THE NATIONAL EXAMINATIONS COUNCIL OF TANZANIA

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

022 ENGLISH LANGUAGE

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FOREWORD

The report on the performance of the candidates in 2018 Certificate of Secondary Education Examination (CSEE) in the English Language subject has been prepared for the purpose of giving information to educational stakeholders about candidates' abilities in the English Language subject.

The Candidates' Item Response Analysis (CIRA) report is intended to make people aware of possible reasons behind the candidates' performance in the English Language subject examination. The challenges faced by the candidates in answering questions correctly have been shown in this report. These include: inability to identify the demands of the question, lack of the knowledge on tenses and grammar, inadequate basic vocabulary for use in different contexts, inability to understand, respond to the given question and summarize the main ideas in a comprehension passage and insufficient knowledge on the books and inability to interpret questions in the *Response to Reading*. However, the analysis indicates that some of the candidates scored high marks because they were able to identify the demands of the questions, they had adequate knowledge on tenses and grammatical rules, they had sufficient basic vocabulary to use in different contexts, they had sufficient knowledge of the books in *Response to Reading* and they were able to understand and respond to the given questions in a comprehension passage.

The National Examination Council of Tanzania (NECTA) expects that this report will enable the educational stakeholders to take the correct measures in order to improve the teaching and learning of English Language in secondary schools for the intention of improving the candidates' performance in future examinations administered by the council.

Finally, the Council is acknowledging all people who participated in preparing, analysing the data used in this report and printing this document.

Dr. Charles E. Msonde
EXECUTIVE SECRETARY

1.0 INTRODUCTION

The analysis of the candidates' performance for the Certificate of Secondary Education Examination (CSEE) 2018 for 022 English Language is presented in this report. The analysis is based on the strengths and weaknesses of the students' responses.

The 022 English Language Examination for 2018 was categorized into four sections: A, B, C and D, in order to test the candidates' competencies in different areas. In this case, section A tested the candidates' ability to comprehend and summarize the given passage. Moreover, section B dealt with different patterns and vocabulary in English language. Section C tested the candidates' ability to use language to express themselves in different contexts. Whereas, section D tested the candidates' ability to analyze literary works such as poetry, novels and short stories and plays.

This report therefore, intends to provide detailed analysis based on the candidates' performance in each item. The percentage of performance in each question is divided into three categories which are good performance ranging from 65 − 100 percent, average performance ranging from 30 − 64 percent and poor performance ranging from 00 − 29 percent. Apart from using percentages, different colours have been used to show the performance of the candidates. In this case green, yellow and red colours represent good, average and poor performances respectively. Moreover, different extracts representing samples of the candidates' responses have been attached to reveal the reality of what the candidates wrote in the examination.

A total number of 360,236 candidates sat for the CSEE 2018 for the English language subject out of which 237,486 (66.30) candidates passed with different grades as shown in Table 1.

Table 1: Candidates' Grades in CSEE 2018 in English Language Examination

Grade	A	B	C	D	F
% of candidates	1.90	7.15	28.78	28.09	33.51

Table 1 shows the percentage of candidates pass grades in CSEE 2018 English Language subject.

In comparison to the 2017 CSEE English Language Examination, candidates who passed were 214,501 (67.86), this results shows a decrease in performance by 1.56 percent. Table 2 shows the grade performance for 022 English Language in 2017.

Table 2: Candidates' Grades in CSEE 2017 in 022 English Language Examination

Grade	A	B	C	D	F
% of candidates	1.27	5.69	30.42	30.49	32.12

Table 2 shows the percentage of candidates pass grades in CSEE 2017 English Language subject.

2.0 ANALYSIS OF THE CANDIDATES' PERFORMANCE IN EACH QUESTION

The candidates Item Response Analysis (CIRA) in each question begins by locating the section in which the question is found, that is, section A, B, C and D. It also shows the total number of the candidates who attempted that particular question, the categories of performance and the analysis of the questions.

2.1 SECTION A: Comprehension and Summary

This section comprised of two questions which carried 10 marks in the Examination. Question number 1 tested the candidates' comprehension skills and his/her ability to obtain specific information from a text read. Question number 2 tested the candidate's ability to present main ideas in a summary form. Each of the questions carried 5 marks.

2.2.1. Question Number 1: Multiple Choice and Short Answer Questions

This question had two parts; (a) and (b). Part (a) consisted of multiple choice questions which required the candidates to choose the most correct answer among those given, whereas part (b) required the candidates to complete the sentences by using the right information from the passage. The question tested candidates' comprehension skills.

(a) **Multiple Choice Questions**

The candidates were instructed to choose the most correct response from the given alternatives and write the letter of the correct response. The questions were:

(i) Why was Kikuku's heart beating fast before the race?

(ii) What helped Kikuku to be among the 10 leading athletes?

(iii) What happened when the Kenyan athlete increased the speed?

(iv) How did the sign board read in a descending order?

(b) **Short Answer Questions**

The candidates were supposed to complete the sentences by extracting the right information from the passage.

The questions were;-

(i) --------------- is a very famous event in the world.

(ii) Kikuku thought that his blood would----------------.

(iii) The marathon runners started off by running slowly because……………………..

The question was attempted by 353,074 (98%) candidates. The analysis shows that 61,471 (17.4%) candidates scored from 3.5 to 5 marks, 128,463 (36.4%) candidates scored from 1.5 to 3 marks and 163,140 (46.2%) candidates scored from 0 to 1 mark. The general performance of the candidates in this question was average, since 189,934 (53.8%) candidates scored from 1.5 to 5 marks. The overall candidates' performance in this question is summarized in Figure 1.
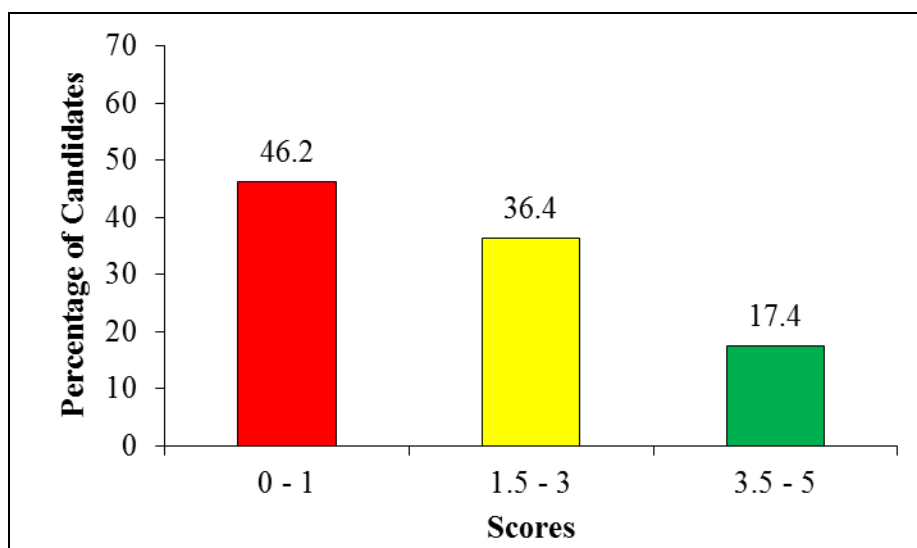
Figure 1: *Percentage of the candidates' performance in question 1*

The analysis shows that, 163,140 (46.2%) candidates who had poor performance in this question scored from 0 to 1 mark. Among these, 38,385 (10.9%) candidates scored 0 marks. These candidates lacked comprehension skills. They neither choose the right alternative in the multiple choice questions nor completed the gaps with the right information from the passage. For example, in part (a) (i) one of the candidates chose the incorrect response D, *Because he was the 15th athlete in the race* instead of C*, Because he had not participated in such a big race before*. This candidate did not understand the task of the question which required the candidate to refer to the *heart beating* before the race. In (ii) a candidate selected the incorrect response B, *the help of applauses of the crowd* instead of A, *the help of his own song.* This candidate did not read the passage between the lines to get the most correct answer. Some of these candidates' responses based on guess work because the information they filled in gaps were quite irrelevant to the demand of the questions. For example, one of the candidates wrote the name 'Kikuku' in part (b) (i) instead of *Olympic Games.* In (ii) and (iii), the candidates just picked some phrases from the passage and wrote them as answers. Extracts 1.1 is the sample of the candidate's poor responses from this question.

Extract 1.1

1(a)i	D	
1(a)ii	B	
(a)iii	E	
1(a)iv	A	
2 b)i	Kikuku	
1 b)ii	The kikukee thought that his blood could rush out of my ears and nostrils.	
1b)iii	Because I could read the names of their countries like kenya, Merucco, Namibia and somalia.	

Extract 1.1: Response by the candidate who failed to read and interpret the right information from the passage.

On the other hand, 128,463 (36.4 %) candidates scored from 1.5 to 3 marks which is an average performance in this question. These candidates demonstrated a moderate understanding of the question because they could choose the correct answers for some question items. They also provided correct information needed to complete some of the given sentences. For example, one of the candidates was able to select the correct response C, *Because he had not participated in such a big race before,* in part (a) (i) as the candidate was able to find this information in the first paragraph. In (ii) the candidate chose the correct response A, *the help of his own song* since the candidate got this information in the sixth paragraph. However, in part (a) (iii) the candidate selected the incorrect response E, *Kikuku ran as fast as an antelope* because the candidate just used an assumption instead of using the facts in the passage which is response B, *Kikuku used a technique to feel at ease and increased speed*. Moreover, in part (iv) the candidate chose the incorrect response C, *50 km, 40 km, 10 km, 5 km* instead of E, *40 km, 20 km, 10 km, 5 km.* This incorrect choice of the candidate implies that, this candidate did not concentrate in reading for understanding to get the correct answer. In part (b) (i) the candidate wrote *participate* instead of *Olympic games*. This implies that it was the

guess answer as it is not related to the given sentence. Extract 1.2 is the sample of the average performance.

Extract 1.2

01 (a)' C	
ɪɪ A	
ɪɪɪ E	
ɪᴠ C	
b) ɪ) Parti cipate.	
ɪɪ) Rush out of his ~~ears~~ ears and nostrils.	
ɪɪɪ) it was an easy task,	

Extract 1.2: Response of the candidate with average performance. The candidate was able to correctly interpret some information from the passage.

However, further analysis of the candidates' response indicates that 61,471 (17.4%) candidates scored from 3 to 5 marks. These candidates had good performance in this question since they were able to choose the most correct answers as per information provided in the passage. They could also identify the relevant information from the passage to fill in the blanks in order to complete the sentences. This means that these candidates had good mastery of English language and comprehension skills. Extract 1.3 is the sample of the good response from the candidate's script.

Extract 1.3

1(a)(i) C	
(ii) A	
(iii) B	
(iv) E	
(b)(i) Olympic games	
(ii) rush out of his ears and nostris.	
(iii) Because at first they thought it was easy task.	

Extract 1.3: Response from the candidate who read and comprehended Information correctly from the passage to answer question 1.

2.2.2. Question Number 2: Summary Writing

The candidates were required to read the given passage and summarize it. The question tested the candidates reading and comprehension skills in order to establish the main ideas presented in the given passage. The candidates were required to write the main ideas in a summary form of five sentences presented in a single paragraph. In writing the summary the candidates were required to maintain the originality of the main ideas, considering good flow of ideas, using appropriate punctuation marks such as full stop, commas, paragraphing and capitalization, using correct grammar, spelling and appropriate vocabulary as well as considering the number of sentences needed. The total marks awarded for this question was 5 marks.

This question was attempted by 317,413 (88.1%) candidates. The analysis shows that 16,649 (5.3%) candidates scored 3.5 to 5 marks, 60,351 (19.1%) candidates scored from 1.5 to 3 marks, and 240,113 (75.6%) candidates scored from 0 to 1 mark. Generally, the performance of the candidates in this question was weak, since 77,300 (24.4%) candidates scored from 1.5 to 5 marks. The candidates' performance in this question is summarized in the following Figure 2.
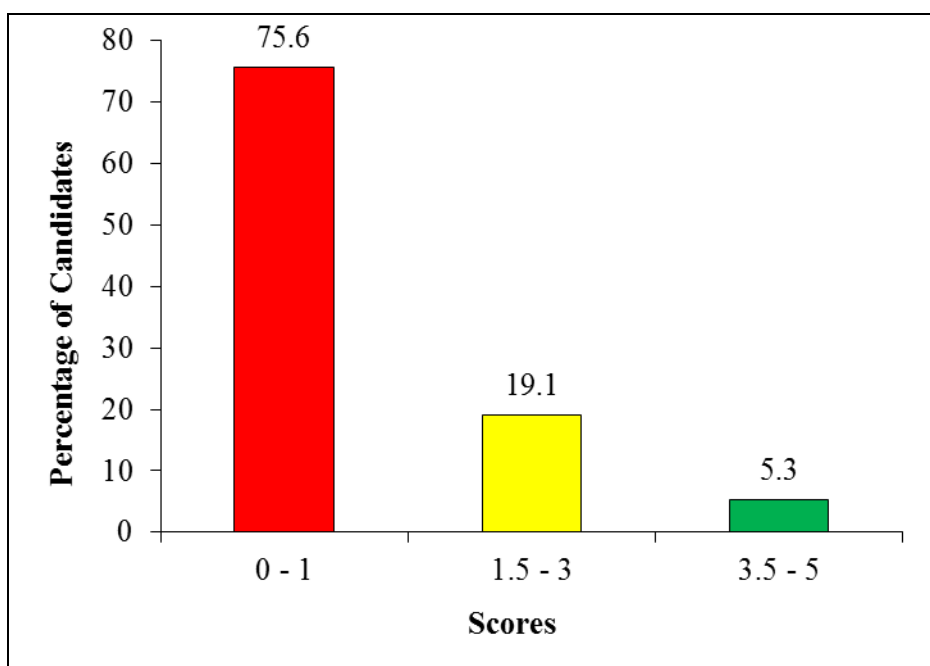

Figure 2: *Percentage of the candidates' performance in question 2*

The analysis indicates that 240,113 (75.6%) candidates scored from 0 to 1 mark which indicates poor performance in this question. These candidates lacked summary writing skills. Some of them numbered the sentences, another candidate presented information like a card, and others copied the paragraphs in the original text. Moreover, some responses lacked sense due to poor language skills and were presented in a poor format. Extracts 2.1 illustrates the sample of poor responses by one of the candidates.

Extract 2.1

Extract 2.1: The poor response by the candidate who numbered the five sentences instead of writing in a single paragraph.

Moreover, 60,351 (19.1%) candidates scored from 1.5 to 3 marks, which is an average performance. These candidates were able to identify few main ideas from the passage and copied some sentences directly from the passage given. Some of them lacked good flow of ideas, wrote unclear sentences and had spelling errors. There were also candidates who wrote meaningless sentences and mixed some information in the same sentences as extracts 2.2 shows:

Extract 2.2

Extract 2.2: Response by the candidate who copied some sentences, hence scoring average marks.

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The analysis of the candidates' performance reveals that 16,649 (5.3%) candidates scored from 3.5 to 5 marks which is good performance in this question. These candidates were able to summarise key information from a text in five sentences in a single paragraph. This implies that, these candidates had reading and comprehension skill as they observed all the principles of summary writing such as maintaining the originality of the main ideas, considering good flow of ideas, using appropriate punctuation marks such as full stop, commas, paragraphing and capitalization, using correct grammar, spelling and appropriate vocabulary as well as considering the number of sentences needed. Extract 2.3 is the sample of the good response from a candidate.

