

**THE NATIONAL EXAMINATIONS COUNCIL OF TANZANIA**



**CANDIDATES' ITEMS RESPONSE ANALYSIS FOR  
ACSEE 2015**

**122 ENGLISH LANGUAGE**

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ACSEE 2015**

**122 ENGLISH LANGUAGE**  
**(School Candidates)**



*Published by*  
National Examinations Council of Tanzania,  
P.O. Box 2624,  
Dar es Salaam, Tanzania

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## FOREWORD

The Item Response Analysis in English Language subject, in the Advanced Certificate of Secondary Education Examination (ACSEE) 2015, has been prepared in order to provide a feedback to students, teachers, parents, policy makers and the public in general about the performance of the candidates and the challenges they face in attempting examination questions.

The Advanced Certificate of Secondary Education Examination marks the end of two years of Advanced Secondary Education. It is a summative evaluation which, among other things, shows the effectiveness of the education system in general and the education delivery system in particular. Essentially, the candidates' responses to the examination questions indicate what the education system was able or unable to offer to the students in their two years of Advanced Secondary Education.

The report presented in this booklet is intended to contribute towards understanding of possible reasons behind the candidates' responses in English Language subject. The report highlights the factors that made the candidates perform well in the examination. Such factors include ability to identify the task of the question, ability to follow instructions, sufficient knowledge and skills on the concepts related to the subject. On the other hand, the analysis highlights the factors that made a few candidates fail to score high marks in the questions. The feedback provided will enable the educational administrators, school managers, teachers, students and other stakeholders to identify proper measures to be taken in order to improve the candidates' performance in future examinations administered by the Council.

The National Examinations Council of Tanzania will highly appreciate comments and suggestions from teachers, students, school inspectors, curriculum developers and the public in general, that can be used in improving future reports.

Finally, the Council would like to thank the Examination Officers, Examiners and all those who participated in processing and analysing the data used in this report.



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

## **1.0 INTRODUCTION**

This report presents the performance of the candidates who sat for ACSEE, May 2015 in English language examination. The report shows how the candidates performed on each question. It presents the candidates' strength and weakness in various areas when answering the questions. The focus of this report is on the questions which were performed well, those which were attempted by most candidates, those which were avoided, those with average performance and those which were poorly done.

It is expected that the feedback provided in this report will enable teachers, students and other stakeholders to take appropriate measure to improve the teaching and learning of English Language in Advanced Level Secondary Schools.

The ACSEE 2015, English language Examination focused on testing the candidates' competences in knowledge, analysis, comprehension, application and evaluation; the main objective being to mould competent scholars who master the language, both in spoken and written.

This examination had two papers, namely English Language 1 and English Language 2. English Language 1 had nine questions distributed in four sections. Section A had three questions and the candidate was required to answer question 1 (one) and any other from this section. Sections B, C and D had two questions each and the candidate was required to answer only one of them. Each question in English Language 1 carried 20 marks.

English Language 2 had nine questions distributed in four sections. Section A had three questions and the candidate was required to answer question 2 (two) and any other from this section. Sections B, C and D had two questions each and the candidate had to answer only one of them. Each question in English Language 2 carried 20 marks.

This report analyses the performance of candidates in English Language papers 1 and 2 respectively. The analysis is organised in such a way that the candidates' performance in individual items for the 2015 English Language paper is presented by indicating the percentage of candidates who attempted the question and the percentage of the candidates who scored various marks based on their responses. Extract samples of the candidates' responses are presented in order to provide a general overview of how the candidates responded in view of the demands of each item.

The number of candidates who sat for this paper in May 2015 was 5759, out of which 99.93 percent passed with different grades, as shown in table 1.

**Table 1:** Candidates' Pass Grades in ACSEE 2015, English Language Examination

Grade	A	B+	B	C	D	E	F
% of candidates	2.45	63.58	28.59	4.79	0.5	0.05	0.02

This performance is high when compared to the 2014 English Language Examination, where 99.04 percent of the 8,111 candidates who sat for the examination passed with different grades, as shown in Table 2.

**Table 1:** Candidates' Pass Grades in ACSEE 2014, English Language Examination

Grade	A	B+	B	C	D	E	F
% of candidates	0.05	19.71	52.34	23.03	3.91	0.79	0.17

## **2.0 ANALYSIS IN EACH QUESTION IN ENGLISH LANGUAGE PAPER 1**

### **2.1 Section A: Introduction to Language**

There were three questions in this section, each carrying twenty (20) marks and the candidates were required to answer two of them, making a total of 40 marks for this section. Question one (1) was compulsory.

#### **2.1.1 Question 1: Importance of Kiswahili Language in Tanzanian Community; Distinction of Linguistic Concepts**

This question had two main parts, (a) and (b). In part (a), the candidates were required to describe the importance of Kiswahili in the Tanzanian community and in part (b), they were required to distinguish the following linguistic concepts:

- (i) Bilingualism and multilingualism
- (ii) Sociolect and diglossia
- (iii) Second language and foreign language
- (iv) Learning and acquiring a language
- (v) Recording and identify function of language.

The question was attempted by 99.5 percent of the candidates and their performance was good as 97.5 percent of them scored from 10 to 20 marks, 2.3 percent scored from 6 to 9 marks and only 0.2 percent scored from 0 to 5 marks.

The candidates who scored high marks in part (a) were able to describe the importance of Kiswahili Language in the Tanzanian community by giving five well elaborated points using well-formed sentences. In their responses, they described the importance of Kiswahili Language in Tanzanian community as a medium of communication, unifying factor, factor for national identity, factor for development, reflection of Tanzanians' culture and as a factor for alerting the social class of the user. Extract 1.1 shows a sample of a response from a script of a candidate who scored high marks.

### Extract 1.1

1	as Kiswahili language in Tanzania is the national language of the community or country. It is a language which was used even during colonial era. up to date. It has a variety of users all over the world country and even outside the country beyond its borders. In general it is considered to be the Lingua-franca in Tanzania as it facilitates communication among people of different ethnical backgrounds. The language has proven several importance in the Tanzanian community. The following are the importance of Kiswahili language in Tanzanian community.
	It is a tool of communication. Due to the presence of several ethnical groups of more than 120 in the country Tanzania acts as a tool of communication as it facilitates communication among or between people of different ethnical background. For example a person who speaks Kisukuma and the one who speak Kinyakyusa etc. once they meet it will be easy for them to communicate via the use of Kiswahili language. Hence Kiswahili is important as it facilitates communication among people of different ethnical backgrounds in the Tanzanian community.
	It is a factor for Social development. Through the use of Kiswahili language for communication among people in the Tanzanian community, it is easy for them to perform different socio-economic activities and be able to interact via the use of Kiswahili language.

1.	<p>(a) Kiswahili acts as a unifying factor in Tanzanian community. Kiswahili language in the Tanzanian community is very important as it brings people of Tanzania together and makes them feel as one despite their ethnical backgrounds. Hence it is important in bringing development too as long as the people can be united as one.</p> <p>It is used to reflect cultural and physical realities. Through the use Kiswahili language in the Tanzanian community different cultural and physical realities have been reflected such as the tradition of different societies national heritage and different historical findings. This has helped to reflect our culture and our history in general. Hence Kiswahili is important in the Tanzanian community as it reflects cultural and physical realities.</p> <p>Kiswahili is important in National identity. Through the use of Kiswahili language a person can easily be identified as being Tanzanian or any other nationality. For example a Tanzanian will say "Naenda kwa rafiki yangu wa mbali" but a Kenyan would say "Naenda kwa ile chuli yangu ya mbali". The use of Kiswahili language here between these two people is very different and it has enabled us to identify who is Tanzanian and who is Kenyan. Hence it is used as a factor for National identity.</p> <p>In conclusion, Kiswahili language is of very vital importance in the Tanzanian society due to its status as it is used in different categories in the society such as administration education social matters and political matters which in return can bring about development of the community.</p>	<div>une unity</div>
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Extract 1.1 shows a sample of a response from a script of a candidate who managed to describe the importance of Kiswahili Language in Tanzanian community, thus scoring high marks.

The candidates who scored low marks in part (a) mixed correct and incorrect points or they provided partial descriptions. Further analysis shows that a few candidates who scored a 0 mark in this part provided irrelevant points or unclear explanations on the importance of Kiswahili Language in Tanzanian community. The majority of these candidates also demonstrated a poor command of English Language, including inability to elaborate the points. One candidate, for example, stated that the use of Kiswahili Language represents the mirror of our society. Another candidate stated that Kiswahili is used to provide education informally or in formal education. Furthermore, another candidate in this category explained that Kiswahili is used to show how to pick the new words or stressed words and put into dictionary. Extract 1.2 shows a sample of a poor response.

### Extract 1.2

1.	To describe the importance of Kiswahili	
	Language in Tanzania Community by	
	giving five points.	
a.	This is a best language is Kiswahili	
	to Community	
b.	This is a language kesengi in Community	
c.	This is a Communication Language Kiswahili	
d.	This is a best to be Kiswahili language	
e.	This is a best language in Kiswahili	

Extract 1.2 shows a sample of a response from a script of a candidate who failed to respond as required in part (a), thus scoring a zero mark.

The candidates who scored high marks in part (b) of the question were able to distinguish the given linguistic concepts using well-formed sentences. This indicates that the candidates had sufficient knowledge on the given linguistic concepts. Extract 1.3 shows a sample of a good response.



### Extract 1.3

d.		
(b)	(1) - Bilingualism is the situation where by the person is able to speak two different languages	
	For example: The person who can speak English and French is the bilingual person.	
	- Multilingualism is the situation where by the person is able to speak many languages more than two languages. For example: The person who has the ability to speak Nyanja, Kiswahili, English, French and Chinese he/she is multilingual person. Sometimes the term is used to show the society with many languages.	
	(11). Sociolect are the dialects that defined by social factors like age, sex, education and other social classes. An example of sociolect is cockney that found in Eastern part of London.	
	- Diglossia is the situation where by two languages co-exist in the society each having a distinct social functions. For example: In Tanzania Kiswahili and English co-exist but each of these languages has its function. Kiswahili is used as medium of instruction in primary schools in exceptional or English medium schools while English is used in secondary school and higher learning institutes including universities. Hence Kiswahili is in low status co	

4	mpared to English in Tanzania.	
(b)		
	(III) Second language is the language that is <del>an</del> acquire d or learnt after the first language have been mastered For example In Tanzania many people learn Kiswahili as the ir second language as they have their ethnic community language before starting the school.	
	- Foreign language is the language that learnt in order to be able to communicate or to do various jobs but has very minimal usage compared to second language. For example French in Tanzania.	
	(IV) Learning language is the intensive study of language in order to be able to use that language for communi- cation purpose.	
	- Acquiring language is the natural ability to be able to speak the language to which one is first exposed to.	
	(V) Recording function is the use of language in keepi- ng the records for future use. For instance the lang- uage used in Bible Quran and in legal documents.	
	- Identifying Function is the use of language in exp- ressing someone or identifying someone. The language spee- kers give the information about themselves through lan- guage. For example people shouting Yanga! Yanga! Yanga! they identify themselves that they are supporters of Yanga football club. Also someone accent may tell us where he comes from.	

Extract 1.3 shows a sample of a response from a script of a candidate who distinguished the given linguistic concepts, thus scoring high marks.

Further analysis shows that a few candidates who scored low marks in part (b) mixed correct and incorrect points. The candidates also failed to elaborate their points clearly due to a poor mastery of English Language. Extract 1.4 shows a sample of a poor response.

#### Extract 1.4

b	The distinguish the following linguistic concepts.	
i	Bilingualism: Is the person which used two language for example Kiswahili and English their need which used want.	
	while Multilingualism is the person people which used many language example English, Kiswahili, Foreign language	
iii	Second language is the language which the children get then place different different for school, hospital while	
	Foreign language: Is the language which the people is foreign example he used first language is Kiswahili but also he to growing foreign language.	
iv	Learning: Is the language which the people used for reading write to teaching for example school, hospital, while acquiring a language is language which is the specific which people used example English is the acquiring a language.	
v	Recording: Is the language which used then recording thing for example Qur'an Biblia the people used for Recording while identifying function of language is the language which used then meeting example the Ceremony.	
ii	Sociolect is the dialect which used then same sociolect example <sup>Black american and</sup> not South America and diglossia is the two language which people used one language then communication in social example the people used Kiswahili and English also to choose language which want used the social.	

Extract 1.4 shows a sample of a response from a script of a candidate who provided unclear explanations to many items, thus scoring low marks.

### **2.1.2 Question 2: The Systemic Nature of Language; Factors Facilitating Kiswahili to Become the First Language in Urban Areas**

This question had two main parts, (a) and (b). In part (a), the candidates were required to substantiate the fact that language is a system by giving five points and in part (b), they were required to appraise five factors which have led Kiswahili to rapidly become the first language in urban areas in Tanzania.

The question was attempted by 47.2 percent of the candidates and their performance was good as 62.1 percent of them scored from 10 to 20 marks, 40.8 percent scored from 6 to 9 marks and only 7.0 percent scored from 1 to 5 marks.

The candidates who scored high marks in part (a) were able to describe the systemic nature of human language. In their responses, they described the five inter-related subsystems of human language, including the *phonetic system*, which deals with the set of rules that govern the articulation, transmission, and perception of speech sounds in any human language world over; the *phonological system* for the patterning of phonemes (speech sounds) of a particular language into syllables and syllables into words; the *morphological system* for the patterning of morphemes (units of sounds which carry meaning) into words; the syntactical system for the patterning of words into phrases and phrases into sentences and finally the *semantic system* (the system of meanings as cited by words) for the interpretation of morphemes, words and sentences.

The candidates with average performance in part (a) failed to write all the inter-related sub-systems needed in the description of the systemic nature of human language. Some of the candidates in this group could write four sub-systems but failed to describe them exhaustively. Others mixed correct and incorrect points in their answers. Extract 2.1 shows a sample of a response of a candidate who scored average marks.

## Extract 2.1

2a.	Language is the system, system is the organization of different parts to form overall functioning body. for example reproductive system, digestive and solar system. Language is referred to as a system due to the following. It comprise smallest unit; in language there are smallest units which together they accomplish communication process. for example in language there are words, sentence and paragraphs. When these combines they form language. It comprises vocal sounds - produced by organs of speech. The organization of different vocal organs such as glotal, lips and tongue form the vocal sounds. that is why we say language is a system. It comprises different symbols; In language there is different words, those words represent concepts.
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Extract 2.1 shows a sample of a response from a script of a candidate who failed to write all the inter-related subsystems needed in the description of the systemic nature of human language, thus scoring low marks.

Further analysis shows that a few candidates who scored low marks in part (a) misconceived the concept “language is a system”. Some of these candidates wrote the five key concepts contained in the definition of human language, which are *arbitrary*, *vocal*, *symbols*, and *system*. Others candidates described five characteristics which make human language unique, such as *arbitrariness*, *productivity*, *duality*, *cultural transmission*, and *displacement*. Many of these candidates also mixed a few correct points in these incorrect answers. Extract 2.2 shows such a response.

## Extract 2.2

2	(a)	Language is the system of arbitrary, vocal and symbol with conventional in which human being are used in communication. Language is a system because it comprises different units which are used by human being in communication such small units are phrases, nouns, verbs and others units also it is a system because of the following factors.
		It is productive; language is system because it involve direct in process of producing more vocabularies due to the different innovation and inventions, hence that shows how it is system of production of more vocabularies and other new words.
		It allows displacement; Any thing with system allows replacement, hence language allows displacement in case it is used to talk about past, future and present also it is used to tell the words which are updated as per the new and other worlds. Hence language is system.
		It comprises different units; Language is system since it it comprises different units which makes a language such as nouns, verbs, phrases, sentences, and other units which makes language to a system.
		It is orderly; Language is system since it performs different systematic categories such as phonetic and morphological systems hence that is system of language in case it involve pronunciation and sound system.
		It dies; language can grow and also it can get matured also it can perish away through death in case of replacement of vocabularies in such the way that make language to be a system.
		Therefore language is system since it makes people understand the actual and contextual meaning of the language which makes human being communicate.

Extract 2.2 shows a sample of response from a script of a candidate who wrote a few correct points (in paragraph one repeated in paragraph four) on the systemic nature of human language mixing them with the points on the unique characteristics of human language.

The candidates who scored high marks in part (b) were able to appraise five factors which have led Kiswahili to rapidly become the first language in urban areas in Tanzania. In their responses, they explained the influence of schooling or government decision to use Kiswahili as the medium of instruction, intermarriage between people from different tribes, the house servants, peer groups, the mass media, political parties, religion and prestige. Extract 2.3 shows a sample of a good response.

### Extract 2.3

2.b	<p>Language is the system of arbitrary vocal symbol of conventional which is used by human beings for communication. Kiswahili is the main language of Tanzania and it was declared as national language in Tanzania in 1967. The following are the factors that have led Kiswahili to rapidly become the first language in urban areas in Tanzania as follows:</p> <p><b>Intermarriages:</b> This is the situation where by one person from one ethnic group can marry another from another ethnic group for example Kuma @ Larney Chaga; this have facilitated Kiswahili being the first language since both parents will tend to use language that is accessible to them that is Kiswahili and children being born will acquire Kiswahili as their first language.</p> <p><b>Education:</b> This means is the transfer of knowledge skills, concepts, ideas from one generation to another. The language being used as medium of instruction is Kiswahili; therefore an educated person tend to ignore other vernacular language and concentrating using Kiswahili and hence led to become the first language.</p> <p><b>Migration:</b> This is the movement of people from one geographical area to another and may include immigration emigration and this promotes interaction amongs the people and Kiswahili acts as lingua franca in most of Tanzania to people who have different language background and hence.</p>
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2b	facilitate it as the first language in - Tanzania.	
	Prestigious factor: This is another factor that facilitate Kiswahili as first language. Since as one speaks Kiswahili feels - pompous and hence dem ethnic languages as for example in Dar es Salaam.	
	Selection of Kiswahili as national language because the main language in Tanzania, therefore it is the language of official employment, trade and many other - that tend to attract most Tanzanians to - speak it and hence led it to become first language.	
	The main function of language is communication because it meets different communicative demands of the people.	

