

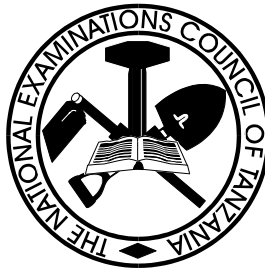
**THE NATIONAL EXAMINATIONS COUNCIL OF TANZANIA**



**CANDIDATES' ITEM RESPONSE ANALYSIS  
REPORT FOR THE CERTIFICATE OF SECONDARY  
EDUCATION EXAMINATION (CSEE) 2019**

**024 LITERATURE IN ENGLISH**

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**024 LITERATURE IN ENGLISH**

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## FOREWORD

This report presents the analysis of the performance of candidates who sat for the Form Four National Examination (CSEE) in the Literature in English in November 2019. The analysis indicates strength and weakness of candidates during answering questions. The focus of the analysis was on well- performed questions, those with average performance and those with poor performance. With this focus of the analysis teachers, students and other educational stakeholders will be able to find out what they should do for better performance.

The analysis provided in this report is intended to contribute towards understanding of possible reasons behind the candidates' performance in Literature in English subject examination. The report highlights the challenges faced by the candidates by answering the questions correctly. These include inability to identify the task of the question, lack of the knowledge of tenses and grammar, inadequate basic vocabulary for use in different contexts, inability to differentiate some of literary devices and insufficient knowledge of the book in the *Response to Reading*. However the report indicates some of the candidates scored high marks because they were able to identify the task of the questions, they had adequate knowledge of tenses and grammatical rules, they had sufficient basic vocabulary for use in different contexts, they had sufficient knowledge of the book in Response to Reading and they were also able to differentiate some literary devices.

On the other hand the candidates who got high marks had knowledge and skills in the subject matter. They showed a good command of English language and were therefore able to express their idea well. They showed organizational skills and writing the essay type questions. This report is therefore expected to help students, teachers, and the other educational stakeholder to take appropriate measure in order to improve the performance of students in future examinations administered by the Council.

Finally, the Council would like to thank the examiners, coordinators, reviewers and all others who participated in preparing and analysing the data used in this report as well as in typesetting the document.



Dr Charles E. Msonde

EXECUTIVE SECRETARY

## **1.0 INTRODUCTION**

This report presents an analysis of the performance of the candidates who sat for 024 Literature in English for the Certificate of Secondary Education Examination (CSEE) which was done in November 2019.

It is worthy to note that the 2019 Literature in English Examination was set in accordance with the new examination format issued by NECTA in February 2019 whose primary aim revolves at testing candidates' competence. According to the aforementioned format, the 024 - Literature in English examination was organised into three sections: A, B and C with a total of ten (10) questions.

Section A had two questions with a total of 15 marks, in which the candidates were required to answer all questions. In question 1, the candidates were given 10 multiple choice items and they were required to choose the correct answer among the five given alternatives by writing the letter of the correct answer. Question 2 was a matching item question where the candidates were required to match the items in List A with those given in List B.

Section B consisted of four short answer questions with a total of 40 marks in which each question carried 10 marks. The candidates were required to attempt all questions. Section C consisted of four essay-type questions. The candidates were instructed to answer only three questions. Questions 9 and 10 were compulsory to all candidates while for questions 7 and 8, the candidates were instructed to choose one of them.

This report therefore provides a detailed analysis based on the candidates performance for each item. The analysis displays the percentage of performance in three levels namely; good, average and poor. Good performance ranges from 65 to 100 per cent, Average performance ranges from 30 to 64 percent and Poor performance ranges from 00 to 29 percent.

Furthermore, the analysis of the candidates' performance in all levels will be accompanied with extracts that serve as evidences of how the candidates responded.

A total of 71,309 candidates sat for the CSSE 2019 for Literature in English subject. Among them 43,467 which is equivalent to 61.54 per cent passed with different grades as shown in Table1

Table1: *Candidates grades in CSEE 2019 Literature in English Examination .*

Grade	A	B	C	D	F
% of candidates	0.27	1.90	23.00	35.77	38.09

This performance of 61.54 per cent in 2019 is higher than that of 51.67 per cent in 2018. In 2018, the candidates' grades were as shown in Table 2.

Table2: *Candidates grades in CSEE 2018 Literature in English Examination.*

Grade	A	B	C	D	F
% of candidates	0.14	1.43	18.37	31.33	48.73

## 2.0 ANALYSIS OF THE CANDIDATES' PERFORMANCE IN EACH QUESTION

### 2.1 SECTION A

This section had two questions and the candidates were required to answer both of them. Question one (1) carried 10 marks while question two (2) carried 05 marks.

#### 2.1.1 Question 1: In Multiple choice questions.

- (i) The term that expresses a situation whereby non-humans (animates and in animates) are given human qualities is called

A imagery                      B hyperbole                      C personification  
D fable                          E myth

- (ii) If you read a play and become sad, what type of drama would you have read?

A Soliloquy                      B Comedy                      C Play  
D Melodrama                      E Tragedy

- (iii) The following expressions represent some aspects of the functions of literature except

A education                      B criticising                      C rectifying  
D expanding                      E recreation

- (iv) Which of the following describes a legend?
- A A story with an unknown author originally passed from one generation to another.
  - B A story told to teach a moral lesson where characters are animals.
  - C A story about memorable events and heroic deeds of people in the community.
  - D A story that explains the origin of cultural groups or phenomena of the universe.
  - E A story with monsters as characters
- (v) Which of the following expressions best distinguish the features of tragedy?
- A Antagonistic characters fail
  - B All characters die
  - C The main character must be an animal
  - D The main character is a hero
  - E Unhappy ending
- (vi) A technique that is used to plot the events in a story where the last event must be at the beginning is called
- A Mixed order
  - B Flashback
  - C Narrator style
  - D Foreshadowing style
  - E First person point of view
- (vii) Imagine you are reading a lyric poem and you come across the verse; *"that school is a garden of ideas."* The word "garden" in that context has been used as
- A Simile
  - B Satire
  - C Symbol
  - D Sarcasm
  - E synecdoche
- (viii) What technique will you use when you want to refer to a literary work from history of an important person for more clarification?
- A Flashback
  - B Allusion
  - C Foreshadowing
  - D Coincidence
  - E Satire
- (ix) Which of the following elements of literature belongs to a form?

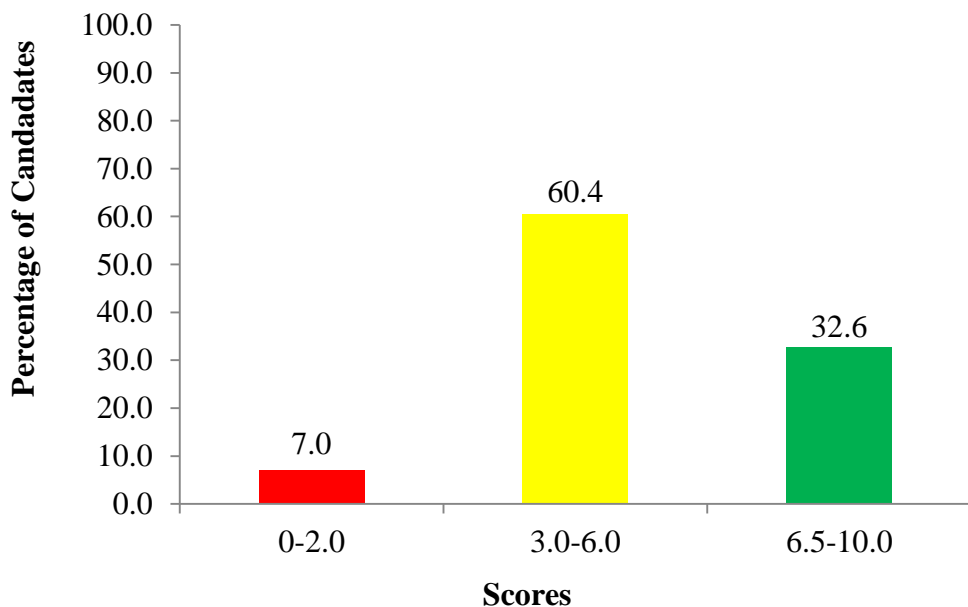
- |         |              |            |
|---------|--------------|------------|
| A Theme | B Message    | C Conflict |
| D Plot  | E Philosophy |            |

(x) Which of the following pairs of words is an example of assonance?

- |                    |                    |                  |
|--------------------|--------------------|------------------|
| A Shoes and school | B Kelly and cooked | C Light and hate |
| D Take and fix     | E Birds and heads  |                  |

This question tested the candidates' understanding of different concepts, skills and techniques used in literature.

The question was attempted by 71,301 candidates which is 99.9 per cent of the candidates and their performance was good because 23,244 candidates which is 32.6 per cent scored marks that ranged from 6.5 to 10. Moreover 43,066 candidates' equivalent to 60.4 per cent of the candidates score marks ranged from 3 to 6 which is an average performance. Lastly 42,780 candidates which is 7 per cent of the candidates obtained marks ranging from 0 to 2 therefore they performed poorly Detailed performance of the candidates is presented in Figure 1.



**Figure 1:** *The Performance of the Candidates in Question 1.*

The analysis of the candidates' responses indicates that the candidates with good performance mastered a good knowledge of different literary concepts that were examined. These candidates chose "C", *personification*, for item (i), *The term that expresses a situation whereby non-humans (animates and inanimates) are given human qualities is called* in item (ii), *If you read a play and become sad, what type of drama would you have read?*, the candidates opted for "E", *tragedy*. Similarly, in item (iii), *The following expressions represent some aspects of the functions of literature except.....*, the candidates selected "D", *expansion* while in item (iv), *Which of the following describes a legend?*, they chose "C", *A story about memorable events and heroic deeds of people in the community*. These candidates also, in item (v), *which of the following expressions best distinguish the features of tragedy?* Chose "E", *Unhappy ending*.

In item (vi), *A technique that is used to plot the events in a story where the last event must be at the beginning is called*, the candidates opted for "B", *flashback* while in item (vii), *Imagine you are reading a lyric poem and you come across the verse; "that school is a garden of ideas." The word "garden" in that context has been used as ...*, they wrote "C", *symbol*. Moreover, for items (viii), *what technique will you use when you want to refer to a literary work from history of an important person for more clarification* and (ix), *which of the following elements of literature belongs to a form* they selected "B", *Allusion* and "D", *plot* respectively? Lastly, for item (x), *which of the following pairs of words is an example of assonance*, they either opted for "A", *shoes and school* or "C", *birds and heads*. This is because assonance means the repetition of similar vowel sounds in consecutive verse in a poem. Extract 1:1 presents a sample of a good response from a script of a candidate.

I	QUESTION	i	ii	iii	iv	v	vi	vii	viii	ix	x
	ANSWER	C	E	C	C	E	B	C	B	D	A

**Extract 1.1** is a sample of a correct response.

The candidates with average performance showed mastery of few literary concepts tested for example, one of the candidates, for item (ii), *If you read a play and become sad, what type of drama would you have read?*, opted for "B", *comedy* instead of "E", *tragedy* and for item (iii), *The following expressions represent some aspects of the functions of literature except*, the candidate chose "A" *educating* instead of "D", *expanding*. This candidate did

not know that one of the basic functions of literature is to educate the society about social, political, cultural and economic issues challenges taking place in the society. Therefore, due to lack of competence in some concepts, these candidates just guessed the answers. Extract 1.2 presents a sample of a response of a candidate who scored average marks.

01	I = C
	II = B
	III = A
	IV = C
	V = D
.	VI = B
	VII = D
	VIII = C
	IX = D
	X = A

**Extract 1.2** is a sample of an average response.

The candidates with poor performance exhibited lack of knowledge of the tested concepts; hence, they just guessed the answers. These candidates chose different incorrect responses for each of the items. In item (i), those who chose 'A,' *imagery*, did not know that imagery is a figure of speech where words are used to appeal to people's emotions and feelings leading to creating a mental picture about something. These candidates thought that non-humans create the image of humans. Those who opted for 'B', *hyperbole*, did not understand that it is a figure of speech that expresses something beyond its actual truth. It is in fact an exaggeration of the fact being presented. These candidates might have thought that non-humans exaggerate human qualities. The candidates who selected 'D', *fable*, might have been influenced by the fact that fables are stories whose characters are animals. Lastly, those who chose the incorrect response 'E', *myth*, were unaware that a myth is a story narrated to explain natural events, people or things which do not hold truth. These stories are usually false though people believe them. Since many myths narrate stories by using animal characters such as hyena and rabbit, these candidates might have

related to the concept of animal characters without considering that they were required to deal with the relationship that exists when an inanimate is given animate qualities.

In item (ii), the candidates who chose incorrect alternatives lacked knowledge of the types of drama. They thus failed to note that a play that makes a person sad after reading it is a tragedy. Hence, the correct response was 'E'. The candidates, who opted for 'A', *soliloquy*, did not know that it is a dramatic technique where a character speaks his or her thoughts while alone on the stage. These candidates might have thought that the act of being alone related to sadness. That is, a person who is happy cannot be alone. Those who chose 'B', *comedy*, were not aware that it is a type of drama which intends to amuse or make people happy. They were not aware that a comedy is the opposite of a tragedy. The candidates who chose 'C', *play* could not realize that both a drama and a play are synonyms. This means that a play is not a type of drama but it is the drama itself though in a written or script form. Lastly, those who chose 'D', *melodrama*, did not know that it is a drama/play that is full of exciting events and in which the characters and emotions seem too exaggerated to be real. Therefore, these candidates were unaware that exciting events express happiness rather than sadness. Due to lack of knowledge about the types of drama, such candidates just guessed this response.

