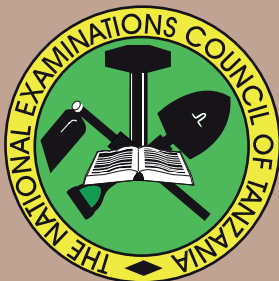# THE NATIONAL EXAMINATIONS COUNCIL OF TANZANIA

CANDIDATES' ITEMS RESPONSE ANALYSIS REPORT FOR THE ADVANCED CERTIFICATE OF SECONDARY EDUCATION EXAMINATION (ACSEE) 2017

122 ENGLISH LANGUAGE

THE NATIONAL EXAMINATIONS COUNCIL OF TANZANIA

CANDIDATES' ITEMS RESPONSE ANALYSIS REPORT (CIRA) FOR THE ADVANCED CERTIFICATE OF SECONDARY EDUCATION EXAMINATION (ACSEE) 2017

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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, among 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 2017 Advanced Certificate of Secondary Education Examination (ACSEE) has been prepared 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 candidates' 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, including inadequate knowledge about the concepts related to the subject and inability to identify the task of the questions.

The feedback provided in this report will enable the school managers, teachers, students, educational administrators 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 educational stakeholders that aim at improving future reports.

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

Dr. Charles E. Msonde
EXECUTIVE SECRETARY

1.0 INTRODUCTION

This report presents the analysis of the candidates' performance in English Language in the May, 2017 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 2015.

The examination had two papers, namely English Language Paper 1 and English Language Paper 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 two (2) questions from this section. Section B, C, and D had two questions each and the candidates were required to choose one. Each question 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. Excerpts 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 marks) and those with weak performance (from 0 to 6 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 Appendices A and B.

The candidates who sat for the English Language subject examination in May 2017 were 16,904, out of which 99.44 percent passed with different grades, as summarised in Table 1.

Table 1: Candidates' Pass Grades in ACSEE 2017: English Language Examination.

Grade	A	B	C	D	E	S	F
% of candidates	0.05	4.05	36.30	45.07	12.71	1.26	0.56

This performance is high when compared to the 2016 English Language Examination, where 95.50 percent of the 17,960 candidates who sat for the examination passed with different grades, as seen in Table 2.

Table 2: Candidates' Pass 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

2.0 ANALYSIS IN EACH QUESTION IN ENGLISH LANGUAGE 1

2.1 Section A: Introduction to Language

There were three questions in this section, each was worth 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.

2.2 Question 1: Distinction of Linguistic Terms, Kinds of Pidgins and Characteristics of a Pidgin Language

This question had parts (a) and (b). In part (a) the candidates were instructed to distinguish the following linguistic terms:
(i)   Dialect and accent
(ii) Diglossia and triglossia
(iii) Pidgisation and creolisation
(iv) Code-switching and code-mixing
(v)   Competence and performance

In part (b) they were instructed to describe two kinds of Pidgins and three characteristics of a Pidgin Language.

The question tested the candidates' knowledge of the given linguistic terms that are used to describe the nature and use of language.

This question was attempted by 99.9 percent of the candidates and their performance was good, as 66.1 percent scored from 12 to 20 marks, 29.5 percent scored from 7 to 11 marks and only 4.4 percent scored from 0 to 6 marks. This performance is summarised in Figure 1.
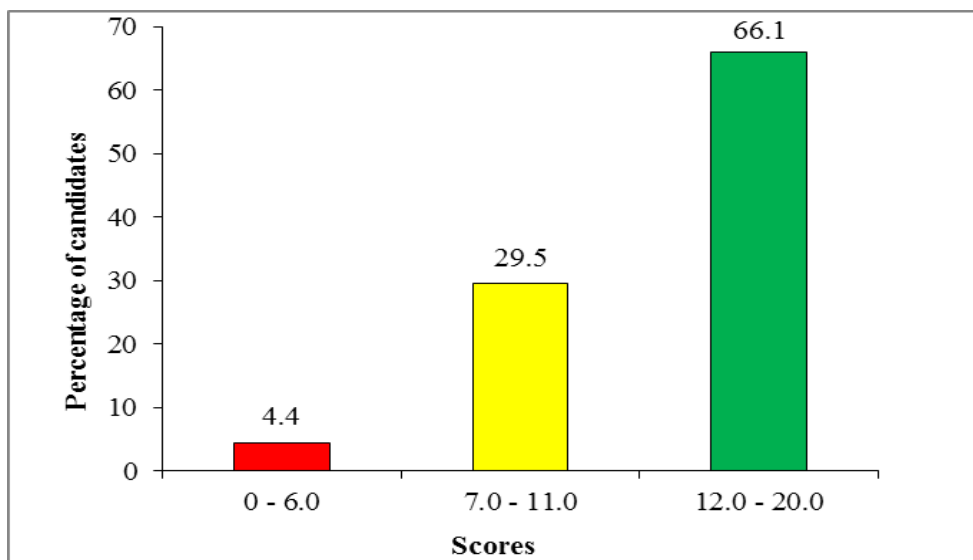
Figure 1: The Candidates' Performance in Question 1.

The candidates who scored high marks in part (a) were able to distinguish the given linguistic terms. In item (i) they were able to define the term "dialect" as a variety of a language, spoken in one part of a country (regional dialect), or by people belonging to a particular social class (social dialect or sociolect), which is different in some words, grammar, and/or pronunciation from other forms of the same language. In addition, the term "accent" was defined as a particular way of speaking which tells the listener something about the speaker's background. In item (ii) they were able to define the term "diglossia" as a situation when two languages or language varieties exist side by side in a community and each one is used for different purposes, while "triglossia" was defined as a situation in which three distinct languages, exist in a speech community, each one of them having its own social functions.

In item (iii) they were able to define the term "pidgnisation" as the simplification of the structures of the two languages for temporal use, while "creolisation" was defined as the process whereby a pidgin turns into a Creole. In item (iv) they were able to define the term "code-switching" as a situation when a speaker (or writer) changes from one language or

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language variety to the other. For example, a person may start speaking in Kiswahili Language and then change to English Language in the middle of their speech, or sometimes even in the middle of a sentence. Code-switching can also take place in conversation when one speaker uses one language and the other speaker answers in a different language. On the other hand, the term code-mixing" was defined as a situation when a speaker uses a language and mixes words, phrases and sentences from another language. Code-mixing can also take place when a speaker mixes two languages within the same word/phrase or sentence.

In item (v) they were able to define the term "competence" as a person's sufficient knowledge of the grammatical and phonological rules of a language, while the term "performance" was defined as the actual use of the language system in varied situations. Extract 1.1 shows a sample of a good response by one of the candidates.

Extract 1.1

1 (a) (i) Dialect and accent.

Dialect is a subdivision of language that devia
te from the main language. It is also known
as language variety according to users espe
cially due to geographical isolation. Exam-
ple in English language there is American Eng
lish dialect and British English dialect while
Accent is language variety characterised
by perculiar pronounciation of the same
language by different speakers. This variety
in language is affected by ethnic languages
Example Mkuria will pronounce /l/ as /r/

(ii) Diglossia and triglossia
Diglossia is the situation whereby there are
two languages that co-exist side by side
in a speech community and each language
has different function to play. Example
Tanzania is a diglossic country as English
and Kiswahili co exist together. While
Triglossia is a situation whereby there is
are three languages existing side by side
in a community. That is each language is
used at particular context with different roles
Example in Tanzania there is existance of
English language, Kiswahili language, ethnic
languages.

(iii) Pidginisation and Creolisation
Pidginisation is the process of coming a simpl
e language when people of different ethnic
background meet. Example when Mchagga

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1(a) (iii) and Msukuma meet. while
Creolisation is process where the pidgin gets
native speakers and develop to creole. This is
when speakers of Pidgin bare children who
tend to speak that Pidgin as their first lan
guage example tok Pisin.

(iv) Code switching and Code mixing
Code switching is complete shift from one
language to another in the same conversati
on. Example when one say "Nilikwenda shul
eni Jana. However the teachers were busy"
while
Code mixing is where element of more than one
language are found in one utterance. Exam
ple, "Napenda the way ulivyo". This is
mostly due to lack of vocabulary in one
language and for prestige.

(v) Compentence and performance.
Compentence is the ability to recognise and
correct the ungrammatical sentences in a spee,
ch or utterance. Compentence is within one's
head due to frequent use of the language.
It can be linguistic or situational compe
ntence. while
Performance is the actual use of langua
ge in concrete situation. Good performan
ce is due to being competent in that La
nguage however one can perform lang
uage badly due to tiredness, drunkardn
ess, memory liquidation and other.

Extract 1.1 is a response by a candidate who was able to distinguish the linguistic terms in part (a), thus scoring high marks.

The candidates with average marks in part (a), which is from 4 to 5 marks, failed to distinguish clearly the linguistic terms. Some of them mixed correct and incorrect points in their explanations. One of the candidates, for example, defined the term "dialect" as *the variety of a language according to users*, while the term "accent" was incorrectly defined as *the way language is used between a small group of people*. The same candidate partially defined the term "diglossia" as *the situation where two languages exist in the society*. The candidate also defined "triglossia" as *the situation where three languages are used in a particular society.* Another candidate "incorrectly defined the terms "pidginisation" as *the situation of forming a language when two or more groups which speaking different language meet and have the desire of communicating hence they start to form a language that will connect them in communication hence that situation of making that language is called pidginisation*. However, the candidate managed to define the term "creolisation", as seen in Extract 1.2.

Extract 1.2

Extract 1.2 is a response by a candidate who was able to define the term "creolisation", but failed to define the term "pidginisation". The candidate also failed to provide clear explanations, probably due to a poor mastery of English language or partial knowledge of the linguistic terms.

It was further observed that a few candidates who scored 0 in part (a) misconceived the question, and as a result, provided explanations not related to the linguistic terms tested. One of the candidates, for example, defined "dialect" as *the use of language by speaking with other speaker face to face*, while "accent" was defined as *the use of language by speaking through to other people as the information*. This response suggests that the candidate confused the word "dialect" with "direct". Another candidate defined "diglossia" as *those words that are found at the back page of a book that are in form of alphabetical A to Z*, while "triglossia" was defined as *those words that are found at the front page of a book*. This response indicates that the candidate confused the word "diglossia" with "glossary".

Other candidates scored 0 due to inadequate knowledge of the linguistic terms tested. One of the candidates, for example, defined "dialect" as *the difference between two languages; for example, Kiswahili and English*, while the term "accent" was defined as *the different between two users of the same language; for example, Kiswahili language*. Another candidate defined the term "dialect" as *the variation of language among the different features which should lead to the expansion of the language in their different aspects or different variation in the societies which should lead to the variation word*. In addition, the term "accent" was defined as *the language variation which should be lead to the change of word class*. Extract 1.3 is a sample of a poor response by one of the candidates.

Extract 1.3

1.	i) Dialect refers to the variation of language among the different features which should be lead to the Expansion of the language in their different aspects or different variation in the societies which should be lead to the variation of word, while.	
	Accent refers to the language variation which should be, lead to the variation of language which should be lead to the change of world class.	
	ii) Diglosia is the variety of language where by the speaker of two language are used in their society which means the use of two language in common societies, while.	
	Triglossic is the variety of language which should be used in their society which should be lead to the use of three language in common society which should be lead to the language to be vary from one society to another.	
	iii) Pidginisation their refers to the language which should be, used by the people in different countries which led to the variation of language in different aspects of their language use, while.	
	Classification refers to the situation where by language their should be lead to the pidgin which has become more, used in the society.	

Extract 1.3 is a response by a candidate who failed to distinguish the given linguistic terms.

There were also a few candidates who scored 0 for providing meaningless and incomprehensible explanations. Such responses could be attributed to poor mastery of English Language or insufficient knowledge of the linguistic terms. Extract 1.4 illustrates this case in point.

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Extract 1.4

1.(i) Dialect and accent is the situation who was compared the language use which can trasties the miner word in the sentence tho can change the meaning of a word which compined together to the irigate themselves

dialect is the system of purting the noun of are word befor or after the verbs in sentence though language use

accent refer to the system where by attaching some noun and pronoun in the verbs before the sentence use in language

(ii) Diglossia and triglossia is the process of puting the noun in a sentence so do can used in probr or adject to the language who can produce the iliteral in the word

diglossia is it produce the noun in a sentence who can be allanged the mineral of the word and it protect the idiom

triglossia is the symbolic of the diglo who can produce the meaning of the language use in the silable of the word who can be the mineral meaning of sentence

(iii) Pidginisation and creolisation tho was the advanced pidgin who can produce the mineral of the situation which can be compitance in language use who can be produced the meaun of a word

Pidginization is the developed pidgin who have obtain the mineral and mainer of langu-age use in the silable who can produced the miner

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language use other for those word

Creolisation is the system of language who have produced in standard form for the iligoes in the word of the language use

(iv) Code-switching and code-mixing is the proces of attaching the mixing some word in the language use who can produced the mineral of the prefear the hydjues in order to produce the meaning of mixing

Code-mixing is the system of a puting some adverbs in a word in order to produce the new word in a sentence who have produce in the minual word

Code-switching is the situation where by produced the mineral of the adverbs in a seltain language who can produced the all means

(v) Competence and performance is the creating some language use who have be able to much the mineral who can produce themselve the language used who have much'd in order to solve the compereor in the spearkers

Competence is the system of people to much the language and can preferar the miner to speak well be collocate in the language use to be comple in language

Performance is the situation of speak well who do not obtained the iliterd of the word in the majority who can produced the situation can do to perform the language use in order to be compitence of the used language

Extract 1.4 is a response by a candidate who provided meaningless and incomprehensible explanations due to lack of knowledge about the linguistic terms and poor mastery of English Language.

Further analysis indicates that the candidates who scored high marks in part (b) of question 1 were able to mention and describe the two kinds of Pidgins, which are "marginal or temporal pidgin" and "expanded or permanent pidgin". They described marginal/temporal pidgin as a language that results from superficial or temporal contacts and disappears once the contacts are over. In addition, they described expanded/permanent pidgin as a language that results when the contact of people with different linguistic backgrounds lasts for a long time. Moreover, the candidates with high marks in part (b) were able to describe three characteristics of a Pidgin language, which include the following:

(i) *A Pidgin usually has a limited vocabulary, generalised and defined phonological and morphological systems, reduced grammatical structure, and are characterized by the use of reduplication to represent plurals and superlatives; for example, Hawaiian Pidgin wiki-wiki which means 'very quick').*

(ii) *A Pidgin is a variety specially created for purposes of communicating with some other group, and not used by any community for communication among themselves.*

(iii) *A Pidgin is nobody's first language, but it is used by people of different communities as a contact language.*

(iv) *A Pidgin is not simply the result of heavy borrowing from one variety into another, since there is no pre-existing variety into which items may be borrowed.*

(v) *A Pidgin has a short life span in the sense that it is a variety of language which results from temporal contacts among people or groups of people who did not know each other languages and disappear when the reasons for contacts or communication are over.*

(vi) *Pidgins usually have low prestige with respect to other natural languages.*

(vii) *A Pidgin usually has a limited vocabulary and reduced grammatical structure, it has no native speakers but it is used for communication between members of different communities and is a variety specially created for purposes of Communicating with some other group.*

Extract 1.5 is a sample of a good response by one of the candidates who scored high marks.