Extract 2.3

Q2.	Drug abuse is the misuse of drugs and is a problem which affects a lot of people in the world negatively both socially and individually. The government have inacted laws to criminalise drug abuse and some countries like China have proposed the death penalty to it. Tanzania has created laws and preventing drug trafficking and also cooperated with other countries like Kenya and Uganda in eliminating problem. Some organisations eliminate addiction through prevention and rehabilitation by using CD ROMs and video to conscientise people. Those who are addicted are taken to the treatment centres so that they can be drug and alcohol free but willingly.

Extract 2.3: Response by the candidate who was able to identify main idea from the passage read.

2.2 SECTION B: Patterns and Vocabulary

The section was comprised of five questions which were supposed to be done by all candidates. Each question carried 4 marks, making a total of 20 marks.

2.4.1. Question Number 3: The Use of Grammar

The candidates were required to re-write the given sentences according to the instructions given. The question intended to test the candidate's

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ability to use different patterns to form correct grammatical sentences. The total marks for this question were 4 where each item had 1 mark. The sentences given were:

(a)   She finished her work. Then she went home. (Begin with: Having _____)

(b)   She went out very early. She wanted to catch the first bus. (Rewrite using: because)

(c)   Can we meet tomorrow? (Rewrite into indirect speech)

(d)   My brother has a pen friend from the Netherlands. (Rewrite using: the nationality of the pen friend)

The analysis shows that 345,457 (95.9%) candidates attempted this question. The analysis shows that 293,702 (85%) candidates scored from 0 to 1 mark, 45,698 (13.2%) candidates scored from 1.5 to 2 marks and 6,057 (1.8%) candidates scored from 3 to 4 marks. The general performance in this question was poor as only 51755 (15%) candidates scored from 1.5 to 4 marks. Figure 3 summarizes the performance of candidates.
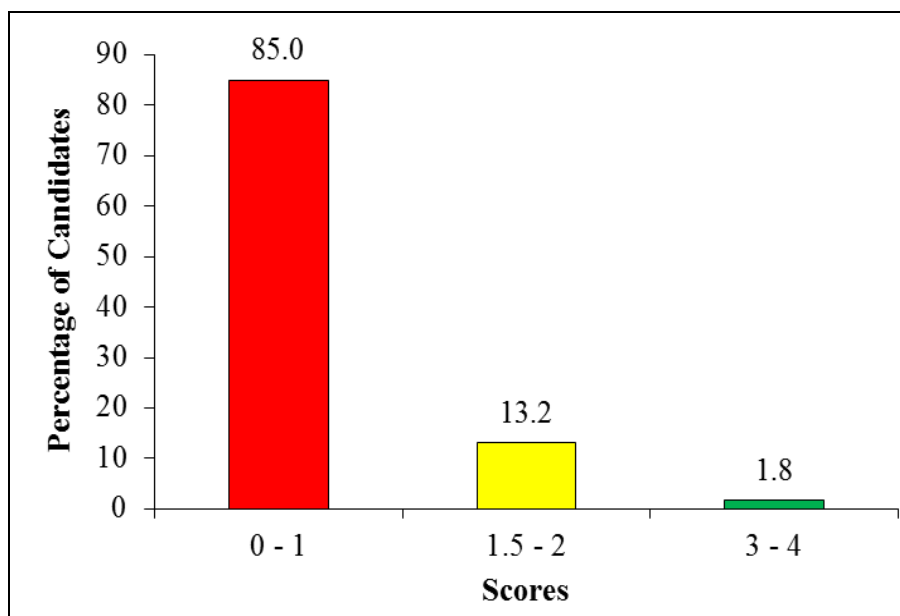

Figure 3: *Percentage of the candidates' performance in question 3*

Furthermore, 293,702 (85%) candidates who scored from 0 to 1 mark were not able to attempt the items correctly due to poor knowledge of

English patterns (grammar). For example, in part (a) the item tested the candidate's ability to express order of events by using *having* at the beginning of the sentences. The candidates failed to use *having* to express order of events. Some candidates did not use *having* at the beginning since they did not even understand the given instruction. Some other candidates retained the word *then* in the main clause and omitted the possessive pronoun *her* in the dependent clause.

Moreover, there were candidates who retained the subject *she* by writing *having she finished her work*. Part (b) the item tested the candidate's ability to express reason using *because*. The candidates in this category failed to use *because* to express reasons. Part (c) tested the candidate's ability to change a direct speech sentence into an indirect speech. The candidates failed as they lacked the knowledge of indirect speech. For example one of the candidates regarded *indirect speech* as a name hence used it as the subject, *indirect speech can we meet tomorrow?* Also other candidate changed the sentence into future as in the sentence *I shall meet tomorrow*. Part (d) item intended to test the candidates' understanding of the nationalities of people of different countries. Some students generalized that the nationality of people from the Netherlands falls in the regular principle of expressing peoples' nationalities by adding "*an*" to the name of the country. Extract 3.1 is the sample of the candidates' poor responses.

Extract 3.1:

Extract 3.1: Response by the candidate who lacked knowledge of different patterns and vocabulary in English Language.

The candidates with average performance in this question were 45,698 (13.2%). These candidates managed to attempt only some items correctly. However, they failed to attempt correctly some parts due to lack of knowledge on patterns and vocabulary. For instance, one of the candidates wrote the nationality of people from Netherlands as

Nerthalandian instead of Dutch. Also, the candidate failed to write the sentences from direct to indirect speech as he/she wrote; *They said that: can we meet tomorrow.* Instead of; *He/she asked me if we could meet the following day.* Extract 3.2 shows the sample of the candidate who had an average performance in this question.

Extract 3.2

Extract 3.2: Response by the candidate who failed to change a direct speech sentence into indirect speech. The candidate also failed to provide the nationality of Netherlands.

However, further analysis shows that only 6,057 (1.8%) candidates scored from 3 to 4 marks. These candidates had enough knowledge on patterns and vocabulary in English Language. In part (a) they knew that the when *having* is used to join two sentences into one sentence, it will change one close into a dependent clause. So they were able to join the two sentences beginning with *Having*, For example, one candidate wrote; Having *finished her work she went home.* Not only this but also in part (b) they managed to rewrite the sentences using *because.* For example, one candidate wrote; *She went out very early because she wanted to catch the first bus.* Furthermore, in part (c) one of the candidates changed the sentences into indirect speech; *He/she asked me if we could meet the following day*. In part (d) they also managed to write the sentences using the nationality of the pen friend from Netherlands as they wrote; *My brother has a Dutch pen friend.* Extract 3.3 is the sample of the good response.

Extract 3.3

	SECTION B	
3 a)	Having finished her work, she went home.	
b)	She went out very early because she wanted to catch the first bus.	
c)	He asked if we could meet the following day	
d)	My brother has a dutch pen friend.	

Extract 3.3: Response by the candidate who answered this question correctly.

2.4.2. Question Number 4: Peoples' Jobs/Occupations

The candidates were required to choose four words among the given nine words to complete the given expressions (a) to (d) about occupations of different people. The question tested the candidate's ability to name occupations of different people. The question carried a total of 4 marks whereby each item had 1 mark.

The words were: **inspector, farmer, driver, authoress, magistrate librarian, news reporter** and **electrician**

The given expressions were:
(a) A person whose job is to visit schools, factories to check that rules are being observed, obeyed and that standards are accepted is called _____.
(b) A person who is in charge of or works in a library is called _____.
(c) A woman who writes books is called _____.
(d) A person whose job is to connect, repair electrical equipment like cables, wires in a house, car or machine is called _____.

The question was attempted by 359,240 (99.7%) candidates. The analysis of candidates' performance shows that 279,207 (77.7%) candidates scored from 3 to 4 marks, 49,733 (13.9%) candidates scored from 1.5 to 2 marks and 30,300 (8.4%) candidates scored from 0 to 1 mark. Generally, the candidates' performance in this question was good, since 328,940 (91.6%) candidates scored from 1.5 to 4 marks. Figure 4 illustrates the summary of candidates' performance.

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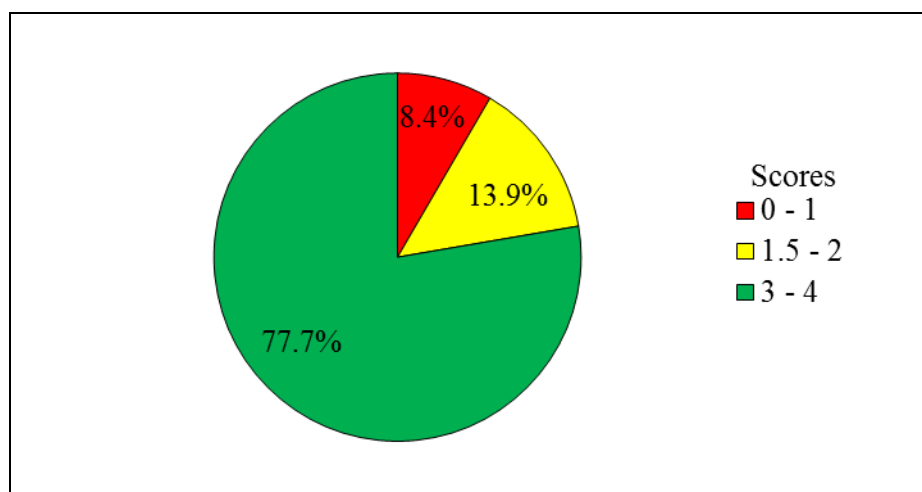
Figure 4: *Percentage of the candidates' performance in question 4*

The analysis of the candidates' performance indicates that 279,207 (77.7%) candidates who scored from 3 to 4 marks had enough knowledge on the different vocabularies used to name occupations of different people. These candidates knew that *a person whose job is to visit schools, factories to check that rules are being observed, obeyed and that standards are accepted is called an inspector. A person who is in charge of or works in a library is called a librarian. A woman who writes books is* called *authoress* and *a person whose jobs is to connect, repair electrical equipment like cables, wires in a house, car or machine is called an electrician.* Extract 4.1 is the sample of the good response from the candidate's script.

Extrac 4.1

Extract 4.1: Response by the candidate who could identify people's occupations.

Furthermore, 49,733 (13.9%) candidates had an average performance in this question. These candidates were able to respond correctly in some parts of the question and failed to respond on other parts correctly. This

shows that they had inadequate knowledge of some vocabulary used to name occupations. For instance, one of the candidates wrote that;

A person whose job is to visit schools, factories to check that rules are being observed, obeyed and that standards are accepted is called a librarian.

This candidate did not realize that the *librarian* is a person who is in charge of or works in a library. Also in part (b) the candidate wrote that;

A *person who is in charge of or works in a library is called magistrate.*

This candidate did not realize that the magistrate is a public officer who is concerned with the administration of law. Extract 4.2 shows an average performance from one of the candidates.

Extract 4.2

4	(a) librarian		
	(b) Magistrate		
	(c) authoress		
	(d) electrician		

Extract 4.2: Shows the response of the candidate who answered some of the parts of question correctly.

However, 30,300 (8.4%) candidates performed poorly in this question. These candidates lacked knowledge of the occupation of different people in the society. For example, in part (c) some of them identified a woman who writes book as an *electrician*, it is likely that these students did not understand the meaning of a word electrician which means a person whose job is to connect, repair electrical equipment like cables, wires in a house, car or machine. In part (d) they also identified an *authoress* as a person whose job is to connect and repair electrical equipment. This response implies that the candidates did not know that an authoress is a woman who writes books. Therefore, these candidates guessed occupations due to their lack of knowledge on the respective vocabulary. Extract 4.3 demonstrates the poor response from the candidate's script.

Extract 4.3

✗ (a) Magistrate		
(b) librarian		
(c) electrician		
(d) authoress		

Extract 4.3: Response by the candidate who lacked knowledge of people's occupations.

2.4.3. Question Number 5: The Use of Adjective, Reflexive and Relative Pronouns

The candidates were required to choose the most appropriate word from the given list to fill in the blank spaces in the given sentences. This question was testing the candidates' ability to use adjectives, reflexive and relative pronouns. Each item carried 1 mark making a total of 4 marks.

The words were; **whose, which, whole, myself, you, ourselves, quite, it**

The given sentences were:
(a)   *Nandipa has spent her _____ life in a boarding school from standard I to form six.*
(b)   *When thieves came at night, we locked _____ in the rooms.*
(c)   *We were studying in _____ an old class.*
(d)   *A widower is a man _____ wife is dead.*

The question was attempted by 358,776 (99.6%) candidates. The analysis of the candidates' performance reveals that 162,786 (45.4%) candidates scored from 0 to 1 mark, 88,171 (24.5%) candidates scored from 1.5 to 2.5 marks and 107,819 (30.1%) candidates scored from 3 to 4 marks. The candidates' overall performance in this question was average, since 195,990 (54.6%) candidates scored from 1.5 to 4 marks. Figure 5 illustrates the summary of candidates' performance.
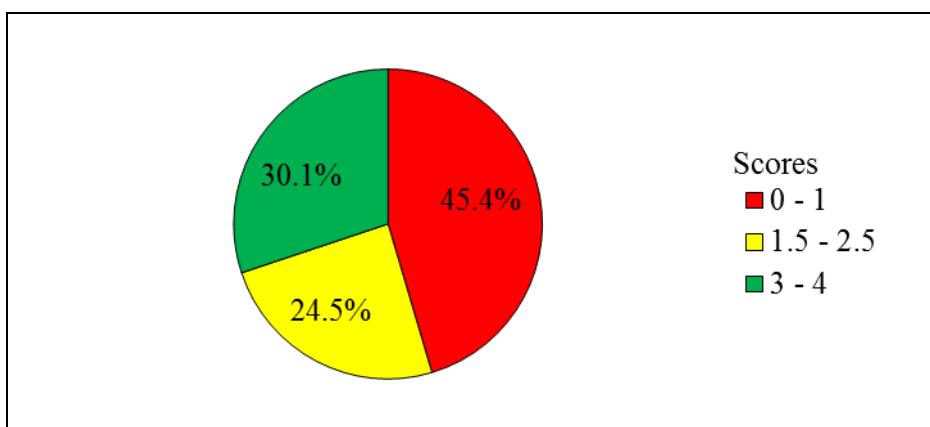
Figure 5: *Percentage of the candidates' performance in question 4*

The analysis of the candidates' performance shows 162,786 candidates which is 45.4 percent of all candidates scored from 0 to 1 mark which indicates weak performance in this question. These candidates performed poorly in this question since they did not know the relationship that exists between words in the given sentences. For example, one of the candidates in part (a) wrote *quite* instead of the word *whole*. This candidate did not realize that what was required in that sentence was the relative pronoun. In part (b) the candidate wrote *whole* instead of *ourselves.* This candidate was not aware that the needed word was the reflexive pronoun and not the relative pronoun. Furthermore, in part (c) the candidate filled the sentence with a relative pronoun *which* instead of the adjective *quite.* In part (d) the candidate chose *myself* instead of *whose.* This candidate did not realize that a reflexive pronoun was not compatible in the given sentence. These incorrect responses imply that the candidates lacked knowledge on the use of adjectives, reflexive and relative pronouns. Hence, they made wrong choices. Extracts 5.1 is the sample of the candidate's poor response.

Extract 5.1

Extract 5.1: A sample of candidate's response who failed to use adjective, reflexive and relative pronouns.

