BORN watten by Ari kwei Armach. Corruption, this is to give money.
our socreties there are inpocrite like in
relationships people pretend that they
are taithard while they cheat.
All hu what the parel billed
THE REALFIELD CASE ARE ARE NOT ROADA
IT BERGETTEL STATE STATE STATE
or anything is that you an get something else which you deserve or not. In the novel we see Amarkwa bribes the right
Corruption this is to give money
or anything so that you an get comething
else which you deserve or not. In the a
novel we see Amankwa bribes the night
clerk as that he can be able to transport
my timber. Also Keemson and The man
grues corruption to make it possible for koomson to escape during the coup dietal. Even in our societies there is corruption
koomoon to scape drinne the cerup detat.
Even in our societies there is corruption
as people gives or receive so as to full_!
a three man needs this is mainly obsert
rved in preblie and private officer. Explortation, is the vitration
Skelestated in the instruction
the creating concer performance in the second
active meman being in the novel kepts
Billy is exploited when he cut has leg
aff working for a European the was not
goven any relicer or treatment but he
way told that he way lasy an act
which made him loose hope and there
et treating another person unfaitly like of treating another person unfaitly like and the person unfaitly like and the person when the leg off working for a European. He was not given any relief or treatment but he was told that he roas lazy an act which made him loose hope and there after he died i European out markets there
an parala who evolut others the fostence
an parala who evolut others the fostence
an parala who evolut others the fostence

6.	Betrayal, this is to against the
	agreement reached repon two profes. In the novel this is seen when koomson
	the nevel this is seen when koomson
i	and her with Oyo and her
	origned a boat deal with Oyo and her mother and promised to give the boat
	In them later on Normion betrayed them
	as he that the was and graded willer
	the daughter's same francers. Even in
	mir many of people are betrayers
	The the poppical leaders who promoted
	and things during campaign but they
	good thrings during campaign but they do not fullfill them when they are in power.
	Powerby is the situation whereby
	basic needs. In the novel, The man leads
	a person is unable to afford my or had barric needs. In the novel, the man leads a very poor life. "His children sleeps on the floor and they walk bare pot Alto the latrice in this house is unconditional. The man's party eater a meal which is
	the floor and they walk bare pool. Alto
	the latrice in this house is unconditional.
e anna maide i f chin	The man's family eater a meal which is
	not good as the man loss appetite after seeing the food-even in our secreties
	seeing the food wer in our socreties
	beadle have low hving standard as
	many lives in poor houser and some
	people have low hiring standard as many lives in poor houses and some sleeps in the street with no food for them.
	The start the automat little filler
	waster a act to reclect what happens in
	both their socneties and our socreties
	They do so be make people change from
	Hole middeds to as to breite a
	moral society for the social welfare
	development.
	,

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.

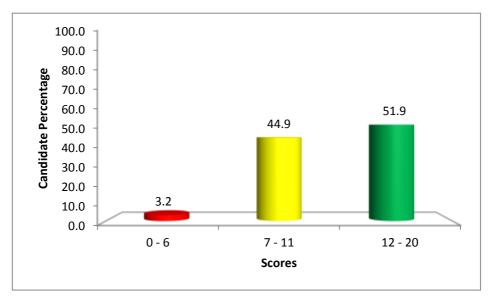


Figure 15: The candidates' performance in question 7.