Extract 2.3 shows a sample of a response of a candidate who managed to give five factors which have led Kiswahili to rapidly become the first language in urban areas in Tanzania.

On the other hand, a few candidates who scored a 0 mark in part (b) misconceived the question. Some of these argued for the need to make Kiswahili the medium of instruction in secondary schools as it is in primary schools. Others wrote the stages for standardising a language, namely *selection, codification, elaboration of function, acceptance and implementation*, as shown in Extract 2.4.



## Extract 2.4

2 b/	<p>First language there refers to a language that is termed to be a nation language hence there are several stages made the Kiswahili language being the first language is urban areas and the stages beyond these are as follows:</p> <p>Selection of form by which here they deal with selecting with form to be used and hence they consider things such as widely accessible, used by non native speakers well researched and taught in school and also to those a form may be selected</p> <p>codification of term here the form tend to be codified and hence brought about a meaningful form to deal with and hence the form when is well prepared</p> <p>Elaboration function in these part the language is tend to be elaborated and hence brought about proper meaningful language to be deal with during their elaborating of that particular language</p> <p>Acceptance by the community hence after the form being elaborated it tend to be released to the community and look if the form is accepted or not hence through may clearly make the language being referred as the first language</p> <p>Implementation by the government hence there is dealing with government purpose on implementing it in various sectors of use either in mass media, printing and publication hence to make the language widely spread.</p> <p>All in to a language become a national language the following criteria should be considered which are level, number of native speakers, geographical extension and political and economical influence.</p>
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Extract 2.4 shows a sample of a response from a script of a candidate who wrote the stages to be followed when standardising a language, contrary to the requirements of the question.

### **2.1.3 Question 3: Communicative Functions of Language; Variables Affecting Language Use**

This question had two main parts, (a) and (b). In part (a), the candidates were required to identify the communicative function of each of the following utterances:

- (i) Down you go!
- (ii) What can I do for you?
- (iii) I am fed up with you.
- (iv) A giraffe is a very beautiful animal with a neck and long front legs to enable it reach the tallest branches of trees when feeding itself.
- (v) The car won't start.
- (vi) I plead not guilty
- (vii) You be Edna and I'm Odili.
- (viii) Andrew, stop.
- (ix) I bet you ten dollars.
- (x) The stupid car won't start.

In part (b), the candidates were required to explain how each of the following variables affects language use:

- (i) Environment
- (ii) Sex
- (iii) Age
- (iv) Medium
- (v) Status

The question was attempted by 51.5 percent of the candidates and the performance was good as 61.9 percent of them scored from 10 to 20 marks, 32.5 percent scored from 6 to 9 marks and only 5.6 percent scored from 0 to 5 marks.

The candidates who scored high marks in part (a) were able to identify the communicative function of each of the ten utterances. In their responses, they included: (i) directive/regularity/expressive/emotive function, (ii) interactional/phatic function, (iii) expressive/emotive function, (iv) descriptive function, (v) informative function, (vi) performative/declarative function, (vii) imaginative function, (viii) directive/regulatory function, (ix) performative/declarative/commisive function and (x) expressive/emotive function. Extract 3.1 shows a sample of a good response.

### Extract: 3.1

3.	i) Regulatory function	
	ii) Phatic function	
	iii) Emotive function	
	iv) Descriptive function	
	v) Performative function	
	vi) Persuasive function	
	vii) Identifying function	
	viii) Regulatory function	
	ix) Performative function	
	x) Emotive function	

Extract 3.1 shows a sample of a response from a script of a candidate who managed to identify the communicate function of each of the ten utterances given, thus scoring high marks.

The candidates with average marks in part (a) were able to identify four communicative functions out of the ten utterances given. This performance indicates that the candidates in this category did not have sufficient knowledge on the sub-topic of “Communicative function of language”.

Further analysis shows that a few candidates who scored a 0 mark misconceived the question or had inadequate knowledge on the sub-topic of “Communicative function of language”. Among these candidates, there were those who wrote incorrect responses such as (i) *casual communication*, (ii) *question* (iii) *impolite language*, (iv) *statement*, (v) *polite language*, (vi), *legal language*, (vii) *conversation*, (viii) *warning*, (ix) *conversation* and (x) *impolite language*. There were also candidates who wrote the levels of formality, as shown in Extract 3.2.

### Extract 3.2

3(a)	(i) Down you go! - intimate style	
	(ii) What can I do for you? - Intimate	
	(iii) I am fed up with you - Cooperative	
	(iv) A giraffe is very beautiful animal with a long neck and long front legs to enable it reach the tallest branches of tree when feeding itself - Casual style	
	(v) The car won't start - Frozen style	
	(vi) I plead no guilty. - Formal style	
	(vii) You be Edna and I'm Odili - Casual style	
	(viii) Andrew, stop. - Formal style	
	(ix) I bet you ten dollars. - Casual	
	(x) The stupid car won't start, - Informal style.	

Extract 3.2 shows a sample of a response from a script of a candidate who wrote the levels of formality instead of the communicative functions of the given utterances, thus scoring a zero mark.

Other candidates who scored low marks in part (a) of the question decided to re-write the utterances, as shown in Extract 3.3.

### Extract 3.3

3	The communicative function of each of the following utterances.	
i	Down you go! Go down you	
ii	What can I do for you? I do for you what can.	
iii	I am fed up with you With you I am fed up.	
iv	The car won't start Here would start car.	

VI	I plead no guilty	
	I no guiltly plead	
VIII	You be ending and I'm oelili	
	I'm oelili and edna be you	
VIII	Andrew Stop.	
	Stop Andrew.	
IX	I bet you ten dollars	
	You ten dollars I bet.	
X	The Stupid Car wont Start	
	The wont Star Stupid Car	
IV	A giraffe five factor which beuti	
	full animal with a long neck and	
	long front legs to enable it reach	
	the tallest branches of trees when feed	
	ing itself.	
	With a long neck and long front legs	
	to enable it reach it the brandi of trees	
	a giraffe is very beutifull animal when	
	feeding it Self.	

Extract 3.3 shows a sample of a response from a script of a candidate who re-wrote the utterances contrary to the requirements of the question. The candidate also demonstrated a poor command of English Language, including inability to copy the utterances correctly.

The candidates who scored high marks in part (b) were able to explain how the speaker's choice/use of words, sentence structures and pronunciation is determined by the environment, sex, age, medium and status. Extract 3.4 shows a sample of a good response.

### Extract 3.4

b) i) Environment:

- This involves the setting or area to which a language is used. It affects language use in the sense that people tend to use different languages according to the appropriate place, time and people. For example, language used in courts is not the same as the one used in churches.

For example: In Court: I plead guilty of the crime.

In Church: I confess all my sins.

Hence, environment affects language use even taking into consideration of urban and rural areas. People will use language differently when in these two places.

For example: In Urban: I want to go to the mall.

In Rural: I want to go to the shop.

This is caused by the differences in environment of a place.

3.	<p>ii) Sex.</p> <p>- Here gender factor acts as a factor affecting language use in the sense that Women's way of language use differs from that of men. For example women are characterized by the use of high-pitched voice while men are characterized by use of low pitched voice caused by difference in the phonological systems.</p> <p>iii) Age.</p> <p>- Age affects language use in the sense that the young people tend to <del>use</del> prefer the use of slang language or words while the elder people use the appropriate language or words. Hence this makes a difference in language use between these two age groups.</p> <p>iv) Medium.</p> <p>- Here what is considered is the way language is presented which is either in written form or spoken form. Here language use differs in the sense that in spoken form language is widely used compared to written form where language use faces some limitations such as costs of the writing equipments and time too as in the case of research.</p> <p>v) Status.</p> <p>- Here what is considered is the social level or economic level one has. Here what is looked at is a group of educated and uneducated people and that of the rich and that of the poor. The way these two groups use language is different as the educated and rich people use a more standardized language with little grammatical mistakes compared to the uneducated poor group of people.</p>	
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Extract 3.4 shows a sample of a response from a script of a candidate who managed to explain how each of the five variables affects language use.

The candidates with average marks in part (b) failed to give exhaustive explanations on how each of the given variables (environment, sex, age, medium and sex) affects language use. Extract 3.5 illustrates this case.

### Extract 3.5

	(b) The explanations to show how the given variables affecting language use
	(i) Environment environment affects language use this is due to that each language use tends to depend where it is used for example in hospital language use will be like I need paracetamol also in church words like oh our Lord listen to us
	(ii) Sex, this also affects the language use thus, each sex tends to prefer if they are words for example female tends to say different words known to them all men tends to speak they are own words like guy instead of boy
	(iii) Age, this affects more the language use thus, <del>eg</del> each age group has own language use for example boys tends to use slang in language for example guy instead of boy also <del>elches</del> have their own method of language use.
	(iv) Medium refers to the language used may be written or spoken in spoken way people tends to speak informal language for example



3(b)	The people tends to use double	
	negative for example he can't do	
	nothing	
(v)	status, this is the method how one	
	organize his/her materials this	
	affects the language use language of	
	advertisement affects language	
	use due to of violations of	
	language use due to of personal	
	bias for example client miss	
	super materials from our	
	company.	

Extract 3.5 shows a sample of a response from a script of a candidate who failed to give thorough explanations on how each of the variables affects language use. In item (v), he/she defined style instead of explaining how status affects language use.

The candidates who scored low marks in part (b) of the question mixed correct and incorrect points or provided unclear explanations. Further analysis shows that a few candidates who scored a 0 mark misinterpreted the question or had inadequate knowledge on how each of the given variables affects language use. One candidate, for example, explained that environment affects language use due to the distance which exists between the speakers of the same language and also due to lack of routine contact caused by barriers like mountains and forests; therefore people will be using different language from each other. This response for item (i) is incorrect because the candidate explains how the environment can be the cause of dialects in a language contrary to the requirements of the question.

In attempting item (ii), another candidate explained that intermarriage affects the growth of one's language because when a woman gets married she goes to live to her husband's home area where her own language is not used. This response is incorrect because the candidate does not explain how men and women use different words, sentence structures and even pronunciation. Furthermore, in attempting item (iii), another candidate explained that age affects language use because older people always use commands when talking to younger people. In attempting item (iv), another candidate wrote that language use is affected by the medium because if the students do not know English language well, they will fail to express themselves well. Another candidate explained that language is affected by the medium because medium is the way people use language and they may follow the grammatical rules or will not follow. Extract 3.6 shows a sample of a response from a script of a candidate who also misconceived part (b).

### Extract 3.6

	(b) Environment affect variation of language because people of one geographical location have the same type of using language. They can not know if they use language well or not also it is not easy language to transfer to the different location.	
	(ii) Sex hinder variation of language because when someone get married he/she go to live far from his/her area where language is used.	
	(iii) Age also hinder the growth of the language because aged people they fail to pronounce words properly.	
3.	(b)(iv) Medium affects the growth of language because people who are in medium in speaking language hinder the growth of it some time they fail some vocabularies.	
	(v) Status als affects the growth of the language because people who are in higher status may use grammatical or non grammatical language	

Extract 3.6 shows a sample of a response from a script of a candidate who failed to explain how each of the given variables affects language use.

## **2.2 Section B: Language Skills**

There were two questions in this section, each carrying twenty (20) marks and the candidates were required to answer only one of them.

### **2.2.1 Question 4: Important Things for an Interviewee to Know and Do; Qualities of a Good Interviewer**

This question had two main parts, (a) and (b). In part (a), the candidates were required to elaborate on six important things that the interviewee has to know and do and in part (b), they were required to state four qualities of a good interviewer.

The question was attempted by 50.8 percent of the candidates and the performance was good as 81.1 percent of them scored from 10 to 20 marks, 13 percent scored from 6 to 9 marks only and 5.9 percent scored from 0 to 5 marks.

The candidates who scored high marks in part (a) were able to elaborate on six important things that the interviewee has to know and do such as preparing for the general questions that are normally asked during interviews, responding to the employer's/interviewer's needs, dressing properly for the interview, listening carefully during the interview, answering questions politely, friendly and honestly, keeping answers brief, showing confidence, showing enthusiasm, and asking for clarification where necessary. Extract 4.1 shows a sample of good response.

#### Extract 4.1

84	during the interview since this it use to add credit to the interviewee	
	On contrary, he or she should know his or her future expectation after getting that job for example if he or she will get that job what he or she will do in order to increase the production in that company or after getting that job what she will do in order to avoid corruption at that company. So this is very important.	
	Lastly, he or she should ask his or her own question. This is very important. For example an interviewee may ask what obstacle do this company face on its process of develop or why do this post vacancy and other many question. Here the interviewee has to avoid the question about the payment as it will reduce credit to him or her.	
	In Sum up, during and after the interview a person has to prepare him or her self very well so as he or she can get the job by passing the interview since without good preparation a person may fail the interview.	

Extract 4.1 shows a sample of a response from a script of a candidate who managed to elaborate on six important things that the interviewee has to know and do.

The candidates who scored low marks misconceived the question or had inadequate knowledge on the subject matter. One candidate, for example, wrote that the interviewee should ask the interviewer the type of job he/she is applying for, the interviewee should ask the interviewer why the job post is vacant, the interviewee should know how many hours are needed to work in the office as well as the time at which he/she is required to go to work and the time of going home after work, the interviewee should wait patiently for the result of the interview, the interviewee should accept any outcome of the interview; whether passed the interview or not. Other candidates described what the *interviewer* should know and do instead of writing what the *interviewee* should know and do, as shown in Extract 4.2.

#### Extract 4.2

i) An interviewer should arrange or set time and date of an interview this will help all the interviewers to carry their interview on the same time to avoid collision of things in that particular organization.	
ii) An interviewee should prepare questions that he/she thinks she need to ask the interviewers.	
iii) An interviewee should know all details of the interviewer like education background and offer this will help to bring good relationship between the interviewee and interviewer.	
iv) Interviewee should use good language that will make interviewer comfortable and ready to answer.	
v) Interviewee should maintain time when asking questions to the interviewer so that the whole process won't be tiresome and <del>be</del> boring.	
vi) Interviewee has to know if the interviewer is qualified enough to do that particular job.	

Extract 4.2 shows a sample of response from a script of a candidate who failed to differentiate the concepts interviewee and interviewer, as a result many of the answers provided were incorrect.

The candidates who scored high marks in part (b) were able to state four qualities of a good interviewer such as self preparation, having good listening skills, knowing what to emphasise and what to avoid, asking questions thoroughly, approaching an interviewee friendly, politely and confidently. Extract 4.3 shows a sample of a good response.

### Extract 4.3

4.62	Interviewee: This is the person who is asked the question during the interview process. There are many things which the interviewee has to do during and after interview and also before the interview. The following are the things which he or she has to do before and during the interview.	
	To start with, the interviewee has to know the organization. This is very important since some time the interviewer may decide to ask any question about the organization, for example what is the name of the organization and how many people are working in this organization. So this is very important.	
	Also dressing code: An interviewee has to consider the dressing code. This means an interviewee has to look smart and not rough also he or she is not supposed to be or to look over smart or under smart. Since even the appearance of a person is used to determine his behaviour and the capacity of doing work.	
	On the other hand, Self assessment: This means before going for the interview a person has to assess him or her self on how to answer questions, and also on how to stand in front of the interviewer.	
	Not only that but also responding to the employer's needs. This means the interviewee has to answer and do any thing that he or she is asked to do.	

4(b)	the following qualifications.	
	Firstly, good preparation: Good interviewer has to prepare him or her self well before interview. For example he or she may prepare questions and also the place where they will conduct that interview.	
	Secondly, good listening: a good interviewer he or she is the one who is listening very well each and every thing which is said by the interviewee. So the interviewer has to listening to the interviewee even if the interviewee is speaking point less.	
	Also, knowledge of what to emphasize and what to avoid: A good interviewer he or she is the one who is emphasize on good things and avoid bad things for example he or she should avoiding telegraphing the interviewee.	
	Lastly, <del>that</del> thoroughness: This is another quality of good interviewer where by the interviewer has to avoid telegraph the interviewee even if he or she is speaking opposite.	
	All in all good preparation is something important for interview so the interviewer has to prepare question and also place where they can conduct the interview.	

Extract 4.3 shows a sample of a response from a script of a candidate who managed to state four qualities of a good interviewer, thus scoring high marks.

Further analysis shows that a few candidates who scored a 0 mark in part (b) misconceived the question. Some of these described the qualities of a good interviewer. Other candidates in this category described the qualities of a good interview, as shown in Extract 4.4.