Extract 1.5

> 1(b) The two kinds of pidgins
> (i) Temporal pidgin is kind of pidgin which doesnot last longer since the members have no permanency. Example pidgin formed in UN peace keeping mission by its members.
>
> (ii) Parmanent pidgin is a kind of pidgin that has gained parmanent speakers hence last long example pidgin formed by refugees who meet in an area.
>
> Three characteristics of a Pidgin language
> (i) Is syntacticaly and grammarticaly simpler than other languages since the speakers tend to shorten their words and sentences to be able to understand each other.
> Example " me water want"
>
> (ii) It is formed when two or more people of diffrent ethnic background meet. That is example when Mpare + Msukuma meet hence fail to communicate and make them form their own language.
>
> (iii) Characterised by repetitions of words or phrases so as to make one understand what you want to mean.
> Example go... go--- there.

Extract 1.5 is a response by a candidate who was able to describe two kinds of Pidgins and three characteristics of a Language.

The candidates with average marks in part (b) failed to provide exhaustive explanations about the two kinds of pidgins and the characteristics of a Pidgin language. Some of the candidates mixed correct and incorrect points. One of the candidates, for example, identified the first kind of pidgin as *contemporary pidgin* and defined it as *the type pidgin that is used in a short period of time and in a specific time*. The same candidate identified the second kind of pidgin as *permanent pidgin* and defined it as *the type of pidgin that is used by people who formed pidgin and later become Creole*. Another candidate identified the first kind of pidgin as *small pidgin* and defined it as the type of pidgin *that covers a very small*

area and has few users. The candidate identified the second kind of pidgin as *expanded pidgin* and defined it as *the type of pidgin that is covers a large area and has many speakers*. In describing the characteristics of a Pidgin language, another candidate said that *a Pidgin is a language formed by the different speakers of different dialects*. In addition, the candidate said that *a Pidgin language is characterised by imitating the vocabularies from the two languages they originate*. The third characteristic provided was that *a Pidgin is has few number of speakers than the dialects they orig*inated. These responses indicate that the candidates had partial knowledge of the two kinds of pidgins and the characteristics of a Pidgin language as well as poor mastery of English Language.

Further analysis shows that a few candidates who scored 0 in part (b) did not know the two kinds of pidgins, and as a result, they failed to describe them. One of the candidates, for example, identified *topsin pidgin* and *cluster pidgin* as the two kinds of pidgins, instead of "marginal or temporal pidgin" and "expanded or permanent pidgin", respectively. Another candidate identified *personal to personal pidgin* and *personal to group pidgin* as the two kinds of pidgins. The responses provided by these candidates are presented in Extracts 1.6 and 1.7, respectively.

Extract 1.6

Extract 1.6 is a response by a candidate who identified *topsin pidgin* and *cluster pidgin* as the two kinds of pidgins, instead of "marginal or temporal pidgin" and "expanded or permanent pidgin".

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Extract 1.7

1(b)	pidgin – Is the language that emerge by two people who do not have a common language came into contact, and they need to communicate ;
	kind of pidgin are (i) personal to personal pidgin, this the pidgin that occuring by the two people who do not have a Lingua franca for example; a person who speak french + chinese when they meet at the first time.
	(ii) personal to group pidgin; This is the kind of pidgin where by the group of people came into contact with a person who do not speak their language or common language example, french man to Tanzanian using swahili.

Extract 1.7 is a response by a candidate who identified *personal to personal pidgin* and *personal to group pidgin* as the two kinds of pidgins, instead of "marginal/temporal pidgin" and "expanded/permanent pidgin".

It was further observed that a few candidates who scored 0 in part (b) did not know the characteristics of a Pidgin language. As a result, they provided incorrect characteristics. Extract 1.8 shows a sample of a poor response by one of the candidates.

Extract 1.8

1	(b)	Characteristic of pidgins
		– It must be written
		– It must have voccularcly
		– It must use by the people.

Extract 1.8 is a response by a candidate who provided incorrect characteristics of a Pidgin language, thus scoring a zero.

2.2.1 Question 2: Purposes for Code-switching as a Communication Tool

In this question, the candidates were instructed to verify the statement that code-switching is a vital communication tool amongst bilingual speakers. The question tested the candidates' knowledge of the purposes of code-switching as a communication tool amongst bilingual speakers.

The question was attempted by 56.4 percent of the candidates and their performance was good, as 76 percent scored from 12 to 20 marks, 22.5 percent scored from 7 to 11 marks and only 1.5 percent scored from 0 to 6 marks. This performance is summarised in Figure 2.
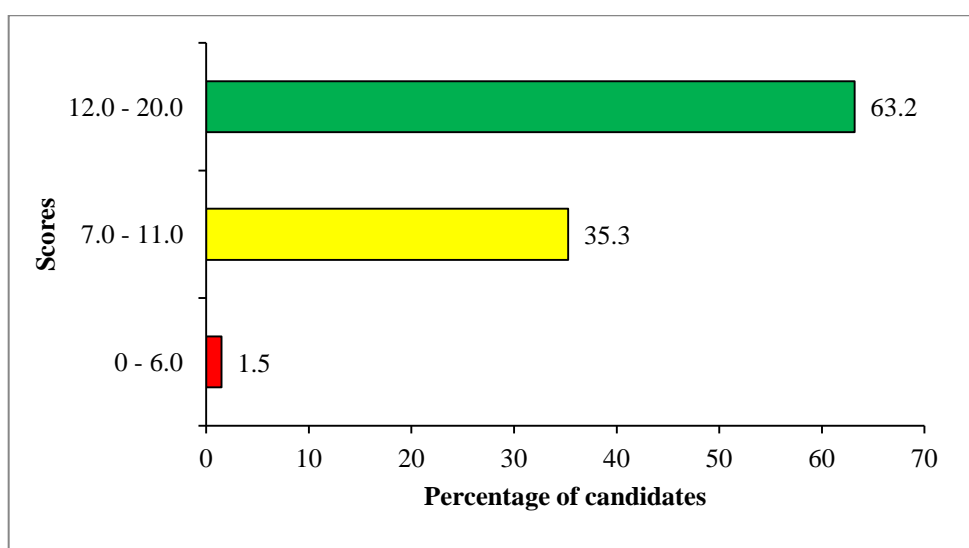
Figure 2: The Candidates' Performance in Question 2.

The candidates who scored high marks were able to verify the statement that code-switching is a vital communication tool amongst bilingual speakers. They described the purposes for code-switching as to: (i) clarify a point, (ii) emphasise a particular point, (iii) reinforce a request or command, (iv) avoid taboo and superstitious words, (v) compensate for language deficiency, (vi) interject in a conversation, (vii) establish and maintain social relations, (viii) communicate friendship, (ix) include people in a conversation, (x) exclude people from a conversation, (xii) ease tension and inject humour into a conversation, (xiii) show pomposity or self-importance; that is, for show-off, (xiv) express a concept that has no equivalent in the culture of the other language and (xv) indicate a change of relationship and a change of attitude during the conversation. Extract 2.1 is a sample of a good response by one of the candidates.

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Extract 2.1

2. Code switching is the process or situation of changing the language while speaking from one language to another language. Code switching may occure when vone one speaker speak by using english language then change the language into kiswahili. Example she is very rich, kwasiyo hatoweza kuya that is what called code switching. Code switching is used by many people for several reasons or purposes and some of those purposes of code switching are as follows.

People code switch for shows off, most of people they do code switch for the aim of showing off because some of languages are considered to be more prestigious than others. So when a speaker code switch by using that language it will be a show off to a speaker because he or she knows that language. Example English is considered to be more prestigious than Kiswahili in Tanzania so when a speaker code switch from kiswahili to English he or she will be considered as a person with higher status.

Code switching is used for more classification when some one is speaking. A person may decide to use or switch to another language so as to clasify more of the statement which were stated by that person. Example a person may be emphasizing on some thing by using kiswahili he or she may switch to English so as to clasify more on the things he or she wanted to tell. So code switching may be used so as to make futher clasification on something.

Code switching is used so as to avoid intruders during peoples conversation. When people are talking on their matters and they want to exclude some one on their conversation they may decide to code switch so as to exclude the person so that she or he cant understand what they were talking about.

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Code switching is used so as to avoid taboo words. There are some words which are taboo is a certain language but in another language they can be spoken without being considered as taboo. Example private parts of human body are considered as taboo is kiswahili but in English they can be spoken well without considered as taboo. So a person may code switch from kiswahili to English language so as to avoid taboo.

Also lack of competence on one language may lead to code switching. Because when a person is competent he or she may be able to use the language in conversation but when a person lacks competence it may force a person to code switch so that he or she can be understood by people. Example a person is incompetent in English language a person may code switch to kiswahili so that he or she can be understood because she or he is incompetent in English language.

Code switching is used for the purpose of swearing many people they do like to code switch when they are swearing during their conversation. Example many people who are native speakers of kiswahili they do like to code switch to English language when they intend to swear on something. So code switching also is used for the aim of swearing.

Code switching is also used when a person is competent with more than one language. So as to show that is competent a person may decide to code switch because he or she is competent in more than two languages. So code switching is used for the ~~purpose of~~ when some one is competent in more than one language.

Also code switching is used for the aim of beautify the conversation to make conversation of people to

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have good taste and make the people to love the conversation because the conversation are beautified and they influence people to listen and keep them involved in conversation. So code switching also is used so as to beautify conversation and give the conversation a good taste.

Code switching is very important in language communication because it plays a big role on language development. So that is why many people do use code switching. However, code switching also has some disadvantages because it may lead some people not to understand because of switching to the language they are not familier with.

Extract 2.1 is a response by a candidate who was able to provide eight purposes for code-switching, thus scoring high marks.

Further analysis indicates that the candidates with average marks in this question, which is from 7 to 11 marks, provided some points that were correct, while others were incorrect. This was an indication that they had partial knowledge about the purposes for code-switching. Some of these candidates demonstrated a poor mastery of English Language, which hindered them from providing exhaustive explanations.

It was further observed that a few candidates who scored 0 in this question failed to understand the demands of the question and hence provided irrelevant purposes for code-switching. One of these candidates, for example, mentioned the purposes for code-switching as *to develop language*, *to encourage development, to facilitate people to know second language, to encourage education, to promote language* and *to motivate the young to learn many languages*. Extract 2.2 shows such a response.

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Extract 2.2

2	Code switching refer to the existance of two language in one sentence Example falcu chelic, people wa' sicu hili danger.
	The following are purpose of code switching which include
	To Facilitate communication among the speaker. of certain language. so due to the presence of code switching it lead to faculate the communication among the people.
	To developed language becau se due to people use mswahili in same time they use english langu age. it lead to increaed of language in the country.
	To encourage development activities such as trade and other development activities be cause people use language to com municate which make improvement. of trade activity as source of dev elopment.
	Code switching allsofacilitate people to know second language because actual when someone use two language in one sentence alw ay he/she must gain some skill and knowledge which him to understand well second language like firstland.

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2	To promote language also the another purpose of code switch is to promote. Language develop ment because code switching tend to make people use of that language in different position in societies	
	To encourage education among the people because people if the used code switch. the gain much knowledge through another language.	
	To be used in various event such as wedding, in political issue as we see most of politician they use code switching to convince majority to accept they are view	
	To motive the young on how it necessary to learn more than one language in societies because it quit impossible for a person to use code switch without to know second language.	
	To conclude code switch has different impact in societies such as improvement of language, develop- ment of knowledge among the member of societies.	

Extract 2.2 is a response by a candidate who provided irrelevant purposes for code-switching.

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2.2.2 Question 3: Factors Influencing Kiswahili to become more of a First Language than a Second Language to Most young Tanzanians

This question tested the candidates' ability to substantiate the assertion that Kiswahili is nowadays becoming more of a first language than a second Language to most young Tanzanians.

The question was attempted by 43.2 percent of the candidates and their performance was good, as 87.6 percent scored from 12 to 20 marks, 11.4 percent scored from 7 to 11 marks and only 1 percent scored from 0 to 6 marks. This performance is summarised in Figure 3.
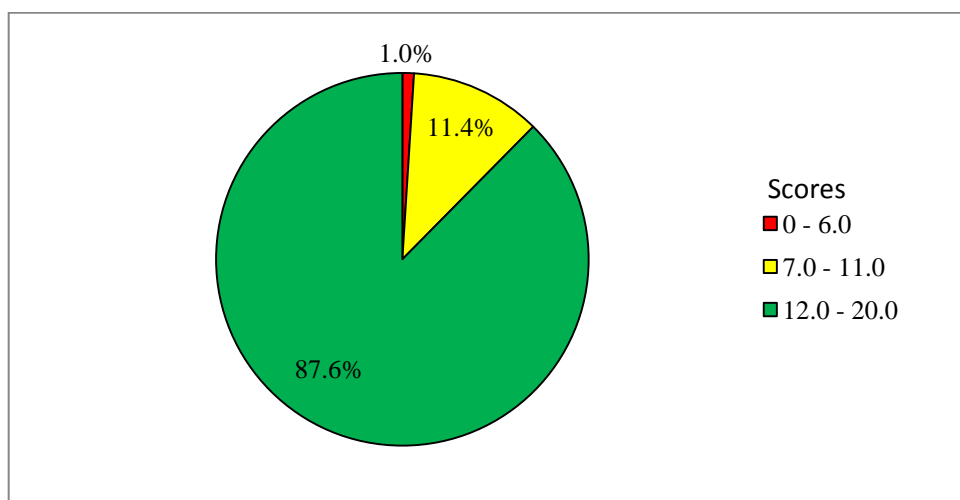
Figure 3: The Candidates' Performance in Question 3.

The candidates who scored high marks in this question were able to substantiate the assertion that Kiswahili is nowadays becoming more of a first Language than a second Language to most young Tanzanians. These candidates identified and described factors like intermarriages, migration, education, employment, increased industrialization and urbanisation. Other factors included Kiswahili as a tool of widespread communication, social status of the language or its prestige and lack of community support for the ethnic community languages causing them to lose speakers. Extract 3.1 is a sample of a response from one of the candidates who scored high marks.

Extract 3.1

3. First language refers to the language that one acquire first especially in early childhood before one has exposure to another language for example Kiswahili, Kinyakyusa and Kichaga. Second language is the language that one gets after developing enough in the first language as a result of education or migrating from one place to another. Kiswahili is nowdays beco ming more of a first language than a se cond language to most young Tanzanians because of the following factors.

Education, In education institutions esp ecially primary education the medium of instruction used is Kiswahili language. So when the young children are sent to school it is easy for them to learn Kiswahili langu age as their first language because the me dium of instruction in there schools is Kiswa hili language.

The question of migration, This is when people move from one area to another area migration can cause the young people to use Kiswahili language as their first la nguage because when someone moves from his or her originally area he or she meet with people who speaking different language from his first language and thus it can le ad to a young people develop Kiswahili as their first language.