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. Poverty 16 the Vituatron Dhere by	
7. Powerts 10 the Vituatron Dhere by the one Linable to groad the barric need in includicul level but in Mational level & there by the the country Unable to afford (rand contraction of all yphere Economically local cand politically, by using two Mostle of 2 Man of the Book by Chinua achele ad The Product ONS ( ODS NOT YSI BODN	
In Individual level but in rational level	
V Whole by the the country unable to afferd	
Value in all yphele 'Economically local	
and pelifically, By Wing 100 Nover of	
- MAN OF THE FEORE BY Chinua achele ad	
The GERNIYFUL ONES ARE MOI YET BODN	
by ZYI Kwei Arman The Zuthour tereal	
the causes of poverty in Zyria as follow:	
The BEAUTYFUL ONES ARE NOT YET ROPN by ZYI KIDER ZAMAN The ZUTHOR REVEAL the causes of possity in Zyria as follow: by taiting with Beautiful one are not yet Ren	
or choming there konvon taken corruption	
or thotaling takere konvoon taker cornighter	
12 the people and the Other people tite	
Oxo he gervice her husband to take comp	
tron but the her burned ettages with her	
but Korryoon Pike Corryphion thich Cause	
to howing there konvon take compton to the people and the Other people hite oxo he galvice her husband to take craps from but the her buband allage with her but konvon take compton thich cause Vone people to support and become porterty in the country to the covernment of Norther Neuer Iclenuponyubility , this choosing there the konvon of coronality to the	
The country to the consintent of NELAMO NEUR	
I cienyponyibelity , this choising	
Whois the Konvoon Vince he Day the	
people or country is the case of developme nr as the familit it came the povern	
ne as the familt it cause the poverty	
tram Old government	
Leading to the theory of the	
Strinner he We The public fund for the	
only interver and he not consider Their	
People need on the certif There people	
Alter Old Soverner in projective suffer from Old Sovernert in projective suffer Solf Hybross, The Komuson i Solf who suffer the indication of the Only into out on the not consider their People need on the result their people Unger Example in Social Service Lades	1
This hope cause populate to their peoples	
Mil Mar or public Fund that all	
loave of Nikiving Nikivi and loave t	
The second secon	
he the the pulli night for possible and	
he use the public pund for private gain	
The use the public pund for private gain Sample konvop, where the he failled to	
the the public public for porticite gain Encomple kompony where the he failed to the the public to the public vector but for	
The life the public punct for porticite gain Encample komicop, where the he failled to the the public to the public factor but for project interest. Thus hence cause porprist	
The use the public punch to private gain Each ple komento, where use he failed to use the public to the public vector but to prheir interest. Thus hence cause powerty to their people. Thus hence cause powerty to	
Mi rue of public Fund, the old logime of Nikirame Nikurman have benthed he use the public pund for porticite gain Each ple konson, where the he failed b the the public to the public vector but to prheir interest. Thus hence aruse poperty to their people. Xive by Uking X man of the people the Xuther reveal the cause of	
The use the public punct to private gain Encample komico, where use he failled to use the public to the public vector but to prheir interest. Thus hence cause populy to their people. Xhis by Uking X man of the people the Xuther reveal the causer of Priverty in pollow ?	
The use the public punct to private gain Enample komico, where use he failled to use the public to the public vector but to prheir interart. Thus hence aruse poperty to their people. Xive by Uning X man of the people the Xuther reveal the causer of Poverty a pollow?	
The use the public punct for porticite gain Secondly koments to public the failed to the the public to the public vector but for prhere interast. Thus hence cause populy to their people. This wing X man of the people the Xuther reveal the causer of People the Xuther reveal the causer of Priverty as pellow ? Unoto be here by the Minister of culture	
The life the public punct for porticite gain Secondly koments, where the failled to the the public to the public vector but for prheir interest. Thus hence cause poperty to their people. Xhe by Uning X man of the people the Xuther reveal the causer of Priverty as pollow of Corruption, Dhero by the Uhow butors by the Minister of culture (Chief, Hange) are corrupted people where	
Priverty au pallow in Corruption, Dhero by the Uhow betwee by the Minnitor of Culture (Chief Hanga) are corrupted people Dhere by he want to billede Odili: 15 order	
Priverty au pallow in Corruption, Dhero by the Uhow betwee by the Minnitor of Culture (Chief Hanga) are corrupted people Dhere by he want to billede Odili: 15 order	
Priverty an pallow of Priverty an pallow of Corruption, Dhero by the Uhow behave by the Minnitor of Culture (Chief Hange) are corrupted people Dhere by he bount to billing Odilli to order	
Poverty a pollow in any in any of Poverty a pollow i Uhow behave by the Minnitter of culture (Chief Hanga) are compted people Dhere by he want to bridge Odilli In order to not toll the people of anate about the dangarou water (they honce the Corruphicp	
Priverty as particles included into addition of Priverty as participation, Dhero by the Uhoto behave by the Minnitter of Culture (Chief Hange) are consisted people Dhere by he bount to bilder Odillis in order to not toll the people of anate about the dangarous bater they hence the Corruphion Lightenced to not be texponsible they hence	
Priverty a pollow - Correption, Dhero by the Uhow behore by the Minister of celture (Chief Hange) are corrupted people Dhere by he Dant to bridge Odili in order to not toll the people of anate about the dengarism batter they hence the Corruphicp Lothered to not the responsible they hence	