#### Extract 4.4

(b)	qualities of good <u>Interview</u> are:	
	- The Topic should be relevant with the society consist, for example, if the interview is about the spread of malaria in rural areas, hence the interviewer has to interview the interviewees relevantly with such rural behaviors.	
	- Enough time for preparation, before induction and during conducting the interview, the time should be enough to carry out the duties consist.	
	- Short and clear answers; the good interview should consist with <del>any</del> questions that are requires short answer so as to conduct a lot of and to complete the topic.	
	- Good Interview should have or to be conducted in concluding area or wholly, this is aimed to mitigate or avoid unnecessary	

Extract 4.4 shows a sample of response from a script of a candidate who stated the qualities of a good interview instead of writing the qualities of a good interviewer.



### 2.2.2 Question 5: Barrier to Listening; Interpretation of Phrasal Verb

This question had two main parts, (a) and (b). In part (a), the candidates were required to describe five things that can cause barrier to listening and in part (b), they were required to interpret the following phrasal verbs and make a meaningful sentence for each.

- (i) Hold on
- (ii) Crop up
- (iii) Pull through
- (iv) Get by
- (v) Book in.

The question was attempted by 48.5 percent of the candidates and the performance was average as 47.4 percent of them scored from 10 to 20 marks, 43.1 percent scored from 6 to 9 marks and only 9.5 percent scored from 0 to 5 marks.

The candidates who scored high marks in part (a) were able to describe five things that can cause barriers to listening. In their responses, they described the rate of speaking (also speech rate), language barriers, noise, physical disability, listening only to what is easy to understand, narrow/close mindedness, psychological problems (e.g. sorrow, stress), physiological problems (e.g. hunger, tiredness), unfavourable environment, and weather condition. Extract 5.1 shows a sample of a good response.

### Extract 5.1

5.	@ Things that can cause barriers to listening
	Noise pollution <del>can</del> is a barrier to listening
	because when somebody is in noise he/she will only
	hear the noise but not to listen what is spoken
	in a given topic he/she wanted to listen.
	Not paying attention to what is talked or you
	want to listen, is also a barrier to listening. Because take
	an example you wanted to listen the news in the
	Radio may be BBC or TBC but you <del>do</del> not pay
	attention and concentrating with other issues, in this you
	shall find that nothing you gain from what you wanted
	to listen.
	To be far from source of information also can cause
	barriers to listening, because when somebody want to hear
	something and he/she is far from source of information,
	may be speaker or anything, can't hear well. So, in that <del>we</del>
	it can <del>be</del> now said being far from source of information
	can cause barriers to listening
	Also small voice of source of information can
	cause barriers to listening. This is because when there is
	small voice of source of information, the tension of the
	listener <del>i</del> tension of the listener will be reduced so, small
	voice of source of information can cause barriers to
	listening.
	Illness can also cause barriers to listening. Take
	For example when somebody is sick, he/she is
	suffering from headache, and he/she has to
	listen for a certain lecture in his or her university,
	so, the one will not be listening well while he/she is
	sick. So illness is also the cause of barriers to listening
	Conclusion, listening is not what you hear but
	listening is the act of hearing and understanding sounds.

Extract 5.1 shows a sample of a response from a script of a candidate who managed to describe five things that can cause barriers to listening.

The candidates who scored average marks in part (a) of the question demonstrated the following weaknesses. Many of them mixed correct and incorrect points or could not provide clear explanations. Others provided two points instead of the required five. Further analysis shows that a few candidates who scored low marks provided very few correct points. Many of these candidates also demonstrated a poor mastery of English Language, including inability to use well-formed sentences. Extract 6.2 shows a sample of a response of a candidate with low marks.

### Extract 5.2

5.	Listening is the actual receiving a message for both physically and mentally, the barriers of listening are	
	Heavy truck such as lorries this is the one of the among of the barrier because the heavy truck produce noise or high voice that cause the barrier to listening.	
	Large Aeroplane which produce noise also is the one of the among of barrier of listening because it produce high voice.	
	Factory or Industries also this is the one of the among of the barrier during the generation of machines produce high voice and cause barrier.	
	Music system when opened in high voice also this can also of the among of the barrier when produce a high voice.	
	Wedding and traditional ceremonies like Jando and Unyago, also this can also a barrier when people shouts can cause barrier of listening.	
	→ So barriers of listening is the unwanted voice produced in different factors as the above factor	

Extract 5.2 shows a sample of a response from a script of a candidate who was awarded a mark for describing only noise as a barrier for listening.

The candidates who scored high marks in part (b) managed to give the idiomatic meanings of the phrasal verbs and could make a meaningful sentence for each. Extract 5.2 shows a sample of a good response.

### Extract 5.3

54)	(i) <u>Hold on</u> means "wait" or "stop"	
	Sentence: Hold on a minute, I am going to get my book.	
	(ii) <u>Crop up</u> means "appear" or "happen"	
	Sentence: The idea of not electing corrupt leaders cropped up in the meeting.	
	(iii) <u>Pull through</u> means "stop suffering" or "get well"	
	Sentence: The sick woman will pull through quickly.	
	(iv) <u>Get by</u> means "continue to live"	
	Sentence: My father doesn't have a big salary, but we get by well.	
	(v) <u>Book in</u> means "pay money in order to have a room in a hotel"	
	Sentence: I arrived in Arusha at night and booked in at the <del>the</del> Kibo Hotel.	

Extract 5.3 shows a sample of a response from a script of a candidate who managed to interpret the phrasal verbs and then make a meaningful sentence for each.

On the other hand, the candidates who scored a 0 mark in part (b) failed to give precise idiomatic meanings of the phrasal verbs as a result, they wrote incorrect sentences. Many of these candidates gave meanings basing on the individual elements forming each compound word. One candidate, for example, interpreted the phrasal verb "hold on" as *to take something in your hand*. The candidate then provided the sentence: *Please John, hold on this letter*. As indicated, the incorrect meaning is based on the verb "hold".

The same candidate interpreted the phrasal verb “crop up” in item (ii) as *to cut the top*. The candidate then gave the sentence: *He will crop up the picture later*. As indicated, the incorrect meaning provided is based on the verb “crop” whose meaning is “to cut a part of a photograph or picture so that is a particular size or shape”. The incorrect meaning is also based on the meaning of the preposition “up” whose meaning is “in a higher place or position”. By combining the meaning of the verb and the particle, the candidate got the incorrect meaning and sentence above.

Another candidate in this category interpreted the phrasal verb “pull through” in item (iii) as *“to remove something out”*. The sentence given for this incorrect meaning was: *She was pulled through the window*. Furthermore, the phrasal verb “get by” in item (iv) was interpreted as *“to reach or arrive somewhere”*. The sentence given for this incorrect meaning was: *My mother ordered me to get by the coffee shop at two o'clock so that we could start the journey*. The final phrasal verb “book in”, was interpreted as *“the book is inside something”*. The sentence given for this incorrect meaning was: *The book is in the shelf*.

Other candidates who scored a 0 mark in part (b) failed to understand the demands of the question. Among these candidates, there were those who made meaningless sentences using the phrasal verbs without giving the meanings of the phrasal verbs, as shown in Extract 5.4.

#### Extract 5.4

5a	To briefly describe five things that	
	can cause barriers to listening	
b	Interpret the following phrasal	
	verbs and make a meaningful sentence for each	
1	Hold on	
	The boy is hold on.	

ii	Group up	
	klasap Group up the jamter	
iii	Pull through.	
	This car pull throughing to home	
iv	Get by	
	Please get by an peple for my house	
v	Book in	
	Open your book in.	

Extract 5.4 shows a sample of response from a script of a candidate separated the verbs from their particles and constructed sentences using the verbs instead of interpreting the phrasal verbs as required.

There were also candidates who substituted each phrasal verb with another word which has a different meaning and used the new words to make sentences instead of using the given phrasal verbs, as shown in Extract 5.5.

### Extract 5.5

(i)	Keep it on	
	⇒ The students they are advised to keep on studying.	
(ii)	Going on	
	⇒ The Villagers failed to know what is going on.	
(iii)	Put effort	
	⇒ The teachers puts much efforts on teaching.	
(iv)	Good bye	
	⇒ All student before leave the school say Good bye	
(v)	Work on	
	⇒ The people were supposed to work on their farm.	

Extract 5.5 shows a sample of response from a script of a candidate who substituted the phrasal verbs with another words instead of interpreting the given phrasal verbs.

Other candidates in this category provided the meanings of the phrasal verbs in Kiswahili instead of English Language, as shown in Extract 5.6.

### Extract 5.6

5(b)	(i) Subiri	
	(ii) Otesha,	
	(iii) Simanisha	
	(iv) Tapadhali fika,	
	(v) Fanya mvamala,	

Extract 5.6 shows a sample of response from a script of a candidate who failed to give the meanings of the phrasal verbs in English and as a result he/she used Kiswahili which is not the medium of instruction.

## 2.3 Section C: Word Formation

There were two questions in this section each carrying twenty (20) marks and the candidates were required to answer only one of them.

### 2.3.1 Question 6: Word Formation Processes

This question had two main parts, (a) and (b). The candidates were required to (a) distinguish extended morphemes from non-extended morphemes, and (b) state the meaning of the following prefixes and compose one sentence for each.

- (i) Fore -
- (ii) Re-
- (iii) Tri-
- (iv) Arch-
- (v) Sur-
- (vi) Ex-
- (vii) In-

This question was attempted by 43.9 percent of the candidates and their performance was good as 66 percent of them scored from 10 to 20 marks, 24.8 percent scored from 6 to 9 marks and only 8.2 percent scored from 0 to 5 marks.

The candidates who scored high marks in part (a) managed to distinguish extended morphemes from non-extended morphemes. These candidates described extended morphemes as content words like noun, verbs, adjective and adverbs, which can stand alone and other morphemes can be attached to them. The verb “cook”, for example, can take more morphemes and

become “cooking/cooked/cooks”. These morphemes were also described as open set because new members can be added to them. On the other hand, non-extended morphemes were described as grammatical words like pronouns, articles, prepositions, and conjunctions, which can also stand alone as words but no morphemes can be attached to them. Non-extended morphemes were also described as closed set because no new members can be added to them. Extract 6.1 and 6.2 are samples of good responses.

#### Extract 6.1

6a)	To distinguish extended Morpheme from non extended Morpheme.	
	Extended Morpheme are morphemes which are found in an indefinite number that they are uncountable example noun, they are various types of noun such as abstract noun, proper noun and concrete noun of which they are of indefinite number while non-extended Morpheme are found in a definite number, that they are known in terms of number example in articles it is clearly known that they are three (3) articles a, an and the hence found in definite number.	



Also extended Morpheme consists of roots of words, nouns, verbs or adjective example the word happily its root is happy which is known as the extended morpheme while the Non-extended morpheme consists of articles, prepositions, conjunctions and interjections such as an, the, over, and, although and above to mention a few.

Extended morpheme represents actual meanings of a word they consist example the extended morpheme play it represents the actual meaning of the action while non-extended morpheme does not represent the actual meaning of the word they consist since they have got ~~not~~ no semantic level.

In addition, extended morpheme can be added other particles or them either before the root or after the root so as to form new

words example nation, nationalize, national, while Non-extended can not be added any other particles into them in forming other morpheme, as they remain on how they are.

Moreover extended morpheme are being formed everyday since they have not satisfy the communication needs also due to the lexical gap and science and technology advancement hence new extended morpheme are being formed everyday, while Non-extended morpheme are not formed everyday, they are static since they have already satisfy the communication needs of the language users.

Extract 6.1 shows a sample of a response from a script of a candidate who managed to distinguish extended morphemes from non-extended morphemes, thus scoring high marks.

The candidates with average marks in part (a) of the question failed to distinguish clearly extended morphemes from non-extended morphemes. Many of these candidates mixed correct and incorrect points. Extract 6.2 shows a sample of a response of a candidate with average marks.

### Extract 6.2

6 (a)	Extended morphemes are types of bound	
	morpheme that be added stand alone	
	and complete meaning. Example mother,	
	He, she, father and other. But now	
	extended morphemes is the types of	
	morpheme that don't be stand alone	
	with out some affixes and don not	
	complete meaning. Example	

Extract 6.2 shows a sample of a response from a script of a candidate who included the pronouns *he* and *she* in the description of extended morphemes, while these are non-extended morphemes.

Further analysis shows that a few candidates who scored a 0 mark in part (a) misconceived the question. Some of these described extended morphemes as bound morphemes and non-extended morphemes as free morphemes. Extract 6.3 shows a sample of a poor response.

### Extract 6.3

06.	To distinguish.	
a)	- Extended morphemes these are the morphemes which	
	extend their meanings, and they are bound morphemes.	
	Forexample. Kindly, kindness, cooked, cooking, cars	
	They are not capable of standing alone as word in sentence.	
	While.	
	- non-extended morphemes.. These are morphemes which	
	do not extend their meanings and are capable	
	of standing independently in a sentence. They are-	
	Free morphemes. like. Tuma, play, Dodoma,	
	bus, water, table, cry, and eat.	

Extract 6.3 shows a sample of a response from a script of a candidate who explained that extended morphemes are both free and bound while non-extended morphemes are free.

Other candidates who misconceived the question interpreted the extended morphemes as those morphemes which have inflectional morphemes which do not change the meaning of the word and non-extended morphemes as those morphemes which have derivational morphemes; that is, morphemes which change the word class. Extract 6.4 shows a sample of this response.

#### Extract 6.4

6a	Extended morphemes are-	
76)	morphemes that have received	
	affixes that don't change their -	
	meaning <u>ss, s</u> and others like	
	(go-goes), (boy-boys) while <del>a</del> non-	
	extended morpheme are those which	
	have received <del>non</del> affixes that	
	change the word class <u>ism, ment</u>	
	and other prefixes as (gay-gain)	
	<del>develop</del> (develop - development) and	
	others.	

Extract 6.4 shows a sample of a response from a script of a candidate who scored low marks. This candidate extended morphemes are inflectional and non-extended morpheme are derivational morpheme.

There was also a candidate who described extended morphemes as compound words which are written as separate words; that is, open compounds such as swimming pool, dining hall, hand brake, etc. On the other hand, the candidate described non-extended morphemes as compound words which are written as one word; that is, solid compound such as classroom, blackboard and sweetheart. Extract 6.5 shows such a response.

## Extract 6.5

6(a)	Extended morpheme; These are compound words but the written separately. These morpheme they have the meaning but written separately or are extended	
	forexample	
	(i) Swimming pool.	
	(ii) Dining hall	
	(iii) Hand brace and others.	
	got	
	WHILE,	
	Non-extended morphemes; These are compound morpheme written as one. It means that are solidified and pronounced as one word. Non-extended morpheme they are connected to <del>each other</del> each other.	
	forexample	
	(i) Classroom.	
	(ii) Blackboard	
	(iii) Sweetheart	
	(iv) Ring leader	
	(v) Rawmaterials and others.	

Extract 6.5 shows a sample of response from a script of a candidate who considered extended and non-extended morphemes as open compounds and closed compounds respectively.

The candidates who scored high marks in part (b) of the question were able to state the meaning of the given prefixes and could compose one meaningful sentence for each. Extract 6.6 shows a sample of a good response.

### Extract 6.6

6(b)	(i) Fore - means before The boy got hurt on the <u>forehead</u> .	
	(ii) Re - means do again The company was <del>re-esba</del> <u>re</u> -established.	
	(iii) Tri - means three I bought a <u>triangular</u> machine.	
	(iv) A - means not / lack of The organisms perform <u>asexual</u> reproduction.	
	(v) Arch - means highest / worst The <u>archduke</u> Francis Fredinand was assassinated.	
	(vi) Sur - means above The <u>surcharge</u> was discouraged.	
	(vii) Ex - means former Her <u>ex</u> -husband filed a case against her.	
	(viii) In - means opposite All the answers were <u>inaccurate</u> .	

Extract 6.6 shows a sample of a response of a candidate who scored high marks. This candidate managed to state the meaning of the prefixes given and composed one meaningful sentence for each, except in item (viii) where he/she wrote an incorrect sentence.

### 2.3.2 Question 7: Compounding; Affixation

This question had two main parts, (a) and (b). In part (a), the candidates were required to use the following words to form five compound words and then make one sentence out of each: grind, coloured, covered, reading, easy, glass, going, stone, acting, gold, plate, quick, solver, slow, talking, thinking, walled, working. In part (b), the candidates were required to point out the affixes from the following words and say whether they are suffixes or prefixes, and then use each affix to form a different word.

- (i) Disloyal
- (ii) Decoration
- (iii) Illegal
- (iv) Decode
- (v) Admitant.

This question was attempted by 55.6 percent of the candidates and their performance was good as 83.5 percent of them scored from 10 to 20 marks, 12.4 percent scored from 6 to 9 marks and only 4.1 percent scored from 0 to 5 marks.

The candidates who scored high marks in part (a) of the question were able to use the given words to form five compound words and could make one sentence out of each. Extract 7.1 shows a sample of a good response.

## Extract 7.1

7(a)	The compound words with their sentences	
	1) Stonewalled	
	The school fence is stonewalled so it is very strong it cannot fall easily it will last longer.	
	2) Goldcoloured	
	• The bride's ornaments are goldcoloured, that is, she is shining like an angel sent from heaven.	
	3) Grindstone	
	• My mother directed me to make flour from maize using a grindstone.	
	4) Quick reading	
	• Mr. Abadan taught us on the topic of Quick reading in today's lesson.	
	5) Easygoing	
	• Mary is an easygoing woman, she dates everyone.	

Extract 7.1 shows a sample of a response from a script of a candidate who managed to use the given words to form five compound words and then make one sentence out of each.