In item (iii), the candidates who got zero in this question lacked understanding of the functions of literature in the society. For example, those who opted for 'A', *educating* were unaware that one of the functions of literature is to educate the society about different issues such as being a useful person to the society. Similarly, the candidates who selected 'B', *critising*, lacked the knowledge that literature is used to criticise evil or unacceptable practices such as theft and laziness in the society. On top of that, the candidates who chose alternative 'C', *rectifying*, did not understand that literature serves to rectify or correct some wrong doings done in the society for the purpose of shaping people to become useful members in the society. Lastly, alternative 'E', *recreation* was incorrect response since recreation deals with entertaining people. Hence, one of the roles of literature is to entertain people through different genres such as songs, comedy and short stories.

In item (iv), the candidates were required to show their understanding of the type of stories. They were supposed to describe a legend as one of the types of story about memorable events and heroic deeds of people in the community. The candidates who chose 'A', were unaware that a story with an unknown



author originally passed from one generation to another is referred to as a folk tale. The candidates who chose 'B' lacked the knowledge that a story told to teach a moral lesson where characters are animals, is a fable. These candidates might have been influenced by the aspect of *moral lesson* in that *legends* also have moral lessons. The candidates, who opted for 'D', did not know that a story that explains the origin of cultural groups or phenomena of the universe is referred to as a *myth*. These candidates might have been influenced by the word *origin* in the sense that memorable events and heroic people have their origins. Similarly, the candidates who opted for 'E', might have been influenced by the fact that as monsters leave memories of fear, they are then related to heroic characters.

In item (v), the distinguishing feature of a tragedy was 'E', *unhappy ending*. The candidates who chose 'A', *antagonistic character* fail to realise that the failure of an antagonistic character does not create an unhappy ending but makes the audience happy because antagonistic character usually opposes the protagonist character who intends to bring positive changes in the society. The candidates who opted for 'B', *all characters die*, related death with unhappiness forgetting that there are stories with evil characters, and when they die, they create a happy ending in the story. For the case of the candidates who opted for 'C', *the main character must be an animal*, were not aware that the main character being an animal does not make a story being a tragedy. Similarly, alternative 'D', *the main character is a hero* does not guarantee the story to end sadly. This is because the main character can be a hero with a sad or happy ending.

In item (vi), the correct response for a technique used to plot events in a story where the last event may be at the beginning is known as 'B', *flash back*. Some of the candidates however selected 'A', *mixed order* which is not used as a literary technique. The candidates who chose this option might have been influenced by the word '*mixed*', hence thinking that the fact that events are plotted from the last to the beginning shows that they are mixed together. The candidates who opted for 'C', narrator style lacked knowledge on the techniques used to plot events in a story. They did not know that a narrator style is also known as point of view which entails about the angle in which the story is told such as when the story teller uses either first, second or third persons to tell the story. Some other candidates who selected 'D', *foreshadowing style* were unaware that it is a style used to hint events which will happen later in the story. Lastly, the candidates who chose 'E', *first person point of view*, did not know that a point of view does not deal with the

arrangement of events in a literary work, instead it is a style of narrating events where the narrator uses 'I' or 'We' to narrate the story as in "When I was young, I wished I was old, now I wish I was what I was when I wished I was old"

In item (vii), the correct response for the use of the word *garden* in the verse *that school is a garden of ideas* was 'C', *symbol*. The candidates who opted for 'A', *simile* thought that garden is being compared to a school. They also lacked the knowledge that *similes* do compare things with the use of some conjunctions such as like, as. For example, *that school is like a garden of ideas*. The candidates who opted for 'B', *satire* were unaware that *garden*, in the verse is not used as a mocking word that makes someone appear foolish or incompetent. Moreover, the candidates who selected 'D', *sarcasm* were unaware that the word *garden* in the verse does not inflict pain by using what is being felt as sarcasm is supposed to do. Lastly, response 'E', *synecdoche*, was incorrect because it is a word or phrase in which a part of something is used to represent a whole or vice versa. These candidates might have been influenced by the structuring of the words in that *a garden of ideas* represents a *school* or, a school is represented in the garden of ideas.

In item (viii) 'B', allusion was selected as the best alternative for a technique used when referring to a literary work from history of an important person for more clarification. However the candidates who chose 'A', *flashback* did not know that it is a technique used to arrange events in a story where the last event may be placed at the beginning of the story. These candidates might have been influenced by the word *back* in the sense that history deals with past events. The candidates who chose 'C', *foreshadowing*, were also influenced by the meaning of the prefix *fore* which means *before*. Hence, with the presence of the phrase; *from history of an important person*, suggested something that had happened in the past. In fact, these candidates lacked the knowledge that foreshadowing is a technique of hinting events, hence predicting what events will appear next. The candidates who selected 'D', coincidence just guessed it due to lack of understanding that the word does not relate to any technique in literary work, hence it was a wrong choice. Lastly, the candidates who opted for 'E', *satire*, lacked the knowledge of what an *allusion* means, hence they illogically guessed the response.

In item (ix), the correct response for an element of literature belonging to form was 'D', *plot*. The candidates who selected alternatives 'A', *theme*, 'B', *message*, 'C', *conflict* and 'E', *philosophy* lacked the knowledge of what *form*

as an element of literature constitutes of. Basically, *form* deals with the superstructure of a literary work through which *content* is carried out. It includes elements such as *plot* which deals with how events are arranged in a literary work. For example, events can be arranged starting with a person's adulthood life followed by death and ending with childhood life. Some other elements of form are setting, language use, characterisation and title. On the other hand, *content* deals with what is being presented or portrayed in a work of art. It includes *theme*, which is the central idea presented by the artist and *message*, which refers to lessons that one get from a work of art. In addition, *conflict* is also an element of content which deals with the misunderstandings prevailed in a literary work due to differences in ideas over an issue. Moreover, *philosophy* is a belief or ideology of the artist over the issue being presented, while relevance deals with the relationship existing between what is portrayed in an artistic work and what actually takes place in the real world.

In item (x), the alternative 'A', *shoes and school*, and 'C', *light and height* were correct responses for pairs of words which were examples of assonance because assonance means a repetition of similar vowel sounds occurring in consecutive vowels in a poem. However, the candidates who opted for 'B', *Kelly and Cooked*, 'D', *take and fix* and 'E', *birds and heads* could not realise that there was no repetition of similar vowel sounds in such words.

Generally, due to lack of relevant knowledge about the tested literary terms in this question, some candidates opted to guess the responses. For example, one of the candidates opted for letter "A" as a response for all the 10 tested items. This candidate managed to correctly choose only item (x). Another candidate guessed with a particular pattern by first choosing response "A" for items (i) - (iii), then followed by response "B" for items (iv) - (v). For items (vi.- (vii), the candidate repeated letter "A". The candidate ended by selecting letters "C", "B" and "D" as responses for items (viii), (ix) and (x) respectively. In order to prove that the candidates lacked understanding of the asked concepts, those who opted for "A" in item (ii) did not understand that a *soliloquy* is a situation where a character speaks to himself/herself or expresses his/her feelings while alone on the stage. They also lacked the knowledge that a *soliloquy* is not a type of drama. Similarly, in item (ix), the candidates who selected alternatives "A", "B" "C", and "E", lacked the knowledge that *theme*, *message*, *conflict* and *philosophy* are elements which belong to content; hence the correct response was "D" because *plot* is an element of form as it deals with the arrangement of events in a literary work. Extract 1.3 presents a sample of a poor response in question 1.

1	A
2	A
3	A
4	A
5	A
6	A
7	A
8	A
9	A
10	A
11	A
12	A
13	A
14	A
15	A
16	A
17	A
18	A
19	A
20	A
21	A
22	A
23	A
24	A
25	A
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80	A
81	A
82	A
83	A
84	A
85	A
86	A
87	A
88	A
89	A
90	A
91	A
92	A
93	A
94	A
95	A
96	A
97	A
98	A
99	A
100	A

**Extract 1.3** is a sample of an incorrect response.

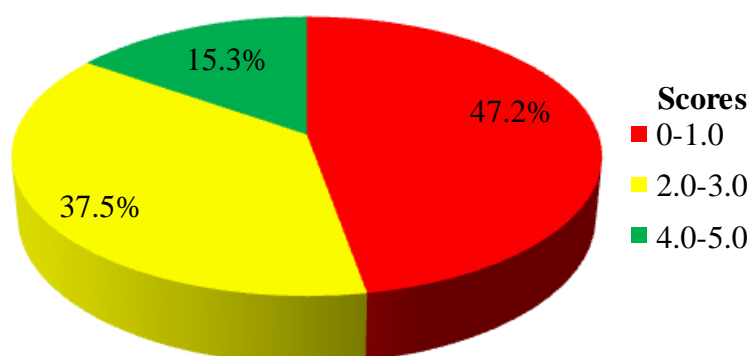
### 2.1.2 Question 2: Matching Item

The candidates were required to match the descriptions in List A with their corresponding type of character in List B by writing the letter of the correct response. The following were the descriptions and the type of characters to be matched:

List A	List B
(i) A person in a work of art with different qualities or behavior.	A dynamic character
(ii) A person in a work of art who never changes his perspective or values.	B heroic character
(iii) A person in a work of art who changes his perspective or values.	C flat character
(iv) A person in a work of art who has only one or two qualities.	D round character
(v) A person in a work of art whose role is to help to understand the main character.	E static character
	F subordinate character
	G background character

This question aimed to test the candidates' knowledge of types of characters as used in different literary works.

The question was attempted by 71262 candidates which is 99.9 per cent of the candidates and their performance was Average because 26723 candidates equal to 37.5 per cent scored marks that ranged from 2 to 3. Moreover, 10903 candidates which is 15.3 per cent of the candidates score marks ranged from 4 to 5 and their performance was good, lastly, 33636 candidates equivalent to 47.2 per cent of the candidates obtained marks ranging from 0 to 1 hence they performed poorly. Detailed performance of the candidates is illustrated in Figure 2.



**Figure 2:** *The Performance of the Candidates in Question 2.*

The analysis of the candidates' responses reveals that the candidates with good performance exhibited adequate knowledge of the types of characters because they were able to choose the relevant given descriptions as used in literary works. These candidates, for item (i), *a person in a work of art with different qualities or behavior*, matched it with letter 'D' since a round character possesses different qualities or behavior. In item (ii), *a person in a work of art who never changes his perspective or values*, the candidates matched it with letter "E" since a static character is the character that remains unchanged throughout the work of art. In item (iii), *a person in a work of art who changes his perspective or values*, the candidates matched it with letter "A" because a dynamic character is a type of character in the work of art that changes his/ her perspective or values.

Moreover, for item (iv), *a person in a work of art who has only one or two qualities*, the candidates matched it with letter “C” because a flat character possesses only one or two qualities. In the last item (v), *a person in a work of art whose role is to help to understand the main character*, the candidates chose “F” because a subordinate character in a work of art plays a role of helping the audiences to understand the main character. Extract 2.1 is a sample of a good response from a script of a candidate:

2	LIST A	I	II	III	IV	V	
	LIST B	D	E	A	C	F	

**Extract 2.1** is a sample of a correct response.

On the other hand, the candidates with average performance responded correctly to some of the given items. They showed moderate understanding about the types of characters. For example one of the candidates, for item (iv), chose “D”, round character while the reality is that a round character has different qualities. Another candidate chose “B”, heroic character for item (v) without knowing that a subordinate character has a role of helping the audience to understand the main character. Extract 2.2 provides a sample of a response by a candidate who scored average marks.

2	i/	D	
	ii/	E	
	iii/	A	
	iv/	D	
	v/	B	

**Extract 2.2** is a sample of an average response.

Further analysis indicates that the candidates with poor performance in this question had inadequate knowledge about characterisation in the work of art. For example, one of the candidates in this category chose “A”, *dynamic character*, for item (i), *a person in a work of art with different qualities or behavior* while such a description matched with “D”, *round character*. Similarly, the choice “A” was to match with item (iii) in that such is a character who changes his perspectives or values. Extract 2.3 shows a sample of a poor response from one of the candidates.

1.	A
11.	C
111.	E
1111.	B
11111.	D

**Extract 2.3** is a sample of an incorrect response.

## 2.2 SECTION B

This section consisted of four questions, each carries 10 marks. The candidates were required to answer all the questions which weighed a total of 40 marks.

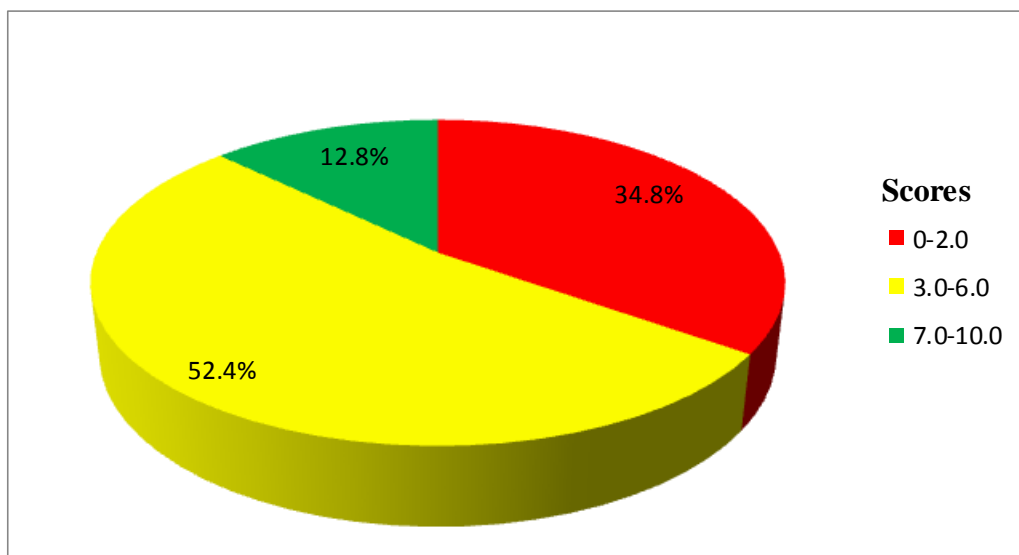
### 2.2.1 Question 3: Briefly explaining the differences between the given literary terms.