Intermarriage, This is the situation whereby people of different languages get married for example marriage between a

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person from Bena tribe and Chaga tribe. When people of different tribes are got married can result to them use Kiswahili as their lingua franca because each person do not understand the language of other. So this can result to the children of those who are married to acquire kiswahili as their first language because their parents have different languages.

Urbanization, This is when a town developed. urbanization is one of the factor to most young Tanzanians to use Kiswahili as their first language rather than a second language. Because in urban areas there is a use of one lingua franca which is Kiswahili that put all the people within the society to feel equal by using one language.

Mass media, This also is a factor for Kiswahili to become first language to most young Tanzanians rather than a second language. Most of medias in Tanzania use Kiswahili as a medium of communication for example TBC, ITV and Star TV use Kiswahili language in most of their informations. so this make young Tanzanians to acquire Kiswahili as their first language.

Role played by parents and guardians, Parents and guardians also are the factor for Kiswahili to became first language to young than a second language because most of the parent and guardians

nowadays like to speak with their children in Kiswahili language rather than vernacular languages.

Government policy on language. Also the government of Tanzania puts emphasis on the use of Kiswahili as a medium of communication in a country in order to make it to expand and acquire new users. Therefore due to the language policy on Kiswahili language make young Tanzanians to acquire Kiswahili as their first language.

Religion, Most of religious teachings in churches and in mosques are conducted in Kiswahili language. For example Sunday schools in churches and Madrasa education in mosques are using Kiswahili language due to the mobility of children from different societies or tribes. So due to religious teachings make most of young Tanzanians to acquire Kiswahili as their first language than a second language.

Therefore, Kiswahili is nowadays developing very fast in our country and also outside the country and the world at large so the government must put good policies in order to make sure that Kiswahili is developed and expand to other countries within the world.

Extract 3.1 is a response by a candidate who was able to substantiate the statement that Kiswahili is nowadays becoming more of a first language than a second Language to most young Tanzanians.

Further analysis indicates that the candidates with average marks, which is from 7 to 11 marks, provided some points that were correct, while others were incorrect. This was an indication that they had partial knowledge about the factors which have made Kiswahili to become more of a first language than a second language to most young Tanzanians. Some of the candidates demonstrated a poor mastery of English Language, which hindered them from providing exhaustive explanations.

It was further noted that some of the candidates who scored 0 misconceived the question and, as a result, provided answers contrary to the demands of the question. Among these candidates there are those who opposed the given statement and provided explanations showing that English language is more of a first language than a second language to most young Tanzanians because it is the medium of instructions, it is used to unify people, it is a factor for social stratification, it is used to open the world market, it is a factor for cultural reflection, contrary to the instructions of the question. Extract 3.2 is a sample of such responses.

Extract 3.2

3. English Language used for the teaching purposes; English tends used by elites in teaching purpose Example: In Secondary schools teacher tends to be used English for the purpose of teaching people.

English as a factor for social-stratification; English also can be used in social stratification or in social Media English language has been the most language which tends to be used mostly in Media Example: In Twitter the most language which used is English and most people who user social media are youth.

English languages help in development; English tends to be like used most since its bring development of the country through knowing English can be very easly for Tanzania to coiperates with other country in bussiness matter and hence to bring about development of the country.

English used to open the world market; Through English language its help the Tanzania to increase the Market of the Country.

English as a factor for the Culture reflection; English tends to be used as a factor for culture reflection.

Therefore English language in today life is more superior than Kiswahili in the bringing development of the country.

Extract 3.2 is a response by a candidate who provided explanations showing that English language is more of a first language than a second language to most young Tanzanians.

Other candidates who scored 0 opposed the given statement and provided obstacles hindering Kiswahili from becoming more of a first language than a second language to most young Tanzanians. They provided points such as lack of vocabulary, poor science and technology, poor teaching methods, limited use and negative attitude towards Kiswahili. Extract 3.3 is a sample of a poor response by one of the candidates.

Extract 3.3

> 3. First language is the language which was the child deqmore the language after the birth. Second language is the language which people acquire after first language. So the following are the factor which can show Kiswahili is nowaday becoming more of a first language than a second language so kiswahili we can not becoming more of a first language than a second language because of the status of the language such as :-
>
> Lack of vocabulary, this means that Kiswahili we can not becoming more of a first language than a second language because of lack of vocabulary in kiswahili language we can not many vocabulary but we can borrow some word in othere language so we can cause Kiswahili we

first language than second language because of a negative attitude.

Poor science and technology, this means that kiswahili language we can not becoming more of a first language and second language so we can because of Poor science and technology Kiswahili language are not developed in science and technology because we can use In few number of people than English language we can use in the world so Kiswahili language we can not becoming more of a first language than a second language because of Poor science and technology.

Generally there are explained about the kiswahili is nowadays, becoming more of a first language than a second language so we can to disagree this statement became Kiswahili we can not many vocabulary, lack of pronounciation, limited use, Negative attitude, Poor science and technology, Poor teaching and method so this we can cause Kiswahili we can not become more of a first language than a second language.

Extract 3.3 is a response by a candidate who provided obstacles hindering Kiswahili from becoming more of a first language than a second language to most young Tanzanians.

2.3 Section B: Language Skills

There were two questions in this section, each was worth twenty (20) marks and the candidates were instructed to answer only one.

2.3.1 Question 4: Characteristics of good Notes and Representing a given Branching Notes in a Linear Notes Format.

This question had parts (a) and (b). In part (a) the candidates were instructed to define note-taking and describe three characteristics of good notes. In part (b) they were instructed to represent the following branching notes on "Buying a calculator" in a linear notes format. The question tested the candidates' knowledge of note-taking skills.

```
                        Buying a Calculator

        Things it can do                        Power Unit

  (a)  Arithmetic      (a) Mains-operated      (b)  Mains-adapter
  (b)  Memory              (i)   Battery-operated
  (c)  Special purposes    (ii)  Ordinary bat
  (d)  Programmable        (iii) Long life bat
                           (iv)  Rechargeable bat
```
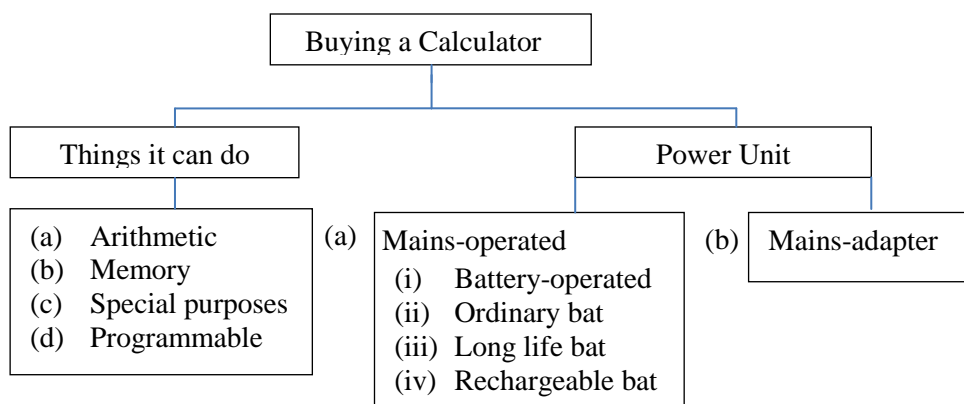
The question was attempted by 53.6 percent of the candidates and the performance was average, as 42 percent scored from 12 to 20 marks, 14.4 percent scored from 7 to 11 and 43.6 percent scored from 0 to 6 marks, out of which 0.3 percent scored 0. The performance is summarised in Figure 4.
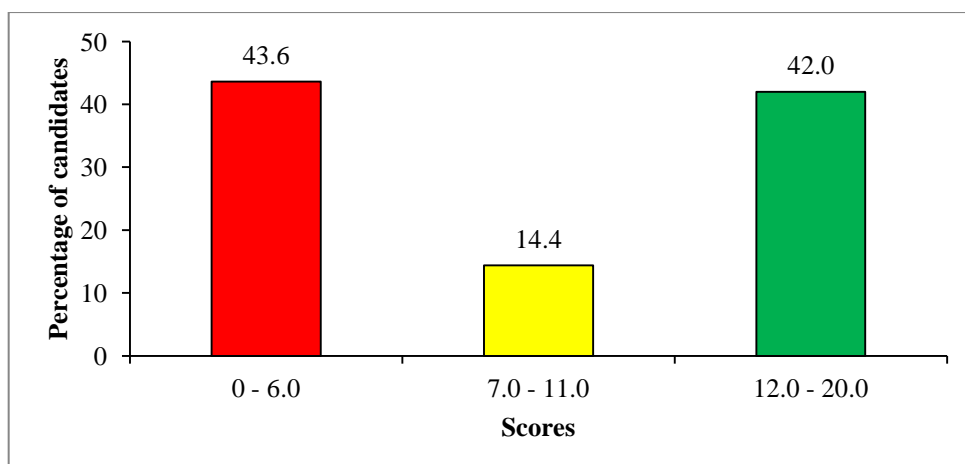
Figure 4: The Candidates' Performance in Question 4.

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The candidates who scored high marks in part (a) were able to define note-taking as the act of writing down the necessary information obtained when somebody is speaking, or when reading a book or any other text. They could also describe three characteristics of good notes, which include the following:

(i)   They should be brief and to the point. They need not be taken in full sentence since words, phrases and topics/subtopics are enough. They are therefore, not always in English that is grammatically correct.

(ii)   They should be relevant to the purpose for which the notes are made.

(iii)   They should be clear. Notes should make sense when viewed after a short period of time.

(iv)   The content must be so selected that it will have the desired effect upon the note-taker.

(v)   They should be well organised so that they can be followed readily by the intended reader/note-taker.

(vi)   They should be written using standard abbreviations and symbols, for example: i.e. (that is), e.g. (for example), viz. (namely), ∴ (therefore), % (percentage), etc. In addition to common abbreviations one can also create his/her own that the note-taker can decipher them easily at a later time.

(vii)   They should be written in a logical sequence that can be properly divided and sub-divided, using figures, letters and dashes. For example:

> *Main sections 1, 2, 3, 4 etc.*
> *Sub sections (a), (b), (c), (d) etc.*
> *Sub-sub sections (i), (ii), (iii), (iv) etc.*
> **OR**
> *Main sections 1, 2, 3, 4 etc.*
> *Sub sections 1.1, 1.2, 1.3, 1.4 etc.*
> *Sub-sub sections 1.1.1, 1.1.2, 1.1.3, 1.1.4 etc.*

The good response provided by these candidates in part (a) was an indication that they had sufficient note-taking skills. Extract 4.1 is a sample of a good response by one of the candidates.

Extract 4.1

4(a) Note-taking refers to the process of recording information for different purposes such as revision and preserve it for others. The characteristics of good notes are:-

It must be in good arrangement order so as to make it understandable by the writer herself and others who will use that notes.

It must consists of signs and symbols and the use of abbreviation so as to make the subject to be short and clear by the writer and others who are familiar with the notes written.

It must be short, simple and clear and which contains the main idea or purpose of the note to be written. Which can make the subject to be less boring to the people.

The good notes are influenced by the choice of the writer to use a certain style in presenting the note such as chat method or colum method.

Extract 4.1 is a response by a candidate who was able to define note-taking and describe three characteristics of good notes.

Further analysis shows that the candidates who scored 0 in part (a) misunderstood the question and, as a result, provided irrelevant responses. Some of these candidates described how to write a memorandum 'memo', showing that it should have the name of the sender, receiver, subject and heading. Extract 4.2 is a sample of such responses.

Extract 4.2

4a	What is note taking?
	Refers to the short informations which one receive from another person. the Informations may base on different issues either giving directions or giving out any informations. The following are the characteristics of a good note.
	It should have the name of the sender is one of the characteristics of a good note that it should show the name of the person who sent it.
	It should have the name of the receiver is another characteristic of a good note that the person who is suppose to receive it should be seen in a note.
	It should have the subject also a good note should contain; the subject or what it's talking about so that the receiver can easily understand the information given.
	It should have a heading this is also another characteristic of a good note that the heading must be here.
	Note is very important especially in the Companies for giving out different information

Extract 4.2 is a response by a candidate who described stages of writing a memorandum, which was contrary to the task of the question.

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Other candidates who could not understand the question provided things to consider when writing minutes of a meeting. Extract 4.3 is a sample of a poor response by one of the candidates.

Extract 4.3

4. Note taking - Is the process of writing down the memorial that have been discussed or agreed by the members during a meeting. For example most of people take note in offices meeting, debates and even ceremony preparation.	
A good note should Show the presentees and the absentees member during the meeting, these help in knowing about the effect of the meeting wether Positive or negative were brought by who. A good note Should Show the suggestion and the agend which made them to unite togethe and their Conclusion. A good note Should show the Location where it was held if it was in a class room, hotel or office.	

Extract 4.3 is a response by a candidate who provided stages in writing minutes of a meeting, which was contrary to the instructions given.

Further analysis shows that the candidates who scored high marks in part (b) of question 1 were able to represent the given branching notes on "Buying a calculator" in a linear notes format, as seen in Extract 4.4.

Extract 4.4

4(b)	To represent the branching notes in notes format	
	Buying a calculator	
	1. Things it can do	
	a) Arithmetic	
	b) Memory	
	c) Special purpose	
	d) Programmable	
	2. Power unit	
	a) Mains - operated	
	i) Battery - operated	
	ii) Ordinary bat	
	iii) Long life bat	
	iv) Rechargeable bat	
	b) Main - adapter	

Extract 4.4 is a response by a candidate who was able to represent the given branching notes in a linear notes format.

Conversely, the candidates who scored 0 in part (b) misunderstood the question and, as a result, provided incorrect responses. Some of them drew a diagram of a calculator and described it using the information given in the branching notes. Extracts 4.5 and 4.6 are samples of such responses.

Extract 4.5

Extract 4.5 is a response by a candidate who drew a diagram of a calculator contrary to the demands of the question.

Some of the candidates in this category wrote a memorandum 'memo' instead of representing the branching notes in a linear notes format as instructed. Extract 4.6 is a sample of a response by one of the candidates.

Extract 4.7

Extract 4.6 is a response by a candidate who wrote a memorandum contrary to the demands of the question.

2.3.2 Question 5: Word Syllables, Primary Stress and Functions of Stress

This question had parts (a) and (b). In part (a) the candidates were instructed to describe five functions of stress. In part (b) they were instructed to divide the words (i) *thunder, (ii) submit, (iii) inhabit, (iv) phonetics and (v) employee* into their respective syllable using a dash (-) and mark stress by underlining the syllable on which the primary stress falls.