On the other hand, a few candidates who scored a 0 mark in part (a) of the question did not know how to form compound words eventually even the sentences made were incorrect. Many of these candidates just picked the given words and put them together to form what they considered to be compound words. Extracts 7.2 and 73 are samples of poor responses.

### Extract 7.2

19	WORD FORMATION:	
	Grind :	
	Mother -	
	Coloured :	
	· Amina to take coloured red .	
	Covered : The teacher buy covered .	
	Reading : Thoma reading book .	
	Easy : The book which buy is easy .	
	Glass : The dog live then class	
	Going : Ali going to school . to	
	Stone : Stone is very strong	
	acting : Ali is acting for reading book	
	Gold : The coloured gold is betiful	
	Plated : Asha take plated .	
	· Silver : The coloured is bad	
	Slow : Ali is slow then written .	
	"	
	Talking : Asha talking and <sup>your</sup> mother Amina	
	Think : Amina thinking to marriage .	

Extract 7.2 shows a sample of a response from a script of a candidate who failed to form compound words and also failed to make meaningful sentences as required.



### Extract 7.3

7@	i/ Silver-colour	
	ii/ Gold-colours	
	iii/ Reading slow	
	iv/ Working quick	
	v/ Talking Easy	
	i/ Uma had a book with silver colour ..	
	ii/ The wedding dress is gold colour	
	iii/ Please read slowly	
	iv/ They working very quick	
	v/ He was talking very easy in the meeting	

Extract 7.3 shows a sample of a response from a script of a candidate who failed to form compound words and also failed to make meaningful sentences as required.

The candidates who scored high marks in part (b) of the question managed to identify the suffixes and prefixes in the given list of words and were able to use each affix to form a different word, as shown in Extract 7.4.

### Extract 7.4

7 (b)		
i/	Disloyal = 'Dis'-loyal. The morpheme "Dis" is a prefix which mean "not".	
	Word: Dislike.	
ii/	Decoration = Decorat-'ion'. The morpheme "ion" is a noun suffix.	
	Word: Preparation.	

iii	Illegal = "Il"-legal. The morpheme "Il" <del>mea</del> is a prefix which means "not"	
	Word: Illegitimate.	
iv	Decode = "De"-code. The morpheme "De" is a prefix which means "reduce"	
	Word: <del>Dera</del> Devalue.	
v	Admitant = Admit-"ant". The morpheme "ant" is a suffix which means "a person who"	
	Word: Assistant.	

Extract 7.4 shows a sample of a response from a script of a candidate who managed to identify suffixes and prefixes from the given words and formed a different word from each.

On the other hand, a few candidates who scored a 0 mark had no sufficient knowledge on the concepts "suffixes" and "prefixes". These candidates treated suffixes as prefixes and vice versa, as shown in Extract 7.5.

#### Extract 7.5

76	i/Disloyal - Dis suffixes	
	ii/Decoration - ion prefixes	
	iii/Illegal - Il suffixes	
	iv/Decode - de suffixes	
	v/Admitant - ant prefixes	
	vi/Dis - Disadvantages, Disobey	
	vii/re - Education, <del>situation</del>	
	viii/Il - Illiteracy.	
	ix/De - December, Decade	
	x/Ant - Ant brotic, Ant colonialism	

Extract 7.5 shows a sample of a response from a script of a candidate who used the concepts "suffixes" and "prefixes" interchangeably.

## **2.4 Section D: Language Use**

There were two questions in this section each carrying twenty (20) marks and the candidates were required to answer only one of them.

### **2.4.1 Question 8: Translation Methods**

This question had two main parts, (a) and (b). In part (a), the candidates were required to identify and elaborate on three types of translation methods and in part (b), they were required to translate the following sentences into Kiswahili Language by using communicative translation.

- (i) Juma is a lion.
- (ii) No gains without pain.
- (iii) All that glitter is not gold.
- (iv) A friend in need is a friend indeed.
- (v) Time is money.
- (vi) She kicked the bucket.
- (vii) Never leave a stone unturned.

The question was attempted by 94.9 percent of the candidates and their performance was good as 91.7 percent of them scored from 10 to 20 marks, 7.1 percent scored from 6 to 9 marks and only 1.2 percent scored from 0 to 5 marks.

The candidates who scored high marks in part (a) of the question were able to identify and elaborate on three types of translation methods. In their answers, they described word to word translation, semantic translation, communicative translation, adaptive translation, faithful translation, free translation, idiomatic translation, literary translation, literal translation and technical translation. Extract 8.1 shows a sample of a good response.

## Extract 8.1

8(a)	Translation refers to the process in which the meaning of information or expression in one language is turned into the meaning of another language.	
	The three types of translation methods are:	
	(i) Semantic translation (Open or Plomatic)	
	This is the translation method which relies on the source language (SL). For example: <i>Mwalimu Shamani Sasa</i> . Now I am pling in the farm.	
	(ii) Word to word translation (Literal translation)	
	This is the type of translation method where by each word in the sentence or text should be translated. For example: <i>Baba alikuwa anapenda sana siku hizi</i> . Little father little love very much day this.	
	(iii) Communicative translation (Free translation)	
	This is the translation method which based on the context of the source language (SL) is given. For example: Idioms, Proverbs, riddles such as <i>Juma wa Iton</i> .	

Extract 8.1 shows a sample of a response from a script of a candidate who managed to identify and elaborate on three types of translation methods.

The candidates with average marks in part (a) managed to identify some of the translation methods but could not provide clear elaborations. One candidate, for example, explained that semantic translation is the type of translation whereby the sentence is translated to portray the meaning. Another candidate explained that communicative translation is the type of translation which involves the translation of words according to the target language. These responses indicate that the candidates did not have sufficient knowledge on translation methods. Extract 8.2 shows a sample of a response from a candidate with average marks.

## Extract 8.2

SECTION D

8 The identify and elaborate on three types of translation methods.

The Translation is the kind which language or

Translation is situation which language to written to speaking for written then ~~source~~ source language to target language. The translation is a three types to ~~the~~ identify and elaborate this following:-

1 Word to word: The Translation used types which is word to word if people to understand message to send for way written. example

He started school in 1994 and in Source language

Source language Kiswahili	target language
Asha <sup>almost</sup> marriage Ali	Asha marriage Ali

also the Translation which used word to word which people will translation used word to word loose meaning.

Communication: is the Translation which the people used environment then translation which used Proverb, idiom for example

Source language Kiswahili	target language English
Juma ni mkali	Juma is a lion

Also translator which translation to want to communication used idiom, Proper nouns etc

Semantic translation: This is translation which used to simple meaning to understand

	<p>             Tabor while women used is euphemism              also the male used conversion which in              impolite <del>in polite</del> <sup>common</sup> while female used              conversion which polite example -              My husband to like. while male              in polite command example come here.           </p>	
	<p>             7. Status: is the situation which people              used for example Rich and Poverty              the status to Variables affects language              because Rich then conversion used              language which sweet for example              Rich conversion wife used which              word good example Dear wife come              while Poor person which poverty used              word which bad example My wife.              come Asha mother come. also the language              is the Variables affects Status           </p>	

Extract 8.2 shows a sample of a response from a script of a candidate who managed to identify three types of translation methods but failed to provide clear elaborations.

Further analysis shows that a few candidates who scored a 0 mark in part (a) of the question failed to identify and elaborate any type of translation method because of various weaknesses. Some of these candidates misinterpreted the question by describing the types of interpretation, such as simultaneous interpretation, consecutive translation and whispering interpretation. Extract 8.3 shows such a response.

### Extract 8.3

8(a)	(i) Simultaneous translation. This is the type of translation whereby interpreter of the given text the translator can go interpret perpendicular to what the speaker of the source language say that is when the speaker of the source language speak when he stop the translator of that particular translation can also speak so as to interpret what was said by the speaker of the source language direct to the audience this type of translation is mostly used in religious conversation when preachers from abroad want to preach in a given society they decided to find an interpreter to translate for the people what was said.
	(ii) Consecutive interpretation: This is the type of translation methods whereby when the speaker of the source language speak the interpreter takes a note or hints on a few important word which is said by the speaker of the source language after some time he started to elaborate what what said by the speaker of the source language to the targeted people's language so as to understand what was said before by the speaker of the targeted language.
	(iii) Whispering translation. This is the type of translation whereby it happen in an area where there is majority of people who understand the speaker's source language but few of them were not understanding it so that the translator is sitting or stand near by those people and interpret to them silently what was said by the speaker of the source language so as to make them to know what is going on or what is said by the speaker of the target source language.

Extract 8.3 shows a sample of a response from a script of a candidate who described the types of interpretation, instead of elaborating on three types of translation methods as required.

Other candidates who scored a 0 mark in part (a) of the question provided incorrect translation methods like direct translation, universe translation single translation and sentence translation. There were also a few candidates who provided irrelevant responses, as shown in Extract 8.3.

### Extract 8.3

	a	
8	i) Purpose of translation the text	
A	ii) To maintain type of translation the text	
	iii) The original of the text	
	i) Purpose of the text - a translator should make sure that he/she attain the aim of the text in which could enable the emergence of a good translation when writing the translation work	
	ii) If the original of the text - also a translator should know the original of the text before translating in which that he/she could able to take a translator to translate a good text	
	iii) The type of the text - before the translator translate the text should know which type of the text is he/she is translating they could be among the method by which could enable the emergence good translation	

Extract 8.3 shows a sample of a response from a script of a candidate who failed to identify three types of translation methods.

The candidates who scored high marks in part (b) of the question were able to translate the English sentences into Kiswahili Language by using communicative translation. This performance indicates that the candidates had sufficient translation skills which include sufficient knowledge of the source language (English) and the target language (Kiswahili) as well as the ability to transfer the message from the source language into the target language. Extract 8.5 shows a sample of a good response.



### Extract 8.5

8b)	(i) Juma is a boy	
	Juma ni Jasiu	
	(ii) No gains without pains	
	Huwezi kupata bila kuhangaika (Kuitesa)	
	(iii) All that glitters is not gold.	
	Si kila kilingaicho ni dhahabu.	
	(iv) A friend in need is a friend indeed	
	Akerfage kwa dhiki ndiye rafiki	
	(v) Time is money	
	Muda ni Mali	
	(vi) She kicked the bucket	
	Ameputika dunia (Amebuka)	
	(vii) Never leave a stone unturned.	
	Ufikate kamaa (ufikakali kuhindua)	

Extract 8.5 shows a sample of a response from a script of a candidate who managed to translate the English expressions into Kiswahili.

The candidates with average performance in this part were able to translate three English sentences into Kiswahili Language. This indicates that they did not have sufficient knowledge of the source language (English) and the target language (Kiswahili). Further analysis shows that the candidates who scored a 0 mark misconceived the question. Many of these candidates paraphrased the sentences using English Language, as shown in Extract 8.6.

### Extract 8.6

8.b)	i/- Juma is a lion Juma is strong or Juma is a king.	
	ii/- No pains without gains No success without facing challenges.	
	iii/- All that glitters is not gold Not all attractive things are good.	
	iv/- A friend in need is a friend indeed A good friend be there in happy and sad moments.	
	v/- Time is money If you lose time there is no how to regain it back.	
	vi/- She kicked the bucket She died.	
	vii/- Never leave a stone unturned If chances happen never lose them.	

Extract 8.6 shows a sample of a response from a script of a candidate who paraphrased the sentences in English instead of translating them into Kiswahili as required.

#### 2.4.2 Question 9: Scientific Translation

This question had two main parts, (a) and (b). In part (a), the candidates were required to elaborate on five characteristics of a scientific translated text and in part (b), they were required to describe five procedures for translating scientific texts.

The question was attempted by only 4.5 percent of the candidates and their performance was good as 40.7 percent of them scored from 10 to 20 marks, 36.9 percent scored from 6 to 9 marks and 22.4 percent scored from 0 to 5 marks.

The candidates who scored high marks in part (a) of the question were able to elaborate on five characteristics of a scientific translated text using well-formed sentences. In their responses, they explained that a scientific translated text is non-cultural; it is in form of a report, it is a universal translation; it uses technical terms; it uses a lot of picture diagrams, figures, tables, numbers and symbols; it uses impersonal style and it is free from emotive language. Extract 9.1 shows a sample of a good response.

## Extract 9.1

9.9	<p>Scientific translation refers to a type of translation which deals with translation of technical texts or scientific texts. Scientific text translation involves different texts like scientific report or research, scientific books.</p> <p>The following are characteristics of scientific translated texts.</p> <p>It is universal, scientific translated text is universal, means that does not depend to a certain place but it is used by all people in the world. Scientific translated text can be used by any one in the world or community.</p> <p>Informative text, Scientific translated text follows the informative category of translation. Whereby the translated text aims to inform about a certain discovery or issues. For example scientific reports and research thus they inform about a certain phenomenon.</p> <p>Objective texts, translated scientific text, they express objective, they do not deal with subjective or additional meaning like of literary translation text. So scientific translated text is characterized with being translated objectively.</p> <p>Scientific translated text is characterized with the use of scientific terms/terminologies which are often borrowed from different languages for example Greek (Oxygen, Hydrogen) Latin (Carbon dioxide, molecules), Algebra from Arabic. So scientific translated text, it involves different terminologies that are used to express the information provided.</p>	
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9.1	Scientific translated texts it is characterized	
	with the use of drawing, sketches, symbol, formulas.	
	Scientific translated texts it use drawing in order	
	to impress and decorate the work, symbol such	
	as HCL, H <sub>2</sub> O (water) Hydrochloric acid (HCl),	
	and formula like density = $\frac{\text{mass}}{\text{volume}}$	
	To sum up scientific translated	
	texts it is characterized with universal text,	
	objective texts, involvement of scientific	
	terminologies, use of sketches, drawing and	
	symbol and informative texts.	

Extract 9.1 shows a sample of a response from a script of a candidate who managed to provide clear elaborations on five characteristics of a scientific translated text, thus scoring high marks.

The candidates who scored low marks in part (a) mixed correct and incorrect points or they failed to provide clear explanations. One of the candidates, for example, explained that a scientific translated text is free from impersonal style because it is important for the translator to show his or her opinion. Another candidate explained that a scientific translated text should be neutral and not be biased in order to make sense.

Further analysis shows that a few candidates who scored a 0 mark failed to understand the requirements of the question. Many of these candidates described the qualities of a good translator such as knowing the target language and the source language well, knowing the culture of the target language and the source language, knowing the field and having good reading and writing skills. Extract 9.2 shows a sample of a poor response.

## Extract 9.2

Q9	Translated text refers to the process of transferring a words from one language to another language in written form. This process of transferring language has the following characteristics	
	First is be competent on both languages the translator should understand well the both language so as to be easily for him/her to translate by understanding the whole text and the people expect to use such text	
	Second is to understand the field covered in source language in order to translate the work the source language should be considered by being familiar with the field example illegal, <del>do</del> religion language should be able to express.	
	Third is style, the translator should consider the style used in source language if it is simple language or dialogue the translator should maintain so as to ensure the source language should be equal to the targeted language	
	Fourth is <del>test</del> stage testing/performance, the one who acts in source language should be the same in targeted language if it is happy all should be happy the same in gesture and posture should have the same features	

Extract 9.2 shows a sample of a response from a script of a candidate who described the qualities of a good translation/translator instead of writing the characteristics of a scientific translated text as required.

The candidates who scored high marks in part (b) of the question were able to describe five procedures for translating scientific texts including: reading the whole source text in order to get the general idea that it contains; reading the source text very carefully, this time searching for and writing the lexical equivalence of the crucial elements in the source text; producing the first translation draft; testing the second translated draft to see if the meaning has been shifted properly to the target language; revising the translation by making improvements to the first draft and writing the final translated draft. Extract 9.3 shows a sample of a good response

### Extract 9.3

9.3	<p>Translation refers to the process - where by meaning of a certain text is - turned to another language in written form. The following are procedures of translating - scientific text as follows:</p> <p>Reading various translated text - related to scientific text so as to have wide knowledge about the field covered.</p> <p>Reading the text of the source - language text carefully by being competent in both languages the source language and target language. Here the translator should have enough knowledge of the field covered and consult dictionaries for difficult words.</p> <p>Translate the first draft as far as the first translation is concerned by considering either source or target language but it is advisable to avoid word-for-word translation.</p> <p>Let people particular experts read the translated text and make necessary correction before translating final draft this is very important because translator will be corrected.</p> <p>Translating the final draft by - making the necessary correction by considering the targeted readers of the translated text.</p> <p>There are various methods of translation that is word for word, Communicative as well as semantic translation, Literal translation and many others.</p>	
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Extract 9.3 shows a sample of a response from a script of a candidate who managed to describe five procedures for translating a scientific text.

The candidates who scored low marks mixed correct and incorrect points or they failed to provide clear explanations due to inadequate knowledge of scientific translation. Extract 9.2 shows a sample of a response from a script of a candidate who scored low marks.

### Extract 9.2

96	<p>Translation is the process of translating text from writing systems to another writing system. So that Translating scientific text, this is the process of translate the scientific texts from <del>an</del> source language to target language. So the following are procedure for translating scientific texts.</p> <p>To identify the source language and Target language of the scientific text so that this is the first procedures which the translator must follow during translating scientific text.</p> <p>To read the scientific text or source language of the scientific text, the translator must read the scientific text using dictionary during translating scientific text; the translator must use dictionary when he or she found the word which is difficult to translate.</p> <p>To write the first draft of the scientific text; The translator must write the first draft of the scientific text.</p> <p>Reading of the first draft of the scientific text by the other people after the writing the first draft translator must give the first draft to other people to read.</p>
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Extract 9.2 shows a sample of a response from a script of a candidate who mixed correct and incorrect points. The candidate also failed to elaborate clearly the points in paragraph two, three, five and six due to a poor mastery of English Language.