Priverty a pollow - Correption, Dhero by the Uhow behore by the Minister of celture (Chief Hange) are corrupted people Dhere by he Dant to bridge Odili in order to not toll the people of anate about the dengarism batter they hence the Corruphicp Lothered to not the responsible they hence	
Priverty a pollow - Priverty a pollow - Correption, Dhew by the Uhow behave by the Minister of celtarse (Chief Hange) are corrupted people Dhere by he want to bridge Odil! To order to not toll the people of 2 nate about the dangarse water they hence the Corruption Loture powerty - Odile the Majority Sile not able to aware	
Priverty au particle includer into addition of Priverty au particles includer into a culture (how betwhere by the Minister of culture (Chief Hange) are corrupted people to here by he tourt to bilder Odili in order to not toll the people of anata about the dengarismin to deter the corruphion tophienced to not be revponsible they here ause powerty Defence it with the particles of a curaire about the Corruphion that take place	
Priverty au particle includer into addition of Priverty au particles includer into a culture (how betwhere by the Minister of culture (Chief Hange) are corrupted people to here by he tourt to bilder Odili in order to not toll the people of anata about the dengarismin to deter the corruphion tophienced to not be revponsible they here ause powerty Defence it with the particles of a curaire about the Corruphion that take place	
Priverty au particle includer into addition of Priverty au particles includer into a culture (how betwhere by the Minister of culture (Chief Hange) are corrupted people to here by he tourt to bilder Odili in order to not toll the people of anata about the dengarismin to deter the corruphion tophienced to not be revponsible they here ause powerty Defence it with the particles of a curaire about the Corruphion that take place	
Priverty a pollow in a data of the Priverty a pollow in Correspinant of the Uhow behave by the Minister of celtrice (Chief Manga) are corrupted people to here by he tourt to bilder Odili in order to not toll the people of anata about the dengarson bater they here the Corruphion topuenced to not be revponsible they here ause powerty Define the Majoritz are not able to curate about the Corruphion that take place	
Priverty a pollow in a data of the Priverty a pollow in Correspinant of the Uhow behave by the Minister of celtrice (Chief Manga) are corrupted people to here by he tourt to bilder Odili in order to not toll the people of anata about the dengarson bater they here the Corruphion topuenced to not be revponsible they here ause powerty Define the Majoritz are not able to curate about the Corruphion that take place	
Priverty as particular instruction of Priverty as particular instruction of (corruption, blace by the Uhota betwee by the Minister of culture (chief Hanga) are corrupted people to bere by he tount to bridge of the about the dangarow bater the people of the corruption to not tell the people of the corruption to use powerty (corruption that the place (conversed the Corruption 10 the Majorithe Give not able to curate about the Corruption that take place in a particular country and support to (conversed the Corruption that take place (conversed the Corruption	
Priverty au parlow in any in any of Priverty au parlow? (correption, there by its (correption, there by its (chief thange) are corrupted people to here (chief the people of anata about the dengarsus bater ithus here the corruption (optienced to not be responsible thus here (chief powerty) (optienced to not be responsible thus here (chief the Majority are not able to curate about the Corruption that take place in a particular country and support to (conception take sounds the section (conception the sounds) the section (conception the sound of the sounds) (conception the sound of the sound of the sounds) (conception the sound of the sound of the sounds) (conception the sound of the sound of the sound of the sounds) (conception the sound of the sound of the sound of the sounds) (conception the sound of th	
Priverty au pollow - Priverty au pollow - Corruption, Dhero by the Uhow burlow by the Minister of culture (Chief Hanga) are corrupted people Dhere by he want to bridge Odil: To order to not toll the people of Anata about the dangarow water they hence the Corruption Upluenced to not be revponsible they hence Course powerty - Docance it who Uhording Dhore the Majority are not able to curate about the Corruption that take place in a particular Country and Support to the in corruption take socumpts Hereekill Ganaly and this koko other are Igneare about corruption that take place - - - - - - - - - - - - -	
Priverty au pollow - Priverty au pollow - Corruption, Dhero by the Uhow burlow by the Minister of culture (Chief Hanga) are corrupted people Dhere by he want to bridge Odil: To order to not toll the people of Anata about the dangarow water they hence the Corruption Upluenced to not be revponsible they hence Course powerty - Docance it who Uhording Dhore the Majority are not able to curate about the Corruption that take place in a particular Country and Support to the in corruption take socumpts Hereekill Ganaly and this koko other are Igneare about corruption that take place - - - - - - - - - - - - -	
Priverty au pollow - Priverty au pollow - Corruption, Dhero by the Uhow burlow by the Minister of culture (Chief Hanga) are corrupted people Dhere by he want to bilder Odil: To order to not toll the people of Anata about the dengarsu water thus hence the Corruption Uptuenced to not be responsible thus hence Ceurs powerty - Defence it water to brider to curare about the Majoritz are not able to curare about the Corruption that take place in a particular Country and Support to the in corruption take sounds the security about Corruption that take place 	

