



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



CANDIDATES' ITEM RESPONSE ANALYSIS REPORT
ON THE ADVANCED CERTIFICATE OF SECONDARY
EDUCATION EXAMINATION (ACSEE), 2021

ENGLISH LANGUAGE



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EDUCATION EXAMINATION (ACSEE) 2021**

122 ENGLISH LANGUAGE

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FOREWORD

The Candidates' Item Response Analysis Report (CIRA) for the Advanced Certificate of Secondary Education Examination (ACSEE) in the English Language subject which was conducted in May, 2021 is a summative evaluation intending to provide feedback to all education stakeholders on the factors which might have influenced the candidates' performance in the subject.

The analysis done in this report shows that the performance in all the topics examined in English Language was good. The analysis also explained the factors that contributed to the candidates' performance in the subject. It also shows that the candidates with high performance demonstrated adequate knowledge of the basic concepts of English Language. These candidates had the competences in the appropriate use of the Language for different audiences and purposes; they were able to read, write, appreciate and analyse literary works as well as writing a variety of English Language texts critically as presented in different sources; However, the analysis further indicates that the candidates who scored average and/or low marks had some difficulties in answering questions, such as, failure to interpret the questions' demands, poor mastery of English Language, and insufficient knowledge of the concepts examined.

It is the expectation of The National Examinational Council of Tanzania that all education stake-holders will use the feedback provided and recommendations suggested in this report to improve both the teaching and learning process of the subject and the students' performance in the future examinations administered by the Council.

The Council appreciates the support of those who in one way or the other contributed to the preparation of this report.



Dr. Charles E. Msonde
EXECUTIVE SECRETARY

1.0 INTRODUCTION

This report presents an in-depth analysis of the candidates' performance in the English Language subject for the Advanced Certificate of Secondary Education Examination (ACSEE) which was conducted in May, 2021. The English Language subject examination for both School and Private candidates was set in accordance with the English Language Subject Syllabus of 2009 and the English Language subject Examination format of 2015.

The Advanced Certificate of Secondary Education Examination (ACSEE) for 2021 tested the candidates' competences on expressing themselves clearly and logically; the use of appropriate English Language for different audiences and purposes; reading and analysing critically a variety of English texts as presented from different sources; writing a variety of English texts; appreciating and analysing literary works; applying English Language knowledge to operate technological devices; applying English Language to generate income and advance on oneself and translating a variety of texts from English to Kiswahili and vice versa.

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 in sections A and B. Section A for both papers had four compulsory Short Answer type of questions with ten (10) marks each. Section B for both papers consisted of four Essay type of questions and the candidates were required to answer only three questions. The compulsory questions in 122/1 English Language 1 were questions five (5) and six (6). Questions seven (7) and eight (8) were compulsory in 122/2 English Language 2. Each question carried twenty (20) marks.

The candidates' performance in each question is presented by indicating the task of each question, the expected responses and how the candidates responded. Samples of responses extracted from the candidates' scripts have been attached in order to show how the candidates responded.

The three categories of performance have been used in the analysis of the candidates' performance per question. Based on this analysis, if the performance ranges from 60 to 100 per cent (6-10/12-20 marks), it is considered good and is represented by the green colour, performance ranging from 35 to 59 (3.5-5.5/7-11.5 marks) is average and this is represented by the yellow colour, and from 0 to 34 per cent (0-3/0-6.5 marks) is weak performance which is represented by the red colour.

The candidates' performance in each topic is summarised in the Appendix.

The candidates who sat for the English Language subject examination in May 2021 were 24,941 out of which 99.69 per cent passed with different grades as indicated in Table 1:

Table 1: Candidates’ Pass Grades in ACSEE 2021, English Language Subject Examination

Grade	A	B	C	D	E	S	F
% of candidates	0.1	4.3	40.1	44.6	9.5	0.6	0.3

This performance is higher by 0.37 percent when compared to the 2020 English Language subject performance in which 99.32 per cent of the candidates who sat for the examination passed with different grades, as seen in Table 2.

Table 2: Candidates’ Pass Grades in ACSEE 2020, English Language Subject Examination

Grade	A	B	C	D	E	S	F
% of candidates	0.01	0.7	16.5	53.2	26	2.3	0.7

The results indicate that the 2021 performance has increased by 0.37 per cent compared to the 2020 performance.

2.0 ANALYSIS IN EACH QUESTION IN 122/1 ENGLISH LANGUAGE 1

2.1 Section A: Short Answer Questions

This section consisted of four compulsory questions. Each question carried ten (10) marks. As it was instructed, the candidates were required to attempt all the questions in this section.

2.1.1 Question 1: Explaining Characteristics of Human Language

The question had five parts (a) - (e). The candidates were required to use examples to explain how human language is, aiming to test the candidates’ knowledge and understanding of the features or the characteristics of human language. Most of the candidates attempted the question correctly. The human language features given were:

- (a) *arbitrary*
- (b) *symbolic*
- (c) *systematic*

(d) *primarily vocal*

(e) *a social phenomenon*

Since the question was compulsory, it was attempted by 24,855 (99.7%) candidates, out of which 68.4 per cent scored from 6 to 10 marks, 19.2 per cent scored from 3.5 to 5.5 marks and only 12.4 per cent scored from 0 to 3 marks. The analysis shows that the overall candidates' performance in this question was good since 87.6 per cent scored from average and/or above as summarised in Figure 1.

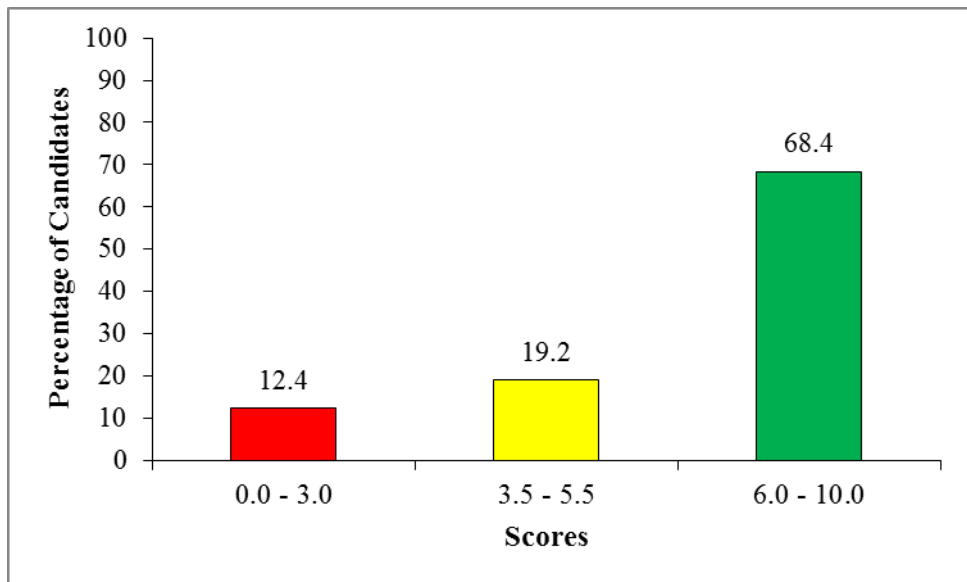


Figure 1: Candidates' Performance in Question 1

The candidates (68.4%) who scored high marks in this question had knowledge on the various features of human language. They explained how human language is *arbitrary*, in item (a), by pointing out that it uses symbols (sounds, shapes/letters) which are chosen haphazardly and came into language by chance representing ideas, objects or concepts. Furthermore, it is arbitrary because there is no relationship between words (linguistics) and what they stand for or referent. Therefore, different words or linguistics items mean the same referent or object. For example, a human being between the stages of birth and puberty has different words or symbols in different languages as follows: *a child* (English), *umwana* (Nyakyusa), *omwana* (Haya), *mtoto* (Swahili), *mwana* (Tonga) *un enfant* (French), etc. Therefore, if language was deliberately chosen, one referent would not have many linguistic items, as shown in the examples provided.

In item (b), the candidates described human language as being symbolic because it uses acoustic images (sounds and graphic signs, shapes or letters) to represent real objects, ideas or concepts. For example, the sound “pen” symbolises a plastic/iron item with ink in it used for writing.

In item (c), the candidates explained language as being systematic because it consists of symbolic units which are arranged in a particular system. For example, all languages have inter-related sub-systems, such as speech sounds (phonetics), grammar (morphology and syntax) and meaning (semantics). Furthermore, consonants and vowels should be well organised to bring sense otherwise they will form a meaningless word. For example, the English word “cat” if its phonemes are not well organised may create a different word “act” or meaningless words such as “tac, tca or cta.”

In item (d), the candidates demonstrated that human language is primarily vocal because it is made of speech sounds produced by human speech organs such as the lips, tongue, teeth, etc. Furthermore, in the beginning, human language appeared as a vocal sound only and the writing came later as an imitation of what is spoken and after all, not all language have writings.

In item (e), human language is said to be a social phenomenon because it is a set of communicative signals used by a particular social group. Therefore, it is owned by a certain social group adhering to some rules and guidelines. Extract 1.1 is a sample of responses from one of the candidates.

1.	<p>a) <u>Arbitrary</u>.</p> <p>Human language is arbitrary due to the fact that there is no direct relationship between the object or thing and its meaning. As something can be used in different ways.</p> <p>for example the word "DOG"</p> <p>In English is Dog.</p> <p>In Luo is Dhako.</p> <p>In Swahili is Mbwa.</p> <p>In Pare is Iguro.</p> <p>therefore when the object is something is seen it does not contain any relationship.</p>
1	<p>b) <u>Symbolic</u>.</p> <p>Human language is symbolic due to the fact it includes the uses of different symbols so as to understand each other. As for we human being we use gesture, and facial expression so as we can understand each other and it is portrayed to be a signal.</p> <p>for example through eye contact they can understand each other.</p>
1	<p>c) <u>Systematic</u>.</p> <p>Human language is a system due to the fact that it is made up of small related units that work together to form large unit. for example syllable, word, sentence and other. But also a language is a system because it is made up of phonemes. then syllable, morphemes, words and the meaningful sentences.</p>
1	<p>d) <u>Primarily Vocal</u>.</p> <p>Human language contain vocal as it includes sound as it is directly received by the ear then later a message is interpreted to the brain.</p> <p>for example when someone say:</p> <p>"you girl" directly the call will reach and the girl brain will respond as she has hear a vocal sound.</p>
1.	<p>e) <u>Social phenomenon</u>.</p> <p>Human language is termed to be a social phenomenon due to the fact, the language involve the community and it is supposed to fulfil the need of communication. but also language is a social phenomenon as it shows an identity of a society specifically.</p>

Extract 1.1: A sample response of a candidate with good performance.

This candidate analysed how human language is in relation to terms such as *arbitrary, symbolic, systematic, primarily vocal* and *social phenomenon*. The candidate also provided appropriate examples to support the explanations.

The candidates (19.2%) who scored average marks in this question failed to explain effectively how human language is *arbitrary, symbolic, systematic, primarily vocal* and *a social phenomenon* due to insufficient knowledge and understanding on some features of human language. The analysis shows that these candidates failed to explain the terms thoroughly with vivid examples, hence they scored average marks. Some failed to differentiate the term *symbolic* as used in literature as a property of human language.

It was further noted that the candidates (12.4%) who had weak performance in this question failed to provide explanations on how human language is *primarily vocal, arbitrary, symbolic, systematic* and *a social phenomenon*. This is because they lacked knowledge and skills on the mentioned linguistic terminologies. Many candidates went astray in item (b) *symbolic*. They differentiated the term *symbolic* as something which stands for something else as used in literature. They did not realise that in Language, *symbolic* means that language consists of graphic signs (words, letters or sounds) to present realities like objects, ideas, concepts, or people. Furthermore, in item (d), some candidates explained *primarily vocal* as something made of speech sounds or vocal cords with the help of speech organs instead of explaining that human language is vocal because it is meant to be spoken and not to be written. In Extract 1.2, the candidate had a wrong concept on human language, hence provided incorrect explanations.

1.	Arbitrary human language is arbitrary because it used in sound of words when it pronounced exam and there different when the word is pronounced example "Mhwa" in Kiswahili and "Iguro" in Kipare so there different in sound of words.
	Symbolic Human language is symbolic because it used to show the symbols of words example ? it used in asking question Where are you going ? so a person may know that is the question.
	Systematic; Human language is systematic because it used to talk about language about sound and they are something in the word so language is the system which used to convey message to the people in the societies.
	Primarily vocal; Human language is primarily vocal because of the sound which is used to communicate so there sound, pitch and intonation which is used in communication or to form a word in the sentence so human language is primarily vocal because of the sound which is used to people's communication.
	A social phenomenon; Human language is social phenomenon because it used in day to day communication so it help people to meet together by using human language so when people communicate can lead to social phenomenon so that is how human language is a social phenomenon which people used in communication.

Extract 1.2: A sample response of a candidate with poor performance.

Extract 1.2 indicates that the candidate lacked knowledge on the linguistic terms given in the question. The candidate explained the in relation to human communication instead of characterising human language.

2.1.2 Question 2: Negation of Words Using Prefixes and Construction of Sentences

The question had two parts, (a) and (b). In part (a), the candidates were required to negate the given words and use each new word to construct meaningful sentences. The question tested the candidates' ability to create words using various prefixes for communication in English Language in different situations. The words given to be negated were as follows:

- (i) agree
- (ii) logical
- (iii) willing
- (iv) smoker

(v) *capable*

In part (b), the candidates were required to identify five words with derivational suffixes in the given sentence and explain the grammatical or semantic functions of the suffix in that particular word. The given sentence was as follows:

Initial negotiations between the government and a Chinese investor to promote cassava farming that will assure farmers with reliable markets have started; it has been revealed.

The question was compulsory and it was attempted by 24,822 (99.5%) candidates, out of which 29.4 per cent scored from 6 to 10 marks, 43.4 per cent scored from 3.5 to 5.5 marks and only 27.2 per cent scored from 0 to 3 marks. The analysis shows that the overall candidates' performance in this question was good since 72.8 per cent scored from average and above. The performance is summarised in Figure 2.

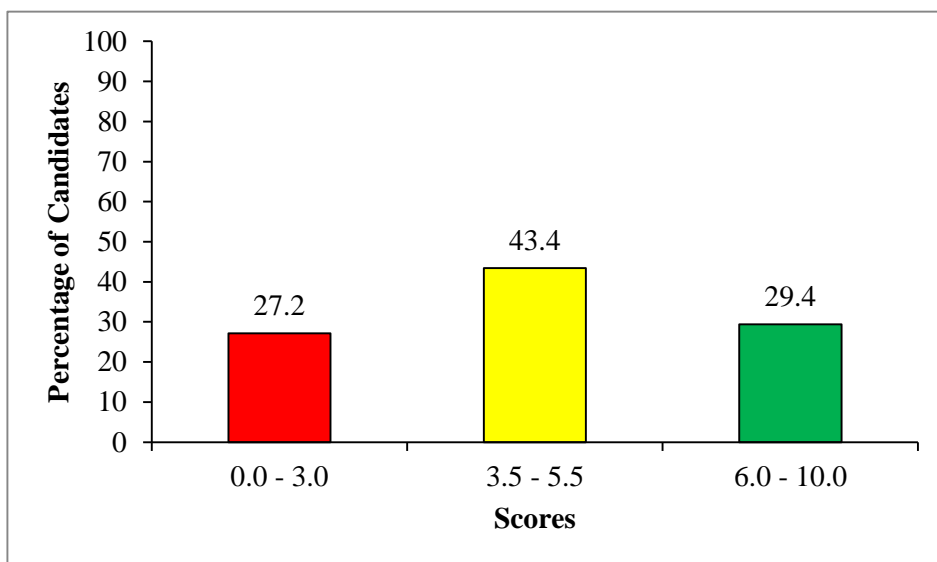


Figure 2: *Candidates' Performance in Question 2*

Candidates (29.4%) who scored high marks in part (a) demonstrated their competences on forming negation using prefixes such as *dis-*, *non-*, *im-*, *dis-*, *ir-*, *in-*, *un-*, etc. They chose the correct negative prefixes corresponding with the given words. Furthermore, they demonstrated ability of constructing various sentences using new words formed from the affixation process. In item (i), candidates had the knowledge and ability to understand that the verb “agree” can be negated by using a negative prefix *dis-* to form the word *disagree*

meaning *not* or *absolutely opposite of* and not other negative prefixes such as *un-*, *non-* and others which would bring a different meaning. Furthermore, they managed to construct meaningful sentences using the word *disagree* such as: *I always disagree with your opinion.*

In item (ii), candidates knew that the negative prefix *il-* is suitable to negate the adjective “logical” into illogical. They understood that prefix *il-* matches with the adjective *logical* and the sounds “l” in a word *logical* and in prefix *il-* attract each other since they are both alveolar sounds. In item (iii), they negated the word by using a negative prefix *un-* to form a new word *unwilling* to mean ‘not ready’ or ‘not willing to do something.’ They managed to construct a meaningful sentence using a formed new word such as: *He was unwilling to take on that responsibility.*

In item (iv) they chose the prefix *non-* from other negative prefixes to mean *not* or *without* creating a word “non-smoker”; a person who does not smoke. Furthermore, they constructed a meaningful sentence using a new word “non-smoker” as in; *Smokers are more subjected to heart attack than non-smokers*’. In item (v), the candidates attached the negative prefix *in-* which means “not” to form a new word *incapable* to mean ‘not capable’. They discovered that the prefix’s last sound and the first sound of the adjective *capable* /k/ are all alveolar sounds, hence they attract each other. They constructed a meaningful sentence using the new word *incapable* such as: *The wine has made him incapable of thinking clearly*’. Extract 2.1 is a sample of a correct response from a candidate who managed to use the correct prefixes to negate the given word.

02.	①	
	Disagree - disagree, prefix-dis.	
	Sentence: Fabiola had to disagree on her wedding to avoid trouble.	
	Illogical - illogical, prefix-il	
	Sentence - The press gave an illogical explanation about her death.	
	Unwilling - unwilling, prefix-un.	
	Sentence - He was unwilling to pay for them school fees.	
	Non smoker - non smoker	
	Sentence: She is a non smoker in the family.	
	Incapable - incapable, prefix-in	
	Sentence - She was incapable of reaching the fruit on the tree.	

Extract 2.1: A response of candidate with good performance.

In Extract 2.1 the candidate negated the given words correctly by using prefixes and used the new words to construct meaningful sentences.

The candidates (43.4%) who scored average marks in part (a) lacked sufficient knowledge on negative prefixes and how to use them to construct meaningful sentences.

It was further established that the candidates who scored low marks in part (a) had insufficient knowledge on negative prefixes and their appropriate use. For example, some candidates negated the given words such as logical as mislogical, capable as incapable, willing as miswilling smoker as not smoker. Additionally, some candidates misinterpreted the question and attached the suffixes after the root or words instead of negative prefixes before the roots or words, as in agree – agreement, logical – logically, willing – willingness, etc.

The analysis further indicates that some candidates divided the given words by separating the suffixes such as logical (logic –al), smoker (smok –er), capable (cap – able), while others also misinterpreted the question by dividing the words into meaningless parts, such as logical – log-, willing – wil, smoker – smo. Apart from that, some students were able to negate the given words by using appropriate prefixes, but they failed to construct grammatical and meaningful sentences using the new words from their own creation. Furthermore, many of them lacked knowledge and understanding on tenses, word classes, derivational and inflectional suffixes. In Extract 2.2, the candidate could neither negate nor construct correct and meaningful sentences.