The question was attempted by 46.1 percent of the candidates and the performance was average, as 51.7 percent scored from 0 to 6 marks, 45.8 percent scored from 7 to 11 marks and only 2.5 percent scored from 12 to 19 marks. This performance is summarised in Figure 5.
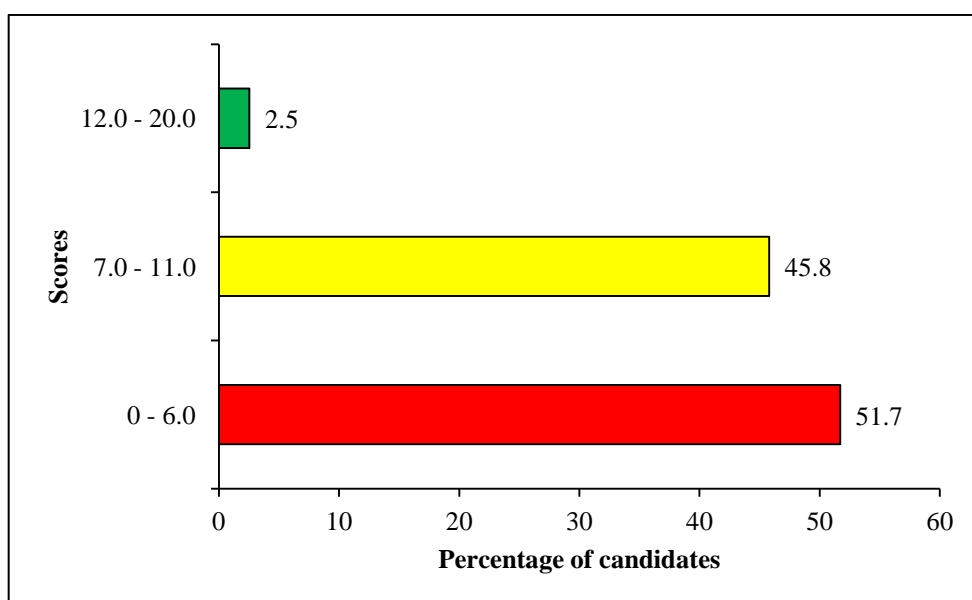
Figure 5: The Candidates' Performance in Question 5.

The candidates who scored high marks in part (a) were able to provide the functions of stress. The following functions were included:

*(i)   Stress indicates the way each syllable is pronounced. For example, a-**bout** [ə-ˈbaʊt], re-**mem**-ber [rɪ-ˈmem-bə].*

(ii)   Stress is used to identify and distinguish two words alike. Stress in English is the sole factor in distinguishing such pairs like: 'refuge [ˈref-juʤ] vs. 'refugee' [ˌref-ju-ˈʤi], 'incite' [ɪnˈsaɪt] vs. 'insight' [ˈɪn-saɪt], 'important' [ˈɪm-pɔ-tənt] vs. 'impotent' [ɪm-ˈpɒt-ənt].

(iii)   *Stress is shows the grammatical category of a word; whether it is a noun, verb, adjective, etc. For example, the noun ˈsurvey* [ˈsɜ-veɪ] *is stressed on the first syllable, but as a verb, surˈvey* [sɜ-ˈveɪ] *is stressed on the second syllable. The same applies to the noun ˈpermit* [ˈpɜ-mɪt] *as opposed to the verb perˈmit* [pə-ˈmɪt].

(iv)   *Stress is used to show the meaning of a word. For example, if the stress is moved from the first to the second syllable of the noun ˈdesert* [ˈde-zət] *meaning "an area of barren land" it becomes the verb deˈsert* [dɪˈzɜt] *meaning "to abandon".*

(v)   *Stress is used to emphasise information in a sentence. Usually the syllables or words that are stressed are the ones that give new information to the listener, information that the listener does not really know. For example, "I said **in**duce not **de**duce."; "I prefer **small** apples, those are far **too** large."*

(vi)   *Stress is used to form phonological order. Stress in English is the sole factor in producing a rhythmic pattern of strong and weak syllables or beats. This happens whether the utterance is a single word, a phrase, or a sentence.*

(vii)   *Stress has a demarcation role (in intonation). When using someone's name, we separate the name a bit from the rest of the sentence. The pitch is often different from the rest of the sentence, and the name is stressed. Look at this example: "Ali, I'd like you to meet Jane". In this introduction, the name 'Ali' is slightly separated from the rest of sentence and it is stressed.*

Extract 5.1 is a sample of a response provided by one of the candidates who scored high marks in part (a) of the question.

Extract 5.1

5.	a) Functions of stress are:- i) Stress changes a word from one word class to another word class. Example: Increase-Noun Increase-Verb ii) Stress shows emotion or attitude of the speaker. Example: Get 'out - polite. GET OUT - harsh. iii) Stress shows the accent or origin of the speaker. Example: Some people have the accent of stressing each syllable while speaking. iv) Stress changes a word meaning. Example: Increase - The act or action 'Increase - The activity which has occured v) Stress shows intonation through the stressing and unstressing syllables and words. Example: 'Come - rising intonation. Where did you go? - Falling intonation	

Extract 5.1 is a response by a candidate who was able to describe five functions of stress and therefore scored high marks.

On the other hand, the candidates who scored 0 in part (a) of question 1 did not have adequate knowledge of the concept "stress" and its functions. As a result, they provided incorrect functions. Extract 5.2 shows a sample of a poor response by one of the candidates.

Extract 5.2

5. (a) Stress, refers to the way words are being pronounced by considering the rising and falling of the tone, where by we put a stress within a certain word so as to avoid pronunciation problem and how the word must be crallified.	

The following are the function of stress especially from English language.

To avoid pronunciation problem, this are the fuction of stress in English language where by a person may put a stress in a certain word so as to avoid the difficultness of pronouncing that word for example the word phonetic "phone" we put stress in the word phone so as to be pronounced effective.

To know the root of the word, is another function of stress that when you put a stress in a certain word it is easy to understand the root and stem of the word especially in English language

In order to know how the "word" has been formulated, is another reason for stress that how the word can be recognized its process of formulating it and can be pronounced in a good way especially in English language

To show the possession, the word can be able to show the possession if is characterized with stress mark for example le this is juma's car or this is juma cars that is the function of stress in words, also not only in English language even other languages also stress having the same function.

In order to show the singular and plural of the words, is the function of stress, where by those stress are used to determine which kind of word is singular and which one is plural for example houses means plural.

Generally stress, make the language to have bias, like pronunciation, problem; difficult to know what is the root and stem of the word as well as the singular and plural will be difficult to recognize it.

Extract 5.2 is a response by a candidate who provided incorrect functions of stress in English language.

Further analysis shows that the candidates who scored high marks in part (b) were able to divide the given words into their respective syllables using a dash (-) and marked stress by underlining the syllable on which the primary stress falls. Extract 5.3 illustrates the case in point.

Extract 5.3

5.	b) i) Thunder - <u>thun</u>-der.	
	ii) Submit - Sub-<u>mit</u>.	
	iii) Inhabit - In-<u>hab</u>-it.	
	iv) Phonetics - Pho-<u>net</u>-ics.	
	v) Employee - Em-<u>ploy</u>-ee.	

Extract 5.3 is a sample of a response by a candidate who was able to divide the given words into their syllable using a dash (-) and marked primary stress by underlying the syllable on which the primary stress falls.

On the other hand, the candidates who scored 0 in part (b) had the following weaknesses. Some of the candidates misunderstood the question by dividing the words into syllable structures by using CV, whereby C stands for a consonant and V stands for a vowel. Afterwards, they assigned incorrect primary stress to the words. Extract 5.4 illustrates this case.

Extract 5.4

	b) i) thunder - <u>C-CVCCVC</u> - thunder	
	ii) Submit - C-VC-CV-C - Sub<u>mit</u>	
	iii) Inhabit - V-CCVC-V-C - Inhabit	
	iv) Phonetics - C-C-V-C-V-C-V-CS - Pho<u>netics</u>	
	v) Employee - VCCCVCVV - Employee	

Extract 5.4 is a response by a candidate who divided the words into syllable structures by using CV and assigned incorrect primary stress to the words.

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Other candidates who scored 0 in part (b) did not have adequate knowledge of the concept "word syllables" and "primary stress" and, as a result, provided incorrect responses. Some of these candidates separated every letter in the given words instead of dividing them into their syllables and underlying the syllable where the primary stress falls. Extract 5.5 shows a sample of a poor response by one of the candidates.

Extract 5.5

> Extract 5.5 is a response by a candidate who separated the letters in every word, which was contrary to the demands of the question.

There were also candidates who just divided the words into three, two or one letter and incorrectly marked the primary stress, as seen in Extract 5.6.

Extract 5.6

Extract 5.6 is a response by a candidate who divided the given words into three, two or one letter and incorrectly marked the primary stress.

2.4   Section C: Word Formation

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

2.4.1   Question 6: Inflectional Morphemes and Allomorphs of the Regular Past Tense Morpheme

This question had two main parts, (a) and (b). In part (a) the candidates were instructed to identify all the inflectional morphemes in the following sentences and then show whether they are noun inflectional, verb inflectional, or adjective inflectional:

(i)   She is crying uncontrollably.
(ii)   The strongest man in the world is he who stands alone.
(iii)   The students' performance is reasonably good.
(iv)   All the submariners were hospitalised.

In part (b) they were instructed to write the three allomorphs of the regular past tense morpheme in English Language.

This question was attempted by 52.2 percent of the candidates and their performance was average, as 50.9 percent scored from 0 to 6 marks, 36.2 percent scored from 7 to 11 marks and 12.9 percent scored from 12 to 20 marks. This performance is summarised in Figure 6.

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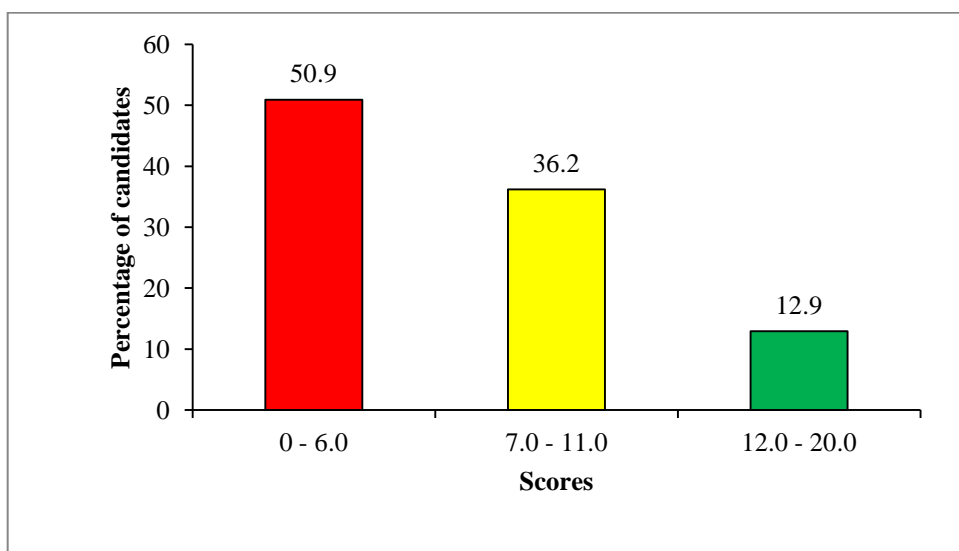
Figure 6: The Candidates' Performance in Question 6.

The candidates who scored high marks in part (a) were able to identify the inflectional morphemes and categorise them into noun, verb or adjective inflectional. Extract 6.1 is a sample of a response from one of the candidates who scored high marks.

Extract 6.1

(a) i) inflectional morpheme is -ing =) It is verb inflectional morpheme	
ii) inflectional morphemes are -est and -s =)-est is adjective inflectional morpheme =)-s is verb inflectional morpheme	
iii) inflectional morphemes are -s and -s' =) they are noun inflectional morphemes	
iv) inflectional morphemes are -s and -ed =) -s is noun inflectional morpheme =) -ed is verb inflectional morpheme	

Extract 6.1 is a response by a candidate who was able to identify the inflectional morphemes and categorize them into noun, verb or adjective inflectional therefore scored high marks.

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Conversely, the candidates who scored 0 in part (a) failed to identify the inflectional morphemes attached to the words in the given sentences. Some of the candidates copied the words containing the inflectional morphemes but did indicate those inflectional morphemes. Extract 6.2 shows a sample of a poor response by one of the candidates.

Extract 6.2

6A i) crying → is a verb inflectional

Uncontrollably → adjective inflectional

ii) Strongest → nam inflectional

Stands → Verb inflectional

iii) Students → nam inflectional

reasonably → adjective inflectional

iv) Submarines → nam inflectional

hospitalized → Verb inflectional

Extract 6.2 is a response by a candidate who just copied the words with the inflectional morphemes and underlined them without identifying those inflectional morphemes.

Other candidates in this category copied the given sentences and just picked any words they considered to be inflectional morphemes. One of the candidates, for example, presented the words *uncontrollably*, *he*, *is* and *were* as the inflectional morphemes, as seen in Extract 6.3.

Extract 6.3

6.@	i) She is Crying Uncontrollably. Inflectional morpheme — Verb inflectional.
	ii/ The strongest man in the world is he who stands alone. Inflectional ⟨he⟩ — Noun inflectional.
	iii/ The students perfomance is reasonably good Inflectional morpheme ⟨is⟩. — Adjective inflectional.
	iv / All the Submariners were hospitalised. Inflectional morpheme ⟨were⟩ — Verb inflectional.

Extract 6.3 is a response by a candidate who just picked the words *uncontrollably*, *he*, *is* and *were* from the given sentences and presented them as the inflectional morphemes.

Further analysis indicates that the candidates who scored high marks in part (b) were able to write the three allomorphs of the regular past tense morpheme in English Language and then provide one word to illustrate each of the allomorphs. Extract 6.4 is a sample of a good response by one of the candidates.

Extract 6.4

6 b	Allomorphs refer to the variants of a morpheme. They are there with the function of showing past tense, plurality, possession and gender.	
	In indicating past tense, the allomorphs are such as /id/, /d/, /t/	
	For Example:	
	In words such as :	
	- passed its allomorph is as in	
	passed /past/ → /t/	
	- killed its allomorph is /d/ as in	
	Killed /kɪld/ → /d/	
	- attended its allomorph is /ɪd/ as in	
	attended /ə'tendɪd/ → /ɪd/	

Extract 6.4 is a response by a candidate who was able to write the three allomorphs of the regular past tense morpheme in English Language and then provide one word to illustrate each of the allomorphs.

On the other hand, the candidates who scored 0 in part (b) did not have adequate knowledge of the concept "allomorphs" and, as a result, provided irrelevant responses. Some of the candidates wrote prefixes and treated them as allomorphs of the regular past tense morpheme "-ed". One of the candidates, for example, provided the following response: *un-uncontrolled*, *im- immorality* and *in- inability*. Another candidate presented the prefixes *pre-* and *ex-* as allomorphs, as seen in Extract 6.5.

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Extract 6.5

6.	b)i Allomorphs of regular past tense Morpheme
	i). Pre (Before)
	For example Pre Capitalist, Pre colonial, Pre national, Pre independence
	ii). Ex (former)
	For example Ex-wife, Ex president, Ex-soldier, Ex Manager.

Extract 6.5 is a response by a candidate who wrote the prefixes *pre-* and *ex-*, which was contrary to the demands of the question.

Other candidates gave inflectional morphemes such as *-'s*, *-s* and *-ing* and treated them as allomorphs. There were also cases where the candidates provided the words containing the inflectional morphemes and treated those words as allomorphs. Extract 6.6 illustrates such incorrect responses.