In this question, the candidates were instructed to explain the differences between the following five pairs of literary items:

- (a) *Novel and Novella*
- (b) *Flashback and Foreshadowing*
- (c) *Character and Characterization*
- (d) *Poem and Poetry*
- (e) *Irony and Satire*

The question was attempted by 70001 candidates which is 98.2 per cent of the candidates and their performance was good because 8960 candidates which is 12.8 per cent scored marks that ranged from 7 to 10. Moreover, 36681 which is 52.4 per cent of the candidates score

marks ranged from 3 to 6 therefore they performed average, Lastly, 24360 candidates equivalent to 34.8 per cent of the candidates obtained marks ranging from 0 to 2 hence they performed poorly Detailed performance of the candidates is illustrated in Figure 3.



**Figure 3:** *The Performance of the Candidates in Question 3.*

The analysis of the candidates' responses indicates that the candidates with good performance had adequate knowledge of the given literary terms. These candidates, for item (i), differentiated a *novel* from a *novella* as a long prose fiction narrative containing characters and actions portrayed in the form of a plot and a short prose fiction narrative with all characteristics of a novel respectively. Therefore, the difference lies in their length, where a novel is longer than a novella. In item (ii), they referred to *flashback* as what had happened at an earlier time in the plot which later is narrated in a story to complete the plot while *foreshadowing* was explained as the use of clues to hint an event that will occur later in the plot. Hence, the difference is that *flashback* refers to the past events while *foreshadowing* predicts the future events. Similarly, in item (iii), they explained a *character* as a person, animal or object used to present some behavior in a literary work while *characterisation* was explained as a process of revealing the personality of a character in a work of art. In item (iv), while a *poem* was explained as a piece of writing arranged in verses and stanza form,



poetry means an art of writing poems. Lastly, in item (v), *irony* and *satire* were differentiated as the opposite of what is being said and the art of exposing wickedness by mocking it respectively. A sample of a good response from a candidate is presented in Extract 3.1.

3	a) Novel and novella
	Novel is an extended fiction prose narrative of a considerable length in which characters and actions reflect social realities.
	while
	Novella is a story shorter than a novel expressing social realities
	b) Flashback and foreshadowing.
	Flashback is a technique that is used to plot the events in a story where the last events may be at the beginning.
	while

3 b/ Foreshadowing is a technique which involves predicting of the future trends in a work of literature.

d/ Character and characterization.

Character is a person or thing given a specific role to play in the work of art.

while  
Characterization is the process of assigning characters with different roles to play in the society.

d/ Poem and poetry.

Poem is a form of literature that uses figures of speech and poetic devices to express feelings and emotions about a certain topic.

while  
Poetry is a metrical composition.

e/ Irony and satire.

Irony are statements which carry an opposite meaning to what is actualized.

while  
Satire is a literary manner that blends humour and pain.

Extract 3.1 is a sample of a correct response.

On the side of the candidates with average performance, they were able to only differentiate some of the literary terms and hence scored average marks. Extract 3.2 presents a sample of a response by a candidate with average performance.

23. a) Novel is the long narrative story in which the characters are in the plot while Novella is the short narrative story with the characters in the plot.
- b) Flashback is the recasting recalling of events in the literary work where the last event may be at the beginning while foreshadowing is the literary technique of knowing what is going to happen at the next.
- c) Character is the human or any thing speaking or act in the literary work and used by the author to convey message to the reader while characterization is the process of describing characters by considering what they do, what they say, what people say about them and who how author describes them.
- d) Poem is the piece of writing in verses and stanzas while Poetry is the literary work which uses figurative language to arouse emotion and appeal in our senses.
- e) Irony is the statement whose meaning is opposite to the individual words for example "to let the cat out of bag" means to expose the secret while satire is the statement which involve humour to criticize something or society.

**Extract 3.2** is a sample of an average performance response.

Further analysis of the candidates' responses reveals that the candidates who performed poorly in this question showed poor understanding of the given literary terms. Hence, they were unable to differentiate them as required. In addition to that, some of their responses lacked connection to the terms being described. For example, in item (b), one of the candidates wrote that: *flashback: are characters who are sense the people to their society* while *foreshadowing: are character character who are introducing the other characters*. This candidate, apart from lacking the knowledge of the relevant literary terms, he/she also lacked language ability to express the concepts in the English language that makes sense. Similarly, in item (e), another candidate explained the incorrect uses of terms *irony* and *satire* as that of *being used in non-fictionous* and *increasing the world* respectively. The candidate overlooked the key task of the question which was to differentiate the two terms. Extract 3.3 is a sample of a poor response.

3. (c) Character:-	This was the main character in the literary work for example was the leader but
Characterisation:-	This was the all character speak in the literary work.
(d) Poem:-	This was the which was found in the poem or is the situation or verse which include four stanza or
Poetry:-	This was the rhythmic line in the literary work.
(e) Irony:-	This was the theme who was found or types figure of speech in a literary work but
Satire:-	This was the situation where was types of speech in a literary work.

Extract 3.3 shows a sample of a poor response.

### 2.2.2 Question 4: Reading a poem and answering the questions about it.

In this question the candidates were instructed to read the poem titled Nozizwe and answer the questions that followed after it. The question tested the candidate ability to interpret the poem.

#### **NOZIZWE**

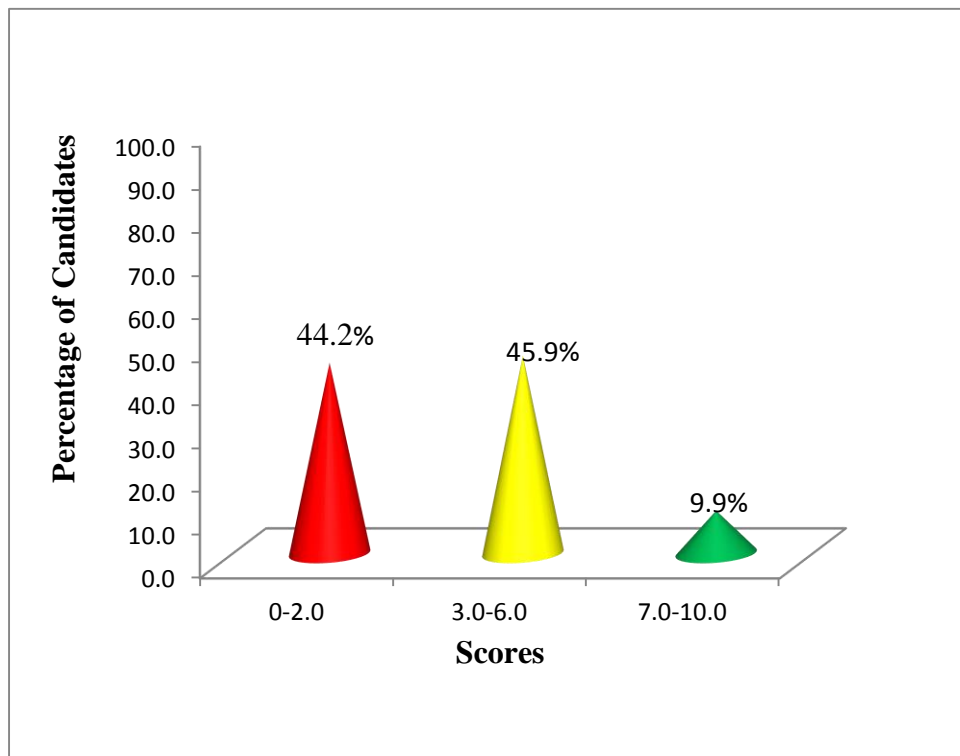
*You were to be the centre of our dream  
To give life to all that is abandoned.  
You were to heal the wound  
To restore the bones that were broken  
But you betrayed us!  
You chose a lover from the enemy  
You paraded him before us like a sin,  
You led your clans to the gallows,  
You shouted our secrets before the little strangers  
You mocked the sacred heads of our elders  
You parleyed heir grey hair before the children  
Their lips that hold the ancient truths were sealed.  
By their sunken eyes your body was cursed  
The moving river shall swallow it!*

#### **Questions**

- (a) *Why was the expectation of being "the centre of our dream" so important to the people in the poem?*
- (b) *How did the person in the poem betray his people?*
- (c) *In what ways did the person in the poem disrespect the elders?*
- (d) *Find a pair of words in verse 5 which alliterate; briefly explain why they alliterate.*
- (e) *Briefly explain how relevant the poem is to the Tanzanian society.*

The question was attempted by 65,749 candidates which is 92.2 per cent of the candidates and their performance was average because 30,179 candidates which is 45.9 per cent scored marks that ranged from 3 to 6 Moreover, 6,509 candidates equivalent to 9.9 per cent of the candidates got marks that ranged from 7 to 10 therefore they performed good, Lastly, 29,061 candidates which is 44.2 per cent of the candidates obtained marks ranging from 0 to 2 hence they

performed poorly Detailed performance of the candidates is illustrated in Figure 4.



**Figure 4:** *The Performance of the Candidates In Question 4.*

The analysis of the candidates' responses reveals that the candidates with good performance demonstrated sufficient knowledge in reading and interpreting the given poem. These candidates exhibited a good understanding of the key issues found in the poem such as alliteration and relevance of the poem. As a result, they were able to provide correct responses.

For item (a), *Why was the expectation of being "the centre of our dream" so important to the people in the poem*, they gave the reason that *because it would heal the wound and restore the broken bones*.

In item (b), *how did the person in the poem betray his people?* They responded that, *he betrayed them by siding with the enemies and exposing their secrets to the strangers*.

In item (c), *in what ways did the person in the poem disrespect the elders?* They explained that, the person in the poem disrespected the elders by mocking them

Moreover, in item (d), *find a pair of words in verse 5 which alliterate; briefly explain why they alliterate*, the candidates identified but and betrayed as words which alliterate because both begin with identical consonant sound /b/. Lastly, in item (e), *briefly explain how relevant the poem is to the Tanzanian society*, they explained that, the poem is relevant to Tanzanian society since there are people who have betrayed the trust or expectations of their own people. There are also some people who disrespect the elders and expose the secrets of their groups to strangers. A sample of a good response from a candidate is presented in Extract 4.1.

4.	(a) The expectation of being "The centre of our dream" so important to the people in the poem this - because Person means the someone who would - give the society several aids and protecting them from their enemy.
	(b) person in the poem betray his people by - choosing lover from their enemy who become as the source of problem to the people
	(c) person in the poem disrespect the elders by mocked the sacred heads of their elders
	(d) The word that alliterate are <u>But</u> and <u>Betrayed</u> This because of the repetition of similar consonant at initial of words this for similar consonant are <u>B</u> and <u>B</u>
	(e) poem is relevant to Tanzanian society - This because of the possible themes that appeared - from the poem which are Betrayal even in the Tanzanian society there some <sup>people</sup> who tend to - become betrayer of their people love affair This also is make poem relevant to Tanzanian society as even in Tanzanian the situation of love affair is common practised.

Extract 4.1 is a sample of a correct response.



On the other hand, the candidates with average performance exhibited reasonable level of understanding the poem and interpreting it. These candidates were able to provide correct responses to some of the items from the given poem. For example, in answering item (e) *Briefly explain how relevant the poem is to the Tanzanian society*, one of the candidates stated that, *even in our society there are people that they depend in a single person especially in economic base and other social way they are very relevant to Tanzanian society*. Extract 4.2 presents a sample of a response from a candidate with average performance.

1.	Q1: @ the Centre our dream so important of the people the poem because the support of unity of people who is defense of 'Betrayers of unity'
2.	Q2: the person the poem betray this people has choice at speaking at all around of people solid and enemy
3.	Q3: wage did the person poem disrespect & show this poem who the people of person person secrets head and elders before the children
4.	Q4: Alliterate is the repetition of initial close at relative of internal verse of poem groups Ade & bad, bad
5.	Q5: relevant poem this poem at with whose at here leader is make to house slunked at good society wherea poor

**Extract 4.2** is a sample of an average response.

Further analysis indicates that candidates who performed poorly in this question misconceived the question leading to provision of incorrect responses in all items. An example of an incorrect response provided by the candidate item (e), *briefly explain how relevant the poem is to the Tanzanian society was; relevant poem this poem at with whose at here leader in make to bones sunken at social society where poet.* Besides, such a response lacked grammatical correctness. Other incorrect responses were for items (b) where one of the candidates wrote; *is betrayal his people and item and the persona disrespect the elders because* for item (c). Extract 4.3 is a sample of a candidate's poor response.

1.	(a) This is because
	(b) he betray his people
	(c) The persona disrespect the elders because

**Extract 4.3** is a sample of an incorrect response

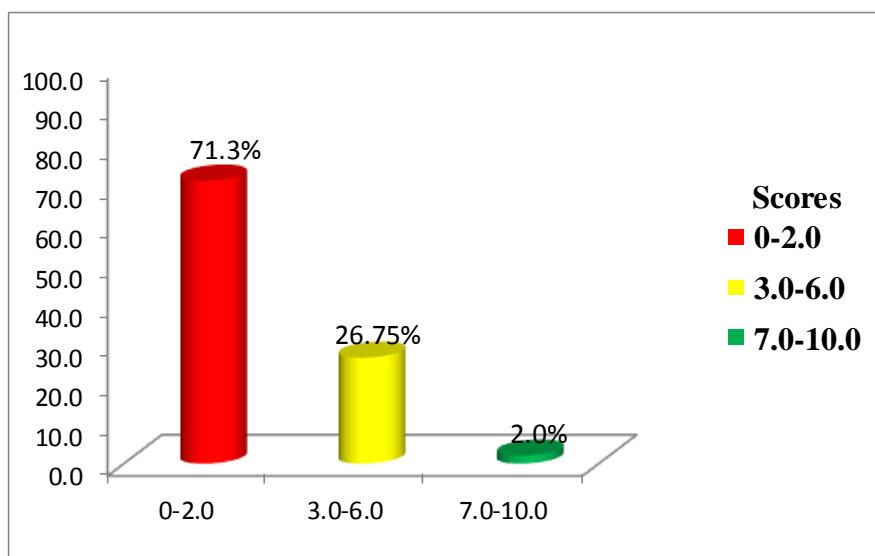
### 2.2.3 Question 5: Differentiating literary terms with examples.