2(a) (b) page	
(i) prefix -agr	sentence → Form six students and teachers agreed that after the national examination there is going to be a trip to Ngorongoro
(ii) prefix -log	sentence → The importance of using computers has a logical function to people in the society
(iii) prefix -wil	sentence → My mother is willing to buy me a car when I pass my examinations
(iv) prefix -smo	sentence → A person who is smoking is called a smoker in the society
(v) prefix -cap	sentence → I am capable of scoring grade A in my English examination

Extract 2.2: A sample response from a candidate with poor performance.

In Extract 2.2, the candidate divided the words and provided incorrect sentences contrary to the demand of the question.

The analysis indicates that the candidates (29.4%) who scored high marks in part (b) were able to identify five words with their derivational functions from the given sentence. They demonstrated ability on affixation particularly on the uses of derivational and inflectional morphemes. They showed good mastery of word classes, such as nouns, verbs, adjectives and adverbs, thus identifying words with derivational suffixes correctly. For example, they identified the following words with derivational suffixes:

- *Government* – the verb “govern” changes to an abstract noun “government” after been attached with the derivational suffix –ment to mean “State or Condition”. [govern (v) + -ment → government (n)]
- *Chinese*- the derivational suffix -ese changes the noun China to the adjective “Chinese” indicating nationality or a person from China. [China (n) + -ese → Chinese]
- *Farmers* – -er changes the verb “farm” to the noun “farmer” indicating “a person who farms”

- *Investor* – the verb “invest” changes to the noun “investor” after been attached with the derivational suffix –or meaning “a person who invests” [invest (v) + -or → investor (n)]
- *Reliable* - -able changes the verb “rely” to the adjective “reliable” meaning something good in quality or can be trusted.

Extract 2.3 shows a response from a candidate with knowledge and skills in word formation processes, as a result, the candidate identified the given words with derivational morphemes and provided explanation on how they are used.

	b	
	①	Government - ment changes the verb "govern" to the abstract noun "government" meaning a group of leaders
	②	Chinese - ese changes the noun "China" to an adjective "Chinese" Meaning a nationality
	③	Farmer - er changes the noun "farm" to an adjective "farmer" an occupation
2	bii	Revealed - ed changed it into past tense meaning shown.
	④	Reliable - able changed verb into adjective meaning doable.

Extract 2.3: A response from a candidate with good performance in part (b).

This candidate identified the words with derivational morphemes in the sentences and explained the functions of the derivational morpheme in that particular word.

Candidates (43.4) who scored average marks in part (b) lacked sufficient knowledge and skills on word formation processes. They failed to distinguish the derivational and inflectional suffixes in some words in the sentence, leading them to score average marks. Furthermore, some candidates constructed few meaningful and grammatical sentences, but could not assign word classes to the derived words.

It was further observed that, the candidates (27.2%) who scored low marks in part (b) failed to identify words with derivational suffixes because they lacked knowledge and understanding on word formation processes especially in affixation. Apart from that, some candidates did not understand the requirements of the question due to lack of knowledge of derivational suffixes. They picked the words with inflectional suffixes such as markets, started, and

farming instead of those carrying derivational suffixes. In addition, some of them wrote their own words carrying inflectional suffixes instead of derivational suffixes given in the sentence. Extract 2.4 is response of a candidate who provided his/her own words instead of using the given ones.

Q2	(b) i) Expression	
	- Ion changes the verb "express" which means "emotion on something".	
	ii) Examination	
	- Ion changes the noun "exam" which mean "practice on something".	
	iii) Colonialism	
	- Ism changes the verb "Colonize" which means "action on".	
	iv) Useful	
	- ful - changes the verb "use" which means "action or nature".	
	v) Eradication	
	- Ion - changes the verb "eradicate" which mean "action or condition".	

Extract 2.4: A sample response of a candidate with poor performance.

This candidate wrote his/her own words with derivational suffixes such as *expression*, *examination*, *colonialism*, *useful* and *eradication* which were not used in the sentence. The candidate created his/her own words using derivational suffixes, contrary to the requirements of the question.

2.1.3 Question 3: Uses of Stress in English Language Words

The candidates were required to explain how stress can be used to change the meaning and function of the given words:

- (a) *convert*
- (b) *minute*
- (c) *permit*
- (d) *present*
- (e) *refuse*

The question was attempted by 23,258 (93.3%) candidates, out of which 65.8 per cent scored from 0 to 3 marks, 30.1 per cent scored from 3.5 to 5.5 marks and only 4.1 per cent scored from 6 to 10 marks. The analysis shows that the overall candidates' performance in this question was weak since only 34.2 per

cent scored from average and/or above. The performance is summarised in Figure 3.

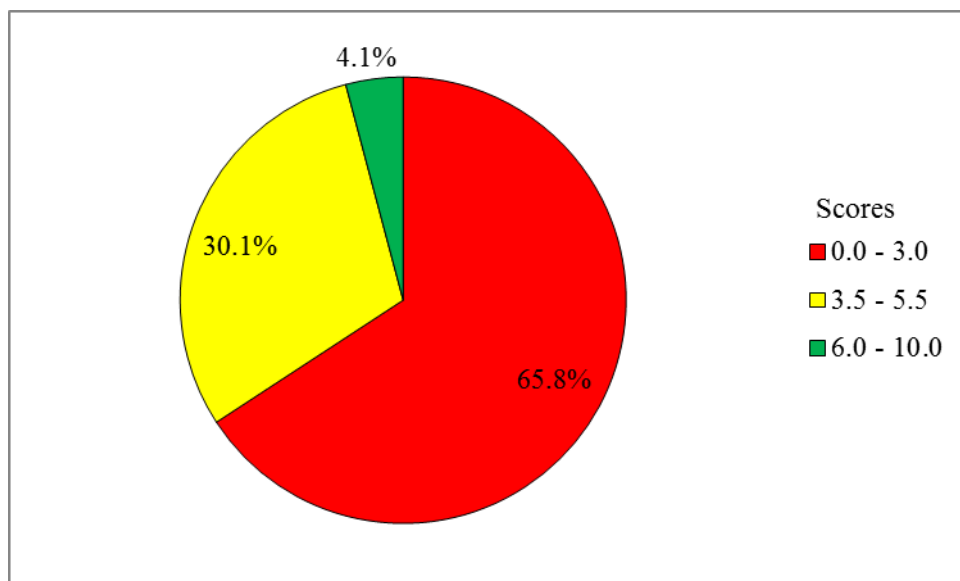


Figure 3: Candidates' Performance in Question 3

Candidates (4.1%) with high performance in this question demonstrated knowledge and skills on stress and its functions in English Language. They demonstrated their skills and ability in pronunciation to differentiate different word classes of the same word. Furthermore, they explained how shifting of a stress from the first syllable to the second syllable changes the given words into different word classes. Moreover, they provided the meanings associated with those changes. In item (a), the candidates managed to assign the primary stress to the first syllable of a word “convert” to sound “con-vert” (n) to mean a person who has been converted to another religion or belief, but if it is shifted to the second syllable, it becomes con-vert (v) meaning to change or adapt the form, character or function.

In item (b), they understood that when the first syllable is stressed, the word sounds “min-ute” (n) meaning a period of time equal to 60 seconds, but if the second syllable is stressed it becomes “mi-nute” (adj) meaning very small; diminutive, tiny or unimportant. In item (c), if the stress is assigned to the first syllable, the word becomes a noun “per-mit” meaning an official document granting authorisation or permission. If the stress is shifted to the second syllable the word sounds “per-mit” (adj) meaning to grant permission to do something, to consent or to tolerate. In item (d), they located the primary stress on the first syllable “pre-sent” (n) meaning “gift” or “pre-sent” (adj) to mean

being in a specific place. If the stress is shifted to the second syllable “present” becomes “pre-sent” (v), meaning to introduce a person to someone or to the public.

Lastly, in item (e), if the primary stress is assigned to the first syllable, “refuse” becomes a noun “re-fuse” meaning anything thrown away, waste or rubbish. If the stress is shifted to the second syllable, “refuse” changes to be a verb “re-fuse” meaning to decline to accept something offered or to give something to a person. Extract 3.1 is a sample of such responses from one of the candidates with good performance in this question.

3	c) Permit	
	When stress shifts to the first syllable it will be a "noun" and in the second syllable it will be "verb". for example	
	$\begin{array}{ccc} \text{'Permit} & \rightarrow & \text{Per'mit} \\ \text{Noun} & & \text{verb} \end{array}$	
	⇒ it's function is to agree with something by giving permission.	
	d) Present	
	When stress falls on the first syllable, it will be a "noun" and in the second syllable it will be "verb". for example	
	$\begin{array}{ccc} \text{Present} & \rightarrow & \text{Pre'sent} \\ \text{Noun} & & \text{verb} \end{array}$	
	⇒ it's function is to show that the something is there and not absent.	
	e) Refuse	
	When stress falls on the first syllable it will be "noun" and in second syllable, it will be a "verb". for example.	
	$\begin{array}{ccc} \text{'Refuse} & \rightarrow & \text{Re'fuse} \\ \text{Noun} & & \text{Verb} \end{array}$	
	⇒ it's function is to show that something is not accepted.	

Extract 3.1: A sample response from a candidate with good performance.

Extract 3.1 is a sample of good response from a candidate who explained how stress can be used to change the meaning and function of a word.

Moreover, the candidates (30.1%) with average marks in this question demonstrated inadequate knowledge and skills on word stress patterns and how they affect meaning in English language. Some of the candidates managed to provide correct answers to two or three out of the five items given. Others

managed to use stress to show word classes, but failed to provide meanings associated with the stress changes.

Furthermore, the analysis shows that, the candidates (65.8%) with low marks in this question failed to explain how stress can be used to distinguish word classes. Some candidates misinterpreted the question and attached suffixes to the given words instead of marking stress. Additionally, some of them explained the general functions of stress without relating it to the question.

The analysis indicates that some candidates failed to locate the primary stress because they lacked knowledge of syllabic division. Others used the given terms to construct sentences while some used the words in the sentence as nouns and verbs without placing stress on the syllables of a particular word. Moreover, some candidates failed to indicate primary stress on particular syllables to indicate either nouns or verbs while others could not give meanings of the stressed words. Extract 3.2 is a sample of an incorrect response from a candidate who demonstrated little knowledge of stress and its functions.

3 a)	convert	
	Convert this number into kilometer	
	she convert 100cm to kilometer square	
	Function of the word convert is to change word into noun or verb	
3 b)	Minute	
	Minute is uncorrect	
	she write minute in a good way.	
	Function of this word is to change word class.	
3 c)	Permit	
	He permit all conference	
	Function of this word is to show Focus	
3 d)	Present	
	They present very good	
	Function of this word is to show Grammatical function	
3 e)	Refuse	
	she refuse to get marriage	
	Function of this word is to show attitudinal functions	

Extract 3.2: A sample response of a candidate who provided incorrect answers.

Extract 3.2 illustrates a sample response from one of the candidates who used the words to construct sentences instead of showing how stress shift in English Language changes word classes and meaning of words. The candidate also provided incorrect explanations.

2.1.4 Question 4: Translating a Text Using Communicative Translation Method

The question instructed the candidates to translate Kiswahili text into English language by using a communicative translation technique. The question aimed at testing the candidate’s ability in comprehending information written in one language to another. It also tests candidates’ knowledge in language skills. The original text given was:

“Katika nchi nyingi Barani Afrika, wasichana bado hawapati haki ya elimu kwa njia moja au nyingine. Japo katiba za nchi za Afrika na mikataba ya kimataifa inatambua umuhimu wa haki za wanawake, bado wengi wao hawapati elimu ya chuo kikuu. Hata hivyo, hao wachache wanaopata elimu ya chuo kikuu hawaajiriwi kwa urahisi. Hivyo, tunaziomba nchi za Afrika ziendeleze jitihada za kuondoa pengo la kijinsia katika elimu, ajira na uongozi hadi kufikia uwiano wa hamsini kwa hamsini. Tunaamini kuwa wanawake wakifanikiwa, familia, jamii na Afrika kwa ujumla itanufaika”. Alisema spika wa Bunge, Mstaafu, Mheshimiwa Anna Makinda.

The question was attempted by 24,797 (99.4%) candidates, out of which 47.6 per cent scored from 6 to 10 marks, 36.5 per cent scored from 3.5 to 5 marks and only 15.9 per cent scored from 0 to 2 marks. The analysis shows that the overall candidates’ performance in this question was good because 84.1 per cent scored an average of 35 per cent and/or above. The performance is summarised in Figure 4.

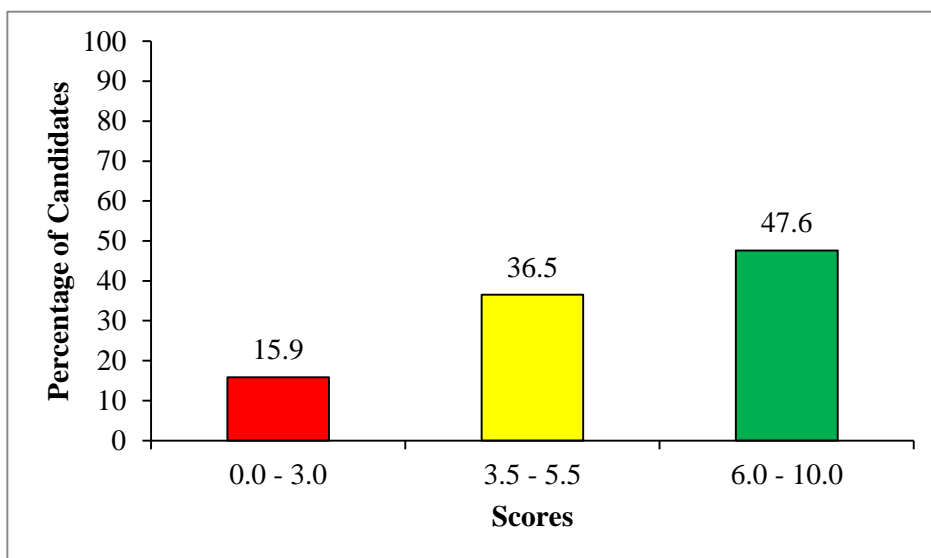


Figure 4: Candidates’ Performance in Question 4

The candidates who scored high marks in this question demonstrated their ability in language skills which enabled them to translate the Kiswahili text into

English language. They showed their knowledge and understanding on translating techniques or methods such as word for word, literal translation and literary translation. Their understanding of translating techniques enabled them to attempt the question appropriately as seen in extract 4.1 exemplifies.

4	<p>"In many countries in the African continent, girls still don't get their right to education in one way or another. Although the constitutions of the African countries and international treaties are aware of the importance of women rights, many of them still don't get higher education. Moreover, the few who get higher education are not easily employed. Therefore, we are asking African countries to continue with their struggle to remove the gap in gender in education, employment and leadership until it reaches the equality of fifty by fifty. We believe that if women succeed, the family, society and Africa in general will benefit." said the former speaker of the parliament, honorable Ann Makinds.</p>
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Extract 4.1 is a sample response from a candidate with good performance.

In Extract 4.1, the candidate translated the Kiswahili text into English language using the communicative approach.

The analysis further shows that some candidates scored average marks in this question because the translated text had spelling mistakes and punctuation was poorly done. Their responses show that some candidates could not translate some of the vocabulary from Kiswahili into English.

Furthermore, 15.9 per cent of the candidates who scored low marks in this question lacked knowledge of language skills, thus failed to translate the text from Kiswahili to English Language. Apart from that, some candidates failed to punctuate the text correctly by using commas and full stops. Additionally, some candidates had poor English Language grammar hence they failed to provide correct tenses in their translated texts, as shown in Extract 4.2.

04.	" Mostly countries in Africa, women still have not right to education in one way to another. But the constitution and treaties of African countries knows the importance of women's rights, still most of them have no university education. But also even those few who have education in university level failed to be employed easier. So we need African countries to provide in eliminating education discrimination, employment and leadership until to be equal. We believe empowerment of women in families, societies and the whole Africa will benefit" Was said by Honourable Spica wa Bunge, Mstaaji, Anna Makinda.
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Extract 4.2: A sample response from a candidate with poor performance.

This candidate lacked knowledge of English Language vocabulary thus failed to provide appropriate translation for some of the vocabulary from Kiswahili into English.

2.2 Section B: Essay Questions

There were four (4) questions in this section; each was worthy twenty (20) marks. The candidates were instructed to attempt three (3) questions only. Questions **five (5)** and **six (6)** were compulsory.

2.2.1 Question 5: Describing Roles of English Language in Tanzania

In this question, the candidates were instructed to describe eight roles of the English Language in Tanzania. The question was set to test student's understanding of the National Language Policy in the country. The question was: *Using appropriate examples, describe eight roles of English language in Tanzania.*

The question was compulsory and it was attempted by 24,797 (99.4%) candidates, of which 54.8 per cent scored from 12 to 20 marks, 38 per cent scored from 7 to 11.5 marks and only 7.3 per cent scored from 0 to 6.5 marks. The analysis shows that the overall candidates' performance in the question was good since 92.7 per cent scored from average and/or above as figure 5 illustrates.

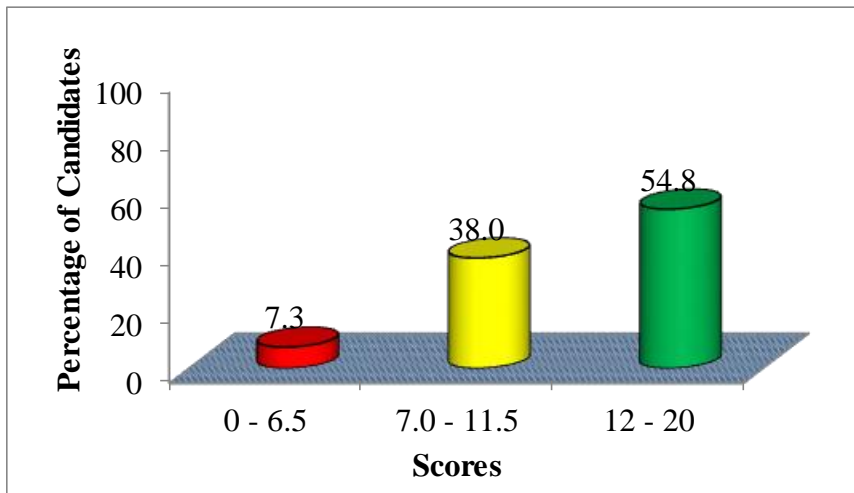


Figure 5: Candidates' Performance in Question 5

The candidates (54.8%) with good performance in this question demonstrated good knowledge on the roles of English Language in Tanzania, hence provided clear explanations. They described the eight roles of English Language namely; language is used as a medium of communication for foreigners, the second official language in Tanzania, the medium of instruction in nursery and primary English medium schools, a medium of instruction and communication from secondary schools to University level, the language of High Court and Court of Appeal, used by some mass media such as radios, television and newspapers, it is used as a subject from nursery school to University level, etc. Extract 5.1 shows a sample response from a candidate who managed to describe the roles of English language in Tanzania correctly.

5. A language; Refers to the form of speech that is mutually comprehensible among the members of the community. Tanzania is a country of three language existing and one of them is English language. Tanzania is nowadays using English language in many areas of development in social, political, cultural and economic matters. The

The following are the roles of English language in Tanzania.

English language is used in Mass Media; Tanzania has started using English language in Mass media where by there are some of the channels speaking English language as a language of communication among them. Many of the Mass Media have brought the made channels special for English language programme. For example in the Newspapers like The Guardian, in the television, the stations like ITU, TRC, and other channels have made a programme of English language.

English language is used in the court; Tanzania has started to implement the use of English language in the court where by the nation court is using English language in the different activities. Some of the documents in the court have been written in English language. For example the court national court has started using the both English and Swahili language to function for two purposes. So English language play a great role in the court.