Further analysis of the candidates' performance in this question shows that 88,171 (24.5%) candidates had an average performance. These are the ones who scored from 1.5 to 2.5 marks. They managed to answer some parts of the questions correctly. However, they failed to answer some other parts since they lacked knowledge on the relationship that exists between words in the sentences. For instance, one of the candidates wrote *quite* in part (b) instead of using reflexive pronoun *ourselves*. This candidate lacked the knowledge of reflexive pronoun that it is used when the subject in a sentence begins with pronoun *we.* Similarly, in part (c) the candidate wrote the relative pronoun *which* instead of an adjective *quite* which is modifying the noun class. Extract 4.2 shows the candidates who managed to answer some parts correctly.

Extract 5.2

Extract 5.2: The sample of candidates' response who managed to answer part (a) and (d) of the question correctly.

However, further analysis shows that 107,819 (30.1%) candidates scored from 3 to 4 marks, which is good performance in this question. These candidates were aware of the relationship that exists between words in the sentences; hence they knew the correct use of adjective, reflexive and relative pronouns according to the demand of the questions. Therefore the candidates were able to write the adjective *whole* in part (a), the reflexive pronoun *ourselves* in part (b), an adjective *quite* in part (c) and relative pronoun *whose* in part (d). Extract 5.3 is the sample of candidate's good response:

Extract 5.3

5a) whole		
b) ourselves		
c) quite		
d) whose		

Extract 5.3: The sample of the good response by a candidate who correctly selected relevant adjective, reflexive and relative pronouns to answer question.

2.4.4. Question Number 6: Identifying and Replacing Wrong Words

Candidates were given two task in this question, one was to identify the wrong word and the second one was to replace the wrong word by writing the correct word in each of the given context in the sentence. The question tested the candidates' knowledge on the words which are closely related in terms of pronunciation but different in meaning and spelling (homophones).

The sentences with the wrong words were:

(a) *Kitchen is good meat.*

(b) *His uncle is a hat surgeon.*

(c) *May I have a peace of chalk.*

(d) *This is not a light place for you to stay.*

This question was attempted by 351,446 candidates which is 97.6 percent of all the candidates. The analysis indicates that 190,323 candidates which is 54.2 percent scored from 0 to 1 mark, 92,301 candidates which is 26.2 percent scored from 1.5 to 2.5 marks and 68,823 candidates which is 19.6 percent scored from 3 to 4 marks. Generally, the candidates' performance in this question was average since 161,123 (45.8%) candidates scored from 1.5 to 4 marks. Figure 6 shows the summary of candidates' performance.
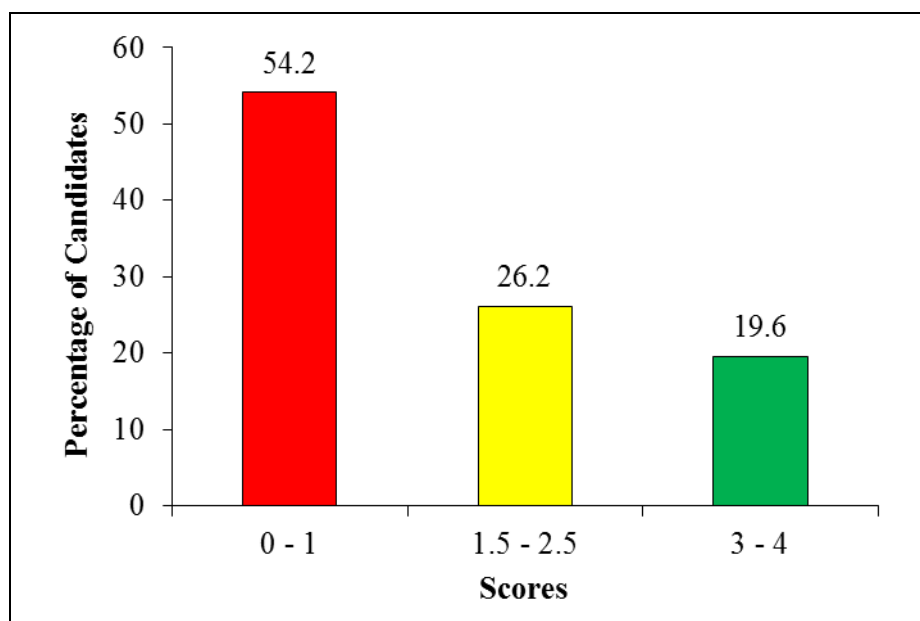
Figure 6: *Percentage of the candidates' performance in question 6*

The analysis shows that the candidates who scored from 0 to 1 mark were 190,323 (54.2%). These candidates failed to relate the meaning of words within the given context. They were not aware that there are words which have the same pronunciation but they differ in spelling and meaning. Among these students some of them neither identified nor replaced the wrong words, they just copied the sentences as they were. Others just identified the words which were not intended. For example, one of the students in part (a) changed a word *meat* to *meet* instead of changing the intended word kitchen. This candidate did not know that the given word *meat* was correct, hence the changed word made the sentence grammatically incorrect. In part (b) the candidate changed the word *surgeon* to *sur* instead of changing the word hat. In part (c) the candidate changed the intended word *peace* to the meaningless word peece instead of piece. In part (d) the candidate changed the word *stay* to the meaningless word *strey* instead of changing the word light. Extract 6.1 is the sample of the poor response.

Extract 6.1

6 a Kitchen is good Meet
   b His uncle Rs hat a sur
   c May I have a Peece of chalk
   d This is not a light place for you to strey

Extract 6.1: Sample of the response by a candidate who identified words without considering the intended meaning in the sentences.

Further analysis shows that 92,301 candidates which is 26.2 percent of all the candidates got an average performance in this question. These candidates scored from 1.5 to 2.5 marks. The candidates managed to answer some parts of the question correctly while they got wrong in other parts of the question. Some of these candidates only did one task of identifying the wrong word which are *kitchen, hat, peace and light* without replacing the identified words with the correct ones. On the other hands, some candidates only replaced the wrong words with *chicken, heart, piece a*nd *right* without identifying them which is contrary to the demand of the question. Other candidates identified the wrong words but failed to write them correctly to bring the intended meaning. For example, one of the candidates in part (a) identified *kitchen* and replaced it with *kitten* instead of *chicken*. In part (b) *hat* was replaced by *hut* instead of *heart*. In part (d) *light* was replaced with *fight* instead of *right*. This candidate did not consider the meaning of those words when doing the replacement. Extract 6.2 shows the sample of the response of the candidates who managed to attempt some parts of the question correctly.

Extract 6.2

6.	Wrong word	Correct word.
ⓐ	Kitchen	Kitten.
ⓑ	hat	Hut
ⓒ	Chalk	ChalCK
ⓓ	Light	fight

Extract 6.2: Sample of the response of the candidate who managed to identify some of the wrong words but failed to write the correct words.

The candidates who scored 3 to 4 marks were 68,823 candidates which is 19.6 percent. These candidates were able to respond according to the demands of the question. They started by identifying the wrong words which are kitchen, hat, peace and light and then managed to replace them with the correct words chicken, heart, piece and right respectively as seen in Extract 6.3.

Extract 6.3

6'
a) Wrong word: Kitchen.
   Sentences: Chicken is good meat.

b) Wrong word: hat.
   Sentences: His Uncle is a heart Surgeon.

c). Wrong word: Peace.
   Sentence: May I have a piece of chalk.

d). Wrong word: Light.
   Sentences: This is not a right place for you to stay

Extract 6.3: Response by the candidate who identified the wrong words and replace them with the right ones.

2.4.5. Question Number 7: Expressing Past Events

Candidates were required to complete the sentences using the information provided about Juma's life history which is as follows:

1984 – 1990 – at Mtakuja primary school.
1991 – 1997 – at Malwe high school.
2000 – 2004 – joined university of Dar es Salaam.
2004 – 2007 – English teacher at Muka secondary school.
2008 – got married.

    (a)   *In1996_____*
    (b)   *In 2003 _____*
    (c)   *In 2006 _____*
    (d)   *In 2008 _____*

The question tested the candidates' ability to express past events using past continuous tense which is expressed by using *was* or were as the past form of the verb *to be* and the main verb with an *ing* form such as *Tumaini was reading a book*. The candidates were also supposed to note that part (d) sentence was to be written in the simple past tense because it acts as the conclusion for Juma's life history.

The question was attempted by 352,885 (98%) candidates. The analysis shows that 277,176 (78.5%) candidates scored from 0 to 1 mark, 61,140 (17.4%) candidates scored from 1.5 to 2.5 marks and 14,569 (4.1%) candidates scored from 3 to 4 marks. The general performance of the candidates in this question was poor as only 75,709 (21.5%) candidates scored from 1.5 to 4 marks. Figure 7 illustrates the candidates' performance in this question.
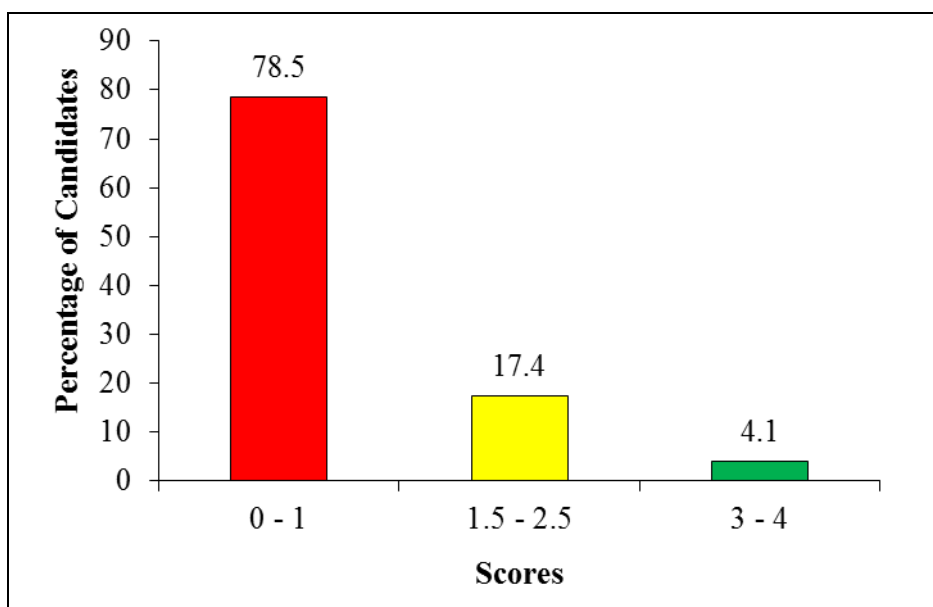
Figure 7: *Percentage of the candidates' performance in question 7*

The analysis shows that 277,176 (78.5%) candidates with poor performance had different misconceptions about the question. There were candidates who thought that the question required them to change the names, for example one of the candidates wrote; *In 1996 Najati was studying at Kisanga Primary School* instead of; *In 1996 Juma was studying at Malwe High School* in part (a). In part (b) the candidate wrote ungrammatical sentence; *In 2003 A live at Matanda Secondary*

instead of; *In 2003, Juma was studying at the University of Dare es Salaam.* Other candidates showed the ranges of time like *in 1996 to 2000* instead of using the intervals of the years given in the question. Not only that but also other candidates copied the information provided about *Juma's life history*, and used it to complete the given sentences. Some of the students wrote sentences which were not grammatically correct and they did not meet the requirement of the question. Extract 7.1 shows a sample of the poor responses from one of the candidates.

Extract 7.1

Extract 7.1: Sample of the response of the candidate who failed to complete the sentences about Juma's life history.

Moreover, analysis shows that 61,140 (17.4%) candidates scored from 1.5 to 2.5 marks which indicate an average performance in this question. These candidates failed to realize that all the sentences from 7 (a), (b) and (c) needed to appear in the past continuous tense, instead they wrote 7(b) and (c) as simple past tense sentences. For example in part (b) the candidate wrote; In 2003-*Juma joined University of Dar es Salaam* instead of; *In 2003, Juma was studying at the University of Dar es Salaam.* Likewise, in part (c) the candidate wrote; *In 2006-Juma was English teacher at Muka Secondary School* instead of; *In 2006, Juma was teaching English at Muka Secondary School. Or In 2006, Juma was a teacher who was teaching English at Muka Secondary* School. Extract 7.2 shows a response from the candidate who managed to answer part (a) and (d) correctly but failed in part (b) and (c).

Extract 7.2

7. a) In 1996 - Juma was studying at Malwe high School	
b) In 2003 - Juma ~~has~~ joined University of Dar es salaam	
c) In 2006 - Juma was English teacher at Muka secondary school	
d) In 2008 - Juma got married	

Extract 7.2: Sample of the response from the candidate who managed to answer correctly in some parts in question 7.

Further analysis shows that the candidates with good performance were 14,569 (4.1%). They scored from 3 to 4 marks. These candidates realized that the events in 7 (a) (b) and (c) were supposed to be expressed in the past continuous tense, while the 7(d) sentence was to be expressed as a simple past tense sentence. Following this knowledge the candidates wrote: in (a) *In 1996 Juma was studying at Malwe High School;* in (b) *In 2003, Juma was studying at the University of Dar es Salaam*; in (c) *In 2006, Juma was teaching English at Muka Secondary School;* and in (d) *Juma got married.* A sample of a good answer from the candidate's script is provided in extract 7.3.

Extract 7.3

7 a) In 1996, Juma was studying at Malwe high school.	
b) In 2003, Juma was studying at University of Dar es salaam.	
c) In 2006, Juma was teaching as an English teacher at Muka Secondary school.	
d) In 2008, Juma got married.	

Extract 7.3: Response by the candidate who was able to attempt question 7 correctly.

2.3 SECTION C: Language Use

This section consists of question 8, 9 and 10. The candidates were required to answer questions 8, 9 where each question carried 5 marks. They were also required to choose two of the four given alternatives in question 10. Each alternative carried 10 marks. The total marks for this question were 30 marks.

2.3.1 Question Number 8: Rearranging the Sentences into Logical Sequences

Candidates were required to re-arrange the following five sentences into a logical sequence to make a meaningful paragraph by writing the corresponding letter in the answer booklet provided.

A. *It was so unfortunate that the man died in Amina's house because of drunkenness.*
B. *Amina was struggling to support him to get into the house and I went to help her.*
C. *One day I saw her coming back home with a man.*
D. *There was a certain girl living near our house, she was known as Amina Matanuzi.*
E. *The man was so drunk that he could not walk on his own and he looked so terrible.*

The question intended to test the candidates' knowledge in sequencing ideas logically. They were required to identify the sequence markers so as to establish logic in a paragraph. Each item carried 1 mark making a total of 5 marks for this question.

