

**THE NATIONAL EXAMINATIONS COUNCIL OF TANZANIA**



**CANDIDATES' ITEMS RESPONSE ANALYSIS REPORT  
FOR THE ADVANCED CERTIFICATE OF SECONDARY  
EDUCATION EXAMINATION (ACSEE) 2016**

**122 ENGLISH LANGUAGE**

# **THE NATIONAL EXAMINATIONS COUNCIL OF TANZANIA**



## **CANDIDATES' ITEMS RESPONSE ANALYSIS REPORT FOR THE ADVANCED CERTIFICATE OF SECONDARY EDUCATION EXAMINATION (ACSEE) 2016**

**122 ENGLISH LANGUAGE**



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

**© The National Examinations Council of Tanzania, 2016**

All rights reserved.

## Table of Contents

FOREWORD .....	v
1.0 INTRODUCTION .....	1
2.0 ANALYSIS OF THE CANDIDATES' PERFORMANCE IN EACH QUESTION IN ENGLISH LANGUAGE PAPER 1 .....	2
2.1 Section A: Introduction to Language.....	2
2.1.1 Question 1: Describing Five Types of Language Knowledge and Writing the Function Performed by each of the Given Utterances .....	2
2.1.2 Question 2: Explaining Eight Possible Sociolinguistic Outcomes when Two or More Languages Come into Contact .....	11
2.1.3 Question 3: Substantiating that Tanzania is a Trilingual Country .....	20
2.2 Section B: Language Skills.....	27
2.2.1 Question 4: IPA Symbols, English Words with Plosives as Initial Sounds and Phonological Factors Hindering Tanzanian Learners to Understand Native Speakers of English. ....	27
2.2.2 Question 5: Defining Bibliography; Rewriting References into an APA Bibliography Format.....	39
2.3 Section C: Word Formation.....	45
2.3.1 Question 6: Naming the Word Formation Process from the Words Underlined in the Sentences and Mentioning the Suffix, Word Class before and after Suffixation from the Given Words .....	45
2.3.2 Question 7: Rewriting the Given Sentences using Underlined Words as Verbs, Changing Words into Verbs .....	49
2.4 Section D: Language Use .....	56
2.4.1 Question 8: Describing Five Characteristics of Technical Translation; Translating the Given Expressions into Kiswahili Considering the Structure of the Target Language.....	56
2.4.2 Question 9; Describing Five Important Things for an Interpreter to Observe during Interpretation; Interpreting Kiswahili Mini Speech into English Language .....	64
3.0 ANALYSIS OF THE CANDIDATES' PERFORMANCE IN EACH QUESTION IN ENGLISH LANGUAGE PAPER 2 .....	70
3.1 SECTION A: STYLISTICS AND COMMUNICATION IN ENGLISH.....	70
3.1.1 Question 1: Explaining why Literature is an Art by Giving Five Reasons and Five Characteristic Features of a Novel.....	70
3.1.2 Question 2: Writing an Essay on AIDS and its Prevention and Writing Six Characteristic Features of Informal Language.....	78
3.1.3 Question 3: Explaining the Meaning of the Literary Terms and Writing Graphological Features of Legal Language.....	85
3.2 SECTION B: PLAYS .....	93

3.2.1	Question 4: Discussing how Titles of Books Reflect the Happenings in the Society.....	93
3.2.2	Question 5: Explaining the Use of the Content to Make People Aware of the Bad Things Happening in the Writer’s Society .....	113
3.3	SECTION C: NOVELS AND SHORT STORIES .....	121
3.3.1	Question 6: Analysing the Theme of Betrayal as it has been Portrayed in Two Readings .....	121
3.3.2	Question 7: Discussing how the Leaders Tend to be Selfish and Forget those who Put them in Power.....	130
3.4	SECTION D: POETRY .....	137
3.4.1	Question 8: Showing how Poets Manipulate Language to Give the Intended Message to the Readers .....	137
3.4.2	Question 9: Reading the Given Poem and Answering the Questions after it .....	144
4.0	ANALYSIS OF THE CANDIDATE’S PERFORMANCE PER TOPIC.....	148
5.0	CONCLUSION.....	148
6.0	RECOMMENDATIONS.....	149

## **FOREWORD**

The Advanced Certificate of Secondary Education Examination (ACSEE) marks the end of two years of Advanced Secondary Education. This is a summative evaluation which, many other things, shows the effectiveness of the educational system in general and the educational delivery system in particular. Essentially, the candidates' responses to the examination questions show the extent to which the educational system was able or unable to offer to students in their two years of education.

The Candidates' Item Response Analysis report (CIRA) in English language subject, for the 2016 Advanced Certificate of secondary Education Examination (ACSEE) has been prepared and issued in order to provide feedback to teachers, students, parents, policy makers and other education stakeholders on the candidates' performance in the subject.

This report is intended to contribute towards understanding of the reasons behind the candidate's responses in English language subject. The report highlights the factors that made the candidates perform well in the examination. Such factors include the ability to identify the task of the questions and to follow instructions as well as sufficient knowledge about the concepts and principles related to the subject. Furthermore, the report highlights the factors that made some of the candidates fail to score high marks. These factors include inability to identify the task of the questions and inadequate knowledge about the concepts related to the subject.

The feedback provided in this report will enable the education administrators, school managers, teachers, students and other educational stakeholders to identify proper measures to be taken in order to improve the teaching and learning in secondary schools, and therefore improve the candidates' performance in future examinations administered by the council.

The National Examination Council of Tanzania will highly appreciate comments and suggestions from teachers, students, the general public and all education stakeholders that aim at improving future reports.

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

A handwritten signature in black ink, appearing to be 'C. E. Msonde', written in a cursive style.

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

## **1.0 INTRODUCTION**

This report presents the analysis of the candidates' performance in English language in the May, 2016 Advanced Certificate of Secondary Education Examination (ACSEE). The English language examination for both School and Private Candidates was set in accordance with the English Language Syllabus of 2010 and the English Language Examination Format of 2011.

The examination had two papers; namely English Language 1 and English Language 2. Each paper had a total of nine questions that were distributed across sections A, B, C and D. Section A had three questions and the candidates were required to answer question one (1) and any other from this section. Section B, C, and D had two questions each and the candidates were required to answer one of them. Each questions carried twenty (20) marks.

The candidates' performance in each question is presented by indicating the requirements of each question, the expected responses to the question, how the candidates responded, and the explanations for the candidates' responses. Samples of responses extracted from the candidates' scripts have been presented in order to provide a general overview of how the candidates answered the questions in view of the demands of each item.

Statistically, the candidates' performance in individual items is presented by indicating the percentage of the candidates who attempted the question and the percentage of the candidates who scored various marks based on their responses. The focus is on the percentage of candidates with high performance (from 12 to 20 marks), average performance (from 7 to 11.5 marks) and those with weak performance (from 0 to 6.5 marks).

These three categories of performance are also used in the analysis of the candidates' performance per topic. Under this analysis, if the performance ranges from 60 to 100 percent, it is considered good and is represented by green colour, from 35 to 59 it is average and is represented by yellow colour, and from 0 to 34 percent it is weak and is represented by red colour. The whole analysis is based on the average percentage of the candidates who scored 35 percent or above of the marks allocated to the question. The candidates' performance in each topic is summarised in Appendix A and B.

The candidates who sat for this paper in May 2016 were 17,960, out of which 95.50 percent passed with different grades, as shown in Table 1.

**Table 1: Candidates Grades in ACSEE 2016, English Language Examination.**

Grade	A	B	C	D	E	S	F
% of candidates	0.01	0	8.81	37.32	39.81	8.13	4.46

The performance is low when compared to the 2015 English Language Examination, where 99.93 percent of the 5,784 candidates who sat for the examination passed with different grades, as shown in Table 2.

**Table 2: Candidates' 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	0.005	0.02

## **2.0 ANALYSIS OF THE CANDIDATES' PERFORMANCE IN EACH QUESTION IN ENGLISH LANGUAGE PAPER 1**

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

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

#### **2.1.1 Question 1: Describing Five Types of Language Knowledge and Writing the Function Performed by each of the Given Utterances**

This question had parts (a) and (b). In part (a) the candidates were instructed to describe five types of language knowledge and in part (b) they were required to write the communication function performed by each of the following utterances.

- (i) I'm very tired.
- (ii) I've got something to tell you.
- (iii) Do as I tell you.
- (iv) I swear to tell the truth.
- (v) Nice day.
- (vi) You are fired!
- (vii) Will you pass the salt?
- (viii) You, come out there!
- (ix) We had a lovely time.
- (x) Our warmest congratulations!

The question was attempted by 99.6 percent of the candidates and their performance was poor, as 74.8 percent scored from 0 to 6.5 marks, 16.5 percent from 7 to 11.5 marks and only 8.4 percent scored from 12 to 20 marks.

A few candidates who scored high marks in part (a) were able to describe the five types of language knowledge, which are: phonological knowledge, which deals with the rules for the patterning of phonemes into syllables and syllables into words; morphological knowledge, which deals with the internal structure of words and the rules for patterning of morphemes into words; vocabulary or lexical knowledge, which deals with the knowledge of words in a language, semantic knowledge, which deals with the interpretation of words and sentences and grammatical or syntactic knowledge which deals with the rules for patterning of words into phrases and phrases into sentences. These candidates also demonstrated a good command of English language as they elaborated the points using appropriate words and well-formed sentences. Extract 1.1 is a sample of a response from a script of a candidate who scored high marks.



## Extract 1.1

1.a/ Language knowledge is a knowledge concerning language or linguistics. Linguistics is the scientific study of language features. Therefore, a person who has a language knowledge must master linguistic branches which are grammatical, syntax, semantics, phonological and lexical features. A person who has language knowledge is competent on the following linguistic branches as explained below.

Grammatical knowledge is the study of language rules and regulations of a certain language concerning the choice of tenses, arrangement of grammatical morphemes like conjunctions, pronouns, and articles. Therefore, a person who has knowledge about language must know the grammar of a certain language.

Syntax knowledge refers to the language knowledge which deals with the arrangement of words or words categories like verbs, nouns, adjectives, adverbs and conjunctions. Syntax knowledge deals with the arrangement of words to organize and form accepted sentences in a certain language.

Semantic knowledge refers to the language knowledge which deals with the study of meanings of different words in a language. It is concerned with connotative meaning and denotative meaning concerning a certain word or sentence.

Phonology knowledge refers to the language knowledge dealing with the study of speech sounds that is, pronunciation of a particular language speech and learning the organs of pronunciation.

	<p>Lexical knowledge refers to the study of word formation concerning morphology which is the study of word formation and morphemes. For example, it deals with affixation, acronymy, compounding, back formation, coinage, borrowing, clipping, conversion, reduplication and blending. Therefore, all these branches are organized to complete knowledge in language for a person who needs to have language knowledge must study these branches so as to communicate effectively.</p>	
--	--	--

Extract 1.1 is a sample of a response by a candidate who described five types of language knowledge, thus scoring high marks.

On the other hand, many of the candidates who scored a 0 mark in part (a) demonstrated several weaknesses. Some of the candidates misconceived the question and, as a result, they provided points contrary to the demands of the question by describing five characteristics or universal properties of human language such as *arbitrariness*, *displacement*, *cultural transmission*, *duality*, *productivity*, *interchangeability*, and *reflexiveness*. Others described the key concepts in the definitions of language which are *system*, *arbitrary*, *vocal*, *symbols*, *conventional* and *communication*. Extract 1.2 shows a sample of a poor response provided by one of the candidates.

## Extract 1.2

1	a) Five types of language knowledge.	
	language is defined as arbitrary of vocal sound and phrases used by human being to communicate where by there are types of language knowledge as well as followed:	
	Human is the main ideas meaning is a speaker of the language he/she use language in order to get and receive information from one another through speaking.	
	Sound is the something that <del>at</del> come out from the speaker using mouth going out and received by ears and after that the formation transferred.	
	Vocal is the word which are well understood used by human such like a, b, c, d. this are among things that create language.	
	Also the arbitrary where by is also one of the type of language knowledge to transfer information from one another and the ability of human to usual use that language.	
	Communication this is the very important thing where by it the source of information from one another through receive and get different ideas from different people communication can help people to do anything.	
	Therefore through all these thing is where we can get informations and form the language because if one from this mis language is not fulfilled it depend one another.	

Extract 1.1 is a sample of a response by a candidate who described the key concepts in defining the term "Language", thus scoring a zero mark.

There were also some candidates who described the four language skills, calling them *listening knowledge*, *speaking knowledge*, *reading knowledge*, and *writing knowledge*. A few candidates among these included the terms such as *linguistic competence* and *performance* in their answers. Extract 1.2 shows such a response provided by one of the candidates.

### Extract 1.2

1	a) The type of language knowledge are.	
	i) Speaking Knowledge - This refers to the	
	knowledge of speaking the language.	
	ii) Writing knowledge - This refers to the ability	
	of writing the given language. example	
	for writing books, letters and stories	
	iii) Reading knowledge - This refers to the	
	knowledge of passing through written information	
	for the aim of understanding. example reading	
	of Magazines and books.	
	iv) Listening knowledge - This is referred to the	
	intention of receiving message from spoken voice.	
	Example is listening of Radio.	
	v) Thinking Knowledge - This refers to the ability of thinking of ones	

Extract 1.2 shows a sample of a response from a script of a candidate who described four language skills, thus scoring a zero mark.

Another reason for the candidates' poor performance in part (a) was inadequate knowledge of the concept "Language knowledge" or "Linguistic Knowledge" covered under the sub-topic "Linguistic Competence and Performance". Some of the candidates who scored a 0 mark described types of *Philosophical* knowledge such as *authoritative knowledge*, *rational knowledge*, *revelation knowledge*, *empirical knowledge* and *intuitive knowledge*. Some described different linguistic terms such as *pidgin*, *colloquial*, *slangs* *standards language* and *register*; and others described types of language such as *stressed language*, *syllable timed language*, *click language*, *Bantu language*, and *Cushitic language*. All these responses do not relate to "Language Knowledge". Extract 1.3 is a sample of a response provided by one of the candidates who described different types of language.

### Extract 1.3

1. a)	<p>Language refers to the system of arbitrary constructed symbols where by human being use to communicate. Language knowledge refers to one's ability to understand a certain language. There are various types of language knowledge, the are types of language knowledge includes;</p> <p>Stressal time language; Refers to language knowledge which is based on the occurrence of stress in a particular word. For instance in English language it is a stressed time language because how stress is unpredictable.</p> <p>Syllable time language; Refers to the language that is based on the occurrence of syllable that is whether open syllable or closed syllable. Open syllable normally end up with vowel while closed syllable ends up with a consonant, hence it is a syllable language knowledge. For instance Chinese language.</p> <p>Click language; refers to language knowledge where by individuals uses a click sound that is they do not pronounce the words rather than clicking them. For instance in Tanzania the click language (©) is used in Sandawe, Hadzige and in Africa. It is used by Khoisan.</p> <p>Bantu language; knowledge refers to the languages spoken in Tanzania and the <del>central</del> <sup>central</sup> coastal areas. For instance Kisuahili is a bantu language, also ethnic or tribal languages which are used by the individuals of Tanzania.</p> <p>Cushites language; knowledge of the language spoken in the Northern highlands of Tanzania. The Cushites language in Tanzania includes Iraq and Mursi language.</p> <p>Generally the above are the five types of language knowledge. Language knowledge enables one to understand each other, national development, it acts as a uniting factor, factor for national identity and identification of one's culture.</p>	
-------	---	--

Extract 1.3 is a sample of a response by a candidate who described different types of language contrary to the demands of the question.

In part (b) the candidates who scored high marks were able to provide the communication functions performed by each of the utterances; which are:

- (i) Expressive/emotive/informative
- (ii) Informative/referential
- (iii) Regulatory/directive
- (iv) Performatory/declarative/instrumental/commissive
- (v) Phatic/emotive/expressive/informative,
- (vi) Performatory/declarative/instrumental/expressive
- (vii) Directive
- (viii) Directive
- (ix) Phatic/emotive/expressive/informative
- (x) Phatic/Expressive/emotive

Extract 1.4 shows a sample of a good response provided by one of the candidates who scored high marks in this question.

#### Extract 1.4

1b	i) Expressive function	
	ii) Informative function	
	iii) Directive function	
	iv) Performative function	
	v) phatic function	
	vi) Performative function	
	vii) Directive function	
	viii) Directive function	
	ix) Expressive function	
	x) phatic function	

Extract 1.4 is a sample of a response by a candidate who could write the communication functions performed by each of the utterances.

The candidates with average marks in part (b) scored from 4 to 5 marks. Many of these candidates mixed correct and incorrect functions of language in their answers. This was an indication that they did not have sufficient knowledge about the concept “Communication Function of Language” that may be covered under the sub-topic “Linguistic Competence and Performance” or “Functions of Language in Society.” Extract 1.5 shows a sample of a response from a script of a candidate with average marks.

### Extract 1.5

01(b)		
i	Phatic function	
ii	<del>Phatic function</del> Ceremonial function	
iii	Directive function	
iv	Declarative function	
v	Educative function	
vi	Educative function	
vii	Educative function	
viii	Directive function	
ix	Phatic function	
x	Ceremonial function	

Extract 1.5 is a sample of a response of a candidate who provided correct communication functions for four items which are (iii), (iv), (viii) and (ix), thus scoring average marks.

The candidates who scored a 0 mark in part (b) did not have adequate competence in the sub-topic “Communication Function of Language in society”. One candidate, for example, assigned “Communication Function” to all items. Another candidate responded by writing the words *specification*, *productivity* and *intimate style*, as seen in Extract 1.4.

### Extract 1.4

1(b)	The Following are the Function of Language performed by each Utterance Include are:-	
	(i) I'm very tired	
	<u>Specification.</u>	
	(ii) I've got something to tell you.	
	<u>Specification.</u>	
	(iii) Do as I tell you.	
	<u>Specification.</u>	

(iv)	I Swear to tell the truth.	
	<u>Specification.</u>	
(v)	Nice day	
	<u>Specification</u>	
(vi)	You are fired!	
	<u>productivity.</u>	
(vii)	Will you pass the salt?	
	<u>Specification.</u>	
(viii)	You come out there!	
	<u>Specification</u>	
(ix)	We had a lovely time	
	<u>Intimate style.</u>	
(x)	Our warmest Congratulations.	
	<u>Productivity</u>	

Extract 1.4 is a sample of a response by a candidate who provided irrelevant functions of language in question 1 (b).

### 2.1.2 Question 2: Explaining Eight Possible Sociolinguistic Outcomes when Two or More Languages Come into Contact

The candidates were instructed to explain possible sociolinguistic outcomes when two or more languages come into contact by giving eight points with appropriate examples.

This question was attempted by 37.5 percent of the candidates and their performance was poor, as 67.9 percent scored from 0 to 6.6 marks, 25.6 percent from 7 to 11.5 marks and only 7.3 percent scored from 12 to 20 marks.

A few candidates who scored high marks in this question were able to explain, giving examples, eight possible sociolinguistic outcomes when two or more languages come into contact, which are: *bilingualism*, *multilingualism*, *diglossia*, *triglossia*, *borrowing*, *code-switching*, *code mixing*, *pidgnisation*, *language shift*, and *language death*. However, many of these candidates failed to score full marks because of some weaknesses such as repetition of points and inability to exhaust all the eight points required. Extract 2.1 is a sample of a good response provided by one of the candidates.



## Extract 2.1

2.	<p>When two or more languages come into contact there are always sociolinguistic outcomes. The following are possible sociolinguistic outcomes when two or more languages come into contact:-</p> <p>The occurrence of pidgin. Pidgin refers to a form of language that develops when speakers of two different mother tongues interact. The interaction necessitates the occurrence of the language to facilitate communication. A good example is Tok pidgin.</p> <p>The emergence of diglossia. Diglossia is a situation whereby two languages co-exist within one community and each language has its own function to do. For example in Tanzania, English and Kiswahili create diglossia as they differ in areas of use and roles. The clarification is that Kiswahili and English perform different roles in Tanzania.</p> <p>Borrowing of words. When two or even more languages come into contact, the borrowing of words is likely to occur. That is to say, taking words from one language to another language; for example, the contact between English language and Kiswahili has caused Kiswahili to take words like shati (shirt), sketi (skirt) and jagi (jug).</p> <p>The death of some languages. When two or more languages come into contact, some of the languages will be highly used by the people while other languages will be ignored perhaps because of the difficulty in pronunciation, morphology, planning the syntax and vocabulary as a result of lacking users. A good example</p>	
----	--	--

is Latin which lacked users and died due to the emergence and contact of other languages.

**Multilingualism.** This refers to the situation where a person or a society speaks more than one kind of languages such as speaking English, French and Kiswahili. When two or more languages come into contact, multilingualism may develop. For example, if French, German, English and Kiswahili come into contact, multilingualism is likely to occur.

**Bilingualism.** This is the situation where a person or a community knows two languages and is able to use them. When two languages interact, multilingualism can develop from the two languages. For example, due to the interaction of English and Kiswahili in Kenya, the Kenyans are the bilinguals currently.

**The occurrence of triglossic situation.** This refers to the situation where three languages co-exist within the same community and each performs its role. This situation occurs when three languages come into contact. For example, in South Africa, the contact of Zulu, Dutch and English have created triglossic situation.

**Occurrence of the premise of superior and inferior languages which is mistaken.** When two or more languages come into contact, there can occur the wrong view that some languages are superior while others are inferior. Linguistically, there is no any superior or inferior language because every language meets the needs of the society concerned. For example, there is the mistaken view by some people that tribal languages are inferior due to the presence of Kiswahili and English in Tanzania but in reality there is no inferior or superior language.

	To conclude, languages mainly depend on	
	each other. The development of languages is due to the	
	dependence rate among the languages. Linguistically,	
	every language can receive or give impact to another	
	language. For example, English took it's vocabularies from	
	French, Latin and Greek likewise Kiswahili took	
	words from English, Arabic, Germany, French and	
	other Bantu languages.	

Extract 2.1 is a sample of a response by a candidate who could explain the possible sociolinguistic outcomes when two or more languages come into contact.

The candidates with average marks in this question scored from 7 to 11 marks had the following weaknesses. Some of these candidates mixed correct and incorrect points in their responses, while others failed to provide thorough explanations and examples. This suggests that, they did not have sufficient knowledge of the outcomes of language contact in a multilingual society like Tanzania. Another weakness was the candidates' inability to construct grammatically correct sentences leading to unclear arguments. Extract 2.1 shows a sample of a response from a script of a candidate.