Extract 6.6

6(b)	Three allomorphs
	(i) Plural possesion
	Example Juma's house
	the word Juma's is allomorphs.
	(ii) Past plural possesion
	Example Student's' food
	the word Students' is allomorphs.
	(iii) Contractions
	We've instead of We have.

Extract 6.6 is a response by a candidate who provided the words containing the inflectional morphemes *-'s*, *-s* and the contracted form *-'ve* and treated those words as allomorphs.

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There were also candidates who provided three words containing the "regular" past tense morpheme "ed" and treated them as allomorphs. Others gave three words with "irregular" past tense and treated those words as allomorphs. Extracts 6.7 and 6.8 illustrate such cases.

Extract 6.7

6(b)	The following are the allomorphs of the regular past tense morpheme in English lange for example;
	i) Trusted acquired
	ii) gamed
	iii) cooked
	These allomorphs Used to show the situation of having some thing in Past tense.

Extract 6.7 is a response by a candidate who wrote words containing the regular past tense morpheme "ed" and treated those words as allomorphs.

Extract 6.8

6(b)	Ollomorph : ure word which change from Present to Pastterse
	i) Write → wrote
	ii) Eat → ate
	iii) Speak → spoken
	wrote ≠ ollomorph of Past tense.
	write ≠ ollomorph of Irregular simple tense.

Extract 6.8 is a response by a candidate who incorrectly treated the past tense and simple present of the words *write*, *eat* and *speak* as allomorphs.

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2.4.2 Question 7: Identifying Suffixes; Changing Adjectives into Nouns

This question had parts (a) and (b). In part (a), the candidates were instructed to (i) write the suffix, (ii) give the meaning for each suffix and (iii) make one meaningful sentence for each of the following words:

(i)   *genocide*
(ii)   *cigarette*
(iii)   *bakery*
(iv)   *dusty*
(v)   *childish*

In part (b), the candidates were instructed to change the following words into nouns:

(i)   *anxious*
(ii)   *proud*
(iii)   *angry*
(iv)   *young*
(v)   *funerary*

This question was attempted by 47.3 percent of the candidates and their performance was average, as 37.6 percent scored from 0 to 6 marks, 48.3 percent score from 7 to 11 marks and 14.1 percent scored from 12 to 20 marks. This performance is summarised in Figure 7.
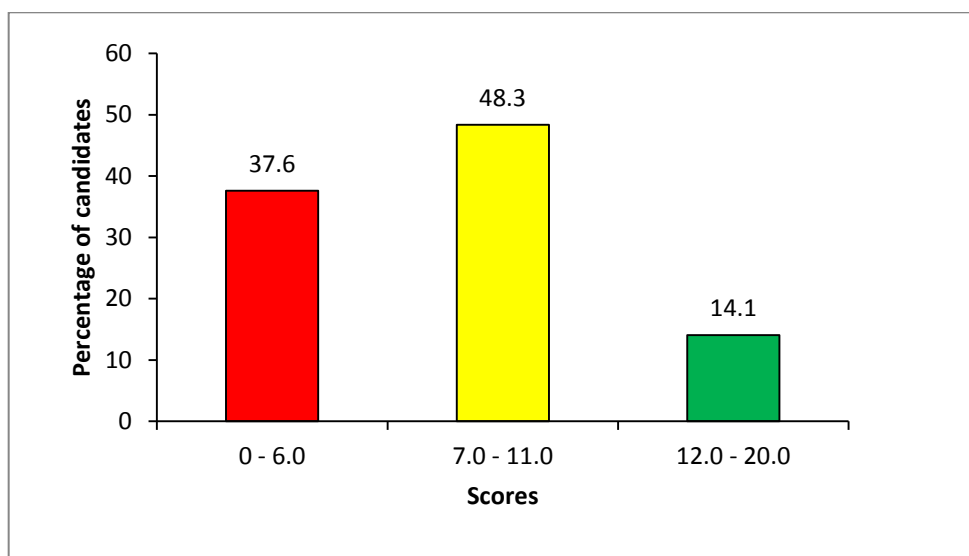
Figure 7: The Candidates' Performance in Question 7.

The candidates who scored high marks in part (a) were able to identify the suffixes in the given words, give the meaning for each suffix and make one meaningful sentence for each word. Extract 7.1 is a sample of a good response by one of the candidates.

Extract 7.1

7 a) i) genocide	
– Suffix –cide	
– Suffix – cide means getting rid of	
The genocide of Kimbali is unforgetable.	
ii) Cigarette.	
– Suffix –ette	
– Suffix –ette means "small"	
My father used to smoke cigarette	
iii) bakery	
– Suffix –ry	
– Suffix –ry means area of	
I desire to open my own bakery	
iv) dusty	
– Suffix –y	
– Suffix –y means containing of	
The classroom was very dusty.	
v) childish	
– Suffix –ish	
– Suffix – ish means in a manner of.	
Stop acting childish.	

Extract 7.1 is a response by a candidate who identified the suffixes in the given words, stated the meaning for each suffix and made one meaningful sentence for each word.

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On the other hand, the candidates who scored 0 in part (a) failed to identify the suffixes in the given words and could not make meaningful sentences for each word. One of the candidates, for example, identified the suffixes in those words as *ide*, *re*, *er*, *ty* and *child*, respectively. As a result, the meanings for the suffixes were also incorrect, as seen in Extract 7.2.

Extract 7.2

7	(a)	
	(i) Genocide	
	The suffix is "ide" which used to show behind of somethings Forexample aside beside	
	It was baside the window	
	(ii) Cigarette	
	The suffix is "re" which used to show the repotation of something. Forexample re-read, re-wright.	
	Re-read that sentence	
	Re-write that text.	
	(iii) Bakery	
	The suffix is "er" which used to show the existance of something. Forexample performer, reader, loader	
	He is a performer of football	
	she is a school leader	
	she is a good reader of novels.	
	(iv) Dusty	
	The suffix is "ty" which is used to show the place of a person. Forexample duty, duallity.	
	she is a teacher on duty	
	she has good duality	
	(v) Childish	
	the suffix is "child" which used to show youngs eg example childrens, childhood.	
	Is that my childrens	
	He got it during child hood	

Extract 7.2 is a response by a candidate who identified incorrect suffixes and hence provided incorrect meaning for the suffixes. The candidate also failed to make one meaningful sentence for each of the words.

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Other candidates who scored 0 in part (a) misunderstood the question and, as a result provided irrelevant responses. Some of the candidates tried to identify the roots or bases of the given words instead of identifying their suffixes as instructed. Extract 7.3 is a sample of such responses.

Extract 7.3

7. (a) (i) genocide
   · The suffix is gen
   - gen means typa
   - The gen of a human being is Animalia

  (ii) Cigarette
   - The suffix is Cigar
   - Cigar means a piace of paper which has tobacco inside in which people smoke
   - Buy me a Cigar in that shop.

  (iii) bakery
   - The suffix is bak.
   - Bak means a flour which is put into
   - Put two baks in the flour and cake barns.

  iv) Dusty
   - Suffix is dust
   - dust means a flowing air comprising of difforent soil particles
   - The dust is dirtifying my shoes.

  v) Childish
   - Suffix is Child
   - Child means a young baby who has not yet davelop to adulthood
   - When I was a child my mother was washing my pants.

Extract 7.3 is a response by a candidate who provided explanations about the given words instead of identifying their suffixes as instructed.

Other candidates who did not understand the question attached other suffixes to the given words and composed sentences using the incorrect new words. One of the candidates, for example, changed the words *genocide*, *cigarette* and *bakery* into *genecidation*, *ciggaretting* and *bakerization*, while the words *dusty* and *childish* were changed into *dustbin* and *childrens*, respectively. Extract 7.4 shows the incorrect sentences that were made by the candidate using these words.

Extract 7.4

7(a)		
i)	The geneuidation process is very applicable to some peoples.	
ii)	The ciggaretting process can be harmful to your health.	
iii)	The bakerization process help on keeping bread and safe.	
iv)	All garbages should be collected to the dustbin.	
v)	Playing is the fundamental right to the Childrens.	

Extract 7.4 is a sample of a response by a candidate who added suffixes to the given words and constructed sentences using the new words, which was contrary to the demands of the question.

Further analysis shows that the candidates who scored high marks in part (b) were able to change the adjectives *anxious*, *proud*, *angry*, *young* and *funerary* into the nouns *anxiety*, *anger*, *youth* and *funeral*. Extract 7.5 is a sample of good response from one of the candidates.

Extract 7.5

7 b)	i, anxious — anxiety	
	ii, proud – pride	
	iii, angry – anger	
	iv, young – youth	
	v, funerary – funeral	

Extract 7.5 is a response by a candidate who was able to change the given adjectives into the nouns, thus scoring high marks.

On the other hand, the candidates who scored 0 in part (b) failed to change the given adjectives into nouns probably due to inadequate knowledge of the rules governing the formation of nouns. Some of the candidates overgeneralized that nouns are always formed by adding the suffix "-er" to the base or root of words. As a result, they changed the adjectives *proud*, *young* and *funerary* into incorrect nouns *prouder*, *younger* and *funerer*. These incorrect words suggest that the candidates did not know that the rule is not applicable when the words or bases are adjectives.

Other candidates overgeneralized that nouns are formed by adding the suffix "-ness" to the base or root of words. As a result, they changed the adjectives *anxious*, *proud*, *angry*, *young* and *funerary* into incorrect nouns *anxiousness*, *proudness*, *angriness*, *youngness* and *funerariness*. Extract 7.6 is a sample of such responses.

Extract 7.6

7 (b)	To change the following words into nouns.	
	i) anxious — Anxiousness.	
	ii) Proud – proudness	
	iii) angry – angrly.	
	iv) Young – Youngness	
	v) funeary – funerally.	

Extract 7.6 is a response by a candidate who incorrectly changed the given adjectives into nouns by adding the suffix "-ness".

2.5   Section D: Language Use

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

2.5.1   Question 8: Translation Theories and Practice

This question had parts (a) and (b). In part (a) the candidates were instructed to differentiate technical translation from literary translation. In part (b) they were instructed to translate the following expressions into Kiswahili Language by considering the contextual meaning of the source language:

(i)   Blood is thicker than water.
(ii)   It's better late than never.
(iii)   Out of sight ...Out of mind.
(iv)   There is no some without fire.
(v)   What goes up must come down.
(vi)   Seeing is believing.
(vii)   You reap what you sow
(viii)   It's no use crying over spilt milk.
(ix)   Where there is a will there's a way.
(x)   One rotten apple will spoil the whole barrel.

The question was attempted by 25.8 percent of the candidates and their performance was good, as 64.1 percent scored from 12 to 20 marks, 29.8 percent scored from 7 to 11 marks and only 6.1 percent scored from 0 to 6 marks. This performance is summarised in Figure 8.
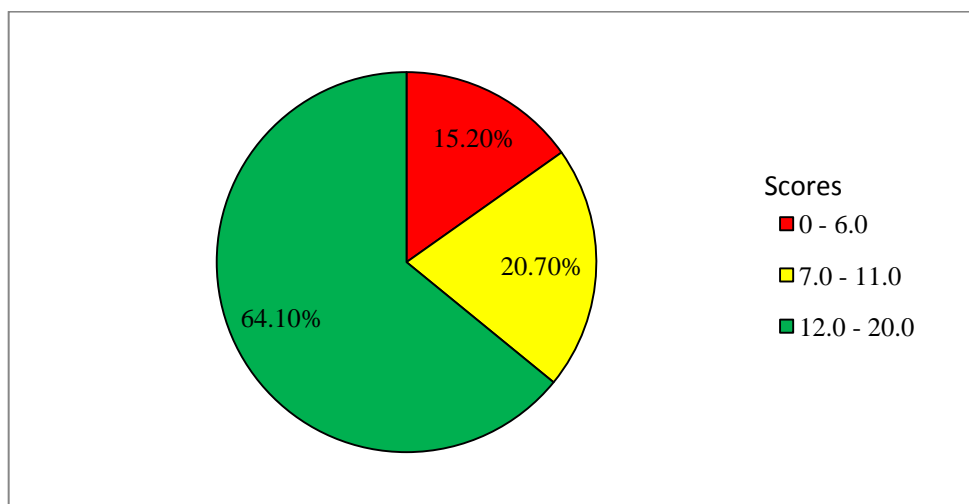
Figure 9: The Candidates' Performance in Question 8.

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The candidates who scored high marks in part (a) were able to differentiate technical translation from literary translation. They included the following points in their responses:

(i) *Technical translation deals with informative texts pertaining to science and technology, including all texts in the fields of engineering, medicine, electronics, computer science, nuclear and all natural sciences, for example mathematics, biology, physics, and chemistry). It also deals with law, philosophy and logic.*

Literary translation, on the other hand, deals with literary texts such as novels, short stories, plays, poems which are a product of human imagination.

(ii) *Technical translation is universal/non-cultural in the sense that science and technology are not confined to one specific speech community but to all human beings.*

Literary translation, on the other hand, is culturally loaded; one needs to pay attention to both the content and form (metaphor, similes, ironies, hyperboles). The translator must be at the centre of the writer's intention and his imagination.

(iii) *Technical translation is free from emotive language because it deals with facts and objectivity; facts which can be subjected to experiment. The language does not deviate from the norm. The style is more denotative than connotative. Sometimes we may find some figurative features such as comparison and some metaphors used. These are applied so as to help the reader/learner understand.*

Literary translation, on the other hand, is characterised by emotive language which is full of creative imagination. Thus, while informative language makes statements about what is true or not true, emotive/expressive language tries to create feelings in the hearer. Its aim is to amuse, startle, anger, soothe, worry, or please.

(iv) *Technical terms in technical translation have to be translated whereas terms in literary translation (e.g., houses, drinks, types of food, and clothes) have to be transferred with some additional information since they are cultural.*

(v)   Technical texts fall under the category of informative texts whereas literary texts fall under the category of expressive texts.

(vi)   In translating, technical translation is based on the sentence as its Unit of Translation (UT), whereas a literary text may be a word; for example in poetry.

Extract 8.1 is a sample of a good response by one of the candidates.

Extract 8.1

> 8(a)   Technical translation refers to the kind of translation used to translate scientific text example in laboratory. Literary translation; refers to the kind of translation used to translate in Literary work. Technical and Literary translation can differ as follows,
>
> Literary Translation is Imaginative work example poem and poetry while scientific or technical translation based on Fact example in an experiment
>
> Literary translation has more than one purpose. example to educate and concile the society WHILE Technical translation has only one purposes if based on experiment
>
> Literary translation deals with peoples in order to Convey the intended message WHILE Technical translation deal with things example laboratory tools
>
> Literary translation does not Follow grammatical rule means that there is violation of grammatical rule example in poem they use Literary language WHILE Technical translation does not make violation of grammatical rule meas Follow all grammatical rule
>
> Literary Translation is expressive it use expression in Monding their work example in Novel and plays are more.

expressive WHILE Technical translation is not expressive as it deal with scientific texts like laboratory experiment.	
Conclusion ! other types of Translation Includes consecutive, Word to word translation Communicative translation sight translation, Computer Assisted translation, screen transla- tion and Computer translation.	