- + think and get charried to the, thus hence cense porter to continue in Ednar partile thus hence the fames continue poor - instant of doubloped Edna to contineer with school-	
Chier Novga, Waytho public tind, Example Chier Novga, Waytho Miproter of white by he not carponible to their people at Znoda he use public fund for private Gain thus hence cause povorty to the Majorines the condition thade Majority to support the the libration :	
Dus to the tout that the Luther	
to real the causes of powerty and lelevont to our boustes there, comption, Minute of public purch and growing is an org the cause of powerty.	

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.

A. povaty, 10 a state of bong malle to	
obtain base needs such as prod shifting and chefting	
By Hing two nevel and as & MAN OF THE	
DEOPLE writtin by "CHINUS SUSTEDE and THE	
BEARIEN ONES ARE NOT -JES BORN withmy	
241 Knol Arman. The most of pullet 15 should	
poverly in Africa in different action which don bringer	
Gas which indermie the lower people in basic need	
mehas toducal system.	
By starting with THE BEAUTIFUL OVES	
STRENG TET BURN & Ishing the usuas of punty	
which revised in the officer country,	
Through Man Fold A afford the burging of	
Linch we been and Fufy, In this work the andhing	
be mus the punky of man failed to buy of afford	
unch in vertourant due p the professioner oxistomien	

	,
7. OF correction with community which dow by the upp	
goole & use governot Finds or beneft for them Thrugh Man Founded to bely shoes for them children rul as Adder, dode and syry in this never	
Thrugh Man Failed to bethe thread of them	_
dudan met av odde, døde and hvir in this purch	
The authory it show the caused of panty what dore	
by the upper people of undermine the right of worldar	
the upper period in a period of the second second	
to beneft with the commoduly and the use of the hopen	
perfu for min in this neutral the mon failed of bring	
people for them in this neutle the mon pailed of bring where for them childr also in the south the come op finally it revealed when the pushal hand in low par	
format te revealed when the pushad hered in low par	
housing ender and failed to buy shows & school fires for the dilber	
Through Man Failed & buy the oxpinence	
domking held whistle and voit 69 and med big the	
housing condition and failed to buy these & school first for the dillow Through Man Failed to buy the opposition doming hile whistly and val 69 and next buy the local opposition of ghaing. In this the pulls	
The show the source proof in Early white men	
Forled to buy the express of frank when up composed Description Kanon and Estell and also then south the peops	
Discpty Kumm and Estell and also then souly the poops	
Failed & by good fied where any of greated pouple in	
the centry and also buy the wood foods & downling	
Through Maht Clark Forder N rotun hum	
early because have no mency to pay theme to and	
Rasty because have no mency to pay theng pandy . In the Never the mysel Clark in allocat do pand to rotion have easily because have no mency project	
& rotin have early because have no more report	
There are use han no many and dept with	
officer \$100 in the worky the people which have poor N	
fot an and a set of the performance of the	
return her carry because have no meny pr pay Itm childre and Formuly	
RI AND ALL ALLANDE	
people to de the att in the	
proping to Jaw the and m revied the punch	
people to show the author reveal the users of punty in some not public oppier	
ackn in the public officer	
3. The fire the the places of purity in place	<u> </u>
we brad the negative impart such as verdentin	
was baad the negative impart ruch as underfun	1
in ma main ways propagation	
of social some and intease of pointy of compting	
and MIS management of public Finds, and powelle	
ruffer For human right abuse.	
handle her water and the second	
Extract 15.2: A response of a condidate who wrote incorrect answers	

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.