## Extract 2.1

2.	<p>Language is the system of arbitrary vocal symbol in which a societies use it to conveying a message. In order the language to be completed there is five key concept in the language definition which is system, arbitrary, vocal, symbol and conventional so language must be in that five legs.</p> <p>The following are sociolinguistic outcomes.</p> <p>When two or more language come into contact.</p> <p>Increasing of new terms/vocabulary in the societies. When the societies who use one language can get <del>new</del> new vocabulary after increasing of another language in that societies. example in Kiswahili we don't have the word shirt. Soon after coming of English language now we get the vocabulary shirt/shati.</p> <p>Also Some people will learn other language so as to become bilingual/multilingual; this is another outcome or impact of increasing of two or more language <del>come</del> come into contact in the society. Many people like to know more than one or two language so if this will happen it will be their opportunity to learn.</p> <p>Increasing of competent peoples in language, Because many people will learn a language that is more than one language he/she will become competent in that language which helps those going to learn example Bilingualism people who is a competent of two language or Multilingualism more than two languages.</p> <p>Improvement of some economic activities, example tourism many peoples can be tour guides because they can communicate with the tourist who come from foreign countries or internal and external trade and hence may cause the society's economy to expand.</p>	
----	---	--

	Also increasing of employment opportunities in the society; people who know two or more than two language he/she has great chance of getting employment. So that the employment will be increasing if there is two or more than two language in the societies.	
	<u>Lay Down of the first language</u> This is the negative impact or outcome that has been when two or more language come into contact in the societies. People they will like to use the new language which they going to learn and lost their special language or their origin language.	
	<u>Another outcome is moral decay</u> This can happen on how people use language. This means that people he/she can use new language to go to steal & other the thing which is not good in the societies so that when two or more language come into contact in the society it can cause a moral decay.	
	<u>So that it is better in the society to have two or more than two languages</u> because this can help that society in improvement of different sectors socially and others and some time it is not good to have that because that it can change the system of societies so that we can say there is negative and positive outcomes or impacts.	

Extract 2.1 is a sample of a response by a candidate with average performance in question 2 (b).

Further analysis shows that the candidates who scored a 0 mark misconceived the concept “sociolinguistic outcomes” and, as a result, provided points contrary to the demands of the question. Some of the candidates provided explanations about eight domains where Kiswahili and English language are used. Some provided the importance of being a bilingual person; for example, in English and Kiswahili, and others provided explanation about the characteristics of pidgin language such as *simplified syntax*, *limited vocabulary*, *reduplication of words*, *lack of inflectional morphology*, and *lack of native speakers*, as shown in Extract 2.2.

## Extract 2.2

2.	<p>A pidgin this is a form of an utterance or communication which arise when two or more languages come into contact so as to suit the present communication demand. A pidgin arises during the trade contact between two people with different languages. A pidgin has several characteristics or the outcomes of the form of communication when two or more languages meet.</p> <p>Simplified syntax. This is where as the syntax of the form of communication which arise is simpler compared to the two mother languages of the speaker and it does not belong to any of the source languages. example Pusi di dring Milk.</p> <p>The vocabulary used mostly originate from the mother languages. Most of the vocabularies or lexical items used in their communication arises from their local or mother languages. example they may involve the use of words such as milk in a sentence - "Pusi di dring Milk"</p> <p>Lack of native speakers. This form of communication lacks native speakers who can be termed that is their mother language. since it just arose from the contact of two different languages native speakers.</p> <p>Lacks concordial relation between the subject and the predicate. There is no connection between the action and the subject of the action. example "Pusi di dring Milk" unlike of English language "Pussy drinks milk."</p> <p>Involves the reduplication of words. This is the repetition of the same words or slightly different word. This is mostly used to create emphasis on the words spoken or to imitate something. example goodie - goodie to mean very good.</p> <p>It may die/crupper. This form of communication may last for a while during the time of contact so as to meet their communication demand but may die or crupper if the contact has stopped.</p>	
----	---	--

		use only
2.	Involvement or use of gestures. Since this language lacks enough vocabulary sometimes the speakers involve the use of signs or gestures to increase the understanding between them. such as waving the hand to mean good bye and shaking of the head to deny.	
	Leads to the rise of creole. The more the contact continues it may lead to the rise of native speaker, since a creole refers to a pidgin which has native speaker. which is more advanced compared to a pidgin.	

Extract 2.2 is a sample of a response by a candidate who provided explanations about the characteristics of pidgin language instead of explaining the outcomes when two or more languages come into contact.

Another reason for the candidates' poor performance in this question was inadequate knowledge about the subject matter and, as a result they provided irrelevant answers. Some of the candidates who scored a 0 mark provided explanations about social and political matters; some provided reasons why Tanzanian learners of English language fail to learn the language (for example, *lack of competent teachers, lack of practice inside and outside the classroom and limited use of the language in mass media, etc.*), and others described research techniques or steps to be followed when writing a research such as *data collection, identification of the problem, experimentation, literature review, data analysis, drawing a conclusion and giving suggestions*, as shown in Extract 2.3.

### Extract 2.3

2	Linguistic is process of studying language scientifically. Social linguistic outcome are the problem/ <sup>contradiction</sup> which rise up after two or more language come into contact. But through the study of linguistic there are appropriate possible social linguistic outcome obtained through them those are:- Identification of problem. Through the contact, the two languages can be used together in the communication, the interference of something will appear such grammatical problem, or intergrammatical problems.	
---	---	--

2	<p>Also observation. When two or more languages come into contact, observation is very must on differentiating them due to the some languages have similarities of some parts as grammar example English and Swahili.</p> <p>As well as data collection. After observing the problem you are going to collect data differently. Since it will be easy to get the differently of all languages.</p> <p>Furthermore data analysis. After the chronological idea upper, the data should be analyse in order to get the different languages come into the contact. Example Arabic, English and Chinese.</p> <p>In addition to that Making hypothesis. Here somebody must predict the language difference in order to know the languages come into contact. Example English due to the influence of english grammar or Kikwahili due to the influence of Swahili's words.</p> <p>Experimentation making. This is after predicting the ideas like grammar of certain languages, experiment with the relevant of key language will help on knowing the language come into contact.</p> <p>Drawing conclusion. After above the process some body should conclude as English, Swahili and Arabic are the including of language come in to the contact.</p>	
---	---	--

Extract 2.3 is a sample of a response by a candidate who described the steps to be followed when writing a research.



### 2.1.3 Question 3: Substantiating that Tanzania is a Triglossic Country

The candidates were instructed to substantiate the statement that “Tanzania is a triglossic country” by giving eight points.

The question was attempted by 59.9 percent of the candidates and their performance was poor, as 23.5 percent scored a 0 mark, 50.2 percent scored from 1 to 6.5 marks, 16.5 percent from 7 to 11.5 marks and only 9.8 percent scored from 12 to 20 marks.

A few candidates who scored high marks in this question were able to justify that Tanzania is a triglossic country because of the presence of English, Kiswahili and the vernacular languages (or any other languages) as languages of day to day communication, languages in the education system, in the courts of law, parliament, village council, hospitals, financial institutions, business and trade, the mass media, religious matters and in sports and games. The candidates were able to elaborate the well-defined and complementary social functions of these languages in those domains and in other social contexts. However, they could not score full marks due to repetitions of points or lack of exhaustive responses of all the eight points. Extract 3.1 shows a sample of a good response from a script of a candidate.

#### Extract 3.1

3.	Triglossia is the situation whereby	
	three languages existing in a speech	
	community. Tanzania is a triglossic country	
	due to the following points	
	Trade, the process of conducting	
	trade in Tanzania is done through atleast	
	three languages according to the places.	
	Example in Mwanza the language used are	
	Kisukuma, Kiswahili and English. This	
	indicate that Tanzania is a triglossic country.	

Also Education, the way of providing education in Tanzania is also conducted through English as a media of communication in Secondary schools and universities, Kiswahili also used as a media of communication in primary schools but Kichaga, Kisukuma and other languages found in Tanzania are used in the village schools for Kindergarten students pupils.

Tourism, this also substantiate the existence of three language in Tanzania because the tourists from abroad use English language while the internal tourists use Kiswahili and other bantu languages due to the place of tourism.

Music, the Tanzanian artists express their views through different language example Vanesa Mdee use English and Kiswahili, Diamond Platnamz also use English and Kiswahili but there are other artists like Bhudagala, Madebe and others using Kisukuma language.

Sports and games, as in football clubs of Tanzania like Simba, Kanga Azam and Mtibwa sugar are using both English and Kiswahili while the small clubs or small football teams in Tanzania are using both Kiswahili and mother tongue example Kisukuma, Kihaya and Kichagga.

Mass media, in mass media of Tanzania different language are used

	in different time or period example	
	Kiss FM use English at large extent and	
	Kiswahili at a little but other stations	
	like Sibuka FM in Maswa use both	
	Kiswahili and Kisukuma during the	
	period of Asili ni hii which combining	
	also other languages.	
	<b>Official matters;</b> in Tanzania	
	an international official matters like AU	
	meeting in Arusha are conducted through	
	English language but the central	
	governmental official matters are held	
	through Kiswahili but in local government	
	there is the use of both Kiswahili	
	and mother tongue like Kiha, Kigogo	
	and Kihehe.	
	<b>Legal matters;</b> also in Tanzania	
	legal matters are conducted through different	
	language. Example in high court English	
	language is used while in primary	
	court Kiswahili is used and in	
	village legal matters vernacular language	
	are used.	
	Through the above point of view	
	Tanzania is the triglossic country and	
	it is going to be multilingual country	
	because there is introduction of French	
	and Chinese language to be learned by	
	Tanzanians.	

Extract 3.1 is a sample of a response by a candidate who could describe the varying and overlapping social functions of English language, Kiswahili and the vernacular languages in Tanzania.

On the other hand, the candidates who scored a 0 mark in this question demonstrated several weaknesses. Some of the candidates failed to understand the question as they denied the existence of a triglossic situation in Tanzania and, instead, described a diglossic situation focusing on the use of Kiswahili and English as the only languages in Tanzania. Some of these candidates argued that vernacular languages no longer exist as Kiswahili is used all over the country. Extract 3.2 shows a sample of a poor response provided by one of these candidates.

### Extract 3.2

3.	<p>The statement is not true that Tanzania is a triglossic country. Triglossic country means that three languages exist side by side as they are used in a country. But, Tanzania is not a triglossic country as I have said before but Tanzania is a diglossic country because two languages exist side by side where by the first language <del>and</del> among the two will be either having high function and the rest Low function. For example: In Tanzania Kiswahili and English are used to reveal that Tanzania is a diglossia where Kiswahili used as low function and English as a higher function.</p> <p>To prove this, as Tanzania is a diglossic country and not triglossic by the following reasons:</p> <p>Firstly; Kiswahili is used as a medium of instruction in primary <sup>school</sup> education, so Kiswahili becomes a <del>medium</del> medium of communication from standard one up to seven, while English is used as medium of instruction in secondary <del>university</del> universities and colleges. That is why Tanzania is a diglossic and not triglossic.</p> <p>Then, English language is used as subject in primary schools, as all subjects are taught in Kiswahili optional of English subject, while in secondary schools Kiswahili is used as a subject, and other subjects are taught in English language.</p>	
----	--	--

	Also, Kiswahili is used in primary courts of law and English language is used in the upper court of law. This shows that Kiswahili is used in low courts and English used in upper courts. This reveals that Tanzania is a diglossic and triglossic country.	
	Then, Kiswahili is used in home, business and other activities as medium of communication. and English language used in parliament, courts and in an international forum. This shows that Kiswahili is taken as an informal language and English as a formal language.	
	Moreover, Kiswahili is a Lingua franca of East African people, including Kenya, Rwanda, Burundi, Tanzania and Uganda, and English language is a Lingua franca of all nations in the world. As it unites people all over the world.	
	Furthermore, English language is more used in science and technology than Kiswahili. This shows that English language has higher status than Kiswahili in the uses of science and technology. For example, English language is used normally in electronic machines than Kiswahili.	

Extract 3.2 is a sample of a response by a candidate who provided explanations showing that Tanzania is a diglossic country instead of justifying that Tanzania is a triglossic country as required.

Another reason for the candidates' poor performance in this question was inadequate knowledge about the linguistic concept "Triglossic Situation". One of the candidates, for example, defined a "triglossic situation" as *"the behaviour or ability of a country to receive tourists of different languages"*. The candidate then provided reasons for a triglossic situation as *presence of attractive animals and presence of attractive beaches*. Another candidate defined a "triglossic situation" as *the ability to use several languages in a community*. The candidate then provided factors that can enable a Tanzanian speaker of Kiswahili to become a bilingual in English, citing education, science and technology, the mass media, western culture, and participating in international forums like EAC, SADC, ECOWAS and others. Extract 3.3 shows a sample of a poor response provided by this candidate.

### Extract 3.3

3.	Triglossic - Is the situation of using more than two language in the same community where by each have different functions and one considered to have high status than others example in Tanzania we have native language, Kiswahili and English but each have its roles in their societies but English language is considered to have high status than others. the following are the causes of Tanzania to be as a triglossic country.	
	Education. Is the transfer of knowledge from one generation to another, therefore their getting different knowledge & in education such learning of other language, therefore it have more than one language.	
	Engaging in different organization like EAC, SADC, ECOWAS and others it caused also Tanzanian people to master many language.	
	International Forum, also people of Tanzania	

3.	Attending different meeting in outside therefore people they become competence with other language.	
	Mass media like radio, newspaper television	
	It caused many people to learn many language	
	hence lead to Tanzania to become a triglossic country.	
	Culture, also people adopting different culture	
	from western countries, therefore due to this people	
	may like to learn western language	
	Count, in this area people may tend to	
	use different language these are like Kiswahili	
	English, therefore due to this may master more	
	than one language	
	Prestige, Also people their learning more	
	than a language to get the prestige	
	Science and technology, This is due to	
	the introduction of new products which are	
	Made by English language, China, France, there-	
	fore due to this people are getting knowledge	
	of studies x	
	meeting in meeting people decide to	
	speak any language therefore others they	
	get knowledge from him/her hence to become	
	a master of many language	
	Conclusively English language is considere	
	d to be an International language due	
	to the coverd of geographical areas.	

Extract 3.3 is a sample of a poor response by a candidate who provided factors that can enable a Tanzanian speaker of Kiswahili become a bilingual in English language instead of justifying that Tanzania is a triglossic country as required.

## 2.2 Section B: Language Skills

This section had two questions. Each question carried twenty (20) marks and the candidates were instructed to answer only one (1) of them.

### 2.2.1 Question 4: IPA Symbols, English Words with Plosives as Initial Sounds and Phonological Factors Hindering Tanzanian Learners to Understand Native Speakers of English.

This question had parts (a), (b) and (c). In part (a) the candidates were instructed to write IPA symbol for the first sound of the words “cyst”, “chorus”, “xylophone”, “psychology”, and “pneumonia”; in part (b) they were required to write five English words with plosives as initial sounds and in part (c) they were required to describe five phonological factors causing Tanzanian learners of English language as a foreign or second language fail to understand what natives and other fluent speakers of English are saying.

The question was attempted by 23.2 percent of the candidates and their performance was weak, as 74.1 percent scored from 0 to 6.5 percent, 20.6 percent from 7 to 11.5 marks and only 5.3 percent scored from 12 to 20 marks.

A few candidates who scored high marks in part (a) were able to write the IPA symbols for the first sound in the words “cyst” as /s/, “chorus” as /k/ “xylophone” as /z/, “psychology” as /s/ and “pneumonia” as /n/. This was an indication that they had adequate competence of the sub-topic “Pronunciation, stress, and intonation”. Extract 4.1 shows a sample of a good response provided by one of the candidates.

#### Extract 4.1

4a i	/s/	
ü	/k/	
ü	/z/	
i <sub>v</sub>	/s/	
v	/n/	

Extract 4.1 is a sample of a response by a candidate who could write the IPA symbols for the first sound in the given words.



On the other hand, the candidates who scored a 0 mark demonstrated several weaknesses. Some of the candidates misconceived the question and, as a result, provided answers contrary to the demands of the question. Among these candidates, there are those who wrote the first letters, the first two or first three letters of the given words; for example: *cyst* = *c*, *chorus* = *c*, *xylophone* = *x*, *psychology* = *p*, *pneumonia* = *p*. Another candidate provided the following answers: *cyst* = *c*, *chorus* = *ch*, *xylophone* = *x*, *psychology* = *ps*, *pneumonia* = *pn*. A similar poor response is shown in Extract 4.2.

#### Extract 4.2

4	@ To write IPA symbol for the first symbol sound in each word	
	i/ cyst	
	→ First symbol is cy	
	ii/ chorus	
	→ First symbol is ch	
	iii/ xylophone	
	→ First symbol is xy	
	iv/ psychology	
	→ First symbol is psy	
	v/ pneumonia	
	→ First symbol is pne	

Extract 4.2 is a sample of a response by a candidate who wrote the initial letters of the given words instead of the IPA symbol for the first sound in each of the given words, thus scoring a zero mark.

Further analysis shows that, there were candidates who divided the words into syllables, but some of the syllabifications were incorrect. One candidate, for example, syllabified the word “cyst” as *cy:st*, “chorus” as *cho:rus*, “xylophone” as *xylo:phone*, “psychology” as *psycho:logy*, and “pneumonia” as *pneumo:nia*. There were also candidates who provided syllable structures of the given words; for example, CCCC for ‘cyst’, CCVCVCV for “chorus”, CCCCVCVCC for “psychology”, and CCVVCVCVV for “pneumonia”. Other candidates assigned primary stress to the given words, but the stress placements provided were incorrect, as shown in Extract 4.3.

### Extract 4.3

4	i/ 'cyst	
	ii/ kɒ'rus	
	iii/ xylo'phone	
	iv/ p'sy.ɒ.lə.ʒi	
	v/ pneu'monia	

Extract 4.3 is a sample of a response by a candidate who assigned primary stress to the given words, thus scoring a zero mark.

Furthermore, there were candidates who transcribed the given words, but provided incorrect transcriptions. One candidate, for example, transcribed the word “cyst” as /kɪstɪ/, “chorus” as /tʃɒrasi/, “xylophone” as /eɪksɪləfɒn/, “psychology” as /fɪzɪkɒləʒi/, and, “pneumonia” as /pniʊmɒniə/. Other samples of poor responses that were provided by the candidates are shown in Extract 4.3.1 and 4.3.2, respectively.

### Extract 4.3.1

4	a) i/ cyst	
	/ɪstɪ/	
	ii/ chorus	
	/tʃɒrasi/	
	iii/ xylophone	
	/ɪləfɒn/	
	iv/ psychology	
	/sɪkɒləʒi/	
	v/ pneumonia	
	/pniʊmɒniə/	

Extract 4.3.1 is a sample of a response by a candidate who transcribed the given words contrary to the demand of the question.

### Extract 4.3.2

4	@cyst = /sɪ:st/	
i	chorus = /kɔrɪ:s/	
ii	xulophone = /zɪ:lɒfɒ:n/	
iii	psychology = /saɪkɒlədʒi/	
v	Pneumonia = /nt:mo:nɪə/	

Extract 4.3.2 is a sample of a response by a candidate who transcribed the given words contrary to the demand of the question.

As the transcriptions in Extract 4.3.2 indicate, the candidate scored a 0 mark because he/she did not read and understand the question, which required him/her to write the IPA symbol for the first sound in each of the given words. If he/she had written the first sounds as required, he/she would have scored all five marks although the transcriptions provided are incorrect.

Other candidates who scored a 0 mark in this part of the question provided symbols related to Geography, music symbols, road signs, and other undefined symbols and signs, as shown in Extract 4.4.

### Extract 4.4

4		
i	Δ	
ii	↩	
iii	⚠	
iv	?	
v	⚡	

Extract 4.4 is a sample of a response by a candidate who provided symbols and signs not related to pronunciation.

The candidates who scored high marks in part (b) wrote five different English words whose initial sounds are produced when the airstream from the lungs is stopped and then released quickly with an explosion. Extract 4.5 shows a sample of a good response provided by one of the candidates.

#### Extract 4.5

4 b i	Pub → /p/	
ii	Bad → /b/	
iii	Tone → /t/	
iv	Day → /d/	
v	Girl → /g/	

Extract 4.5 is a sample of a response by a candidate who could write five different English words whose initial sounds are plosives.

On the other hand, the candidates who scored a 0 mark in this part did not understand the requirements of the question. Some of the candidates wrote five different words which have diphthong sounds /ɪə/, /aɪ/, /ʊə/, /əʊ/, and /ea/, instead of writing five different words whose initial sounds are plosives. Extract 4.6 shows a sample of a response provided by one of the candidates.

#### Extract 4.6

4 b i	ɪə - ear	
ii	aɪ - eye	
iii	ʊə - sure	
iv	əʊ - how	
v	ea - hair, air	

Extract 4.6 shows a sample of a response from a script of a candidate who provided words which have the diphthong sounds /ɪə/, /aɪ/, /ʊə/, /əʊ/, and /ea/ contrary to the requirements of the question.

Other candidates who scored a 0 mark wrote vowel sounds such as /a/, /ɜ/, /i/, /ɒ/, and /ʊ/. There were also those who wrote plosive sounds /p/, /b/, /t/, /d/ and /g/, contrary to the demands of the question. Extract 4.7 shows a sample of a response provided by one of the candidates.

### Extract 4.7

4	6	Five English words when initial sound are produced is stopped when airstream spring off side and release quickly with an explosion follows
	i)	/p/
	ii)	/b/
	iii)	/t/
	iv)	/g/
	v)	/d/

Extract 4.7 is a sample of a poor response by a candidate who wrote words which have diphthong and plosive sounds as /p/, /b/, /t/, /d/ and /g/, contrary to the requirements of the question.

Further analysis shows that there were also a few candidates who provided incorrect descriptions of “explosion” and “consonant(s)”, as shown in Extract 4.8.

### Extract 4.8

4.	6	Different between English words when initial sound are produced when airstream from the lungs is stopped and then released quickly with an explosion are the following
		The word which initial sounds are produced when airstream from lungs is stopped and released quickly is called consonant while explosion is a word like other.
		The word which initial sounds are produced when airstream is stopped but doesn't have type. While explosion is not a type of sound.
		The sound produced when airstream is stopped it have 24 in number while explosion is count as divided into number of sound.
		Consonants is divided into two types as silent explosion did not divided.
		The sound produced when airstream from the lungs is stopped it produced by human body while explosion is not produced by human being organs like lungs, vocal cord.

Extract 4.8 is a sample of a poor response by a candidate who provided explanations about “explosion” and “consonant(s)” contrary to the demands of the question.

Furthermore, there were a few candidates who scored a 0 mark because they described stress patterns in monosyllabic words; disyllabic words, compounding words, and complex words, as shown in Extract 4.9.