Extract 8.1 is a response by a candidate who was able to differentiate technical translation from literary translation, thus scoring high marks.

Further analysis shows that the candidates with average marks in part (a), which is from 4 to 5 marks failed to differentiate clearly technical translation from literary translation. Some of the candidates in this category mixed correct and incorrect points in their explanations. One of the candidates, for example, correctly explained that *technical translation deals with scientific texts in Physics, Chemistry and Biology*. However, the candidate incorrectly explained that *literary translation deals with events of the past or history of something*.

It was further noted that a few candidates who scored 0 in part (a) were unable to differentiate technical translation from literary translation. One of the candidates, for example, explained; *technical translation has one purpose, while literary translation has more than one purpose*. Another candidate explained: *technical translation follows grammatical rules because it is grammatical, while literary translation does not follow grammatical rules because it is usually ungrammatical*. These incorrect responses suggest that the candidates did not have adequate knowledge of the characteristics of technical translation and literary translation.

Other candidates who scored 0 in this part misconceived the question by differentiating a translation carried out by a computer (machine translation or computer-aided translation) from a translation carried out by human beings. One of the candidates, for example, explained: *technical translation technical translation uses computer software to change the text from the source language to the target language, while literary translation uses human beings to translate a text from the source language to the target language*. Another candidate explained: *technical translation requires people who know how to use machines, while literary translation is used by all people*. Extracts 8.2 and 8.3 are samples of such responses.

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Extract 8.2

8(a) Technical translation is the kind of translation that is more developed that means it use science and technology and also the use of machines during the translation. But literary translation is the kind of translation that is being applied through the translator and its audience through word to word by staying closer in front of his audience. The explained below are the different between technical translation from literary translation:-

Technical translation it is too costly while literary translation it does not cost. Its true that technical translation it is costly compared to the literary this is because through the technical it need the use of machines while in literary it does not in need of machines.

Technical translation it need the people who know how to use the machine while literary it used by both peoples. Also through the technical it needs people who are able to use the machines like the computers while literary it it differ from it it used by both people. So through this it stands as the different among them.

Literal translation is older than the technical translation. This is because, technical translation it started soon after the discovery of computer and also after the development of science and technology while literary translation it started before the discovery of this machines.

Technical translation it saves time while literal translation it is time consuming. Through this it show the different among this two kinds of translation, thats why one is saving time but another is time consuming :

Technical translation is used by the few people while literary translation it used by many people especially in African societies the area such as villages. And also due to the expensiveness of the technical translation it makes it to used by the few people in the society, but is still used in a few public places like in legal, state house etc. This is due to the expensiveness.

Generally, All, Technical and literally are the form of translation, but among of the different among them is due to their nature but they still performing one work.

Extract 8.2 is a response by a candidate who providing explanations about machine translation or computer-aided translation, which was contrary to the demands of the question.

Extract 8.3

8(a) To differentiate technical translation from literary translation by giving five points.

Technical translation; Is the type of translation which uses computer software to change the text from source language to target language

WHILE

Literary translation; Is the type of translation which uses human being to translate a text from source language to target language.

Technical translation; It uses high speed. It means that technical translation it uses high speed because, it uses technical devices or special device to translate a text from source language to target language. So technical translation it need high speed because it uses technical devices in translating a text from source language to target language.

WHILE

literary translation it uses law speed; This is due to the facts that literary translation it uses law speed because it uses human being to translate a text from source language to target language without using technical devices. So literary translation it uses law speed because it uses human being to translate a text.

Technical translation it save time; It means that technical translation it save time because it uses computer software to change the text from source language to target langu

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age to translate a text.

WHILE

Literary translation; It, consuming time; It means, that literary translation it consuming it because it uses human being in translating a text From source language to target language with out using technical device like computer. So literary translate should consumming time because it is no involve human being in translating a text from source language to target language.

Technical device translation; It need few, people in operate; It means, that technical translation it need few people in operate because it involve skilled people educated people who can use different technical devices like computer to translate a text from source language to target language.

WHILE

literary translation; It need many people in operate; This is due to the facts that literary translation need many people in operate because involve both skilled people and unskilled people or educated people and uneducated people to translate a text from source language to target language. So literary translation it need many people in operate.

There fore; Not only different between technical translation from literary translation but Also both has significance or Importance to the people like acts as a medium of communication, help in development of a language, it improve knowledge, it provide employment or job opportunities to the people, support tourist, also it enable a proon to learn a second language.

Extract 8.3 is a response by a candidate who providing explanations about machine translation or computer-aided translation, which was contrary to the demands of the question.

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The candidate who scored high marks in part (b) were able to translate the English expression into Kiswahili language by considering the structure of the contextual meaning of the source language. This was an indication that they had adequate competence in the source language (English) and the target language (Kiswahili) as well as adequate translation skills to transfer the message from the source language into the target language. Extract 8.4 is a sample of a good response by one of the candidates.

Extract 8.4

8 (b) (i)	Damu ni nzito kuliko maji	
(ii)	Ni bora kuchelewa kuliko kukosa	
(iii)	Mbali na upeo wa macho mbali na fikra	
(iv)	Hakuna moshi bila moto	
(v)	Aliyeko juu msubiri chini	
(vi)	Kuona ni kuamini	
(vii)	Unavuna ulicho panda	
(viii)	Maji yakisha mwagika haya zoleki	
(ix)	Penye nia pana chia njia	
(x)	Samaki mmoja akioza wote wanaharibika (oza)	

Extract 8.4 is a response by a candidate who was able to translate the given expressions from English to Kiswahili Language.

Further analysis shows that the candidates with average marks in part (b) were able to translate 4 or 5 expressions into Kiswahili language. This performance was an indication that they were not very conversant with the source language (English) and the target language (Kiswahili). This could also suggest that they did not have adequate translation skills to transfer the message from the source language into the target language. Extracts 8.5 is a sample of response by a candidate who could translate five expressions.

Extract 8.5

8	b)	
	i) Damu ni nzito kuliko maji	
	ii) Maji ukiyavulia nguo sharti uyaoge	
	iii) Mtoto wa nyoka ni nyoka	
	iv) Usiome vyaelea vimeundwa	
	v) Hakuna marefu yasiyokwisa na ncha	
	vi) Aibu ya maiti aijuaye muosha	
	vii) Utavuna ulichopanda	
	viii) Usimwage mchele kwenye kuku wengi	
	ix) Penyenia pana njia	
	x) Samaki mmoja akioza ni wote	

Extract 8.5 is a response by a candidate who correctly translated five expressions; in items (i), (vii), (viii), (ix) and (x) into Kiswahili language.

It was further noted that a few candidates who scored low marks in part (b) failed to translate the English expression into Kiswahili language. One of the candidates, for example, incorrectly translated the expression "*It's better late than never*" in item (i) as "*Haraka haraka haina Baraka*". The candidate also translated the expression "*Out of sight ...Out of mind*" in item (iii) as "*Nje ya kuona nje ya uwezo*". The expression was also incorrectly translated by another candidate as "*Nje ya muelekeo..... kuchanganyikiwa*". Moreover, another candidate incorrectly translated the expression "*There is no smoke without fire*" in item (iv) as "*Hakuna moto kwenye moshi*". The expression was also incorrectly translated by another candidate as "*Hakuna mafanikio bila maumivu*". Furthermore, another candidate incorrectly translated the expression "*You reap what you sow*" in item (vii) as "Fanya kile upendacho". The candidate also incorrectly translated the expression "Where there's a will there's a way" in item (ix) as "*Wapi lilipo lipo*". The expression "One rotten apple will spoil the whole barrel" in item (x) was translated as "*Mtaka yote kwa pupa hukosa yote*". These responses suggest that the candidates were not conversant with the source language (English) and the target language (Kiswahili). The responses could also be attributed to inadequate translation skills to transfer the message from the source language into the target language.

2.5.2 Question 9: Translation Theory and Common Challenges of Translation

This question had two main parts, (a) and (b). In part (a) the candidates were instructed to explain the given terms using relevant examples:

(i) *Translator*
(ii) *source text*
(iii) *target language*
(iv) *over translation*
(v) *fidelity in translation*

In part (b) they were instructed to translate the following Kiswahili expressions into English Language and state the things which pose a challenge in translating them:

(i) *Yohana anaishi mkoani Kigoma.*
(ii) *Dawa ya moto ni moto.*
(iii) *Watalii wale wanakula wali kwa kisamvu.*
(iv) *Babu yangu amekula chumvi nyingi sasa.*
(v) *Shirika la UDA limeajiri madereva zaidi ya kumi.*

The question was attempted by 74.2 percent of the candidates and their performance was good, as 79.7 percent scored from 12 to 20 marks, 19.3 percent scored from 7.to 11 marks and only 1 percent scored from 0 to 6 marks. This performance is presented in Figure 9.
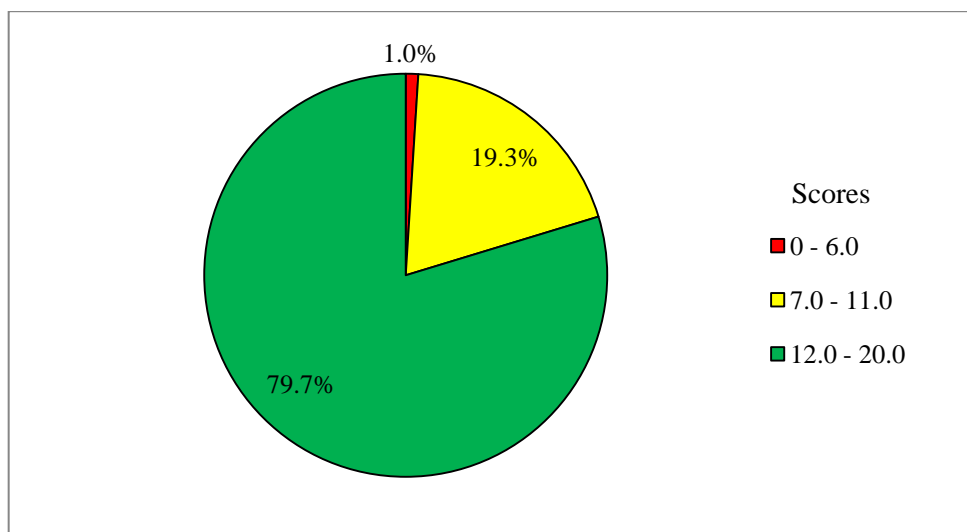
Figure 9: The Candidates' Performance in Question 9.

The candidates who scored high marks in part (a) were able to provide clear explanations on the given terms. In answering item (i) they explained that a *translator* is a person who turns the meaning of a written expression or text in one language into the meaning of another language through writing. For example, a translator may turn a text in English language into Kiswahili language. In item (ii), they explained that a *source text* is the text that translator is given to translate into another language. In other words, it is the original text that is to be translated into another language). For example, if one is translating a text from English into Kiswahili, then text written in English Language is the source text. In item (iii), they explained that a *target language* is the language into which a translation is made. For example, if one is translating a text from Kiswahili into English, then English is the target language. In item (iv), they explained that *over translation* is the kind of translation where the translator adds his or her own material to the source text. In item (v), they explained that *fidelity* is the extent to which a translation accurately renders the underlying message or meaning of the source text without distorting it, without intensifying or weakening any part of its context, and without subtracting or adding to it. Extracts 9.1 and 9.2 are samples of such good responses.

Extract 9.1

source language text is Kiswahili. So that the meaning of written text changed from the source to target language

iii) Target language is the language in which source language changed to it. For example the translation of the "mercants of the venus" which is translated by Mwl. Julius k. Nyerere which in Kiswahili is Mabepari wa venus it means Kiswahili is the target language which is changed from the English language

iv) Overtranslation is the act of adding more meaning which are not found in the text which is translated. For example "The mercent of venus which means the trader from venus the translator Mwl. Julius k. Nyerere an extranslating by say Mabepari wa venus which is different when it translated back.

v) Fidelity in translation is the fixation of an equivalent of the meaning in both target and source language. The meaning of the two of these language should the same as the meaning of the source language for example the Kirikula chumvi it means old man is very aged so that there is equivalent among these text.

Extract 9.1 is a response by a candidate who was able to define the given term as used in translation therefore scored high marks.

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Extract 9.2

09 a)	i/ Translator; is the person who changes the written words from one language into an equivalent text of another language. Translator must have professional qualification and must be competence in both language ie Source Language (SL) and Target language (TL)
	ii/ Source text; this is the text or message which is written is source language and needed to be translated into another language ie target language. For example, if the text is written on kiswahili and translated to English the source text will be the one before translation (swahili language text)
	iii/ Target language is the language that is being used to translate or interpreat the source text or speech. For example the English speech is interpreated into french speech the target language will be french.
	iv/ Overtranslation means translating the text more than what translation principle requires. Here the text is given contexual meaning hence sometimes it lost the equivalence to the source text. For example, when the translator translate even proper names and name of TV of companies.
	v/ Fidelity in translation; this is the principle of translation which means faithfulness. The translator hould translate the text without adding his/her opinion instead he/she should translate what is written in the source language to the target language without regarding his/her own views.

Extract 9.2 is a response by a candidate who was able to define the given term used in translation therefore scored high marks.

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On the other hand, a few candidates who scored 0 in part (a) did not know the meanings and uses of the given terms and therefore failed to provide correct explanations for any of them. Some of the candidates in this group also demonstrated a poor mastery of English Language, which hindered them from providing grammatically correct and meaningful sentences. Extract 9.3 is a sample of a poor response from one of the candidates.

Extract 9.3

9(a) Translator is the person who have translate the meaning of word it can produced in the seba of the majorty of people or translate the book in order to be able or compitence of that language fore example that sterdent was very good in Kiswahili was say rule Mwanafunzi ni mzuri	
Source text is the process of translate meaning of a word and can able to reduce the mineral of the people who have reduced that text in order to reduce the mineral of translate the text for example go fast and tell him in Kiswahili nenda halaka kamwambie	
Target language is the system of produce the new ideas of the word can be prepared in sereral party of the situation can present the mineral of speakers can able to reduce the obtained the ideas of a language who can produced the speakers	
Overtranslation refers to the system of translate throw the miner of the word can presented for those reapeated the obtained the mirel of language which can produced to maintain the mineral of language it can procedure in speakers and reseners who can to translate the word	
Fidelity in translation is the process of translate the meaning of a word who	
Can able to reduce the translation in order to maintain the language it can produce in the miral of the initial of the word it can be translation	

Extract 9.3 is a response by a candidate who failed to provide correct explanations for all terms.

Further analysis shows that the candidates who scored high marks in part (b) were able to translate the given Kiswahili expressions into English Language and state the things that pose a challenge in translating them. Extract 9.4 is a sample of a good response from one of the candidates.