In this question, the candidates were required to differentiate the following five pairs of literary terms by providing relevant examples:

- a) *Sarcasm and Satire*
- b) *Paradox and Irony*
- c) *Tone and Mood*
- d) *Poet and Persona*
- e) *Linking and parallelism.*

The question was attempted by 64,863 candidates which is 91.0 per cent of the candidates and their performance was weak since 46,247 candidates which is 71.3 per cent scored marks that ranged from 0 to 2, however, 1,297 candidates equal to 2 per cent of the candidates obtained marks that ranged from 7 to 10 hence they performed good.

Lastly, 17,318 candidates which is 26.7 per cent of the candidates obtained marks ranging from 3 to 6, therefore they performed averagly Detailed performance of the candidates is illustrated in Figure 5.



**Figure 5:** *The Performance of the Candidates in Question 5.*

The analysis indicates that the candidates with good performance were able to differentiate the given literary terms with relevant examples. In item (a), they explained that *sarcasm* is an expression intended to inflict pain by using the opposite of what is being felt such as *you are very clever, you got 10 per cent in Mathematics*. They explained that *satire* is an act of mocking people to make them appear ridiculous in order to show how foolish they are. For example, the poem *Eat more* by Joe Corrie is a satiric slogan. In item (b), they defined a paradox as a logically contradictory statement but it is interpretable in a way that makes sense. For example, the statement *you can save money by spending it* is a paradox. A paradox is differentiated from irony in that it is a statement whose meaning is the opposite to what is expressed in order to amuse people such as calling your enemy *My good friend*.

In item (c), the candidates defined tone as the writer's attitude towards his/her subject. Complaints or condemnations are examples of a tone. On the other hand, mood is a feeling that a literary writer conveys to the readers. Examples of moods are sadness and happiness. In item (d), the candidates defined a *poet* as an artist who composes poems. For

example, *Marjorie Macgoye* is the poet of the poem *A freedom Song*. These candidates also defined a *persona* as a speaker or the voice that is heard in reciting a poem. The voice can be identified as being the voice of a woman, man or the humiliated person. Lastly, in item (e), the candidates stated that *linking* is a word or phrase at the end of one line in a poem and is repeated at the beginning of the next. The major function of *linking* is to emphasize a theme. To the side of parallelism, they stated that it is the immediate repetition of a statement in different words with identical or very similar meaning. The major function of parallelism is to give extra emphasis to the items arranged in the parallel structures. Extract 5.1 is sample of a good response from a script of the candidate.

5a)	Sarcasm is the use of bitter expression that mean the opposite of what is said. It is meant to mock. for example: "You dont smell at all" while Satire is the use of humour and wit to criticize someone. for example: "She was the best at losing the game"
b)	Paradox is an obvious contradiction that is nevertheless somehow true. for example: less is more while irony is the use of words in such a way it means the opposite of what is said. for example: "In the poem Building the nat I am not doing necta this month"
c)	Tone is the attitude of the poet. for example: ironic, sympathetic while mood is the attitude of the reader for example: happy, sad
d)	Poet is a person who writes and composes a poem. for example: Marjorie Macgoye who wrote freedom song while Persona is the person speaking in the poem. for example: Atieno uncle in the freedom song
e)	Linking Parallelism is the use of the same pattern of word in a single verse in a poem. forexamples: More bread, More fish, More reo milk. while linking is the connecting two or more phrases to each other. for example: The ball glass broke and there was heavy winds

Extract 5:1 is a sample of a correct response.

The candidates with average performance were able to differentiate some of the given items. Others could differentiate them but failed to provide relevant examples to validate their responses as required, Extract 5:2 provides a sample of a response by a candidate who scored average marks.

5	<p><u>Sarcasm and satire</u></p> <p>Sarcasm is the statement that criticises some body example Juma is a shortest student in the class but my headmaster calls her the tallest while satire is the statement which stand for humoury some body in a given society example charles is a good students.</p>
	<p>b) <u>Paradox and irony</u></p> <p>Paradox is the situation in which the narrator rich at the top example the narrator rich at the message, theme and conflict while irony is the opposite of what we say in a given society example eat more but the slogan say and going opposite.</p>
	<p>c) <u>Tone and mood</u></p> <p>Tone is the personal state of mind example of tone is sad and happy while mood is the group state of mind example sad, hungry and happy.</p>
	<p>d) <u>poet and personal</u></p> <p>poet this are the person who compose poem example of the poem of eat more the poet of this poem is Joe corrie while personal is the person who speaking in the poem example in the poem of boy on swing those who speaking is boy.</p>

5e)	linking and parallelism
	the linking is the comparison of
	the thing in a literary work by using
	conjunction or punctuation example, while
	parallelism is the opposite of the para
	linking the comparison of the thing
	without using punctuation and conjunction
	example, .

**Extract 5.2** is a sample of an average response.

Moreover, the candidates with poor performance lacked knowledge of the given terms since they failed to provide clear distinctions of the pairs of the terms given. The following were some of the poor responses given. In item (a), the candidates failed to distinguish between sarcasm and satire. For example, one of the candidates wrote that *sarcasm is the omission of words* while *satire is a figure of speech which provides solution to the problems*. Another candidate distinguished them by stating that sarcasm is the process that introduced the words while satire has its uses in the trading of work. In item (b), the candidates who failed this item could not distinguish between a paradox and an irony. Some of the poor responses for paradox were; *a paradox is a figure of speech which is used to show a word which is not repeated in the whole poem and that it is the expression in which meaning of symbols can go through language in words*. While irony, one of the candidates responded that, *irony is the expression of realities of opposite of the poem* and the other wrote that it is *a figure of speech used to show all the images in the whole poem*. Yet, there was a candidate who did not make any distinction of the two terms instead the candidate wrote that *irony and paradox means to the paradox and irony technology country*. In item (c), the candidates could not distinguish between a tone and mood. Another candidate provided a response that *tone is the attitude of the meaning of words in the language* while *mood is the name to confuse human beings*. Another candidate just wrote that *tone and mood refers to the sarcasm to the tone and mood in society*. Similarly, in item (d), they failed to distinguish between a poet and a persona. For example, one of the candidates wrote that *poet is the composition in the poem* while *persona is the person who is in the story*. In item (e), for linking, one of

the candidates wrote that it is the *omission of name in the literary work* while parallelism is *the kind of words in the literary work in the performed on the stage*. Another candidate wrote that *linking is the situation of comparing between two things in the literary work while parallelism is the situation of linking two or more things in literary work*. In addition, another candidate answer the same item wrote that *linking is the main idea in the work of art*. Such a candidate failed to note that the main idea in a work of art is a theme. A sample of an incorrect response is presented in Extract 5.3

	Assume you are writing a story in form of a dialogue. What name will people call you once you complete writing the story? Monology.
a)	Sarcasm. Is the process that introduced the word. While satire. Are the uses that include in the writing in the work.
b)	Paradox. Is the process and in which that to guide and improve through. While irony. Are the kind in which that shall and althought and to introduce for the well and to image.
c)	Tone. Is the heading that to improve and introduced and believed. and in literary work. While mood. Are the <sup>literary</sup> <del>off</del> in the work of art. In which the introduced mood.

d	part. Are to process and shall well that to intro- duced and shall in which to believe that to and improved the work. While persona, is the process in which that to improve and well into reduced in the poem.
e)	linking. Is the well that can to believe in which to produced due to involves in the work. While parallelism. Are that to during in which that to to parallelism in which to producer within the tradi- ng in the work and literary.

**Extract 5.3** is a sample of an incorrect response.

#### 2.2.4 Question 6: Providing the relevant literary terms being described by the given characteristics.

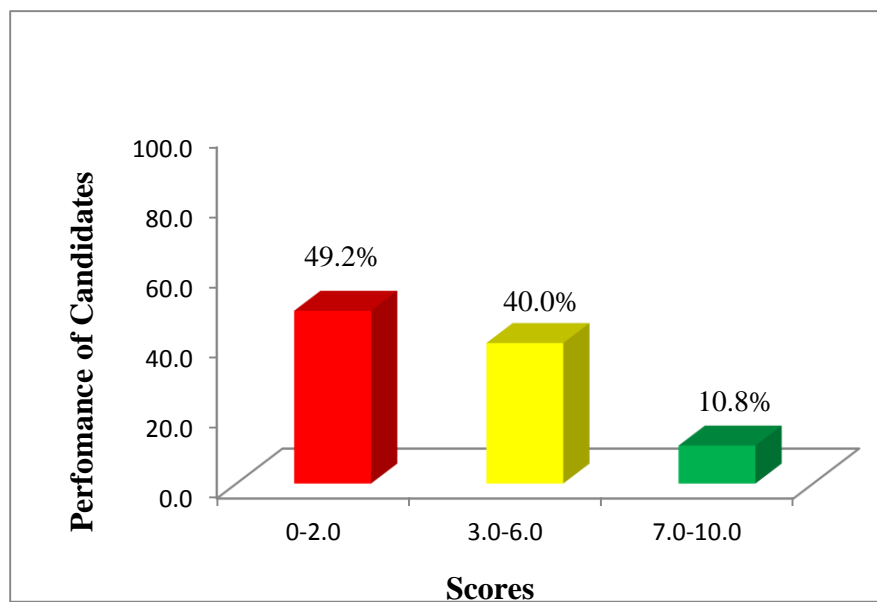
In this question, the candidates were instructed to provide the relevant literary term being described by each of the given characteristics. The following were the given characteristics:

- (a) *Andunje is the shortest student in the class but our headmaster calls her the tallest.*
- (b) *Last night, my grandmother told me a short story about a rabbit and a hyena. She told me the story teaches that I should not be greedy.*
- (c) *Our literature teacher narrated a story to us about a person who first got married in 2000, died in 2015 and was born in 1970.*
- (d) *Assume you are writing a story in form of a dialogue. What name will people call you once you complete writing the story?*



(e) *You and your friends were watching a performance. At the end of the performance you ended up laughing and became very happy.*

The question was attempted by 64,955 candidates which is 91.1 per cent of the candidates. The performance of the question was average because 25,982 candidates which is 40.0 per cent of the candidates scored marks that ranged from 3 to 6. Moreover, 7,015 candidates which is 10.8 per cent of the candidates score marks that ranged from 7 to 10 hence they performed good. Lastly, 31,958 candidates equivalent to 49.2 per cent of the candidates obtained marks ranging from 0 to 2 therefore they performed poorly. Detailed performance of the candidates is illustrated in Figure 6.



**Figure 6:** *The Performance of the Candidates in Question 6.*

The candidates with good performance showed mastery of knowledge in identifying relevant literary terms being described by the given characteristics. For example, for (a), *Andunje is the shortest student in the class but our headmaster calls her the tallest*, they wrote “irony” while for (b), *Last night, my grandmother told me a short story about a rabbit and a hyena. She told me the story teaches that I should not be greedy*; they wrote “fable.” For (c), *our literature teacher narrated a story to us about a person who first got married in 2000, died in 2015*

and was born in 1970 they wrote “flashback.” In item (d), *assume you are writing a story in form of a dialogue. What name will people call you once you complete writing the story?*, they wrote “playwright.” Likewise, in item (e), *you and your friends were watching a performance. At the end of the performance you ended up laughing and became very happy*, they wrote “comedy.” Extract 6.1 is a sample of a correct response from a script of a candidate.

6	a) Irony
	b) Fables.
	c) Flashback
	d) Playwright.
	e) Comedy drama.

**Extract 6.1** is a sample of a correct response.

The candidates with average performance demonstrated moderate understanding about the literary terms described by the given characteristics. These candidates were able to provide correct terms for some of the characteristics and could not get other right. For example, some of them provided the term “legend” for (b), *Last night, my grandmother told me a short story about a rabbit and a hyena. She told me the story teaches that I should not be greedy* instead of “fable.” Extract 6.2 exemplifies the case in point.

6a)	Sarcasm.
b)	Fable.
c)	Folktale.
d)	Author.
e)	Comedy.

**Extract 6.2** is an average response.

Furthermore, the candidates with poor performance lacked knowledge of which literary terms could best be described by the given characteristics. For example, for item (a), some of the candidates provided irrelevant terms such as *assonance*, *hyperbole*, *heroic character* and *form and content*. Other candidates, in item (b), responded *personification*, *simile* and *subordinate character*. Yet, there was a candidate who wrote *falk table*, which is quite an irrelevant term in literature.

Another unexpected response was observed in item (c) where a candidate provided the term *mixual acid* which has got no meaning in literature. Other irrelevant responses for item (c) were *barbarism*, *narrative literature*, *dynamic character* and *novel*.

A peculiar irrelevant response was provided in item (d) where the candidate wrote names of people, *Zainabu and Zena* to refer to a person who writes plays. Other irrelevant terms provided were *myth*, *static character* and *narrative*. Irrelevant literary terms were provided by the candidates in item (e) too. These responses were *irony*, *tragedy*, *subordinate character*, *novel* and *fable*. Based on these irrelevant responses, it is evident that these candidates lacked knowledge of the terms used to describe the given characteristics, hence they just attempted to guess any terms that came to their mind. Extracts 6.3 (a), 6.3 (b) and 6.3 (c) illustrate the irrelevant responses provided by the candidates in this question.