The question was attempted by 358,312 (99.5%) candidates. The analysis shows that 114,475 (31.9%) candidates scored from 0 to 1 mark, 98,713 (27.6%) candidates scored from 1.5 to 3 marks and 145,124 (40.5%) candidates scored from 3.5 to 5 marks. The general performance of the candidates in this question was good, since 243,837 (68.1%) candidates scored from 1.5 to 5 marks. Figure 8 illustrates the candidates' performance in this question.
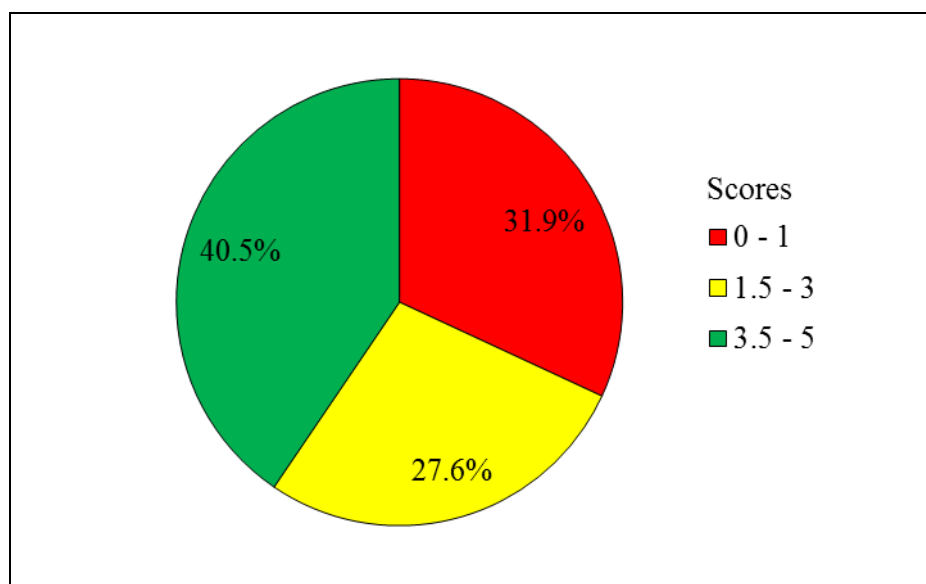
Figure 8: *Performance of the candidates in question 8*

The analysis of the candidates' performance shows that, 145,124 (40.5%) candidates scored from 3.5 to 5 marks. These candidates performed well in this question, since they managed to establish logic by rearranging the five sentences sequentially. They were also able to note the sequence markers which show order when arranging sentences/ideas. For example, they could note that *D* was supposed to be the first sentence since it started narrating the story about the girl while *C* was supposed to be placed second because the pronoun her refers to the girl (Amina) who was already mentioned in the first sentence. Then, the sentence *E* becomes the third one since it gives the connection of the story as the meaningful one. It is followed by sentence *B* which has connection with *E*. Sentence *A* become the last one as it concludes a story. Extracts 8.1 is the sample of the good response from one of the candidates.

Extract 8.1

8	Sentence Number	1	2	3	4	5	
	Letter	D	C	E	B	A	

Extract 8.1: Response by the candidate who could rearrange the sentences in a logical order.

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Furthermore, the candidates who had an average performance were 98,713 (27.6%). These candidates were able to sequence only some sentences. While some candidates could only re arrange the fourth and fifth sentences, others could rearrange the first and the fifth ones. Yet, there were also candidates who managed to sequence the first and the third sentences only. One of the candidates could not identify all the sequence markers; hence he or she identified sentence D as the first one but he or she failed to connect it with sentence C. However, sentence E was correct and the rest of the sentences were incorrect. This is shown in extract 8.2.

Extract 8.2

Extract 8.2: Response by the candidate who responded correctly in some parts of the question.

Moreover, the analysis shows that there were candidates who had weak performance in this question. These were 114,475 (31.9%) candidates who attempted this question. They scored from 0 to 1 mark in this question. There were several reasons behind their failure; some of the candidates' were influenced by *C* as the first sentence because they thought that *one day* is used to mark the beginning of the story. They did not realize that *her* in the same sentence should be used after a female name such as Clara or a pronoun *she* which has already been mentioned. For this case sentence D should be the first one as the name of a girl is mentioned as *Amina Matanuzi,* followed by C, E, B and A. Therefore, this was the beginning of their confusion. Another group of candidates chose *B* as the first sentence. They followed by *E, C A* and *D*. These candidates failed to establish logic; hence they only guessed the arrangement without knowing the reasons for their selection. Extract 8.3 provides a sample of the candidate who failed to rearrange the sentences into a logical sequence.

Extract

8.3

8. Sentence number	1	2	3	4	5
letter	E	A	D	C	B

Extract 8.3: Response by the candidate who could not identify the
sequence markers to rearrange the given sentences in a logical order.

2.3.2 Question Number 9: Matching the Items

The candidates were required to match each expression in List A
with the correct word from List B by writing the corresponding
letter beside the item number in the answer booklet(s) provided.

LIST A		LIST B
(i)	A tropical fruit with smooth yellow or red skin, soft orange flesh and large seed inside.	A. Orange
(ii)	A round citrus fruit with thick reddish-yellow skin and a lot of sweet juice that is rich in vitamin C.	B. Onion
		C. Pineapple
(iii)	A long curved fruit with thick yellow skin and soft flesh, which grows on trees in hot countries.	D. Tomatoes
		E. Mango
(iv)	A large tropical skin with rough skin, yellow flesh with a lot of juice and stiff leaves on top.	F. Avocado
		G. Apple
(v)	A tropical fruit with hard, dark green skin, soft, light green flesh and a large seed inside.	H. banana

The question intended to test the candidates understanding of the
vocabulary used to name fruits as used in everyday conversations. The
candidates were required to read and understand the given expression in
List A in order to be able to match them with the right name of fruit in
List B. Each item carried 1 mark making a total of 5 marks.

The question was attempted by 358,216 (99.4%) candidates. The analysis shows that 134,870 (37.7%) candidates scored from 0 to 1 mark, 127,920 (35.7%) candidates scored from 1.5 to 3 marks and 95,426 (26.6%) candidates scored from 3.5 to 5 marks. The general performance of the candidates in this question was good, since 223346 (62.3%) candidates scored from 3.5 to 5 marks. Figure 9 illustrates the performance of the candidates in this question.
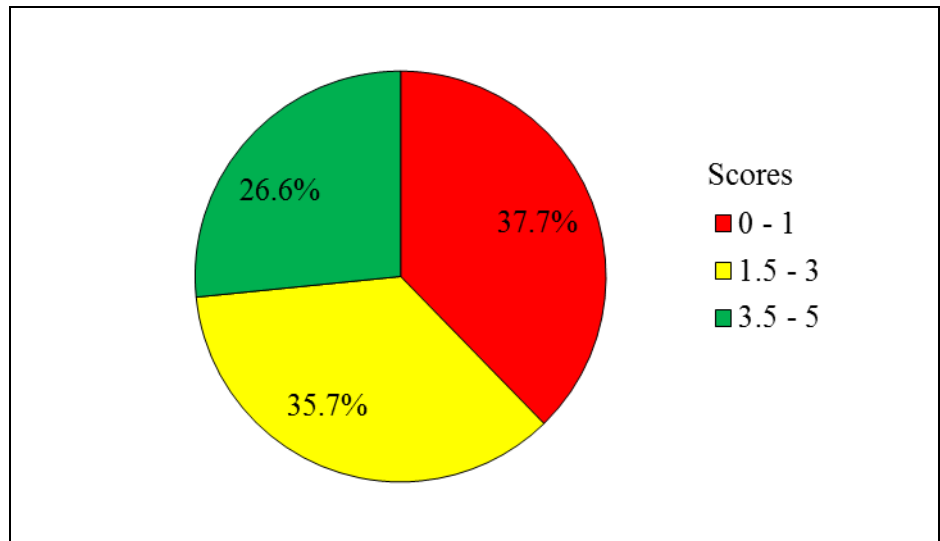

Figure 9: *Percentage of the candidates' performance in question 9*

The analysis indicates that candidates whose performance was poor in this question were 134,870 (37.7%). These candidates scored from 0 to 1 mark. They failed to attempt the question correctly since they did not know the right vocabularies that are used to name different fruits, hence failed to match the names of the fruits with their relevant expressions. For example, one candidate matched item (i) A tropical fruit with smooth yellow or red skin, soft orange flesh and large seed inside with *D tomatoes instead of E mango*. This candidate failed to understand that tomatoes do not have large seeds inside. The candidates who matched item (ii) A round citrus fruit with thick reddish-yellow skin and a lot of sweet juice that is rich in vitamin C with *H banana* instead of *A orange,* did not even realize that bananas are not round in shape and do not have juice.

Further analysis shows that those who selected *E mango* instead *H banana* to match with (iii) A long curved fruit with thick yellow skin

and soft flesh, which grows on trees in hot countries, did not know that mangoes are not *long curved fruits*. The candidates who matched (iv) A large tropical skin with rough skin, yellow flesh with a lot of juice and stiff leaves on top with *A orange* instead of *C pineapple* failed to realize that oranges do not have rough skin and stiff leaves on top. Those who matched (v) A tropical fruit with hard, dark green skin, soft, light green flesh and a large seed inside with *C pineapple* instead of *F avocado* did not know that pineapples do not have soft, light green flesh and a large seed inside. These responses imply that the candidates did not understand the meaning of those expressions and vocabularies given. Extract 9.1 is the sample of the poor response from the candidate who failed to match the expression in list A with the correct word from list B.

Extract 9.1

Extract 9.1: Poor response by the candidate who failed to match names of fruits with their expressions.

Moreover, the analysis shows that there were 127,920 (35.7%) candidates who had an average performance in this question. These candidates scored from 1.5 to 3 marks. Some of the candidates managed to match some parts, for instance, one of the candidates managed to match number (i) with E which is *mango,* number (v) with F which is *avocado*. He or she failed to match the rest of the items, since he or she lacked the knowledge of different kinds of fruits in terms of their characteristics. For example, the same candidate matched number (ii) with D *tomatoes*, without knowing that tomato has no thick reddish-

yellow skin. The candidate matched number (iii) with G *an apple* instead of H which is *banana.* This candidate was confused since an apple is yellow and has soft flesh but he/she failed to know that an apple is not a long curved fruit with thick yellow skin rather it is *banana*. Also the candidates matched number (iv) with A *orange* instead of C *pineapple*. He or she failed to know that an orange has no rough skin and stiff leaves on top. Other candidates managed to match number (i) with E *orange* and number (iii) with H *banana* but failed to match the rest of the items. Extract 9.2 shows the sample of the response of a candidate who managed to match item (i) and (v) correctly but failed to match the rest of the items.

Extract 9.2

9	Number	1	ii	iii	iv	v		
	Letter	E	D	G	A	F		

Extract 9.2 shows the sample of the response of the candidate who managed to match item (i) and (v) correctly but failed to match the rest of the items.

On the other hand, the candidates with good performance were 95,426 (26.6%). These candidates were able to identify mango, orange, banana, pineapple and avocado as the fruits needed to match expressions (i), (ii), (iii), (iv) and (v) respectively. Therefore, they understood expressions and could name the fruits. Extract 9.3 gives a sample of a good response from candidate's scripts.

Extract 9.3

9.	Number	i	ii	iii	iv	v	
	Letter	E	A	H	C	F	

Extract 9.3: Response by the candidate who could identify fruits with their description.

2.3.3 Question Number 10: Writing Skills

The candidates were required to choose two alternatives out of the four given alternatives A, B, C and D. This question intended to test the

ability of the candidates in writing skills in different things in a variety of contexts. Each alternative carried 10 marks making a total of 20 marks for this question. The alternatives were:

A. *Imagine that you have completed your final examinations and your father has arranged for you a trip to Arusha to visit your aunt. Write a letter to your friend requesting him/her to spend one week with you at your aunt's place. Sign your name as Mazoea Mengo.*

B. *Imagine that you were invited to attend "The Day of an African Child", which is celebrated on 6th June, every year at the United Nations Children's Fund (UNICEF) premises. As an expert in special Education for Children, write your speech about "Child Labour" in not less than 250 words.*

C. *Write a composition of not less than 250 words on the title, "The first day I boarded a train to Mwanza".*

D. *Write an invitation card to request your 10 best friends to attend your birthday party at your home and outline the format of writing telephone messages for those who will call for excuse. Use fictitious names.*

The analysis of the candidates' performance in this question shows that 346,921 (96.3%) candidates attempted this question where by 109,064 (31.4%) candidates scored from 0 to 5.5 marks, 189,224 (54.6%) candidates scored from 6 to 12.5 marks and 48,633 (14%) candidates scored from 13 to 20 marks. The overall performance of the candidates in this question was good, since 237,857 (68.6%) candidates scored from 6 to 20 marks. This performance is illustrated in terms of percentage in Figure 10.
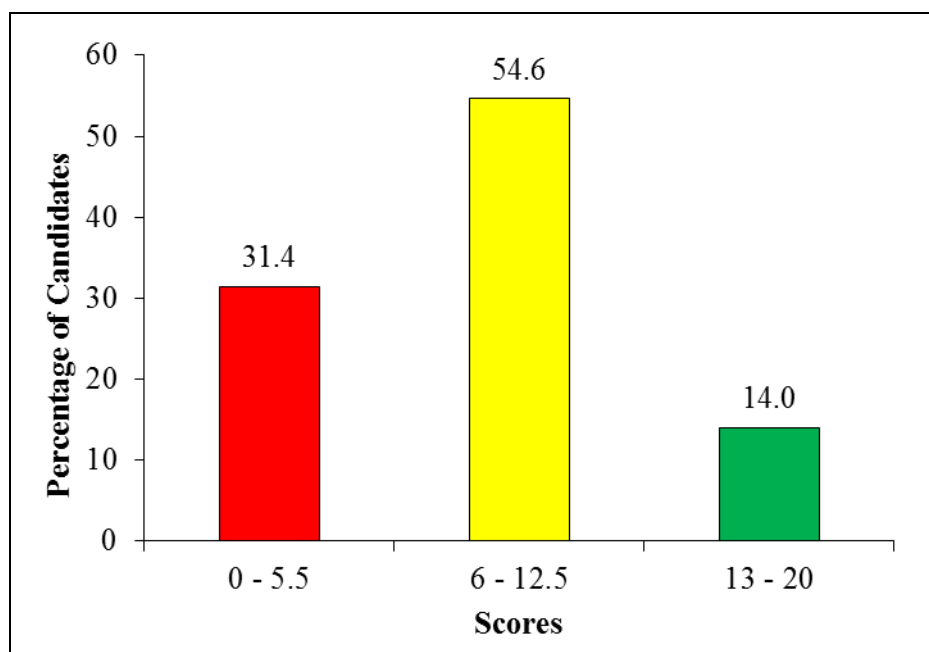
Figure 10: *Percentage of the candidates' performance in question 10*

2.3.3.1. Question Number 10 A: Writing a Friendly (informal) Letter

The candidates were required to write a letter to a friend requesting him/her to spend one week with him/her at his/her aunt's place. The candidates were intended to demonstrate their knowledge on the format of writing friendly letter.

The analysis of the candidates' performance shows that candidates who had average performance in this question had partial understanding of the technicalities needed to be observed when writing a friendly letter. One of these candidates provided correct information like the senders address, date and the salutation, but wrote the official letter complimentary close *Your faithfully* instead of writing a friendly letter complementary close such as *Your lovely friend*, *Yours* or *Your best friend*. The candidate also signed the letter as in official letters instead of only writing the first name. The letter also lacked concluding remarks. The concluding remarks are such as: *I believe you will agree my company or Its my hope that you won't let me down*. Also the candidates wrote the sentences with incorrect grammar, including unsuitable pronoun in the sentence as *I hope your fine and me too* instead of *I hope you are fine and I'm fine too.* However, majority of

these candidates failed to write the content that is convincing a friend to join in the trip. The contents they wrote were unclear as they did not explain the purpose of the letter. Extracts 10.1 shows the sample of the candidate's responses with an average performance.

Extract 10.1

Extract 10.1: Response by the candidate who could write correctly few components in a friendly letter.