Extract 9.4

9 b)	Yohana Lives in Kigoma region.	
	The challenges which is in the sentence is Proper Nouns where can't be translated, which are Yohana and Kigoma.	
	ii) Fight fire with fire	
	The challenge is the saying, which is difficult in translating it into the target language	
	iii) Watalii wale wanakula wali kwa kisamvu.	
	-Those tourists are eating some rice with "kisamvu Tanzanian vegetable".	
	The challenge is cultural term which is "kisamvu" simply because in English there is no 1 word for Kisamvu.	
	iv) My grandfather is very aged	
	The challenge is Idiom. "Amekula chumvi nyingi" leads to difficultness in translating it into target g-	
	v) UDA cooperation has employed more than ten drivers.	
	The challenge is UDA which is a name of a cooperation where if you try to translate you chage completely the meaning targerted.	

Extract 9.4 is a response by a candidate who was able to translate the given Kiswahili expressions into English Language and state the things that pose a challenge in translating them.

On the other hand, the candidate who scored 0 in part (b) failed to translate any of the given expressions into English Language. They also failed to state the things that pose a challenge in translating the expressions. This weakness shows that the candidates were not conversant with the source language (English) and the target language (Kiswahili). The weakness could also be attributed to inadequate translation skills to transfer the message from the source language into the target language. Extract 9.5 and 9.6 are samples of such poor responses.

Extract 9.5

9(b)(i) John have Leave in Kigoma	
(ii) Heat peniciline is heat	
(iii) Theet tourist was eat rice and tinus	
(iv) My grand father was salt more	
(v) The UDA compone was jobled more than ten efriving	

Extract 9.5 is a response by a candidate who failed to translate any expression into Kiswahili Language, probably due to a poor mastery of English Language and inadequate translation skills.

Extract 9.6

9(b)	(i) Yohana anaishi mkoani Kigoma:	
	- Yohana living in Kigoma region: problem in word like Living:	
	(ii) Dawa ya moto ni moto	
	- The medicine of fire is fire : on this repitition of word	
	(iii) Watalii wale wanakula wali kwa Risamu	
	- That tourist they eat rice for vegitable	
	(iv) Babu yangu amekula chumvi nyingi Sasa	
	- My grandfather bt eaten more Salt now: On this it using the language that do not comper the the meaning:	
	(v) Shirika la UDA limeajiri madereva zaidi ya kumi	
	- The interpreses of UDA it imployees drivers more than ten : on this it the challenge is the short word which have not the meaning:	

Extract 9.6 is a response by a candidate who failed to translate any expression into Kiswahili Language, and could not state the things which pose a challenge in translating the expressions.

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3.0   ANALYSIS IN EACH QUESTION IN ENGLISH LANGUAGE 2

3.1   Section A: Communication in English

There were three (03) questions in this section, each was worth twenty (20) marks and the candidates were instructed to answer two out of them, making a total of 40 marks. Question three (03) was compulsory.

3.1.1   Question 1: Functions and Importance of Literature in Society

In this question, the candidates were instructed to oppose the contention that "Since literature has been in the existence for a long time, it has lost its value in the modern world".

The question was attempted by 62.5 percent of the candidates and their performance was good as 51.9 percent scored from 12 to 20 marks, 35.3 percent scored from 7 to 11 marks and 12.8 percent scored from 0 to 6 marks. This performance is summarized in Figure 10.
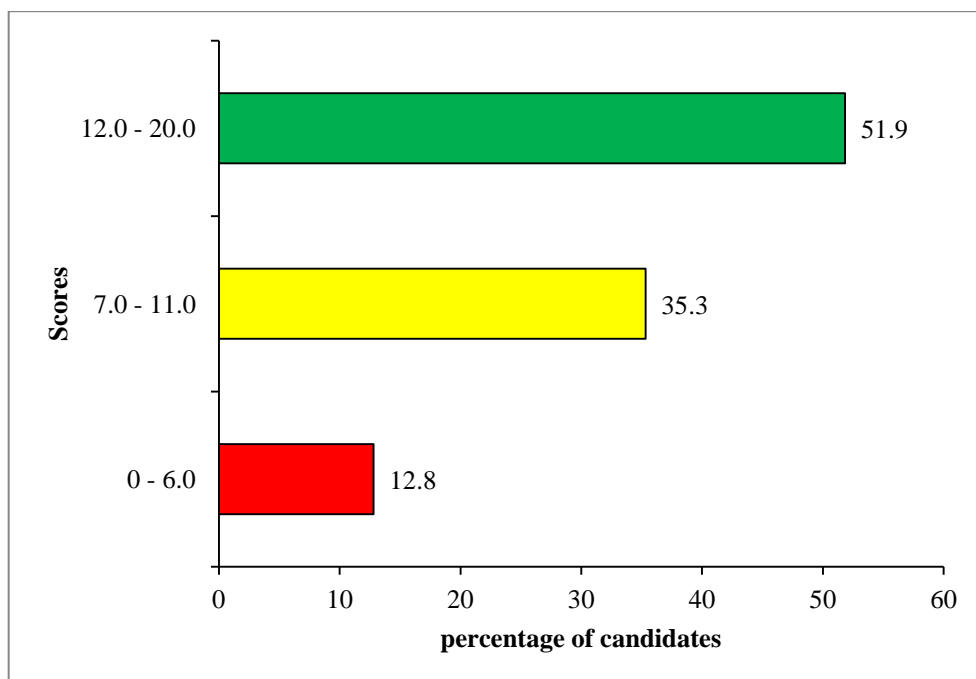

Figure 10: The Candidates' Performance in Question 1.

The candidates who scored high marks in this question were able to provide a good introduction, main body and conclusion. In the introduction, they defined the key terms contained in the question. For, example, the term "literature" was defined as words artfully arranged to stimulate feelings and

impact understanding. In addition, the term "lost value" was defined as not being relevant, not seen as practical, etc. Moreover, the term "modern world" was defined as being similar to the current world in which we live, or similar to the world of globalization, etc.

Furthermore, the candidates were able to provide explanations showing that literature has not lost its values in the modern world, as it is still the source of pleasure or entertainment through novels, plays and poetry, movies and comedies in theatrical literature; it is still the source of income since it provides employment to people like actors, actresses, and singers/musicians; it continues to raise consciousness of the society; its educational role is very much operational in such issues as religious docility, the debate and controversy on gay marriage, expressiveness on sexuality and freedom of dressing; its role on language development is still vital in the modern society; its role of criticizing society is still relevant as in such issues in killing of the albinos, militancy of any form as well as in religious and cultural conservatism. Extract 1.1 is a sample of a good response by one of the candidates who scored high marks.

Extract 1.1

01. Literature is work of art which uses language to reflect social realities in our everyday life, literature existed many years ago since man existed in the world, literature performs different roles in our daily societies, there are some different thought on literature, hence it has existed for a long time, "Literature has been in existence for a long time, it has lost its value in the modern world" such statemen is not true, because literature still performs its role. the following are the roles or functions of literature on against the contention.

Literature still educates people in our societies, hence is a work of art which uses language, this means it that the language used it may be in written form or spoken form, so through some writing or different speeches people are educated and eradicate or reduce the number of unawareness, for example people are educated through some stories, Plays, Novels, songs etc.

It influences the society, this is another futurtion of literature where by the society benefit from it, hence there are people who compose different works of art like plays, Novels, Poems, and short stories, this means they do compose all things which are going on in the society, so people may influenced to practice or perform different activities only through literature. for example through advertisment, People are admired to act etc.

Literature entertains people, how can you prove that literature has lost its value, while it has been improved day after day, as the meaning of literature explains, that is a work of art which uses language to reflect. social realities so it means that sometimes people enjoy and have leisure through literature this is due to work of art like Plays, some stories, Songs etc,

It plays a role to criticize the society, this comes when the society is wrong on something, for example playwrights, Novelist and poets, they do compose work of art so as to criticize leaders in power on the evils they conduct, but also they criticize on awareness of the masses and they are still silent to the evils.

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Literature helps to maintain culture, the term culture means the total sum of all style of living of a certain society for example customs, beliefs, norms etc, so through literature, a certain culture can be maintained hence they influence practicing of it. Literature can maintain culture through traditional songs, cultural meetings and different social activities,

Literature is a source of employment, literature is a work of art which uses language to reflect social realities, hence literature or works of art include plays, short stories, Novels and poems, this means that people they engage in composing and selling such works so a lot of people use literature as a source of employment.

It liberate the society, composers of works of art causes the society to unite and cooperate to perform different socio-economic activities, but also to fight on evils which may be done by some of the people in the society, so this is another role or function of literature in the nowdays society

Literature develops Language, hence literature uses language to compose works of art that mean it develop language hence there are new words are discovered but also the use of some figures of speech, for example simile, satire, Paradox etc, all this causes to widen the Language used.

Conclusively literature has not lost its value in the modern world. because its still developing due to different factors such development of science and technology which is a major cause for widen and spread of literature, for example due to development of science and technology such as social network where people are educated and enjoy. but for other hand development of science and technology has lead to decline of literature due to bad use which facilitate moral decay,

Extract 1.1 is a response by a candidate who was able to provide the functions of literature to prove that literature has not lost its value in the modern world.

The candidates with average marks, which is from 7 to 11 marks, were able to provide a good introduction and conclusion. They could also provide few functions of literature in the main body. Some of the candidates, however, failed to give clear examples for the points provided. This was an indication that they had partial knowledge of the functions of literature.

Further analysis shows that a few candidates who scored 0 in this question failed to understand the demands of the question and hence provided irrelevant points. Many of these candidates supported the contention that literature has lost its value in the modern world instead of opposing it as instructed. In their responses, they provided points like development of science and technology, lack of traditional activities, lack of market, poor government policy, poor implementation on practicing the works of art, poor education on the importance of literature, domination foreign/western culture and moral erosion in the society. Extracts 1.2 and 1.3 are samples of such responses.

Extract 1.2

Extract 1.2 is a response by a candidate who supported the contention that literature has lost its value in the world instead of opposing it.

Extract 1.3

1. Literature refers to the work of art which uses language to convey a certain idea to the society. A work of art can be poems, write short stories, a novels and also plays are the work of art. Also it include dramas, comed, drawings and mime all this is sayed to be a work of art literature it have been in existence for a long time and it has lost its value in the modern world.

Development of science and technology have affected the exstance of literature in this modern world, this is because many people nowdays have lost a lot of time in social media example facebook and stop practising any work of art example making a story and writing a novel. Hence literature lost its value in the modern world.

Increase of immorality, refers to the destruction of our culture due to different causes. Nowday many people specialy youth whave ingeat them selfs in drug abuse and terrorism all this cause them to lost a lot of time in during immoral activities rather than practising any work of art example making a comedy.

Cultural imperialism is the adoption of new cultural and to stop practising African cultural. Many people have stoped to make different things like pots by practising other people culture. This cal cause literature nowdays to lost its value.

1. Poor implementation, in nowdays Literature has lost its value in this modern world because of poor implementation on practising any work of art. For example many youth nowdays have ingoly them elf in practising western cultural. Hence Literature lost its value.

Poor education on the importance of Literature in our society. In many society of this modern world, many people especial youth have no education on the importance of practising any work of art like making drama and other work of art. Hence Literature have lost it value.

Lack of market for any Literature work. For example nowdays the market for dramas and comeds also mime is very poor because many people have ingoged them selfs in during economic activities and not social activities. This cause Literature to lost its value in the modern world.

Generally Literature have its importance, it educate people, it intertain people through comeds, it help people to interact and also it help to view problem in our society and makes its way to how we can overcome it.

Extract 1.3 is a response by a candidate who supported the contention that literature has lost its value in the world instead of opposing it.

Other candidates who supported the view that literature has lost its value in the modern world argued that it is presented through writing for people to read, it is not presented orally in front of the audience and that it is stored in technological devices like flash discs and CDs.

Further analysis shows that there were candidates who opposed the contention but provided irrelevant points. One of the candidates, for example, provided descriptions about the existence of varieties of oral literature in the society instead of showing the value of literature in the society. Another candidate provided descriptions about the existence of literature in places like museums and libraries. The candidate also argued that literature is still valuable because it is performed during religious ceremonies, tribal ceremonies and national festivals.

3.1.2 Question 2: Characteristics of Literary Terms

In this question, the candidates were instructed to give literary terms referring to each of the following characteristics:
(a) Involves folk tales, folk songs, fairy tales, fables, riddles, etc.
(b) Any literary work that uses the author's imagination to invent characters, events, places and situations.
(c) A character in a story or poem, who deceives, frustrates and works against the main character.
(d) The major divisions of a play.
(e) Organisation of verses composing a stanza of 8 lines.
(f) Attitudes towards the subject or the audience in a literary work.
(g) Repeated verse at the end of each stanza.
(h) A word or an image that signifies something other than what it represents.
(i) A woman character who is strong enough to overcome her opponents
(j) Exaggeration of ideas.

The question tested the candidates' knowledge of the meaning and use of basic literary terms.

This question was attempted by 36.7 percent of the candidates and their performance was good, as 22.8 percent scored from 12 to 20 marks, 42.2 percent scored from 7 to 11 marks and 35 percent scored from 0 to 6 marks. This performance is summarised in Figure 11.
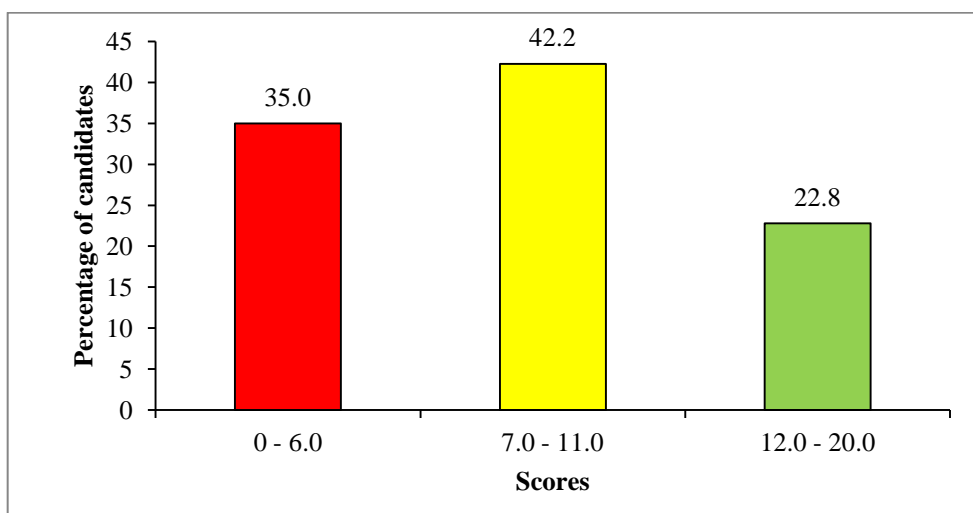
Figure 11: The Candidates' Performance in Question 2.

The candidates' response indicates that those who scored high marks in this question were able to provide the literary terms referring to the given characteristics, as seen in Extract 2.1.

Extract 2.1

2	(a)	Oral literature
	(b)	Fiction
	(c)	Antagonistic Character
	(d)	Acts
	(e)	Octave poem
	(f)	tone
	(g)	Refrain
	(h)	symbol
	(i)	heroine
	(j)	hyperbole

Extract 2.1 is a response by a candidate who was able to give ten correct literary terms referring to the given characteristics.