English language is used in Education; Nowadays Tanzanian schools have started using English language as a subject and as well as the means of communication among them. The language has

05 country like from Kenya, Zimbabwe, Uganda, and any other places outside the country.

English language is used in hospitals; The spread of English language have been spread up to the hospitals where by the documents and all activities of documentation are using English language; different technical words and special treatments in hospital use English language. Example two times to (2x2) to show the time of taking medicine to the patient.

English language is used in tourism; as a medium of communication with the foreigners; Tanzanians also use English language to communicate with the foreigners from outside the country that's why it is regarded that tour people necessary for people to have an English language so that to increase the global understanding. For example in the tourism sector the tour guides are required to know well English language so that to guide the foreigners in tourist attractions.

Therefore; English language in Tanzania have been spread and the status of language have been regarded as first second official language of the country, the foreign language and the language of instruction in the level of education especially high level of education from secondary to the university level. So English language have given a much priority after Kiswahili language in Tanzania.

Extract 5.1: A response from a candidate with good performance.

This candidate described the eight roles of English Language in Tanzania. The candidate demonstrated adequate knowledge on the given topic as well as good mastery of English Language.

Moreover, the candidates with average marks in this question could not introduce the question. Most of them started by providing the definition of human language as; *Human language is the system of arbitrary vocal symbols through which social group communicate*. However, that was not part of the question, hence it was inappropriate. They also provided less than the required. Therefore, lack of appropriate introduction, inadequate points and poor punctuation of their essays made the candidates score average marks.

The analysis further shows that, the 7.3 percent of the candidates with low marks in this question failed to interpret the question. Some candidates discussed the roles of language in general, such as it brings social development, brings unity or social stratification rather than the significance of English Language in Tanzania. Apart from that, some candidates discussed the status of language rather than the significance of English Language in Tanzania, while others discussed the importance of English Language in the world as an international language while the question instructed them to focus only with Tanzania. Extract 5.2 is a sample response from a candidate who discussed the importance of language in the community, rather than the roles of English in Tanzania.

05.	<p>English Language; This is the language that originated from the foreign countries. The English language became superior to the other countries because have great number of native speaker, something which make this language to be used world wide. But the following are the role of English language in Tanzania.</p> <p>Language use as the factor for social stratification; English Language has used in Tanzania as the factor for the social stratification means that it created the classes among the into the society. Example it want to have the people who use such language to communicate and the other side there who does not know to speak English language. Therefore as the result it created classes to the society.</p> <p>Language as the factor for development; Also in Tanzania English language has been used as the one of the factor for the development. Example in Tanzania people are spoken Kivahili to the different area but they use the English Language as their factor for them to developed, means that they use English language as their second language.</p> <p>Language used as the factor represented the culture; Also in Tanzania people had use the English language as the factor for represented the culture. Example in Tanzania people use in officers to conducted the interview must speak English language something which make Tanzania to represented the culture of English.</p> <p>Language as the factor for national identity; Also the English language was become one of the language in Tanzania that make majority of Tanzanian to use the English language to prepared the different</p>
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05.	<p>the (ID) card of the national, Thus why we said the English language as used as the one of the factor for the national identity.</p> <p>English language used as the factor for unifying; Exam- ple through the English language in Tanzania, people are used to make us to unifying together, Example to the sector of Tourism Tanzania people become unifying with the people from foreign countries who spoken - English language. the Tanzania government must suppose to use the English language so as to understanding in each other.</p> <p>English language used as the factor for communication; Also there was the one of the roles of the English language to Tanzania because they had use to spoken in a certain places (such as at school) as the medium of instruction, to the officers, Thus why we said the English language in Tanzania - was used as the factor for communication.</p> <p>English language used as the factor of maintain- ing peace; Also the role of English language in Tanzania has been used as the one of the factor for maintain the peace into the society. Example: Many foreign people who live in Tanzania were live in peace because we Tanzania we had use the English language to maintain peace for them.</p> <p>English language used as the factor for united people; Also the English language has been - used as the one of the language that used to united the different people from the different places. Example: Tanzania had used the English language to united with the other countries, it can either be, Kenya, Uganda, Malawi, Mozambique</p>	
05.	<p>But they are used the English language so as make united of the different countries.</p> <p>Generally, the use of English language in Tanzania make the advantage for the Tanzania people - Example through the use of English language - people had acquired the knowledge of known the grammar, pronunciation of words, phrases, sentence s. of English language and to developed by using two language such as KSwahili and English language.</p>	

Extract 5.2: A sample response from a candidate who had a weak performance.

This candidate explained the significance or role of English Language in the society, contrary to the demands of the question.

2.2.2 Question 6: Writing an Argumentative Essay

In this question, the candidates were instructed to write an argumentative essay to support the title that education is more important than money. The question aimed at testing candidates' writing skills and ability to argue on the particular topic. The question was: *Write argumentative essay in support of the title, "Education is more important than money" with the main body having eight points.*

The question was compulsory and it was attempted by 24,829 (99.6%) of the candidates, of which 73.5 per cent scored from 12 to 20 marks, 24.1 per cent scored from 7 to 11.5 marks and only 2.4 per cent scored from 0 to 6.5 marks. The analysis shows that the overall candidates' performance in the question was good since 97.6 per cent scored from average or above as summarised in Figure 6.

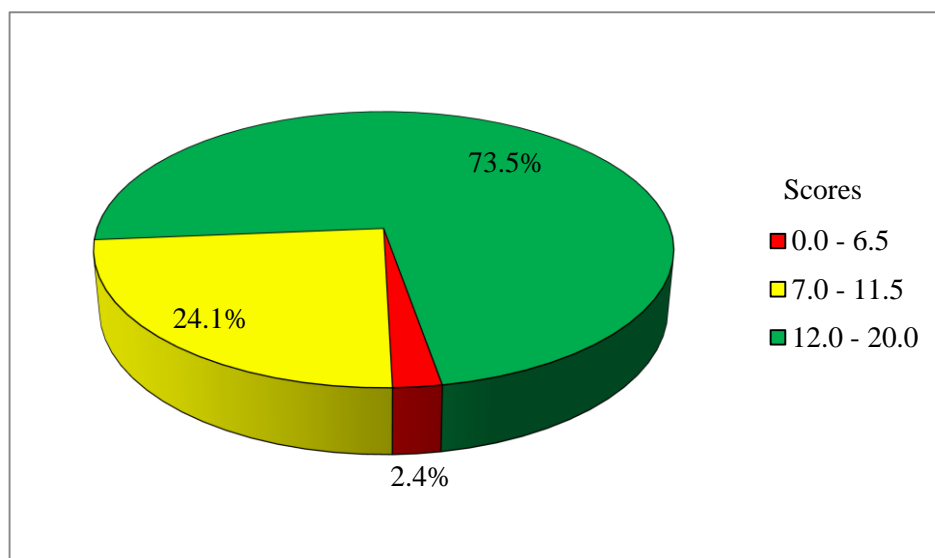


Figure 6.1: Candidates' Performance in Question 6

The candidates with good performance demonstrated competences in English language and ability to write logically. They followed the necessary rules in essay writing, such as starting with the introduction, followed by the main body and then the conclusion. In the introduction, there were able to introduce or to define the key terms namely, *education* and *money*. Education was defined as a process of facilitating learning, skills, values, beliefs and habits, while money was defined as the medium of exchange in the form of coins and banknotes. In the main body, the candidates discussed various points critically to defend the view that education is more important than money.

The points discussed include: education gives people knowledge, it gives people job to earn money for other necessities, it leads to the advancement in science and technology, it teaches people how to make and use money, it teaches people to live appropriate lifestyle, it is the wealth that cannot be stolen compared to money and alike. They concluded by providing sound conclusions that education and money depend on each other to the extent that people use money to get education and the verse versa is also true. Extract 6.1 is a sample of a response from a candidate who was able to write an argumentative essay by following the rules of essay writing.

6	<p style="text-align: center;"><u>"Education is more important than money"</u></p>	
	<p>Education refers to the transfer of Knowledge from one person to another. Money is the measure of wealth. When stated that "Education is better than Money" it is very true as education is more powerful comparing to the strength of money as it can be proven by the following points;</p>	
	<p>Firstly; Education gives one Knowledge on how to use the money. One might be having a lot of money but as long as he or she does not education on how to use the money will end up misusing the money at the end of the day remain poor. Therefore it is better to have education rather than having money.</p>	
	<p>Also; Education helps in solving troubles and problems in the community. As one will be aware on the case of problem solving skills will smoothly be able to come up with the solution without using much energy. This cannot be done by the use of money as some problems require skills.</p>	
	<p>Thirdly; Money can be a source of evils. This is through the techniques that people use in order to acquire money. For example some kill other people so as they can get money hence a source of evil. Unlike to education which is peacefully obtained proving it to be better.</p>	
	<p>In addition to that; Education gives a rise to the intellectuals who can lead others. The good leaders are the ones who are educated. One might be having money but without good leadership skills he or she cannot happen to have good leadership ethics by that means pose challenges</p>	

6.	to the community as they cannot succeed under poor leadership-	
	The fifth point is that; Money cannot build up personalities. Through education, people become well moulded to the extent of helping them live well with others in the society. A person with money is not likely to have good personalities as the one who is educated. This people turn out to be troublesome to the society.	
	Also, Education teaches people on ways of getting and maintaining money. A person with money might have got it by chance and he or she is not sure of getting it again. Unlike an educated person who has all the skills required for example the entrepreneurship skills and hence education is the best.	
	Further more, Education is the permanent property of an individual. If one is educated he or she will remain with that reward forever unless dead or falls sick. Unlike to money, money has phases in which it includes crisis where at this stage a person may suffer a lot.	
	The last point is that; Education offers employment. This is through that people who qualify to get good job opportunities are the educated ones. One will not consider your money to offer you his/her job while you are not educated because he or she will be sure of inefficiency at the office.	
	All in all education will always remain to be the light towards good life and a means through which one succeeds and not money.	

Extract 6.1: A response from a candidate who scored high marks.

Further analysis shows that the candidates who scored average marks in this question could not give appropriate arguments that education is more important than money. They provided weak and defensive points. Some candidates scored average marks due to poor English grammar, poor organisation of their essays, poor paragraphing, or repetition of topic sentences.

The candidates (2.4%) who scored low marks in this question lacked writing skills, hence failed to write argumentative essays. They failed to argue and defend their positions on the given topic. Some candidates misinterpreted the question in that instead of arguing in favor of education, they presented their arguments in favour of money. There were also candidates who presented the negative

effects of money, contrary to the requirements of the question. Apart from that, some candidates introduced the question using debate format rather than essay format in which they were required to clarify important terms in the introduction before presenting their main points in the main body.

Moreover, some candidates failed to identify key words to write in the introduction and they began by defining what an argumentative essay is rather than the term *education* and *money*. Some candidates failed to defend their arguments because they lacked supportive evidence or examples, as it is required in argumentative essay writing. Furthermore, some candidates were repeating the points. Extract 6.2 is a sample response from a candidate who provided incorrect answers.

06.	Thank you dear person, Secretary, motion mover, timekeeper and all members I greet you all. Am here to argue the tital that "Education is more important than money" for me its not true due to the following.
	Money brings development; This is because a person may try to work hard so as to get money for his/her needs and she/he might do various activities such as farming, through using his/her talents and when a person is serious might get much money differing from the one who has education example many people they have got education as others they have studied till to the high level of PH.D but not employed but the one who have use various activities and their talents they can use those money in fulfilling their needs and others used for bringing development, but a person with education may end up with his/her education.

eg. Money source of government revenue; Education might be not source of government revenue because a person might have education but doesn't have any job which can make him/her to earn money for the needs of a person and for the government revenue as in term of collection of taxes from various activities done by people.

Having money is prestigious; This means that a person who has money can become more famous than the one who has education this is because a person with education may end up having education without knowing how to use that education in order to get knowledge because this can happen a person has education but he/she don't have knowledge. Let's take example to people who are rich in the world most of them they have not studies but they are well known because of having money.

Money fulfills the needs; This include basic needs luxiary needs and others. Example of basic needed by a person is shelter, clothes and food and luxiary are those unnecessary needs. Therefore money can make a person to have his/her own needs because the money will be used in buying and purchasing various things which are needed by a person but the one who has education may end up dying because he has education and don't have money.

Money source of employment; When a person has money can employ alot of workers that a person wants and this can be done because he/she will have money to pay them this is differ from education because it's true that education can employ but a person with education may not have money.

06. money for paying the workers.	
Money brings richness; Money is important than education because having money makes a person to be some more rich in the world but a person who has education it's not each for him to become rich due to various reasons. See Example a person might have education but he/she might uses it poorly while a person with money can use it in making other capital and investing various things for the aim of earning money.	
Money source of income; This is because money can be used in various activities or investments which will make a person to have the same money but as an income from the activities or the investment which have been done. But education not source of income because use it will depend on which way has education been used you might find a person having good education but uses it poorly.	
Therefore money is important than education because not all people in the world have education of here they don't have and they are fulfilling their needs which they want this is because there are people believing having education is the source of having money something which is not true at all a person may have money but he/she don't have any education.	

Extract 6.2: A sample response from a candidate who had a weak performance.

This candidate provided arguments which are contrary to the requirements of the question which required them to argue for the view that *education is more important than money*. Instead, the candidate argued to support the view that *money is more important than education*.

2.2.3 Question 7: Elaborating the Significance of Effective Listening to Human Life

In this question, the candidates were instructed to elaborate the significance of effective listening to human development. The question aimed at testing candidates' understanding on the importance of listening and its impacts on all spheres of human life. The question asked: *With relevant examples, elaborate the significance of effective listening to the social, political, cultural, economic, health care and educational development of a developing country like Tanzania.*

The question was optional and it was attempted by only 6,226 (25%) candidates of which 59.4 per cent scored from 12 to 20 marks, 33.4 per cent scored from 7 to 11.5 marks and only 7.2 per cent scored marks from 0 to 6.5. The analysis

shows that the overall candidates' performance in the question was good since 92.8 per cent scored an average of 35 per cent or above. The performance is summarised in figure 7.

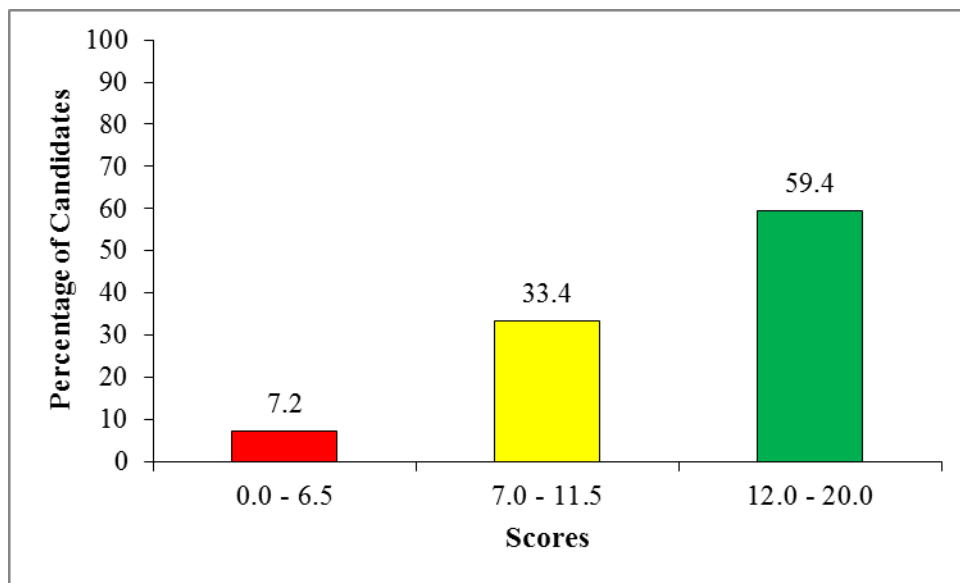


Figure 7: Candidates' Performance in Question 7

The candidates (59.4%) with good performance in this question demonstrated their ability on effective listening by elaborating its significance to all spheres of human life. They were able to introduce the question by defining the term *listening* as the ability to accurately receive and interpret sounds to messages in the communication process, while *affective listening* is referred to as the ability to actively understand the information provided by the speaker. They elaborated important points in the main body regarding the importance of effective listening on social, political, economic, cultural, and in educational matters. These candidates wrote that: Socially, listening facilitates good understanding, helps to gain social respect and it brings the sense of unity and togetherness. Politically, effective listening helps political issues to be communicated and implemented easily.

Culturally, effective listening helps people to understand their culture and other people's culture better. They can even explain it to other people easily. Economically, good listeners are always educated and knowledgeable hence able to contribute meaningfully to the economies of their families, societies and the national at large. In the medical care environment, effective listening enables the doctors to understand their patients well and provide proper

medication which creates goodwill and trust among themselves. Educationally, effective listening helps students understand what is taught in the classroom. It also helps students to easily remember what they have learned and hence achieve good scores. The candidates also managed to make sound conclusions by summarising what is discussed. Extract 7.1 is a sample response from a candidate who managed to elaborate the significance of effective listening to human life.

07	<p>Effective listening refer to the consciousness as which someone having during listening a certain speed. Effective listening will appear once a time a listener is pay attention to the speaker and have a willing to listen what the speaker says and also it could occur once a time the both internal and external barriers of listening is absent. Effective listening is very important to the country development at different aspects, especially education, culture, economic and health care. The following are the significance of effective listening such as follows:</p> <p>It save time through effective listening the listener save time instead of losing time at another time, he or she will get what he or she want to know in a good way and understand everything spoken by the speaker and could be a goal to understand no need of asking questions.</p> <p>Avoiding misunderstanding; due to the effective listening there is no any misunderstanding which could occur between speaker and listener where by the poor listener who is ineffective could discourage speaker hence failure to understand of the topic spoken by him or her.</p> <p>Maintain good health; due to the effective listening which someone have especially patients to the doctors when doctor introduce advice to the patients on how to avoid and prevent some disease like HIV/AIDS could help someone to maintain his or her good health.</p> <p>Increase student performance; due to the effective listening student could get good performance simply because he or she understand well during teacher period so this makes successful in his or her examination as a good performance.</p> <p>Escaping from different cultural problems; through effective listening which people or someone could have in listening cultural teachings would make him or her to escape from different problems such as death which can be caused by violation of rules and norms in the society.</p>
07	<p>Effective listening refer to the consciousness as which someone having during listening a certain speed. Effective listening will appear once a time a listener is pay attention to the speaker and have a willing to listen what the speaker says and also it could occur once a time the both internal and external barriers of listening is absent. Effective listening is very important to the country development at different aspects, especially education, culture, economic and health care. The following are the significance of effective listening such as follows:</p> <p>It save time through effective listening the listener save time instead of losing time at another time, he or she will get what he or she want to know in a good way and understand everything spoken by the speaker and could be a goal to understand no need of asking questions.</p> <p>Avoiding misunderstanding; due to the effective listening there is no any misunderstanding which could occur between speaker and listener where by the poor listener who is ineffective could discourage speaker hence failure to understand of the topic spoken by him or her.</p> <p>Maintain good health; due to the effective listening which someone have especially patients to the doctors when doctor introduce advice to the patients on how to avoid and prevent some disease like HIV/AIDS could help someone to maintain his or her good health.</p> <p>Increase student performance; due to the effective listening student could get good performance simply because he or she understand well during teacher period so this makes successful in his or her examination as a good performance.</p> <p>Escaping from different cultural problems; through effective listening which people or someone could have in listening cultural teachings would make him or her to escape from different problems such as death which can be caused by violation of rules and norms in the society.</p>

07.	<p>It increase economic production in the country; this is through effective listening for done by different economist especially agriculturalists in conducting agriculture where by he or she can increase his or her production due to the effective listening he had he or she had during agriculture teachings.</p> <p>It reduce number of death; this is done where people or someone especially patients listen instruction effectively and follow it as instructed by doctor, something which is differ from that person who lack effective listening something which may result into bad use of drugs hence death.</p> <p>It maintain social positive relationship in the country; through effective listening a listener could make positive relationship with that speaker simply because listener show the respect to the speaker something which makes a speaker's happy.</p> <p>Therefore; effective listening is very important and must be done by every one in the country as to maintain peace and respect in the country also to be succeeded in different economic activities such as agriculture, industry and other works like trade which involves speaker and listener as a trader and consumers.</p>	
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Extract 7.1: A response from a candidate who scored high marks.