#### Extract 4.9

4(b)		
i	Stress in monosyllable	
	This happens when a word is pronounced in a single unit, stress appears at the beginning of a word for example /'kɪs/	
ii	Stress in disyllable	
	This happens when two sounds are pronounced in a single word, the stress shifts from the beginning to the middle for example, delete /dɪ'leɪt/	
iii	Stress in compounding words	
	This bases on Appxation This happens when two lexical word joined together, stress appear at the middle for example /bæ'θrʌm/	
iv	Stress in complex word	
	This bases on Appxation process for example <del>frɪtʃə</del> a word rewrite /rɪ:'raɪt/	

Extract 4.9 is a sample of a poor response by a candidate who provided explanations about stress patterns in monosyllabic words; in disyllabic words, in compounding words and in complex words.

The candidates who scored high marks in part (c) were able to describe five phonological factors that can cause Tanzanian learners of English as a foreign language fail to understand what natives and other fluent speakers of English are saying. The following factors were included:

- (i) *Lack of one-to-one correspondence between sound and spelling in English language.*
- (ii) *The use of short and long vowels in English language. There is, however, no such distinction in Kiswahili.*
- (iii) *The use of weak and strong vowels in English language. However, there is no such distinction in Kiswahili as there are no weak vowels.*
- (iv) *The use of different styles of speech in English language according to situations, depending on whether it is formal or informal. These styles are unlike those used in Kiswahili language.*
- (v) *The use of unpredictable stress patterns in English language. Kiswahili language, on the other hand, has a fixed stress which regularly falls on the last but one syllable.*
- (vi) *The use of emotional or emphatic stress in English language. Kiswahili system of stress, on the other hand, has no parallel form for expressing emphasis.*
- (vii) *The use of varied intonation patterns in English language that never run parallel to those of Kiswahili language.*
- (viii) *The use of a variety of accents in English language, such as Scottish accent, Welsh accent, and Cockney accent, American accent.*
- (ix) *The use of various strategies of simplifying speech in English language; namely, assimilation, weakening, deletion, linking, and liaison. Kiswahili has its own, which are unlike those in English.*

The good response provided by these candidates in part (c) was an indication that they had adequate competence about the sub-topic: “Pronunciation, Stress, and Intonation”. Extract 4.10 is a sample of a response provided by one of the candidates who scored high marks.

#### Extract 4.10

4C	<p>Most of the Tanzanian people these days learn English language as a foreign or second language. During the process of learning, there are some difficulties encountered. The difficulties are caused by some factors mostly phonological factors. The following are the phonological factors making Tanzanian learners of English language fail to understand what English natives are saying and especially Tanzanians speaking Kiswahili.</p> <p>Occurrence of stress, stress is a prominence given to some syllables in a word. This is to say there are syllables pronounced louder and longer. In English stress is not fixed-positioned in a word it varies from words to words and depends on the speaker's attitude something contrary to other languages where stress is fixed. For example: In Kiswahili stress occurs in the second syllable from last except for borrowed words.</p> <p>Presence of closed syllables in English language. This makes Tanzanian learners of English as a foreign language to understand since English is made up of both open syllables and closed syllables. Open syllables end with a vowel like pay → /peɪ/ and closed syllables end with a consonant sound like bad → /bæd/. In other languages there are no closed syllables there are only featured by open syllables for example: Kiswahili language.</p> <p>Spelling Versus Pronunciation, this explains that in English language <sup>words</sup> have no one-to-one correspondence because the way words are spelled is different from how they are pronounced while in other languages especially Kiswahili for Tanzanians words are pronounced just like the way they are spelled. For instance words like barabara, jikoni and karatasi in Kiswahili they are pronounced according to the spelling.</p>	
----	--	--



	<p>The number of vowels in English language is different from Tanzanian languages like Pare, Bena and Kiswahili. Vowels in most of the Tanzanian language is 5 (a, e, i, o, u) and they are used very accurately. Learners of English language will face difficulties because in English there are so many vowels some of them including monophthongs (a, æ, i:, I, a:, ə, ʊ, u) and diphthongs such as aɪ, eɪ, ɔɪ. This makes the learners of English as a foreign or second language fail to understand what the English natives are saying.</p> <p>Presence of consonant clusters in English language. Consonant clusters are two or more consonants occupying the same position in a syllable. These are common in English language while in most cases they are absent in other languages. This factor will in one way or another misdirect the Tanzanian learners of English language as a foreign or second language.</p> <p>Conclusively, phonological factors deals with the study of speech sounds and these are the most important units in accomplishing language. This is to say once difficulties of learning English are complicated and many makes it difficult for other people to learn English as a foreign or second language.</p>	
--	--	--

Extract 4.10 is a sample of a response by a candidate who could describe five phonological factors causing Tanzanian learners of English language as a foreign or second language fail to understand what natives and other fluent speakers of English are saying.

Further analysis shows that, many candidates who scored a 0 mark misunderstood the question by providing reasons as to why Tanzanians fail to learn English language such as *language policy, mother tongue interference, lack of competent teachers, shortage of books and lack of practice inside and outside the class as Kiswahili is the dominant language*. Extract 4.11 shows a sample of a poor response provided by one of the candidates.

#### Extract 4.11

4 c.	<p>Second language; Is the language which is acquired after acquiring of the mother tongue. and foreign language is the language which have not got any reference and his domain of use. is restricted. e.g. French language in Tanzania. The following are the factors that lead Tanzanian learners of English as a foreigner second language fail to understand what natives and other fluent speakers of English are saying.</p> <ul style="list-style-type: none"> <li>Lack of competent teachers; Many English teachers in Tanzania they are not native of English language so it is difficult to teach people and get understand while someone is also a learner of that language.</li> <li>Shortage of schools which teach <sup>pronunciation</sup> grammar of English well; in Tanzania there are few schools which teach well <sup>pronunciation</sup> grammar of English especially medium schools.</li> <li>Mother tongue; in Tanzania many of people born with their first language, so it will be difficult to understand what someone are saying.</li> <li>Lack of debate; if someone has never participated in debate then it will be difficult to understand what someone is saying.</li> <li>Language barrier; Some people fail to understand language because they not recognize how to well that language or they are not familiar with it so it become to be very difficult to get the message.</li> <li>Therefore many Tanzanians are not understood the speaker due to that reason &amp; in addition there is technical error, <del>prejud</del> psychological and physical problem.</li> </ul>
------	---

Extract 4.11 is a sample of a response by a candidate who provided reasons as to why Tanzanians fail to learn English as their second or foreign language.

Other candidates who performed poorly in part (c) provided irrelevant points such as *ambiguities in the meaning of words*, *lack of motivation among the student learning English language*, *pronunciation problem*, *speaking skills* and *reading skills*, as seen in Extract 4.12.

#### Extract 4.12

	④ The following are the phonological factors	
4	that cause Tanzanian learners of English fail	
	to understand what the natives and other fluent	
	speaker of English are saying.	
	Ambiguity, this is the situation where by the	
	word in a language had more than one meaning.	
	This disturbed many learners of English language	
	as second language in Tanzania. Also English	
	words had ambiguities than Swahili words.	
	Lack of motivation to the succeed learners	
	who were able knowing the rules of English	
	language. The government is not rewarding	
	them in order to motivate the development of	
	English learners.	
	Pronunciation problem, many learners	
	of English language as second language in	
	Tanzania is affect by Swahili and mother lan	
	guage. Also this contribute them to fail when	
	they learn English language.	
	Speaking skills, many people in Tanzania	
	acquired English language but the prove	
	poor speaking because they were already affe	
	ct by the mother tongue or language. Also	
	this lead the learners of English language to	
	to be failure.	
	Reading skills or process, the learners of	
	English language in Tanzania they fail to	
	read well and effective english words. This is	
	caused by effect of first or mother language.	
	Also they had to competition had no competitio	
	on to read different English writing as well	
	as they affect by environmental problem.	

Extract 4.12 is a sample of a response by a candidate who provided irrelevant points, thus scoring a zero mark.

### **2.2.2 Question 5: Defining Bibliography; Rewriting References into an APA Bibliography Format**

This question had parts (a) and (b). In part (a) the candidates were instructed to define a bibliography and in part (b) they were required to rewrite the following list of references into an APA bibliography format.

- (i) In 1976, Michael Alexander Kirkwood Halliday and Rugaiya Hassan wrote a book entitled Cohesion in English. The book was published in Singapore by Longman Group Limited.
- (ii) A book called vocabulary and language teaching has been written by R. Carter and M. McCarthy and published in Essex by Longman in 1988.
- (iii) D. Court and D. Ghai have written a book called education, society and development. The year of publication is 1974; and the publishers are Oxford University Press based in Nairobi.
- (iv) In 1992, the MacMillan Press Limited of Landon Published a book titled study and communication skills by R.W Mutua, S.J. Omulando, and J.E. Otiende.
- (v) In 1980, M.S. Fisher's article entitled parent education appeared on page 573-76 of volume xi of the Encyclopedia of social sciences published in New York.
- (vi) A book called sociolinguistics has been written by R.A Hudson and published in Cambridge by Cambridge University Press in 1980.

The question was attempted by 75.6 percent of the candidates and their performance was good, as 30.4 percent scored from 12 to 20 marks, 30 percent from 7 to 11.5 marks and 39.6 percent scored from 0 to 6.5 marks, out of which 16.1 percent scored a 0 mark.

The candidates who scored 2 marks in part (a) were able to define a bibliography as a list of all the sources, books , articles, cases, hand-outs used in writing an essay, project, paper or any other piece of academic writing. Extract 5.1is a sample of a good response provided by one of the candidates.

## Extract 5.1

5.	(a) Bibliography	
	Bibliography refers to the list of	
	materials written by author used in	
	composing his or her work. This list includes	
	all sources used by the author so as to	
	acknowledge that not all information	
	contained in his or her work are	
	originally from him or her alone. And	
	when the author writes bibliography	
	avoids him or her to conduct Plagiarism,	
	also it may help the readers to know	
	where they can get other more information	

Extract 5.1 is a sample of a good response by a candidate who could define a bibliography as required in part (a).

On the other hand, the candidates who scored a 0 mark in part (a) were not able to define the term bibliography. One of the candidates, for example, mistook “bibliography” for a “citation” and defined it as *the process of using other people’s idea with acknowledgement*. Another candidate defined a bibliography as *part of the book or written document explaining the history of the writer*. Another incorrect definition provided was that *a bibliography is the study that deals with how the evidence of taking materials from other’s ideas are written*.

Other candidates who scored a 0 mark in this part mistook the word “bibliography” for “biography” and, as a result, provided irrelevant definitions. One candidate, for example, defined a bibliography as *a story of someone telling by a person who knows him or her*. Another candidate with the same idea defined it this way: *a bibliography refers to the short historical background about a person, especially that people of higher status in a certain country, for example the bibliography of Mwalimu J. K. Nyerere*. Extract 5.2 further shows a sample of a definition provided by a candidate who mistook the word *bibliography* for *biography*.

## Extract 5.2

5a	Bibliography refers to the short history of some <sup>one</sup> else especially German people. For example the short Bibliography of Mwalimu Julius Kambage Nyerere that	
	Mwalimu Julius Kambage Nyerere was the first president of Tanzania. Mwalimu was born on 1922 at Butima Mara region. Mwalimu started at high secondary and then involving with Makerere University at Uganda where he became teacher by profession, then he taught various schools there after withdrew from teaching and engaging in political issues where later he became the president of Tanzania.	

Extract 5.2 is a sample of a response by a candidate who mistook the word *bibliography* for *biography* and hence provided an irrelevant definition.

In part (b) the candidates who scored high marks were able to convert each of the five sentences into an APA bibliography format by showing the name of the author (beginning with the surname followed by initials), date of publication, title, place of publication and publisher. However, they encountered some difficulties in converting sentence number (v) into the correct APA bibliography format and, as a result, most of them failed to score all the twenty marks allocated to this question. Extract 5.3 is a sample of a response provided by one of the candidates who scored high marks.

### Extract 5.3

(b)	(i)	Halliday, M & Hassan, R. (1976). Cohesion in English.	
		Singapore; Longman Group Limited.	
	(ii)	Carter, R & McCarthy, M. (1988). Vocabulary and	
		Language Teaching. Essex; Longman.	
	(iii)	Court, D & Ghai, D. (1974). Education, Society and	
		development. Nairobi; Oxford University Press.	
	(iv)	Mutua, R, Omulando, S. & Otiende, J. (1992) Study	
		and Communication Skills. London; Macmillan	
		Press Limited.	
	(v)	Fisher, M. (1980). 'Parent education'. Encyclopaedia of Social	
		Sciences, Volume xii (P. 573-76). New York.	
	(vi)	Hudson, R. (1980). Sociolinguistics Cambridge.	
		Cambridge University Press.	

Extract 5.3 is a sample of a good response by a candidate who could convert the given sentences into an APA bibliography format, except in item (vi) where he/she missed a mark for failing to position the pages 573-76 after New York, which is the place of publication.

Further analysis shows that, many of the candidates who scored a 0 mark did not know how to write bibliography. Some candidates wrote the items in the bibliographies in an incorrect order. For example, by starting with *the author*, followed by *the title*, *date*, *publisher* and then *the place of publication*; others started with *the title*, followed by *the author*, *date*, *place of publication* and then *the publisher*; others wrote the author by stating with *the initials* and then the surname, as *M.A.K. Halliday and R. Hassan*; and others provided varied incorrect order of the items, as shown in Extract 5.4.

## Extract 5.4

5(b)		
(i)	Cohision in English-1976 - A. Michael, H. Kirkwood and H. Rugaiya - Longman Group Limited publishers - Singapore.	
(ii)	Vocabulary and language teaching - By Carter R. and McCarthy - Longman publisher -1988 - Essex.	
(iii)	Education, Society and development: Court D. & Ghai D. - Oxford University Press:- 1974 - Nairobi.	
(iv)	Study and Communication skills:- Mtua R.W. Omulando S.J. & Otiende J.E - MacMillan press Limited publishers - 1992 - London.	
(v)	Encyclopedia of social science:- volume XI - Pg 573-76 - Fishers M.S - New York, 1980 - New York.	
(vi)	Socaelinguistic:- Hundson R.A:- Cambridge University press publishers - 1980 Cambridge.	

Extract 5.4 is a sample of a response by a candidate who wrote the items in the bibliographies in an incorrect order.

Other candidates scored a 0 mark in this question for reproducing or copying the sentences provided in the question, as shown in Extracts 5.5.



## Extract 5.5

5(b)	<u>Bibliography Format</u>
	* A book called <i>Secondling</i> has been written by R.A. Hudson and published in Cambridge by Cambridge University Press in 1980.
	* A book called <i>Vocabulary and Language Teaching</i> has been written by R. Carter and M. McCarthy and published in Essex by Longman in 1988.
	* D. Court and D. Ghai have written a book called <i>Education, Society and Development</i> . The year of republication is 1974, and the publishers are Oxford University Press based in Nairobi.
	* In 1976, Michael Alexander Kirkwood Halliday and Ruziye Hassan wrote a book entitled <i>Cohesion in English</i> . The book was published in Singapore by Longman Group Limited.
	* In 1980, M.S. Fishers article entitled <i>Parent Education</i> appeared on page 573-76 of volume XI of the <i>Encyclopedia of Social Sciences</i> published in New York.
	* In 1992, the MacMillan Press Limited of London published a book titled <i>Study and Communication Skills</i> by R.W. Mutua, S.S. Omulando, and J.E. Otiende.

Extract 5.5 is a sample of a response by a candidate who copied the sentences provided in the question.

### 2.3 Section C: Word Formation

There were two questions in this section. Each question carried twenty (20) marks and the candidates were instructed to answer one (1) of them.

#### 2.3.1 Question 6: Naming the Word Formation Process from the Words Underlined in the Sentences and Mentioning the Suffix, Word Class before and after Suffixation from the Given Words

This question had parts (a) and (b). In part (a) the candidates were required to name the word formation processes used to form the underlined words in the following sentences:

- (i) I'm very very tired.
- (ii) There is a long queue outside the theatre.
- (iii) Show me how to access the information.
- (iv) She was dressed in a blue nylon skirt.
- (v) Several countries have threatened to boycott the Olympic Games.

In part (b) the candidates were instructed to mention the suffix, the word class before suffixation and after suffixation from the following words.

- (vi) Ashen
- (vii) Harden
- (viii) Fishy
- (ix) Ferocity
- (x) Motherly

This question was attempted by 74.3 percent of the candidates and their performance was good as 37.4 percent scored from 12 to 20 marks, 36.5 percent from 7 to 11.5 marks and only 26.1 percent scored from 0 to 6.5 marks.

The candidates who scored high marks in part (a) were able to name the word formation process involved in producing the underlined words in the given sentences, as (i) *Reduplication*, (ii) *Borrowing*, (iii) *Conversion/Functional shift*, (iv) *Coining/Invention Acronym* and (v) *Invention*. The correct responses provided by these candidates indicate their adequate competence in the subtopic Processes of forming words. Extract 6.1 shows a sample of a response provided by one of the candidates who scored high marks.

### Extract 6.1

6	(a) (i) Very very - <u>Reduplication</u>	
	(ii) queue - <u>Borrowing</u>	
	(iii) access - <u>Conversion</u>	
	(iv) nylon - <u>Coining</u>	
	(v) boycott - <u>Invention</u>	

Extract 6.1 is a sample of a response by a candidate who could name the word formation process involved in producing the underlined words in the given sentences.

The candidates who scored a 0 mark in part (a) did not have adequate competence in word formation processes. Some of the candidates, for example, treated *very very* in sentence (i) as *compounding*. These candidates did not know that *compounding is a combination of two or more words which functions as a single word*. Other candidates treated *very very* as *blending*, which was an indication that they did not know that “blending” is the word formation whereby parts taken from other words are combined to form a new word. For example, the word *brunch* is formed from *breakfast* and *lunch*. Extract 6.2 shows a sample of a poor response from a script of a candidate.

### Extract 6.2

6.	(a) (i) BLENDING METHOD	
	(ii) CONVERSION METHOD	
	(iii) REDUPLICATION METHOD	
	(iv) BORROWING METHOD	
	(v)	

Extract 6.2 is a sample of a response by a candidate who failed to name the word formation process involved in producing the underlined words in the given sentences.

In part (b) the candidates who scored high marks were able to mention the suffixes, the word class before suffixation and the word class after suffixation, as shown in Extract 6.3.

### Extract 6.3

6.	(b)	(i)	In the word "Ashen", the suffix is "-en", the word class before suffixation is a "noun" and the word class after suffixation is an "adjective"
		(ii)	In the word "Harden", the suffix is "-en", the word class before suffixation is an "adjective" and the word class after suffixation is a "Verb".
		(iii)	In the word "Fishy", the suffix is "-y", the word class before suffixation is a "noun" and the word class after suffixation is an "adjective".
		(iv)	In the word "Ferocity", the suffix is "-ity", the word class before suffixation is an "adjective" and the word class after suffixation is a "noun".
		(v)	In the word "Motherly", the suffix is "-ly", the word class before suffixation is a "noun" and the word class after suffixation is an "adjective".

Extract 6.3 is a sample of a response by a candidate who could mention the suffixes, the word class before suffixation and the word class after suffixation.

The candidates who scored a 0 mark in part (b) did not know how to identify the suffixes in the given words. One of the candidates, for example, mentioned the suffix in the word “ashen” as *ash*, in the word “harden” as *hard*, in the word “fishy” as *fish* and in the word “motherly” as *mother*. Another candidate listed the vowels in each word treating them as suffixes, as shown in Extract 6.4.

#### Extract 6.4

6.	(b) (i) <u>Ashen</u>	
	→ Suffix in this word is <u>A e</u>	
	Word class before suffixation is <u>sh</u>	
	Word class after suffixation is <u>hen</u>	
	(ii) <u>Harden</u>	
	→ Suffix in this word is <u>a, e</u>	
	Word class before suffixation is <u>h, a r d</u>	
	Word class after suffixation is <u>den</u>	
	(iii) <u>Fishy</u>	
	→ Suffix in this word is <u>I</u>	
	Word class before suffixation is <u>FISHy</u>	
	Word class after suffixation is	
	(iv) <u>Ferocity</u>	
	→ Suffix in this word class is <u>e o i</u>	
	Word class before suffixation is <u>Fer</u>	
	Word class after suffixation is <u>city</u>	
	(v) <u>Motherly</u>	
	→ Suffix in this word class is <u>o e</u>	
	Word class before suffixation is <u>Mother</u>	
	Word class after suffixation is <u>ly</u>	

Extract 6.3 is a sample of a response from a script of a candidate who failed to mention the suffixes in the given words, thus scoring a zero mark.

Further analysis shows that the candidates who scored a 0 mark in part (b) misconceived the question and, as a result, they wrote the *base forms* of the given words instead of writing the *word class* for each of the words before a suffix is attached and after a suffix is attached. Extract 6.4 shows a sample of a poor response provided by one of the candidates.

#### Extract 6.4

6	b) Ashen The SUFFIX U Ash	
	• before it of suffixation U Ash	
	• After suffixation U Ashen	
	c) Hardon The SUFFIX U Hard	
	• before the suffixation U Hard	
	• After suffixation U Hardon	
	iii) Fishy The SUFFIX U Fish	
	• before the suffixation U Fish	
	• After suffixation U Fishy	
	iv) Favory The SUFFIX U City	
	• before the suffixation U city	
	• After the suffixation U favory	
	v) Motherly The SUFFIX U Mother	
	• After its Mother U	
	• Before its Mother	

Extract 6.4 is a sample of a response by a candidate who failed to mention the word class of the given words before suffixation and after suffixation.

#### 2.3.2 Question 7: Rewriting the Given Sentences using Underlined Words as Verbs, Changing Words into Verbs

This question had parts (a) and (b). In part (a) the candidates were instructed to re-write the following sentences, using the underlined words as verbs:

- (i) Give her a gentle push.
- (ii) The police have delayed his release.
- (iii) She will get a transfer to another school.
- (iv) Farmers will appeal to the president for help.
- (v) Peter is our suspect in this burger.
- (vi) I have no access to the information.
- (vii) Their stay in the village takes several weeks.
- (viii) There will be an increase in food production this year.
- (ix) Don't give a reward to these indisciplined students.
- (x) The MP is not happy with the results and plans to make an appeal.

In part (b) the candidates were required to change words; “relief”, “apology”, “captive”, “sympathy” and “beauty” into verbs and use each of the new verbs in a meaningful sentence.

This question was attempted by 25.5 percent of the candidates and their performance was average as 27.2 percent scored from 12 to 20 marks, 31.3 percent from 7 to 11.5 marks and 41.5 percent scored from 0 to 6.5 marks.