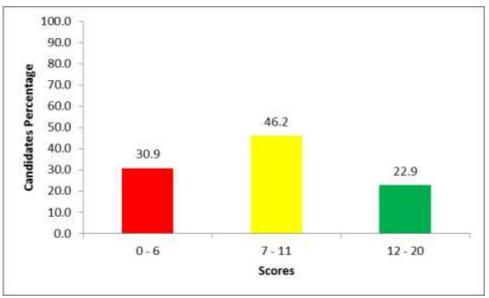


Figure 16: The performance of candidates in question 8.

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	Pater and the sealer of and some 'the	······,
00	Poete are the pople who are reponsible in writting poens. Bom are also literary works as they	
	uso language quelive and creative to express coural	
	realities. Pools have employ light or at speech in role	
	forcing their moscages licing the poom of A FREEDOM	
	SONG, YOUR LOST WRITTER by Isaoc WITIMA, EAT MORE	
	written by Jee corrie and BUILDING THE NATION to	
	show how successful the poets have been in their	
	employment of figuror of peoch in reinforcing their	
	messagos	
	(flanting with the poem of EAT MORE written	
	by JUE CORRIE. This proved as jollows,	
	Symbolium. This report using other things to represent other things. If is awang the rigure of	
	speech that how been used by the post to convey	*****
	the message to the readers. In the poem, Bloody	
	arden it montalize povorta That people are upable	
	grace it upmbolize poverty that people are unable to afford buy good foodstuppe also truits, Broads also	
	word used to symbolize and the therefore this is also	
	Kelevant to the contemporare revisites that there is	
	provence of vocial stratification, that they are other people faile to obtain their basic needs. Poronification, This report to the	
	people fails to abtoin their basic needs.	
	Personification, That report to the	
	HOWIG as Speech That alvo other things the qualities	
	of human beings. The poet shown this by seying "the slogen cays". This means that the alegae can peak. This shows that slogar, is the authority that the do not consider the Lipe of standard	
	"The slogan caus" this means that the clogan can	
	poak. This shows that Glogan, & the authority	
	That the do not consider the topo 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.	
	this is also relaxant to the source would	
8	Paradox, Revers to the yours of speech That whome contradiction between wontencer. The pout	
	that chows contradiction botween contencer. The pool has successful use this to convey the mexcage and	
	create aviarenary to the reader. In the poon it is	
	shown as to thoms.	
	Tam on unenvolument more pain"	
	"I am on unenployment more pay" This whoms that they poets have use this to celow	
	relevance to the contemporary vocieties. That in the scowety	
	many people are not employed and the government	
	pail to support them to improve their living standard	
	Ropeonlition, this is also among the	
	source of your that have been used by the post.	
	the poet has also convey the message to the redders through repeating things it is seen as follows,	
	through repeating things, it is seen as follows.	
	More boos, More juil, Nore broad	
	the clogan saus"	
	Through this the post have used this to emphasize	
	on comothing. It is relevant to the contemporary vocidy	
	has their are pepte tond to emphasize people diffe	
	rent things by repeating.	
	it is shown as follows	
	In a general Repers to the pours of speech	
	that tend to create picturar, indge to the mind of	,,
	the readers. In the poot, If poor, the poet has created	
	d an image to the readers by saying	
	"Ationo good to Glory."	
	······································	
	This tend to create an Image that Ations has some	
	This tend to create an image that Ationa has gene to the holy place after her death cause by lock of	
	This tend to create an image that Ationo has gone to the holy place after her death, cause by lack of parental core Early programmy. The how convey the	
	This Tend to create an image that Ationo has gone	