Further analysis shows that a few candidates who scored a 0 mark in part (b) misconceived the question. Many of these candidates described the qualities of a good translator such as knowing the target language and the source language well, knowing the culture of the target language and the source language, knowing the subject matter and having good reading and writing skills. Some candidates in this category described the elements in the communication process, which are the source, message, channel, receiver, feedback, message and channel. Extract 9.4 shows this response.

#### Extract 9.4

(b) Five (5) Procedure for translating scientific texts.	
i/. Sender.	
A sender is some one who send a message to another.	
ii/. Message.	
A message is a information held by a sender in order to inform the society.	
iii/. Channel.	
A channel refers to a medium used to send a message.	
iv/. Receiver.	
A receiver is the one who get the information from a sender.	
(b) V/. Feed back.	
Feed back refers to the information from the receiver to the sender in order to show a good communication that a receiver must bring message to the sender	

Extract 9.4 shows a sample of a response from a script of a candidate who described the elements in the communication process instead of describing five procedures for translating scientific texts.



### **3.0 ANALYSIS IN EACH QUESTION IN ENGLISH LANGUAGE PAPER 2**

#### **3.1 Section A: Stylistics and Communication in English**

There were three questions in this section, each carrying twenty (20) marks and the candidates were required to answer two of them, making a total of 40 marks for this section. Question one was compulsory.

##### **3.1.1 Question 1: Levels of Formality; Lexical Features of Conversational Style and Public Speaking; Stylistic Features of a Sign Post**

This question had three main parts (a), (b) and (c). The candidates were required to (a) write the things that determine the level of formality of a discourse, (b) mention five lexical features of conversation style and (c) prepare a sign post warning people against passing in the football ground and give three stylistic features found in the post.

The question was attempted by only 2.8 percent of the candidates and their performance was average as 38.7 percent of them scored from 10 to 20 marks, 31.2 percent scored from 6 to 9 marks and 30.1 percent scored from 0 to 5 marks.

The candidates who scored high marks in part (a) were able to write the things that determine the level of formality of a discourse. In their answers they included things like the situation in which the discourse takes place/context, the setting/environment, the medium, the relationship between the speaker and addressee, age, education, sex, modality, the state in which they are, the field of discourse/topic/province etc. Extract 1.1 shows a sample of a good response from a script of a candidate.

### Extract 1.1

1. (a)	
<p>Discourse refers to the language used in communication by different people. The discourse can be in written or spoken mode. There are factors that determine the level of formality of a discourse. These can be explained as follows:</p>	
<p>Age; The difference in ages between one speaker and another can determine the level of formality of a discourse. For example, a child will use a consultative or formal level of formality when speaking to his parents or teacher, different from when he will be talking with his fellow children.</p>	
<p>Environment; The level of formality tends to vary according to environment in such a way that the discourse used in church tends to differ from that used in schools, or bars, markets, courts or in streets.</p>	
<p>Status; The difference in status among the speakers determines the level of formality of a discourse. For example, a student tends to be formal when speaking with teacher but he becomes casual when speaking with fellow students.</p>	
<p>Sex; Also the difference in sex determines the level of formality of a discourse. The way a man speaks to a woman differs from the way he speaks to his fellow men.</p>	
<p>Occupation; A person whose occupation is a doctor will differ in language usage when compared to a person whose occupation is a lawyer.</p>	
<p>So, all these factors namely occupation, sex, status, environment and age determine the level of formality of the language or discourse used in different provinces.</p>	

Extract 1.1 shows a sample of a response from a script of a candidate who managed to write the things that determine the level of formality of a discourse.

A few candidates who scored a 0 mark failed to understand the requirements of the question. Among these candidates, there were those who wrote levels of formality of a discourse and others wrote grammatical markers of style instead of writing the factors which determine the level of formality of a discourse, as shown in Extracts 1.2 and 1.3 respectively.

### Extract 1.2

1(a)	is	Level of formality of a discourse is determined through Formal Features of the language that involve looking at grammar and choice of words of used.
		Informal Features, this is looking grammar and choice of word used in the given text in there is colloquial words or not
		looking is language is Frozen or not. By looking the archaic words that show old word.
		looking on for is language is polite, through finding words like "would" "could" so as to know level of formality

Extract 1.2 shows a sample of a response from a script of a candidate who wrote the types of formality contrary to the requirements of the question.

### Extract 1.3

1a	<p>Discourse this is the use of language in a two major ways either in written and spoken. The level of formality of Discourse are these follows:-</p> <p>Looking of Grammar :- This is use to determine the formality level of a discourse <del>with</del> either the language use is correct or not. In Grammar it's better to analyse the tense that use on the text if it is written discourse and also to analyse the tense of that use in a pronunciation if it is spoken discourse.</p> <p>Example: A snake killed Juma this show</p> <p style="text-align: center;">O                  V                  S</p> <p>that the grammar use is not correct it will be good to say Juma killed a snake</p> <p style="text-align: center;">S    O</p> <p>Another thing that we look in the formality level of a discourse is Use of Complete Sentences :- The uses of Complete Sentence enable us to determine <del>if the</del> that the a discourse reach at a formality level. For example The word You are Welcome is complete and the word Join with us it is not Complete Sentence.</p> <p>Not use of broken language: So that the complete word or Complete pronunciation is the formality level of a discourse because it make every person to understand what is talking about no one will have contradiction.</p> <p>Example the use of broken word gonna instead of going. The word going is a formal and everyone understand it.</p>	
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Extract 1.3 shows a sample of a response from a script of a candidate who wrote the grammatical markers of style contrary to the demands of the question.

The candidates who scored high marks in part (b) were able to mention five lexical features of conversational style and five lexical features of public speaking. This indicates that the candidates had sufficient knowledge on the types of styles. Extract 1.4 shows a sample of a good response.

#### Extract 1.4

	(b) • Lexical features of conversational style	
	(i) The use of colloquial words	
	→ foreexample kick + ball, chick + chips	
	(ii) Shortening of words (clipping)	
	→ foreexample plane, fridge	
	(iii) The use of borrowed words	
	→ foreexample Safari, ugali	
	(iv) The presence of ambiguous sentences	
	→ He owns a beautiful flower.	
	(v) The use of onomatopoeic words	
	→ foreexample, <del>the</del> pue, ding dong	
	• Lexical features of public speaking	
	(i) The use of borrowed words	
1.	(ii) Ambiguous sentences or words	
	(iii) The use of informal words like slang depending	
	<del>on</del> on the audience.	
	(iv) The use of contractions	
	foreexample I'll, we'll	
	(iv) The use of coining words	
	foreexample tox, foms	
	(v) Conversion also is used	
	foreexample → They export <del>the</del> cocoa however their	
	export was not beneficial to them.	

Extract 1.4 shows a sample of a response from a script of a candidate who managed to mention the lexical features of conversational style and public speaking as required.

On the other hand, a few candidates who scored a 0 mark in part (b) did not understand the requirements of the question. There were candidates, for example, who wrote the process of word formation instead of the lexical feature of conversational style and public speaking, as shown in Extracts 1.5 and 1.6 respectively.

### Extract 1.5

1.b	The following are the lexical features of	
	conversations style	
(1)	Reduplication, Tick tick	
2	Repetition of the words	
2	clipping of word for example Telephone	
	phone	
3	Blending of words for example Breakfast	
	+ Brunch = lunch	

Extract 1.5 shows a sample of a response from a script of a candidate who wrote the processes of word formation instead of mentioning five lexical features of conversational style and five lexical features of public speaking as required.

### Extract 1.6


	(b) Features of lexical of conversation	
	i/ Reduplicative eg; Tick-tick and Criss-Cross	
	ii/ Acronyms eg; NATO, RADAR	
	iii/ Blending eg; Breakfast + Lunch = Branch	
	iv/ Clipping eg; Fridge and Flue	
	v/ Back formation eg; Editor - Edit	

Extract 1.6 shows a sample of a response from a script of a candidate who wrote five processes of word formation instead of mentioning five lexical features of conversational style and five lexical features of public speaking as required.

The candidates who scored high marks in part (c) were able to prepare a sign post warning people against passing in the football ground and they managed to write three stylistic features found in the post. Extract 1.9 shows a sample of a good response.



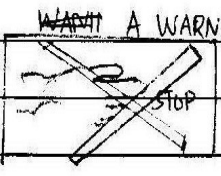
### Extract 1.7

<b>(C)</b>	i>	<b>WARNING:</b>	
		<b>DO NOT TRESS PASS!</b>	
			
	ii>	The use of bolding and capitalization i.e	
		to make the post well seen at a distance.	
		<b>(B)</b> The use of drawings i.e to show illustrations	
		in order to be clearly understood	
		<b>(C)</b> The use of punctuation, to maintain the	
		grammatical order of the text.	

Extract 1.7 shows a sample of a response of a candidate who managed to prepare a sign post and gave three stylistics features found in the post.

On the other hand, a few candidates who scored a 0 mark failed to prepare the sign post and as a result they failed to give the stylistic features found in the post. Extract 1.8 shows a sample of a poor response.

## Extract 1.8

c) (i)		
	<p>⑩. Have a diagramme that shows a person should stop from where is heading to</p> <ul style="list-style-type: none"> <li>- Have simplified word STOP to emphasize that a person should not go where is going</li> <li>- Have a simplified title : A WARNING so as to prohibit the people from passing into this area</li> </ul>	

Extract 1.3 shows a sample of a response from a script of a candidate who failed to respond as required, thus scoring a 0 mark.

### 3.1.2 Question 2: Markers of Style; Relationships of Competence and Performance; Literature and Language; Definitions of Literary terms.

This question had three main parts (a), (b) and (c). The candidates were required to (a) mention and elaborate on the five types of linguistic levels of markers of style, (b) elaborate the relationship between competence and performance, and literature and language, and (c) define the following literary terms:

- (i) Euphemism
- (ii) Protagonist
- (iii) Fiction
- (iv) Dirge
- (v) Rhyme.

Being compulsory, this question was attempted by 98.3 percent of the candidates and their performance was good as 83.7 percent of them scored from 10 to 20 marks, 9.5 percent scored from 6 to 9 marks and only 6.8 percent scored from 0 to 5 marks.



The candidates' responses indicate that those who scored high marks in part (a) of the question were able to mention and elaborate on the five types of linguistic levels of markers of style as seen in Extract 2.1.

### Extract 2.1

2(a)	
i/	Lexical level; This level deals with the words, how they are formed and the way they connect with one another as they are used in language. Hence it mostly involves different methods of word formation such as: clipping, reduplication (e.g. zig zag), compounding (e.g. teaspoon), acronym, coining and blending.
ii/	Graphological level; This level deals with the formality or textuality of the words or texts. This means that it observes features like capitalization, bolding, italics, punctuation, the use of symbols, numbers and abbreviations.
iii/	Semantic level; This level deals with the denotative and connotative meaning of the words and phrases. Denotative meaning implies the meaning of the words as stated in a dictionary. Connotative meaning is the meaning that an individual comes along with the feelings that an individual get after hearing certain words or phrases.
iv/	Phonological level; This level deals with the study of sound and voice pattern. It mostly studies the phonetic transcriptions, pronunciation, rhythm and rhyme of

2(a)	of different words.	
v/	Syntactical level ⇒ This level deals with the grammatical features of the words and sentences. It mostly includes the use of of tenses, phrases and clauses choice. For Example, the sentence, 'I will came tomorrow' is not correct due to that it has violated the rules of tenses.	

Extract 2.1 shows a sample of a response from a script of a candidate who managed to mention and elaborate on the five types of linguistic levels of markers of style.

Further analysis shows that a few candidates who scored a 0 mark in part (a) misconceived the question. Among these candidates, there were those who wrote different styles found in societies and others on levels of formality. Extracts 2.3 and 2.4 are samples of such poor responses.

### Extract 2.3

2.a.	Markers of style refer to the different styles or forms used by writers to make a difference between one mode of work to another. The markers of style give distinct features to the written texts. The following are the types of markers of style. Religious style. This is normally used in churches or and religious gatherings. It is characterised by long complex sentences. The use of archaic words such as "thee" "thy" and "thine". The religious style is found in the bible or pray.	
------	--	--

2 a.	<p>Legal style. Also known as prose style. Used in courts. This is characterised by long complex sentences. The use of nouns rather than pronouns to avoid ambiguity. Used in oaths in courts or judgement.</p> <p>Advertisement style. Used in advertisements and in mass media. Is characterised by simple short sentences. Attractive and persuasive words to persuade the buyer such as 4x4x4.</p> <p>Scientific style. Is used in scientific contexts only. Characterised by complex vocabularies. Not as not open for all only for the educated person. Scientific style can be in physics, chemistry or biology.</p> <p>Social style. Used on daily basis among friends and acquaintances. Can be used by everyone but it depends on the level of formality.</p>	unc. only
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Extract 2.3 shows a sample of a response of a candidate who wrote different language styles instead of mentioning and elaborating on linguistic levels of style.

## Extract 2.4

2(c)	Linguistic levels or markers of style are	
	i) Static or Frozen Style	
	This is a style of language which do not change it is static or frozen. Example are biblical language as the Lord prayer or the preamble of the American Constitution	
	ii) Formal Style	
	This is a style of language which is used in formal settings example in meeting or Parliament. This type of language follow all the rules of grammar.	
	iii) Consultative Style	
	This is a style of language used in formal sector to alter communication between two people example Doctor and Patient, Teacher and Student, Lawyer and Client	
	iv) Casual Style	
	This is a type of language used by people who have social relationship to each others mostly peers of the same age. This is characterised with slang king of language which is informal.	
2(d)	v) Intimate Style	
	This is a type of language used by people with close relationship to each other such as husband and wife, Boyfriend and Girlfriend. Mostly it is informal way.	

Extract 2.4 shows a sample of a response of a candidate who wrote on types of levels of formality contrary to the requirements of the question.



The candidates who scored high marks in part (b) managed to provide correct and clear elaborations on the relationship between (i) competence and performance and (ii) literature and language, as shown in Extract 2.5.

### Extract 2.5

2 B	(i) Competence and performance	
	Competence refer to the linguistic term whereby	
	a person has the knowledge to judge the	
	grammaticallity of a language. While	
	Performance refer to the ability of a	
	person to use language in concrete situation.	
	Competence and performance are related	
	because a linguist can not perform the	
	language in a concrete situation if he/she	
	has no knowledge of the language. For	
	a linguist to perform the language he/she	
	has to be competent in that particular	
	language. Therefore no competence no	
	performance.	
	(ii) Literature and language.	
	Literature is the work of art which	
	involves the use of language creatively to	
	reach the message to the society. The relation	
	between literature and language comes when	
	or because literature is a work of art but	
	cannot display the message if language is not	
	used in giving the content of the literary work.	
	Literature and language relate in that literature	
	by it's itself cannot bring meaning & until	
	the language is used creatively so as to	
	bring the meaning of the work of art.	

Extract 2.5 shows a sample of a response of a candidate who managed to elaborate on the relationship between competence and performance and literature and language.

Further analysis shows that a few candidates who scored a 0 mark in part (b) of the question were unable to provide correct elaborations on the relationship between (i) competence and performance and (ii) literature and language because they had inadequate knowledge on these concepts. Extract 2.6 shows a sample of a poor response.

### Extract 2.6

	b/ i/ competence and performance	
	this is word to show the practicality of the constitution	
	and to complete word example singing and poem.	
	ii/ literature and language - literature is a story of	
	the language and language is a part of language it means	
	all the total not available about the constitution	

Extract 2.6 shows a sample of a response of a candidate who failed to elaborate on the relationship between competence and performance and literature and language.

The candidates who scored high marks in part (c) of this question were able to define the given literary terms, as shown in Extract 2.7.

## Extract 2.7

2: (C) Euphemism - is the use of indirect statement to refer to the direct one in order to avoid bluntness or harshness, insult or taboo words.

for example

He kicked the bucket - he died

He passed away - he died.

To save my face - to avoid shame.

Vagina

Secret parts - vagina or penis.

(II) Protagonist is a main character in a play who is pitied and loved by the readers when reading literary works. In the play an enemy of the people. Dr. Stockman is a protagonist because he does good things.

(III) Fiction is a literary work which is not based on truth, the episodes and events are imaginary created by the writers of those works.

for example a book known as "Kivuli Kinaishi" is a fiction book because a shadow cannot live.

(IV) Dirge

2.	(v) Rhyme - Is the similarity of sound between consecutive lines or verses in a poem.	
	for example in the poem If we must die (By Claude McKay), the last two verses sound as follows:	
	- like men we'll face the cowardly murderous pack.	
	- pressed to the wall, dying but fighting back so sound "k" appear on at the end of each verse.	
	He sway on the way.	
	He goes to play.	
	/e/ sound is a rhyme.	

Extract 2.7 shows a sample of a response from a script of a candidate who managed to define most of the given literary terms.

The candidates who scored a 0 mark in part (c) of the question failed to define any of the given literary terms. Extract 2.8 shows a sample of a poor response.