The candidates who scored high marks in part (a) were able to re-write the given sentences; using the underlined words as a verb. This was an indication that they had adequate competence in the word formation processes, particularly *conversion* (also *functional shift*), where a new word is formed by assigning the base to a different word class. Extract 7.1 shows a sample of a response from a script of a candidate who scored high marks.

#### Extract 7.1

7a	(i) Push her gently	
	(ii) The police have <u>debayed</u> to release him	
	(iii) She will be <u>transferred</u> to another school	
	(iv) Farmers will <u>appeal</u> to the president to help them	
	(v) We suspect Peter in this burglary	
	(vi) I can not <u>access</u> the information	
	(vii) They stay in the village for several weeks.	
	(viii) Food production will <u>increase</u> this year.	
	(ix) Don't <u>reward</u> these indisciplined students.	
	(x) The MP is not happy with the result and plans to <u>appeal</u> .	

Extract 7.1 shows a sample of a response from a script of a candidate who was able to re-write the sentences, using the underlined words as a verb.

Further analysis shows that, the candidates who scored a 0 mark in part (a) misunderstood the question or they had inadequate competence in word formation. Some of the candidates just copied the sentences in the question and attached the -ed participle form as a way of changing the underlined words into verbs, as shown in Extract 7.2.1 and 7.2.2.

### Extract 7.2.1

7.	i) Give her <del>push</del> a gentle push	pushed
	ii) The police <del>release</del> his released have delayed	
	iii) She will get a transferred to another school	
	iv) Farmers will appeal to the president for help	
	v) Peter is our suspected in this burglary	
	vi) I have no access to the information	
	vii) Their stay in the village takes several weeks	
	viii) There will be an increase in food production this year	
	ix) Don't give a reward to these indiscipline students.	
	x) The MP is not happy with the results and plan to make an appeal.	

Extract 7.2.1 is a sample of a response by a candidate who merely copied the sentences in the question and attached the -ed participle form as a way of changing the underlined words into verbs.



### Extract 7.2.2

7.	(a)(i) Give her a gentle pushed.	
	(ii) The police have delayed his released.	
	(iii) She will get a transfered to another school.	
	(iv) Farmers will appeal to the president for helped.	
	(v) Peter is our suspected in this burglary.	
	(vi) I have no accessed to the information	
	(vii) They stayed in the village takes several weeks.	
7	(a)(viii) There will be an increased in food production this year.	
	(ix) Don't give a rewarded to these indisciplined students.	
	(x) The MP is not ie resign plans to make an appealed.	

Extract 7.2.2 is a sample of a response by a candidate who just copied the sentences in the question and attached the -ed participle form.

There were also candidates who scored a 0 mark in part (a) because they re-ordered the words in the given sentences contrary to the requirements of the question. One of the candidates, for example, changed the sentence “Give her a gentle push” into *Give her a push gentle*, the sentence “Peter is our suspect in this burglary” was changed into *Our suspect in this burglary is Peter*, and the sentence “Their stay in the village takes several weeks” was changed into *Several weeks takes their stay in the village*. Another candidate re-ordered the words in the given sentences, as exemplified in Extract 7.3.

### Extract 7.3

7. (a)	(i) Give her a gentle push - Push give her a gentle	
	(ii) The police have delayed his release - The police release his delayed	
	(iii) She will get a transfer to another school - She will transfer to another school	
	(iv) Farmers will appeal to the president for help - Help farmers appeal to the president	
	(v) Peter is our suspect in this burglary - Peter suspect in this burglary	
	(vi) I have no access to the information - I have access to the information	
	(vii) Their stay in the village takes several weeks - They stay in the village takes several weeks	
	(viii) There will be an increase in food production this year - Food production will increase this year	
	(ix) Don't give a reward to these indisciplin student - Don't reward to these disciplined students	
	(x) The MP is not happy with the results and plans to make an appeal - The MP appeal is not happy with the results and plans.	

Extract 7.3 is a sample of a poor response by a candidate who re-ordered the words in the given sentences contrary to the demands of the question. The only correct sentences provided are in item (viii) and (ix).

Other candidates who scored a 0 mark in part (a) provided varied incorrect answers. One of the candidates, for example, changed the sentence: “Give her a gentle push” into *Give her a push gentle* and another changed the sentence into *Give her a gentle pushing*. Extract 7.4 further shows a sample of a response provided by one of the candidates who scored a 0 mark.

#### Extract 7.4

7.	(a)	
	(i)	pushing.
	(ii)	released
	(iii)	transferring
	(iv)	helping
	(v)	Suspects
	(vi)	Accessing
	(vii)	Haying
	(viii)	Increasing
	(ix)	rewards
	(x)	Appealing

Extract 7.4 is a sample of a poor response by a candidate who could not re-write the given sentences as required, thus scoring a zero mark.

In part (b) the candidates who scored high marks were able to change the given words into verbs, whereby the word “relief” was changed to “relieve”, “apology” to “apologise”, “captive” to “capture”, “sympathy” to “sympathise” and “beauty” to “beautify”. The candidates could then use each of the new verbs in meaningful sentences. Extract 7.5 shows a sample of a response from a script of a candidate who scored high marks.

### Extract 7.5

7b i	Relief → Relieve	
	Sentence: She is relieved from her sickness	
ii	Apology → Apologize	
	Sentence: One should apologize when he is wrong.	
iii	Captive → Capture	
	Sentence: She is told to capture slaves.	
iv	Sympathy → Sympathize	
	Sentence: His problems make people sympathize.	
v	Beauty → Beautify	
	Sentence: Dressmakers beautify most of girls.	

Extract 7.5 is a sample of a response by a candidate who was able to change the given words into verbs and could use each of the new verbs in meaningful sentences.

On the other hand, the candidates who scored a 0 mark in part (b) did not understand the requirements of the question or they had inadequate competence in the tested word formation process; namely, *conversion*. Many of these candidates were unable to change the given words into verbs. For example, the word “relief” was changed to *relief* or *reliefes*, “apology” to *apologies*, “captive” to *captivement* or *captiveness*, “sympathy” to *sympathetic* or *sympathies*, and “beauty” to *beautiful* or *beautiffulness*. Since the candidates were unable to change the words into verbs, eventually even the sentences constructed were incorrect. Extract 7.6 shows a sample of a poor response provided by one of the candidates.

## Extract 7.6

7b	① Relief	
	The <u>relief</u> is shown by different features.	
	✓	
	② Apologies	
	<u>Apologies</u> is given to the student	
	✓	
	③ Captiveness	
	The <u>Captiveness</u> of slavery was worthless.	
	✓	
	(iv) Sympathetic	
	The <u>Sympathetic</u> is good indicator for discipline	
	✓	
	④ Beautifulnes	
	The <u>Beautifulnes</u> of Jackline is good in society.	
	✓	

Extract 7.6 is a sample of a response by a candidate who failed to change the words into verbs and hence produced incorrect sentences.

## 2.4 Section D: Language Use

There were two questions in this section. Each carried twenty (20) marks and the candidates were instructed to answer one (1) of them.

### 2.4.1 Question 8: Describing Five Characteristics of Technical Translation; Translating the Given Expressions into Kiswahili Considering the Structure of the Target Language

This question had parts (a) and (b). In part (a) the candidates were instructed to describe five characteristics of technical translation and in part (b) they were required to translate the following expressions into Kiswahili by considering the structure of the target language:

- (i) Smoking causes lung cancer
- (ii) It is very dangerous to inhale carbon dioxide.
- (iii) Friction can be reduced by putting oil on both surfaces.
- (iv) The cure for tuberculosis was discovered recently.
- (v) My uncle died of diabetes at the age of 55years.
- (vi) Blood tests conducted proved that John had leukemia.
- (vii) Sleeping sickness is caused by tsetse flies.
- (viii) The sun, moon, stars and meteors are not planets.
- (ix) Marriage is a covenant between two people.
- (x) The public prosecutor told the court that the defendant was guilty of murder and asked for a death sentence.

The question was attempted by 29.6 percent of the candidates and their performance was poor, as 71.4 percent scored from 0 to 6.5 marks, 25.5 percent from 7 to 11.5 marks and only 3.1 percent scored from 12 to 18 marks.

The candidates who scored high marks in part (a) were able to describe five characteristics of technical translation, as exemplified in Extract 8.1.

### Extract 8.1

Q8:	Technical translation refers to a translation that	
Q9:	bases on specialized area of occupation, technical translation can be for example legal translation, scientific translation and even medical translation. Due to the fact that technical translation bases on area of specialization, the following are characteristics of technical translation;	
	The use of technical terms is common in technical translation. Every area of specialization have its own terms that differs from the other area of specialization, the technical terms used are known as jargons. For example in legal translation words or terms like "Inter allia Mutatis Mutatis" also scientific translation use words like 'Chromosomes' in Biology, 'Power' in Physics, and also Chemistry use words like 'Atoms' Elements and so on, thus scientific translation shows also the use of technical terms.	
	Use of formal language in technical translation is common. This is because there is no use of informal languages such as slangs and colloquial words. For example, technical translation like Scientific translation, legal translation are not using slang but formal language.	
	The use of passive voice is also a characteristic of such technical translation. This is because of making clarity to the translation with few words but understandable. For example, Scientific language in Chemistry can be as "Water and Salt were added to form a solution" this is a passive voice instead of	

	saying "The solution was formed by water and salt"	
	thus technical language uses passive voice.	
	Technical translation is objective. This	
	is the character that implies technical translation	
	to have an understandable aim to the targeted	
	audiences or readers. For example, Scientific	
	translation is specific to what is aimed to	
	inform rather than personal ideas, further more	
	another example is as in legal translation and	
	also medical translation.	
	The use of impersonal voice most of	
	the times. This is for the purpose of one being	
	able to convey what is said to the source-	
	language, most of the times sci technical	
	translation use the word "it". For example,	
	"It was found that Juma killed his wife" This	
	is in legal translation, also in scientific translation	
	is as for example "It was discovered that, man	
	had never lived beyond two hundred years." Thus	
	technical translation use impersonal voice.	
	Generally, technical translation is very	
	crucial especially for the today's science	
	and technology world whereby people need	
	to have new knowledge and experiences in	
	their areas of specialization so as to bring	
	development at large, thus technical translation	
	is important important so as to bring together	
	the experts of the world through technical	
	translation.	

Extract 8.1 is a sample of a response by a candidate who could describe five characteristic of technical translation, thus scoring high marks.

On the other hand, the candidates who scored a 0 mark in this part (a) misconceived the question. Some of the candidates described the characteristics of interpretation instead of technical translation, such as competence in the source language and the target language, adequate education and experience in interpretation, fluency, faithfulness and fidelity. Extract 8.2 is a sample of a poor response provided by one of the candidates.

## Extract 8.2

8@ Describe five characteristics of technical translation.

Translation refers to the ability of a person to translate the work of art that is written by the writer and change it into another language by considering the structure of the word. Translation and interpretation are two quite different things, because interpretation means the ability of a person to interpret the source language orally into the target language. So interpreter means a person who is able to interpret the source language to target language but orally while translator means a person who is able to translate the written document of the writer into another language but in a form of written. So in a translation and translation there are two languages which are source language and target language. Source language refers to the original message while target language refers to the language of resulting of source language. The following are the characteristics of technical translation. There are many features of translation but the following are among of them.

Competence on both language, an excellent translator should be competent on both language which is source language and target language, so this is one among the one of the characteristics of technical translation.

By knowing these two languages it may boost his or her ability to do the best. For example if you want to be a good translator, you have to know the both languages, if the language you are required to translate



is in form of French, so you have to be competent and even performance on the language which you have going to translate it. So this is also one among the characteristics of Technical translation.

Education and Experience, also an active translator required to have enough education concerning the translation and not only that but also a translator required to have ~~experi~~ much experience about his or her work. For example, a scholar will know some portion of Translation than the translator who worked for the many time, so translator required to be educated and also should be have enough ~~ed~~ experience, as we know there is no talent on translation, but people learning first and then work effectively and efficiency.

<sup>fidelity</sup>~~fluency~~ and or faithfulness, also this is one among the feature of Translator, a good translator, needed to be fidelity, to avoid impersonal interest, a good translator required to translator by exposing the truth and don't lie on the matter that written from the source Language, also translator required to be neutral, don't lay on any side. So this is one among the characteristics of Technical translation.

fluency, another characteristics of technical translation is to be fluent on the use of language, first of all in order to be good in language you have to expand you vocabularies in order to be familiar with the vocabularies that are used by different writers. by doing so you will become good translator because you are trying to use technical language on the right time on the right place. So this also one among the characteristics of technical language. not only fluency means to be performance on languages.

Extract 8.2 is a sample of a response by a candidate who described some characteristics of interpretation instead of technical translation.

Other candidates described things an interpreter should observe during interpretation, such as listening carefully, using clear and audible voice, stressing a point as the speaker in the source language does, using gestures like those used by the speaker in the source language, requesting the speaker to repeat whenever necessary, observing the audience keenly, using the style that the audience will understand, avoiding personal attitudes, and considering the equivalence of both source and target language. Extract 8.3 shows a sample of a poor response provided by one of the candidates.

### Extract 8.3

8a	<p>Translation, is the transfer of Message from one language (source language), to another language (target language) in form of speech. There are many purposes which make translation to be technical. The following are the characteristics of technical translation.</p> <p>Technical translation must consider the style which audience will understand, among of the characteristics of technical language is that in technical translation translator must use the style which audience will understand and obtain knowledge which speaker of source language expressed.</p> <p>Technical translation use the gestures like those used by the speaker of source language, another characteristics of technical translation is that technical translation used the gestures like those used in source language this made audience to understand well on which thing translated by the translator.</p> <p>In technical translation when a speaker of source language stresses a point, the translator must do the same and not different, another characteristics of technical translation is that when a speaker of source language stresses a point the translator must do the same and not different this point it help to show emphasis to the audience and understand well.</p>	
----	---	--

9a	<p>In technical translation, translator must observe audience keenly, also are the characteristics of technical translation is that in technical translation, translator must observe audience keenly to help the audience to understand well.</p> <p>In technical translation, translator must be careful because he/she may cause death. Example giving instruction to the patient. So among of the characteristics of technical translation is that translator must be careful when he/she translate in order to bring message which expected by the speaker of source language.</p> <p>According to that translation have many effects in the society such as translation is the source of income, it help to employment to the people, source of learning language, transfer of knowledge from one language to another and also translation it help to improve language.</p>	
----	---	--

Extract 8.3 is a sample of a response by a candidate who described the things an interpreter should observe during interpretation.

In part (b) the candidates who scored high marks were able to translate the given expressions into Kiswahili by considering the structure of the target language, as shown in Extract 8.4.

#### Extract 8.4

08 b.	i) Uvutaji wa sigara husababisha kansa ya mapafu.	
	ii) Ni hatari sana kuvuta hewa ya ukaa.	
	iii) Msugusano unaweza kupunguzwa kwa kuweka mafuta katika suna zote mbili.	
	iv) Tiba ya kifua kikuu iligunduliwa hivi karibuni.	
	v) Mjomba wangu alikuja kwa kisukari akiwa na miaka 55.	
	vi) Vipimo vya damu vilionesha kuwa John alikuwa na kansa ya damu.	
	vii) Ugonjwa wa Malale unasababishwa na Mbung'o.	
	viii) Jua, mwezi, nyota na vimondo siyo sayari.	
	ix) Ndoa ni agano kati ya watu wawili.	
	x) Mwanasheria wa serikali aliiambia mahakama kuamba mtuhumiwa alikuwa na kosa la mauaji na aliomba hukumu ya kifo.	

Extract 8.4 is a sample of a good response by a candidate who could translate all the expressions into English language except for the expression in item (x) where the correct translation was supposed to be:

“Mwendesha mashtaka wa serikali aliiambia mahakama kuwa mshitakiwa alikuwa na hatia ya mauaji na akaiomba mahakama imuhukumu kifo”.

Further analysis shows that, the candidates who scored a 0 mark in part (b) were unable to translate the given expressions into Kiswahili language. This was an indication that they lacked adequate vocabulary and translation skills to transfer the message from the source language into the target language. Extract 8.5 shows a sample of a poor response from a script of a candidate.

### Extract 8.5

	h)	
	i) Uvutoji wa sigara una sababisha	
	kansa ya mapafu	
	ii) ni hatari sana kuvuta hewa isi	
	yo kuwa safi	
	iii)	
	iv) dawa ya vidonda vya tumbo imepa	
	tika hivi karibuni	
	v) Mjomba wangu alifariki akiwa	
	na umri wa miaka 55	
	vi) kipacha damu kimedhibitisha	
	kwamba John ana leukemia	

	vii) Mbungo husababisha ugonjwa	
	wa kulala vyema	
	viii) Jue mwezi na meteoroid hizi si	
	Sayari	
	ix) Ndoa ni maridhiano baina ya watu	
	wawili	

Extract 8.5 is a sample of a poor response by a candidate who was unable to translate the given expressions into Kiswahili language.

#### 2.4.2 Question 9; Describing Five Important Things for an Interpreter to Observe during Interpretation; Interpreting Kiswahili Mini Speech into English Language

This question had parts (a) and (b). In part (a) the candidates were instructed to describe five important things for an interpreter to observe during interpretation and in part (b) they were instructed to interpret the following Kiswahili mini-speech into English Language:

Ugaidi uko duniani kote. Magaidi wanaua watu wasio nahatia Ulaya, Marekani, Asia na katika nchi nyingi za Afrika ikiwemo Tanzania. Hapo zamani tulizoea kusikia mashambulizi ya kigaidi kupitia vyombo vya habari. Hivi sasa mambo yamebadilika kwani magaidi wamekwisha ishambulia nchi yetu. Kwanza waliushambulia ubalozi wa Marekani jijini

Dar es salaam. Baada ya hapo kumekuwepo na mashambulizi kadhaa na hasa katika jiji la Arusha. Hivi karibuni, baada ya kuua watu West Gate nchini Kenya, magaidi wa Al shabaab walidai kuwa wataishambulia pia nchi yetu. Watanzania wenzangu, msishtuke kamwe! Nataka kuwahakikishia kwamba vyombo vyetu vya ulinzi na usalama viko imara kupambana na kuwashinda hawa magaidi. Hata hivyo, napenda kusesitiza kwamba kila mmoja wetu anapaswa kuupiga vita ugaidi.

This question was attempted by 70.4 percent of the candidates and their performance was good, as 35.9 percent scored from 12 to 20 marks, 42.7 percent from 7 to 11.5 marks and only 21.4 percent scored from 0 to 6.5 marks.

The candidates who scored high marks in part (a) were able to describe five important things for an interpreter to observe during interpretation, such as listening carefully when the speaker speaks, using clear and audible voice, stressing a point as the speaker in the source language does, using gestures like those used by the speaker in the source language, requesting the speaker to repeat whenever necessary, observing the audience keenly, using the style that the audience will understand, avoiding personal attitudes, and considering the equivalence of both source and target language. Extract 9.1 shows a sample of a good response from a script of a candidate.

## Extract 9.1

9a	<p>Interpretation is the process of changing spoken ideas from the source language to target language. An interpreter deals with the interpretation process. There are things an interpreter needs to observe during interpretation and these are as follows:</p> <p>An interpreter needs to use the style that he thinks will make the audience understand. This means that an interpreting technique should be that which will be easily understood to all people.</p> <p>When the original speaker stresses a point the interpreter should do the same. This is to say an interpreter needs to listen carefully to the original speaker and the points that he/she is stressing. This will help the interpreter do the same as the original speaker.</p> <p>Use gestures when interpreting, so long as an interpreter sees the audience he/she should use body gestures in elaborating the point to the audience. Gestures like using hands, face are allowed in interpretation and sometimes even the original speakers use gestures.</p> <p>Observe the audience, it is the work of an interpreter to observe his audience as whether it understands or not. This will make an interpreter elaborate the unclear points to the audience for the purpose of making them understand.</p> <p>Therefore, an interpreter is the bridge of the speakers and listener. Being careful to the speaker's words will make him/her produce a very nice and good interpretation work.</p>
----	---

Extract 9.1 is a sample of a response by a candidate who could describe five important things for an interpreter to observe during interpretation.

On other hand, many of the candidates who scored a 0 mark in part (a) misconceived the question or they lacked adequate competence in the subject matter. One of the candidates, for example, said that an interpreter should not include nonverbal features when interpreting. Another candidate said that an interpreter should use all the materials like a dictionary so as to interpret well.

Some of the candidates provided the challenges that an interpreter may face during the process of interpreting. One of the candidates mentioned challenges like the use of idioms and proverbs. Another candidate mentioned challenges such as the use of abbreviation and types of food like “kisamvu” types of clothes like “rubega” and types of houses like “manyata”. Extract 9.2 further shows a sample of a poor response from a script of a candidate.

### Extract 9.2

09	<p>i) Interpretation: Is the process of transfer ideas from one language to another through speaking or process of transfer ideas that must be the ideas of some language have to be the same on target language through mouth.</p> <p>ii) Must be interpreter to understand both language during interpretation. Such as from English language to Kiswahili must be to know both this language first.</p> <p>iii) To understand historical background of audience during interpretation. like interpret about female genital mutilation on the Masai tribe so don't using bad word and examples</p> <p>iv) Must be considering ages of audience during interpretation like elder using word that polite like women or children so must be considering level of audience or attitude of audience.</p> <p>v) Must be using good language that make happy audience and don't feeling tired this help to make audience comfortable.</p> <p>vi) From Must be to ask when have not understand or hearing this help to get real information like have not understand from source language must be translator to ask.</p>	
----	--	--

Extract 9.2 is a sample of a poor response by a candidate who failed to describe five important things for an interpreter to observe during interpretation.



In part (b) the candidates who scored high marks were able to interpret the given Kiswahili mini-speech into English language. This was an indication that they had adequate vocabulary and interpretation skills to transfer the message from Kiswahili into English language. Extract 9.3 shows a sample of a good interpretation provided by one of the candidates.

### Extract 9.3

9b	There is terrorism throughout the world. Terrorists kill many innocent people in Europe, America, Asia and in many African countries including Tanzania. In the past, we used to hear about terrorists' invasions through mass media. Now, things have changed because terrorists have already invaded our country. They firstly invaded the American Embassy in the city of Dar-es-salaam. After that, there have been several invasions in the city of Arusha. In the last days, after killing people at West Gate in Kenya, Al Shabaab terrorist group claimed that they will also invade our country. My fellow Tanzanians, never be scared! I want to ensure you that our defence and security instruments are strong to fight and win these terrorists. However, I like to emphasize that each one of us should fight against terrorism.
----	--

Extract 9.3 is a sample of a response from a script of a candidate who could interpret the given Kiswahili mini-speech into English language.