08	that there many gills at a wong have lass their Rives due to Lade of parental care that maker them to angage thenerely as in had things Rheberical quedien, le the pigure of
	Tives due to Look of parental care that maker them
	to anguar thenecely as in bad thenas
	Rheborical quedien, le the naure of
	speech that que' deals with adving questions that
	do not need answers but make somebody to
	think critically. This is also used to corresponder age
	This work course the in and the courses made age
	to the readers. The post of the poor on chown as
	The girl spend long in the market
	"The girl spend long in the market who will teach har what nght?"
	This shows that the girl has lack parental care that
	Hep is no one one rule can toach her. The is also
	procent in the societies that youth lack good porrortal
	care.
	Simila Report to the power of speech
	Ht t deals see and the the state with and
	that deals the series the series minings mining and
	not consilar with the use of conjustices durb, like,
	that deals comparing two dien things which are not civilar with the use of conjuction duch like as, as in as the post has weakinged use this prove
	of speech in the poon. It is seen as
	"She minds them like a schoolgirt"
_	The poet has compare by using the conjudion "like"
	This noure of peech it is relevant to the couches
	The poet has compare by using the conjudion "lite". They agare of poech it is relevant to the cousties and it gives message to the readers as in the
	rocieties people lend to compare two distinuitan things
	Repetition: This is among the popular
	of speech that has been used by the post. The past has
_	abounces the message to the reader through repeat
_	they, it is upon as the post tend to repeat
	"Ationa go"
	in every stance, this fired to whow emphasize
	emphasic that Ationa is locad mistroated. This also
28	is relevant to the contemporary societias that people
	and mistroated aspecially youth that they work with
	no pair and they are humiliated and opprossed.
	Further more, In the poem of BUILDING THE
	NATION, it is also shows as follows,
	A are un llate to also among the unever
	a reach that deals with the use or initials. In the
	more the post has pred to initials to express
	bit they work as not This is seen as the past used
	"Pet" to Pormanont Secretary.
	of speech that deals with the use of initials. In the poen, the post has need to initials to express he there work of out this is seen as the post used. "Post" to Permanent Secretary. In this shows how successful the posts has reinford
	by their massage and it is also relevant to the
	rociety.
	Rhatorical question Is the figure of
	speech that dealy with asking question that do
	not need annuery but make consome to thinke
	not need anavers but make comeone to think. critically. This is also have convey the message to the readers. The post of the poem as show
	to the readers. The goat or the open as about
	in as
	" thave "Did you have any lunch friend"
	Thes shows that the Pormanent sourcetary & aski
	ng the Driver, while he knows that I he doed 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 country.
	Irony Report to the Hours of
	speech that means opposite from what is said.
*****	speech that means opposite from what is said. This is also among the gigure of speech that
	was wod by the post of the poor to make
	people aware of different thing happening in the societies. The poem as present this by the

08 title gissely that a BUILDING THE NATION, whi meaning dectroying the nation. This a relevant	10
meaning destroying the nation. This is referent	in
	1 1
that they are not building the nation but Ju destructing the notion as the notion but Ju destructing the notion as the norther public for their percend interacts and gaing.	uct
distribution the portion of the store the public	month
har their arrange autocate and units	1
por more pouronal intervine and daring.	
peoch that deale will the use of Smaheli word	c in
Leterary works. The post of The poem used it to	chow
speach that deale with the use of Smahili word Literary works. The post of the poem used it to emphasic. It is seen as the post wed The smahili word "MWANANCH!" in the poom. This is also	li
word "MWANANCHI" in the poom. This is also	
followant in the society or many people fond	10
codo mix and codo switch from one to another	inord
er to explain something of show emphasis.	
Moreover in the open of YOUR 1001	•
writtan to Isons Almuna this is around an all	~
Moroever, in the poom of YOUR LOST writton by Isoac Mruma this is proved as follo Potronifications. This refers to the	
figure of speech that give other things the que	191
Higule of speech ind give other things the que	x etter
ise of humanbeings. The post whown This by say	ama
"And you only touch me	
with the tondeman	
that asky whore my wallet is".	
In this chows that lenderness, has being gives	<b>.</b>
the qualities of human boing that it can to	uch.
Mis tond to convey the message to their readers	c and
also it is relevant to the contemporary society	has
poople tond to give qualition of human being a	: ta
hon- laring things.	
08 Barbarium, Report to the Hours of that deals with the use of unability	epge
ch that deals with the use of unabili i	Jorde
in the literary work. The poet of the poom	used
it to whom emphasis. It is shown as the	poet
used the word UBUA in the poom. Thus is	5
in the literary note. The poet of the poem "It to chow emphasis. It is shown as the used the word "DADA" in the poem. Thus is also relevant to The world that people cod mix and switch to other larguage to chose	<u>e</u>
mix no initia to other Language to choi	~
Repetieb. The 4 among the	
emphasic on something. Reportion, This is among the House of speech that has used by the post. I	he
poot has need that to convey the marsage to	the
poot has need this to convey the massage to readers, through repeatition, it is seen the the	poot
repeated the word	,
readers through repeatition, it is seen the the repeated the word "dada"	
in every stanza. This tried to show that the	e
dada is a bad porson as she tond to exploit persona. This is volovant to the contemporary.	1100
ette tore as concile tand to excitate attan	sou
ety has as poople tand to exploit ouch other To sum up, literary worker involve	
the use yours of speech that shows the	boau
the use gigures of speech that shows the	m
They show and eloborated the Wessages to	tto
roaders.	