### Extract 2.8

2(c)	(i) Euphemism →	
	(ii) protagonist → is the type of character which show negative changes.	
	(iii) fiction → is the type of story which is true.	
	(iv) Drrge →	
	(v) Rhyme →	

Extract 2.8 shows a sample of a response from a script of a candidate who failed to respond as required, thus scoring a 0 mark.



### 3.1.3 Question 3: Technical Terms, Written Literature vs. Oral Literature

This question had two main parts which are part (a) and (b). In part (a), the candidates were required to write the technical term for the following ten stylistic concepts and in part (b), they were required to differentiate between oral literature and written literature.

- (i) A variation of language according to user.
- (ii) A variety of language as used by an individual
- (iii) A variation of language according to use.
- (iv) Language resulting from two people of different language communities.
- (v) The choice and use of words in a literary work for artistic effect.
- (vi) The angle or perspective from which a story is told. It can be either in the first or third person perspective.
- (vii) Use of words which suggest meaning through the sounds contained.
- (viii) Something that represents another thing.
- (ix) The eventual solution, when all the knots are unraveled or where the outcome of the conflict is seen.
- (x) A speech made by a character while alone on stage to reveal feelings.

This was among the best performed questions in this paper. It was attempted by 96.6 percent of the candidates, out of which 94.8 percent scored from 10 to 20 marks, 4.8 percent scored from 6 to 9 marks and only 0.4 percent scored from 0 to 5 marks.

The candidates who scored high marks in part (a) of the question understood the requirements of the question and were able to write a word for the stylistic concepts given. Extract 3.1 shows a sample of a good response.

### Extract 3.1

03.	i/	Dialect.	
	ii/	Idiolect.	
	iii/	Register.	
	iv/	Idiom.	
	v/	Diction.	
	vi/	Point of view.	
	vii/	Onomatopoeia.	
	viii/	Symbol.	
	ix/	Denouement / resolution.	
	x/	Soliloquy / soliloque.	

Extract 3.1 shows a sample of a response from a script of a candidate who managed to write a correct word for each of the given stylistic concepts.

The candidates with average marks in this part of the question had inadequate knowledge about the meanings and uses of the given expression and therefore failed to write the correct technical term for all stylistic concepts. Extract 3.2 illustrates this case.

### Extract 3.2

3.	i.	Dialect	
	ii.	Idiolect	
	iii.	Register	
	iv.	Lingua franca	
	v.	Literature	
	vi.	Imperative	
	vii.	Imp Onomatop	
	viii.	Onomatopoeia	
	ix.	Reflectiveness	
	x.	Climax	
		Poem	

Extract 3.2 shows a sample of a response from a script of a candidate who managed to write the correct technical term for the stylistic concepts for items (i), (ii), (iii) and (vii).

Further analysis shows that a few candidates who scored a 0 mark did not understand the expressions given and therefore failed to write the correct technical terms for all the stylistic concepts. This was an indication that they had insufficient knowledge about the meaning and use of various stylistic concepts. Extract 3.3 shows a sample of a poor response.

### Extract 3.3

3.		
(i)	-	
ii	- Dialects	
iii	- Dialect	
iv)	Lingua Franca Bilingualism	
v)	Syllable	
vi)	Vowel	
vii)		
viii)	Replacement	
ix		
x	Drama	

Extract 3.3 shows a sample of a response from a script of a candidate who failed to write correct words for all stylistic concepts given.

The candidates who scored high marks in part (b) of the question understood the requirements of the question and were able to differentiate between oral and written literature, as shown in Extract 3.4.

### Extract 3.4

(b)	Oral literature is the type of literature which is represented through the word of mouth, for example myth, fables, folktale, legend, idioms and proverbs. Written literature is the type of literature which is represented through written form, for example plays, novels and poetry. The followings are differences between oral literature and written literature.
	<b>Medium,</b> oral literature as it explained, it represented through word of mouth, therefore it use spoken Medium while written literature represented through written form, therefore it use written Medium.
	<b>Age,</b> oral literature is said to be older than written literature because written literature started after the invention of writings.
	<b>Cost,</b> oral literature it does not cost since there is no preparation during speaking, while written literature like poetry and novels it is cost since it needs preparations like books, CD's, Magazine and others.
	<b>Storage,</b> oral literature does not need any material to store it since it depend on the mind of a speaker or narrator while written literature need a materials for storage for example books, Magazines, CD's, and others.
	<b>Accessibility,</b> Oral literature is not accessible any where since a narrator must move to the position of audience but written literature is accessible anywhere because it is in written form for example books, which found everywhere.

3(b)	participants, in written literature, the participants	
	are only ones who know to read but in oral literature	
	every one can participate as an audience.	
	conclusively, Oral literature and written literature	
	play the same roles, since all of them, are used to reflect	
	realities in the society, there fore, also are two inseparable	
	things because it dependant among each <del>ea</del> other.	

Extract 3.4 shows a sample of a response from a script of a candidate who wrote the differences between oral and written literature correctly.

The candidates with average performance in part (b) did not have sufficient knowledge about the difference between oral literature and written literature. Many of the candidates in this category mixed correct and incorrect points or failed to provide clear explanations, as seen in Extract 3.5.

#### Extract 3.5

(b)	Oral literature	
	- It is for the whole society	
	- Easy to be forgetting	
	- A person is seen when communication	

	take place.	
	- It is <del>not</del> not take time	
	- Started from the beginning of human being	
	Written literature is the literature	
	the which has been appear after	
	the discover the writing	
	•	
	It is only for those who know how	
	to read.	
	- <del>Esam</del> Consume time because need	
	to collect material	
	- It is not necessary to see a person	
	who wrote the message.	
	- Was started when the a man	
	the discovered writing	
	- It is need good environment when	
	you write so that you may not	
	get traction.	

Extract 3.5 shows a sample of a response from a script of a candidate who mixed correct and incorrect points. The candidate also failed to provide clear explanations due to a poor mastery of English Language.

Further analysis shows that a few candidates who scored a 0 mark in this part of the question could not provide any correct point because they had inadequate knowledge on the differences between oral literature and written literature. The candidates also demonstrated a poor mastery of English Language, including inability to use appropriate words and well-formed sentences. Extract 3.6 shows a sample of a poor response.

### Extract 3.6

	(b) The oral literature and written literature	
	(i) Oral literature is non to complete the	
	over to be corrects of the majolites,	
	(ii) The written literature is incated of the man	
	to ritten to the story to be the seen	
	of the ground, or other pless.	
	(iii) Oral literature is good and the seim is	
	bad because the people to put of the	
	story is don't to sikah of the story	
	of the oral to be consining to enable issue	
	(iv) Written literature to paliamant to be come-	
	to inef to the gam to samals enge	
	time of the book or other chapters the main	
	the written literature.	
	(v) Oral Literature is Consistence of the another	
	mafer to simple literature because to consist	
	to oral literature to be comentment of lifelaf	
	ure.	

Extract 3.6 shows a sample of a response from a script of a candidate who failed to give any difference between oral literature and written literature.

## 3.2 Section B: Plays

There were two questions in this section, each carrying twenty (20) marks and the candidates were required to answer one of them.

### 3.2.1 Question 4: Thematic Analysis

This question required the candidates to use two plays studied under the programme to show how the playwrights' choice of content is a reflection of what is happening in their societies.

This question was attempted by 86.5 percent of the candidates and their performance was good as 70.4 percent of them scored from 10 to 20 marks, 28 percent scored from 6 to 9 marks and only 1.6 percent scored from 0 to 5 marks.

The candidates who scored high marks managed to explain clearly how the playwrights' choice of content is a reflection of the happenings in their societies. Extract 4.1 shows a sample of a good response.

## Extract 4.1

84	by revealing his secret to the Lango tribe despite being Lwanda's wife whereas Gathoni in 'I WILL MARRY WHEN I WANT' is betrayed by John Muvuni who had promised to marry her but backs down after realizing that she is pregnant. Betrayals because of love are common in every society.	
	Oppression. This is the act of ill treating a fellow human being. In 'LWANDA MAGERE' we realize that the two were constantly being oppressed by the Lango before the coming of Lwanda Magere whereas in 'I WILL MARRY WHEN I WANT' oppression is brought by the rich people in the society such as Kioi and Ikua who employ and exploit poor people such as Kiguunda and pay the little low wages. Exploitation by one man by another happens in societies based on social economic and political differences.	
	Disobedience. This is the act of not listening to what <sup>one</sup> is told especially by elders and people with authority, that is the government, parent or age elders. In 'LWANDA MAGERE', Lwanda Magere fails to listen to the village elders and heed their warnings and disobeys them by marrying Princess of the Lango tribe. In 'I WILL MARRY WHEN I WANT' Gathoni goes against her parents' warning against John Muvuni, getting pregnant and kicked out of her home as a result. Disobedience is quite evident in today's youth who wish to have the freedom to do what they want whereby they usually end up in trouble.	



84	<p>Religion. This is ones spiritual belief. Religion plays a great role in every society. Religion can negatively or positively influence a religion. In 'LWANDA MAGIRE', people follow a traditional religion who rely the oracle is the to their ancestral Gods gods who they warship. Prayers to these God gods brought Lwanda Magere who saved the Luo people. The religion seen in 'I WILL MARRY WHEN I WANT' is Christianity. Christians are portrayed to be segregative people and hypocritic since they preach one thing do and do something else such as Kisi who preaches about love of God but shows nothing of the sort to Kiguunda's family.</p> <p>Ignorance. This is not knowing something. Ignorance is a big problem in all societies because of which irresponsible leaders can get away with the crimes. In 'LWANDA MAGIRE', Lwanda is completely ignorant on the intentions of the prince who wanted to uncover his secret where as in 'I WILL MARRY WHEN I WANT' Gathoni, blind ly believer John Muhuni promises out of ignorance.</p> <p>Temptations. Every society poses a measure of temptation to its people. This is when people feel the urge to do something that might not be right. In 'LWANDA MAGIRE', Lwanda Magere shames a woman from the large tribe where as in 'I WILL MARRY WHEN I WANT' Gathoni falls into temptations of marrying John Muhuni because he is rich and she is poor.</p>	
----	---	--

84	<p>Protest. These are struggle of one person or a group of people against an opposing interest. In <i>I WILL MARRY WHEN I WANT</i> Gathoni protest against her parents on the matter of marrying John Mubunio. 'LWANDA MAGORE' shares Lwanda Magore's protest against the elders because he is convinced that the prince will not be a threat.</p> <p>Plays are mirrors of the society. This is because playwrights write from experience to reflect what actually happening in one society which also happens to be universal - happening in other societies too.</p>	
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Extract 4.1 shows a sample of a response from a script of a candidate who managed to show how the playwrights' choice of content is a reflection of the happenings in the society.

Despite the good performance in this question, there were a few candidates who could not provide the required responses. Some of the candidates discussed the form instead of showing how the content in the two plays reflect the happenings in the playwrights' societies. Others used novels instead of plays and mixed up characters in their responses, as seen in Extracts 4.2 and 4.3 respectively.

#### Extract 4.2

4.	<p>Play refers to the among of literary genre where by it is written in order to be acted on a stage.</p> <p>It is true that the choice of content in the plays is a reflection of what is happening in the society. By using two Plays <i>I WILL MARRY WHEN I WANT</i> by Ngugi wa Miri and <i>Ngugi wa Thiong'o</i> and <i>Bekaya</i> in the city by Francis Imbuga as follows. By starting with <i>I Will marry when I want</i>.</p> <p>The use of Symbolism - Symbolism refers to the something or an idea which stand to represent something else in the play scorpion is used as a symbolism or thing to symbolise the exploiters as she says.</p>	
----	--	--

4	"the owners of that company are really scorpions"	
	He has used to show the humiliation and exploitation in the society.	
	Personification refers to the literary techniques which is used where by an inanimate given ability to act as human being as Wangechi says to her husband Kigunda.	
	Has Chibuku married you..."	
	He has use this to reveal the situation of most of the people in the society like alcohol more than anything	
	Vulgarism refers to the literary techniques which is used where by the words which are related to sex organs are used, this shows when Kigunda says	
	"A man brags her penis whoever tiny"	
	He has use this to show the immorality in the society to some of parents.	
	Metaphors refers to the literary techniques which is used where by it used to compare two different things without using conjunction example like, as, ----	
	when Wangechi says -	
	The owner of these company are really bed bugs.	
	The playwright use this to show the exploitation and dependency among the people in the society.	

4

The use of poems and songs. The playwright chose to use poems and songs in order to reveal the unity among the people.

Kenya our mother land  
we are tired of being exploited  
we are tired of being humiliated.

The playwright has used this to show the unity of the people and also to reveal the evils of capitalism.

On the other hand in the play Betrayal in the City as follows.

Use of ungrammatical language in the contents, this is where by the writers use the characters to use ungrammatical language in order to ~~reveal~~<sup>reveal</sup> some of the issues in the society as Mutiti says.

"Better never than late"

"Or I go yesterday"

The playwrights use the words which was used by Mutiti to show the illiteracy or lack of education among the people in the society.

Using of characters - these are the people objects and things which are used in a literary work to reveal the life realities example he has us Boss to show that he is a bad leader when he says

Tell their people it is my duty to decide at the magnitude of Kahiro.

The playwrights use characters to show the presence of bad leaders in the societies.



4	<p>Also using of setting - The playwright chose the setting in order to show the realities in the society, example he has use the setting in the prison to show the brutality and humiliation which prisoners face this is when Askari tells Jere.</p> <p>"Next time you call me friend You will loose tooth..."</p> <p>This is also happening in the society among the prisoners are treated badly.</p> <p>Using of symbolism. These are objects, people and other things which are use to <del>start</del> stand to represent something else, the play right use Tumbo as a symbols of leaders who are mis use the govt government fund as he says.</p> <p>"The money is not a problem the problem is how to use it"</p> <p>This reveal the reality in the society since most of the leaders mis use the government fund to enrich them selves and <del>we</del> leave people living in bad condition.</p> <p>Conclusion most of playwright choose their own style to reveal a certain issue or problems which are occurred in the society so that they can be known by the people and people to take actions on those problems.</p>
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Extract 4.2 shows a sample of a response from a script of a candidate who wrote on the form instead of writing on the content of the plays as required.

### Extract 4.3

4.	<p>Playwrights in our societies choose the right content in their literary works just to show how the content reflect what is happening in their societies. An enemy of the people and betrayal in the city written by Henrik Ibsen and Francis Imbuga respectively have tried to show how the playwrights' choice of content reflect what is happening in their societies. I will show this by using "An enemy of the people" first and the "betrayal in the city".</p> <p>Immorality in the society. Immorality refer to the act of not being or having moral values. In the play a man of the people we find immorality in Chief Nanga, Odili Samalu and Elsie who are too immoral as Chief Nanga and Odili Samalu both sleep and having sex intercourse with the same girl (Elsie) who also has a boyfriend called Ralph. This shows how the people are full of immoral values. In the book "Betrayal in the city" we see how leaders such as Peter Stockman are immoral as they keep on opposing doctor Thomas Stockman who tries to solve the problem of spa baths. Immorality is rampant in our societies today as we see how our leaders today having immoral values such as using many to have a lot of women just like Chief Nanga.</p> <p>Presence of corruption in societies. Corruption refer to the use of money so as to get a certain service. In the book "A man of the people" we see how Chief Nanga giving corruption to Maxwell and tries to corrupt Odili so as he can stop</p>
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		use only
4	<p>contesting his sit in the parliament. In the book <i>Betrayal in the city</i> we see how the newspaper editor is given corruption by Peter Stockman so as not to publish the article written by Thomas Stockman who was against the spa bath in the country which caused some diseases among the people. Corruption is rampant in our societies where people with alot of money corrupt the newspaper editors so as not to publish their bad behaviours.</p> <p><b>Betrayal in the societies.</b> Betrayal refer to the act of not being loyal to a person who trusts you. Betrayal in the book "A man of the people has been shown by the government leaders like Chief nanga who have betrayed the citizens who chose him expecting good results but he ends up being a betrayer. Also the husbands betraying their wives like Chief Nanga betraying his wife. In the book <i>Betrayal in the city</i> we find also the leaders betraying their people. For example Peter stockman betraying the people by not being a good leader to them. Betrayal is also in our societies where the leaders we choose betray the people by doing things that benefit them only.</p> <p><b>Irresponsibility.</b> Irresponsibility refer to the act of not being responsible. In the book <i>A man of the people</i> we see that Chief nanga is not responsible of his actions as he sees the country in bad conditions but he does not care about them. In the book "Betrayal in the city we see that Peter Stockman is</p>	

4 not a responsible leader as he closes his eyes not to see the problems that are taking place in the country and hence he fails being a good leader. Irresponsibility is also spread in our societies as the leaders we choose are not responsible at all.

Sacrifice in difficult situations. Sacrifice refer to giving up oneself for the sake of others. In the "Man of the people" we see how Marvel dies just because of fighting for the people as he fights and shot dead by Chief Koko. In the book "Betrayal in the city" we see that Doctor Stockman did not give up fighting for the people though he was been criticized by the people still he went on fighting and sacrificed everything for the life of the people. Even in our societies we have such people who give everything just to fight for the rights of the people this should be a good moral to follow.

Position of a woman. Position of a woman refer to the roles played by a woman. In the play "A man of the people" a woman is regarded as a weak being who can be manipulated. This is seen as Chief Nanga plays with women by having sexual relationship with a number of women such as Edina, Elsie and many others. In the play Betrayal in the city we see also how women are portrayed as strong beings who can also bring about development such as Petra who was the daughter of Doctor Stockman. Even in our societies women play a big role in development though



4	others are still weak beings who are easily fixed and manipulated by their husbands as they are even stopped from working.	
	Therefore, the playwrights' contents real	
	reflect the life in our societies where we see	
	so many things happening in the societies we	
	live and they just portray them through	
	their writings and hence manage to change	
	some situations in the societies.	