On the other hand, the candidates who scored a 0 mark in part (b) were unable to interpret the given Kiswahili mini-speech into English language. This was an indication that they did not have adequate vocabulary and interpretation skills to transfer the message from Kiswahili into English language. One of the candidates, for example, translated the word “Magaidi” as “Dictators” instead of *terrorists* and “mashambulizi ya kigaidi” was translated as *conquest* instead of *terrorist*. Extract 9.4 shows a sample of such a poor response from a script of a candidate.

#### Extract 9.4

9(b) Dictatorship is in the world wide Dictators kills innocent people in Europe, America, Asia and in many African countries including Tanzania. long time ago we expected to hear the dictatorship conquests through communication networks. Now things are changed because dictators are conquering our country. Firstly they conquered American diplomat in Jerusalem city. After that there is conquest some conquests especially in Arusha City In recently time After the killing of people West Gate in Kenya, Dict dictators of Al-Shabaab said that they will conquer our country. My friend Tanzanians don't worry! I want to prove that our military peace and security military militaries are powerful enough to fight and to defeat these dictators. Even though I like would like to insist that every one of us is responsible to fight against dictatorship.

Extract 9.4 is a sample of a response by a candidate who was unable to interpret the given Kiswahili mini-speech into English language.

### **3.0 ANALYSIS OF THE CANDIDATES' PERFORMANCE 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 question carried twenty (20) and the candidates were instructed to answer two of them, making a total of forty (40) marks in this section. Question number 1 was compulsory.

##### **3.1.1 Question 1: Explaining why Literature is an Art by Giving Five Reasons and Five Characteristic Features of a Novel**

This question had parts (a) and (b). In part (a) the candidates were instructed to explain why literature is an art by giving five reasons and in part (b) they were instructed to give five characteristic features of a novel.

The question was attempted by 98.9percent of the candidates and their performance was good, as 46.3 percent scored from 12 to 20 marks, 35.1 percent from 7 to 11 marks and 18.6 percent scored from 0 to 6.5 marks.

The candidates who scored high marks in part (a) were able to provide five reasons to prove that literature is an art. They gave reasons such as careful selection of words, the use of creative language with idioms, proverbs, and metaphors, the use of characterization which is done creatively, the choice and organization of incidents done in such a way that they look real, incidents are narrated skillfully, themes are used to suit the narration of an art and the creation of the setting done to suit the particular time and place. This shows that the candidates had adequate knowledge about the characteristics of literature that qualify it to be the work of art. Extract 1.1 shows a sample of a good response provided by one of the candidates.

## Extract 1.1

1.(a)	<p>Literature refers to a work of art that uses language figuratively to express social realities. Other works of art include painting, Music and sculpture. Literature on its part, is called an art due to the following reasons:-</p> <p>Language use in literary works; The language used in works of literature is artistically with figures of speech. This is called language diction in which there are riddles, sayings, <del>idioms</del> idioms, Symbolisms, imagery, and other figurative language. These make literary works to be called an art.</p> <p>Choice of characters; Characters in works of literature are human being or animals who carry actions to represent the social realities in our environments. They are selected and used very technically where each carries different actions and themes by representing peoples behaviours in our societies. That is why literature is an art.</p> <p>Setting; This is a place, situation and time in which events take place in works of art. It can be real or unreal settings. They are also made by artists very technically to make sure that they correspond to the social environment in which the work will be used - Example of setting may be "African societies before colonialism".</p> <p>Plot; This refers to arrangement of events in literary works. It can be done to be straight forward, or foreshadowing or flashback. This proves that it needs some one's ability to mould the arrangements of events in artistic ways hence literature is an art.</p> <p>Style; This is how an artist makes his/her</p>	use only
-------	--	----------

1-(a)	work to appear different from the works of others. He/she may do it through the use of narrations, songs or using letters within the story. Also an artist may include certain language style to make his/her work unique from other works. For instance he may use slangs and ungrammatical expressions to some characters to symbolize their illiteracy.
	Literature is only useful when it contains both content and form. In the part of form it is where we get language diction, plot, style, characteristics characters and settings while in content we get themes, conflicts and lesson together with philosophy of the artist. Therefore, the two parts of literature depend on each other.

Extract 1.1 is a sample of a response by a candidate who explained the reasons which make literature to be an art such as creative use of language.

Further analysis shows that, a few candidates who performed poorly in this part failed to understand the requirements of the question and, as a result provided answers that were contrary to the question. Among these candidates, there were those who cited form and content as reasons which make literature to be an art. There were also candidates who provided the functions of literature, as shown in Extract 1.2.

## Extract 1.2

1	<p>Literature is a work of art used to express human realities in the society. There are two types of literature which are oral literature and written literature where by oral literature are folk tale, legend, myth, and written literature are didactic, Elegy, narrative and ode. The following are the reasons of why literature is called an art,</p> <p>It educates the people in the society, the literature is called an art because it educates the people from different societies that the leaders should stop betraying, corruption, alienation and this is seen in different plays like An Enemy of the people.</p> <p>It criticizes the society, the literature is called an art because it criticizes the society that the people should stop exploiting others in the society because it is not a good behaviour. Example a play betrayal in the city we see that it has criticized the society.</p> <p>It liberates the people in the society, the literature is called an art because it liberates the people in the society. Example from colonialism, desire for independence and this is seen in the poem of Your pain that the literature has liberated the people in that society.</p> <p>It helps to develop language, the literature is called an art because it helps the people to develop their language.</p>
---	---

	because other people learn language through	
	literature. Example is the play "Betrayal in	
	the city" we see some people like Mulati	
	has developed language through literature	
	because before that he was purely in	
	language,	
	It entertains the people in the society	
	the literature is called an art because it	
	entertains the people in the society through	
	reading the novels, plays and poems.	
	Example "Betrayal in the city" entertains the	
	people in the society.	
	Therefore the literature called an art due	
	to the above points which says that due	
	to educating the people, entertains the people,	
	it develops the language and it liberates the	
	people.	

Extract 1.2 is a sample of response by a candidate who provided explanations about the functions of literature instead of explaining the reasons which make literature to be an art.

In part (b) the candidates who performed well were able to give clear explanations about the characteristic features of a novel by showing that incidents in a novel are written in a narrative way, that the roles in a novel are played by different characters, novels are written in form of chapters, novels use figurative language and that they have setting - the time and place in which the events took place. This shows that the candidates had sufficient knowledge of the characteristic features of a novel. Extract 1.3 shows a sample of a good response provided by one of the candidates.

### Extract 1.3

(b)i	Novels are presented in Chapters. Here every chapter carries one particular incidence/event. Plays use Scenes and Acts.	
ii	They are presented in paragraphs. Novels are presented in paragraphs because it is in narrative form. Therefore, each paragraph carries a particular idea about what is being narrated. This is contrary to plays which use dialogue or conversation between characters and poems which use stanzas or verses.	
iii	Novels use monologue Here mostly single person singular dominates the story contrary to plays which use dialogue.	
iv	Novels have many incidences than plays. Every event in novel is clarified in deep and widely than how it is in plays	
iv	Novels have many incidences than plays. There are many events in novels, that is why it is said to be longer than plays and poetry.	
v	Novels are very long This is because every event is clarified in deep and widely than how it is in plays and poetry.	

Extract 1.3 is a sample of a response by a candidate who gave sufficient and clear explanations about the characteristic features of a novel, thus scoring high marks.



The candidates who scored low marks in question 1(b) mixed correct and incorrect in their responses. Other weaknesses that were observed included repetition of points and inability to comprehensively exhaust the required points. This shows that the candidates had partial knowledge about the characteristic features of a novel. Extract 1.4 is a sample of a response from a script of a candidate with average marks.

#### Extract 1.4

b/ Characteristic features of a novel.	
A novel is a long narrative work of art (literature) that presents a story about something in an imaginative form.	
Novels are characterized by:	
i/ They are narrative in nature.	
Novels do narrate the sequence of flow of events from one to another in a block form where they simply tell a story to the reader. They are telling stories in a narration form.	
ii/ Novels are long in structure compared to other literary works.	
Novels have got the long narrations that do take a large space or many pages compared to the plays and poems. Because they tell stories, they are to draw up to a conclusion thus being long in structure.	
iii/ Novels are bearing paragraphs and chapters.	
This is also a characteristic feature of novels. Paragraphs contain the ideas in an order as being written in a plot. Chapters too do perform the same function of dividing the work after a complete idea.	

Extract 1.4 is a sample of a response by a candidate who had partial knowledge about the characteristic features of a novel and wrote only on being narrative and being in paragraph form.

Further analysis shows that, a few candidates who scored a 0 mark in this part failed to understand the demands of the question. Some of these candidates provided the functions of literature. Some provided irrelevant characteristic features of a novel such as containing pictures, rhyme, frozen language, figure of speech such as imagery so as to arise emotion. There was also a candidate who attempted the question focusing on the significance of language, as shown in Extract 1.5.

### Extract 1.5

1b)	characteristics feature of a novel	
	i) It assist to alleviate the poverty in the society.	
	ii) It lead a good understanding among the people when they read it	
	iii)	
	iv)	
	v)	

Extract 1.5 is a sample of a response by a candidate who provided the significance of language instead of the characteristic features of a novel.

### 3.1.2 Question 2: Writing an Essay on AIDS and its Prevention and Writing Six Characteristic Features of Informal Language

This question had parts (a) and (b). In part (a) the candidates were instructed to write an essay on what AIDS is and how it can be prevented and in part (b) they were instructed to give six characteristic features of informal language.

The question was attempted by only 39.6 percent of the candidates and their performance was good, as 70.6 percent scored from 12 to 20 marks, 25 percent from 7 to 11 marks, and only 4.4 percent scored from 0 to 6 marks.

The candidates who scored high marks in part (a) were able to explain that AIDS can be acquired through careless sex, sharing of sharp instruments, transfusion of infected blood and through infected mother to the child. They provided the symptoms of AIDS such as recurring of fever, rapid weight loss and prolonged diarrhea. They also provided its preventive measures such as not sharing sharp instruments, transfusing blood that has been tested, avoiding unsafe sex and providing mass education to the public. Extract 2.1 shows a sample of a good response provided by one of the candidates.

#### Extract 2.1

2 a)	AIDS is a short form for Acquired Immunodeficiency Syndrome. It is caused by a virus known as Human Immunodeficiency Virus. Some say it is a killer disease but it is not true because it can be controlled. It is caused when <sup>body fluid like</sup> blood of an infected person gets into contact with an infected person. It is caused by the following ways.
	First of all; it is by blood transfusion. Once blood for an infected person is given to a non infected person without screening it. Once this happens then this will make both of them victims of AIDS.
	Also, it is spread once an infected person has unsafe sex with a non infected person. This will make him/her a victim of AIDS as well due to the contact

2a)	of the body fluids.	
	Also, it can be spread from mother to child during breastfeeding. Therefore, if an infected mother breast feeds a safe baby it is likely for that baby to also be infected because its lacks enough immunity in its body.	
	However, AIDS can be prevented through various ways:	
	To begin with, if a pregnant mother who is infected gives birth, then she should not breast-feed the baby. By so doing one will avoid the transfer of the virus to the baby. At the same time, this pregnant mother before delivery is expected to be frequently visiting the clinic, thus prevents the transfer of the disease.	
	Also, people should be faithful to their partners. By being faithful to one another enables them to be free from any sort of possibility of getting the virus. Therefore husbands and wives should be faithful in their marriages so as to prevent the spread of AIDS.	
	Furthermore, it can be prevented by abstaining from sexual intercourse. This is the safest way for one to be assured of being free from getting HIV/AIDS. Therefore, AIDS can be prevented through abstaining from sexual intercourse.	
	And also it can be prevented by avoiding to share the use of sharp objects /unsterilised objects. These are razor blades and syringes; therefore one should avoid sharing of such objects so as to avoid the contact of body fluids.	
	To sum up all, AIDS is a disease that is affecting most developing countries. This is because of lack of enough knowledge and awareness for the disease. Therefore every citizen, should be responsible in	
	educating one another. By so doing, we shall save our future generation hence it can be prevented.	

Extract 2.1 is a sample of a response by a candidate who explained what AIDS is, ways of acquiring it and its preventive measures.

The candidates who scored a 0 mark failed to explain about AIDS and how it can be prevented since they provided incorrect definitions of AIDS and gave incorrect explanations about the ways through which AIDS can be acquired and prevented. This suggests that candidates did not have the ability to express themselves in English language. One candidate, for example, explained that AIDS is an insect or disease which brings poor condition and can be prevented by using medicine, as seen in Extract 2.3.

### Extract 2.3

24	AIDS is insects of diseases which to	
	bring poor condition in human body	
	It can be prevented to by using	
	medicine from the doctor.	
	And also it prevented by used	
	Local medicine which can see in the	
	countries.	

Extract 2.3 is a sample of a response by a candidate who explained that AIDS is an insect which can be prevented, thus scoring a zero mark.

There were also few candidates who scored a 0 mark because they failed to understand the demands of the question. One candidate, for example, wrote a poem about AIDS instead of writing an essay about the meaning and ways through which AIDS can be prevented, as seen in Extract 2.4.

## Extract 2.4

29	I Friend in need is a Friend indeed, So they say goes,"	
	To a doctor I went of course, you are infected AIDS! Whaaact! - It is where I froze, Bring your partner! a doctor expose:	
	Whose? who... It is where I froze, ooh! I get her of course, To a doctor we went of course,	
	BT: Now condom is my flow, Because I man of dream I was In order to achieve my goals; Only one partner I expose.....	

Extract 2.4 is a sample of a response by a candidate who wrote a poem instead of writing an essay about AIDS and its prevention.

The candidates who scored high marks in part (b) were able to write the characteristic features of informal language by explaining that it is a language that is not accepted in serious speech or writing; it uses short and simple sentences, it contains contractions, it uses creative language with idioms, proverbs, and slang as well as colloquial expressions. This shows that these candidates had adequate and sufficient knowledge about informal language. Extract 2.5 shows a sample of such a good response.

## Extract 2.5

2b)	i) Informal Language contain contraction. Example - I've - I have. - You should'nt - you should not. - It's yours - It is yours.	
	ii) Informal language contain slang and colloquialism. - Example words like - Dady, mummy, kid - Tsup	
	iii) Informal Language contains euphemism. Example - Servant - Instead of helper.	
	iv) Informal language is mostly found in spoken language Example - conversation language - Having stories with friends	
	v) Contains vulgar words.	
	vi) Informal language does not adhere to grammatical rules.	

Extract 2.4 is a sample of a response by a candidate who provided the characteristic features of informal language.

The candidates who scored a 0 mark in question 2 (b) failed to provide the characteristic features of informal language instead they provided features of formal language and common core language, such as the use of long and complex words, no use of slangs, and that speakers are impersonal. Some of the candidates provided the functions of language by explaining that informal language can be used in the society for communication, which was also not correct. For example, one candidate wrote that; *"Informal language used the words using long time, informal language brought the peace in the society, informal language bring the historical language."* Extracts 2.5.1 and 2.5.2 show poor responses to this question.

### Extract 2.5.1

2.	b)	Informal language is the language which is used in different conditions. Example in advertising, magazine, newspapers.
		The following are the characteristics of informal language.
		Uses long and complex words in the sentences. Most of informal language are very long and complex in making a sentence. In writing on a certain paragraph or information informal language is very complex to use. It has no use of slang, hence slang is the variety of language that is used by a certain or particular group of people especially young teenager. In this type of language slang is not used because these young people cannot understand each other and other group of people also.
		Speakers are Impersonal. The speakers on informal language are impersonal that is that one language they can use. In this type of language also there are some words which are very complex in pronunciation.
		Also in this type of knowledge there is a describe of intonation. Intonation refers to the rise and fall of a word syllable into a sentence which can lead to the change of the meaning. In informal language there are some words which they can change the meaning of its word. Example when someone says silent means keep quiet.
		Uses some private letters. Informal language uses some private letters such kind can lead to the formation of new to the word.



2.	<p>Informal language does not consist of euphemism, contradiction and pronunciation. When we say euphemism and contradiction example I <u>haven't</u> go to school today. <u>haven't</u> is the contradiction to the sentence. This does not shown in the informal language they shown in formal language.</p> <p>Another feature is that informal language uses public sentences word in preparing an information example in Television, magazine, newspaper the language user is mostly informal language.</p> <p>Conclusion; Informal language is does not contains of many characteristic features like formal language because informal language is cheaper people of using that language But formal language many people are young ones are able to use formal language.</p>	
----	--	--

Extract 2.5.1 is a sample of a response by a candidate who wrote on formal language and not characteristic features of informal language.

### Extract 2.5.2

2b7	<p>characteristic features of Informal language</p> <p>Informal language this is the language which used in the society for the aim of communication. by it used regularly example between youth and youth or Mother and father. and it used <del>imp</del> impolite language</p> <p>Dady means father mother means mother</p> <p>characteristics</p> <p>It used in communication function in the society.</p>	
-----	--	--

Extract 2.5.2 is a sample of a response by a candidate who wrote about the use of informal language instead of writing about characteristic features of informal language.

### **3.1.3 Question 3: Explaining the Meaning of the Literary Terms and Writing Graphological Features of Legal Language**

This question had parts (a) and (b). In part (a) the candidate were instructed to explain briefly the meaning of the following literary terms giving one example for each:

- (i) Content
- (ii) Plot
- (iii) Sarcasm
- (iv) Euphemism
- (v) Diction

In part (b) the candidates were required to write five graphological features of legal language.

The question was attempted by 60.1 percent of the candidates and their performance was good as 66.3 percent of scored from 12 to 20 marks, 27.6 percent from 7 to 11 marks, and only 6.1 percent scored from 0 to 6 marks.

The candidates who scored high marks in part (a) were able to define the term “content” as what is described in a work of art like and it includes themes, crises, message, and philosophy. The term “plot” was defined as an arrangement of events in a novel or play which is reflected through conflict. It is an interplay and sequence of events in a story which is artfully arranged so that the artist may attain the desired aesthetic effect. The term “sarcasm” was defined as a statement whose meaning is opposite of the stated. It is a touching reproachful statement which may be ironical and aims at inflicting pain. The term “euphemism” was defined as a figure of speech in which indirectness replaces directness of a statement in order to avoid offensive or unpleasant language in subjects concerning taboo; for example, when one says “The patient passed away yesterday” instead of saying “The patient died yesterday”. The term “diction” was defined as the choice and arrangement of words in a literary work, whereby the artist strives to find words that most effectively express what is intended. Thus instead of saying “We’ll face the murderous, cowardly pack like men,” the poet may say, “Like men we’ll face the murderous, cowardly pack” depending on how he/she wants to stress a point. Extract 3.1 shows a sample of a good response provided by one of the candidates.

### Extract 3.1

3	(i) Content	
	Is all about what is said in the work of art. Content includes messages, themes, philosophy that are conveyed in any work of art. Example the theme of betrayal in the book of "Betrayal in the City".	
	(ii) Plot	
	Is the arrangements of events in the work of art. The work of art can be, chronological, flashback or reference form. Example the plot in the book of "the man of the people" is chronological.	
	(iii) Sarcasm	
	Is the reproachfulness of telling something about someone. In which it makes her or him get pain about the truth. It is an ironical way of saying something, but making something someone feel pain. Example "you are very clean" but meaning you are very dirty.	
	(iv) Euphemism	
	Is the literary technique used to reduce the offensiveness of the words or sentences. Example, go for short call" meaning go to urinate.	

	(v) Diction	
	Is the way language is used	
	in a literary work, particularly it is	
	seen in the poems. Language can	
	be simple, complex, slang or formal	
	language. Example, the language diction	
	used in the poem is simple to understand.	

Extract 3.1 is a sample of a response by a candidate who could explain the meaning of the literary terms content, plot, sarcasm, euphemism, and diction with examples.

The candidates with average marks were unable to provide exhaustive explanations about the given literary terms. Some of the candidates explained the meaning of the literary terms without providing examples. One candidate, for example, defined "content" as *what is said or described in a work of art*. Another candidate explained that *plot is the arrangement of ideas in the work of art*. Extract 3.2 and Extract 3.3 confirm this.

### Extract 3.2

3.	(i) (1) Content is what has been revealed in the work of an art: for example poverty.	
	(ii) Plot is the arrangement of ideas in the work of art for example back formation.	
	(iii) Sarcasm is the use of opposite words pointing at amusing someone. for example hey you white person, while you are calling some one who is black in colour.	
	(iv) Euphemism is the use of some words in order to reduce the hardness of the word for example "she passed away" instead of "dying"	
	(v) Diction is the use of language in the work of an art for example "the use of figures of speech"	

Extract 3.2 is a sample of a response by a candidate who could not provide thorough explanations and examples about the given literary terms.

### Extract 3.3

3.		
(a)		
(i)	This is the thing which represented in to literally work Example Themes and Contents element	
(ii)	The arrangement of events in a literary work can be chronological, of	
(iii)	This is the use of old language in a new literature language.	
(iv)	Is the use of words without neededly form. such as pass away means die.	
(v)	This is the language used in a literary work Example difficult language.	

Extract 3.2 is a sample of a response by a candidate who could not provide thorough explanations and examples about the given literary terms.

A few candidates who scored a 0 mark in question 3 (a) failed to explain the meaning of the literary terms and they were unable to provide examples to support the answers. One candidate, for example, explained that “plot” is *the direction of content*. Another candidate defined “euphemism” as *the figure of speech which shows the difference in speaking*; and yet another candidate defined “diction” as *the book which having many meaning of the words*. These responses show that those candidates did not know the meaning and use of the given literary terms. Extract 3.3 further shows a sample of a poor response from a script of a candidate.

### Extract 3.3

3		
(i)	Content	→ Was another Meaning of themes
(ii)	Plot	→ Used in literature for Specific Uses
(iii)	Sarcasm	→ Was the methods Used by the writer in literature
(iv)	Euphemism	→ The word used in the sentence in order to reduce the Clear Meaning.
(v)	Diction.	→ Was the technical Used in literature

Extract 3.3 is a sample of a response by a candidate who did not know the meaning and use of the given literary terms, thus providing incorrect explanations.

In part (b) the candidates who scored high marks were able to write five graphological features of legal language such as numbering of items or sections, clearly marking the paragraphs through indentation, capitalizing some words or expressions, using italics or bold print, and clearly marking the sections using headings and subheadings. Extract 3.4 shows a sample of response from a script of a candidate who could write five graphological features of legal language, thus scoring high marks.