Moreover, the analysis of the candidates' performance shows that there were candidates who scored low marks in this question. These candidates performed poorly in this question since they could not write the friendly letter correctly according to the demand of the question. Some of these candidates mixed formats of official and friendly letters. For example, one of the candidates wrote a title, *REF: IAM GOING TO VISIT MY AUNT ARUSHA* and used the official letter complimentary close as *Your faithfully* instead of writing informal complementary close such as *Your lovely friend, Yours* or *Your true friend*. In addition to this, most of these candidates wrote the letter with poor English Language grammar as they failed to express themselves in English Language. Other candidates did not write the letters to their friends but to their father. This suggests that they did not understand the requirement of the question.

Not only that but also, there were candidates who failed the question because of writing the letters in *Kiswahili* or code-mixing English

Language and Kiswahili in some sentences. For example, S.L.P. instead of P.O. Box in the sender's address. This might have been influenced by the fact that Kiswahili is highly used in our community than English. Some letters completely lacked a letter format. Extracts 10.2 provides a sample of poor response from one of the candidates.

Extract 10.2:

Extract 10.2: Response by the candidate who failed to write a friendly letter as it was instructed.

Further analysis indicates that the candidates who had good performance in this question managed to properly observe the requirements of writing a friendly letter. They also placed the items of the friendly letter in their right places within the letter. These candidates observed all the requirements such as *sender's address*, to the top most right, *the date* below the sender's address and *proper salutation*. Others items are the *introduction* which includes the general greetings and *content* which explain the purpose of the letter. Moreover, the letter was supposed to have a *conclusion* such as *I'm looking forward to seeing you soon* and the complimentary close like *Your loving friend.* The letter is supposed to end by the first name, *Mazoea.* Extracts 10.3 is a sample of a good responses from one of the candidate's scripts.

Extract 10.3

10	A:	

MENGO'S BOOKSHOP,
P.O. BOX 9923,
MBEZI - DAR ES SALAAM,

2nd AUGUST, 2018.

Dear Keith,

It is my hope that you are fine and doing well with life out there. Back to my side I am absolutely fine as long as I have completed my final examinations.

I am writing you this letter requesting you to spend a week with me at my aunt's place in Arusha. When I went home my dad and mom told me that I will be going to Arusha at my aunt's place for a one week time and they told me to choose a person to go with then I chose you my best friend. I hope you will agree dear I promise you that it will be the most memorable moment we spent together, enjoyable with a lot of fun too. The journey will be on 10th August and you may come home on any day before 10th August. I really love you Keith and I wish you a blessed day. Just promise me that you won't break my heart dear.

Pass my greetings to your parents, siblings and everyone at home.

Your one and only friend,
Maroea

Extract 10.3: The good sample of friendly letter by the candidate who convinced his/her friend to join him/her in the trip to Arusha.

2.3.3.2. Question Number 10 B: Speech Writing

The candidates were required to write a speech about *"Child Labour" in not less than 250 words.* In writing the speech, the candidates were also required to imagine that they were experts in special education for children. This question intended to test the candidates' ability to write speech based on the given topic by observing correct language use, clarity, good flow of ideas and use of relevant terminologies.

The analysis of the candidates' performance shows that the candidates who had good performance in this question were able to write the speech accurately by providing the reliable reasons to stop child labour. They were able to write a title of a speech, sound introduction with salutation and had a well written main body explaining the problems of *child labour* like using *children as a source of cheap labour, as a source of income, it denies children the right to be children, it makes children become the victim of HIV/AIDS, it involves children into illegal activities.* These candidates also managed to write a conclusion which had a link with the content discussed in the main body. On top of that they could also use language correctly, observe clarity, good flow of ideas and use of relevant vocabulary. For example, one of the candidates suggested solutions in resolving the problems of *child labour* in the world. Extracts 10.4 is a sample of a good response from one of the candidates.

Extract 10.4

10) b)

A SPEECH DRAWN BY MARK AN EXPERT IN SOCIAL EDUCATION FOR CHILDREN TO ALL AFRICAN CHILDREN ABOUT CHILD LABOUR ON 6th APRIL JUNE 2018.

Good afternoon dear,

The chairman of UNICEF

The Secretary of UNICEF,

The regional Councillor,

Invited guests,

ladies and gentlemen.

I feel Very honoured to stand here bifront of you as an expert In Social education for children to talk on the Issue of Child labour.

ladies and Gentlemen, Child labour is the act of taking children (anyone under the age of 18) to perform work that is either legal or illegal. Moreover children may be doing the work for payment or by force. Most of the people tend to force children to work for them but the Issue has alot of effects to the children themselves.

ladies and gentlemen, the following are the effects of child labour.

ladies and gentlemen, Child labour makes a child to loose his or her rights of going to school. This Is becosse through child labour yong boys and girls are prone to work and hence they loose time of going to School to get education.

ladies and gentlemen, Child labour makes a Child prone to diseases, This diseases are such as Tuberclosis, HIV, and other Communicable diseases. This Is becosse as they go to work they are aware to Various things Some others In dirty enviroment and hence might lead to his death. as he gets In Contact with diseases.

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(10)	b) ladies and gentlemen, child labour makes a Child to loose her right of playing, This Is because most of the time they will be prone to work example fixing Cars and hence makes them to loose time of playing	

ladies and gentlemen, child labour may make a child aware to Immoral behaviours, such as rape, alcholism and drugs. This Is because as the child work he or she Sees Various things that are done by adults and hence Influence him or her to do so example, Children working in nightclubs might be prone to such activities.

ladies and gentlemen, child labour Increases the level of illetrate people, This Is because children will not be able to go to school and hence accelerates the rate of people who are illetrate and hence leading to Underdevelopment.

ladies and gentlemen, child labour makes a child to spend less time with his/her parents and hence making her/him to loose some special Care that he/she Is supposed to get as a child Hence makes him or her to loose some special rights and ideskills.

ladies and gentlement, People Conduct Child labour so as they can get money but In actual Sense child labour doesnot bring money rather it destroys the life of a child As it is against his or her will.

ladies and gentlemen child labour Is also helpful as it helps to Increase or Enhance the Child's talent, despite all the disadvantages of child labour this is an advantage as children get to enhance their abilities and hence promoting her own personal development.

ladies and gentlemen, To wrap up my speech I would like the people In the whole society to erradicate this sort of work as it makes a child prone and sevious to Bad things a seen, Moreover the government under the specific one minists have to ensure child rights are safe guarded.
Thank you!

Extract 10.4: Response by the candidate who wrote a good speech about child labour.

Further analysis shows that some of the candidates had average performance in this question. These candidates had understood the question and tried to write a speech about child *labour* but their sentences had grammatical errors. For example, one of the candidates wrote*: Many peoples they give their child big work even to cook which thing it is very dangerous.* This candidate had an idea concerning the *child labour* and he or she tried to explain it though the sentence was ungrammatical. The candidate did not write the salutation which is an important aspect in speech writing. Extract 10.5 shows one of the responses from candidates with average performance.

Extract 10.5

10B	CHILD LABOUR.	
	Child labour refer to the work which are given to the children before the age allowed. many people they give their child big work even to cook which thing it is very dangerous. bad enough child they take child from villagers to town for different work many of them they called Houser girls. what is not good thing for the children.	
	Child labour it cause hummiliation for children many of the labour the humiliated by their mother house of or father house or the childrens of the parents house. they give their labour much works which has not able to do this work so it very dangerous about that we should respect the childrens we are not suppose to give them the big work.	

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Extract 10.5

108. Child labour it cause them to be illiteracy many of children they do not able to get the education because they use much time to working instead of studying and other they do not attend at school for all days and their parents they do not care about that but what they care is them to be over worked all the time.

Child labour somehimes cause death and to loose the man power for coming days. many of children they die because of the working many of parents they give children much work which are very dangerous to them but like cooking and to cause them to die but the end of the day it reduce the the manpower for coming days.

Finally all people over here we are suppose to be with marcy for the children we are not suppose to take children under 18 of age as a house girls. to give our children much work or dangrous work should be stopped with out to forget to imphadise our children to study hard and to teach them about life skills.

Extract 10.5: The sample of the candidate who tried to write the speech about child labour and got average performance.

However, there were candidates who failed to write a speech. These candidates did not introduce the composition in a form of speech. The content included irrelevant points about *child labour*. For example they discussed that child labour provides employment, unity and helps children to understand good behaviour. This suggests that these candidates regarded *child labour* as a positive thing that the society has to praise while the reality is that *child labour* was supposed to be discussed as a problem in the society since *it makes children to become the source of income, cheap labour, children are being denied their rights to be children, they become the victims of HIV/AIDs and it is an*

illegal activities. However, the candidates with this sort of answers, did not play the role of an expert in special education for children, as was expected to speak of the problems of child labour or means to eradicate child labour and not praising it. Extract 10.6 is an example of poor answers from one of the candidate's script.

Extract 10.6

10	B.

```
              CHILD  LABOUR
Thank you for giving chance to talk talk
to that special education shoul be for
children should be provides development
and the country should be developed to
be presence of special education for children.
by the following point
        It provides employment. This is due to
that child labour can used to provide
employment because in the country have
many sop special education for the children
and can used to increase economic development
nt in the country.
        It provides unity to the children. This
is due to that special education can used
to provide unity because in the country
have special education for children and
can used to increase delopment in the
country.
                children
        It help to us an identity such as
a will be a doctor or judge due to prese
nce of ot special education and can
help people to identity in the life in the
society.
                children to
        It help to promote understand good
hebro behaviour and bad behaviour. This is
due to that special education can used
to identi understand good behaviour and
to escape bad behaviour due to presence
of special education to the children.
        Thank you for listening me.
```

Extract 10.6: Response by a candidate who explained the advantages of child labour instead of explaining why it should be stopped.

2.3.3.3. Question 10 C: Writing a Narrative Composition.

The candidates were required to write a composition of not less than 250 words on the title *The first day I boarded a train to Mwanza*. It was a free composition where candidates could come with any relevant presentations on the given topic.

There were candidates who performed well in this question as they scored high marks. These candidates were able to narrate about their first day to travel using a train and their trip to Mwanza by using grammatical correct sentences. They were able to sequence well their ideas and used relevant terminologies. Extract 10.7 is a sample of a good narrative composition from the candidates' scripts.

Extract 10.7

10C THE FIRST DAY I BOARDED A TRAIN TO MWANZA

The first day I boarded a train to Mwanza it I have not mistaken was the day when I had completed my ordinary level examination. That was in 2018. It five years that have passed now.

I remember my o ordinary level. I studied at UWATA BOYS HIGH SCHOOL in Mbeya. I had completed my last examination in the morning so I carried all my to luggage and went to a train station in Uyole Mbeya.

They welcomed me and I told them what I had come to do. They told me that the last train was leaving at 1:00pm and was to reach Mwanza at 1:00am the following day. Since it was my first time, I quickly accepted and paid the fare. The fare was fifty thousand Tanzania shillings.

As soon as it reached 1:00pm the train started its journey moving towards Mwanza. It looked nice inside the train and I was like wondering since it was my first time to enter inside the train. The train moved so fast that I couldn't see well what was taking place an outside.

Three hours later the train had already reached Dodoma since there was a station it stopped and I went and had a meal that would help me to sustain until Mwanza since I had fe a litl money. We were given only 20 twenty minutes for our break. When the 20 twenty minutes were finished, the captain continued his journey

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Extract 10.7

100.   The journey was so long and I slept and woke up several times. When we had reached Shinyanga we entered a certain tunnel which was burried deep in the ground and in there it was so dark that you couldn't see anything. The lighting system inside the train was switched on and then I could see what was inside the tunnel.

Thankfully at around 12.00 midnight, the assistant captain announced that we were just few kilometers away from Mwanza and what followed next was just to wait anxiously. Indeed an hour later we had reached the Mwanza train station.

I was so happy because I thought that I could not make it but I had made it. As soon as I came out of the bus, I saw my mother with my young sister Sharon. They were so happy to see me and I was happy to see them. We had seen each other eight month's ago when I was going to school.

I thanked mummy for the journey and told her that I had enjoyed a lot. I felt like returning back to Mbeya on the same train. Mummy laughed and we started our journey back M home in Mkimbizi street just few kilometers from the train station.

Extract 10.7: Response by the candidate who narrated a good composition about the first day to board a train to Mwanza.

The candidates who had an average performance in this question introduced their compositions well, but lacked some consistency within the main body and lacked conclusions. Extract 10.8 shows one of the candidate's responses with an average performance.

Extract 10.8

> 10 C. THE FIRST DAY I BOARDED A TRAIN TO MWANZA
> It was quite a hot day, I actually could not sleep since many thoughts came across my mind about how the City of Mwanza was looking like and how Luxurious was to board a train because it was a first time for me to board a train.
> Early in the morning, My mother came in my room and awoke me, I prepared myself for about a half an hour. As soon as I finished, the journey to train station began, at the station my mother bought some fruits for me and gave some money for me as well. After that I boarded the train and gave farewell to my mother, then the trip from Dar es salaam to Mwanza started.
> The train was very noisy, that I could not sleep not only noise but also my eagerness to see beatiful sceneries of various places along the way, because it was the my first long journey. When night came I took the food that I had and started to eat and since I was sleepy, I also slept but I was the first one to get up then others followed, I never ceased asking questions to my fellow who was nearby me about various place which we re passing
> A trip was realy tiring, I took us two days to reach Mwanza. When we reached at Mwanza my uncle came to took me. I told him all that I met with during my trip also I phoned my mother to inform her that I have had reached at Mwanza and it was a very beatiful City. I stayed there for about all my holiday and then back to Dar es salaam but for that time I was familiar with train so it was no Longer strange thing to me

Extract 10.8: Response by the candidate with average performance.

Further analysis shows that some of the candidates performed poorly in this question simply because they lacked knowledge of writing narrative composition. Others did not understand the demand of the question because they wrote narrative compositions which are quite different from the topic given in the question. Some of the candidates wrote the composition by code mixing and code switching as they used

both English and Kiswahili language in their composition. Not only they code mix and code switch the language, but also the sentences were ungrammatical as well as meaningless. Extract 10. 9 show a sample of the poor response.

Extract 10.9

10:	Write a composition of not less than 250 words on the title: "The first day I boarded a train to Mwanza"	
	COMPOSITION OF THE FIRST DAY I BOARDED TRAIN TO MWANZA	
	My name is Athanira student in standard year two. I am age is 17 years. I am first day I boarded train for mwanza in gland mathe to the which cannot I boarded train to mwanza. My grandi mathe she called me and your father and Mother baada ya lufungo school. I'm happing for the gering my grand mathe and Mather and Father baada yo kwenda kwa bibi Buhana Mama Walandi ni kulalang Bibi mpaka thule stekupo pungulina for the happe meal grand mather alahalo thambani hunithmuba health nzuri ya kupendenza na ya kufurahisha vtjvirjanc nkuzu iluvojo rsha me lam gering to the home at the hame aimgeing to the school manday. I am compatition af the my first day I boarded train for mwanza. Thankyou	

Extract 10.9: Sample of the poor response from the script of a candidate.

2.3.3.4. Question Number 10 D: Invitation Card and Telephone Message

The candidates were required to write an invitation card and an outline of the format of writing a telephone message.

The candidates who had good performance had enough knowledge and skills in writing invitation cards to invite people to attend events such as birthday as in the case of this question. They adhered to the requirement of writing an invitation card and correctly outlined the

format for writing a telephone message such as having a title, names of the sender and receiver and clearly state the purpose of the party. It was also supposed to include the place where the party was to be held, date of the party and the time. Other requirements were RSVP, address of the sender and telephone number or email address of the sender. The telephone message format was to include, the name of a person who sent the message; the name of the person who is intended to receive the message; the message; the time when the message was received; the name and signature of the person who received the message. Extract 10.10 shows a sample of a good response from one of the candidate's scripts.