The analysis further indicates that the candidates (33.4%) with average marks in this question gave few correct points. They could not give adequate and convincing explanations of the points mentioned, hence scored average marks.

Furthermore, the candidates (7.2%) with low marks misinterpreted the question. The question instructed them to write the significance of effective listening to the social, political, cultural, economic, health care and educational development of a developing country like Tanzania but some of them discussed the strategies of effective listening. Not only that but also few of them could not discuss the significance of effective listening to all spheres of human life as instructed in the question; rather, they only concentrated on one sector such as social or political. Apart from that, most of them lacked language skills which could have enabled them to link the points with the explanations. They also demonstrated poor proficiency of English language as they provided ungrammatical sentences. Some of them failed to organise their essays. Extract 7.2 is a sample response from a candidate who discussed the strategies of effective listening instead of the significance of effective listening..

7 Listening is the ability of a person to listen the message or information from wave of sound to our ear. The following are the significance of effective listening to the social, political, cultural, economic, health care and educational development of a developing country like Tanzania. These are:

Have a desire to listen: If an effective listening will be listening something may be a desire to listen when he or she may want. Unfortunately, effective listener may influence to conduct to listen what the speaker say.

Post pone judgement: When an effective listening may be consisting on social, political, cultural, economic, health care and educational development can be facilitated to be post pone judgement so as to get the message or information.

Avoid barriers: As an effective listening may be avoid barriers. Example hungry, stress, noise pollution when we want to listening. Due to this people can be compel to avoid barrier when he or she want to listen something.

Be observer: This was another significance of effective listening to the social, political, cultural, economic, health care and educational development of a developing country like Tanzania, that is, when an effective listener may be observer to listening what the

7 speaker say and may receive the message or information from them.

Be physically and mentally alert: When an effective listener may be physically and mentally alert to listening what the speaker may have been say. For example, when the listener has had been mental alert can not be understand what the speaker say.

Face the speaker and maintain eye contact: When effective listener can be listen may influence to face the speaker and maintain eye contact to listen what the speaker say. For instance, listener so has been facilitate to get the education from speaker.

Predict and ask question: If an effective listening may be predict and ask question that has been listen carefully when the speaker say. So as the listener may predict and ask question to the speaker.

Try to feel what the speaker has been say: According to these, the effective listening may try to feel what the speaker has been say and to maintain what the speaker says.

Therefore; these are the significance of effective listening to the social, political, cultural, economic, health care and educational development of a developing country like Tanzania which are try to make the listener to know something that are adopted in the country.

Extract 7.2: A sample response from a candidate who scored low marks.

Extract 7.2 shows the response from a candidate who wrote the strategies of effective listening instead of the significance of effective listening.

2.2.4 Question 8: Writing a Speech on How HIV/AIDS is Spread and Prevented

In this question, the candidates were required to write a speech on how HIV/AIDS is spread and discuss some measures on how to prevent it. The question aimed at testing the candidates' ability to organize and compose an argumentative essay. It also targets to test candidates' public speaking skills and their knowledge on cross cutting issues.

The question asked: *Imagine that you have been invited by the Youth Group in your community to talk about how HIV/AIDS is spread and measures for its prevention. Write a speech that you are going to give. The main body should have eight points.*

The question was optional and it was attempted by 18,683 (74.9%) candidates, of which 74.5 per cent scored from 12 to 20 marks, 23.2 per cent scored from 7 to 11.5 marks. and only 2.3 per cent scored from 0 to 6 marks. The analysis shows that the overall candidates' performance in the question was good since 97.7 per cent scored an average of 35 per cent or above. The performance is summarised in Figure 8.

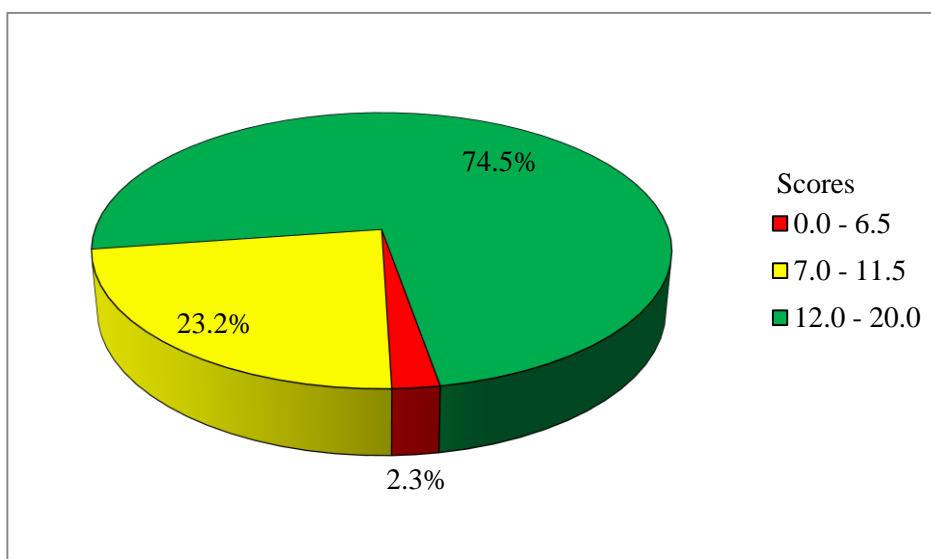


Figure 8: Candidates' Performance in Question 8

The analysis of the candidates who scored high marks' responses in this question shows that the candidates wrote a speech on the given topic because

they had good writing and analytical skills which enabled them to elaborate their points logically. They organised their speeches from introduction, main body and conclusion. In the introduction, different people were acknowledged starting from the most important people followed by the background information about HIV/AIDS.

In the main body, the candidates were able to point out causes of HIV/AIDS, such as sharing sharp instruments with an infected person, Mother-Child Transmission or improper maternal care, infected blood transfusion, and unprotected sexual intercourse. Moreover, they were able to talk about various HIV/AIDS preventive measures, including avoiding sharing sharp objects, proper education to pregnant mothers, blood donors to be tested before donation, to be faithful in relationships or to use condoms. Extract 8.1 is a sample response from a candidate who scored good marks.

8.	<u>A SPEECH ABOUT HIV/AIDS</u>	
	Ladies and gentlemen, HIV/AIDS is a very dangerous infection that can lead to death. HIV is Human Immunodeficiency Virus and AIDS is Acquired Immune Deficiency Syndrome. The disease is caused by various activities such as having sexual intercourse with an infected person and others. The following are the ways on how HIV/AIDS is spread in our community and leading to underdeveloping society.	
	Ladies and gentlemen the following are the ways that HIV/AIDS is spread in our community:	
	HIV/AIDS is spread through sharing sharp objects with an infected person. In the society a person can not know on how the disease is being spread leading to the development of various open ideas as to using the open sharp object that an infected person has used for ^{an} exple the use of razorblades, knife, needles that a person has used after getting injured also hence a person can also acquires the disease through infection among the people in the community at large.	
	Ladies and gentlemen, HIV/AIDS is spread by having unsafe sexual intercourse with an infected person. In the community many of the members have sex with the people who are not checked and know that they do have HIV/AIDS or not in the society leading to the increase of various activities and the person starts facing various symptoms	

8.	<p>like frequent diarrhoea and other like high fever by a person leading to the weakening of the body in the society in which the society is found.</p> <p>HIV/AIDS is spreads through having blood transfusion with the infected blood or person to another in the community. A person has to be careful on the transfusion blood and also should make sure that the blood transferred is a safe blood and checked and advised by a doctor to be used to a person in the society in which a person is found and this will encourage on the development of an individual on other activities that affects in the society mostly among youth.</p> <p>HIV/AIDS is also spread by touching open and wounds of an infected person in the community among one another. The disease can be spread by touching the open wounds of a person in the society among the people. The wound are the most concentrated parts that a person has the HIV/AIDS disease throughout his/her body due to this various effects can be gotten to a person in the society in which he/she is found among people as youths. Hence gets advice on the following of the health services ladies and gentlemen, the following are the measures for the prevention of the HIV/AIDS disease in the community:</p> <p>HIV/AIDS can be prevented through avoiding unsafe sexual intercourse among the people most especially the youth. Before having</p>	
8.	<p>sex, the two partners are advised to consult a doctor so as to enhance on the preventive measures of having sex in the society. This can encourage on the development.</p> <p>Also, HIV/AIDS can be prevented through avoiding the use of sharp objects in the community most especially of an infected person. This can highly protect a person from getting the disease that can lead to more infections among the society members and encourage on the development of a society in which the people are found in this can encourage on the development of a society among the people.</p> <p>HIV/AIDS can be prevented through the abstinence from sex before marriage. Most especially youth in the community are highly not advised to have sex before getting married in the society so as to avoid the spread of the HIV/AIDS in the society and encourage on the developmental level of a person on the community in which he/she is found and lead to development.</p> <p>Finally, ladies and gentlemen, HIV/AIDS is a killer disease leading to decrease in manpower of a society leading to underdevelopment of most people. The society should hence enact strict laws of on the developmental on health of each person in the society and enhance in development of cooperation.</p>	

Extract 8.1: A response from a candidate who scored high marks.

In Extract 8.1, the candidate managed to write a good speech on how HIV/AIDS is spread and how it can be prevented.

Moreover, the report shows that, there are some candidates who scored average scores in this question because they failed to explain the points thoroughly and could not give vivid examples. In addition to that, some candidates did not have adequate knowledge and understanding of the relevant vocabulary and expressions such as unsafe blood, untested blood, blood transmission and unsafe sexual intercourse as a result, they used them inappropriately.

Furthermore, the analysis indicates that there are some candidates who scored low marks in this question because they failed to link the points with the explanations. For example, they failed to explain that sexual intercourse, blood transfusion or sharing of sharp objects cannot make one to contract HIV/AIDS unless the second part is affected. Furthermore, some of them failed to write the correct points on the causes of HIV/AIDS, instead, they explained incorrect points causes like *lack of education, poverty, or excessive drinking* as the causes for HIV/AIDS. These are not the direct causes of HIV/AIDS, rather they are risk factors that may lead to contract HIV/AIDS. Moreover, some candidates misinterpreted the question by discussing the symptoms and impacts of HIV/AIDS rather than its causes and preventive measures. Furthermore, some candidates discussed various causes of HIV/AIDS, such as prostitution, unfaithfulness, or having many sexual partners, which fall under sexual intercourse.

8.	<u>HIV / AIDS</u>	
	HIV / AIDS is the disease which spread from one person to another. HIV / AIDS caused by people which affect the disease like HIV / AIDS, so the following is symptoms which can caused by people are:	
	Firstly: Pain in your body: In whole body the person a which spread with HIV and AIDS this person are contain pain in whole body.	
	Secondly: Weight loss: The person which spread HIV / AIDS the body who decrease the weight because of disease.	
	Then, the HIV / AIDS are effect the person as:	
	People who death: People affe to spread HIV / AIDS who some time who tired and does not find anything like first aid then after time who death.	
	People who affect your mind: After to get HIV / AIDS people who confuses and last her effect the mind.	

8.	must be to avoid .	
	To avoid it - sharing the clothes with	
	the person who effect: If we person spread	
	with diseases , then stay alone and separate	
	your clothes in the place of person who	
	effect.	
	To avoid to sharing the blood	
	for the person with effect HIV/AIDS , so	
	the person which spread with HIV/AIDS	
	the blood is bad and have not to need	
	the person is very body's smart.	
	Therefore, HIV/AIDS is the disease	
	which dangerous in your life and whole	
	country . So , the government must be care	
	for the disease .	

Extract 8.2: A sample of a response from a candidate who had a weak performance.

Extract 7.2 is a sample response from a candidate who discussed the symptoms and impacts of HIV/AIDS, contrary to the requirements of the question, thus scoring low marks.

3.0 ANALYSIS IN EACH QUESTION IN 122/2 ENGLISH LANGUAGE 2

3.1 Section A: Short Answer Questions

This section had four (4) questions. Each question carried ten (10) marks. The candidates were required to answer all the questions which weighed forty (40) marks.

3.1.1 Question 1: Factors Determining the Level of Formality of a Discourse

In this question, the candidates were required to explain five factors which determine the level of formality of a discourse.

This question was attempted by 23,266 (93.3%) candidates, out of which 40.9 per cent scored from 0 to 3 marks, 16 per cent scored from 3.5 to 5.5 marks. 43.1 per cent scored from 6 to 10 marks. The data shows that the overall candidates' performance in the question was average because 59.1 per cent scored an average of 35 per cent or above as summarised in Figure 9.

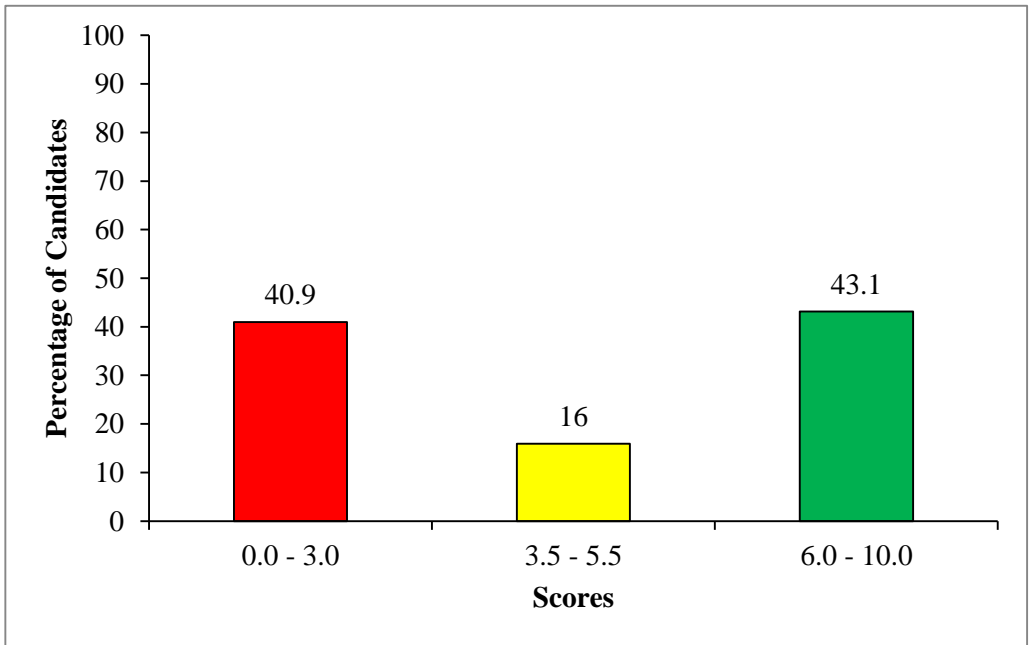


Figure 9: Candidates' Performance in Question 1

The candidates who performed well in this question provided brief explanations on five factors that determine the level of formality of a discourse which were: *age, gender, location/setting, topic/subject matter/province, tenor of discourse/status, level of education, medium/means of discourse i.e. written/spoken and purpose of discourse*. The good responses provided indicate that the candidates had enough knowledge on the factors that determine the level of formality. Extract 9.1 is a sample of responses from one of the candidates who performed well.

1.	<p>There are several factors that determine the level of formality of a discourse. The following are the factors that determine the level of formality of a discourse.</p> <p>Province: In other words it can be termed as the field of discourse because it is the topic under discussion or the subject matter that determines the formality of a discourse these are scientific province, legal province and sport province.</p> <p>Setting: This also refers to the place where the situation or an action is taking place. It determines the level of formality since because one is regarded to use language according to the place that he/she is. example of setting can be in the hospital, school, and market.</p> <p>Status (Tenor): This also determines the level of formality whereby the level of formality differ according to the relationship between people so the social relationship determines the level of formality in a discourse example friend and a friend, a teacher and a student.</p> <p>Medium: also determines the level of formality whereby this is how the message is been represented either in a written or spoken form so the writing or speaking of words determines the level of formality.</p> <p>Modality: This also determines the level of formality whereby modality refers to how the message has been sent either by a telegram, phone or through letters, it determines the level of formality of a discourse.</p>
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Extract 9.1 is a sample response from a candidate who scored high marks.

In extract 9.1 the candidate briefly explained the five factors that determine the level of formality of a discourse by using *Province*, *Setting*, *Status*, *Medium* and *Modality*.

The candidates who scored low marks in this question lacked competence in the topic of stylistics. The analysis shows that there are some candidates who explained the five levels of formality/styles of register including *consultative style*, *casual style*, *intimate style*, *formal style* and *frozen style* instead of explaining the factors which determine the levels of formality of a discourse. Other candidates outlined the markers of styles such as *graphological*,

syntactical, lexical, phonological and semantic, contrary to the demands of the question. Apart from that, there are some candidates who failed this question because they had no knowledge on the area tested. These candidates wrote the features of formal language including *the use of complete sentences, following the grammatical rules of the language, absence of slangs and absence of ambiguities*. Extract 9.2 presents a sample response from a candidate with weak performance.

1.	<p>it to be used in mass media.</p> <p>one of the factor for the level of formality of discourse is the use of it in different mass media in facilitating different kind of communications in different regions.</p>
1.	<p>ii) to be used in the parliament.</p> <p>The formality of a discourse can be determined by the use of it in the parliament in facilitating different conversation.</p> <p>iii) to be used in court.</p> <p>The formal discourse have to be used in solving of different cases in the court as one of the organs in the government.</p> <p>iv) used to facilitate day to day communication.</p> <p>The formal discourse have to be used in facilitating day to day communication among different people.</p> <p>v) to be used in different government and non governmental offices.</p> <p>This also applies about the issue of interview and other kind of research the formal discourse have to be used in.</p>

Extract 9.2: A response from a candidate who wrote incorrect responses.

Extract 9.2, indicates that the candidate had no knowledge on the factors that determine the level of formality of a discourse. As a result, the candidate provided inappropriate responses such as *the level of formality should be used in formal discourse in Mass media, Parliament, in court and in different Government and non-governmental offices*.

3.1.2 Question 2: Factors Considered in the Appreciation of Poems

In this question the candidates were instructed to elaborate eight factors to be considered in the appreciation of the poems.

This question was attempted by 23,382 (93.8%) candidates, out of which 53.7 per cent scored from 0 to 3 marks, 16.9 per cent scored from 3.5 to 5.5 marks. 29.4 per cent scored from 6 to 10 marks. The analysis shows that the overall candidates' performance in the question was average since 46.3 per cent scored an average of 35 per cent or above, as summarised in Figure 10.