6.	a/ Assonance
	b/ personification
	c/ Narrative literature.
	d/ Zainabu and Zena.
	e/ Novel.

**Extract 6.3 (a)** is an incorrect response.

6. (a)	Barreld
(b)	Falk table
(c)	mixual acid.
(d)	Narrative
(e)	Tragedy

**Extract 6.3 (b)** is a sample of an incorrect response.

6.	a/ Heroic Character.
	b/ Subordinate character.
	c/ Dynamic character
	d/ Static character.
	e/ Subordinate character.

**Extract 6.3 (c)** is a sample of an incorrect response.

## 2.3

### SECTION C

This section consisted of four questions with a total of 45 marks, where each question comprised of 15 marks. The candidate was required to attempt three questions by answering question 9 and 10; and choosing one question from either question 7 or 8.

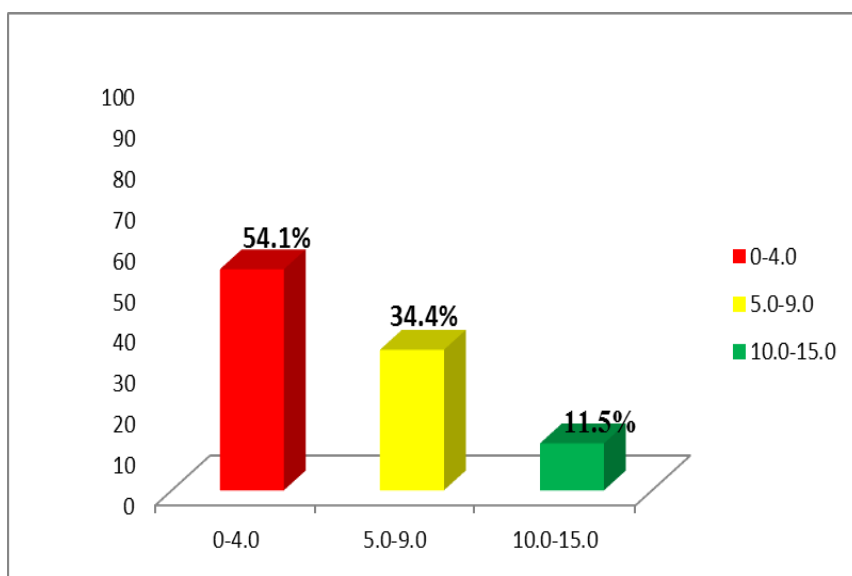
#### 2.3.1 Question 7: Giving advice to two main characters from two novels for their betterment in life.

In this question, the candidates were required to give three points of advice for each of the two main characters one from each of the two novels had read. The following was the question asked to the candidates:

*If you were given a chance to advise two main characters from any two novels read under this programme, what advice would you give for their betterment in life? Give three points from each novel.*

This question was attempted by 48,461 candidates which is 68 per cent of the candidates. The performance of the question shows that it was

average since 16,671 candidates equal to 34.4 per cent of the candidates scored marks that ranged from 5 to 9. Nevertheless, 5,573 candidates which is 11.5 per cent of the candidates scored marks that ranged from 10 to 15 hence they performed good. Lastly, 26,217 candidates equivalent to 54.1 per cent of the candidates obtained marks ranging from 0 to 4. They therefore performed poorly. Detailed performance of the candidates is illustrated in Figure 7.



**Figure 7:** *The Performance of the Candidates in Question 7.*

The analysis of the candidates' responses indicates that those with good performance understood the question well and had good understanding of the novels they used as references. These candidates, therefore, managed to identify the problems facing the main characters and then to advise them accordingly in order to achieve better life. For example, the candidates who used a novel *Houseboy* written by Ferdinand Oyono, used Toundi as the main character. The candidates advised him not to continue working as a houseboy since the work has not helped him to change his life standard due to low payment he receives. They also advised Toundi not to run away from his father's brutality since running away from problems is not a way to solve them. They suggested that Toundi could face the problem by consulting elders to resolve it. The candidates also mentioned that Toundi was not supposed to be satisfied with his ability to read and write as taught by the white man, instead, he was supposed to continue learning since

education could have helped him to know how to avoid exploitation and humiliation and create a better life.

In the novel, *The Old Man and the Medal*, the candidates chose Meka as the main character. Meka did not involve his wife, Kelera in decision making about issues that affected their family. For example, he surrendered a piece of land to the whites without seeking his wife's consent. However, in the end, the whites betrayed him. Another advice given to Meka was that he should have not despaired after losing his land, but he could have struggled to mobilise people to fight against oppression of the white men. The candidates also advised Meka not to trust everyone he meets as he did to the white people.

For the case of the candidates who used the novel, *A Walk in the Night* authored by Alex La Guma, the candidates used Michael Adonis as the main character. The candidates advised Michael Adonis to be patient when facing difficult situations. This is because his impatience leads him to kill Uncle Doughty. The candidates also advised Michael Adonis to avoid loneliness by having a family. This is due to the fact that despite his old age, he has no plan to marry. Moreover, they advised the character not to be a revengeful person. This is because after he was sacked from his job, he became so revengeful to the extent that he killed innocent people such as Uncle Doughty.

Lastly, the candidates who used *The Concubine* by Elechi Amadi, chose Madume as the main character in this novel. They noted that Madume is lazy and escapes responsibilities like repairing the roof of his house. This makes him being disrespected by his wife and other people. The candidates, therefore, advised him to be a hard-working man. They also advised Madume not to be greedy like his behaviour of using force to get land from his neighbours. They also explained that Madume was very violent to his children and wife. Violence made his children and wife run away from him. He remained alone, and due to loneliness, he ended up committing suicide. They therefore, advised Madume to stay with his family peacefully. Extract 7.1 is a sample of a good response.

7.

Characters are participants in any literary work of art, characters can be animals, trees, ghosts, gods, angels and they are given characteristics of human beings in their participations and also they can be human beings. By using two novels "THE HOWEBOY" written by Ferdinand Oyono and "THE CONCUBINE" written by Elechi Amadi and ~~the~~ setting in Nigeria, published in 1966, show the advice to the main characters. Starting with the novel "THE CONCUBINE" main characters were Ihouma and Madume.

First I advise Ihouma that she does not supports to cry about the death of her husband. In the novel we see that Ihouma's husband was dead due to the conflicts between he and Madume and his wife crying everyday, so Ihouma should keep quite with about the death of Emenike.

Second I would advise Ihouma that she should fight for her right. The conflict between Madume and Emenike is about land, Madume was said that the land belongs to him but the land was belonged to Emenike and this raise the conflict which ~~was~~ the source of death of Emenike, so I would advise Ihouma to fight for her right about land because Madume still says that the land is belonged to him.

Third I would advise Madume about stopping discriminate people. Still Emenike is dead but the issue and conflict about Land still stands and ~~go~~ Madume always ~~go~~ going to the Ihouma's house and tell her that the land belongs to him, so my advise is that Madume should supports to stop discriminate people in their sex (female) and see that always female are weak person and the Land was have crops and Ihouma knows that the crops belongs to her husband and she always take crops ~~an~~ because she knows they are belongs to them but Madume says that the crops belongs to him, so ~~Ihouma~~ Ihouma does not permitted to take it always because the crops belongs to him, so Madume should stop that and find out his land and plants different crops.

advise main characters Toundi and Father Vandermayer.

First I advise Toundi to fight for his right. In the novel Toundi exploited, humiliated but he keep quite, so I advise him that he should fight for <sup>his</sup> right because those French people they are humiliate people especially Father Vandermayer humiliate Toundi due to it's colour and exploit him.

Second I advise Toundi that to be aware for those french people. In the novel we see Toundi exploited, humiliated in different aspects and Madame Suzy telling he that he is the liar and at the end the Howe boy was passed away (killed) so I advise Toundi to be aware with those Frenchman because they are not good to live with them.

Third I ~~advise~~ advise Father Vandermayer that humiliation is not good. So in the novel we see father vandermayer humiliate Toundi due to it's colour and giving him used clothes, so it's not true to humiliate others.

Generallys People or characters who due bad things should stop in order to have better life but if they continue the betterment decreases in their lives.



or. He should go back to his family and beg his father forgiveness. forgiveness means sorry asking. Trench should go back to his origin because where he lives he is treated worse. No body cares about him, or is concern about him and his health. If he <sup>goes</sup> ~~goes~~ to his family they will be caring about him. Where he lives is not a suitable place for him. By using the novel of 'Old man and the Medal' the following are advice given to the main character who is Meka.

He should be aware, Meka should understand the people who he is living with especially the whites. The whites who came in their society who were French by nationality they pretend as if they are acting good to Meka while they are not. They follow their self interest. They do not care about Meka because they bet him when they found him in the French street during the night hours.

He should follow his culture, culture means the totality way of life of people in a given area. Meka has or his totality way of life is traditional. Traditional culture involves the drinking of local beers and belief in gods. Meka has betrayed his culture by following the White culture which is sayed to be modern culture. He has stopped using local beers and he has been conveyed to christianity. He has to follow his origin and not to follow the others culture. This culture led him to being betrayed by the whites.

He should also face his benifit side, Meka has owned his land to the whites so as they build a church. He has also sacrificed his only two sons that he has to go and fight in a battle between the Africans and the French. And lastly his two sons died because they were kept at the leaching point of the battle. Inspite of all

07.	that Meka has done for the whites he has been paid nothing but promised to be given a medal which it end up lasting in the midnight rain walk. This means he has benefit nothing from the French government but they have benefit alot from him.
	Therefore; the main characters in the novels are not perfect in all sectors but They also needs advice from the readers.

**Extract 7.1** is a sample of a correct response.

Moreover, the candidates with poor performance demonstrated several weaknesses. Some candidates mixed the characters in the novels with those found in the plays. For example, one of the candidates used *Lankule* as the main character in the novel *The Old Man and the Medal* while he is a character in the play, *The Lion and The Jewel*. This might have been influenced by the wording structure of the title of the books.

Some candidates used novels which are not recommended in Literature in English. For example, one of the candidates used *Passed Like a Shadow* and *Unanswered Cries* used in English Language. Some other candidates used the novels such as *Girls at War* and *Meeting in the Dark* which are currently not recommended as per the Certificate of Secondary Education Examination Format issued by NECTA in February, 2019. There were also candidates who used two characters from one novel instead of one main character as instructed in the question and other candidates just picked any character without considering that the question focused on the main character. For example, the candidates who used *Houseboy* used *Fr. Gilbert* and *Ekweme's mother* and *Madame Suzy* as the main characters while the reality is that *Toundi* is the main character in this novel.

There were also candidates who discussed themes instead of giving the advice to the main characters. For example, one of the candidates discussed themes such as betrayal and ignorance. This means that the candidates did not understand the requirement of the question.

Moreover, other candidates identified and described the characters in the novel instead of identifying the main characters and advising them basing on their behaviour. For example, in the *Concubine*, one candidate identified and characterised two characters who are *Father Gilbert* and *Toundi* while in the *Houseboy*, the candidate used *Ihouma* and *Ekweume*. Extracts 7.2 (a), (b) and (c) provide samples of response which were awarded low marks.

7.	literature; is the work of art which are created imaginatively artistically as a medium of convey message in the society. In the two novel <i>OLD MAN AND MEDAL</i> and <i>HULVE BOY</i> there are some character who advice would you give for their betterment in life <i>Tound</i> and <i>clerg</i> .
	In the novel <i>OLD MAN AND MEDAL</i> <i>Tound</i> is one among of character who would give for their betterment in life - as we show the some betterment.
	<u>Betrayal</u> ; is the situation where by some one betrayal another in this novel <i>old man</i> and <i>medal</i> <i>tound</i> she betrayal <del>on</del> he wife so this is one among of their betterment in life?
	<u>Hypocrite</u> ; In this novel <i>old man</i> and <i>medal</i> <i>hypocrite</i> is one among of advice who give for their betterment in life the character who cries in this novel is called <i>farther mandamayo</i> .
	<u>Ignorance</u> ; This is the lack of knowledge or lack of knowledge about issue about a place in this novel the way of ignorant has been show some character who are ignorant like <i>farther mandamayo</i> he betrayal he society.
	Also in the novel <i>HULVE BOY</i> which is written by <i>FERDINAND OYONO</i> there are some advice that would you give for their betterment in life.

**Cultural inferiority:** This is due to when some society get cultural inferiority. example in this novel found is one among of character of get cultural inferiority in relation to the meaning of culture is the totality of people life in a given area at a given time.

**Brutality:** This is seen when some character like Meka they brutality in our society and then they advice their betterment in life.

**Betrayal:** Is the process where by some one betrayal, another the issue of betrayal has been portrayed when Clara betrayal her Meka.

**Generally;** In this two novel old man and Meda and House buy the two main character found Meka they give betterment in life? like Betrayal, Cultural inferiority, hypocrisy- so this is not good in our society so the government should educate people on how to advice their betterment in life.

Extract 7.2 (a) is a sample of an incorrect response.

7. If you were given a chance to advise two main characters from any two novels read under this programme, what advice would you give for their betterment in life? Give three points from each novel.

By starting the novel ~~the~~ first were used - called CONCUBINE written by ELECH AMADI and second character is HOUSEBOY written by FRED NARD OYUNO.

Start by CONCUBINE written by ELECH AMADI to discuss the character who advises and betterment in life.

ITHUMA; This is a main character for the book of concubine was to advise the society: was to good behaviour was not speaking any time.

Ithuma was maintain the care of family: shown that in the book was to care family because ~~the~~ husband was dead and was not to prostitute and was true love for the husband and child was to love in the society was to good and better person.

EKWEME; This the character in the book of concubine was good son and was to true love for mother children and father was to advise called hunting and comforting cooperation because ~~for~~ Ithuma after the husband was dead Ekweme was going to help Ithuma activities for house was bad so was going to build the house. And Ekweme was to the person who contain the care because was care the parents and wife called Ahurde.