Extract 4.3 shows a sample of a response from a script of a candidate who answered the question using novels instead of plays and mixed up the characters.

### 3.2.2: Question 5: Thematic Analysis

In this question, the candidates were required to show how sacrifice is inevitable for changes to take place in the society. In attempting the question, the candidates were supposed to identify the characters in any play who were ready to suffer in order to bring changes in their society and show various suffering they have undergone.

This question was attempted by 12.9 percent of the candidates and their performance was good as 69.6 percent of them scored from 10 to 20 marks, 24.2 percent scored from 6 to 9 marks and only 6.2 percent scored from 0 to 5 marks.

The candidates who scored high marks managed to identify the characters who were ready to suffer in order to bring changes in their society and they were able to show various sufferings that these characters underwent. Extract 5.1 shows a sample of a good response.

## Extract 5.1

5. ✖	It is indeed very true that for change to take place in our societies, then sacrifice is inevitable. Francis Imbuga, the playwright of the play "Betrayal in the city", justifies the statement using characters like Jisper, Adika, Jere, Masese, Regina, Playcast, Tumbo, Kabito, Nina and Doga and the students. To show how sacrifice is inevitable. The characters sacrificed in the following occasions.	
	Jisper, Francis Imbuga uses him as the main character who sacrifices everything to avenge his brother's death. He kills chagaga and later on designs a play that was dangerous for it spoke the truth of how things went in their town, through the play he managed to reach his goal of avenging his brother by killing Mulili, Boss's right hand man, and mastermind to the town's evils.	
	Adika, The playwright explains that he was Jisper's brother and the oldest son to Nina and Doga. He was killed as a student rioting in university. His sacrifice to <del>at</del> <del>not</del> risk his life and riot for the sake of his university, was necessary for & conspiring the authorities on the society evils.	
	Jere, He is shown to be a police man, his sacrifice is seen when he decides to tell mulili the truth, that it was unnecessary to stop the hawing ceremony. Due to this he was taken to prison without doing anything wrong. Despite him being in jail, his sacrifice tells the societies to avoid cowardness and speak for what is right.	
	Masese, Francis Imbuga shows masese as Regina's brother. He also told the truth to the authorities, when the stopped people from crying in a funeral, that it was nonsense. As a result to this he was accused of using drugs, when opium was planted in his car. He also got imprisoned, but his sacrifice shows that we should stand against unfair and unreasonable policies or rules	

	from the authorities.	
	Regina. She is shown to be Moses's sister as well as Jasper's close friend. She sacrifices to go to Boss's house in order to plead for her brother's release, in response to this Boss tried to rape her, and she had to escape through a window and got hurt. Regina's sacrifice shows that the society should not give up but keep on trying.	
	Playcast. The playwright shows the cast whom with Jasper made the play and acted it on the stage. The play was dangerous for it unveiled the evils of Boss and his colleague and cousin Mulili, but the cast sacrificed and the play went as planned. Their sacrifice led to a new beginning in the society after Mulili's death.	
	Tumbo. Francis shows Tumbo to be Boss's righthand man, and a landlord to Regina's house. Tumbo sacrificed by helping Jasper achieve his goal of acting the play and finally killing Mulili, his support and sacrifice brought a change in the society.	
	Kabito, He was among the members of the preparation board, that was to prepare the reception and arrival of Boss in their town. He expressed his ideas, as well as criticized Mulili's ideas that were naive. Due to that Mulili killed him by a car accident after messing with his car brakes. His sacrifice to death tells the society not to be afraid to express themselves.	
	Nina and Doga, These were parents to Adiba and Jasper. They conducted the shaving ceremony against Mulili's wish. So he murdered them in their home. Nina and Doga sacrificed to have their late sons' shaving ceremony, which led to their deaths. This sacrifice also marks for a change in our societies.	
	The University students, The playwright shows University students riding on the roads so as to get	

Extract 5.1 shows a sample of a response from a script of a candidate who managed to use one play to identify characters who sacrificed themselves in order to bring changes in the society.

Further analysis shows that a few candidates who scored a 0 mark misconceived the question. Some of these wrote on the themes found in the plays, while others described the form of the plays. Extract 5.2 shows a sample of a poor response.

### Extract 5.3

5	<p>Plays this are the short narration story which involves monologue and dialogue in order to reveal the message in the society by using two plays which are "Betrayal in the City" by Francis Mbuga and "I Will Marry When I Want" by Ngũgĩ wa Miri and Ngũgĩ wa Thiong'o. The playwrights has show the content as follows</p> <p>By start with I will Marry when I want the writer has show the following to show content and relevance to the society</p> <p>Language use, Abusive language this is the language which does not have euphemisms the writer has use Kiguunda when says "Women are pot of poison". This is show the ignorance since he does not know the important of women in the society even today people are using abusive language towards women.</p> <p>Uses of code-switch this is the uses of two language in one sentence, this is shows by Kiguunda when says</p> <p>If I see or here that again          utana cha mlima kuni          go away na uchunge          mademo wako"</p> <p>This show the <del>the</del> angry Kiguunda has towards his daughter, gathoni, when she lament about to be taken to school as her brother even in the society there is parent who taking only boys to school and not girls.</p> <p>Saying this is the words when used</p>
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5.	it has meaning different as Kigunda says	
	Aman brags about his own penis "whoever ting"	
	This show that you have to value what you have though it might be small or big	
	Symbolism is the use of non-human thing to present human being the playwright has used John to symbolise people who are betray their fellows, this is shown when John Muihuh betray Gathoni, Gathoni says	
	"He suddenly shouted at me and order me to get out of his car that was not responsible for the pregnant."	
	this show Betrayal between people who are not faithful to their fellows. also in the Societies shows people who are not faithful in the agreement or wedlock.	
	Characterization, also the playwright has use characters to reveal the evils in the societies, the playwright has use Giraamba as exploited worker the writer shows this when Giraamba says	
	"look at me its Sunday I'm on my way to the factory this factory has become my God"	
	This is show how poor people are exploited by rich class in the Societies	
	Personification, this is the literary technique which use to give non-human chara-	

5. Characteristics of ~~non~~-human as wangee  
says

"And now Chibuka has married you"  
This is show too much drink as Kinguindo  
was drinking

on the other side the playwright Francis  
Imbungu of Betray in the City has use the  
following:

Symbolism this is an object, idea  
which can stand to symbolise other thing.  
the playwrighter has use potato to Symbolism  
Money as, "Timbo says

"How much potato per hour?"  
This is show in the society that people are  
corrupt thus why they use other names in  
order to hide the truth.

Characterization, the playwright has  
use different characters to show their beh-  
aviour as police this is the leader who suppose  
to take care of his people but is the one who  
leading to violate them he says.

"Not fine you call me  
friend you 'will loose teeth'"  
This show that leaders are not patriotic with  
their secretaries.

Coincidence this is the use of two  
language in one sentence as Kabile says  
"Kabisa! you will work there"  
This shows the emphasize of what he  
was say.

5.	Hyperbole this is the exaggeration of fact in the statement	use only
	Tumbo says	
	"Bleeding meaningless words"	
	that means his is <del>an</del> take it or leave it much, writer want to show that better be non-take it or leave it rather than being take it or leave it, because be take it or leave it will help to avoid conflict.	
	Saying this are the words when used is it has different meaning	
	Silence is the weapons just like any other"	
	This means that, to stay quiet is better or strong weapons because it help someone to avoid conflict.	
	To conclude; the playwrights of both <del>novels</del> plays what to show the message or reality in the societies and help people to know things in their societies.	

Extract 5.3 shows a sample of a response from a script of a candidate who wrote on the form of two plays contrary to the requirements of the question.

### 3.3 Section C: Novels and Short Stories

There were two questions in this section, each carrying twenty (20) marks and the candidates were required to answer one of them.

#### 3.3.1 Question 6: Existence of Classes in Society

In this question, the candidates were required to show the existence of classes among the people, that the privileged in society enjoy while the underprivileged ones suffer. They were to show that though all people are supposed to be equal and so all should be treated equally, there are people who regard themselves as exceptional and want to be treated differently. In attempting this question, the candidates were supposed to make reference to two novels.

This question was attempted by only 13.9 percent of all the candidates and their performance was good as 21.8 percent of them scored from 10 to 20 marks, 56.9 percent scored from 6 to 9 marks and 21.3 percent scored from 0 to 5 marks.



The candidates who scored high marks in this question managed to show how some people especially leaders in the two readings selected regard themselves as being more important than others by misusing their opportunities as leaders as seen in extract 6.1.

### Extract 6.1

	Although people are supposed to be equal in the society there are people who tend to be more equal than others by using the novels THE BEAUTIFUL ONES	
6.	ARE YET NOT BORN by Ayi Kwei Armah, set in Ghana in 1968 and published by Heinemann Educational book publishers, and A MAN OF THE PEOPLE by Chinua Achebe set in independent African states in 1966, the statement seems to be true as follows:	
	Starting by the novel THE BEAUTIFUL ONES ARE YET NOT BORN:	
	Estella Mrs Koomson withdraws her hand fast when shaking with man, so Estella looks to be more important than the man, this is also rampant in many parts of Tanzania.	
	Joseph Koomson lives in the upper residential areas while man and his family live in shanty house; this is because Koomson enriches himself with government money, hence he seems to be important than other people in Ghana.	
	Koomson's children study in international schools while the children of normal people study in normal schools so some people seem to be more equal than others.	
	Zacharia Lagos lives better life, because he steals wood of the timber mill and sell them to get money, hence some	



6.	Some people look to be more important than others, this is a common practise even in Tanzania where people steal in their areas of employment.	
	Abednego Yomoah lives better life than other people because he steals petrol which sells it use the money for his own benefit. So some people are more equal than others in the society.	
	Koomson's wife complain that the fridge is full of food while man has no lunch and nams in the coast during lunch time so some people are more equal than the other, this is common in Tanzania where there are street children starving.	
	High class people like Koomson speak standard English while the lower class people do not for example the driver of Koomson says "yessah" instead of yes sir, hence some people are more equal than others.	
	Estella says that local drinks do not agree with her constitution so she seems to be important than Ojo man's wife, she wants champagne and modern drinks.	
	The same issues are shown in the novel man of the people as follows;	
	Chief Nanga has cars while other people live poor life, so chief Nanga enriches himself with government	

Extract 6.1 shows a sample of a response from a script of a candidate who managed to show the existence of classes among the people by showing how those in the high class have better opportunities than those in the low class using two novels.

The candidates who scored a 0 mark in this question failed to respond as required because of the following weaknesses. Some of these discussed the themes in the novels used. Others failed to distinguish from which books the characters are. Extract 6.2 shows a sample of a poor response

## Extract 6.2

6.	Life in our societies require us to be equal in all aspects of life though there are some who tend to be more equal than others due to certain circumstances. The beautiful ones are not yet born and A man of the people written by Ayi Kwei Armah and Chinua Achebe respectively show how some people tend to be more equal than others. I will start by using both books.	
	Presence of corruption. The presence of corruption in the societies has been playing a role of making other people more equal than others. This is seen as Dr. Koomson and Amankwa being more than the same while those who do not practice corruption like the man and his friend are seen to be equal. In the Man of the people we see that those who practice corruption like Chief Nanga and other government leaders	

6 are equal than others who do not practise corruption and this is what makes others poor and others rich in the same society. Even in our societies we see those who are more than equal very rich and those who are just equal are poor.

**Betrayal.** Betrayal in our societies make others rich and other poor. In the beautiful ones are not yet born we see how those who betray others are more than equal. We see Dr. Koomsum betraying his wife and the people in Ghana that makes him more than equal to his society in Ghana. In the book The man of the people we see how Chief Nanga and those who support corruption like Chief Koko being more than equal in the society than those who do not betray their people. Such people are available in our societies as they make themselves more than others by betraying them in the government.

**Irresponsibility.** Irresponsibility refer to the act of not being responsible. In the beautiful ones are not yet born we see how the leaders such as Koomsum were not responsible as they see the condition existing in the societies but they just leave it as it is. This makes those who are not responsible equal than those who are responsible. In the Man of the people we see Chief Nanga, Chief Koko being more than equal just because they are not responsible in the society and those who are responsible like Odili and Maxwell who are just equal to suffer and fail to get solution to the problems.



6	<p>Presence of poverty. Poverty in the society has played a role in making those who are poor equal and those who are rich more than equal. In the beautiful ones are not yet born we see how Estella and her husband who are very rich than those who are poor who tend to be just equal. In the man of the people the people who are rich tend to be like more than equal like Chief Nanga and Chief Koko who are more than equal and live in good life than those like Odili and Maxwell who live in poor life. Such groups are also in our societies where those who are rich are more than equal and those who are poor are just equal.</p> <p>Presence of immorality. Immorality refers to the act of not being moral. In the book the beautiful ones are not yet born we find that Dr. Koomsum is very immoral as he just keeps on having other women apart from his wife and this makes him and those who are like him more than equal, while those who are moral like the man remain just equal. Likewise in the man of the people we see how Chief Nanga and Chief Koko are immoral and are regarded more than equal to those who are moral. Immoralities are also present in our societies where those who are immoral are more than equal and those who are moral are just equal.</p> <p>Therefore, in our societies everyone is regarded as equal to someone else as long as we all</p>
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Extract 6.2 shows a sample of a response from a script of a candidate who discussed the themes found in novels instead of showing the existence of classes in societies.

### 3.3.2 Question 7: Content Analysis

In this question, the candidates were required to make reference to two novels to assess the view that people from different societies face the same political and social problems despite coming from different parts of the continent. In attempting the question, the candidates were supposed to assess this view using the relevant themes.

The question was attempted by 84.6 percent of all the candidates and their performance was good as 31.8 percent of them scored from 10 to 20 marks, 51.9 percent scored from 6 to 9 marks and 16.3 percent scored from 0 to 5 marks.

The candidates who scored high marks were able to show how people from different societies face the same political and social problems despite coming from different parts of the continent. These candidates identified and described the political and social problems facing people in two novels such as *corruption*, *nepotism*, *selfishness*, *irresponsibility*, *immorality*, *poverty*, and *oppression*. Extract 7.1 shows a sample of a good response.

## Extract 7.1

7.	Many societies especially those in Africa face the same political and social problems despite coming from different parts of the continent. This is because most of them are of the same nature. This is justified.
	By using two novels "The Beautyful Ones Are Not Yet Born" by Ayi Kwei Armah and "A Man of the People" by Chinua Achebe. These writers are from Ghana and Nigeria respectively. The contention is justified as follows;
	There is existence of corruption, the authors show that there is corruption in all their societies. Chinua Achebe shows Chieftain Kotu and Chieftain Nango who offer bribes to Maxwell Kulame and Odili respectively so that they can step down from running for constituency. Also, Ayi Kwei Armah shows that corruption is the order of the day in Ghana where Joseph Kumsan gives bribe to the owner of the boat so as to help him escape after the coup.
	Corruption exists in all the societies of the authors thus making them face same political and social problems.

7

Secondly there is immorality in both the societies. This is shown by Chinua Achebe where Chief Nanga is seen to have sexual intercourse with different women including Agnes and Elsie despite being married. Also, Ayi Kwei Armah shows that the society in Ghana is highly immoral by the use of vulgar language openly. This is seen when someone shouts in the street "Your mother's rotten cunt" This shows immorality. Thus, making both societies have the same social problem.

Also, there is betrayal. This is seen when people go against how they are supposed to act. Chinua Achebe shows how Elsie betrays Odili by sleeping with Chief Nanga. This hurts Odili making him leave the house of Chief Nanga. Also, Ayi Kwei Armah shows how Joseph Kormson betrays the family of the man by refusing to share profits gained from the boat.

Again there is humiliation to the lower social class in both societies. Ayi Kwei Armah shows how Estelle humiliates the man by removing his hand immediately after the handshake because the man is dirty. Also, Odili is humiliated after Elsie sleeps with Chief Nanga. Thus, he decides to leave. This is present in all societies where the higher class of people look down onto people.

7. Extravagancy is also witnessed in the society. This is seen in the novels where some people live luxurious life and spend a lot of money for unnecessary things. For instance, the car which is used by Chief Nanga, his house and also the Cadillac he sends to fetch Elsie. This shows that leaders are living a luxurious life. Also, Ayi Kwei Armah shows how extravagant Joseph Koomson is by the life style he is living. He has a big mansion with unused rooms. Thus, this shows that there is the same social problem.

Political instabilities both authors show that there is political instabilities in both their society. This is characterized by corpr. For instance, Chinua Achebe shows how the government of Chief Nanga is overthrown by the army and also, Ayi Kwei Armah shows the coup which is involving the overthrowing of the corrupt regime and Joseph Koomson is overthrown. Thus, this shows that these societies have the same political problems where there is no stable leadership.

Poverty is also a social problem facing both societies. Both societies there are people living under very poor conditions. This is seen when Ayi Kwei Armah describes the house of the Man and the toilet. The place is very dirty and poorly built. Also, Chinua Achebe shows poverty where the people at Giligili are said to be living in



7. very poor houses which they share with rats. Thus, all societies are facing poor living conditions.