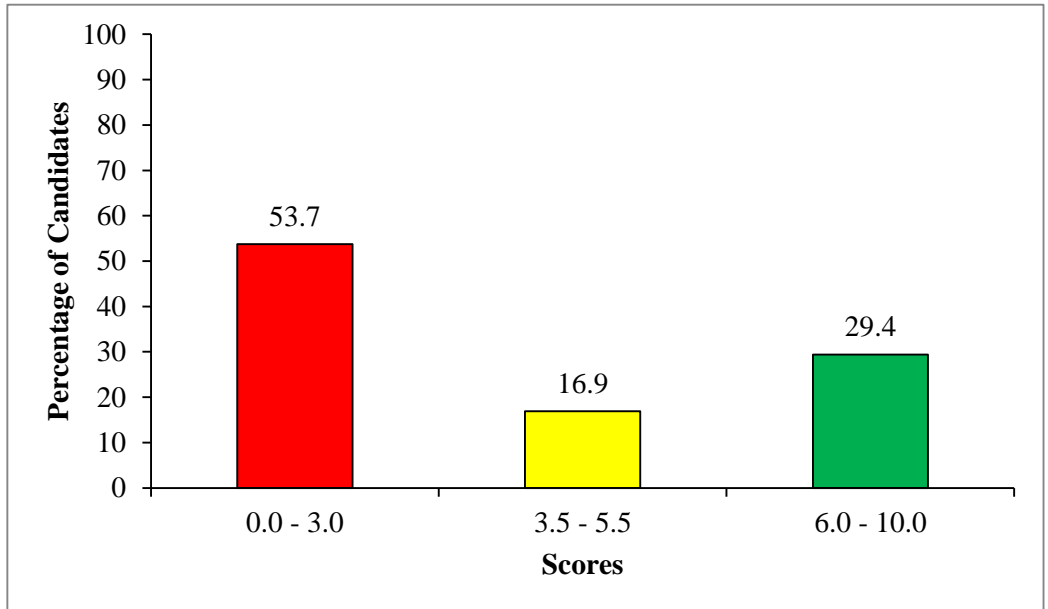


Figure 10: Candidates' Performance in Question 2

The candidates who scored high marks elaborated the eight factors to be considered in the appreciation of poems which were: *title of the poem, theme, language/diction, characterisation, message, mood, tone, lesson, relevance, philosophy, type/form / category of the poem and persona*. The correct responses provided show that the candidates were knowledgeable on the concepts tested. Extract 10.1 is a sample response from a candidate who provided correct responses.

02.	<p>Poems; These are pieces of writing which express ideas, emotions in form of verses and - stanza. Or is a metrical composition written in verses and stanzas.</p>	
	<p>The following are the factors to be considered - in the appreciation of poems.</p>	
	<p>Title; The title of the poem is important when appreciating poems because it gives the general overview on what the poem is about. The title can't be a direct, ironical, symbolic. For example, the title "YOUR PAIN" is direct.</p>	
	<p>The type of the poem; When appreciating poems, it is important to consider the type of the poem so as to make easy comprehension. For example the type of the poem can be lyric, didactic, narrative or any other types.</p>	
	<p>Language use; Here we consider whether the language is a simple or complex and the figures of speech which are found in the poem like, symbolism, metaphor, simile and imagery.</p>	
	<p>Tone or Mood; It is the attitude of the persona toward the subject matter. It is considered in appreciation of poems because helps to get - to know messages presented. The tone can be happy, angry or serious.</p>	
	<p>Possible themes; Themes are central ideas that a poet wishes to communicate. When appreciating poem theme are important because they - show the intention of the poet.</p>	
	<p>Messages and lessons; These are the things that we learn in poems. They are put under - consideration when appreciating poems because -</p>	
02.	<p>messages persuade the society some good - morals.</p>	
	<p>Relevance; When appreciate appreciating poems it is important to look whether the poem is relevant to the society or not, this is because a poem should reflect social reality.</p>	
	<p>Success and failure of the poet; Here we look at what ^{how} the poet has succeeded to - deliver message to the society and how he - as she has failed to deliver message.</p>	
	<p>Generally; When appreciating poems the above factors are very important because they are the core part where the poem can be well understood to the reader.</p>	

Extract 10.1: A sample response of correct answers for question 2.

This candidate elaborated the eight factors to be considered in the appreciation of poems such as the title of the poem, the type of the poem, the tone/mood of the poem, the lessons learnt, the relevance of the poem to the society and the success/failure of the poet/poetess in delivering the message to the intended audience.

The candidates who scored average marks in this question had inadequate knowledge about poetry as they failed to elaborate the factors to be considered in the appreciation of the poem. In this case, there are some candidates who mixed the correct and incorrect answers. Other candidates elaborated three correct points, such as *the title of the poem, themes and message*, and then mixed with the features of poetry, including *being written in verses that form stanzas* and *involving the use of musical devices*. Additionally, there were some other candidates who wrote few correct answers and added factors to be considered when composing the poem of which they included *knowing the audience, considering the poetic rules and that the poem should depict issues that reflect the contemporary society*.

However, the candidates who scored low marks in this question demonstrated lack of knowledge on poetry hence they could not elaborate the eight factors to be considered in appreciating a poem. Some of them elaborated the features of poetry such as *the use of language economy, that it arouses strong feelings, reflects the social realities and uses monologue style*. Furthermore, there were some candidates who explained the differences between poetry and other genres by providing points such as: *Characters are not easily revealed in poetry unlike novels and plays where characters are easily revealed and that Poetry is presented in verses and stanzas, while other genres like novels are presented in chapters. Poetry employs many figures of speech as compared to other genres*. Extract 10.2 is a sample of incorrect responses.

2	<p>Poem: Refers to the arrangement of stanza and verses in which they are used to carry the certain message or information to the society. The following are the factors to be considered in the appreciation of the poem.</p> <p>The poem must be educating;</p>	
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2	<p>In order the poem to be appreciation the poem must provide the education to the society on the things that happen in the society. Example poverty, corruption, irresponsibility, betrayal.</p> <p>The poem must be entertain people; In order the poem to be appreciate it must make people to be happy and make people to laugh and this will be loved by many people in the society.</p> <p>The poem must Liberate the society; In order the poem to be appreciate and loved by people it must be give the society the way on how they can be able to solve the problem happen in the society. Example poverty.</p> <p>The poem must console the society; The poem must console the society in difficult situations in which the society is pass through. Example diseases, corruption, natural calamities, civil wars.</p> <p>The poem must arouse emotions of the persona; In order the poem to be appreciate it must be try able to the feelings of the persona about something. Example love, sorrow et and others.</p> <p>The poem must criticise the society; The poem must criticise the society about things which are happen in the society in order to solve them.</p>	
2	<p>The poem must contain alot of figures of speech; In order the poem to be appreciate must use creative language with well used to provide education to many people in the society.</p> <p>The poem must transmitt different culture; The poem must show different char culture of different societies, example the dancing, songs, eating, food style where by the poem could be appreciate.</p> <p>Therefore; Due to that the poem will be able to entertain by many people in the society and be able to obtain the certain information which is finding inside the poem.</p>	

Extract 10.2: A sample response from a candidate with incorrect responses.

This candidate misunderstood the requirements of the question, therefore instead of elaborating the factors to be considered in the appreciation of poems, the candidate wrote what the poem should do to the society.

3.1.3 Question 3: Techniques Used in the Language of Advertising

In this question, the candidates were supposed to use the advert given to elaborate five techniques used in the language of advertising.

This question was attempted by 24,443 (98%) candidates, out of which 71.7 per cent scored from 6 to 10 marks and 19 per cent scored from 3.5 to 5.5 marks.

Only 9.3 percent scored from 0 to 3 marks. The analysis shows that the overall candidates' performance in this question was good as 90.7 per cent of the candidates scored from 3.5 and above. The performance is summarised in Figure 11.

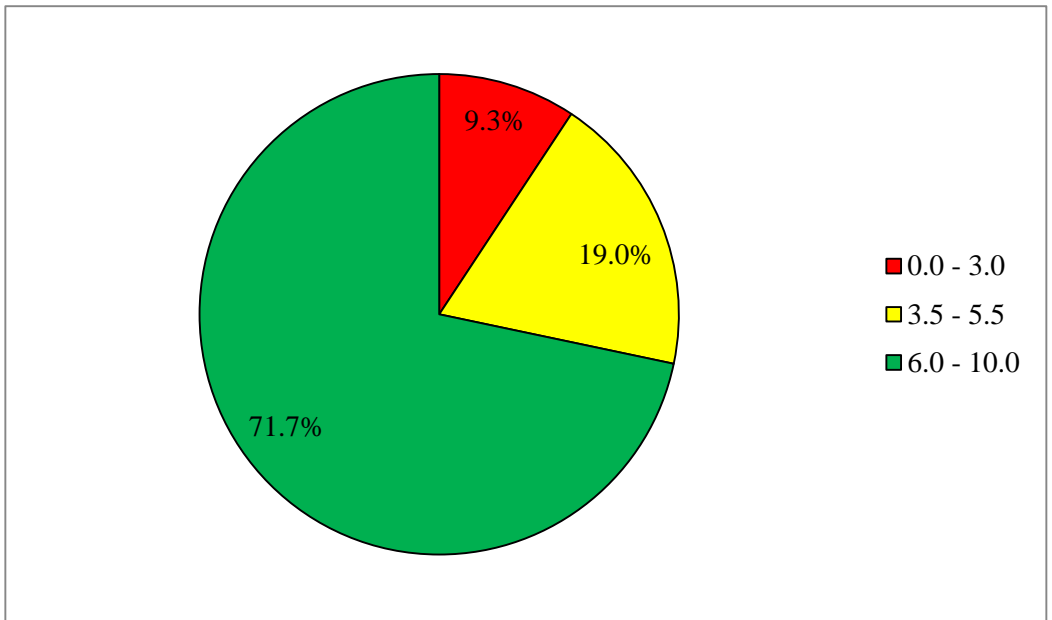


Figure 11: *Candidates' Performance in Question 3*

The candidates who scored high marks in this question used the advert given to elaborate five techniques which are used in the language of advertising, namely; the use of positive adjectives, the use of imperatives, the use of short sentences/simple sentences, the use of familiar language, the use of digits, repetitions, and the use of different types of styles of the advert. Extract 11.1 is a sample responses from a candidate who provided correct answers and thus performed well.

3	Techniques used in language of advertisement include		
	i. Capitalization, this means to write words using capital letters. Example in the advertisement, there are words like "TOYOTA" and "DO SOMETHING JAPANESE". This attracts readers		
	ii. Use of bold words, example in the advertisement nearly all words have been bolded. Example the word "Need Modern", "RUNNING" and "NCHIMARUJI" have been bolded. This is to make the advertisement be seen easily by readers.		
	iii. Use of headings, this is the title of the advertisement. Example the advertisement heading in this advertisement is "SALES, SALE SALE!!". This is to give the summary of the whole advertisement.		
	iv. Use of font size, this means using words with different sizes. Example in the advertisement		
	<table border="1" style="margin: auto;"> <tr> <td style="padding: 5px;">Need modern</td> </tr> <tr> <td style="padding: 5px;">TOYOTA PICK-UP?</td> </tr> </table>	Need modern	TOYOTA PICK-UP?
Need modern			
TOYOTA PICK-UP?			
3	v. Use of contact address this means the language of advertisement use contact for more identification and communication. Example of the contact in the advertisement is NCHIMARUJI: 0785-508981.		

Extract 11.1: A sample response from a candidate with correct answers.

This candidate used the advert given to elaborate five techniques used in the language of advertising by analysing the use of capitalisation and bolding of words to show emphasis, the use of headings as summary for easy comprehension of the whole advert, the use of different types of style of print to emphasise what is being advertised and the use of the contact address for easy reach and identification.

The analysis further shows that the candidates who had average performance in this question managed to use the advert given to elaborate few techniques used in the language of advertising. These candidates were not knowledgeable enough to analyse the techniques used. In this case, some candidates mixed the correct points with the functions of advertisement, such as *to promote a new product/service, to educate the customers, to sell a product and to warn the customers on the use of a certain product*. On the other side, there were some candidates who failed to identify the techniques used in the advert hence they just elaborated the techniques used in any advert. For example, they provided points such as, *the use of abbreviation, use of question tags and the use of diagrams*, which were not applied in the advert given.

However, the candidates with low marks in this question had little knowledge on the concept of styles of writing. Instead of using the advert given to elaborate the five techniques used in the language of advertising, some candidates outlined the poetic devices including alliteration, assonance, hyperbole, consonance and symbolism; contrary to the demand of the question as Extract 11.2 illustrates

3.	i) Memorability	
	The advertisement should use the lang- -age which makes an listener or reader to remember. Example the use of short sentences and use of jokes.	
	ii) Durability	
	The advertisement should show that which time the advertisement was put or thing which advertising was put.	
	iii) Reliability or listernability.	
	The advertisement should be use a language which listener can easily listen or easily to read. eg: using short sentences	
	iv) Contact or address	
	The advertisement, should show on which place the adve goods are availa- ble and the ways on which users communicate so as to get information.	
	v) Telling power	
	The advertisement should have telling power where by there are the use of informal languages and hyperbole so as to motivate people.	

Extract 11.2: A sample of incorrect responses from one of the candidates.

This candidate did not understand the requirements of the question. Instead of writing and elaborating the techniques used in the language of advertising, the candidate provided the qualities of a good advertisement

such as, memorability, durability, readability, selling power and involving contacts/address.

3.1.4 Question 4: Analysis of a Poem

In this question, the candidates were instructed to read the poem given and then answer the given questions in parts (a), (b), (c), (d) and (e).

There is need
To tame this body,
This ever-demanding horse,
Chain it in rigid discipline,
Giving it what is good for it.

How many times has it
Neighed and stamped for green grass
And bending to its demands
Spotched into bog?

Questions

- (a) Suggest the title of the poem.
- (b) What kind of a poem is this? Give evidence for your answer.
- (c) With examples briefly explain any two literary devices used in the poem.
- (d) Suggest three messages reflected in this poem.
- (e) Briefly explain the relevance of this poem to the real life situation.

This question had the weakest performance. It was attempted by 22,589 (90.6%) candidates, out of which 71.4 per cent scored from 0 to 3 marks, 18.3 per cent scored from 3.5 to 5.5 marks and only 10.3 per cent scored marks ranging from 6 to 10. The analysis shows that the overall candidates' performance in this question was weak, because only 28.6 per cent had 35 per cent or above. The performance in this question is summarised in Figure 12.

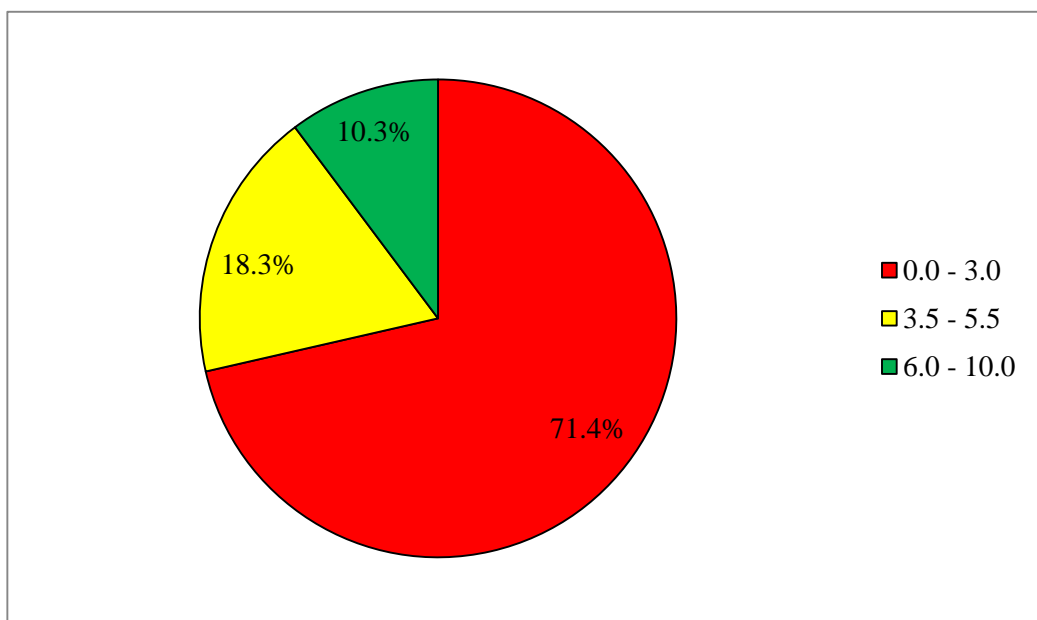


Figure 12: Candidates' Performance in Question 4

The candidates who scored high marks in this question demonstrated their ability in analysing the given poem. They provided correct answers to most of the items. In attempting item (a), the candidates suggested the title of the poem as: *Good eating habits/self-control/health eating*.

In item (b), the candidates identified the kind of poem as *modern/free verse/blank verse* with the reason that the poem does not follow classical rules of writing poems such as regular rhyme patterns, regular rhythm, and equal length of verses. Other candidates identified the kind of poem as *didactic* due to the reason that it gives instructions to the readers.

In item (c), the candidates explained two literary devices that have been used in the poem including: metaphor, “the human body is the horse;” symbolism, “green grass” to stand for the food a human body demands; rhetorical question, “how many times has it neighed and stamped for green grass and bending to its demands splotted into bog?; and personification; “chain it in rigid discipline.”

In item (d), the candidates suggested the message that has been reflected in the poem as; people should develop good eating habits for their health; the human body cannot be satisfied with food; and there is a need to discipline our bodies.

In item (e), the candidates related the poem with the real life situation by providing the explanations that: people overfeed themselves with a variety of

food stuffs (including junk food), that man should not be greedy. Extract 12.1 is a sample of a response from a candidate who analysed the given poem correctly.

1. Reading the poem and answering the question.	
a) The title of the poem is → HOW TO DISCIPLINE OUR BODY	
b) The kind of poem is a free verse poem because it is not rhymical (does not have rhyme and rhyme schemes).	
c) The two literary devices used in the poem.	
i) Hyperbole; Refers to the situation of exaggerating something very much. forexample, "And bending to its demands, Splashed into bog..."	
ii) Enjambment; A verse ending to the next verse. forexample; "There is need To tame this body..." Also	
d) The message reflected in the poem is that we should take good care of our bodies and feed them vegetables so as we can be strong to fulfill our demands.	
4. e) The poem is relevant to the real life situation because it's true that many people are moral eroded and indisciplined letting the body to control them instead of them to control their bodies.	

Extract 12.1: A sample of correct responses from one of the candidates.

The candidate showed that the poem does not have a rhyming pattern, and so, it is a free verse one. The message is that people should take care of their bodies and learn to control their bodies.

There were candidates who scored average marks because they failed to provide correct answers for some of the items. These candidates did not understand the concept of poetry analysis, and therefore, most of them guessed the answers. For example, a candidate wrote the title of the poem as *unbelievable*, which is

wrong according to the poem given. Again, the candidates faced difficulties to analyse the messages from the poem, as a result, most of them provided inappropriate responses like *unit and awareness*. In item (e), the candidates used messages to state the relevance of the poem, but there was the mismatching between the message and the relevance stated. For example, some candidates wrote that awareness leads to change and related it with the verse “Neighed and stamped for green grass and bending to its demands.” Generally, the responses from many candidates in this question showed that they had little knowledge on poetry analysis.

The responses of candidates who scored low marks in this question had a number of weaknesses. The responses provided demonstrated that the candidates could not comprehend the given poem because they did not have the required knowledge and skills in the interpretation and analysis of poems. Some of the candidates provided incorrect responses to all the five (5) parts of the question. For example, in part (a), one of the candidates suggested that the title of the poem is *awareness* and in part (b), the kind of the poem is *traditional because it follows the grammatical rules of writing*. Also, in part (c), the candidate wrote that the *poet has used punctuation mark such as “bog” and “tame”* which are not literary devices. In part (d), the candidate wrote incorrect messages, such as *the use of time immediately in order to reach the goods, to maintain the time and to have respect to someone in the society*. These messages were not correct basing on the content of the poem given. In part (e), the candidate wrote that *the poem is relevant to the real life situation because there are many people in the society who still have hope with the future and that the question of awareness is being practiced in the society*.