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.

2. Figures of sprech refers to the ways how the
Internations of sprech refers to the ways how the e the message to the interdend sourches where the use of ligning of sprech is one oming the techniques that the authors uses to deliver message to the source in four poems the following are the uses of hywret veness of sprech to reinforce the message to the source Use of sprech to reinforce the message to the source
use of former of course in manufacture the
that the authors were to defined manage to the training use
in four poems the following are the user of fourth
veness of speech to reinforce the message to the sarrhy
I se at iony the author uses iony as one of the biguese of speech to represent the intended message through different words brexample in the poem Eat me
of the france of speech to represent the intended message
through different words prexample in the poem Eat ma
te ini title besat matin with intended message in the poor
Use at Aesthebics by creates beauty to the point during reading to deliver incising through a happing way presample in the poem tat more the title show the sweetness at the poem to read
want of teasting to they message through a happing
show the sweetness of the open to read
Personchication this type of figure of speech by points in almost the all poen where in the poem tat more the poem tries to shows himself that
ppens in almost the all poen where in the point
Eat more the poetry tries to shows himself that
he is the one conducting the action though it reveals
Rheborital question the use of questions that no
cede up answers is one of the way that poolog uses
the reveal the intended interage to the reader breezewapp
Further write guesnow here wild I attrid all those?
+ the trash words in the Prove Eat words to represent
intends to Use the Exploring type of brance to poer
I the intended message to the readers who wade
Analogy this type of byure of peach is used
to deliver the message to the sourchy through showing
g the oldness at things that are even nowadays exist
Eat more the poetry tries to shows himself that he is the one conducting the action though it reveals Rheberical question the use of questions that we code no answers is one of the way that poolog uses to coved the intended message to the reader breaking the in the poem Eat more question like them could laffered all thee? Euclidences the use of polite words to represent the two distances in the Poem Eat more the poet intends to Use the Euclidence of greach is wead the intended message to the readers who woods the antended message to the readers who woods analogy this type of figure of greach is wed the oldness of the ore one now days event in any society in the poem Eat more die choire
or thing to represent a certain maning it are of the way to deliver messages to the intended society where in
was to advice massions to the adviced encode subject in
the Device E. I have set a line being of the
the Poem Eat move they use of symbolism to reveal theisage Use of saying's the use of saying as one of
Use of sayings the use of saying as one of
the squre of species in the poem Atieno yo there
are sayings that the authors yses them to deliver
message to the intended societies of Africa
Use of imagery in the poem Aliens to the
use of unparty take place of subare Ations is cleaning
Use of saying's the use of saying as one of the figure of specific in the press Atiens you there are sayings that the authors uses them to deliver message to the intended sorrities of Africa Use of imagery in the poem Afrens you the use of imagery take place of where Afreno is sleeping in the place which is not good tends to give the im- gination pickie of how Afreno is humiliater Use of idioms the use this type of figure of speech cause the the torgeted sorrigh to get the mers
in the place which it has goed tends to give the im
gination pressie of how Attend is humiliated
Use of Idizm's the use this type of figure of
speech cause the the targeted sorrely to get the mess ages through the edism: phrase that the author use
ages through the relian phrase that the author use
in the people for trainally the potent Eat marie
in the peop brixample the poem tat more Use of preverbs also is one among the way y that the author or poet use to deliver the intend ed incisage to the south one the preverbs torowand
Li i i i i i i i i i i i i i i i i i i
y mat the cuther or poet use to deliver the intend
ed message to the sourchy where the proverbs toroxam
ple in the poem Atiens You gives the lescon to the society
ple in the poem Atiens You gives the lescon to the south Reputition the representation of words

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

		Performance Per Question		
S/N	Торіс	Number of Questions	PercentageofCandidates who got35% 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