### Extract 3.4

3	(b) Legal language is the language used in Penal Codes, in Courts as well in legal matters. - The following are the graphological features of legal language. (i) Paragraphing is one among the features of legal language. Paragraphing is used so as to distinguish different legal phrases for easy referencing. (ii) Numbering is used in legal language. Numbers are used so as to separate legal phrases of different kinds. (iii) The use of headings and subheading. In legal language, headings are used so as to show the main topic or subject under consideration. Example "LAND ACT" (iv) The use of Spacing. In legal language spacing is used so as to show clarity of what is being spoken. (v) The use of bolding. In legal language bolding is used so as to show emphasis on the topic that is spoken. Also to show clarity on what is being talked about. Example "LAND ACT"	
---	--	--

Extract 3.4 is a sample of a good response by a candidate who provided five graphological features of legal language.

Further analysis shows that the candidates with average marks in part (b) were able to provide at least two graphological features of legal language. This was an indication that they had partial knowledge about the graphological features of legal language. Extract 3.5 confirms this.

### Extract 3.5

3		
(b)		
(i)	Use numbers	
(ii)	Use heading and subheading	
(iii)	Use long sentence,	
(iv)	Use <del>bestination</del> formal language.	
(v)	Avoid use of ambiguity	

Extract 3.5 is a sample of a response by a candidate who could state only two graphological features of legal language, as seen in numbers (i) and (ii).

The candidates who scored a 0 mark in part (b) had the following weaknesses. Some of the candidates did not understand the question, as a result they provided explanations about the use of legal language, some provided the characteristic features of legal language such as the use of Latin and archaic words, use of complex sentences. Extract 3.6 shows a sample of a poor response provided by one of the candidates.



### Extract 3.6

3(b)	<p>legal language is the language which is used in court, the legal language having the following graphological features which are the following;</p> <p>It is using complex sentence; always using hard words which can be not easily for a person who do not understand to well the pronounced words</p> <p>It is use commandment; also this language always used command language to the person especial in the court. Example "Come here"</p> <p>It has very long sentences; this also have the feature of very long sentences especial when the judge reading the law, they always written in long sentences.</p> <p>The legal language also does not have short words; Example <del>to</del> haven't, doesn't, won't these words are not allowed is very direct in sentences.</p> <p>another feature of legal language it performed only in special areas like in court and not other places</p> <p>There above are the features of legal language which is used in court than other places so It is the one of the language which can be used in special areas.</p>
------	--

Extract 3.6 is a sample of a response by a candidate who described the use of legal language instead of stating the graphological features of legal language.

Other candidates who scored a 0 mark in part 3 (b) provided irrelevant responses probably because they did not have adequate knowledge about the graphological features of legal language. One of the candidates, for example, provided two characteristics of language (*arbitrariness* and *duality*), two elements of content (*message* and *themes*), and one element of form (*tone*), as shown in Extract 3.7.

### Extract 3.7

3.	(b) (i) Arbitrariness	
	(ii) Duality	
	(iii) Metonymy	
	(iv) Themes and	
	(v) Tone	

Extract 3.7 is a sample of a response by a candidate who failed to state any graphological features of legal language due to inadequate knowledge about legal language and its characteristic features.

## 3.2 SECTION B: PLAYS

There were two questions in this section, each carrying twenty (20) marks and the candidates were instructed to attempt one question.

### 3.2.1 Question 4: Discussing how Titles of Books Reflect the Happenings in the Society

In this question, the candidates were instructed to use two plays read to discuss how titles of books reflect the happenings in the society using eight points from each play.

This question was attempted by 38.3 percent of the candidates and their performance was good, as 22.9 percent scored from 12 to 19 marks, 41.8 percent from 7 to 11 marks and 35.3 percent scored from 0 to 6 marks.

The candidates who scored high marks in this question were able to give an overview of the titles of the books read and then explain how the titles portray the happenings in the society portrayed in each book. For example, the candidates who used the book entitled *An Enemy of the People* explained that the title is ironic because it refers to Dr. Stockmann who fights for the truth as being an enemy of the people instead of being a friend of the people in his society. The candidates then identified the episodes or happenings in the play where Dr. Stockmann is treated as an enemy of people. For example, when Dr. Stockmann discovers that the Spa Baths are contaminated and informs the authority, the government officials do not want him to announce this to people and they do all in their power to hinder the article from being published. Despite all the hindrances, he goes on with his plans and this makes him an enemy of the government authorities.

Moreover, the people in Dr. Stockmann's society are ignorant and hence when they are told to go against Dr. Stockmann by the government authorities, they blindly vote him an enemy of the people.

Another book used by the candidates is entitled *Betrayal in the City*. The candidates who used this book explained that the title reflects the realities happening in Kafira State where the people have been betrayed by the leaders who have turned to be traitors after being put in power. In the book, for example, when the university students voice their opinion for people's rights, some are killed and this is betrayal. Also in the book, Kabito is killed after opposing the use of primary school children during an official visit by the Head of State. The right to education for these children has been denied and this is betrayal. Kabito's right to life is also denied. The title of the book is also reflected when Jere turns against Mulili to preserve the African culture. Mulili betrays the people and their culture by having Jere put in jail. Moreover, Juser is not happy with the way leaders are ruling. He sees Mulili as an obstacle to justice and so in his sacrifice to get people's rights and to get rid of the betrayer, he facilitates the killing of Mulili. Furthermore, Mosese sees the brutality and oppression done by the leaders. He sees this as betrayal and so talks of the evils of the government during Adika's funeral. He is falsely accused of being in possession of drugs and is jailed. Another reflection of the title is when Regina participates in the struggle for change in Kafira despite the consequences. She feels betrayed by the leaders due to the demand for corruption.

There were also candidates who used the other plays that are recommended in paper 2, which are *the Bride*, *Lwanda Magere* and *Black Mamba*. Extract 4.1 shows a sample of a good response provided by a candidate who used the books *I Will Marry When I Want* and *An Enemy of the People* to show how the titles of these books read reflect the happenings in the society.

#### Extract 4.1

4.	Title refer to the heading of the book or any literary work. Normally play wright use title to reflect what happen to his or her society. In the two play which are <u>'I will marry when I want'</u> written <u>Ngugi wa Thiong'o</u> and <u>Ngugi wa Muri</u> and <u>'An Enemy of the people'</u> written by <u>Henrik Ibsen</u> the reflection has been seen. In the play "I will marry when I want" The title has been used to show that people will do something when they want. The writer use the following incidences to reflect the title.
	Kigurunda's decision to sell his land. In the play Kigurunda is seen possessing a land of one acre and a half. But the land is highly demanded by rich people like Ahab Kioi who know who wants to establish his factory so Kigurunda say he will sell his land when he wants. This reflect the title reflected by the book. This happens in most of our community where people decide whether to sell their property or not.
	Also Kigurunda and Wangeci decision to join christianity. At first Kigurunda and Wangeci refused to join the christianity and they said that they will join

the Christianity when they want  
this also reflected in the title of the  
play so many in the society  
make their own decision on whether  
to change religion or not.

The writer uses a drunkard  
person, Kamande wa Munyu to show  
that people do what they want. Kam-  
ande wa Munyu when he is  
drunk says 'I will marry when  
I want' he means that he will leave  
taking alcohol when he wants to this  
incidence is depicted by the title.

Also, Gathoni often have  
a conflict with her mother Wangei.  
She says that she will marry when  
she wants. She says so because her  
mother Wangei laments on her  
and on the issue of her marriage.

In the play the playwright  
depicts that even Mau Mau fighters  
in Kenya used to say that 'They  
will marry when they want'. They  
said so to mean that they will  
fight colonialism when they want.

The title reflects the exploiters  
who exploit poor people. They believe  
that one day will leave exploiting  
the majority. So when they want  
they will be good citizens. For exa-  
mple Ahab Kioi wa Karuru,  
Samuel Njugiri and Ikura wa

Wahiba.

Givondo also said that he will quit job from the Ahab tiki we know. This show that the title resemble with the real society. Givondo want to quit a job due to exploitation and low wages. This also seen in our environment.

Lastly, Gicamba says one day he will fight against exploiters. This also reflected by the title 'I will many when I want'. The Gicamba believes on unity to fight against oppression so he believe that one day he will against oppression. For example "organisation is our gun, organisation is our club".

Apart from ~~an~~ I will many when I want, also in the play "An Enemy of the people". The title reflect what has been depicted in the play. In this play the title has been used ironically, The one who is intitled as an Enemy have the feature of being a man of the people but due to ignorance people call Dr. Stockmann an enemy of the people. Dr. Stockmann is actually A man of the people because of the following reasons.

4	Dr Stockmann is a pathetic person, He made discovery on the polluted spa bath and want to announce about it to the people so he is actually not corrupt but pathetic person
	Also Dr Stockmann is a social person, He interact with his family and friend in a good way but due to ignorance of the people they call him An enemy of the people so title of the book reflect people's ignorance.
	Dr Stockmann is a responsible person, He use alot of his time to make discovery on the polluted spa bath so he is responsible in his work so he is actually not An enemy of the people. This is also seen in different societies where good leader given bad name due to their ignorance hence title of the book reflect the reality in the society.
	Further more Dr Stockmann is a revolutionary person, Due to corruption which is going on in the city Council Dr Stockmann want to oppose them. He is a doctor did not engage in corrupt and he want to tell major by the truth so he is not An enemy

4	at the people but due to the ignorance of the people he is regarded as an enemy of the people.	
	In the play there is an enemy of the people is Peter Stockmann. He is a mayor of the city council. He is an irresponsible person because he does not take any action about the polluted spa bath, so the title reflects the presence of different irresponsible leaders.	
	Also, in the play Adalsten, Billing and Hovstad betray Dr Stockmann. As a journalist they stop publishing Dr Stockmann's article about the polluted spa bath. This is because they are bribed by Peter Stockmann, mayor of the city.	
	Further more Peter Stockmann who is the mayor of the city is a corrupt. He bribes Adalsten and his fellow workers at the harbor. Peter Stockmann is actually an enemy of the people but majority does not know. This exists in most societies in which bad leaders are regarded as good leaders.	
	Lastly, Petra is dismissed from her work as a teacher. She is regarded as an enemy of the people because she is Dr Stockmann's daughter. This shows that even	
4	Innocent people regarded as an enemy of the people.	
	Conclusively, good titles reflect what is happening in the society. So writers must use good and attractive titles so as to make their work good.	

Extract 4.1 is a sample of a response by a candidate who explained how title of the books *I Will Marry When I Want* and *An Enemy of the People* reflect the happenings in the society.



Many of the candidates who scored average marks in this question were able to explain the meaning and implication of the titles of the plays read but they provided few points that link the titles and the happenings in the society portrayed in each book. Some of the candidates provided sixteen (16) points as required but some of the points were incorrect or were not well elaborated probably due to partial knowledge of the books read or poor mastery of English language. Extract 4.2 shows a sample of a response from a script of a candidate with average marks.

#### Extract 4.2

4.	Relevance refers to the reflection of:-	
	What said to in the work of an art in our Contemporary society. Is true that Authors they used these titles of the book to reflect the happenings in the society. By using two plays which are I will mention I want and An enemy of the people by Henrik Ibsen. Let's start with An enemy of the people.	
	An enemy of the people this title is ironically since it prove that a man was not Dr. stock man was not an enemy of the people while he was a man of the people. The following below are the evidence to show relevance of what is discussed in the play.	
	Non-Corrupt, Is true that Dr. stock man was not Non-Corrupt because he was against those who received bribe including his brother Peter stock man. Even in our Contemporary society we have Non-Corrupt people. For example the president John Pombe Magufuli who always fight against Corrupt people like Dr. stock man.	
	Patriotic, Another theme that prove that little of the books reflect the happenings in the society is all about patriotic. Dr. stock was so patriotic because he stand stand on the behalf of others. Even in our Contemporary society we still patriotic man are present.	

6. For example Dr. Ulimboka Mwalanga real to is the patriot.

Sacrifice, Another theme that prove Dr. Stockman was not an enemy of the people but he was a man of the people is this sacrifice Dr. Stockman sacrificed himself and his family on behalf of the Majority. Even in our Contemporary society still there are people who sacrifice their self. For example Mandela by that time.

Non-selfish, Another is non-selfish Dr. Stockman he was the man of the people because he was non-self compared to his brother Peter Stockman who he was self. Something is which even our Contemporary society we have Non-self people for example, Frickunjombe.

Apart from the play known as An enemy of the people Now let see about another play I will many when I want.

I will many when I want is means or symbolize too much freedom that girls need to have in decision making which they have negative impact to them. Also this title symbolized or means that Unfulfilled expectations of Kenyan who thought after attaining Independence things could be change. Consider the evidence below that are need to reflect in our society.

Betray, The Author use betray to prove that too much freedom of girls have negative impact. Here John Muthuri betrayed his love Galton after Galton to conceive pregnancy. Something that happened into our Contemporary society. Most of the people including,

4	<p>leaders they betrayed others. for example :-</p> <p>Mostly of the African Manages they betray themselves</p> <p>Land alienation, Another :-</p> <p>Unfulfilled expectation of Kenyan was Land alienation where by they thought after attaining independence things could change. Even in our contemporary society :-</p> <p>land alienation still is the problem up to date :-</p> <p>for example Through foreign investment they :-</p> <p>alienate land from the Natives.</p> <p>Conflict, Another theme is :-</p> <p>Conflict or Mis- Understanding between two :-</p> <p>tids for example the Conflict between Gathoni versus her parents after conceiving pregnancy and :-</p> <p>also Conflict between Kiguunda versus Traditional singers. Even in our Contemporary society Conflict are found in daily life. for example Conflict between CCM and CHADEMA.</p> <p>Poverty, Is the situation of being unable to attain basic needs, In the play Kiguunda family had not money for salt hence he went to bag salt to the Gicamba family. Poverty still existing in our Contemporary society for example in our country Tanzania :-</p> <p>there are low per Capitel Income and low life-expectancy something symbolized poverty.</p> <p>All of All both Authors :-</p> <p>They succeeded to reflect social realities in the society and the message from both plays :-</p> <p>are, we should put more effort to fight against poverty. Also each and every one should be :-</p> <p>transparent and Accountable to his or her society.</p>	
---	--	--

Extract 4.2 is a sample of a response by a candidate who provided few correct points and gave some happenings which were not relevant to the titles.

Further analysis shows that the candidates who scored low marks in this question failed to explain the meaning of the title of the books read and they could not connect the happenings in the society to the titles of the plays. Some of these candidates provided partial explanations about the themes found in those books without explaining thoroughly how they relate to the titles of the books. Extract 4.3 shows a sample of a response provided by one of the candidate with average marks.

#### Extract 4.3

4.	Many titles of books reflect the happening in the society through the use of two plays written by Francis Imbuga BETRAYAL IN THE CITY and Ngugi wa Thiong'o & Ngugi wa mirii in I WILL MARRY WHEN I WANT. in the play "betrayal in the city" narrates about the betrayal done by the people who are in power to their citizens and in the play of "I will marry when I want" narrates about disappointment among people who are poor they are hope are no longer sharing with "betrayal in the city" the title reflect the happening in the society due to the following reason.
	Corruption, through this Boss who was the head of the state is a corruption he betrayed the majority who put him on that position due to this also there are some leaders who are corruption in the society.
	Irresponsible, Boss was the irresponsible leader to his people he only cared about his concerns and forget about the majority also this reflect what is happening in the society
	Dehumanization, Adika was killed by Mutili was the cousin of Boss but no action were taken to punish him. this shows that peoples rights are not observed means peoples right betrayed also this is happening in the society.
	Poverty among the people due to the tendency of these elected leader to misuse public funds and forget about the problems facing their people due to this it shows that people are betrayed because they are not cared also this is happening in the society.
	Tribalism. This is seen in the prison where Askari refused to give milk to jere and give it to majere wa Tango. also this is happening in the society

4. Ignorance seen in Tumbo who was the government official he was ignorant and tribalist many leaders in the society are ignorant not knowing what is happening in their society. This shows betrayal to the citizens because a leader should be aware of what is going on.

Injustice done to Masese who was framed of possessing illegal drugs but he was not guilty of anything and ~~there~~ also this is happening in the society people are sentenced with false accusations.

Exploitation of natural resources seen by Boss who exploited the majority and invest overseas this is also happening in the society.

Also through the use of the play "I will marry when I want" written by Ngugi wa Thiong'o and Ngugi wa Mirii title of the reflect the happening in the society. the title shows disappointment of people with lower class and the following points narrates the play

Poverty people Kiguunda were very poor he had one room staying with his wife and his daughter Gathoni due to this many peoples lost hope of living they even tend to be drunkards so as forget their problems this also is happening in the society

Classes, class of poor like Kiguunda, Gicaamba, Wangeci, njoki and class of rich Kioi, Ikua in the play the existence of classes are widely seen and these people of poor class they are disappointed by the rich because the rich exploit the weak this is also happening in the society

Low wages, Kiguunda worked for Ahab Kioi wa Kanoru but wage paid to him was too little in which he could survive well with his family and this also happening in the society many richers enrich

4.	them selves through exploiting the poor people	
	Irresponsible seen to Kiol, when their son	
	John Muthuni gave pregnant to Gathoni they refused to	
	accept the truth and chase Kiguunda family and also this	
	is happening in the Society	
	Land alienation through this Kiguunda title	
	dis was taken by Ikup since he could not pay back	
	the loan given to him in time this also happening in the	
	Society	
	Hypocrisy seen in Kiol house there were	
	words written in the wall that Lord is the father of this	
	house but in reality it was not the truth because people	
	were not allowed to be seen in the time for meal especially	
	the poorer one this was also is happening in the Society	
	Religion conflicts, at Kiguunda house he	
	chase religious people who wanted to get money from	
	him because he do not believe in any religion this shows	
	disappointment this also is happening in the Society.	
	Drunkness, seen to Kiguunda and Drunker	
	these were two who lost hope in life then started drinking	
	alcohol so as to forget the hardness of life this is	
	also happening in the Society when people lost their	
	jobs they tend to be drunkard.	
	All in all titles of the plays reflects	
	what is happening in the Society because most of plays	
	writ writes about the things that facing them in	
	their Society. that is why the titles reflect real	
	tion that is happening in the Society.	

Extract 4.3 is a sample of a response by a candidate who provided partial explanations about the themes found in two books without explaining clearly how they relate to the titles of the books.

Other candidates who scored low mark answered the question by providing general explanations without making any reference to two plays read. In so doing, they failed to relate the titles to the happenings in the society portrayed in each book. Extract 4.4 shows a sample of a poor response provided by one of the candidates.

#### Extract 4.4

4.	<p>             Title's refer to the heading written at the letter corner of the any book or sometimes written in the fore paper by which reflects the social realities in the book society by using Betrayal in the city by Francis Imbuga and An enemy of the people by Henrik Ibsen, starting with Betrayal - in the city it reflects the reality of the modern society, it is true that betrayal still exist amongst our contemporary society.           </p> <p>             Political leaders are betraying their citizens when they campaign promise a lot of thing but on the contrary after being elected they turn against the same people this can be exemplified by most members of the parliaments are good example, one of them sleep in the parliament and other -           </p> <p>             The presence of untrue love <del>love</del> reveals the betrayal in our society, many husbands and wives betray their husbands and wives as well, divorce is around every where of Tanzania this proves the betrayal among the society.           </p> <p>             Also betrayal may be seen in when babies are thrown and others are chest away from home, In everyday or week the media must announce that there is a baby thrown maybe in waste pits and even toilets This is extreme betrayal as the parents betray their children - and therefore it is relevant.           </p>	
----	--	--



4 Also some students in Tanzania are betrayers of teachers and parents as many of them spend their time dealing with unwanted things instead of studying this results in to bad performance in schools and therefore parents and teachers become disappointed

Moreover some government officials are betrayers of Tanzanian citizens this is because they misuse the funds to which was supposed to improve social services such as health and other to improve the worse situation persists hence this has made Magufuli to criticize harshly and decides to sack those irresponsible leaders (kutumbua majipu)

Also the issues of corruption which persists in Africa specially Tanzania leaders betray their citizens who put them to power, this very relevant to Tanzania and PCCB is very careful in such betrayer of the nation.

Also betrayal is revealed when police kill the innocent people such as Nwanjosi and the other who acts well for national betterments, this is total dictatorship which is revealed by the betrayal in the city

Also betrayal is seen when leaders betray their marital wives and this can be seen in most of government officials who are women ambassadors and leaders



4 to the disappointments to these wives and  
somethings which is same feel to the people  
as whole hence it is relevant to social  
reality.

In An enemy of the people is very -  
relevant to the social reality, Political  
leaders are some of them enemies -  
of the people when they fails to fulfill  
their responsibility, this is seen when they  
become selfish, corrupt and etc.

Also diseases also reveal the  
enemy of people, many diseases such -  
as Cholera HIV/AIDS is very relevant  
to the context this is because poor -  
social services have been formed many  
Tanzanians to fail get the social -  
needs example poor hospitals etc.

Also illiteracy is another enemy -  
of the people majority of Tanzanians  
are not educated this can be seen -  
especially in rural areas and some -  
town centres such as Dar es Salaam etc  
this is a real enemy which make people  
very ignorant on every aspect of life.

Also poverty is also an enemy  
of the people as most of Tanzanians  
are poor due to exploitation of the -  
upper class (leaders) through corruption  
and Nepotism this discourages the -  
self-sufficiency of our economy.

Also betrayal an enemy of may  
be exploitation of the capitalists -

4	<p>countries may also reveals the heading this because they use Neo colonialism to exploit our resources such countries are USA, China and other therefore - should careful checked against,</p> <p>Also an enemy of the people - might be Terrorists who are everywhere, this is because Al-shabab, Boko Haram and other people tend to kill the very innocent people such as children and old people this is real enemy, hence forth An enemy of the people.</p> <p>Also an enemy of the people - may be the use of drug abuse which tend to be very dangerous for health - and countries economy, since countries invest much to control the problem but still persists this leads to decline in production hence an enemy of people.</p> <p>Also an enemy of the people - may be only warning people to enter - into conflict by telling by lie - against each other, especially, USA made conflict in Libya and ensure that Muammar Gaddafi has been murdered this very dangerous among the countries even communities hence! It is An enemy of people.</p> <p>To conclude up the tittles reflect the social Reality of the society the price has been intended to be sent. therefore therefore it is relevant to contemporary.</p>
---	--

Extract 4.4 is a sample of a response by a candidate who answered the question without making any reference to the plays read.

There were also candidates who scored low marks because they used characters from different plays and even from novels. This was an indication that they did not have thorough understanding of the plays read. Extract 4.5 shows a sample of such responses.