7.

Second novel called HOUSE BOY written by FREDNARD OYONDO. was to choose main character and to advice the betterment for life.

FATHER GILBERT: This is the father was to praying in the church of roman catholic and christianity people was true love for found and father was not segregation oppression and exploitation so was good person was European.

father was to family care; Because was to care foundi was to not taking parental care was to going and to sit for father gilbert was not true love for foundi to father.

FOUNDI: Foundi was the character who was to live with father gilbert and was to if the father was dead foundi was going to the commandants in order to Houseboy and was to contain and was working hard in seriously madame wife of commandant was to betrayal the husband and going for prison director was to contain the betrayal foundi and was to say that foundi was thief and was going to prison in order to oppression/humiliation and then saw that if father gilbert was to dead and me was to dead first this is second. person was to going in hospital and foundi going home after to the medicine ward dead in home.

Therefore; This is the main character were chosen and discuss for betterment in the life like foundi, father gilbert and Thoma was good person for the society.

SP.

**Extract 7.2 (b)** is a sample of an incorrect response.

7! If you were given a chance to advise two main characters from any two novels read under this programme, what advice would you give for their betterment in life? Give three points from each novel.

By starting the novel the first were used - called CONCUBINE written by ELECH AMADI and second character is HOUSEBOY written by FRED NARD OYUNO.

Start by CONCUBINE written by ELECH AMADI to discuss the character who advise and betterment in life.

IHOUMA; This is a main character for the book of concubine was to advise the society. was to good behaviour was not speaking any time.

Ihouma was maintain the care of family & shown that in the book was to care family because the husband was dead and was not to prostitute and was true love for the husband and child was to love. in the society was to good and better person.

EKWEME; This the character in the book of concubine was good son and was to true love for mother children and father was to active called hunting and comforting cooperation because Ihouma after the husband was dead Ekweme was going to help Ihouma activities for house was bad so was going to build the house. And Ekweme was to the person who contain the care because was care the parents and wife called Ahurde.

D.

Second novel called HOUSE BOY written by FREDNARD OYONO. was to choose main character and to advice the betterment for life.

FATHER GILBERT: This is the father was to praying in the church of roman catholic ~~christianity~~ christianity people was true love for found and father was not segregation oppression and exploitation so was good person was European.

father was to family care; Because was to care foundi was to not taking parental care was to going and to sit for father gilbert was not true love for foundi to father.

FOUNDI: foundi was the character who was to life with father gilbert and was to if the father was dead foundi was going to the commandants in order to Houseboy and was to contain and was working hard in renouveau madame wife of commandant was to betrayal her husband and going for prison director was to contain the betrayal foundi and was to say that foundi was right and was going to prison in order to oppression/humiliation and foundi saw that if father gilbert was to dead and me was to dead first this is second. now was to going in hospital and foundi going home after to the medicine ward dead in home.

Therefore; This is the main character were chosen and discuss for betterment in the life like foundi, father gilbert and Thoma was good person for the society.

Extract 7.2 (c) is a sample of an incorrect response.

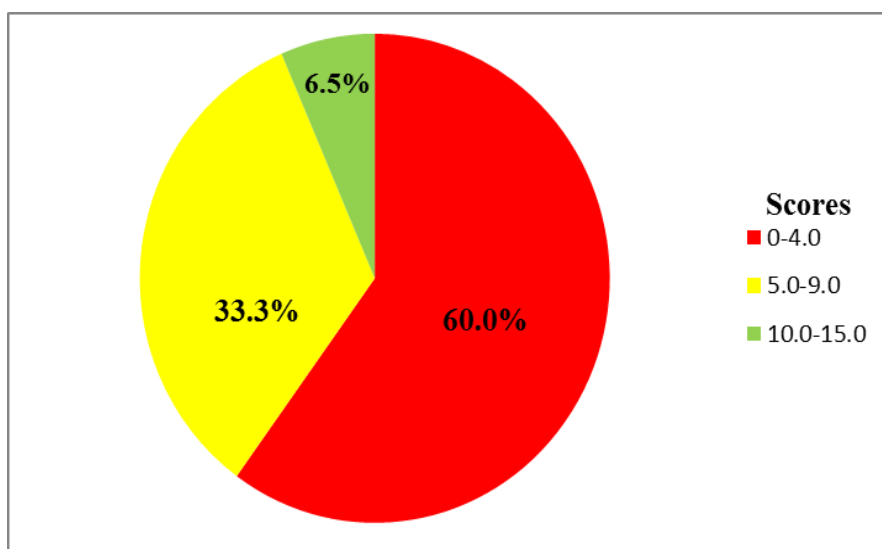
### 2.3.2 Question 8: Ways through which hypocrisy hinders Africans' efforts in building a good future

The candidates were required to explain how hypocrisy hinders Africans' efforts in building the future by making reference to two novels. Candidates were instructed to give three points from each. The following was the question asked.

*How does hypocrisy hinder Africans in their efforts to build a good future? Give three points from each of the two novels you have read under this programme.*



This question was attempted by 52,323 candidates which is 73.4 per cent of the candidates. The performance of the question was average since 17,528 candidates which is 33.5 per cent scored marks that ranged from 5 to 9. However, 3,401 candidates equal to 6.5 per cent of the candidates ranged from 10 to 15 marks hence they had good performance. Lastly, 31,394 candidates which is 60 per cent of the candidates obtained marks ranging from 0 to 4 therefore they performed poorly. Detailed performance of the candidates is illustrated in Figure 7.



**Figure 1:** *The Summary of the Candidates' Performance in Question 8*

The analysis of the candidates' responses exhibits that, those with good performance understood well the requirement of the question. They also had good understanding of the recommended novels. Basing on their good understanding of the novels, and the requirements of the question, the candidates succeeded to provide an attractive introduction where the key words were precisely defined. Furthermore, the candidates maintained logical flow of ideas in the main body and relevant conclusion was provided.

In the main body, the candidates presented the ways hypocrisy hinders Africans in their efforts to build a good future. For example, the candidates who used the novel, *Houseboy* written by Ferdinand Oyono, used *father Gilbert* as a hypocrite character who pretended to love Toundi as he kept him in the mission and assigning him with many

domestic chores without payment. Therefore, father Gilbert's hypocrisy hindered *Toundi's* efforts to build his good future.

Furthermore, the candidates demonstrated the way church leaders practiced hypocrisy. The leaders used religion as an umbrella to hide their evil deeds. For example, father Gilbert preached about love, while he acted contrary to what he preached. He exploited Toundi by not paying him, as a result, Toundi's efforts to change his future positively were hindered.

Father Gilbert's hypocrisy hindered Africans efforts to build a good future as he confined Toundi and other people for many hours at the mission in the name of love. The candidates explained that the hours spent by Toundi at the mission would have been spent into other productive activities to build the future of the African societies.

The candidates also stated the way brutality which was extended by father Vander Mayer to Africans damaged the spirit of working hard and created fear among Africans and thus failure to build a good future.

In the novel, *The Old Man and the Medal*, the candidates showed that the whites pretended to love Meka who sacrificed his land and sons to fight in the war in exchange of a worthless medal. Despite the hospitality of Meka bestowed to the whites, he ended being betrayed, his land ruined, hence failed to build his good future. The candidates also, provided an example of hypocrisy of the Chief Commissioner of the Frenchmen when he turned down Meka's invitation to celebrate the medal award by hypocritically saying that he would eat the goats in thoughts. Extracts 8:1(a) and (b) are samples of good responses.

8

Hypocrisy refers to the behaviour of pretence where one pretends to be good in front of his fellow people while he is not. This behaviour is not essential in any way towards the building of African development. But instead it just hinders the Africans in their efforts to build a good future. This can be further explained by using the novels of *THE HOUSEBOY* and *THE OLD MAN AND THE MEDAL*, both written by Ferdinand Oyono.

By using the novel of *"THE HOUSEBOY"* written by Ferdinand Oyono, the following is how hypocrisy has hindered Africans in their efforts to build a good future.

Hypocrisy brings about exploitation. From the novel we see that the French colonialists were hypocrites to the black natives. They preached about things of which

8 They did not implement. As a result, it was so easy for the White frenchmen to exploit the Africans for their personal needs. For instance, Toundi was exploited by Madame Suzy since his salary was all reduced by a half. Same to the society, through hypocrite leaders, exploitation in Africa is at an intense level.

Hypocrisy results to oppression: From the novel, we see that the agricultural engineer, Magnol and Robert, the commandant were all hypocrites to Toundi, the houseboy whereas when Magnol's money was stolen, they send Toundi to the prison believing he took part in the theft act. In Prison, Toundi is strongly humiliated and beaten up by the constables where he flees and dies in Gabon. Same to the society, due to hypocrisy most innocent lives are being oppressed in Africa.

Hypocrisy brings about false expeditious and accusations. From the novel, Toundi is falsely accused by the commandant and Magnol due to Sophie's hypocrisy. This occurs when Sophie steals Magnol's money and Toundi is falsely accused to be involved in the theft act. As a result, he is taken to prison where he is oppressed and later flees and dies at Gabon. Same to the society, due to hypocrisy most peoples' rights <sup>to justice</sup> are not adhered to and are violated.

Furthermore, by using the novel of THE OLD MAN AND THE MEDAL written by the same author, Ferdinand Oyono, the following is how hypocrisy hinders Africans in their efforts to build a good future.

Hypocrisy results to betrayal: From the novel we see that the French colonialists are hypocrites to Meka, the old man. Meka believes that, the Whites are friends to him as they offer him a medal of appreciation to his deeds. But he is later betrayed when he gets lost in the whites' residence where he is tortured and oppressed like any other Black man. Same to the society, hypocrisy has made the Africans

8 leaders betray their <sup>own</sup> people that they are helping.

Hypocrisy brings about conflicts and mis-understanding. The French colonialists were hypocrites to Meka and all other Africans. This brought about <sup>various</sup> conflicts and misunderstanding. For instance, due to hypocrisy the following conflicts arose: Meka and the French, the black and the whites, Meka and Kelata alongside other many conflicts. Same to the society, most conflicts have arisen because of hypocrisy.

Hypocrisy results to mental colonization. The French and the white missionaries as seen from the novel were hypocrites through their Christian religion which was preached. Through this religion, Meka and other Africans became mentally colonized since he offered large part of his land, undertook monogamy and gave out <sup>his</sup> two children to fight for the world war. This is seen as Meka is mentally colonized. Same to the society, most Africans are mentally colonized due to the Whitemen's hypocrisy.

Conclusively: These are few among of the ways with which hypocrisy has hindered the Africans in their efforts to build a better and good future as how it is explained from the novels studied and therefore proving the contention true.

**Extract 8.1 (a)** is a sample of a correct response.

8.

Hypocrisy is a form of pretence to have a moral standard but as yet you do not have. Hypocrisy is relevant to our present society as people betray one another. Hypocrisy has hindered Africans in their efforts to build a good future. This can be revealed by using two novels which are THE HOUSEBOY together with THE OLD MAN AND THE MENA both written by Ferdinand Oyono,

By starting with the novel of THE HOUSEBOY both written by Ferdinand Oyono, the following are various forms of hypocrisy that hindered the efforts of African in building a good future;

Toundi ~~was~~ is betrayed by the church officials. The church officials like father Gilbert and father Vandermaier did not live what they taught, they betrayed Toundi by beating and torturing him like a petty animal. Also they made Toundi to believe that they were friends to them but in reality they were enemies. These hypocrisy hindered Toundi's efforts in building a good future.

Toundi ~~was~~ is betrayed by the Commandant and Madame Suzy. In the novel this can be seen that Toundi was betrayed by Commandant and Mada

8. Me Suru when although he had done so much for them. He was betrayed by Madame Suru because of telling the Commandant the truth of what happened between Madame Suru and M. Moreau. This led to a conflict between Commandant and Madame Suru. This hypocrisy hindered Toundi's efforts to build a good future.

Toundi ~~was~~ is betrayed by the coercive forces. The coercive forces which were under Pullet betrayed Toundi by beating and humiliating him with no reason. They beat him and tortured him until his ribs got broken without any evidence that he was the one who stole Magnol's money. Hence this hypocrisy has hindered Toundi's efforts in building a good future.

Furthermore, by using the novel of THE OLD MAN AND THE MEDAL written by Ferdinand Oyono, the following are various forms of hypocrisy or betrayal that hindered the efforts of Africans in building a good future:

Meka ~~was~~ is betrayed by French colonialists. In the novel we can see that Meka gave up his land and his two sons when they were fighting for the Second World War and died during that war for just a medal. The French only appreciated all the valuable offerings with just a valueless medal. This kind of hypocrisy done by the French has hindered Meka's efforts in building a good future.

Meka ~~was~~ is betrayed by Christianity religion. In the novel we can see that Meka was betrayed by Christianity religion since the religion advocated for equality among all races while the whites were not

8. Showing their equality with the Africans. Paul Nti laments that is there any freedom in our country that we live? Hence it can be seen clearly later that Melka was aware of the exploitation done by the colonialists and refuses the Christianity religion. Hence the hypocrisy has hindered Melka's efforts in building a good future. Tuna is betrayed by the colonialists. In the novel it can be seen that Tuna was a great cook of the whitemen. He used to cook delicious food for the whitemen and when he got old he was left by the French without any reward hence ending up in poverty with expectations that he would have something in return. Therefore Tuna has been unable to build a better future due to the hypocrisy.

Conclusively, it has been clearly seen that hypocrisy done by the colonialists during the colonial period has made Africans not to reach their full potential. Hence this has facilitated African underdevelopment up to date leading to poverty through a new system known as neo colonialism.