Other candidates wrote wrong answers in some items like (a), (d) and (e) while giving an outline of incorrect answers in items (b) and (c). In part (a), for instance, they suggested the title of the poem to be *demands*, and in part (b) the candidates failed to state the kind of poem given, and so they wrote the kind of poem as *fiscous poem*. Again, in part (c), the candidates wrote some literary device,s as figures of speech. In part (d), the candidates wrote the messages such as *you should not demand a person to do something but you can ask or beg for help and you should be able to give a person good things when he/she has done something good*. All these messages were not correct according to the poem given. In part (e), the candidate gave brief explanation by writing the relevance of the poem that, *the poem is relevant because it explains things which are currently found in our societies today*. Some candidates wrote

incorrect responses in some items while leaving some of the items unanswered. Extract 12.2 indicates a sample response from a candidate who had a weak performance in this question.

4		
a)	The title of the poem DEATH because the poet is talking funeral or death.	
b)	The kind of this poem is lyric poem because it is short and it can be sung.	
c)	<p>i) Figures of speech - The poet has used the figure of speech in order to make it understandable like chiasm in rigid discipline</p> <p>ii) Tone language diction - The tone & language used in the poem is not simple because he has used poetic language.</p>	
d)	<p>i) Cooperation is not in our society</p> <p>ii) We shouldn't dis respect other because we don't know what is our tomorrow</p> <p>iii) We should unite together</p>	
e)	The poem is relevant to our society because people are dying in our society and people are cooperating in the funeral ceremony.	

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

Extract 12.2 demonstrates that the candidate had weak performance because he/she had no skills in poetry analysis. The candidate provided incorrect responses in all the parts of the question.

3.2 Section B: Response to Readings

This section had four (4) questions. Each question carried twenty (20) marks, and the candidates were required to answer three questions. Questions seven (7) and (8) were compulsory. The total marks for this section were sixty (60).

3.2.1 Question 5: Techniques Used by Playwrights to Convey Message

In this question, the candidates were required to show different techniques used by the playwrights to convey the message to the societies.

This question was optional, and it was attempted by 21,848 (87.6%) candidates, out of which 60.7 per cent scored from 12 to 20 marks, 35.3 per cent scored from 7 to 11.5 marks and only 4 per cent scored marks ranging from 0 to 6.5.

The analysis shows that the overall performance of candidates in this question was good since 96 per cent of the candidates scored from average and above. The performance is summarised in Figure 13.

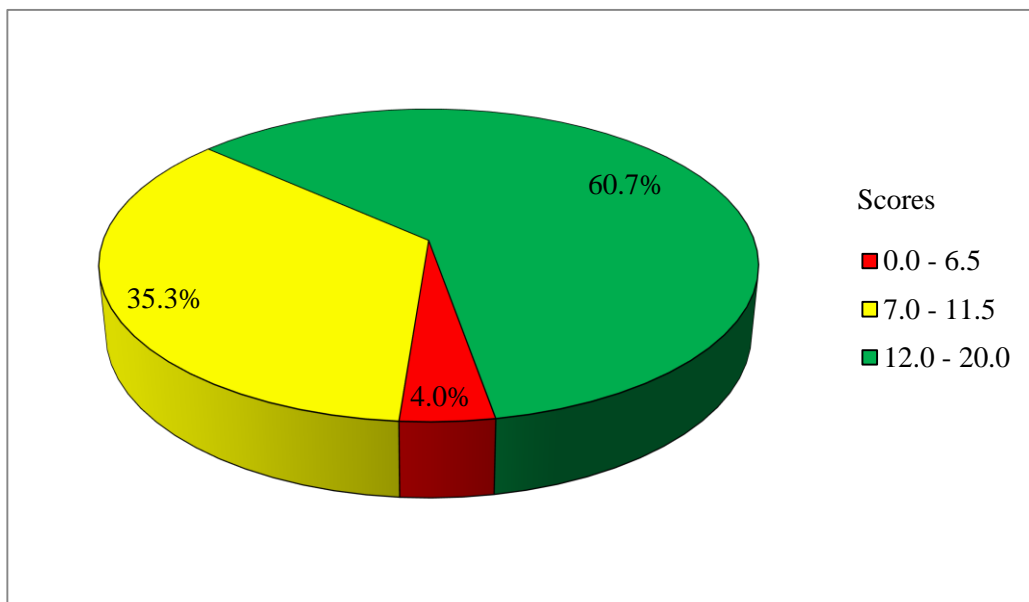


Figure 13: Candidates' Performance in Question 5

The candidates who provided correct responses in this question identified and defined the key terms of the question, namely *techniques* and *message*. They explained that the playwrights use various techniques to convey different types of message to their respective societies with reference to the plays of their choice. They also used two plays of their choice to portray how different techniques convey the message intended for the readers.

The candidates who used the play *Betrayal in the City* written by Francis Imbuga showed the use of different techniques and messages conveyed correctly. Some of the techniques provided were: The use of symbols in the death of Adika which stands for heroes who fall victims protesting against injustice. From this death, one of the messages given is that the deaths of heroes inspire the rest to continue fighting. Another technique is the use of play within a play: in the play prepared by Jusper Wendo to be acted by prisoners. As part of the rehearsal, Boss is invited to take part in which the prisoners use that opportunity to overthrow Boss and show him the importance of having a society which unites people together. The play by prisoners presents the message to the society that all people are to value one another and unite as one for the progress of the society. The choice and use of *characters* is another technique that has been used to convey the message effectively.

The choice of *young and educated group to challenge Boss's regime* has made protest possible that it could have been done by adults who could have refrained by considering the risk. Also, the choice of Mulili as the right hand man of Boss was correct because he is an irresponsible and less serious administrator. This gives the message that *ignorant people like Mulili should not be given sensitive responsibilities*.

In addition, the playwright has used *imaginary setting by referring to a country known as Kafira in the post-colonial Africa*. This makes characters meditate on whether the attainment of independence was of any use to the people or not. One of the characters, Mosese is of the view that it was better while they waited for independence than when they are free since there is nothing to look forward to. The playwright has used this setting to portray the message that *leaders should bring hope and unity to their citizens and accept the challenges from the protestors*.

The candidates who used the play, *An Enemy of the People* written by Henrik Ibsen and scored high marks identified different techniques used with their message correctly like the use of the symbol of "*The polluted Spa baths*" which stand for the moral decay of the society. This symbol presents corruption as ugly as the polluted water which should be cleaned for healthy living.

Moreover, the playwright has used *ironic expression* when Dr. Stockmann is wrongly declared as *an enemy of the people*. This strongly shows that good men may suffer despite the good things they do if those whom they serve, are blind and ignorant. *The choice of characters and characterisation* has also been used. Dr. Stockmann being a scientist is confident and has a strong will in his responsibilities. The qualities enable him to withstand the pressure he meets in his mission of spreading the truth. Peter, being a politician is good at using language according to the context and is able to hide his feelings. This enables him to fool the mass and win their support. This characterisation gives the message that lack of respect among members of the society can cause disunity and misunderstandings. Moreover, the playwright has used sayings "*The strongest man in the world is he who stands alone*". The saying has been used to deliver the message that people who are strong can make sound decisions in the society.

There were some candidates who selected the play, *I Will Marry When I Want* by Ngugi wa Thiong'o and Ngugi wa Mirii. These candidates explained that the songs used in the play are effective in conveying issues and messages in a short time. The songs used insist on the message that people should be organised in order to fight for their rights and initiate changes in the society. For example, the song sang by the poor people included the verses such as "Organisation is our sword, Organisation is our strength," that means, without unity they cannot get their rights.

The playwright has used the setting in post – colonial Kenyan society so as to remind those who are responsible that their failure to bring progress after independence is nothing but betraying the mass. Likewise, Kiguunda's title-deed as a symbol stands for African natural resources which drive foreign investors crazy to get them. The confrontation between Kiguunda with the sword and Kiois where Kiguunda is challenged by Jezebel's gun symbolises the fact that the current imperialist domination through local people cannot be won by force.

Furthermore, the use of Kiswahili, vernacular or local language and Gikuyu sayings alongside English presents the real setting of a post- colonial Kenyan society whose history of contact with the outside world has brought those linguistic elements. The biblical allusion is another technique where by Ahab and Jezebel is mentioned in the bible. Ahab in the bible was the king who was married to Jezebel who was always convincing her husband to kill people who did not worship gods. Jezebel in this play is Ahab's wife and they both exploit the poor like Kiguunda. This allusion shows that the rich or higher class people do not value or respect the poor or lower class people. Extract 13.1 is a sample of a good response from a candidate who showed how different techniques are used to convey the message to the society.

Q5. **Techniques:** Refers to a person's unique way of composing literary works which make it different from other people's work of art. The techniques include of Title, characters, and Language use. Message refers to what is conveyed to the readers or society. Through literary techniques we get different messages. Example ^{irresponsibility} ^{sacrifice} ~~through~~ characters poverty and Nepotism. By using "AN ENEMY OF THE PEOPLE" written by Henrik Ibsen and "BETRAYAL IN THE CITY" written by Francis Imbuga. The following are the techniques used to convey the message, starting with "AN ENEMY OF THE PEOPLE" By Henrik Ibsen

Title: The playwright has

Q5. used the title "AN ENEMY OF THE PEOPLE" which is ironic where by Dr. Thomas Stockmann was referred as the Enemy of the people while he was supposed to be named as a friend of the people due to his contribution to find the solution about the contaminated spa-baths. Through the title we get the message that sacrifice is important so as to bring changes in the society.

Characters: Characters are referred to as the people or animals used by artist to convey the message. The character Peter Stockmann has been used by the playwright to convey the message of irresponsibility among the leaders, also conflict is source of underdevelopment of the society because Peter Stockmann was irresponsible as the mayor of the Municipal council he was also engaged in conflicts with different people including Thomas Stockmann instead of cooperating with him to find the solution of the spa-baths

Symbolism: Also the playwright has used symbolic language to present the reality in the society. Example animals to present people's behaviours, spa-baths to present immoralities in the society. Through symbolism we get the message

05	<p>Techniques: Refers to a person's unique way of composing literary works which make it different from other people's work of art. The techniques include of Title, characters, and Language use. Message refers to what is conveyed to the readers or society. Through literary techniques we get different messages. Example ^{irresponsibility} ^{sacrifice} through characters poverty and nepotism. By using "AN ENEMY OF THE PEOPLE" written by Henrik Ibsen and "BETRAYAL IN THE CITY" written by Francis Imbuga. The following are the techniques used to convey the message, starting with "AN ENEMY OF THE PEOPLE" By Henrik Ibsen</p> <p>Title: The playwright has</p>
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OT. Language use; Also the playwright had use language different figures of speech such as similes, personification and other figures of speech to convey message to the readers. Example the playwright uses sayings such as "A strongest man is who stands alone" which give the message of sacrifice is inevitable in building good societies, as Dr Thomas Stockman did to his society.

Also the play "BETRAYAL IN THE CITY" by Francis Imbuga has been uses different technique to convey message as follows;

Title) The title is referring the general idea of the book. The title "BETRAYAL IN THE CITY" reflects what is conveyed to the readers due to presence of Betrayal. Example The government of Boss betrays the people of Kafir state, Through the title we get the message that betrayal is the source of underdevelopment in the society.

Characters; Also the playwrights used characters like Juser wendo to show sacrifice of Juser to the Kafir state so as to fight against irresponsibility, corruption and underdevelopment caused by Boss and Mulili. Through Juser wendo we get the

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Characters; Also the playwrights used characters like Juser wendo to show sacrifice of Juser to the Kafir state so as to fight against irresponsibility, corruption and underdevelopment caused by Boss and Mulili. Through Juser wendo we get the

05	<p>Message that we should struggle and fight against irresponsibility, poverty and underdevelopment we should be courageous like 'Buser Wendo'</p> <p>Language use; It is among of the technique used to convey message to the readers through the use of sayings, proverbs and idioms. The playwright has use saying to convey the message that we should be responsible so as to avoid underdevelopment problem.</p> <p>Plot: This is referred to the arrangement of events in a literary work of art. it has been used by the playwright to convey the message of Betrayal in the society where act one exam explain about betrayal act two and also the whole book so the arrangement of events in the play 'BETRAYAL IN THE CITY' give the message of presence of betrayal in the community at the Kafir state such as betrayal of Mulili and Jere Kabito and Jere, The government of Kafir state to the citizen'</p> <p>Generally; The playwright had succeeded to use different techniques to convey the message to their respective society and also the world at large.</p>
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Extract 13.1: A sample of a response from a candidate with good performance.

This candidate used the plays *An Enemy of the People* and *Betrayal in the City* to show how the techniques used by the playwrights carry message across to the readers. The candidate used the title, characters and symbolic language to show how these helped in delivering the message to the readers.

Despite the good responses from many candidates, there were some candidates who scored average marks in this question. These candidates wrote correct points such as *the use of ungrammatical language*, *the use of fictitious settings* and *the use of play within a play*, but they did not show how those techniques were used to convey messages to the society. Some mixed the correct responses with the incorrect ones. For example, one of the candidates mixed up the techniques such as *imaginary setting*, *chronological plot* and *characterisation* which are correct responses with the incorrect responses, including *the use of dialogue and stage direction* which are features of plays.

However, the analysis shows that the candidates who scored low marks in this question had different challenges. For example, some of the candidates used only language techniques, including *metaphor*, *simile*, *personification*, *sayings and proverbs* to explain how they convey the messages to their respective societies. Other candidates used characters and language styles such as *the use of religious language*, *capital letters and vernacular languages*. In addition, the analysis indicates that some of the candidates provided incorrect points such as *the use of bath*, *blood brother conflict*, *scientific investigation*, *poetic songs* and *the use of drunker*. There were candidates who misinterpreted the question, hence used issues revealed in the books they chose, such as *sacrifice*, *bad leadership*, *betrayal*, *unity and responsibility* instead of using techniques employed by the playwright to convey messages. This indicates that the candidates had very little knowledge in analysing and interpreting literary works. Extract 13.2 shows a sample response from a candidate with weak performance.

5	<p>Message is what we get from the literary work. The Playwrights use different techniques to convey their message to their respective societies and the world at large. By using two plays that is AN ENEMY OF THE PEOPLE by HENRIK IBSEN and BETRAYAL IN THE CITY by FRANCIS IMBUNGA. show</p> <p>By starting with AN ENEMY OF THE PEOPLE HENRIK IBSEN show the different stp techniques to convey his message to their societies as follows;</p> <p>The use of scientific investigation, This is convey the message in the society that even thing you want to say must be available evidence. The playwright use Dr. Stockmann who find the scientific investigation in order to ensure people that the bus are contaminated.</p> <p>The use of the talking of the municipal council. In the society we see that the people who not want to bring changes must cause in many problem. The playwright show the Doctor Stockmann who talk with her brother that is mayor of municipal Council and her brother decide to betray him. This techniques convey the message that we must not disappointment by the people if decide to find things. Because Dr. is not disappoint with the word of his brother.</p> <p>The use of holding the meeting. In smother way of bring changes in society is to meet with pur fellow to advice with things. The playwright show us that Dr. Stockmann After talking with her brother decided to hold the</p>	
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that he want to explain the truth of spa baths and also he is ^{event} not allowed to explain but the villager not belief him. This is convey the message that Unity is a strong.

The use of drunkeed man. In the society we see the drunke man who not talk the truth with out to find or to see what and when and where he talk. This drunkeed men is shown in the meeting when the he want to explain the truth but he does not allowed. It give the message that the drunkeed man must give a chance to talk when discussion of some thing.

Continue with the play of THE BETRAYAL IN THE CITY. FRANCIS IMBUNGA show the techniques as follows:

The death of Adika. In his book use death to show the traditionality of some society is develop. when Doga and Nina who are parents of Adika want to find the Ceremony of funeral and Mulili is not allowed as a government servant. It give the message that Bad traditional must far away in order to bring changes in the society.

The use of Demonstration. Because of the unity of the University students occur this demonstration when they want to go to Adika's funeral that is follow students and they are not allowed. This is give message of Unity is a strength.

The use of play within the play. Also, other technique that the Play use in his

play is play within the play that is causes the death of Muli Chagaga who kill Adika. This is give the message that tolerance is an important to find things. Because After the death of Adika his sister Jusper decided to tolerate and final find the play which killed Chagaga.

The use of Chagaga's death. Jusper kill Chagaga who killed his brother Adika as a revange. This we get message that Sacrifice is a way of development. Because Jusper sacrificed to kill Chagaga with out know that the things that she find is not good.

Therefore, Playwright when decide to make the play must find the technique that is used to convey the message in the society and causes the changing of the society.

Extract 5.2: A sample response from a candidate who had weak performance.

The Extract in 5.2 indicates that the candidate did not understand the requirements of the question and had no knowledge on techniques in literary works. The

candidate provided inappropriate points such as scientific investigation, the municipal council, holding the meeting and the death of Adika, which were irrelevant to the requirements of the question.

3.2.2 Question 6: Characters' Setbacks in the Struggle for Change

This was the most avoided question in this paper because 22,035 (88.35%) candidates did not attempt it. The candidates were required use two plays to describe how different characters did not despair in the struggle for change despite encountering inevitable setbacks.

This question was optional and it was attempted by only 2,906 (11.65%) candidates, out of which 35.5 per cent scored from 12 to 20 marks, 28.9 per cent scored from 7 to 11.5 marks and 35.6 per cent scored from 0 to 6.5 marks. The analysis shows that the overall candidates' performance in the question was good. The performance is summarised in Figure 14.

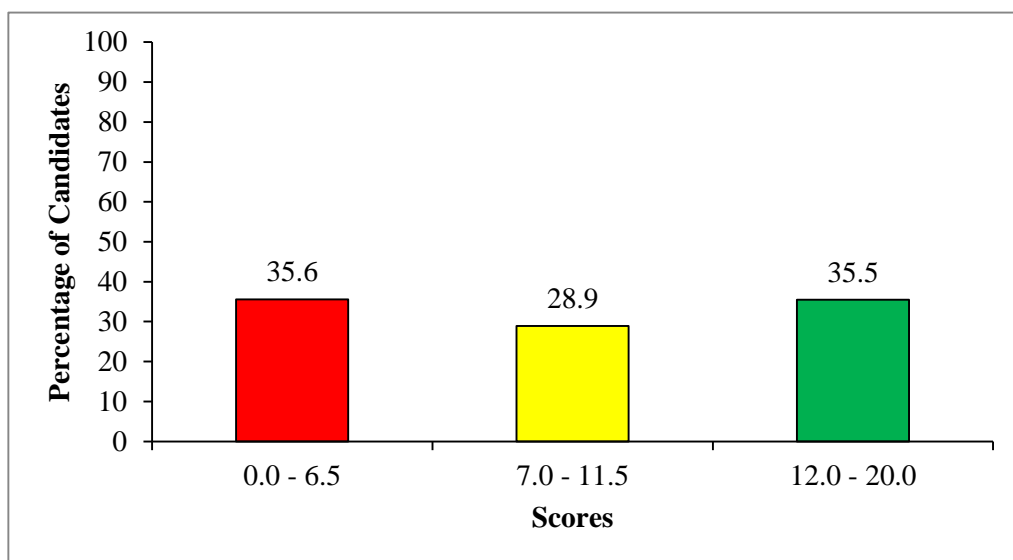


Figure 14: Candidates' Performance in Question 6

The candidates who had good performance in this question introduced their essay, by showing that the struggle for change is readiness for one to suffer for a good cause. They also defined correctly the key terms of the question which are *characters* and *setbacks*, and specified the plays of their choice which they used to support their answers.