Furthermore, all the societies have exploitation where the poor people are exploited by the people of the upper class. For instance, Chinua Achebe shows an example of the exploited who is Azogu. He is blind. He represents the exploited since in exchange for good his stick is stolen by Josiah who is the shop owner. Also, the people in Ghana as shown by Ayi Kwei Armah are exploited and thus they live a poor life. This is because their leaders and employers pay them very low wages.

In a nutshell, these problems faced by both societies are to be addressed. They should be brought to an end. This is because such problems hinder development in the societies.

Extract 7.1 shows a sample of a response from a script of a candidate who managed to assess similar political and social problems which face people from different societies of different parts of the continent.

On the other hand, a few candidates who scored a 0 mark failed to respond as required because of the following weaknesses. Some of the candidates discussed the themes in the novels such as “A Man of the People” and the “Beautiful Ones Are Not Yet Born” contrary to the requirements of the question. Others provided a list of themes without giving any elaborations. Extract 5.2 shows a sample of a poor response.

### Extract 5.3

7.	- Unemployment eg. Nesta, Dona	
	- Conflicts	
	- Corruption eg. Traffic	
	- Political instability	
	- Illiterate rate eg.	
	- Misuse of power	

Extract 7.1 shows a sample of a response from a script of a candidate who failed to respond as required, thus scoring a 0 mark.

## 3.4 Section D: Poetry

There were two questions in this section, each carrying twenty (20) marks and the candidates were supposed to answer one of them.

### 3.4.1 Question 8: Form Structure of Poetry

In this question, the candidates were required to identify elements which make poetry more formal in structure and more emotionally charged than other literary genres. In attempt to answer this question, the candidates were supposed to use four poems.

The question was attempted by 5.9 percent of the candidates, out of which 36.2 percent scored from 10 to 20 marks, 28.2 percent scored from 6 to 9 marks and 35.6 percent scored from 0 to 5 marks.

The candidates who scored high marks in this question managed to identify elements which make poetry more formal in structure and more emotionally charged than the other literary genres. Extract 8.1 shows a sample of a good response.

### Extract 8.1

§	Your pain Yet more my pain Shall suffocate oppression	
	Your eyes Yet more my eyes shall be speaking of revolt	
	My scars Yet more your scars, Will be remembering the whip	
	This shows that "Pain" has been given the quality of suffocating oppression, Eyes to speak, and scars have been given the ability to remember, this is personification.	
	Symbolism, in the poem Eyes have been used as a symbol for awareness, blood as a symbol for sacrifice, scars as a symbol for humiliation and hands as a symbol for unity and struggle. In the last stanza the person says;	
	My blood Yet more your blood shall overcome Imperialism.	

8.	<p>Alliteration, several sounds has been repeated. Sound /M/ has been repeated.</p> <p>Example; the poet writes, "More my"</p> <p>Repetition, in the poem "You &amp; Pain" the word more has been repeated in all stanzas.</p> <p>"Your eyes Yet more my eyes shall be speaking of rev olt."</p> <p>Your strength Yet more my strength shall overcome imperia lism.</p> <p>My arms hand Yet more your arms<sup>hands</sup> Will be lifted fully armed.</p> <p>Also, In the poem "To My Daughter" by Charles M. Cooke several figures of speech have been used.</p> <p>Hyperbole, the poet exaggerates. The poet says "To die without a degree is a crime" In real sense to die without a degree or a diploma is not a crime.</p>
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8.	<p>Simile, the poet has compared things by using "Like". For example.</p> <p>"To die without a degree is a crime like that of a homicide. Therefore having no degree is compared to a homicide crime."</p> <p>Euphemism, In the poem the poet use pleasant words to maintain good morals. The word "conceive" has been used as a euphemism for the word "giving birth". The poet says</p> <p>"Six months since you taught in school now you conceive"</p> <p>Rhetorical question, the poem "To My daughter" has several rhetorical questions.</p> <p>"Asked why you died without a degree?"</p> <p>"Asked why you died without prestige?"</p> <p>"Asked why you died without benefiting your people?"</p> <p>"Do you Remember?"</p> <p>Therefore poetry tends to be more formal in structure and more emotionally charged unlike other literary genres.</p>
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Extract 8.1 shows a sample of a response from a script of a candidate who managed to identify the elements which make poetry more formal and more emotionally charged than other literary genres such as the use of different techniques.

On the other hand, the candidates who scored low marks misconceived the question. Most of them described themes instead of the structural form of poems. Extract 8.2 shows a sample of a response from a candidate who did a thematic analysis instead of dealing with the form of poems

### Extract 8.2

08.	<p>Poetry, refers to an artistic way of expressing ideas feelings and emotion by using powerful condensed language and rhymical sound, literature especially poetry tend to be formal in structure and and more emotionally charged unlike other literary genres. By using four poems which are <u>Your Lost</u> by Isaac Muma, <u>building the Nation</u> by Henry Barlow, <u>Eat More</u> by Joe corrie and <u>Freedom song</u> by MacKoge Oluande. By the starting with <u>Your Lost</u> the statement above is proved as follows,</p> <p>Prostitution, in a society prostitution is rampant whereby alot of people does love for money. In a poem the poet portrays Dada as a person who is <del>hypoc</del> a prostitute and her Love focused on money.</p> <p>For example,</p> <p>He says,</p> <p>"You only touch me with tenderness which ask where my wallet is"</p> <p>this shows that literary work is emotions because it reflect the reality.</p> <p>Betrayal, in the society beyal is taking place in different areas, this is expressed by the person when uses the character Dada who betra-</p>	
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08. ys a persona.

For example,

He says,

"It the day that matter for we are  
unable to chart on the language  
we had."

this proves that dada betrays a persona hence it shows  
emotionally charged.

Also the poem Building the Nation proves the  
statement above,

Misuse of the resources, in the society alot of  
people do misuse the resources which could be used to  
develop sectors like agriculture, education as well as  
health, in the poem persona lamenting about the perma-  
nent secretary.

He says.

"Doday I did my share  
In building the nation  
I drove the permanent secretary  
To an Important urgent at the  
luncheon at vic."

this shows that the poem is shows emotionally charged  
in the society.

Hypocrisy, in the society there are people who  
are very hypocrisy, in the poem the persona portrays  
the secretary as a hypocrisy person especially when  
he asked driver,

"Did you have any lunch friends"

this show that the Permanent secretary is hypocrisy  
thus he hate alone the food, this shows emotionally  
charged.

Also on the play poem Eat More the state-

28. ment above can be proved as follows,

Unemployment, in the society alot of people are under unemployment, this is represented by the persona when ~~uses~~ sees the slogan and for him or her can not afford because of unemployment

For example,

He says,

"I'm on unemployment pay

My third year now and wed."

due the presence of unemployment the above statement shows that poetry is formal and emotionally charged.

Protest, in the society alot of people do protest about different things especially when are again their fault. In a poem the persona protest about the slogan because he can not afford.

He says,

"The only one which would suit me  
Is + at more blood glass."

Also the poem freedom Song proves the statement that Poetry tends to be more formal in structure and more emotionally charged as follows,

Freedom right, in the societies there are so many childrens who are denied their rights like right to education. In the poem the persona uses Atieno's Uncle as the person who denied Atieno rights to Education.

He says,

"Dont i feed her school my own  
one."

Child labour, in the society child labour has become a great problem that children are taken to be employed and carry different duties-



08.	which are humiliating, this is proved in the poem	
	when Person portrays Atieno as the person who is	
	humiliated by her uncle.	
	He says	
	"Atieno plucks chicken	
	Atieno clean dishes	
	Atieno eight years old"	
	this shows how the poetry show more emotionally charged	
	and formal in it structure.	
	Generally, Poetry is really tends to be formal	
	in structure but particularly expressed emotionally to	
	the society where people are humiliated and touched	

Extract 8.2 shows a sample of a response from a script of a candidate who analysed the poem using themes instead of the form used by the poets as required.

### 3.4.2 Question 9: Poem Analysis

In this question, the candidates were given the poem and they were required to read and then answer the five questions which were given.

The questions which were supposed to be answered are:

- Discuss any four themes that are found in this poem.
- What message does one get from this poem?
- What is the tone of the poem? Give a brief explanation.
- Explain with examples four poetic devices that have been used in the poem.
- Has the poem got any relevance to our society today? Explain by giving examples.

The question was attempted by 93.4 percent of all candidates and their performance was good as 90.4 percent of them scored from 10 to 20 marks, 8.1 percent scored from 6 to 9 marks and only 1.5 percent scored from 0 to 5 marks.

The candidates who scored high marks in this question managed to interpret the poem correctly and answered most of the questions correctly. Extract 9.1 shows a sample of a response from a script of a candidate who answered most of the questions correctly, thus scoring high marks.

### Extract 9.1

9(a)	<p>In the poem above we can find the following themes.</p> <p>Racial discrimination; is the situation where by one race oppresses or undermines another race because it considers to be more superior than the other race. In the poem, we can see that the landlord refuses to fix the house just because the tenant is a african america. The tenant is also imprisoned because of the false accusation of trying to overthrow the government while all he wanted was the landlord to fix the house. This was all because the tenant was black.</p> <p>Conflict; is the existence of misunderstanding between two parties. In The poem this theme is reflected through the landlord and the tenant who happen to have a conflict about the house. The tenant refuses to pay the rent not until the landlord fixes the house. Also the landlord refuses to fix the house mostly because the tenant is black.</p> <p>Injustice; is the situation where there is absence of justice. In The poem this theme is reflected through the tenant who is jailed for 90 days out of false accusations. Due to the conflict between him and the landlord, the landlord calls the police and accuses him for trying to overthrow the government.</p> <p>Irresponsibility is the situation where by a person does not fulfil his/her responsibility out of laziness or neglect. In the poem this is portrayed through the landlord, who does not fulfill his responsibilities of fixing the house and still demands the tenant to pay him rent.</p>	
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9(b)	<p>The messages that one gets from this poem is that; It is never good to oppress other people just because of their race, educational level or social status. Also we should always fulfill our responsibilities so as to get the feedback we deserve.</p>	
9(c)	<p>The tone of poem is "Sadness" and "anger." This is due to that:</p> <p>The poet sympathizes the tenant for living in an unrepared house, that is leaking and has broken steps. This is seen in this 1<sup>st</sup> and 2<sup>nd</sup> stanzas.</p> <p>Also the poet sympathizes the tenant for living in a place where black people are oppressed. The tenant happens to be an 'african america'. Due to this he faces oppression from the landlord and the society in general. This is seen in the 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> stanza where the tenant is arrested and jail for false accusations.</p> <p>Anger, is seen as the landlord tries to threaten the tenant that he will evict him from the house and through his furniture on the street. This is witnessed in the 5<sup>th</sup> stanza where the tenant threatens to beat up the landlord if he tries to do so.</p> <p>Also we see "Anger" on the side of the landlord, who aggressively calls the police and lands false accusations on the tenant. The threat from the tenant is taken as disrespect from the landlord who then files false accusations on the tenant.</p> <p>"Anger" can also be noted through the tenant who is jailed for false accusation. The tenant is angry at</p>	

9(c)	the landlord for <del>for</del> falling fall accusations against him while all the wanted was the house to get fixed.	
9(d)	In the poem, the poet has succeeded into using the following poetic devices: Repetition of words. This had been done so as to put emphasis. Eg In the 1 <sup>st</sup> stanza, the tenant says, "landlord, landlord." Hyperbole. This is situation where by a person exaggerate something in the work of art. Example the tenant says in the 2 <sup>nd</sup> stanza, "These steps is broken down, when you come up yourself it's a wonder you do not fall down." Poetic licence. This is the ability that a poet has that allows him to break the grammatical rules. Example the tenant says, "These steps is broken down". The poet did this so as to portray the lives of pure african American citizens. Onomatopoeic words. These are the words made out of the sound made. This is seen in the 5 <sup>th</sup> stanza where the tenant says, 'Um-huh'.	
9(e)	The poem does have some relevance in my society due to that it reflects the poor living conditions of some people. My people in my society live in house that are very much worse than the 1 <sup>st</sup> tenants house. This shows how many people are poor in my society. However in my society we do not have the problem of racial segregation.	

Extract 9.1 shows a sample of a response from a script of a candidate who answered most of questions well giving supporting evidence from the poem.

On the other hand, a few candidates who scored low marks in this question failed to comprehend the poem and therefore gave incorrect answers. Extract 9.2 shows a sample of a poor response.

## Extract 9.2

9	(a) (i) infection of diseases.	
	(ii) Another theme is thief	
	(iii) Another theme is to be carefully	
	(iv) Another theme is death.	
	(b) The message I have got from the poem is that people should be care with the infection of diseases which caused by having bad behaviours and its effects among of them is to be arrested by death.	
	(c) The tone of the poem is	
	(i) LandLord, landlord	
	(ii) um- huh!	
	(iii) Police! Police!	
	(iv) Copper's whistle! and	
	(v) Patrol ball!	
	(d) (i) Don't you remember I told you about it	
	(ii) you ain't gonna be able to say a word	
	(iii) Tenant held no bail	
	(iv) <del>you</del> it is wonder if you don't fall down.	
	(e) Yes, the poem got some relevance to our society today because people are engaging in bad behaviours like thieves and smoking while are dangerous for their life and also in sex intercourse especiall youth which resulted to the infection of some diseases like HIV/AIDS.	

Extract 9.2 shows a sample of a response from a script of a candidate who did not understand the poem and therefore answered most of the questions incorrectly.

#### 4.0 Analysis of the Candidates' Performance per Topic

The general performance of the candidates in English Language in the ACSEE, 2015 was good because many of them scored high marks. The analysis of the candidates' performance in each topic in 122 English Language 1 indicates that they had a very good performance in *Introduction to Language*, where 95.7 percent of the candidates scored an average of 30 percent or above. They also performed very well in *Word Formation*, where 93.9 percent of the candidates scored an average of 30 percent or above. Their performance was also good in *Language Skills*, where 92.3 percent of the candidates scored an average of 30 percent or above. Finally, they had a good performance in *Language Use*, where 88.2 percent of the candidates scored an average of 30 percent or above.

In 122 English Language 2, the candidates performed very well in all topics. They had a very good performance in *Plays* where 96.1 percent of the candidates scored an average of 30 percent or above. The candidates' performance was also good in *Stylistics and Communication in English*, where 87.6 percent of them scored an average of 30 percent or above. Furthermore, they had a good performance in *Poetry*, where 81.5 percent of the candidates scored an average of 30 percent or above. Finally, they performed well in *Novels and Short Stories*, where 81.2 percent of them scored an average of 30 percent or above. The candidates' performance per topic is summarised in Appendix A, where the candidates' performance is presented as good (green colour).

The performance in the 2015 examination was better than that of the 2014 as 99.93 percent passed when compared to the 2014 where 99.04 percent passed. The comparison of the performance of the candidates of 2014 and 2015 in different topic is summarised in Appendix B.

## **5.0 Conclusion and Recommendations**

### **5.1. Conclusion**

The general performance of the candidates in English Language, in the ACSEE, 2015 was good because many of them scored 30 percent or above in all topics. The candidates performed very well in these topics because they managed to identify the tasks of the questions, were able to follow the required instructions, had sufficient knowledge and skills on the concepts related to the topics and were able to explain and elaborate their points using well-formed sentences.

### **5.2 Recommendations**

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

- (1) Candidates should practice using English Language. They should be given enough tasks to enable them to speak, write, read and listen to various English language texts and conversations. This will help them to improve their language skills and competences which are needed in their daily encounters.
- (2) Candidates should be encouraged to read widely to enable them to improve their vocabulary and grammar competencies. This will eventually enable them to use correct spellings and grammatically correct sentences.
- (3) Candidates should be guided and encouraged to read novels, plays and poems that are recommended in the reading programme to enable them improve their comprehension skills, analytical skills, and evaluation skills which will bring forth better candidates' responses.

## Summary of Candidates' Performance per Topic for 2015

2015				
S/N	Topic	Number of questions	Percentage of candidates who scored an average of 30 percent or above	Remarks
1.	Plays	2	96.1	Good
2.	Introduction to Language	3	95.7	Good
3.	Word formation	2	93.9	Good
4.	Language Skills	2	92.3	Good
5.	Language Use	2	88.2	Good
6.	Stylistics and Communication in English	3	87.6	Good
7.	Poetry	2	81.5	Good
8.	Novels and Short Stories	2	81.2	Good



*Appendix B*

**Comparison Summary of Candidates' Performance per Topic for 2014 and 2015**

<b>2015</b>					<b>2014</b>		
<b>S/N</b>	<b>Topic</b>	<b>Number of questions</b>	<b>Percentage of candidates who scored an average of 30 percent or above</b>	<b>Remarks</b>	<b>Topic</b>	<b>Percentage of candidates who scored an average of 30 percent or above</b>	<b>Remarks</b>
1.	Plays	2	96.1	Good	Language Use	92.2	Good
2.	Introduction to Language	3	95.7	Good	Plays	90.9	Good
3.	Word formation	2	93.9	Good	Introduction to Language	89	Good
4.	Language Skills	2	92.3	Good	Stylistics and Communication in English	84.4	Good
5.	Language Use	2	88.2	Good	Novels and Short Stories	84	Good
6.	Stylistics and Communication in English	3	87.6	Good	Word Formation	80.5	Good
7.	Poetry	2	81.5	Good	Language Skills	67.1	Good
8.	Novels and Short Stories	2	81.2	Good	Poetry	65	Good