**Extract 8:1 (b)** is a sample of a correct response.

On the other hands, the candidates with average performance showed moderate ability in explaining the ways through which hypocrisy hindered the Africans efforts to build good future. These candidates, for example, in some of their paragraphs explained irrelevant response as they cited the hypocrisy of Madame to her husband commandant as she pretended to love her husband while in fact she practiced infidelity. Furthermore, the candidates with poor performance had several reasons for their failure. For example, there were candidates who made wrong choice of the relevant novels with appropriate content related to hypocrisy. One of the candidates for example, used the novel, *The Concubine* to explain the way hypocrisy hindered Africans' efforts to build a good future while the truth is that this novel lacks suitable material to comply with the requirement of the question. In addition to that, some candidates used novels such as *Girls at War* which is not



recommended to be used as a reference in this subject. Moreover, there were candidates who discussed mere themes without touching hypocrisy which was the key issue in the question. Extract 8.3 (a) and (b) are samples of incorrect responses.

81	<p>Literature is the way of art imagination and mindfully to educate the society. Novel was the literary work of art which can be able for the country and to educate the society due to the community and the society. The following are the novel which used in the society and to educate, "HOUSE BOY" by "Oyana, F" and "THE CONCUBINE" by "Amadi, E". The following are the point which to enable to educate the society.</p> <p>Exploitation, this was the one who can improve the hypocrisy due to the education of the country and the society and to eliminated of the country and to primitive of the country which to educate and to eliminated for the community which enable for the country and the society due to the misunderstanding of the country due to the eliminated of the country and eliminated.</p> <p>Substitution, when the country can be able to for the country and will be able for the country due to the community and to educate which to throw to the country and culture the country due to the community and will be able for the country they improve the country and improve the scientific when the country can promote the country. when the country can be able to for the country due to the community of the country.</p> <p>Untrue love, when the country can be able for the love when can improve the techniques can be able for the country and the primitive the country and development of the country due to the primitive of the country and primitive of the countries and educated the society due to the improvement of the country.</p>
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3i	<p>Polygamy, this was the situation of the people  many husbands when the society can be educated due  to the primitive of the country and the society due to  the eliminated of the country even can promote the co  untry and the society due to the education of the coun  tries which provide the progress of the countries.</p> <p>Betrayal, when the some people can be able  to start the countries and to be educated from the langua  ge and provide the countries which can be able for the  countries when can be provided from the conflict and  be educated when the countries can be educated and to  be provided due to the education of the some body provide  the community and provide due to the eliminated of  the country and to be educated from the country and  the society.</p> <p>Polygamy, when the style of the some body  can be able for the country which to be educated the  society and provide due to the eliminated of the some  country and the society due to the human can  be able for the countries which to be educated and  promote the education of the society when the society  can be able for the country with exploitation of  the country and the society.</p> <p>Generally was the people can be able  for the countries and to be educated primitive of the  countries due to the primitive of the countries and  to be educated.</p>
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Extract 8.3 (b) is a sample of an incorrect response.

Q8. Hypocrisy is the misuse of power: It is true that hypocrisy hinder Africans in their efforts to build a good future. By using the novel of THE CONCUBINE by Elechi Amadi and the novel of THUS IS WAR by Chinua Achebe we show how hypocrisy hinder Africans in their efforts to build a good future.

Starting with the novel of THE CONCUBINE by Elechi Amadi;

Suicide: Suicide Madame Suicide himself later because of jealousy and isolation of

and also due to dispute over the piece of land this hinder the Africans in their efforts to build a good future.

Polygamy: Waggbara have many wives. His wives are Wrenuna and Alenuchi. So this - hinder Africans in their efforts to build a good future.

Payment of bride price: Bride price is the amount of money paid by the bridegroom. Madame say when his daughter married he brought a lot of money. And this hinder Africans in their efforts to build a good future.

Also from the novel of THUS IS WAR we show how hypocrisy hinder Africans in their efforts to build a good future;

Unemployment: In Owerri women are not allowed to join in the (Militia) army. Gladys is employed at the checkpoint but women are not allowed. This hinder Africans in their efforts to build a good future.

Civil war: Also civil war in Owerri Village they lead people to death and this hinder Africans in their efforts to build a good future.

Gender discrimination: In this book Women are not allowed to join in the army so this hinder Africans in their efforts to build a good future.

Hence: This book is relevant in our society because of themes like Civil war, Suicide, Polygamy and bride price.

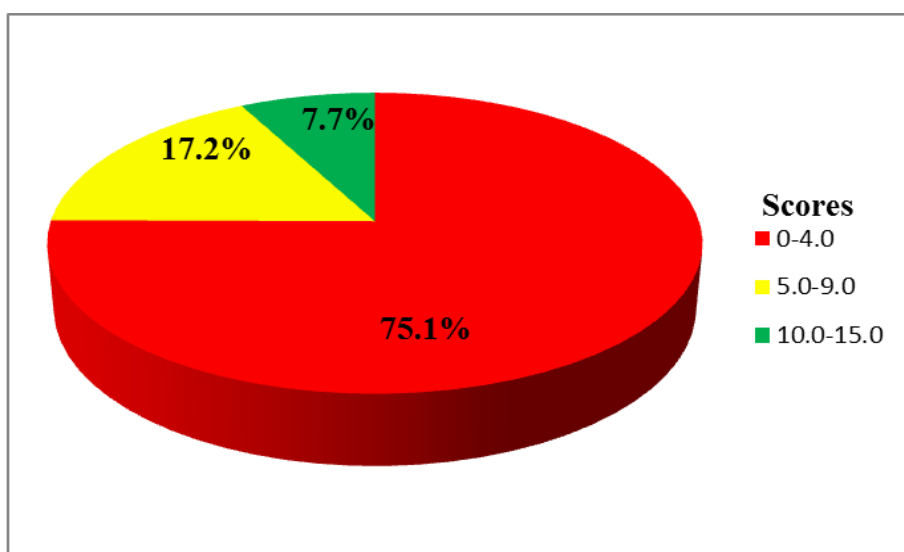
**Extract 8.3 (b)** is a sample of an incorrect response.

### 2.3.3 Question 9: Showing the ways in which form is helpful in portraying the intended message with a reference to two poems

In this question, the candidates were instructed to support the statement on the ways through which *form* is of importance in delivering a message. This question was supposed to be attempted by all candidates. The question was:

*In three points show how form is helpful in giving out the message intended. Support your answers with two poems*

The question was attempted by 59,799 candidates which is 83.9 per cent of the candidates. The performance of the question was: weak since 44,909 candidates equivalent to 75.1 per cent scored marks ranging from 0 to 4. However, 10,285 candidates equal to 17.2 per cent of the candidates ranged from 5 to 9 marks therefore they performed average lastly, 4,605 candidates which is 7.7 per cent of the candidates had a performance ranging from 10 to 15 which was good. Further note shows that about 17 per cent of the candidates did not attend this question due to the fact that most of the candidates find more difficulties in answering questions about the form. The performance of the candidates in this question is illustrated in Figure 9.



**Figure 9:** *The Candidates' Performance in Question 9.*

The analysis displays that the candidates with good performance demonstrated an outstanding knowledge about form and its roles in delivering the intended messages to the audiences. Furthermore, the candidates provided an introduction where they defined key words *form and message*. These candidates presented also logical points supported with relevant examples from two poems.

For the candidates who used a poem titled *Building the nation*, identified *satire* as an element of form used to deliver the message. Persona satirizes PS who pretended to build the nation, when he said that “*upon which he said with seriousness that amused more than annoyed me*” With this satire, the message is that hypocrite leaders like the PS should not be entertained as they pretend to be good to the citizens so as to maintain their position.

Irony has been also used as an element of form to deliver the intended message. The title of the poem *building the nation* is ironical as the content is presented in an opposite way. The person who regarded himself as a national builder in fact he destroys the nation by misusing the public funds for personal gains.

*Your Pain* is another poem opted by some of the candidates. For example, the use of *personification* where words such as *scars will remember the whip*, *eyes shall speak* and *blood shall irrigate*. The message is, people should struggle so as to attain justice from any form of injustice in the society.

Furthermore, the candidates used imagery as an element of form to deliver the intended message. Imagery appeals to people’s feelings and emotions and create mental picture. For example, words and phrases like, *scars shall*, *blood*, *whip and pain* arouse feelings of humiliation and torture. This imagery gives the message that struggle for freedom is not an easy job.

Yet other candidates used symbolism as an element of form. The candidates identified words like blood to symbolize sacrifice. This symbol presents the message that people should not be afraid of death in order for them to be free from torture and other forms of humiliation. Extract 9.1 provides a sample of the good response from a script of a candidate.

9 Form is the Super structure of literary works. In form we look at language use, Character, Style and Setting which were the pillar of form. By using two poems which are "FREEDOM SONG" written by Marguerite Allthe Macgoye and poem "EAT MORE" written by Joe Corrie. The following are the points based on the language use in terms of figure of speech which show the help in giving out the message intended. Starting with the poem FREEDOM SONG as follows:

**Symbolism.** This is the figure of speech in which some thing stands and represent/symbolise something else. This is the among of the things which is helpful in giving out the message intended. In the poem Freedom Song we Symbolism of Child labour in the first stanza of the poem.

Poet Say

"Atieno washes dishes,  
Atieno pluck a chicken  
Atieno wake up early  
Bed her suck down in the chicken  
Atieno eight years old.  
Atieno y."

In this the intended message is child labour is not good, to be practiced. here we see the child having eight years done big work of washing dishes. even in our societies there is the practice of child labour employment.

**Simile.** This is the figure of speech which ~~show~~ combining two or more dissimilar things using conjunction. The intended message here is people/Adults must be responsible to the children. here

9 we see Uncle Atieno is not responsible as he did not  
Sent Atieno to school.

Poet Say:

"now my wife has gone to study

Atieno is left free

Since she mind them like a school girl

Atieno go".

In the above verse the word "left" is used to show the Conjunction which combine two things. Even in our Community many Parents are irresponsible in providing the requirement of their children.

Rhetorical question. This is the figure of speech which some one is asking question which the answer they well known. In this stanza the intended Message is people or parent must be responsible to tell their child the Moral value. In the poem Uncle Atieno was not responsible in telling Atieno the Moral value.

Poet Say:

"Visitors need so much attention

All the More when I walk at night

That girls Spend too long at the market

Who will teach her what is right?"

In the stanza above we see the question "who will teach her what is right?" is is the Rhetorical question which asked by Uncle Atieno. Even in our Societies Many Parent are irresponsible to their children.

Apart from the poem FREEDOM FIGHTING written by the Margine Clutte Macage, the poem "EAT MORE" written by Joe Conier also have poem which show how form is helpful in giving out

9. the message intended as follows.

Personification. This is the figure of speech in which the things which are not human beings are given the characteristics of being a human being. In the poem "EAT MORE" the slogan has given the characteristics to say, while the intended message is to emphasize people to eat balanced diet the poet says in the first stanza.

"Eat More food! the slogan says!  
More fish, more beef, more bread  
but I'm unemployed pay  
Three years now and we're"

Here the slogan was emphasizing people to eat balanced diet without considering the economy of that people and making the proper condition for the people so as to get that diet.

Symbolism. This is the figure of speech in which something is used to symbolize other things etc. In the poem "EAT MORE". Beef, fish, bread represent/symbolize people of high class who have the ability to afford balanced diet while 'Blood grass' symbolize people of low class (poor people) who were not able to get balanced diet the poet says in the first and second stanza. In first stanza the poet shows the rich people who were able to get balanced diet in the second stanza the poet shows the people who were not able to get balanced diet. The intended message here is government should consider the life of the people when announcing some thing, also government should provide employment to their members in order to fight against poverty.



9.	<p>Repetition. In the poem "EAT MORE" There is repetition of the word "More", <del>say</del> The intended Message is to emphasise the people to eat balanced diet. The poet say is first stanza.</p> <p>" Eat More fruit, the Nogan say!  More fish, More beef, More bread  But I'm unemployment pay".</p> <p>In that stanza we see the word "More" repeated several times. Even in our Society many reader emphasise people to do some thing without looking on the life of the people they have the ability to do that.</p> <p>Generally the explanation above is concerning about the things which show how form is helpful in giving out the Message intended from two poems which are "FREEDOM <del>fighting</del> Song" and "EAT MORE". There are some themes from the poems above such of them are, Child labour, Unemployment, irresponsibility, early pregnancy, classes and poverty.</p>
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**Extract 9:1** is a sample of a correct response.

The candidates with average performance showed reasonable ability in explaining the ways through which form is useful to deliver the intended message. These candidates, for example, explained elements of form such as title, style, without linking such elements with messages. Moreover, some of the candidates were able to explain about the simplicity of the language and figures of speech without making a link to messages. Moreover, the candidates with poor performance had several weaknesses. There were candidates who failed to understand the requirements of the questions. There were also candidates who used poems which are not recommended in the new format of 2019. It was also noted that, some of the candidates explained themes and messages without making any link to the form. Extracts 9.3 (a) and (b) are samples of such incorrect responses.

9. poem, is the message of literature in our people  
 the following in three point in our two poem from  
 is helpful in giving out the message in another  
 poem no one my pain and ~~an~~ EAT MORE  
 by the another the poem is MY PAIN  
 Oppression, is the message of oppression in our  
 the literature work they Stranger we say that  
 "My pain  
 let more my pain  
 shall stranger's oppression"  
 Unity, was the message of the unity in the literature  
 work about the message from people the  
 poem is my pain the stranger we say that  
 "my blood  
 let my your blood  
 shall forget victim"  
 Colonization, is the message of the literature  
 work in our people from my life by the stranger  
 in the poem is say that  
 "My Scour  
 let my scour  
 shall remember the whips"  
 The one the poem is EAT more by three mo  
 stage.  
 balance debt, is the literature work as the  
 balance debt of the message in the poem but the  
 message of the poem were that  
 "Eat more"  
 "more fishing more beat more blood more  
 xmeat"  
 poverty, is the situation where by the unable  
 to a person unable in basic need her/his

9. in our the literature work. the poverty in the literature  
 work the stranger is say that  
 "more blood  
 more but"  
 The message of the poem is very important  
 in our life of people, the literature is the completion  
 in our life.