#### Extract 4.5

4.	Literature is the work of art using creatively language to reveals social realities in the society. Titles of the book reflect the happenings in the society, by using the play of BETRAYAL IN THE CITY by FRANCIS IMBULTA, and AN ENEMY OF THE PEOPLE, this can be verified,	
	By starting with an ENEMY OF THE PEOPLE, themes are as follows	
	Betrayal, the act of dishonest, for example in the book we see <del>Dr.</del> Stockman betrayal his society, by considering his own interest instead of society's interest for example he fails to allow the discovery of Dr. Stockman to be announced to the majority X	
	Awareness, the act of knowing what is going on, in the book we see Dr. Stockman, who real understand, his responsibility as the doctor, and that is why he discover about the spa baths for	

4	benefits of majority in the society	
	Coward, the act of fearing, for example in the book we see Billing and Hovstad fails to publish the discovery of Dr Stockman, because they feared to be dismissed, so this shows how struggle need sacrifices.	
	Patriotism, for example in the book - this is shown by Dr Stockman, who fights for the benefits of the majority, he loses his job, his house broken, all this because of the benefits of the majority.	
	Ignorant, here in the book we see people called Dr Stockman an enemy of the people because they are know nothing about the importance of Dr. Stockman.	
	Disappointment, for example the majority disappoint Dr. Stockman because he tried to help them, instead they called him an enemy of the people.	
	Role of women in the society, for example Katherine support her husband in hard time that her husband faced, this shows that women are cooperative to their husbands.	
	Conflicts, this refers to the misunderstanding between two parts in the book Dr. Stockman and Peter Stockman were in conflict, when Peter Stockman forced Dr. Stockman to stop announcing about the spa bath but Dr. Stockman resisted.	

4. hence ~~pr~~ conflict.

Another book is BETRAYAL IN THE CITY, themes are as follows

Awareness, for example, the man deny the bribe given by that man in the work, he ~~ref~~ refuse it though, he is very ~~poverty~~ poor, so he is aware.

Corruption, for example in the book that man tried to bribe the Man, so that his good can easily transported, this show there is existence of corruption in the country and also Koomson bribe watchman.

Poverty, for example, the man is poor that is why, during lunch time he goes to round and then return back later after the lunching time end, but other workers who eat were in circle of debt.

Embezzlement of Public fund, for example Koomson, uses the government resources to his own benefit, for example buying expensive cars. So leader think about their stomach and not majority stomachs.

Conflicts, for example when the man refuse the money, his wife blame much, that they are still poor but her husband ~~do~~ not need to ~~perceive~~ receive corruption. Sometimes women ~~do~~ not think far they only think near.

Patriotism, this shown by the Man when he refuse bribe and also he is very responsible and that is

	why he goes to job very Early witha	
	t late .	
	Social stratification, in the book we	
	see the family of Koomson and that	
	the Man, the family of Koomson is	
	rich more than that of the Man	
	whereby that <del>the</del> Ma of the man were	
	very poor.	
	Where there is no struggle there is	
	no strength, so the patriotic leaders	
	needed in the country for the de <del>st</del> ro	
	ment of the country.	

Extract 4.3.4 is a sample of a response by a candidate who mixed and used characters from different books in one reading.

### 3.2.2 Question 5: Explaining the Use of the Content to Make People Aware of the Bad Things Happening in the Writer's Society

In this question, the candidates were instructed to use two readings to examine the view that playwrights use the content in their writings to make people aware of the bad things which happen in their societies so as to help build a better society.

The question was attempted by 61.1 percent of the candidates and their performance was good, as 52.3 percent scored from 12 to 19 marks, 41.6 percent from 7 to 11 marks and only 6.1 percent scored from 0 to 6 marks.

The candidates who had a high performance in this question were able to show how the playwrights use the content to make people aware of the bad things happening in their societies so as to help build a better society. They showed how playwrights use different themes in the plays to make people aware of what is taking place in that particular society. For example,

The candidates who used the play *An Enemy of the People* showed that in that society, the leaders have betrayed the mass through the cowardice of Mr. Hovstad and Mr. Billing, the editors of the Herald turned against Dr. Stockman and sided with Peter Stockman. They showed how leaders such as Peter Stockman are corrupt and so they make the innocent people suffer.

They also showed how these leaders are hypocrites, irresponsible and how they take advantage of the ignorance of the people for their own benefits. The candidates also showed that a better society is built by upright people who stick to the truth, that when people are honest and the leaders are concerned about the welfare of others, the society can become a better place to live and that the people who sacrifice for others in society must be emulated. Extract 5.1 is a sample of a good response.

### Extract 5.1

5.	Usually playwrights play a role in making people aware of the bad things happening in their societies so as to help build a better society.	
	By using <i>Betrayal in the City</i> by Frances Erenyaga and <i>I will Marry when I want</i> by Ngugi Wa Thiong'o and Ngugi wa Njiri, we are going to examine how playwrights use the content in their writings to make people aware of the bad things happening in the societies so as to help build a better society. By starting with <i>Betrayal in the City</i> the playwright	

5 has used contents such as;

Corruption; The playwright has viewed how corruption takes place in the society. Example in betrayal in the city the playwright shows how government leaders are corrupt and only think about themselves such as Bass who hides money in foreign accounts. This is true in the current society hence leaders are advised to be transparent.

Betrayal; also the playwright has viewed the issue of betrayal that you may organize with one another but later he or she may betray you. This is seen when the government betrays its citizen in the book of Betrayal in the city and used violence hence made a lot of people to die such as Adilega. This is true in the current society hence the government is advised to use peaceful means in solving a solution.

Misuse of power; The playwright has shown how leaders misuse their power when entrusted to them. This is seen when Bass orders Kabito to be killed when Kabito is innocent. This act shows how leaders use their powers in a bad way. This is true in our daily society and that is why some organs and rules are made to check the power of the ruler.

Injustice; also the playwright has made the people aware by viewing the injustice which are taking place in the society. Example from the play



5. Innocent people are killed like Kabito and others are taken to prison while they have not done anything wrong. This is true here people should be treated first before taken to prison.

Traditional beliefs; The playwright has made the people aware by showing that there are some of people who still believe in witchcraft which is a bad thing. For example Daga and Nina believe in witchcraft which is an outdated belief.

Murder; The playwright has tried to make the people aware by showing how people kill each other in the society. Example from the play Adika was killed by Chigaga the subject's brother during a demonstration. This is bad since the government are supposed to use peaceful methods.

Womanizer; also the playwright has viewed how people betray their wives at home and spend with other women. For example Boss is seen with many women and when her wife complains she is sent to jail.

Conflicts; The playwright has made people aware of the conflicts which are taking place in the society. Example the conflict between the university students and the government which led to Adika's death.

By finishing with the play I will

5. many when I want the playwrights use the content in their writings to make people aware through such as;

Exploitation; The play writer shows us that in the society people exploit each other normal rich exploit poor. This is seen through the puppet leaders such as Ahab wa Kanaru who exploit the poor Kigunda. This is bad then exploitation should be removed.

Humiliation; The playwright has shown how people get humiliated in the society. For example in the play Wangeci was humiliated by the maid when she wanted to take a glass of water which was immediately removed by the maid.

Corruption; also the playwright has revealed how top leaders are corrupt. Example Ahab wa Kanaru uses his son's name in buying property with the government's money. This causes the majority to suffer poverty.

Betrayal; The playwright has shown that in the society there are people who are not trustworthy. For example John Mubungi betrays Rahmani as he impregnates her and later he jilts her.

Conflict; also the playwright has made the people aware about the various conflicts going on in the society. This is seen in the play when

5.	Gathoni is arguing with her mother why she is not taken to school.	
	Oppression; The playwright has made the people aware of the oppression made the rich class. For example in the play workers such as Kiguunda and Gicamba are oppressed due to low wages and poor working condition.	
	Drunkedness; The playwright reveals how alcohol is the source of poverty. This is seen when Kiguunda is drunk he sold all his property and ended up being poor since his land and the title deed had been taken.	
	Misuse of power; The playwright has tried to show how people in position use their power wrongly. This is seen when Mhab and Ikura want to establish a factory where the poor people live. This is misuse of power.	
	Conclusively The above are the contents in which the playwright has used to make the people aware of the bad things happening in their societies so as to help build a better society.	

Extract 5.1 is a sample of a response by a candidate who was able to show how the playwrights use their content to make people aware of bad things happening in their societies so as to help build a better society.

On the other hand, the candidates who scored a 0 mark had the following weaknesses. Some of these candidates did not understand the demands of the question as they discussed the good things which playwrights write in order to make people aware of the happenings in the society instead of the bad things. Other candidates mixed characters from other plays and novels

and others presented the themes without showing how those themes were used by characters in the play to make people aware of the bad things happening in the societies so as to build a better society. Extract 5.2 shows a sample of a poor response provided by one of the candidates.

### Extract 5.2

5	By using two play one want to play "An Enemy of the People" and play "I will Marry When I Want"	
	By starting the play of An Enemy of the people to show as follow:-	
	It present Un employment. In the Society we see that many leaders does not responsible in the people in the Society, because we see that Society does not many in order to developed and then get employed. This Cases it led people does not happiness.	
	Another point It present Bad leadership This is one among the problem that cruised by the leader because the leader to make people of the bad this problem dhd happening in the Society	

	Also It present ignorance. The people causes the get education in the Society, because If the people do not education it help the problem, then help to no happiness in the Society so as to, build a better society.	
	Another things It present the poverty. Poverty in the situation where by people does not basic need like food clothes and shelters. There fore in the Society we see that many people does not happiness in order to poverty.	
	By Conclude the play of "I will Marry" when I want to show as follow Present Corruption. We see that many leader in the Society causes the corruption in order to get every things this causes causes people in the society to get no happy and causes no help to build a better Society.	
	Also it present classes. This is the problem where by people does not help us because we see that many people in the society the/he Continue the classes in order to do problem. There fore the author show this problem in order prevent in the Society.	
	Also it present ignorance. We see that many people in the Society is no aware and Cause the conflicts between the people because. If the people does not ignorance help us to understanding.	
	In Conclude we see that the author show that many Society is caused Conflicts and they want people in their Society so as to help build a better society.	

Extract 5.2 is a sample of a response by a candidate who provided explanations without referring to characters concerned and did not explain what the characters did.

### 3.3 SECTION C: NOVELS AND SHORT STORIES

This section consists of two questions. Each question carried twenty (20) marks and the candidates were instructed to attempt one of them.

#### 3.3.1 Question 6: **Analysing the Theme of Betrayal as it has been Portrayed in Two Readings**

In this question, the candidates were instructed to analyse the theme of betrayal as it has been portrayed in two readings. The candidates were also required to give eight points from each reading to support their answer.

This question was attempted by 43.8 percent of the candidates and their performance was good, as 33.5 percent scored from 12 to 19 marks, 51.7 percent from 7 to 11 marks and 14.8 percent scored from 0 to 6 marks.

The candidates who performed well in this question were able to show how the theme of betrayal has been portrayed. Those candidates used characters to show the way leaders and other people betray others by involving themselves in evils such as corruption, selfishness, moral decay, and nepotism which are not the things that people expect from them as leaders. The candidates who used the novel, *A Man of the People* showed how the theme of betrayal has been used in the leader of Chief Nanga who is corrupt and does things for his benefits. He has betrayed his people because he practices nepotism by favouring his family members. He has failed to lead the people well and so there is hunger and poverty as Edna and her family are seen. People are also insecure as seen in the killing of Max and yet they just sit and wait for their chance, so there is ignorance. Extract 6.1 shows a sample of a good analysis of the theme of betrayal provided by one of the candidates who scored high marks.

## Extract 6.1

6.	Betrayal refers to the action of failing to fulfill what the majority or someone else is expecting from someone else who can be a leader, friend, relative or someone responsible for the one that will be betrayed. From the novel <u>A Man of the People</u> by Chinua Achebe with imaginary setting of Boni written in the post Independent Africa and <u>The Beautiful Ones are not yet Born</u> by Ayi Kwei Armah written in the post <del>colon</del> Independent Ghana. The two authors have managed to portray this theme of betrayal as it is done in the society that they have written to. The following is how betrayal has been depicted starting with the novel <u>A Man of the People</u> by Achebe.
	Chief Nanga betrays people of Anata. Nanga who is an MP from Anata constituency betrays his people as he fails to bring them development while at the same time he benefits himself by the money of the people by buying stony houses and expensive. To our society this is common also as there are members of parliament who act like Nanga.
	The government betrays the majority. The government under the leadership of bad leaders like Chief Nanga and Koko fails to bring development to their people as they promises during elections. Chief Nanga and his fellow friend Chief Koko seem to get commissions from Europeans so that the Europeans can exploit the majority. Being watch dogs of white men of the government officials is a great betrayal to the society. To our

6. Own society the government and its leaders tends to betray the majority by being corrupt in various scandals such as Richmond and EPA.

Chief Nanga betrays his wife, the bad leader Nanga betrays his wife Magreath when he sleeps with various women such as Elsie and other girls. Betrayal like that done by Chief Nanga is common in today's world as things like that occur almost everywhere.

Chief Nanga's children betray their culture due to cultural imperialism. Chief Nanga's children find themselves betraying their own culture and uphold Europeans' culture. They can not speak their vernacular and tend to be surprised to live in their village when they were taken to visit their grandparents. This is common to current world children especially who are born in towns.

Elsie betrays Odili, Odili's girlfriend find her self betraying Odili by sleeping with Chief Nanga which led to their separation. Elsie shows the example of easy to take women that are more than money in our society.

Odili betrays Elsie, the boyfriend also do not let this be a one way traffic as Odili do betray Elsie by sleeping to Jane the white girl. Odili is a sign of unfaithful men that can betray their partners anytime.

Jane betrays her husband John by sleeping with Odili. Jane betrays her husband John. She is a sign of immoral women.



6 Who are not good to be followed in the society.

Chief Nanga betrays Odili; the chief that is a great sign of immoral leaders betrays his best friend and student Odili by sleeping with his girlfriend Elsie. He is a bad leader and should not be followed.

After looking at the book by Chinua Achebe the following down here is how Ayi Kwei Armah has portrayed betrayal in the novel 'The Beautiful Ones are not Yet Born'.

Komsoon betrays his people; the bad and immoral leader Komsoon betrays his people by failing to bring development to them while he uses the government money for his benefit. This represents betrayal done to the majority in our society by bad leaders like him.

Komsoon betrays his wife; the act of sleeping with younger women is a great betrayal to Komsoon's wife and due to this it can clearly be seen that the leader is immoral.

The government betrays its people; while the great function of a state government is to bring development the one that was ruled by the president that was later on overthrown is different as it leads to underdevelopment and not the positive way.

Police betrays the government; the body which has been believed and given a task of ensuring people live without presence of problems the police are corrupt and they fond

6	to receive bribe from clients and other criminals	use only
	Corrupt government officials betrays the majority; the main shows that most of the government officials are corrupt and by doing so they betray the society.	
	Komsoon and his children betrays their culture by naming his daughter who can not speak Chaman and act like European Princess. Both Komsoon and his daughter have betrayed their culture.	
	The army betrays the government; the overthrown government that once worked with the army was overthrown by the same army. This is a betrayal though it is good for the society as the regime was bad.	
	The man betrays the fighters for corruption by helping Komsoon; the man who stands still from the beginning fails to do the same at the end when he helped Komsoon to escape.	
	Generally the portrayal of betrayal in both books is relevant as almost all the things that has been portrayed occur in our society. It is a lightening for every one to oppose the evil and let Africa develop.	

Extract 6.1 shows a sample of a response from a script of a candidate who provided a good analysis of the theme of betrayal.

The candidates who scored a 0 mark either failed to analyse how the theme of betrayal has been portrayed in the required readings, lack of knowledge on the requirement of the question and so one writes whatever comes to his/her mind including quoting lines from the poem *If We Must Die* and mixing the characters from different readings. Extracts 6.2.1 and 6.2.2 are samples of such responses.

### Extract 6.2.1

6.	Themes is a system who used righter in play or novel to show how the people in the society living day in day. In the novels to show themes of betrayed using of A MAN OF THE PEOPLE and THERAPE OF THE PEOPLE to start, start and A MAN OF THE PEOPLE as shown below:	
	lack of awareness.	
	Bad leadership it making their making their work at our accursed and punned in a inglorious.	
	Features <sup>have</sup> been <del>su</del> poor support the features has been poor support this is because a long of people who live example (Uganda) is ones country poor.	

Extract 6.2.1 is a sample of a response by a candidate who wrote quotations from the poem in question number 9.

### Extract 6.2.2

A.	<p>Betrayal Means act of going opposite with what you have declared or arranged with other people. Betrayal in our society today is one of the strong things that make many people in our society to suffer and to have the need of having the truth. Through two novels known as THE BEAUTIFUL ONES ARE NOT YET BORN and A MAN OF THE PEOPLE are going to show how betrayal revealed on those novels like the following.</p>
	<p>Firstly through novel known as THE BEAUTIFUL ONES ARE NOT YET BORN by Ayi Kwei are going to show how betrayal revealed on that novel.</p>
	<p>Betrayal between Koomson and his society This is it was betrayal that Koomson betrayed his society by making alliance with other people from Britain and Koomson forgot about his society when he became a minister in this betrayal we see how his society suffered much but Koomson didn't care about it.</p>
	<p>Betrayal between Odili and Koomson It was betrayal that Odili betrayed Koomson and it was through introducing other political party that will compete to Odili. Koomson during election and</p>

6. Betrayal between Odili and his political party by receiving corruption, when Odili decided to receive the corruption from Koomson so that he will not compete in their city. It was source of Odili and his political party to fail.

Edina betrayal Odili to Koomson. It was another this that make betrayal to take place in this novel because Edina was educated woman but she decided to receive corruption and making environment that Koomson will seduce her.

Elise betrayal his boyfriend (John). Koomson was hummer due to that he decided also to go to Elise and also Koomson succeed to betray at his wife again and she sleep with Koomson.

Old Government betrayal his people. It was the the Kwame Nkrumah Government that betray the Ghana people and making them to suffer badly due to the poor leader of the old government.

Odili wife betrayal his husband Odili. Means that Odili was she was against the act of Odili fighting against the Koomson and this make him considered like betrayal in this novel also.

Second the writer of the A MAN OF THE PEOPLE also succeed to show betrayal in his novel in the following way.

The man betrayal his society because soon after the man became minister making her/society to suffer because he forgot all things and all problem that his people passed through before that time. This reveals when the man decided to go far from his family and to take his wife to town.

6. Betrayal Means act of going opposite with what you have declared or arranged with other people. Betrayal in our society today it one of the strong thing that make many people in our society to suffer and to have the need of having the truth. Through two novel known as THE BEUTIFUL ONES ARE NOT YET BORN and A MAN OF THE PEOPLE am going to show how betrayal ruled on these novel like the following.

Firstly though novel known as THE BEUTIFUL ONES ARE NOT YET BORN by Ayi Kwei am going to show how betrayal revealed on that novel.

Betrayal between Koomson and his society  
This it was betrayal that Koomson betrayed his society by making aliena with other people like Britain and Koomson forgot about his society when he became a minister in this betrayal we see how his society suffered much but Koomson don't care about it.

Betrayal between Odili and Koomson  
It was betrayal that Odili betrayed Koomson and it was through introducing other political party that will compete to Odi: Koomson during election and this make Koomson to become disappointed and decided to punish Odili during campaign.

Betrayal between Koomson and his wife  
Koomson betrayed his wife by having other wife (Concubine) that make Koomson's wife to suffer much Koomson introduced relation with Zola and Elze also.

8	The man betrayal his Government by using Government resource in bad area like embalismunt of Public fund due to the act of The Man using Public resource like Kar and other for the private use. It was very bad because it make him to betrayal his Government.
	The man betrayal behal his friend by the act of involving on corruption in this novel we see teacher was the the another teacher from anata of Secondary School but The Man betrayal her and Making sure that he not fused in this mission.
	Government betrayal his people during that time in Nigeria Government forget about the people and this make writer of the novel to write this novel.
	In general betrayal it have many disadvantage to our environment like it lead conflict among the society like conflict between Odili and Koomson. It was strong conflict that taken in a certain novel and also it may lead conflict in our society.

Extract 6.2.2 is a sample of a response by a candidate who mixed characters from two different readings.

### 3.3.2 Question 7: Discussing how the Leaders Tend to be Selfish and Forget those who Put them in Power

In this question, the candidates were instructed to show how leaders when put into authority, tend to be selfish and forget those who put them into power. The candidates were also instructed to give eight points from one novel or short story of their choice from the recommended readings.

The question was attempted by 54.6 percent of all the candidates and their performance was good, as 30.6 percent scored from 12 to 20 marks, 50.4 percent from 7 to 11 marks and only 19.0 percent scored from 0 to 6 marks.

The candidates who scored high marks were able to show how the leaders tend to be selfish and forget those who put them in to power. These candidates identified the selfish leaders in the readings since they are interested with themselves and not the people who put them into power. They wrote about leaders such as Chief Nanga and how these leaders own big houses, expensive cars and use the government to achieve their own selfish ends. Extract 7.1 shows a sample of a good response.

### Extract 7.1

7.	leaders when put into authority tend to be selfish and forget those who put them into power. From the novel "A man of the people" we can see and observe the following attempt of the leaders;	
	Mr. Manga luxuriousness; From the novel Mr. Manga is put into power and he uses the public funds for his personal gains that is the reason he is luxurious. He has build a big house with a lot of buses and luxury cars. In relevance to our society such leaders prevail leading to poor situation of the one who put them into power.	
	The ministers decisions to do anything for their own benefit; From the novel Man of the people, the ministers like Chief koko are seen to be doing anything for their own benefit and forget the ones who put them into power. In relevance to our society there are many ministers who use governments funds for their own use as portrayed from the novel Chief koko luxuriousness; Moreover the luxuriousness of Chief koko also shows that he is misusing the public funds for his personal gains and forget the ones who put them into power. For example Chief koko possess a large house and a car with a driver this shows she is corrupt. In relevance to our society such leaders are luxurious and use funds for own needs	



	<p>Mr. Manga bribes Odili'; Furthermore Mr. Manga is seen to be corrupt as he pays or gives Odili cash for some his own benefit he wants Odili thus, he is using public funds for his own gains. In relevance to the Society such leaders bribing people for own benefit are prevailing thus leading to hinder development.</p> <p>Chief koko bribes Maxwell'; Also from the play the writer has portrayed Chief koko bribing Maxwell so she can benefit the public funds. She is corrupt and forgets her people. Such leaders can also be seen in our today's Society where corruption is still prevailing to a large extent.</p> <p>Mr. Manga builds large storage house; Moreover from the play Mr. Manga is seen to have a very large storage house where can keep the public funds for his own benefit. Such situation is being reflected direct to our Society where such leaders co-exist.</p> <p>Mr. Manga buys and passes a lot of buses; However the less, Mr. Manga a government official bought a lot of buses that he can gain more profit by using public funds. He gains a lot of wealth from public funds. In relevance to our Society there are many leaders using public funds for their own benefit.</p> <p>Mr. Manga pays for education for his own benefit; However the less Mr. Manga is seen to be corrupt after he pays for else to go for college so later he can gain something from her. Such acts of corruption can be barely seen in our today's Society where a lot of leaders bribe people their own benefit.</p> <p>The above are some of the selfishness attempts done by the leaders who forget about their people from "The man of the people"</p>	
--	---	--

Extract 7.1 is a sample of a response by a candidate who was able to show to how the leaders are so selfish that they forget their people who put them into power.