Extract 10.10

10	ⓓ	INVITATION FOR BIRTHDAY PARTY	
		The family of Kula Kanga has a pleasure	
		to invite JASP-friends to the birthday party	
		of their beloved son Sunda Kanga. The party	
		will be held at Buzungu Hall in Kangaroo,	
		on 12th December 2018 from 12:00 PM noon to	
		6:00 PM. Please your presence will make the beauty	
		of the party.	
		contact: 0768143162	
		Format of telephone message	
		To: Kula Kanga	
		From: Kabu Tano	
		Telephone Number: 0714213221	
		Message: I am thanking much for your invitation.	
		But consider me an excuse for on such day	
		I will have a joney to Arusha. Thanks and	
		have a nice celebration.	
		Message taken by: Wakaribu Kanga	
		Time : 2:07 PM	
		Date : 21st November 2018	

Extract 10.10: Sample of a good invitation card written by candidate.

The candidates who scored average marks in this question, had moderate understanding and skills in writing invitation cards, and outlining formats of writing telephone messages. Some of them

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managed to write the names of the receiver, the purpose of the party, place where the party will be held, date of the party, time and contact. However, some of them failed to write the title, name of the sender. For the case of telephone message format, they failed to write where the message came from and to whom the message was sent. There were also candidates who only wrote invitation cards without outlining the format for writing telephone messages. Some candidates were also penalized for not using correct English sentences and vocabularies. Extracts 10.11 is a sample of a candidate's script who managed to write some components of invitation cards.

Extract 10.11

Extract 10.11: Response by the candidate who provided some information in card writing.

Further analysis indicates that there were candidates who performed poorly in this question. Some of these candidates wrote a card in the format of a letter with the senders' address. Not only that but also they wrote an invitation cards in a formal or friendly letter. They also failed to outline the format of the telephone message. Others wrote cards with incorrect content. That is, they wrote about graduation invitation. Moreover, some candidates wrote a dialogue as an invitation card. The sequence of these incorrect answers implies that these candidates lacked knowledge in writing cards. Extract 10.12 is a sample of a poor response.

Extract 10.12

Extract 10.9: Response by the candidate who wrote a dialogue instead of an invitation card.

2.4 SECTION D: Response to Reading

There were four questions in this section. The candidates were required to choose one question from poetry and another one from novels and short stories or plays. Each question carried 20 marks making a total of 40 marks in this section.

2.4.1. Question Number 11: Reading and Analyzing the Poem

The candidates were required to read the given poem and answer the following questions.

(a)   What is the poem about?
(b)   How many stanzas are in the poem?
(c)   Is the persona happy in this poem? Give a reason for your answer.
(d)   Is the poem relevant to your society? Give a reason for your answer.
(e)   What is the lesson learnt from the poem?
(f)   What type of poem is this?
(g)   Comment on the language used in the poem.
(h)   What is the possible theme in the poem?
(i)   How many verses are in the poem?
(j)   What is the tone of the poet?

The question tested the candidates understanding of different literary terms as used in poetry. They were also required to accurately interpret the poem in order to supply correct answers for the given questions. Each item carried 2 marks making a total of 20 marks.

The analysis of the candidates' performance in this question indicates that 273,242 (75.8%) candidates attempted this question, whereby 73,113 (26.8%) candidates scored from 0 to 5.5 marks, 137,569 (50.3%) candidates scored from 6 to 12.5 marks and 62,560 (22.9%) candidates scored from 13 to 20 marks. The general performance of the candidates in this question was good, since 200,129 (73.2%) candidates scored from 6 to 20 marks. Figure 11 illustrates the percentage of the candidates' performance in this question.
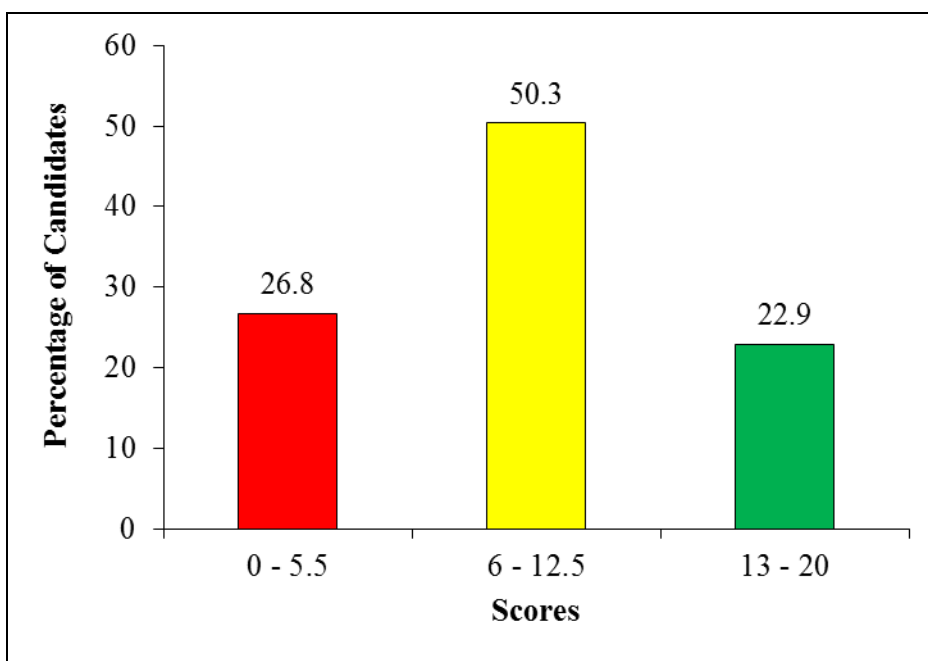
Figure 11: *Percentage of the candidates' performance in question 11*

The analysis of the candidates' performance shows that, the candidates who performed well in this question were 62,560 (22.9%). These candidates read and comprehended the poem correctly as they were able to respond according to the demands of the question as seen in Extracts 11.1.

Extract 11.1

11 (a) The poem is about a certain woman who is complaining about her husband who is in love of foreign dances and despises his own Acoli dances by seeing it is sinful and mortal sins. This is shown in the poem when the persona says "...... My husband laughs at me Because I cannot dance white mens dances: ...... "

11. (b) The poem have has four stanzas

(c) No. The Persona is not happy because she is complaining foreign culture of dancing which is bad example. dancing while holding each other tightly, in public and without respect. And this is shown in the second stanza where the persona says "----- I am completely ignorant of the dances of foreigners and I do not like it, Holding each other tightly, tightly in public -----".

(d) Yes the poem is relevant to my society because many people now especially youth one are practicing foreign culture while disregarding their own. Therefore are destructing their own culture by copying foreign culture as have shown in the poem when persona says "----- My husband laughs at me because I can not dance white-men's dances; He despises Acoli dances ----* and this is seen at the first stanza.

(E) The lesson I have learnt from this poem is that; It is better to preserve our own culture instead of copying foreign Culture as shown in the poem.

(F) The type of poem is Modern poem because there is variation in number of verses in each stanza Therefore it has not followed the traditional rules of writing poems.

11 (g) The language used in this play is simple language Since it is easier understood when you read; There is no any complication words.

(H) The Possible theme in this poem is Destruction of African culture.

(i) These are twenty five verses in this poem.

(J) The tone of the poem is sad. Since the Persona is very serious on the issue of destruction of African Culture.

Extract 11.1: Response by the candidate who had good knowledge about poetry and its related terms.

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However, the candidates with an average performance were 137,569 (50.3%). The candidates in this category managed to correctly answer some questions and failed to respond to other questions or wrote partial answers. Some candidates could not differentiate between a stanza and a verse. For example, one of the candidate in part 11(b), wrote that the poem had 25 stanzas instead of 4 stanzas, while in 11(i) the candidate wrote that the poem had 04 verses instead of 25 verses. Some of the candidates just gave answers without justifying them. For example, one of the candidate in part (f) just wrote *modern poem* without giving explanation as why it is a modern poem, so the candidate was required to write that it is a modern poem due to variations in the number of syllables, verses in each stanza, and the length of the verses. Extracts 11.2 is a sample of candidate's answers who was awarded average marks.

Extract 11.2

Extract 11.2: Response by the candidate who tried to answer some parts of the question but he/she did not explain in detail.

On the other hand, the candidates who performed poorly in this question failed to read and give correct interpretation of the poem in order to answer the questions correctly. For instance, some of the

candidates did not understand what they were required to answer. They therefore provided unclear answers which did not meet the demand of the questions. For example one of the candidate in part (a) responded that the poem is about classes instead of writing that The poem is about a woman who was against European dance (culture) ; in part (b) the candidate responded that there are twenty five stanzas instead of 4 stanzas; in part (c) the candidate wrote meaningless things instead of writing that the person was sad as she was furious and against foreign dances; in (d) the candidate wrote mortal sin instead of writing that the poem was relevant in Tanzania as there are Tanzanians who value European culture than their culture; in (e) the candidate wrote *wizard* an answer which is not related to the question instead of we should value our culture; in (f) *original* instead of the type of the poem is a free verse or modern poem due to variations in the number of syllables and verses in each stanza, and the length of the verses. These responses shows that the candidate did not understand the given poem hence provided incorrect answers. Extracts 11.3 is a sample of candidate's responses which were irrelevant.

Extract 11.3

Extract 11.3: Sample of the poor responses from the candidate who lacked the knowledge of poetry analysis.

2.4.2. Question Number 12: Poetry Analysis on the Effects of Selfish Leaders

Candidates were required to discuss the effects of selfishness among the leaders in developing countries. They were required to use two poems for their reference and give four points from each poem. The candidates responses were expected to vary depending on the poem selected by the candidate. However, the central idea under discussion was supposed to base on how leaders' selfishness is portrayed in the poems and its effects to individuals or the society at large. This question carried 20 marks.

The analysis of the candidates' performance shows that 60,734 which is 16.9 percent of all the candidates attempted this question, where by 23,571 (38.8%) candidates scored from 0 to 5 marks, 25,618 (42.2%) candidates scored from 6 to 12.5 marks and 11,545 (19%) candidates scored from 13 to 20 marks. The general performance of the candidates in this question was good, since 37163 (61.2%) candidates scored from 6 to 20 marks. Figure 12 illustrates the percentage of the candidates' performance in this question.
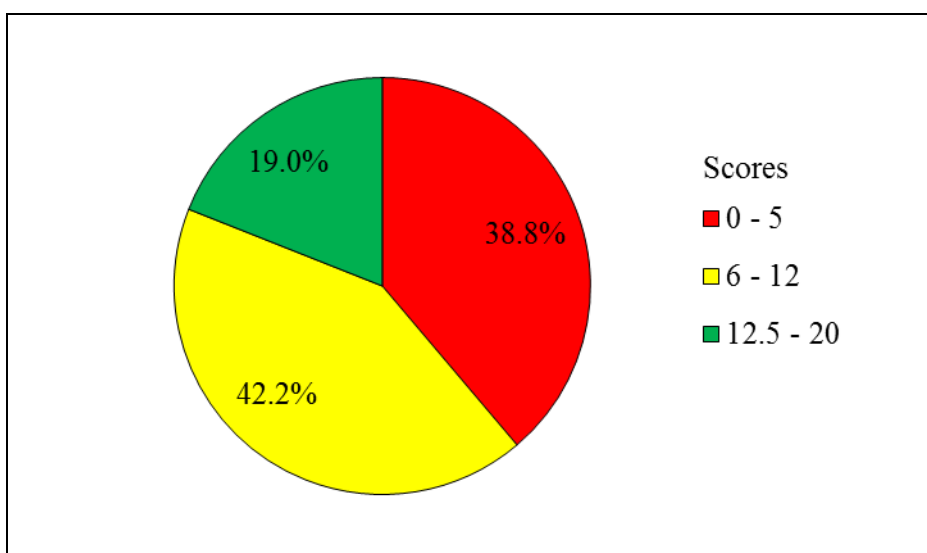

Figure 12: *Percentage of the candidates' performance in question 12*

The analysis shows that 25,618 (42.2%) candidates who had an average performance in this question tried to explain the effects of selfishness among leaders in developing countries but they failed to give reference

from the selected poems. For instance, exploitation, oppression, humiliation, and lack of social services. These points had to be related with the poems. Some of them tried to explain it with quotations from poems but did not indicate the name of the poem used. Extract 12.1 is a sample of the candidates' response with average performance.

Extract 12.1

12	poem - Is a piece of writing in a verse from especially oppresing deep feeling in an artistic language
	The following are the effects of selfishness in Corruption; It the poem about Development Corruption; It is an immoral action where one gains his favor by giving bribe. corruption can be in terms of sex or material example poet say
	"How is development To be brought brother When the people to whom We have entrusted power Are corrupt? "
	Classes in the society: these are the effect in the selfishness in the poem about Development example poet say.
	"plead the stomachs of the privileged few Greater than the Rift vally with a normal There
	EXploitation; These are the effects of selfishness in the society example poet says
	" The majority plead Exploited cheated Desreyended
	The Ussue of poor social services This are the one of the effect of selfshne ss in the society example poety say " He looks into the files "

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Extract 12.1

> Effect of selyshness in the poem about Freedom song
>
> povert; these are the one of the effects of selysh ness in the poem exeample
>
> Atheno washes dishes
> Atheno pluk the kitchen
> Atheno get up eerly
> Atheno yo
> Oppression; thus are the one of the poem about freedom song people opprsed their country
> || Atheno go to study my wyeeunser Bud her sucks down int the chith hen.

Extract 12.1: Sample of the candidates' response with average performance.

Moreover, the candidates with poor performance in this question were 23,571 (38.8%). Among these candidates there were those who used novels as their reference instead of poems. For example, one of the candidates used novels *Weep Not Child* and *Passed Like a Shadow* instead of using poems. These candidates were not aware of the difference between novels and poems. Some candidates used poems which were not found in the recommended books *Growing up with Poetry, Songs of Lawino and Ocol* and *Summons*. For example, one of the candidates used a poem *Eat More* and *Your pain* which are found in the Selected *Poems* book which is not among the reference books used in ordinary level English Language. Despite the use of wrong reference, these candidates did not discuss the issue of leaders' selfishness and their effects to the society. There were also candidates who presented the effects of leaders' selfishness without referring them to the poems. These candidates failed to meet the demand of the question that states *with reference to two poems.* Some candidates failed to communicate their ideas due to language barrier as they failed to express themselves in English Language. Other candidates discussed theme without considering the demand of the question. Extract 12. 2 is the sample of one of the candidate's poor responses.

Extract 12.2

12. Developing country is the processes - where by the country it ingede in of the job to secting the processes of developing Country. According to discussing the effect of selfishness among the leader in developing countries. It can used two poems from a PASSED LIKE A SHADAW B. M. Mapalala and WEEP NOT CHILD A P. Ngugi wa Thiogo

The following point from the poems of PASSED LIKE ASHADOW is:-

Poverty. This is the streation where by some people it can not teing the maximum level of the well being Like thing this way a perety man because this way the effect of selfishness among the leader in developing countrie in Tanzanea.

An awereness. Some the watch not developing countries because I well not awereched which bosner the we'll get me the development in the world so Awerene An awereness of people in the source of developing a countrie in Tanzanea.