Extract 9.3 (a) is a sample of an incorrect response.

9. Message is a lesson that someone get after reading a literary work. By using two poems which are "EAT MORE" by Joe Corrie and in book of - "SELECTED POETRY" by Institute of Education and "THE HOME OF THE BRAVE" by Denis Broder in the book of "SELECTED POETRY" written by Institute of Education we can show how form is helpful in giving out the message intended.

By starting with the poem of "EAT MORE" the following are message:

People should know importance of eating balanced diet; In this poem people does not know the importance of eating balanced diet that's why the government told them to eat a balanced diet. This is portrayed at the first stanza verses one and two when he says:

"Eat more fruits! the slogan say"  
"More fish, more beef, more bread!"

Peop should find employment instead of blaming the government; Also people should find themselves find employment opportunity instead of being blaming the government. This is shown in stanza one verse three when he says:

"But I'm ~~an~~ on unemployment more pay!"

Unemployment make people to lack a balanced diet; Also many people are not employed so this make them to lack enough food for balanced diet. This is portrayed in stanza one at the third and fourth verses when he says:

"But I'm on unemployment, more pay"  
"My third year pass, and used!"

Also by using the poem of "THE-

9 HOME OF THE BRAVE" The following are message:

Problems exists even in developed nation;

In this poem we see Amerika is a developed nation but it exist problem like massacre. This is portrayed at the first stanza when he says:

"The home of the brave,  
And the land of the free,  
to massacre"

Any freedom without boundary is dangerous; Also we see in this poem American people have a freedom that's why they engaging in different things which are not good. This is portrayed at the second stanza verso one and two when he says:

"The land of liberty  
And freedom of choice"

Class is bad because it cause inequality; Also due to the classes there are classes in the society which make people to be unequal. This is portrayed at the second stanza at the <sup>fourth</sup> ~~seven~~ and fifth <sup>sixth</sup> ~~seventh~~ verses when he says:

"The land of plenty  
And quality education  
for people of quality"

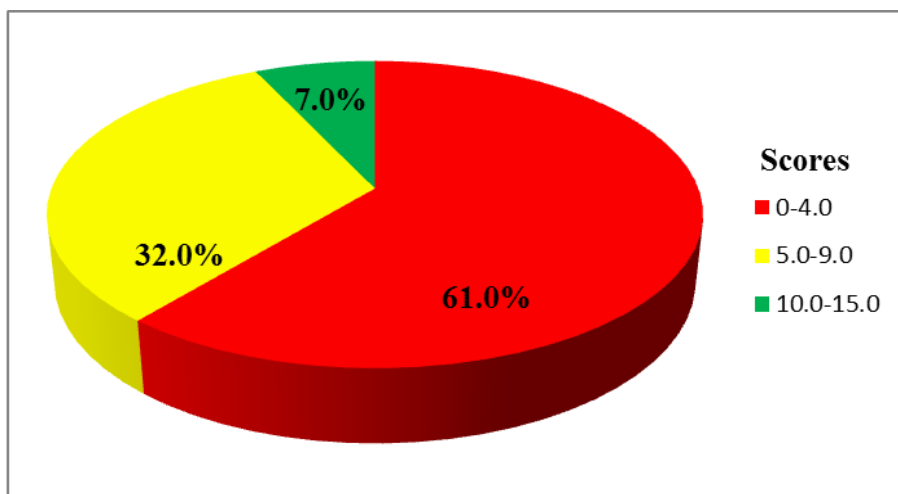
Therefore, message is very important in the society because it lead changes in the society.

**Extract 9.3 (b)** is a sample of an incorrect response.

#### 2.3.4 Question10: Supporting the statement that "Misunderstandings in several African societies were the results of the introduction of new ideas brought about by education".

In this question, the candidates were instructed to support the statement that misunderstandings in African societies were caused by the introduction of new ideas brought about by education. The candidates were required to support the statement by referring to two given Plays. This was the compulsory question.

The question was attempted by 64,897 candidates which is 91.0% percent of the candidates. The performance of the question was average since 20,767 candidates which is 32.0 percent of the candidates scored marks ranging from 5 to 9, however, 4,543 candidates' equivalent to 7.0 per cent of the candidates scored from 10 to 15 which were good. Lastly, 39,587 candidates which is 61.0 per cent of the candidates obtained marks ranged from 0 to 4 they therefore performed poor. However 9 per cent of the candidates had never attempted this question because they did not understand the task of the question. The performance of the candidates in this question is illustrated in Figure 10.



**Figure 10:** *The Candidates' Performance in Question 10.*

The analysis of the candidates' responses shows that the candidates who scored high marks were able to use relevant examples from the

plays given to support the statement that Misunderstandings in African societies were a result of the introduction of the new ideas brought about by education. For example, from the play *The Lion and the Jewel*, the candidates used the character *Lankule* as a person who got western education. After getting western education, he began despising his culture and wanted to change some cultural practices such as paying bride price as a requirement for a man to marry a woman, hence misunderstandings with his people.

In the play *The Dilemma of the Ghost*, these candidates used the character *Ato* to prove that education brought about misunderstandings. They showed that *Ato*, a Ghanaian graduate from the United States of America came into conflicts with his people because his education caused him to reject some cultural practices such as the parents choosing a spouse for their sons. Extract 10.1 is a sample of a correct response.

10. Education means knowledge transfer from one person to another. Misunderstandings between people results to conflict. It is true that "Misunderstandings in several African societies were as a result of the introduction of new ideas brought about by education". By or According to the play of "The Lion and the Jewel" by Wole Soyinka and the play of "The Dilemma of a Ghost" by Ama Ata Aidoo they have both support the statement. By beginning with the play of "The Lion and the Jewel" the following are supporters of the statement.
- It lead to conflict between Lakunle and Sidi. Lakunle has obtained western education. This make him being against the payment of bride price. Bride price is the money or gifts given to women's side. Lakunle loves Sidi and wants to marry her but Sidi first needed to be payed bride price and Lakunle is against the payment of bride price. This leads to conflict between Lakunle and Sidi. This is because Lakunle has got western education which tells him that the payment of bride price is like buying a woman.
- It lead to conflict between Lakunle and Baroka (the chief), this happens because Lakunle is against polygamy and Baroka is a polygamist. A polygamist is a person who has more than one wife. Baroka has more than five (5) wives but he still wants Sidi. Lakunle tries to advice Sidi not to agree on getting married to Baroka because of his attitude of polygamy. This is because Lakunle has know the effects of polygamy.
- It lead to conflict between Lakunle and his village members, this happens during the traditional dance session. Lakunle rejects to dance the traditional songs. He proclaims that it is time wastage. This is because Lakunle has got

10.	western education and is aware on the time management so as to practice the development matters like working in different work rather than wasting time in dancing, the traditional songs. By using the play of "Dilemma of a Ghost" the following are the misunderstanding caused by education.
	Conflict between Ato and his people, this is seen when Ato is coming back from his studies in America and he comes with an African American girl called Eulalie. This led to conflict because Ato's people practises tribalism. Tribalism is the act of cooperating and marrying the girl or man from the same tribe. Ato is now against with his people because he no longer practices tribalism because he is educated.
	Conflict between Ato and his grandmother, this is shown when Ato's grandmother is near to die and he asks Ato what she will go to tell the ghost of what he has done by marrying a girl from the foreign society. But Ato did this or married Eulalie because he does not believe in superstition and ghost. This is the result of education which he has gained from western countries.
	Conflict between Eulalie and Ato's people, this is due to traditional beliefs and dressing mode. Eulalie is a westernized girl, she does not believe in traditional beliefs and customs. This results to conflict because the Ato's people need her to perform what they do but she cannot do it due to the education she got.
	Therefore, the knowledge obtained from education lead to conflict but also development if used as it has been obtained

**Extract 10.1** is a sample of a correct response.

Lastly, the candidates who performed poorly in this question had different reasons for their poor performance. Some of the candidates did not show the misunderstandings resulted from new ideas brought



about by education. These candidates only showed the conflicts between the characters in the plays. For example, they showed conflict between *Sidi* and *Baroka*. Other candidates, apart from showing conflicts between characters, they used only one play to show the conflicts. There were also candidates who discussed themes found in the play. For example, they identified themes like polygamy, betrayal and ignorance without stating anything about the conflicts resulted from new ideas due to education. Furthermore, some of the candidates' responses had spelling and grammatical errors. Extract 10.2 is a sample of an incorrect response.

10	<p>Play is the literary composition of any length Ordinary written to be performed by actors who - Impersonate the character speak in dialogue and enact appropriate by actions. Misunderstanding refer to the conflicts between two or more people in the society. by using two play to show the Misunderstanding in the play THE LION AND THE JEWEL by Wole Soyinka and THE DILEMMA OF A GHAI by Christina Ama Ata Aidoo.</p> <p>By starting with the first play THE LION AND THE JEWEL. The following are Misunderstanding occurred inside the play:</p> <p>The Misunderstanding between Lakunle and Sidi; This was the misunderstanding which caused by bride price which occurred when Lakunle refuses to pay bride price to Sidi by believing that bride price is not good. When you pay bride price is like a buying woman. through that got misunderstanding between themselves at the end Sidi married by Baroka.</p> <p>The misunderstanding between Lakunle and his students; this misunderstanding occurred when Lakunle refuses to complete his responsibility of teaching student by basing on follow Sidi in order to marry her. This occurs when Sidi pass through Lakunle's school from fetching water and firewood then Lakunle follow her instead of continue to teach student. through this made misunderstanding which brought new ideas by education.</p> <p>Also Misunderstanding between Baroka and Sidi; this misunderstanding when he want to marry Sidi without paying bride price. this occurs when Baroka follow Sidi by sent message to Sadike that -</p>
----	---

10 he want to share with sidi a tuch. while Sidi repues  
to marry Baroka because she belive that she would not  
marry by a ~~man~~ man without paying bide price and  
the one who will sleep with her first is the One who  
will marry her. Hence married by Baroka by removing  
her virgin or slept with him first.

10 he want to share with sidi a tuch. while Sidi repues  
to marry Baroka because she belive that she would not  
marry by a ~~man~~ man without paying bide price and  
the one who will sleep with her first is the One who  
will marry her. Hence married by Baroka by removing  
her virgin or slept with him first.

**Extract 10.2** is a sample of an incorrect response.

### 3.0 CANDIDATES' PERFORMANCE IN EACH SECTION

The general performance of the candidates in 024 Literature in English in the Certificate of Secondary Education Examination 2019 was average with 61.54 per cent. The analysis in this section shows that the candidates' performance in section A with multiple choice questions was good which suggests that the candidates had adequate knowledge in the tested areas. Moreover, they showed average performance on matching related items in question 2. In section B, with short answer questions, the performance of the candidates was average because 50.12 per cent of the candidates scored an average of 30 marks and above. This shows that the candidates had good knowledge of short answer questions. Lastly, in section C with essay - type questions, the candidates' performance was 37.45 per cent. This shows that the candidates understood the questions relatively well.

The 2019 results can hardly be compared with the 2018 results based on the basis of the performance per topic due to the change of the examination format. The 2018 examination was organised into four

sections under specific topics. Section A: Theories of Literature, Section B: Plays, Section C: Novels and Short Stories and Section D: Poetry. On the other hand, the 2019 examination was organised into three sections on the basis of the nature of competence intended to be assessed. Therefore, Section A consisted of multiple choice questions. And matching item while Section B was composed of short answer questions and lastly is section C which was consisted of essay type questions and they intended to measure the candidates' ability to analyse issues. Therefore, detailed performance of the candidates in each section is shown in Table 3.

**Table 3:** *Percentage of candidates' performance in each section.*

S/N	Sections	No. of Questions	Percentage of Candidates who got the Average of 30 Percent and/or Above	Remarks
1.	A	2	72.9	Good
2.	B	4	50.12	Average
3.	C	4	37.45	Average

#### 4.0

#### CONCLUSION

The analysis of the candidates' performance in the 024 Literature in English in 2019 has shown that it was average. The performance in each section has shown that the candidates had 72.9 per cent in section A while in section B, the performance was 50.12 per cent and in section C, the performance was 37.45 per cent.

Further analysis of the performance in each question shows that the candidates had good performance in question 1 and 3 and average performance in question 2, 4, 6, 7, 8 and 10 respectively. However, the candidates performed poorly in question 5 and 9.

The analysis has noted there were candidates who wrote their responses in a clear language. They also showed a good mastery of the competences which were tested. However, some of the candidates

lacked knowledge and skills in reading and writing. It was also evident that some candidates' ability to understand clearly the requirements of some questions is low so they need some improvement.

## 5.0

### RECOMMENDATIONS

In order to improve the performance of the candidates in 024 Literature in English in the future, the following recommendations need to be taken into account.

(a) Some of the candidates answered the questions in Section C using the un-recommended references. These references, such as *Girls at War* and *Secret Life*, were used in the previous examination format. This is an indication that some teachers are unaware of what they have to teach while the students do not know what they have to learn. It is therefore recommended that teachers have to make a follow up and implement all changes that are done in the examination format by the respective authority on time.

(b) From the candidates' responses, it was evident that the candidates failed to correctly answer questions related to form as a key element of literature. The teachers are, therefore, advised to effectively teach it with the same weight as content.

(c) Some of the candidates performed poorly the examination because they did not understand the tasks of the questions. Consequently, their responses did not match with the demand of the questions. This means that their ability to understand English was low. Hence, it is suggested that the using of English language in schools should be given a priority to teachers and students in order for the candidates to employ good writing and understanding skills when writing their responses.