In the main body, the candidates demonstrated the ability of linking between the characters and setbacks they faced in the struggle for changes.

The candidates who made reference to the play *An Enemy of the People* by Henrik Ibsen described different characters who did not despair in the struggle for changes despite encountering inevitable setbacks. They showed how Dr. Stockmann struggles to reveal the truth about the contamination of the spa baths but the government officials do not want him to announce the truth to the people and they do all they can to hinder the article from being published. Despite all the hindrances, he goes on organising the people, as the result the compact majority declares him as an enemy of the people and he is dismissed from his job as a medical doctor of the municipal. Petra who is Dr. Stockman's daughter is sacked from work because she supports her father in the struggle for changes. Also, Captain Horster is dismissed from job as he offers his house to Dr. Stockmann in order to conduct the public meeting to explain his discovery. At the initial stage of struggle, Dr. Stockmann is promised by Hovstad and Aslaksen that they will publish his article in the People's Messenger newspaper. On the contrary, they betray him after being bribed by the mayor, Peter Stockmann.

Betrayal in the City by Francis Imbuga was also selected by the candidates to describe the characters' setbacks in their struggle for changes. The candidates showed how Adika dies during the university students' demonstration after questioning the government about the right for the employment of the indigenous personnel. Mosese is falsely charged and jailed after revealing the evils of the government in which the university students were denied to bury their late fellow, Adika by giving the reason that is the way of restoring peace and order of the state. Because of fighting to preserve their tradition of conducting the shaving ceremony, Doga and Nina sacrifice their lives of denying the order from the government as a result, they are killed by Mulili. Mosese lacks support from the other members of Kafira in his struggle for their rights. He complains that when soldiers came to arrest him, they beat his sister, Regina and no one helped to stop them. He works together with Jusper and Jere and they succeeded to overthrow the unjust government of Kafira. Jusper Wendo is sacked by his fellow students from the students' government because they think that he has betrayed them when he agrees to compose a play, but Jusper does not give up because he had his own ambition of overthrowing Boss' regime through the play.

Other candidates selected the play *The Bride* by Austin Bukenya and used it to describe the characters' setbacks. They showed how Lekindo encounters the ignorance of the majority in his society who blindly follow the oppressive

system of his society. The female initiates blindly follow the traditional practices which isolate people who are not from their society to be initiated. Jealous is also a setback especially among the female initiates. These female initiates are jealous of Namvua therefore, they are not ready to accept her into the "rika". Lekindo succeeds to get support of the male initiates. Elders and his father strongly oppose Lekindo's struggle to ensure Namvua is initiated. Lekindo's father even threatens to curse him but he (Lekindo) does not give up. In addition, the traditional religious beliefs in Lekindo's society complicate his struggle to change the system. People believe that initiating the strangers into their ways might be a source of misfortunes in their society. Lekindo stands strong and fights until he wins. The candidates concluded by stating that characters do not only struggle for change in the society, but also entertain, criticise, educate and reveal the reality of the society. Extract 14.1 is a sample of a good response from a candidate who managed to link the characters' struggle and the setbacks they faced.

06.	<p>Characters: These are people who are used in a certain work of an art, such as in the novels as well as in the plays. Characters did not despair in the struggle for change despite encountering inevitable setbacks. This can be revealed by using two plays, "AN ADA ENEMY OF THE PEOPLE" by Chinua Achebe and "BETRAL IN THE CITY" by Francis Imbuga. The following characters have encountered setbacks in the process of struggling for change. Beginning with AN enemy of the people the following characters encountered setbacks in the process of struggling for change</p>
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<p>Ob.</p>	<p>Dr. Thomas Stockman's struggle for the welfare of the majority, leads him to be fired from the job; Dr Thomas Stockman as a medical doctor, has been fired from the job, soon after discovering that the baths (spa baths) which people use in their domestic uses are polluted (contaminated), so as it should be destroyed and reconstructed again, after delivering this information to Peter Stockman, a mayor, Peter Stockman repented as he afraid of getting loss, but when Dr Stockman continued with his process of making sure that he deliver his article to the majority, Peter Stockman (his brother) decided to chase him away from the job.</p>	
	<p>Captain Horster supports Dr Stockman by providing him a hall to conduct his meeting leads him to lose his job; Captain Horster (a friend of Dr Stockman) is fired from a job, by supporting Dr Stockman's revolution, as he provided Dr Stockman with a hall which he could use to conduct his meeting with the majority and informing them that the spa baths are contaminated as it can lead to the occurrence of diseases like typhoid. he was chased away by Peter Stockman (a mayor) soon after he realized that Captain Horster supports Dr Stockman.</p>	
	<p>Catherine's support her husband (Dr Stockman) leads her to lose financial assistance from her father; Catherine's father (Morten Kirk) stopped providing financial support to his daughter, after being aware that Dr Stockman's article</p>	

06.	<p>concerning the reconstruction of spa baths, is caused by his industries, as at the end he stopped providing him with financial support.</p> <p>Petra supports her father (Bruckman) leads her to be fired from a job; Petra was a teacher, but she engaged in supporting her father's ideas of reconstructing the spa baths, which are contaminated. When Peter Stockman realizes that Petra assists her father, he decided to chase her away from the job, since Peter Stockman (a mayor) does not want any reforms on the spa baths, since he is afraid of getting inquiries or loss, as he had shares in those industries which pollute the spa baths.</p> <p>Ending with The betrayal in the City by Francis Imbuga.</p> <p>Students' demonstration concerning the influx of foreign lecturers leads to death of their fellow; Kapira University students conducted demonstration, since they were against their foreign lecturers, as they were not teaching them about equality, and fraternity, as it then caused the death of Adika (Juper wende brother).</p> <p>Regina visits to the Boss's house to ask for a release of her brother (Moses) leads Boss to make an attempt to rape her; it is revealed in the play when Regina escapes through window, as she was afraid to be raped by Boss. All these occur because Regina was struggling to bring change, as her brother was detained, since he has not caused any trouble, instead he was standing on the truth.</p>
06.	<p>Jere's fight against the unjust situation of the leaders leads him to enter into conflict with Muli, and he is detained, this happens because Jere allowed Njira and Boga to conduct their shaving ceremony, since the government disallowed any kind of conducting any kind of ceremony.</p> <p>Juper fighting against the injustice made by government officials (Chagaga), it leads him to be detained and then released after the death of his mother and father. He kills Chagaga because Chagaga caused the death of his young brother Adika. He kills Chagaga as a revenge.</p> <p>Therefore literature as a work of art's function is not only to entertain but also to make people aware of what is happening in their society.</p>

Extract 14.1: A sample response from a candidate with good performance.

The candidate with good performance illustrated in extract 14.1 used the plays *An Enemy of the People* and *Betrayal in the City* to show that regardless of setbacks, different characters did not despair in the struggle for change. In *An Enemy of the People*, the candidate showed how Dr. Stockmann, after the discovery of the contaminated Spa Baths wanted to write an article to inform the mass. In the struggle to do this, he and his family encountered many problems from the authorities, including being termed as an enemy of the people while in actual fact he was trying to save them from endangering their lives.

In the play *Betrayal in the City*, the candidate showed how the university students struggled to voice for people's rights to the extent of some getting killed. He/she also showed how Adika ends up being killed in the struggle for people's rights, how Mosese is falsely charged and jailed, how Doga sacrifices his life through death, and how Jusper Wendo is sacked from the students' government.

The analysis indicates that the candidates with average marks were able to state the characters and their struggle to bring change in their society, but failed to describe the setbacks they faced. Others described the setbacks only without stating the characters' struggle. For example, one of the candidates who used the play *An Enemy of the People* provided points such as *Dr. Stockmann's patriotism, Dr. stockmann's courageousness, Dr. Stockmann's awareness and Dr. Stockmann's responsibility*. Those who used the play *Betrayal in the City* provided the following points: *through challenging the power, Jusper's courageousness, Jusper's patriotism and Regina's patriotism*. This implies that these candidates failed to interpret the question, thus they were unable to provide correct responses.

The analysis shows further that the candidates who scored low marks in this question demonstrated different weaknesses, including misinterpretation of the question. The candidates under this category wrote themes as the issues which the characters face when struggling to initiate changes in their society including *poverty, lack of patriotism, poor leadership, and corruption, lack of cooperation, betrayal and hypocrisy* from the play *An Enemy of the People*. Also, the candidates who used the play *I Will Marry When I want*, wrote the themes such as *exploitation, classes, betrayal and selfishness* as the setbacks which faced the characters during their struggle for change. Other candidates stated the roles of characters, including *self-sacrificing; promoting cooperation,*

solving different conflicts and educating the society. Extract 14.2 is a sample of incorrect responses.

Q6.	<p>Character, is a person who acted in a literary work. Characters are not despaired in the struggle for change despite encountering inevitable setbacks, By using a book of AN ENEMY OF THE PEOPLE written by Henrik Ibsen, the following are the reasons which support the statement,</p>	
	<p>Through sacrifice, this is shown how the characters are being fighting to the struggle for change, For example in the book the author use Dr Stockmann who was the one who fighting to change the water spar bath.</p>	
	<p>Through introducing the education, this also is shown in the book where the author shows how the character are fighting toward the change in the society. For example Dr stockmann introduced the education to the people towards the contaminated water spar bath.</p>	
	<p>Through promoting cooperation, Also this shows how characters did not disappear in the struggle for change in the society. For example Catherine was the one who show the cooperation to Dr stockmann towards the eliminating of contaminated water spar bath.</p>	
	<p>Through solving different conflicts, for instance also this indicate how characters did not despair in the struggle for change despite encountering inevitable setbacks or problems in the society.</p>	

06.	Also by using a book of LWANDA MAGERE written by Okoiti Omtatah , the following are the reasons which supports the statement;	
	Through promoting unity, this also is the reasons which tells how characters did not despair in the struggle for - Change. Forexample Lwanda Magere - united his people which led to the struggle for the Change.	
	Through Sacrifice, also - characters did not despair in the struggle for Change despite encountering inevitable setbacks due to sacrifice. Forexample Lwanda Magere sacrificed himself towards the struggle for the Change on behalf of his people.	
	Through Over Confidence, this also make many characters to not - despair in the struggle for Change despite encountering inevitable setbacks. Forexample Lwanda Magere was the one who was Over confidence and this helped him much to the struggle towards the - Changes.	
	Through Cooperation promotion, this show in the book in order to - get the success should promote cooperation, Forexample Lwanda Magere - promoted Cooperation in order to make - the awareness to the people, hence lead to the struggle for change in the society.	
06.	Generally, both plays reviewed on how different characters did not despair in the struggle for Change despite - encountering inevitable setbacks. And hence such thing have risen the changes in the society.	

Extract 14.2: A sample response from a candidate with incorrect answers.

The extract in 14.2 indicates that the candidate failed to give evidence to his/her arguments on how the characters did not give up despite the set bags in their struggle for change. The analysis shows that in addition to lack of

knowledge in analysing literary works, the candidate had candidate had poor proficiency in English usage.

3.2.3 Question 7: Causes of Poverty in Africa as a Result of Malpractices Done by the Leaders

This question was among the questions that most candidates performed well. In this question, the candidates were instructed to support the view that “The causes of poverty in Africa is as a result of malpractices which are done by its leaders.” The analysis indicates that 96.9 per cent of the candidates score high marks.

This question was compulsory, and it was attempted by 24,866 (99.7%) candidates, out of which 55.8 per cent scored from 12 to 20 marks, 41.1 per cent scored from 7 to 11.5 marks, and only 3.1 per cent scored from 0 to 6.5 marks. The analysis shows that the overall candidates’ performance in the question was good. The performance for this question is summarised in Figure 15.

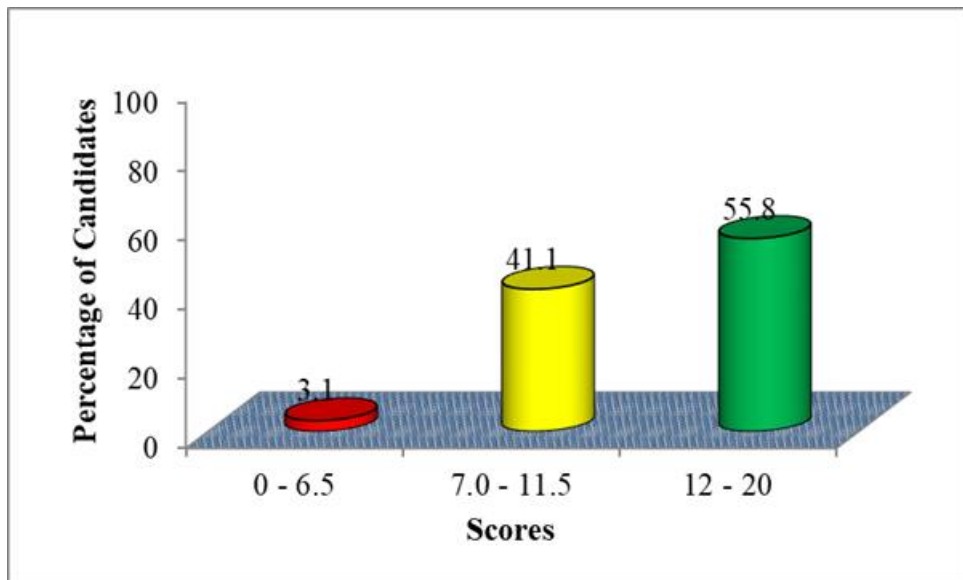


Figure 15: Candidates’ Performance in Question 6

The candidates with high scores showed their competence in the area tested as they were able to give clear definitions of the key terms; *poverty and malpractices* in the introduction. They provided the general overview of the question and identified two novels of their choices. In the main body the candidates supported the view that poverty in Africa is mostly caused by its leaders.

The candidates who selected the novel *A Man of the People* by Chinua Achebe provided the points to support the view that “The causes of poverty in Africa is as a result of malpractices which are done by its leaders.” Their points were that most of the African leaders use their positions to enrich themselves. They also showed how Chief Nanga, for instance, gets ‘a dash’ from the European Antonio and Sons Construction Firm. This makes the ordinary citizens become very poor because the MP is busy accumulating money for his own self.

In addition to that, most of the African leaders are negligent as the advice or ideas given by experts in various areas are not taken into consideration. For example, the advice given by Dr. Makinde on how to deal with the fall of the coffee price is not taken by the prime minister. This in turn leads to inflation of the economy, hence poverty to the majority. Also, African leaders are oppressors as some ordinary citizens are denied of some of their rights. For example, Chief Nanga denies his wife’s right to education by forcing her to marry him instead of continuing with her secondary school education. This makes her poor and economically dependent on her husband. Again, African leaders betray their citizens who put them in power. For example, Chief Nanga, Chief Koko and other political leaders are seen spending most of their time serving their own interests. They do not help solve the problems which face their voters who live in rural areas. African leaders also get involved in bribery. This hinders development because ordinary citizens do not get some of their rights. For example, Chief Nanga bribes the editor of the newspaper so that he does not write bad things about him, hence even when there are poor plans no one knows.

Other candidates opted to use the novel *The Beautiful Ones Are Not Yet Born* by Ayi Kwei Armah to support that poverty in Africa is caused by its leaders because of their bribery. This is evidenced when the messenger in the Man’s office complains that the money he won in the national lottery will not be given to him until he gives a certain amount of money to some national lottery officials. This implies that the ordinary citizens lose their rights. In connection to that, some African leaders are deceitful. For example, Joseph Koomson deceives Oyo and her mother to sign the fishing boat contract which in turn they get nothing from it and they remain poor. The ordinary citizens are oppressed by their leaders. For example, Koffy Bill is dismissed from job after he has lost one of his legs at work. He is not given any compensation and he eventually becomes poor economically. On top of that, political leaders betray their

ordinary citizens as they do not live in the rural areas where their voters live. Hence, they do not know the problems of their voters. Koomson is one of those who only go to rural areas during election.

The candidates who chose the novel *His Excellency the Head of State* by Danny Safo, came up with the fact that the incompetence of African leaders like General Musante leads to poverty. He overthrows the civilian president and becomes the head of state, but he fails to rule the country (Kilitania) well. Eventually, there is inflation and poverty in the country. They also explained that nepotism leads to poverty as some leaders give certain privileges to their relatives who have no skills to rule or govern.

General Musante gives most privileges to Prophet Abraham Akaba who in turn uses such privileges to enrich himself. The majority Kilitanians suffer from abject poverty. Likewise, selfishness and poor advice of some African leaders cause poverty to the majority. Prof. Isack Amoro and Prophet Moses Akaba mislead General Musante deliberately for their own advantages. The adaptation of the inflation policy in Kilitania is meant to benefit Prophet Akaba and Prof. Amoro, but marginalised the ordinary citizens who are suffering from poverty. Moreover, the oppressive system does not let democracy or accept advice from experts; instead they use force to silence people.

General Musante, for instance, leaves Prophet Moses Akaba do anything he wants. Akaba, for instance, burns down the Presbyterian Church. This hinders development because these people have to start building the church again. The deceitfulness of the Africa leaders also leads to poverty. For example, Prophet Moses Akaba being a religious leader deceives people in Kilitania that he can heal their health problems. In turn, these ordinary citizens in Kilitania give him a lot of money but their problems could not be solved. Extract 15.1 is a sample response from a candidate who scored high marks in this question.

7

Poverty refers to the situation whereby someone is not able to meet his/her basic needs. By using two novels I have read of "A MAN OF THE PEOPLE" written by CHINUA ACHEBE and "BEAUTIFUL ONES ARE NOT YET BORN" written by AYI KWEI ARMAH. I am going to show how leaders cause poverty in Africa due to the malpractices they do in the society.

By starting with A MAN OF THE PEOPLE the following are the malpractices done by leaders in Africa

Leaders are Misusing the Public Funds; Misusing of public fund is using the self public money for the self interest. The author have shown Chief Nanga who misused public funds by buying campaign buses, educating Edna, Gun powder and uniforms wore by Ego women. So in our contemporary society leaders are doing the same. Here the misuse of public funds leads to poverty.

Leaders are practicing Nepotism or Favouritism

Nepotism refers to the act of favouring people related to you to high position. The author have shown Chief Nanga who offered Odik a chance to live with him in his city house to enjoy the wealth accumulated by him. So in our contemporary society nepotism puts in power people who are not competent. Here also Nepotism is the source of poverty due to inefficiency.

Leaders are Corrupt; Corruption refers to the act of using power or money to buy a certain right. The author have shown Chief Nanga who tries to bribe Odik to back up her campaign and also Chief Koko who bribed Maxwell to stop her campaign struggles. So it shows that in our contemporary society that corruption led to poverty which is eating up the today Africa.

Leaders are being irresponsible. Irresponsibility refers to the act of not being responsible. The author have shown it through Chief Nanga who is not responsible due to received corruption from abroad and then misallocate some of the funds. So in our society irresponsibility is prevailing leading to leaders being careless. Hence it leads to poverty in the society. After the previously novel, the following is BEAUTIFUL ONES ARE NOT YET BORN showing the malpractice done by leaders. Leaders are Misusing public funds. Misuse of the public fund refers to the act of using public money for own interest. The author have shown Koomson who have used public money to buy a speed boat. So in our contemporary society misuse of public funds in the way also leading to poverty. Hence poverty in Africa.