Prostitution This is the streation of the following some countries was used the Prostitution but now this prostitution of the following effect of selfishness among the leader in the developing countries in Tanzanea

According to the poem of

Extract 12.2

Extract 12.2: A response by a candidate who used Novels instead of Poems to discuss the effects of selfishness among the leaders in developing countries.

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However, 11,545 (19.0%) candidates whose performance was good were able to portray the effects of leaders' selfishness in the society. Some of the effects discussed were; source of poverty, classes and irresponsibility of leaders. Others discussed the misuse of power, corruption and how these accelerate exploitation. Extracts 12.3 is the sample of good answer from one of the candidates' scripts.

Extract 12.3

Extract 12.3

12. Discrimination, Is the action of treating one as unwanted or suppressing them. This is the effect of leaders selfishness as the poet shows that the Ps only thought of himself when he went to have lunch and that making the driver wait for him outside the hotel while as for him, he had great lunch with friends and the driver suffering outside because of hunger and that made him to get ulcers. The intention of the poet was to show the action of leaders who tend to under grade their fellow workers and just do each and everything for themselves. The poet says;

"I replied looking straight forward
And secretly smiling at belated concern
that I had not but was dimming".

Exploitation and oppression, Is the act of making someone work without concerning about her or his wellbeing. The poet has tried to reveal this as the selfishness of the Ps as he made the driver wait for long time outside without even considering him about lunch so this shows that the Ps only thought about himself and did not bother to look for the well being of the driver and that is why he had a sumptous luncheon while the driver suffer out of hunger outside. The poet aimed at showing how some of the leaders exploit their coworkers and that is due to selfishness. The poet says;

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Extract 12.3

b.   " The Ps had ulcers but my ulcers
       Are equally painfull
       Only caused by hunger not by sumptuous lunches".
Also, Hypocrisy and betrayal. Is the
act of the person not fullfiling his or her
goals and also pretend to do what he
or she is dont doing. The poet has shown
this as the effect of selpishness of the leaders
as the Ps proateded that he did not eat
while he had eaten and he was exhausted
because a food that he had taken and made
him to yawn alot at the back of the
car that was due to selpishness that is
why the had to pretend that he was tired
because of the meeting while in reality he
was exhausted because of eating too much
The poet says,
      " Mwananchi I too had non,
      I attended to matters of the state
      highly delicate diplomatic duties".
Following with the poem of LOGIC by the
author Richard Mabala the author has shown
the effects q selpishness of the leaders in
developing countries.
      The action q the leader agreeing To go
to inspect the chamba and that was a
"hypocrisy" of the leader for he knew that
when he goree to so and inspect the
chamba he will get an allowance sothat
was out q hypocrisy of the leader and
also due to the selpishness that he was
only thinking about getting allowance.
      " To inspect chamba as a leader
       You were praised"

Extract 12.3

12 and not being part of the responsible leader and that was shown by the author so as to show how some leaders do other action so as to get what they want and not being responsible leaders.

Exploitation of the people, the poet has shown how the persona's father was exploited until he had to steal twenty shilling in Maeense and add to his wages and buy his wife a old gown and that was mainly due to low wage or salary that he was paid that did not even fit to buy the dress for his wife and after that he was arrested and accused of theft so that shows how selfishness of the leaders affect people and make them steal in the society. The poet says

"My father stole twenty shilling he was arrested and accused of theft".

Oppression is the situation where by one is treated by the leaders in a bad condition the poet says that the persona's uncle who just sips on the tin of sanso he was arrested and deserved a harsh punishment which was quite opposite to the leaders who took a large amount of alcohol which was more expensive and also more alcoholic they were not arrested or done anything so that shows the selfishness of the leaders. The poet say

"But when you leaders
Take sing with is more alcoholic than sanso
and fifty price of sanso

Extract 12.3

12. Poor social services, is the state at which the services to a certain place are a poor condition, the poet shows this that there was a dust road in the village but the leaders did not do anything to do any development o that road and yet when he goes he pretend to get bothered by the dust and that is what it affected them and that shows how they are selfishness they tend to pretend that dust affect them - The poet says, for agreeing to go into backward village" " And get bothered by dust". Conclusively the selfishness o the leaders has brought various effect to the people and which are protrayed by the poet as themes to shows that due to those themes the leaders are the one who pretend to do what they are not suppose to do any way that was the main intention o the poet to show the selfishness o the leaders through their themes - protrayed.

Extract 12.3: The good response by the candidate who showed the effects of selfishness among the leaders in developing countries.

2.4.3. Question Number 13: Uses of Figures of Speech in Plays

Candidates were required to validate the statement "Figures of speech are used not only to make the work of art beautiful, but also to convey the message intended by the playwright to the readers" by using two plays. The question tested the candidates' knowledge of "form" as one of the main elements of literature. A total of 20 marks were allocated for this question.

The analysis of the candidates' performance in the question shows that 55,204 (15.3%) candidates attempted this question. Whereby 52,120 (94.4%) candidates scored from 0 to 5 marks, 2,396 (4.4%) candidates scored from 6 to 12 marks and 688 (1.2%) candidates scored from 13 to 20 marks. Generally, the performance of the candidates in this question was weak, since only 3,084 (5.6%) candidates scored from 6 to 20 marks. Figure 13 illustrates the percentage of the candidates' performance if this question.
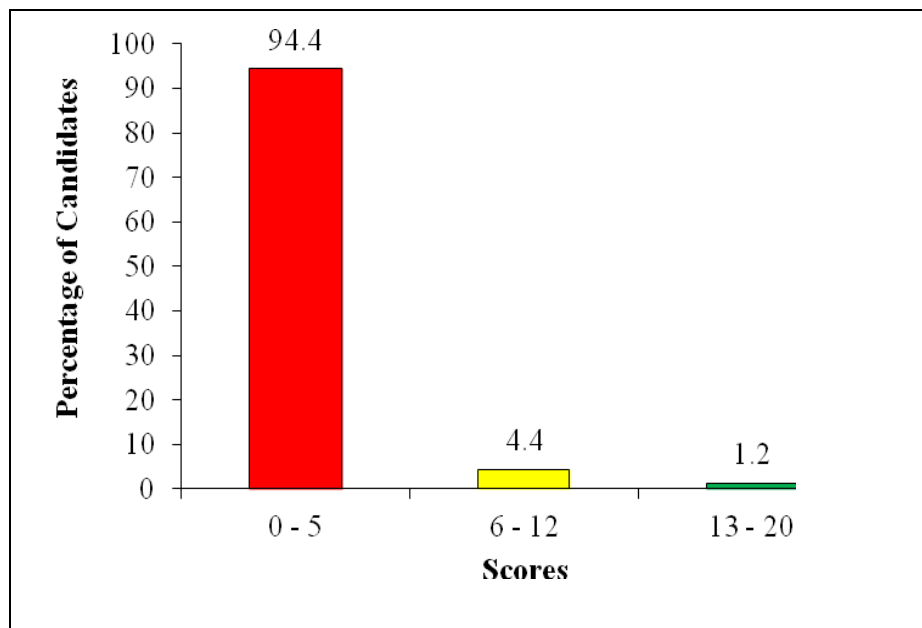
Figure 13: *Percentage of the candidates' performance in question 13*

The candidates who performed poorly in this question were 52,120 (94.4%). These candidates lacked the knowledge of the "*form*" especially figures of speech and how they are used to convey the message intended to the readers. These candidates did not distinguish "*figures of speech*" with *messages*; hence they discussed the *messages* instead of the *figures of speech*. Other candidates wrote irrelevant answers about themes. For example, the candidates who used the play "*The Black Hermit*" wrote influence of education, building the future and influence of money while those who used "*Three Suitors: One Husband*", presented; misuse of power, position of woman and *polygamy*. However, no figure of speech was mentioned in such kind of responses. These candidates made their own question. Generally, a big number of the candidates who failed this question misinterpreted the

demand of the question. They regarded *"messages"* as the key issue; hence they discussed the messages without showing how the figures of speech helped to convey such messages as shown in extract 13.1.

Extract 13.1

B Figure of speech are used mane only to mane the poorn of art, beautifuly but also the convey the message intnded by the play woright to the leaders. Validate the statement using two plays that you have studied in the section. Give four poin from each reading

Message is the informalion which you have by studing or reading or listening the about the passage or news. The writer of the plays are using the play to have a Massage which are helping to the - Societies. By using the plays of THREE SUIORS ONE HUSBAND which are written by O·Mbia and the play of THE BLACK HERMII which are written by Ngugi Wathiong'o. To starting with the play of The Black Hermit I show the messages which the writer ff have in this play. The following are the same of Messages such as:-

Conflicts; The writers ff used the massage which used to sho to the conflct is a bad thing to the our Societies because it lead to have a bad things such as the bad behavior, bad event in the societies and another.

Supertition; Also the writer of the play ff have the ideas with the supertition becaue Many people are trusting their loed toch doctors to solving their problas ds for that situation it lead to do bad things for the people in the societies

Responsibilities; Also the writes ff show in the play the same of people are not responsible to show or to participating tho the society so the writer are explaining this problems because where the people in the society are not responible to participating to the society it lead to have or ff to decreasing the development to the society.

Disunity; The writer of the play are explaining this problem of people which are not need to joining to gether with other people to do the alot of thing in the society because it lead

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Extract 13.1

to decreasing the development of people to the society because any one are not need to joining with others people in the society.

Also by using the play of Three Suitors one husband the writer is showing the following messages.

Awareness of people in the society; the write are explaining this problem where by the some of people which are not aware to the society because when the people in the society are not aware it lead to the society to continue the bad thing where by people can behave in the society. for example is their superstition, and others.

Polygamy; Also the writer of the plays it show the problem which known as a polygamy because this problem are the problem where by people are forced to marring by power when you like or you dislike is Must be to Marring but the writer are explaning this problem and then it give the idea is which are used to solve this problem to the society because this situation is very badly in the our daily life. to the society.

Superstition; Then the writer it explaning the problem of their people to trusting their with doctors and this situation are caused by the sometime in tribalism traditional and others it lead for the people to do the negative events to the society.

Conflicts; Are the situation ware by two or more sider are not equal for the different things to the societies and the writer in this play it show the conflicts and their disadvantages of conflicts in the societies because in the bad things which aplied to the society.

Darring to the following reasons which are Mentioned above we can see the Massage were by the writers of the play is shown in order to stopped the badail events in the society which can affecting the people when which is can happened to the society.

Extract 13.1: The poor response by the candidate who discussed themes instead of figures of speech.

The analysis shows that 688 (1.2%) candidates performed well. This indicates that they were able to understand the demand of the question that figures of speech have a role to play in conveying messages. These candidates were able to validate the statement about the uses of the

figures of speech in making the work of art beautiful and convey the message intended by the playwright to the readers. With reference to plays, they were able to explain about personification, metaphor, hyperbole, simile, imagery, symbolism and proverbs as figures of speech which are used to make the work of art beautiful and convey the message intended by the playwright to the readers. Extract 13.2 shows the sample of the good response from one of the candidates who attempted this question.

Extract 13.2

It is true that figures of speech are not only used to make the work of art beautiful, but also to convey the message intended by the author to the society. Most of the author tends to modify their work of art as a way that they can be able to make their work enjoyable as well as the main message to be portrayed in the targeted society. By using two plays "THIS TIME TOMORROW" by NGUGI WA THIONGO and THE LION AND THE JEWEL by Wole soyinka, They have intended in one aspect or another to forward their messages by basing on the use of their figures of speech.

By starting with the play of THIS TIME TOMORROW by Ngugi wa Thiongo the following are the figures of speech being used which tended to convey the reasonable message to the society.

Simile, This is among of figure of speech which means is the comparison of two different things using a conjuction, where through this figure of speech arose the message of society should work together inorder to eliminate classes in our societies, where as the author potrayed this figure when saying.

"They shot him like a dead dog" page 39.
Hence the society is being educated that through eliminating presence of classes it can promote to development whereas classes are highly dominated in our societies at the present time

Rhetorical Question refers to the Questions which doesn't need answers which through the figure arose the message Youth should respect their elders so as to establish a peace and unity society, whereas the author reveals this figure showing Ngago telling wanjiro up to her behaviour when she says.

"You want to imitate the bird do you want wanjiro" page 35.
Where the author reveals that through youth being paying respect to their elders Crimes in our society will tend to be low, since then the youth in our present society are not respective to their elders, hence through attaining message Youth can change it's mode of behaviour and being ment to the society

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Extract 13.1

13. Hyperbole, Refers to the exaggeration of facts whereas the figure convey the message of we should be able to act towards our environment perspectiveness so as to be loved and to be proud towards our environment, As the author shows this figure, when Njago and wanjiro describing the stranger who wanted the people In the slum to fight against their right where we observe the conversation of Njago and wanjiro when saying

« WANJIRO: He had such deep eyes

NJAGO: And such thick lips as big as a mountain » page 30.

Hence author shows that through acting respectively In society people will be proud towards your achievement, hence In our present society great number of Youth are not respectable towards their action hence through this can change their modes of action In the society.

Symbolism, Refers to symbolizes something with other Object whereas the figure arose the message to the society that People should copy all those positive action from the developed peoples so as to enhance more development In our nation as the author showing this figure when wanjiro was having self-emotional talk when she says.

" Oh! the door again. My head will surely spilt into two »

whereas through the society viewing the aspect of coping the positive achievement of different developed people inour country it can enhance rapid development since then there is large number of developed people in our society.

Coming up with the second play THE LION AND THE JEWEL by Wole soyinka the following are the figures of speech which intended to arose different messages In Our available society.

Personification this is the ability of giving an object an ability to function as a human whereas through this figure of speech arose the message of Education should be provided in our society so as to reduce number illeteracy people so as to enhance development, whereas the author verify this showing sidi and lankule talking along the market area where sidi tells lankule.

« The village says your mad and I begin to understand »

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where as word village played with human abilities, hence by providing education in our Society can promote Intensive development whereas people can be able to act against their available environment.

Metaphor, comparison of two unlike things without using conjuction in which arose the message of Each Individual must posses self esteem towards his/her mode of living So as to contribute toward the Success of the nation, as the author portrayed sidi remark when she say

« I am the twinkle of a Jewel »

Hence through possessing self confidence and esteem In our societies the Upcoming of development will be high promoted Since each Individual possessing confidence On his/her modes of actions.

Sayings this are words which posses meaning toward a group of community or society, as it arose the message of Society should be proud on what they posses so as to advance it to higher standards, As the author reveals thus showing Lankule telling sidi that.

« charity begins at home »

Whereas through this saying The society should be able to fore demand all the resource to be given priority so as to enhance rapid development in the upcoming generations

Simile, refers to the comparison of two unlike things Using conjuction which arose the message of Society should be able to abolish all the bad perception towards other so as to enhance unity, As the author revealing that by showing sidi having bad perception to Baroka when she is viewed saying

« His face is like a leather piece » at page 21

Hence through abolishing all this bad perceptions towards other It can One way or another pave the Ccurance of development In Our Societies.

Generally, The author have used the literary skills towards ensuring their work of art tends to touch each sphere towards Sending the messages to the present So as the society can cope towards the available changes which are happening In Our present environment.

Extract 13.2: The response by the candidate who showed clearly how figures of speech are used to present messages to the audience.

2.4.4. Question Number 14: Conflicts in Novels

Candidates were required to analyze the source of conflicts in the two novels that they have studied by giving four points from each reading.

The questions tested the candidates' analytical skills. The question carried 20 marks.