The candidates who scored a 0 mark failed to give correct evidence from the novels and hence failed to show how the leaders become selfish and forget their people who put them into power. They instead discussed themes such as humiliation, irresponsibility, corruption, nepotism etc., without connecting the themes with the concept of selfishness by showing how the leaders become selfish when they are put in power. Extract 7.2 shows a sample of a poor response provided by one of the candidates.

### Extract 7.2

7.	<p>A leaders are the person who chosen by the group of people who tend to be their represented for their society. Different leaders when put into authority tend to be selfish and forget those who put them into power. By using the book of "THE BEAUTIFUL ONES ARE NOT YET BORN" which written by Aye Hwei Armah. The following are how the leader tend to be selfish and forget those who put them into power.</p> <p>Corruption, the situation of using the public funds for their own interest. In this book who saw people who use the corruption in order to get services. By the man required to get money from the person who need to give them corruption also we saw the leader are corrupt.</p> <p>Humiliation, classes, In this book we saw the existence of classes in the society. People use money for their own interest, building the big house and forget the people who put them into authority.</p> <p>Poverty, In this book the society existence with the poverty. This seen the chapter one when the man at the bus when the conductor are collect the bus fee and see that at that time the people have no money but there is one person who gives the conductor the paise.</p> <p>Irresponsibility, the leaders are not work for the society but for their own interest we saw the advalument that "Put your society clean" put so different areas of the society still dirty. Hence this show that the leaders doesn't know their responsibility on how to do for their society.</p> <p>Betrayal, after putting them into power they</p>
----	--

7.	forget those who put them into Power. They betray the Society. They did not listening to Society as well as to solve their problems.	
	Humiliation, the leaders are humiliated the Society. They forget what they tell the Peoples before put them into Power (authority) but they humiliated the Society.	
	Nepotism, this was the situation where by the leaders are nepotism they put their relatives into good position and they forget the people who put them into Power. They use the different things that did not happen before them into Power (Authority).	
	Sacrifice, this was the situation where by the strong person who group of people sacrifice himself which need to avoid the bad issues that have been making by the leaders who are in authority who the Society put them into Power we saw the man who not engaged in the Corruption and need to change the Society.	
	Finally, the leaders when put into Power tend to be selfish and forget those who put them into Power. In many society the leader use their Power for their own interest and forget the people who put them into Power.	

Extract 7.2 is a sample of a response by a candidate who failed to connect themes with the concept of selfishness.

There were also candidates who scored a 0 mark for using characters from plays in the section of novels to show how leaders become selfish and forget their people who put them into power. Extract 7.3 and 7.4 are samples of such poor responses.

### Extract 7.3

7.	<p>When leaders come into power tend to be selfish and forget those who put them into power caused some problems by using two novels "The Beautiful ones are not yet born by Ayi kwei Armah" and "A Man of the people by Chinua Achebe" some of effects of selfishness of leaders are: From the "A Man of the people".</p> <p>Existence of corruption, Misuse of public funds for private gain occurred in the novel due to selfishness and betrayal done by top leaders to their citizens hence they practiced corruption just to compensate their life economically.</p> <p>led to classes, people living in classes. Like the class a poor people like Mulili and Jasper, Daga, Nina hence they live in poor condition due to betrayal and selfish.</p> <p>caused death to people, for example when Jasper was killed by the commander of their state due to poor law amendment, he take a law in his own hand by killing him suprisingly.</p> <p>led to conflicts, Misunderstanding between the people was due to different reasons like selfishness of leaders, poor leadership, and Betrayal done by leaders to their citizens caused political conflicts. Like conflict between Jasper wendo and Tumbo.</p> <p>caused Betrayal, The situation of going against the agreement was due to selfish and Betrayal of leaders to citizens. This was occurred to Jasper who betrayed by tumbo Mulili and Daga left him to the death.</p>	
----	--	--

Extract 7.3 is a sample of a response by a candidate who used characters from the play *Betrayal in the City* in the section of novels and short stories.

## Extract 7.4

7.	<p>Leaders refer to representatives of the citizens in different aspect like decision making and they are chosen by the citizens. <del>There are</del> By using the book <del>"The Beautiful Ones are not Yet Born"</del> by "Ayi Kwei Armah" the author shows how leaders when put in authority tend to be selfish and forget those who put them into power using eight shown as follows:-</p> <p>Inresponsibility, this refers to the process of not being responsible. The author uses the head master to show irresponsibility when he orders school childrens to be arranged <del>at</del> along the air port road waiting for the visitor to arrive.</p> <p>Favouritism, this refers to the process where by one gives <del>attent</del> and take care of because he or she knows you. The author uses the boss to show favouritism when the boss terminated Mulili's milk tender.</p> <p>Poverty, this refers to the situation of being <del>not</del> absolute failure of an individual to afford good basic needs. The author uses the Men who fails to have lunch while their leaders are enjoying the national cake</p>
----	--

Extract 7.4 is a sample of response by a candidate who used characters from the play *Betrayal in the City* instead of the novel *The Beautiful Ones Are Not Yet Born* as indicated.

### 3.4 SECTION D: POETRY

This section consisted of two questions. Each question carried twenty (20) marks and the candidates were instructed to answer one (1) of them.

#### 3.4.1 Question 8: Showing how Poets Manipulate Language to Give the Intended Message to the Readers

In this question, the candidates were instructed to show how the poets have manipulated language to give the intended message to the readers. In answering this question, the candidates were instructed to use four poems.

The question was attempted by only 23.1 percent of the candidates and their performance was good, as 18.7 percent scored from 12 to 20 marks, 50.7 percent from 7 to 11 marks and 30.6 percent scored from 0 to 6 marks.

The candidates who scored high marks in this question were able to show how the poets have manipulated language to give the intended message to the readers. They were able to identify the language devices which poets use to send their intended message to the readers. Those who used the poem “Front Line” for example, showed that the poet used Standard English for clarity; used symbols, such as lightning and thunder to symbolize fighting; used personification when the bullets have been given the ability to do things at will like human beings; used imagery when the word ‘shadow’ has been used to refer to the persona in the battle field and the repetition of the words ‘front line’ to emphasise the call for war. Extract 8.1 shows a sample of a response from a script of a candidate who explained clearly how the poets have manipulated language to give the intended message to the readers.

### Extract 8.1

8.	Language is a means of communication on which employ words to transmit communication between people. Poets use language to give intended meaning in which in which the use of language in poems employ poetic devices to bring the message to the society. The use of language in poets can determine whether a certain literary work is good and well understood or not. Using the poems of "Ealmore" by Joe Corrie, Ballad of the land lord" by Langston Hughes, Freedom Song by Marjorie Macgoye and "Your pain" by Armando Guebaza the language has been used as follows:
	Starting with the Ealmore the poet has used language as follows:
	Personification, the poet has been used the personification to bring message that the government is hypocrite when they insist on eating balanced diet through slogan while they have no money to afford this is when poet says;
	"Eat more fruit The slogan says". This shows the hypocrisy of the government.
	Alliteration, this has been used by the author to show emphasis when the poet says;
	"More bread, more meat, more beef" This shows classes where there are some government leaders can afford that balanced diet while others do not afford.
	Symbolism has been used when the poet uses blood grass to symbolize poverty in the societies. This is when the poet says;

8.	<p>"The only one that would suit me Eat more bloody grass" This show that poverty is not good becaust it loose human rights of eating ballanced diet.</p> <p>Repeation, this has been used when the poet say, "Eat more fruit, the slogan says More beef, more meat more bread" a word "more" has been repeated to show the message of importance of eating ballanced diet.</p> <p>Starting with another poem of Your pain the poet show as follows;</p> <p>Personification, this has been used in this poem to show humiliation. This is when the poet says, "Your scars Yet more my scars Will be remembering the whip" that has bring the message that humiliation is not good to the society because it undermine people's rights.</p> <p>Repeation, in this poem repeation bring the message that unity is the only way to succeed when the words "Your" and "My" has been used in every stanza of this poem.</p> <p>Hyperbole, this has been used to bring message that armed struggle is a good way for the changes in the society. This is when poet says, "My blood yet more your blood shall irrigate our victory" so blood irrigating our victory is hyperbole.</p>	
----	--	--



8	<p>The hands have been used to symbolize the unity and that give us message that unity is important thing to the society as the poet says, "Your hands yet more my hands will be lifted fully armed".</p> <p>Starting with the poem of Freedom Song the poet shows as follows;</p> <p>Refrain, this have been used to show the emphasis where by the last verse has been repeated in every stanza. That verse is when poet says "Atieno yo" which show the important of protesting against child labour.</p> <p>Rhetoric question, this has been used when Atieno's uncle pretend to do good things to Atieno while not, when he says "Don't I keep her school my own one paying part union fee, all for progress aren't you grateful Atieno yo" This teach as child labour exploits children in the societies.</p> <p>Simile, this have been used to show that children have the rights to be educated and not employ them under the tender age. This is when Atieno likes his uncle's children when the poet says, "Since she minds them like a school girl." This show Atieno is denied his right to go to school.</p> <p>Repetition, the word "Atieno" has been used in every stanza to show</p>	
---	--	--

8'	the disadvantage of child labour in the society.	
	Enging with the poem of Ballad of the land Lord the poet shows as follows;	
	Repetition, in this poem repetition has used to show that hummiliation create conflicts in the society when Land lord hummiliate tenant by calling police to arrest him while he is innocent. This is when he says;	
	"Police! police!".	
	Rhetoric question, this has used to show the exploitation done by Land lord to tenant, when the poet says,	
	Ten bucks you say 'aunt you	
	Ten bucks you say is due? this show exploitation to the society is bad-	
	Alliteration, this has been used to show the classes and its impact that it can cause misunderstanding when the poet says " <u>Land lord Land lord</u> ", so people must remort classes in the societies.	
	Exaggeration, this has been used in this poem in which brings message that hypocrisy can not build a good society. This is when poet says,	
	"police! police!	
	Come and get this man,	
	He is trying to ruin the government	
	And overthurn the Land". This is the hypocrisy of land lord to tenant.	
	Therefore language use in the poems and other literary works makes readers be	
8'	happy well understand when reading the literary work. That also increese the habit of reciding books to the people and get the messages from the writers.	

Extract 8.1 is a sample of a response by a candidate who was able to show how the poets have manipulated language to deliver their intended message to the readers.

On the other hand, the candidates who scored a 0 mark in this question were unable to show the manipulation of language (language devices) and the way the poets used them to send their intended message to the readers. Some of these candidates provided the message that was delivered. Other candidates presented themes and quotations from different poems instead of showing how the poets manipulate language so as to deliver their intended message. Extract 8.2 shows a sample of a poor response from a script of a candidate who attempted the question focusing on things similar to themes.

### Extract 8.2

Q	language is the <del>skills</del> language used	
\$	by people in communication.	
	Message is what we learn in a	
	literary work.	
	The following are the poets have	
	manipulated language to & give the	
	intended message to the readers. By	
	using the poem of "The Dying	
	Child" There are language intended message	
	to the reader as follows:	
	Classes should <del>be</del> not practised in	
	the societies. The poets uses classes in the	
	poem to gives message to the readers	
	because it was not good. This is shown	
	the through child <sup>said</sup> "no meat for us",	
	in this it showed to do the work	
	in order to eradicate poverty. Through	
	this the poets <del>po</del> uses poverty to give	
	message to the readers to do the work	
	in order to eradicate povert. This is shown	

8 Through in the family of child there was ~~that~~ "manipulation".

Also in the poem of "A Freedom Song" poets have manipulated language to give message to the readers as follows:-

The situation of oppressed some people are not good things. Through this poets use message in order the reader to get message. This is shown through Atieno was oppressed by sleeping on the sacks in the kitchen.

Early pregnant to the person it caused problems. Through this the poets writes this to give message the reader because it was not good. This is shown through Atieno was pregnant and Atieno birth her child and die. So this is the message to the readers.

. but also there was poems give messages to the readers "Mpara regaizo".

Hard working should be avoided through this it give message to the people. This is shown through the Africans who were going to south Africa they doing the hard working.

So this is how poets have manipulated language to give the intended message to the readers.

Extract 8.2 is a sample of a response by a candidate who provided irrelevant themes instead of showing how the poets have manipulated language to give the intended message to the readers.

### 3.4.2 Question 9: Reading the Given Poem and Answering the Questions after it

In this question, the candidates were given the poem “If We Must Die” and they were instructed to read it and then answer the questions that followed.

The question was attempted by 76.4 percent of all the candidates and their performance was good, as 58.1 percent scored from 12 to 20 marks, 34.7 percent from 7 to 11 marks and only 7.2 percent scored from 0 to 6 marks.

The candidates who scored high marks in this question were able to interpret the poem as they correctly answered most of the questions. Extract 9.1 shows a sample of a good response provided by one of the candidates.

#### Extract 9.1

9a	The tone of the poem is sad or bitter. This	
	is seen when the persona says that even if	
	they are to die, let them not be like	
	hogs. Also it is bitter because a persona is	
	seen saying that they are ready to shed their	
	blood. The persona says:	
	If we must die—oh let us nobly	
	die	
	so that our precious blood	
	may not be shed.	
b	The type of the poem is a sonnet.	
	It is a sonnet poem because it has	
	fourteen verses.	

9c	iv The use of rhythm.	
	This is seen when the words like hogs, spot, dogs and lot. This gives the musical feature about the poem.	
d	i Call for unity	
	ii Awareness or Consciousness	
	iii Oppression and humiliation	
	iv Sacrifice.	
	i Call for Unity	
	The persona calls his or her fellow to unite together so as to fight the <del>com</del> Common <del>fore</del> foe. Also unity is seen when a persona uses a pronoun "We". The persona says;	
	"Oh! Kinsmen! We must meet the common foe".	
	ii Awareness and Consciousness	
	The persona is aware of what is taking place in his or her society so he or she is trying to conscientize the fellows so as to fight their common enemy. The persona says;	
	Like men we'll face the murderous, cowardly pack	
	iii Oppression and humiliation	
	In the persona's society people are humiliated and oppressed as it is for hogs; and it is this factor which has forced the persona to speak. The persona says;	

9d. #) (ii)	
	"If we must die - let it not be like hogs Hunted and penned in an inglorious spot"
	iv/ Sacrifice
	A persona shows us that he or she is ready to die while fighting the Monsters, hungry dogs. This is seen when a persona says "If we must die - oh let us nobly die So that our precious blood may not be shed".
9e/	The message is as follows: - While fighting for our rights we have to be ready to face dangerous like death - In order to fight the common enemy we have to unite together.
f/	The poem is relevant to the <del>cont</del> con- temporay societies because; i/ Humiliation and oppression are still exist- ing ii/ Exploitation is still going on within our societies where by the poor are exploited by the rich.
h/	The persona wants to die nobly. The persona wants to die nobly because is seen to be exploited and humiliated within his or her society so this gives him or her the bravery.

Extract 9.1 is a sample of a response by a candidate who was able to read and understand the poem and could answer the questions as required.

On the other hand, a few candidates who scored a 0 mark failed to interpret the poem and they could not answer the questions as required. Some of the candidates stated that the tone of the poem is *harsh* and others said it is *freedom* instead of *sarcastic*, *sad* or *angry*. Moreover, many of these candidates regarded the poem as a *free verse* instead of *lyric*, *sonnet* or *traditional type of poem* which expresses strong feelings. The candidates also failed to identify the features of poetry and could not show the way

how the persona wants to die; that is, nobly. Furthermore, the candidates were unable to give the analysis and interpretation of the poem and therefore provided irrelevant themes. One of the candidates, for example, mentioned the theme found in the poem as *bad leadership* and *dying nobly*. These candidates also failed to state the message and the relevance of the poem to the society today. For example, one of the candidates just picked some verses from the poem and responded by stating that, the tone of a poem is *must die*, the message is *pressed to the wall dying but fighting*, and the themes are *hunted and penned*. These incorrect responses suggest that the candidates did not have adequate knowledge about the topic of Poetry probably because they had not studied it well. Extract 9.2 shows a sample of a poor response provided by one of the candidates.

### Extract 9.2

9	a) must die .	
	b	
	b) Sintaksia poem	
	c) So that our precious blood my not b sheard .	
	d) i) We must meet the common foe .	
	ii) Hunted and penned in inglorious spot .	
	e) iii) Like man . we'll face the	
	iv) Honour us though dead .	
	e) Message is pressed to the wall , dying , but	
	fighting back ! .	
	f) We must meet the common foe .	
	g) Pressed to the wall , dying dying , but	
	fighting bak :	
	g) Hunted and penned in a inglorious spot ,	
	While young use bark the mad and hungry dogs ,	
	Making their mock at our accursed lot .	

Extract 9.2 is a sample of a response by a candidate who just copied parts of the poem and used them as answers.



#### 4.0 ANALYSIS OF THE CANDIDATE’S PERFORMANCE PER TOPIC

The analysis of the candidates’ performance in each topic in English language paper 1 indicated that they had a good performance in *Word Formation*, where 66.2 percent of the candidates scored an average of 35 percent or above. Furthermore, their performance was average in *Language Use* and *Language Skills*, where 53.6 percent of the candidates scored an average of 35 percent or above. They also performed averagely in *Language Skills*, where 43.15 percent of the candidates scored an average of 35 percent or above. Finally, their performance was weak in *Introduction to Language*, where 28.6 percent of the candidates scored an average of 35 percent or above.

In English language paper 2, the candidates had a good performance in *Stylistics and Communication in English*, where 90.3 percent of the candidates scored an average of 35 percent or above. They also had a good performance in *Novels and Short Stories*, where 83.1 percent of the candidates scored an average of 35 percent or above. Furthermore, their performance was good in *Poetry*, where 81.1 percent of the candidates scored an average of 35 percent or above. Finally, they had a good performance in *Plays*, where 79.3 percent of the candidates scored an average of 35 percent or above. See the summary of candidates’ performance per topic in Appendix A and B.

#### 5.0 CONCLUSION

The candidates’ item response analysis in English language subject for 2016 shows that the candidates performed well in English language 2 because they had sufficient knowledge and skills on the concepts related to the topics and were able to adhere to the task of the questions, explain and elaborate their points using well-formed sentences. The candidates had better performance in *Poetry* in paper 2 when compared to the previous year.

Comparatively, however, some candidates encountered problems in answering questions in English language 1, where the percentage of candidates who scored an average of 35 percent or above is low. These problems could be attributed to the candidates’ failure to understand the requirements of the questions or inadequate competence in the concepts related to *Language knowledge*, *Language and Society*, *Morphology*, *Pronunciation*, *Stress and Intonation* and *Translation and Interpretation* in paper 1.

## **6.0 RECOMMENDATIONS**

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

- 6.1 Candidates should regularly practice using English Language. They should be given a lot of tasks which will enable them speak, write, read and listen to various English language texts. This will eventually help them to improve the language skills and competences which were seen to be lacking in some of the candidates' responses.
- 6.2 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 both in speaking and writing.
- 6.3 Candidates should be guided and encouraged to read the novels and short stories, plays and poems that are recommended in paper 2 to enable them to improve the comprehension skills, analysis skills, and evaluation skills which were seen to be lacking in some of the candidates' responses.

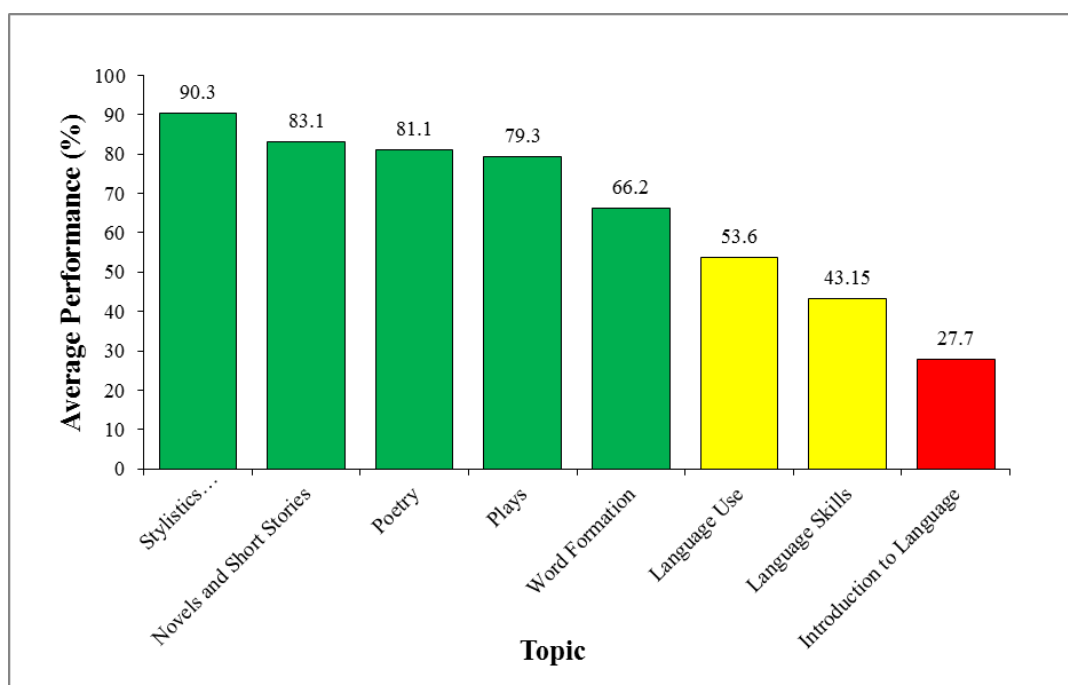


Figure 1: The Candidates' Performance per Topic

**THE CANDIDATES' PERFORMANCE PER TOPIC**

<b>S/N</b>	<b>Topic</b>	<b>Number of Questions</b>	<b>Percentage of candidates who scored an average of 35 and above</b>	<b>Remarks</b>
1.	<i>Stylistics and Communication in English</i>	3	90.3	Good
2.	<i>Novels and Short Stories</i>	2	83.1	Good
3.	<i>Poetry</i>	2	81.1	Good
4.	<i>Plays</i>	2	79.3	Good
5.	<i>Word Formation</i>	2	66.2	Good
6.	<i>Language Use</i>	2	53.6	Average
7.	<i>Language Skills</i>	2	43.15	Average
8.	<i>Introduction to Language</i>	3	27.7	Weak