Leaders are 'Irresponsible'. Irresponsibility refers to the act of not being responsibly to some certain task that are suppose to be done. The author have shown the driver and conductor of the old bus who didn't care on the passenger using those abusive language to them. So being irresponsible leads to poverty due to leaders are lacking seriousness in the completing their task in the society.

Leaders are corrupt; Corruption refers to the act of using money or power to bribe on something for self interest. The author have shown it through the driver of the new bus who gave some money, hence bribed the traffic police to let him go. So in our contemporary society the corruption is still prevailing due to it is so used in official matters. Hence corruption also leads to poverty in the society.

	<p>Leaders are becoming selfishness. Selfishness refers to the act of thinking only on own interest in the society. The author have shown Koomson who was just thinking of his own interest by only providing fish to Oyo and her mother and not money. So in our society selfishness is still there within our leaders in the society hence leading to poverty. Therefore, Authors are very creative due to use different ways on the aim of raising awareness among people to liberate themselves to success.</p>	
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Extract 15.1: A response from a candidate with good performance.

This candidate used the novels *The Man of the People* and *The Beautiful Ones Are Not Yet Born* to argue for the view that 'Africa is poor due to malpractices done by its leaders. The candidate showed how the leaders like Chief Nanga use their positions to enrich themselves, the oppression of citizens by leaders, betrayal of the leaders to people who put them into power, and the leaders being involved in corruption and bribery.

The candidates with average scores provided correct points, such as *selfishness behavior of African leaders, irresponsibility of leaders, some of the African leaders are corrupt and betrayers*. However these candidates failed to give a clear link between the behaviour of their leaders and poverty of their people and the world at large. The analysis proves that they had little understanding of the novels or short stories they chose.

The candidates with low marks provided points like *poverty is a source of corruption, poverty leads to betrayal, poverty leads to injustice*. This indicates that, not only did these candidates misunderstand the question, but they also had inadequate knowledge in analysing literary works. Another observation shows that some candidates who misinterpreted the question, instead of giving explanations on how poverty in Africa is as a result of malpractices done by their leaders, explained how different characters are poor according to the

novels/short stories. For example, one candidate who opted for the novel *The Beautiful Ones Are Not Yet Born*, explained that *the man is poor because he lives in a one roomed house, Sister Maanan decides to sell her body because she had no money, the teacher runs away from his family because he cannot fulfill their needs and that because of poverty the government failed to construct /rehabilitate offices*. Extract 15.2 is a sample of a response from a candidate with weak performance.

DT	from public as because chief Nonga was corrupt Man and the embler of public fund.
	Edna went to the hospital by a bicycle and Complaining for food; as this also show poverty because when they were on the way went to the hospital (Edna and Udili) accidently food get to fall down as sense which make Edna to much complain as does not know where can get another food, but though the Edna was concubine of chief Nonga but still have hard life.
	Comes to "The Beautiful Ones are Not yet Born" the poverty shown are
	The Man's children working with bare foot; this shows poverty as in the novel we saw The Man's children when were taken to their grand mother house without sleepers and this show poverty though The Man was working but the payment was low and even and at another time no payment became the cause of leader as people became poor.
	The Man's house is near the pit; as this also show poverty in the sense that a good house or people who are rich are always seat in a good places and this show poverty as they are bad smell and another all kind of bad things and this also caused by leaders because though The Man was the friend of Kuomoni's but still he was happy to see his friend suffer while he get to enjoy.
	The Man's children sleeping on the floor; also shows poverty as means that failed even to get beds for his children to sleep well as

07	inside the house sleeping down on the floor till morning and also a man was the leader but the leader who likes justice not like Robinson who have given life for the corruption money.
	People paying coins on the bus; at the old bus we saw - also people were only paying coins and not notes as means that there are poverty existing in the country and that poverty caused by the leaders as almost leaders are just enrich them selves and leave the citizens suffering hence poverty.
	Generally, The poverty which exist in Africa can well be solved and easily to be eradicated but leaders are not led to eradicate poverty which exist.

Extract 15.2: A response from a candidate with incorrect responses.

This candidate provided responses which show that someone is poor such as the man's children walking bare footed, paying coins as fare, sleeping on the floor and the man's house being built near pits.

3.2.4 Question 8: Awareness of the Happenings in the Society

In this question, the candidates were required to use four poems of their choice to show how poets give an awareness of the happenings in their society by giving four points in each poem.

This question was compulsory and it was attempted by 24,831 (99.6%) candidates, out of which 79.6 per cent scored from 12 to 20 marks, 15.3 per cent from 7 to 11.5 marks and only 5.2 per cent scored from 0 to 6.5 marks. The Analysis shows that the overall candidates' performance in the question was good since 94.8 per cent scored from 35 per cent or above. The performance is summarised in Figure 16.

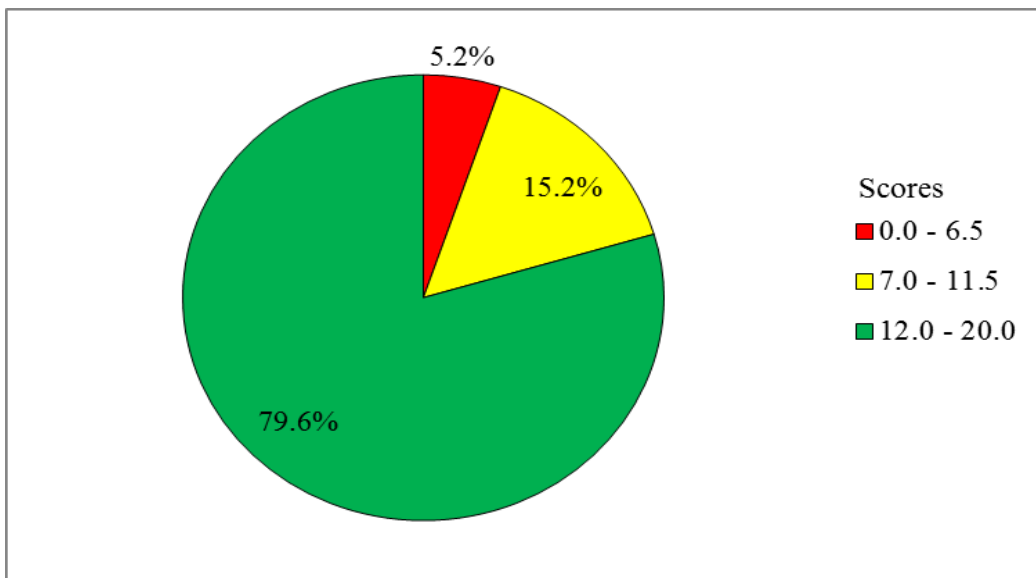


Figure 16: Candidates' Performance in Question 8

The candidates who performed well in this question were able to give a good introduction, logical points in the main body with good arguments, and a relevant conclusion. In the introductory part, they were able to define the term *poet* and give the overview of the happenings in the society. Also, they identified four poems of their choice as the references to support their answers.

Some of the candidates showed how poets give an awareness of the happenings in the society by referring to the poem, *If We Must Die* by Claude McKay. The poet pleads with his people to join hands with him in the struggle for liberation though it may cost their life. The poet in his use of words such as 'hunted', 'penned', 'mocked' and 'accursed' makes people aware of the humiliation. The persona calls for sacrifice and encourages people that in the end there should be fruits from their sacrifices, as pointed in the verse.

The candidates who cited the poem *Building the Nation* by Henry Barlow explained that the title itself is deliberately used to make one ponder on the ways presented by the poet as the means of building the nation. When the title and the content of the poem are connected one gets the ironic presentation of the poem. For example, the PS claims that he is building the nation, but in real sense he is not. The poet makes people aware that in the society there are two classes: the class of the rich 'The permanent secretary' and the class of the poor 'The driver'. The poet raises the issue of misuse of resources as the PS pretends to attend important matters of the state at the very luxurious hotel called VIC, while he is just eating and drinking the expensive meals with his friends. On top

of that, the ordinary people build the nation in difficult situations without being cared for. For example, the PS driver does not eat when he drives the PS to the important urgent function.

Some candidates used the poem *A Freedom Song* by Marjorie Oludhe Macgoye to show that the poetess has raised awareness of the existence of child labour in the society by exposing the young girl called Atieno who is suffering at the hands of her own uncle. The poetess shows that children are being deprived of their rights. For example, Atieno is not sent to school, does not have good clothes, and she sleeps on the floor. Apart from that, the poetess arouses responsibility to the parents to take care of their own children as others are likely to mistreat them. Additionally, the people should wage war against men who impregnate girls by taking advantage of their age.

For the candidates who used the poem *Front Line* by George Shea, explained that the poet believes that the real fight for people's rights can be done when people are conscious of their sufferings. Also, the persona makes people aware that in the society there is injustice. So, they should wage war to eliminate this state. He talks of 'persecution'. Moreover, for the struggle to be successful, people should be ready to sacrifice their lives. Above all, since it is difficult to fight alone, people need to unite in order to succeed. Extract 16.1 is a sample response from a candidate who scored good marks in this question.

08	<p>Awareness refers to the situation of having consciousness and knowledge about something. happenings in the society comprise all matters connected to the society which may be political, Economic, social or cultural matters. It is true and evident that poets give awareness about the happenings in the society to the people. My discussion will be centred on poems such as EAT MORE written by Joe Corrie, BALLAD OF THE LANDLORD written by Langston Hughes, YOUR PAIN written by Armando Guebuza and IF WE MUST DIE written by Claude McKay. In all poems, poets give awareness to the happenings as follows.</p> <p>By starting with the poem called EAT MORE written by Joe Corrie, The poet gives awareness to the people about the happenings as follows.</p> <p>The issue of Unemployment: Unemployment is the state of being jobless or out of an employment. Joe Corrie has exposed the issue of unemployment to the people as an existing problem so that they can be aware. The issue of unemployment is portrayed when the persona says:</p> <p>"But I'm on unemployment more pay"</p> <p>This reveals that unemployment exist in the society.</p> <p>Existence of classes in the society. Classes refers to the social, economic and political gaps among the people in the society. This poem expose the issue of classes when we come to see that there are people who are employed and others crying for employment, There are people who afford balanced diet and others who afford bloody grass</p>	
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08	<p>This is evident when the persona says</p> <p>"But I am on unemployment more pay, my third year now and wed"</p> <p>Therefore the persona reveals that there is unemployment.</p> <p>The issue of hypocrisy: Joe Corrie has exposed successfully the issue of hypocrisy when we see the slogan (leaders) insisting to eat balanced diet while it is well known that people can not afford as they are out of jobs. persona of this poem decide to protest the slogan when he say</p> <p>"The only one that would suit me, eat more bloody grass"</p> <p>Therefore leaders in power are hypocrite to their people similar to what happens in our society</p> <p>Existence of poverty: poverty is the inability to afford basic necessities of life like food, shelter and clothes, in this poem, the persona is unable to afford balanced diet hence reveals that there is an existence of poverty. This is also evident when the persona is unemployed but married as he say,</p> <p>"But I am on unemployment more pay, my third year now and wed"</p> <p>Hence the persona decide to accept bloody grass as the only one to suit him. poverty exist fully in our society where many people are jobless, married, and can not afford all basic needs.</p> <p>Also by using the poem called YOUR PAIN written by Armando Guebuza, The poet give awareness to the happenings as follows</p> <p>The presence of oppression: Oppression is the state of being tortured and undermined. The issue of oppression is revealed by the poet in the first</p>	
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08	stanza when he use the persona and the persona in this poem says "Your pain yet more my pain shall supplicate oppression"	
	This reveals that there is oppression in the society, similarly to our society, people are oppressed through denial of some rights for example poor people are jailed because of having no economic support.	
	The issue of humiliation. This is the situation where by the person is maltreated and dehumanized. The issue of humiliation is revealed in the third stanza when the persona say: "Your scars yet more my scars will be remembering the whip"	
	where scars are symbolically used to portray the issue of humiliation, closely to our society, some people are humiliated and given no value for example domestic servants.	
	The issue of colonialism and imperialism. This is centred on the domination of all aspects of life. The issue of imperialism is revealed using the words of the persona when he say "My strength yet more your strength shall overcome imperialism"	
	This implies that there is an existence of imperialism. This is closely related to our society where there is the question of Neo-colonialism or the modern form of colonialism and imperialism.	

Extract 16.1: Part of a sample response from a candidate with good performance.

Extract 16.1 is a sample response from a candidate who showed the techniques which the poets use to make people aware of the happenings in their societies.

The analysis further indicates that the candidates with average marks were able to identify the techniques and themes depicted according to the poems of their choices. It was further noted that they faced some difficulties to relate the technique, theme and the awareness of the happenings. Some candidates decided to write only themes and explain their relevance to the particular society, while others wrote the techniques without connecting them to the awareness of the happenings as it was instructed in the question. For instance, those who wrote themes, they referred to four poems of their choices and came up with the issues such as *betrayal*, *unity*, *classes*, *poverty* and *irresponsibility*. Again, those who wrote techniques without connecting them to awareness of the happenings provided points like *alliteration*, *the use of personification*, *the use of symbolism*, *the use of hyperbole* and *repetition*.

The candidates who scored low marks in this question demonstrated different weaknesses in their responses. The candidates lacked knowledge on how to clearly present their points by connecting the two parts, themes or techniques and the awareness of the happenings. Some candidates wrote themes as techniques used for creating awareness. The points provided included *the theme of oppression to create awareness to the people that there is oppression in the society, the theme of poverty to create awareness that there are people in the society who face life difficulties, the theme of irresponsibility to show that there are political leaders in the society who do not know their responsibilities.*

Furthermore, other candidates provided lessons depicted from the poems, such as *education is a tool used for demanding the rights, lack of good parental care is a problem, racial segregation should be stopped, employment should be provided to the people and selfishness should be prohibited.* However, there are some candidates who explained the techniques used in the poems without showing how such techniques give awareness of the happenings to the society. Examples of the points were: *through the use of euphemism, through the use of symbolism, through the use of personification and through the use of imagery.*

4.0 ANALYSIS OF THE CANDIDATES' PERFORMANCE PER TOPIC

The 122 English Language Examination covered a total of six (6) topics. Four (4) topics were covered in 122/1 English Language 1 and two (2) in 122/2 English Language 2. The analysis of the candidates' performance in each topic in 122/1 English Language 1 Examination paper shows that the topic *Introduction to language*, ranked first with the performance of 90.3 per cent. The second in the rank was *Interpretation and Translation* with the performance of 84.1 per cent. This was followed by the topic of *Language skills* with 80.6 per cent and lastly *word formation* with 72.8 per cent. The 122/2 English Language 2 paper had two (2) topics, *Appreciating Literary Works (Plays, Novels and Poetry)* with the performance 76.1 per cent and *Writing (Literary Stylistics)* with 65.4 per cent. This is illustrated in Figure 9.

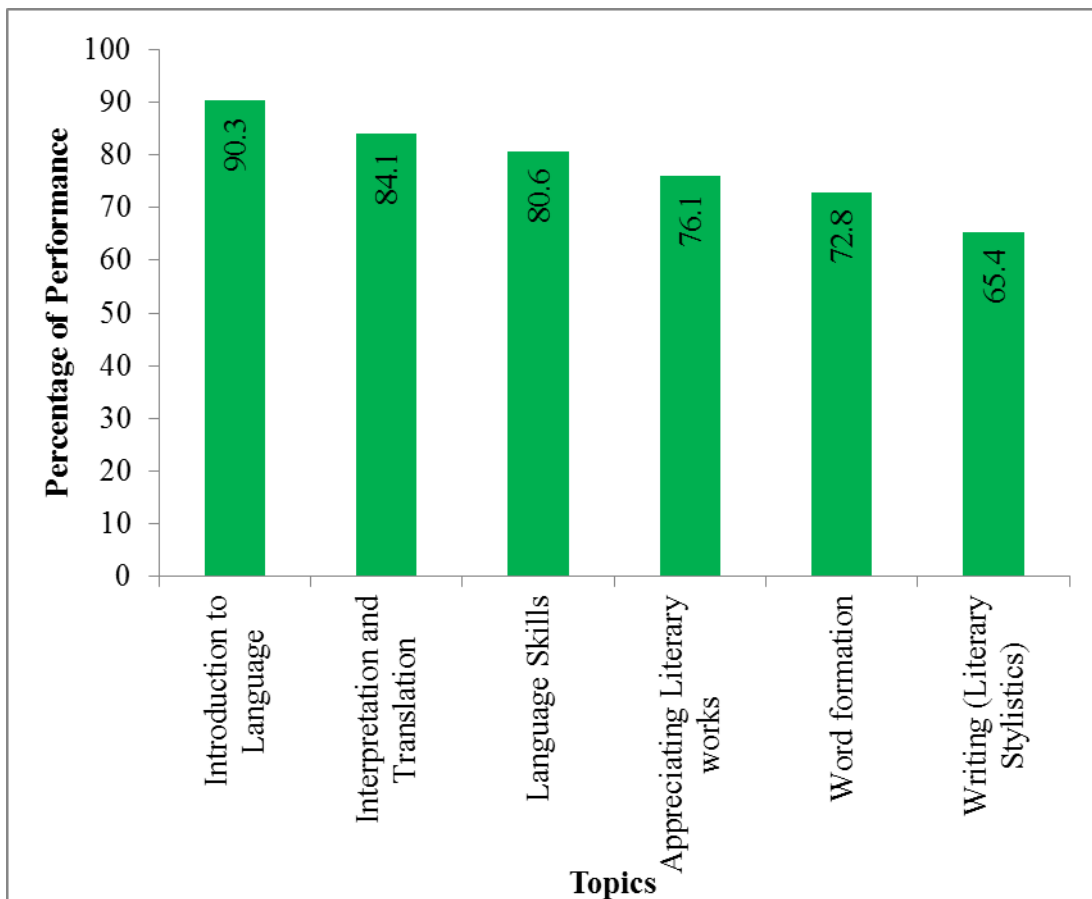


Figure 9: Performance Per Topic in 122 English Language

5.0 CONCLUSION

The general performance of the candidates in English Language subject in 2021 was good because 99.69 per cent scored 35 per cent or above. This performance suggests that the candidates had sufficient knowledge and skills on the content covered in the topics. They also adhered to the requirements of the questions, and presented and explained their points clearly due to their good command of English Language.

The analysis demonstrated that 0.7 per cent of the candidates had a weak performance. It has been shown that 71.4 percent of the candidates failed to answer question 4 on Poetry from 122/2 English Language 2. This was the lowest performed question. This implies that the candidates lacked knowledge and skills in analysing poems of different kinds, thus failed to interpret the poem.

6.0 RECOMMENDATION

Since English is used in the teaching and learning of most of the subjects, in order to improve the performance of this subject, students should be encouraged to regularly practice using English Language in writing and speaking by participating in debates, speech presentations and essay writing competitions. This will enable them improve the language skills and build competence in self-expression. It is also recommended that:

- (a) Candidates should practice answering competence based type of questions in their school internal examinations to make them more conversant in the examinations.
- (b) Students should read and analyse a variety of literary works, both in class and in group discussions. This will enable them to understand the books in detail and use them in attempting questions.
- (c) Students should be exposed to reading different literary works and use them in school debating clubs to expose them to relate their lives to those of the characters in the literary works.

Appendix

NO	TOPIC	Performance Per Question		
		No. Of Questions	Percentage of Candidates who got 35% + Above	Remarks
1.	Introduction to Language	2	90.3	Good
2.	Interpretation and Translation	1	84.1	Good
3.	Language Skills (Writing, Speaking, Listening)	4	80.6	Good
4.	Appreciating Literary works (Plays, Novels and Poetry)	5	76.1	Good
5.	Word Formation	1	72.8	Good
6.	Writing (Literary Stylistics)	3	65.4	Good