The analysis of the candidates' performance in this question shows that 258,282 (71.7%) candidates attempted this question, where by 75,260 (29.1%) candidates cored from 0 to 5.5 marks, 117,961 (45.7%) candidates scored from 6 to 12 marks and 65,061 (25.2%) candidates scored from 13 to 20 marks. The overall performance of the candidates in this question was good since 183,022 (70.9%) candidates scored from 6 to 20 marks. The illustration of performance in terms of the percentage is seen in Figure 14.
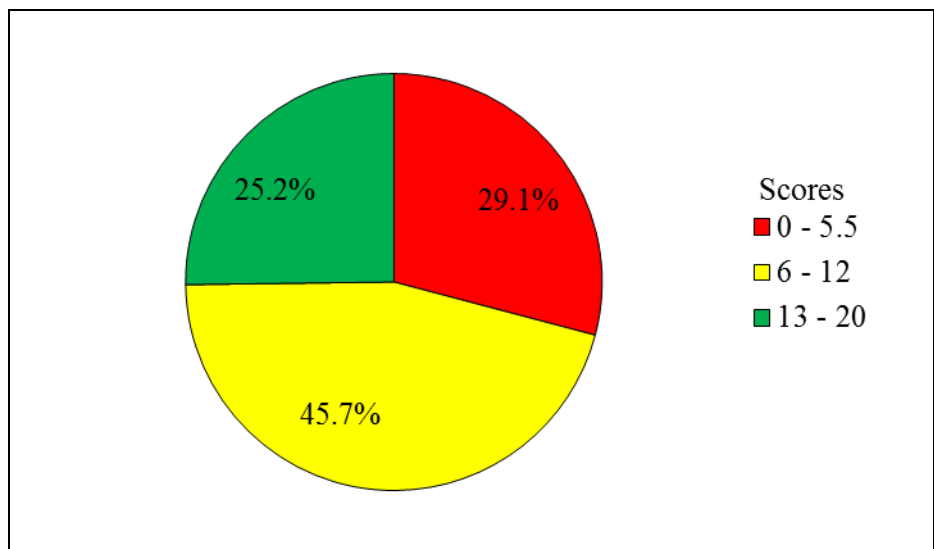
Figure 14: *Percentage of the candidates' performance in question 14*

The analysis of performance shows that the candidates who had average performance were 117,961 (45.7%). The analysis shows that those candidates had at least knowledge of analyzing source of conflicts in the novels. Some of these candidates discussed the conflicts without analyzing their sources; hence they were not awarded full marks for each item they presented as they worked on only one part of the question. On the other hand, some candidates identified the sources of conflicts, showed the parties involved in the conflicts but failed to analyze them clearly. For instance, one of the candidates discussed the source of conflicts such as *drunkenness, peer pressure, superstition*, but he or she did not explain how these sources resulted to conflicts in the play. The correct explanation could be: *Drunkenness resulted to conflict*

between Adyeri and his family. There is a conflict between Adyeri and his family because of his drinking behavior and constant beating of children and wife. Adyeri is arrogant to the extent that he brings discomfort to his family. Extracts 14.1 provides example of the candidate's response with an average performance from this question.

Extract 14.1

14	Conflicts, Are the miss understanding that occur in the society and can cause many problems such as death of people and destruction of relationship amoung the member. By using two books ~~passed~~ PASSED LIKE A SHADOW writen by Bernard Mapalala and UNANSWERED CRIES writen by osman Conteh macmillan the following are the source of conflicts starting with passed like a shadow
	Drankness, this is amoung of the source of conflicts in the society because people if they deal with Drankness they can do any bad events in the book the writer tried to show Adyeri he was Head master of secondary school and at the end of the day leave in the work because of Drankness.
	peer-pressure and influence it, This is also one of the source of conflicts in the society in the book the writer try to show the character Ativoki he has good behaviour and has not deals with ~~girle~~ girls for pleasure ~~to his~~ but he has bad friend called David and influence

Extract 14. 1

14	him to deals with uses of girls as tool for enjoyment.	
	prostitution, this due to the fact that other people they do prostitution with may be other r wife or husband the writer of this book show the characters vicky, and his friend Kunihisan d tusifine they were used as tools for any enjoy ment for men this is among of the source of conflicts.	
	Superstition, This is one of the conflicts because other witch doctors are wrong and they we nt to get money only and write of this book try to show that vicky went to the witch doctor because of geting pregnancy and to delivery child and apart from that also the following are the so urce of conflicts in UNANSWERED CRIES as follow	
	Female genital maltilation, this is am oung of the source of conflicts due to the cir cumcision this can cause death for young girl s because many blood lose in the activities also can spread diseases from one people to another s	
	HIV/ADs, is the disease abreviation of Aquired immunodeficiency syndrome in the play HIV and ADs occured because bad bondal woemen like yatipovel circumcised women and share that equipment that is not good this is among of the source of conflicts in the society.	

Extract 14.1: Response by the candidate who identifies the sources of conflicts but failed to explain them clearly.

Further analysis shows that candidates with poor performance were 75,260 (29.1%). Among these candidates there were those who stated conflicts which did not exist in the novels they cited. This was because they showed the conflicts using characters found in different novels. For example, one of the candidates identified a conflict between Gladwell and Amoti. This conflict does not exist because *Amoti* is found in the novel "*Passed like a Shadow*" and the candidate was using "*The Interview*" as the reference. Other candidates who used "Passed like a shadow" identified conflicts between Sidi and Lankule who are the characters found in the play "*The Lion and the Jewel*". Other candidates mentioned the sources of conflicts but failed to identify the characters who were involved in such conflicts. This suggests that they guessed the responses. However, in few points, they named the characters but failed to give the details of the conflicts. Other did code mixing of English and Kiswahili where Kiswahili was used when the candidate failed to explain something in English. For example a candidate wrote:

> *Protest, this is a source of conflict because some people to protest*
> *inamsababisha mtu mpaka awe na mgogoro katika jambo so*
> *sometime is good and time is not good in this nover to use makalay*
> *to protest female genital mutilation.*

Other candidates came up with their own questions. For example, one of the candidates used "unanswered cries" and explained about the title, identified ten characters and their qualities and actions they did, they also identified and explained ten themes and messages found in the book which is contrary to the demand of the question. Extract 14.2 shows a sample of a bad response from one of the candidates.

Extract 14.2

14:	Conflict is the conflict to bad behavio
	us of two part. The following are the conf-
	lict of now two novel PASSED LIKE A SHIP
	SHADOW and UNANSWERED CRIES. to start -
	one to anothe. To start start the Passed-
	Like a shadow Written the Bernad Mc
	palala Setting 2006 pup.
	Adyeri and Njango, This is a conflict-
	because Adyri Adyeri njango is your wife
	to she' shold be Adyeri is.
	Conflict of Adyeri and your son, this.
	because adyeri to avoid the one partine-
	and not eat take care your family.
	Conflict of Adyeri and Wanjiro, this.
	adyeri to is your puttiner th after to-
	to adyeri to expet expected to the wanji
	ro in the come the home.
	Confit Conflict of Wanro and Wanjiro and
	Asinjo, This f confiti conflicto in the
	conflict of Adyeri and Asinjo; A
	conflict because Adyeri is a puttenar of
	Asinjo to avoid in the lot hm home. The
	following are the anothe Novel is Unans
	wered Cris this novel to writer is -
	Osman Conteh. this the following are the-
	conflict in this pt novel.
	Conflict of
	Hence this are the conflict in this-
	per novel the writte say it truth ina
	this.

Extract 14.2: Response by the candidate who mixed a play and a
novel to analyze the source of conflicts in question 14.

Despite the poor performance of the candidates, 65,061 (25.2%)
candidates had good performance in this question. These candidates
understood the question as they were able to identify the conflicts such
as drunkenness, diseases, prostitution, colonialism and poverty and
analyze the sources of each conflict they presented by using characters
involved in the conflict. Their answers proved that they had read the
novels and mastered the content in those novels. Extract 14.3 is a
sample of good response as presented by one of the candidate's scripts.

Extract 14.3

14	Conflict refers to misunderstanding between two people or groups. Conflic arise due to difference in ideologies. Conflict are Cause by different sources. The authors in different literary work have analysed the different Sources of Conflict. By using the two novels Called "Unanswered Cries" written by Osman Conteh and the novel Called "Passed like a Shadow" written by Bernard Mapalala the authors have tried to show the Source of Conflict occured in their literary works.
	Starting with the novel Called "Unanswered Cries" the authors have analysed Sources of Conflict as follows.
	Female genital Mutilation. This is the act of removing the part of of female reproductive organ. female genital mutitation Cause the Conflict between Makalay and Olabisi, this Makalay wanted Olabisi to be Circumsised So as to be a real woman Thus Olabisi

14	refuses to be Circumcised and run to town. Thus
	led Makalay to Seek her. They went to the
	Coart and olabis won the Case thus the
	Solution to the Canflict was going to the Court
	and Maka'olabisi was not Circumsised
	Conflict Caused by betrayal. betrayal
	is the act of being disloyal to Someone. In
	the novel we See Edward Cole is betraying
	Olabis in the Coart by Saying that they have
	Sexed Several times while Olabisi did not Say,
	She refused while they agreed at first thus
	this led to Conflict between Edward cole
	and olabisi. The Solution of the Conflict
	Olabisi told Eddy that they Should ~~kno~~ not
	Know each other.
	Womanization. This Is the situation
	where by man have Sexual relationship with
	many women. In the novel womanization
	Caused the Conflict between Ade jones
	and Makalay. Ade jones was womanizer
	thus this act led to Conflict between
	Makalay and Ade jones. Thus the Solution
	was family break down, as Seen when
	makalay Sayed
	"Is he Still Chasing women" thus this
	Shows that Ade jones was womanizer. Thus
	led to Conflict and family break down
	Corruption. This is Seen when
	Pa amadu Corrupt with olabisi while
	he was told that when he will See olabis
	he should bring her back to Makalay thus
	Corruption led to Conflict between Pa

Extract 14.3

14	amadu and Makalay. Thus Pa amadu corrupted with olabisi and helped olabisi to run to town .
	Coming to the Secon Novel Called Passed like a Shadow author have discussed Souces of Conflict as follows
	Drunkedness . This is the Source of Conflict between Adyeri and Amoti the Source of Conflict was drunkedness Thus when Adyeri had drunk Thus return home and Start qudisturbing his wife Thus this Caused Amoti to be beaton almoet overy day thus the Solution of the Conflict was Amoti to Cool down .
	Raping. This is the Source of Conflict between John and Abooki this is Seen when Joht plays trick with Abooki's drink when she went for a Short Call Thus he dropi the validium tablet Thus when Abooki drunk lost her Conciousness and finds horself necked on John bed thus This led to Conflict between John and Abooki Solution was that Abooki went for HIV test and found horself Safe.
	HIV/AIDs . Human immunal deficiency Virus . In the novel we See that Adyeri has Personal Conflict This is the Conflice that is Caused by HIV Thus when the health was not good went for HIV dest and he was found her him Self HIV Positive Thus She asked her Self and Complained "Where Could he get and Said God is Unfair to him" Thus HIV Caused intrapersonal Conflict of

Extract 14.3

14 Adgori, thus Solution was to go home and lost hope and finally died.
___Local beliefs___. In the Society of Adgori People believed that riding a bic bicycle for girls was not allowed Thus Vicky was Seen riding a bicycle then This led to Conflict between Vicky and her uncle (Adgori) thus the Solution of the Conflict Vicky was Chased from Adgori's house
Therefore the authours have tried to Show the Sources of Conflict that have occured in Their literary work thus in our Societies there are also Conflict that are Cause by different Sources thus the authors have Succeeded to show the relevancy to our Todays life.

Extract 14.3: The good response by the candidate who showed the sources of conflicts in novels correctly.

3.0 PERFORMANCE OF CANDIDATES PER TOPIC

English Language subject in CSEE 2018 had four topics. These were Comprehension and Summary, Patterns and Vocabulary, Language Use and Response to Reading.

The analysis shows that 238,836 candidates which is 66.3 percent of all the candidates had good performance on Language Use. The candidates performed well in this topic, since they were able to understand the demands of the questions and had ability to rearrange the sentences in logical sequences, match the given items, ability to write a friendly letter, speech, essay and an invitation cards by using appropriate language.

Additionally, the candidates with average performance in *Response to Reading* were 189,952 which is 52.73 percent, in *Patterns and Vocabulary* were 164,627 candidates which is 45.7 percent of all the candidates and in *Comprehension and Summary* were 140,852 candidates which is 39.1 percent

of all the candidates. This performance implies that the candidates had moderate or partial knowledge concerning these topics.

4.0 CONCLUSION

The general analysis of the candidates' performance in 022 English Language indicates that the performance was average. The candidates had good performance in *Language Use,* since 66.3 percent scored an average of 30 percent and above, 52.73 percent scored an average of 30 and above in *Response to Reading*, 45.7 percent in *Pattern and Vocabulary* scored from 30 percent and above and 39.1 percent in *Comprehension and Summary* scored 30 percent and above. This performance indicates that the candidates had moderate or partial knowledge in the topics.

Although, the overall performance of the candidates in 022 English Language was average, some of the questions were performed poorly due to lack of the knowledge concerning *Comprehension Skills, Patterns and Vocabulary, Writing Skills as well as Response to Reading*. For instance, in question 2 many candidates failed to summarize the text given and in question 3 they failed to apply English Structure to answer the question. Similarly, in question 7 many candidates performed it poorly, since the candidates lacked knowledge of tenses especially on *past continuous tense and simple past tense.* However, the poorly performed question was question 13 in response to reading. Candidates lacked knowledge of *form* in the literary work. Most of the candidates failed to show how *Figures of Speech* can be used to convey messages to the society.

The candidates' performance in each item and the topic tested is shown in the Appendices A and B.

5.0 RECOMMENDATIONS

In order to improve candidate's performance in the future, several recommendations should be adhered to:

(a) Teachers should put more emphasis on teaching *Writing Skills*. As it has been observed that students lack this skill especially in composition and response to reading.

(b) Reading Skills should be emphasized in order to improve candidates' performance in the future. Both teachers and students should put more emphasis on Reading since it is one of the core skill needed in English Language.

(c) More emphasis should be put in *Response to Reading* in order to help candidates perform well in this section. Therefore, teachers, students and other education stake holders are urged to put more emphasis on this area.

(d) It is equally important for both teachers and students to put more emphasis on English Structure since it seems to be one of the bottlenecks for good performance of English Language.

(e) Students should be given more exercises, assignments, quizzes, tests and internal Exams so as to equip them with the knowledge of interpreting the demands of question.

S/N	Topics	Number of Questions	Percentage of Candidates who Scored an Average of 30 Percentage and Above	Remarks
1	Language Use	3	66.3	Good
2	Response to Reading	4	52.73	Average
3	Pattern and Vocabulary	5	45.7	Average
4	Comprehension and Summary	2	39.1	Average

Comparison of the Candidates' Performance per Topic between the CSEE 2017 and 2018

S/N	Topic	Number of Question		Percentage of Candidates who scored an Average of 30 Percent or Above	Remarks	Percentage of Candidates who scored an Average of 30 Percent or Above	Remarks
		2017	2018				
				2017		**2018**	
1	Language Use	3	3	83.95	Good	66.3	Good
2	Response to Reading	3	4	38.36	Average	52.73	Average
3	Patterns and Vocabulary	3	5	44.04	Average	45.7	Average
4	Comprehension and Summary	3	2	38.55	Average	39.1	Average