The candidate with average marks in this question scored from 7 to 11 marks in which case they provided four or five responses which were correct. This was an indication that they had partial knowledge about the meanings and uses of the given expression and therefore failed to write the correct literary term for all characteristics. Extract 2.2 is a sample of a response from one of the candidates with average marks.

Extract 2.2

2. (a) ORAL LITERATURE	
(b) FICTION	
(c) PROTAGONUTIC CHARACTER	
(d) ACTS	
(e) OCTET	
(g) REFRAIN	
(h) IRONY.	
(i) HEROCE.	
(j) HYPERBOLE	
(f)	

Extract 2.2 is a response by a candidate who was able to give five correct literary terms referring to the given characteristics, which are in items (a), (b), (d), (g) and (j).

Further analysis shows that a few candidates who scored 0 failed to give any correct literary terms referring to the given characteristics. This suggests that they had insufficient knowledge of the meaning and use of these literary terms. Extract 2.3 illustrates the case in point.

Extract 2.3

2	a) Genres of literature.	
	b) Literature	
	c) Comedly	
	d) Literary work	
	e) Poem	
	f) Literature	
	g) Parallelism	
	h) Speech	
	i)	
	j) Literary work.	

Extract 2.3 is a response by a candidate who failed to provide any correct literary terms for the given characteristics.

3.1.3 Question 3: Characteristics of a Novel and Definition of Literary Terms

This question had parts (a) and (b). In part (a) the candidates were instructed to give five characteristics of a novel and in part (b) they were instructed to define the following literary terms:
(i) *Metaphor*
(ii) *Personification*
(iii) *Characterization*
(iv) *Euphemism*
(v) *Figures of speech.*

The question was attempted by 99.7 percent of the candidates, out of which 61.3 percent scored from12 to 20 marks, 31 percent scored from 7 to 11 marks and only 7.7 percent scored from 0 to 6 marks. This performance is summarised in Figure 12.
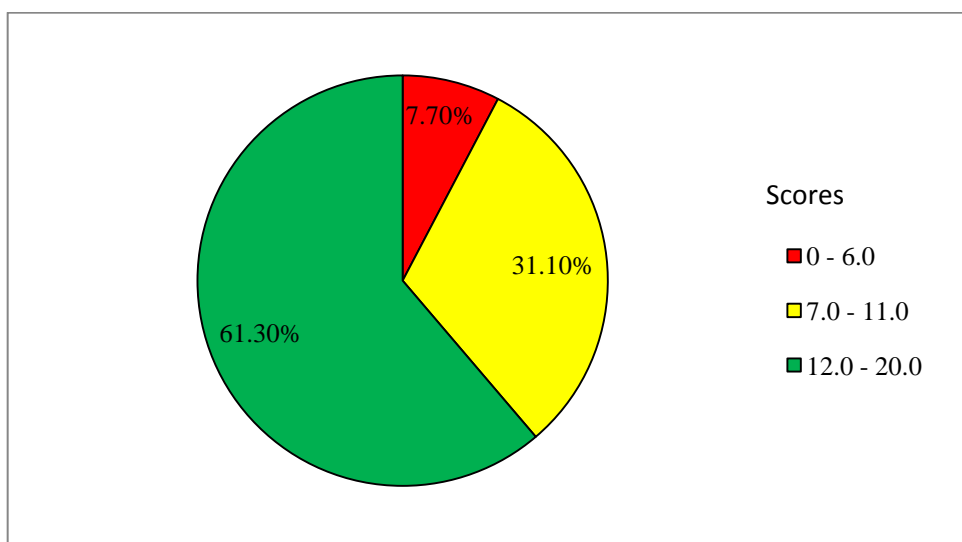
Figure 12: The Candidates' Performance in Question 3.

The candidates who scored high marks in part (a) were able to provide five characteristic features of a novel, which included the following:

(i)   A novel is presented in a narrative form basing on the history of the society in which it is set.

(ii)   It has setting that is time and place.

(iii)   A novel is written in chapters unlike a play which is written in scenes and acts.

(iv)   A novel is meant to be read silently, contrary to a play which can be performed on the stage or poem which can be sang.

(v)   A novel contains many incidents (plot) related to real life which are experienced by the people from the society in question.

(vi)   A novel has a point of view, that is, the angle from which the story is being told.

(vii)   A novel is long since it has a lot of words.

(viii) A novel has many characters that play different roles.

(ix)   The language is used artistically.

Extract 3.1 is a sample of a good response from one of the candidates.

Extract 3.1

3 a)   A novel is a literary work or work of art that is written by authors in order to reflect the society of a the writer. Examples of novels are such as A Man of the People by Chinua Achebe, The Beautiful Ones are not yet born by Ayi Kwei Armah. Novels are written to influence people in the society to act against an action or behaviour existing in the society, to educate people, to develop language, to reflect society issues, and to entertain people. The following are the characteristics of a novel;

A novel is is form of narration either in first person point of view where the narrator is part of the characters (one of the characters) or third person point of view whereby the narrator is narrating about somebody else and he is not one of the characters. For example the novel A Man of the People, Odili is the narrator of the novel and at the same time the main character in the novel.

A novel is characterised by many events, making it longer and time taking to read. For example, in the novel A Man of the People, there are alot of events such as the story of Odili and Elsie, Chief Nanga and Elsie, the story of Odili and Jean and finally the overthrow of the government by the soldiers. Due to many events the reader takes a long time to complete t it compared to poems.

A novel is characterised by the presence of many characters like Chief Nanga and Odili as main characters and other minor characters who appear at a small event in order to show the other personalities of the main characters for example, Jean, Mrs. Nanga, Elsie, Edna, Hezekiah Samaly, Josiah and Azoge. The characters are so many in a novel of different types.

A novel is characterised by the use of figures of speech like similes, metaphor, hyperbole, Irony, Satire, sarcasm, imagery, proverbs, sayings, and symbolism. For example in A Man of the People there was a saying "It does not matter what you know, but who you know", a hyperbole like "a mammoth crowth", symbolism like 'Azoge's stick' and 'imagery like 'the coup de' tat" at the end of the

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novel. These figures of speech are used to convey a message to the readers	
Lastly a novel is Divided into chapters such as chapter one,	
chapter two until maybe chapter 12. Each chapter has its own events	
which is continuous from the previous chapter. But other literary	
works a like poems are Divided into verses and plays are Divided into	
scenes and acts.	
Therefore a novel reflects the society of the writer and educates people.	

Extract 3.1 is a response by a candidate who was able to give correct characteristic features of a novel, thus scoring high marks.

However, a few candidates who scored 0 marks failed to give any correct characteristics of a novel. Some of the candidates in this category wrote about the functions of literature, instead of providing the characteristics of a novel. Extracts 3.2 and 3.3 illustrate the case in point.

Extract 3.2

3a) Novel is a writing literature which express	
long story expression. The characteristics of	
novel are :-	
i) It educated people, when people reads a	
novel are educated and get knowledge.	
ii) It entertines people, also when people	
reads novel are entertine itself.	
iii) It avoids stress of people.	
iv) It makes a reader gets emotion of what	
is reading from the novel.	
v) It	

Extract 3.2 is a response by a candidate who provided the functions of literature instead of providing the characteristics of a novel.

Extract 3.3

3.	• Educate people	
	• preserve culture	
	• develop language	
	• source of money or employment	
	• Intertaine the society	
	• Expose the evil in the society	

Extract 3.3 is a response by a candidate who provided the functions of literature, which was contrary to demands of the question.

There were also candidates who provided characteristics of a novelist instead of the characteristics of a novel. Extract 3.4 illustrates this case.

Extract 3.4

3a	Characteristics of novel	
	To be the writter who to known as novelist.	
	To write his or her write in a book.	
	To use the word that is used in our Country	
	wh or the society that he/she write for them	
	To avoid the abuse Word.	
	Not write a something that is say, (mention) the name of.	
	the person or leader in her society	
	Is used the system of write not use the system	
	of dialogue	

Extract 3.4 is a response by a candidate who provided characteristics of a novelist, which was contrary to demands of the question.

The candidates who scored high marks in part (b) were able to define the term "metaphor" as a comparison in which two dissimilar things are compared with one thing being given the attribute of the other. For example, "Okonkwo *is a lion*" or "She *is an Angel*". This is an indirect comparison which does not use words such as like, as, or as....as, neither …..nor. Moreover, the term "personification" was defined as the situation whereby inanimate or abstract things are given qualities of a human being. For example, one might say "The forest was quiet with only *grass whistling*" or "The sky darkened *with pregnant clouds*". The term "characterization" was defined as the process of creating, naming and giving attributes to the fictional characters. An artist gives qualities to a character keenly so as to enrich the intended message to the reader/viewer/listener. There are round/static characters, antagonistic or protagonist characters. The term "euphemism" was defined as the act of assigning a pleasant word in a place of unpleasant ones (taboo words). These are mainly *body parts* and *body functions and natural events* as they are aimed at avoiding breaking cultural rules for the purpose of avoiding the sharpness of the words before the ears of the people. For example, one might say "Kingunge is *a senior citizen*", instead of "*he is old*" or "Amina *is in a family way*", instead of "Amina *is pregnant*". Furthermore, the term "figures of speech" was defined as words or phrases which are used in order to achieve a certain effect, and which do not have usual literal meaning. They are usually used to add colour or beauty. Figures of speech include the use of imagery, symbolism, irony, satire, simile and metaphors. Extract 3.5 is sample of a good response from one of the candidates.

Extract 3.5

3b) i) Metaphor: is a comparison between two things which are different without the use of conjuctions like, as, and like. For example He is a Lion, Asnath is the Angel of the village.

ii) Personification: is the assigning of non-humans, human characters like seeing, hearing, speaking and feeling. for example, The birds sing a lullaby as they fly in the air, eyes peep speaking of revolt, scars remembering the whip.

iii) Characterisation: is the process of assigning characters different with different ideas, attitudes, and knowledge in order to fit to their roles in a titor literary work of art. For example, characters like Odili, Chief Nagga and Elsie in A Man of the People by Chinua Achebe.

iv) Euphemism: is the use of words in order to reduce the harshness and rudeness of a taboo or words. For example, he passed away instead of he died. I am heading to the washroom instead of toilet.

v) Figures of speech are literary techniques used by writers of different works of arts like novels, plays and poems in order to deliver a certain message intended by the wrighters. For example, metaphors, similes, hyperbole, imagery, irony, and symbolism. An example of a simile is "If we must die let it not be like hogs."

Extract 3.5 is a response by a candidate who provided correct definitions of the literary terms with clear examples.

On the other hand, a few candidates who scored 0 in part (b) did not know the meanings and uses of the literary terms given and therefore failed to define any of them. One of the candidates, for example, defined the term "metaphor" as *the part of speech which shows something*. In addition, the candidate defined the term "personification" as *a kind of word that is used to say something to people*. Another candidate defined the term "characterization" as *the act of describing a person*. The same candidate also defined the term "euphemism" as *the system of using simple words in the literary work*, while the term "figures of speech" was defined as *things used by the literary works so as to differentiate the works from one another*. Extract 3.6 further shows a sample of a poor response.

Extract 3.6

Extract 3.6 is a response by a candidate who failed to give proper definitions and relevant examples to the literary terms.

3.2 Section B: Plays

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

3.2.1 Question 4: Techniques and Message Analysis

In this question, the candidates were instructed to show the techniques which the playwrights of two plays read in the reading programme have used to convey their message to the society.

The question was attempted by 54 percent of the candidates and their performance was good, as 49.5 percent scored from 12 to 20 marks, 39.9 percent scored from 7 to 11 marks and 10.6 percent scored from 0 to 6 marks. This performance is summarised in Figure 13.
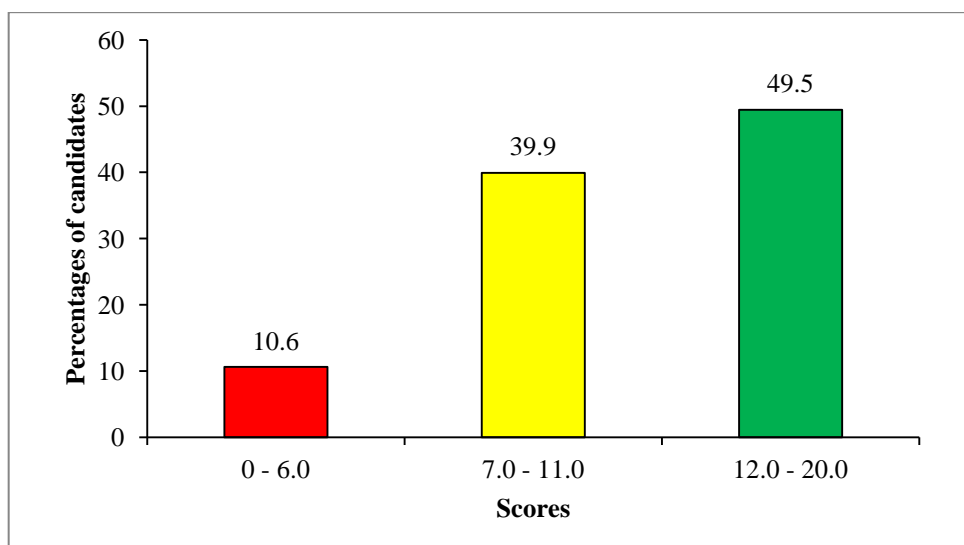
Figure 13: The Candidates' Performance in Question 4.

The candidates who scored high marks in this question were able to provide a good introduction, main body and conclusion. In the introduction, they were able to give a short account of the key terms. For example, they defined "literary techniques" as the use of literary devices to compose the work of art so as to present the message to the society.

Furthermore, the candidates were able to describe four presentation techniques that the playwrights have used in each reading. For example, the candidates who used the play entitled *An Enemy of the People* explained that the title is ironic showing that the playwright means the opposite that

Dr. Stockmann works for the people. He sacrifices a lot as he is determined to serve them. It is only through corruption and intentional misinformation that he can be perceived as an enemy of the people he serves. The playwright makes the title ironic, among other intentions, to attract readers.

The candidates also identified *appropriate setting* as another technique used by the playwright to convey his message to the society. They explained that in *An Enemy of the People*, Henrik Ibsen depicts Norway as an appropriate setting since it matches with his message to the society. The playwright writes to explore the political and environmental issues in the Norwegian society of the 1880's in a manner that depicts reality.

In addition, they identified *characterisation* as another effective presentation technique used by the playwright. They explained that in *An Enemy of the People*, the playwright carefully selects his characters, names them appropriately, describes and assigns them appropriate responsibilities. All these are done to convey the message. For example, Dr. Stockman is professionally a medical doctor and a researcher. Therefore, the findings he brings forth that the baths are contaminated cannot be doubted.

Moreover, *plot* was identified as another technique used by the playwright to convey his message to the society. The playwright divided his work of art into five acts for easy follow up of the events.

Furthermore, the candidates cited language techniques as being used effectively by the playwright so as to convey the message to the society. They explained that in *An Enemy of the People*, the playwright uses figures of speech such as irony, symbols, idioms, hyperboles, proverbs and similes.

Another book used by the candidates is entitled *Betrayal in the City*. The candidates who used this play identified *the title* as an effective technique used by the playwright to convey his message to the society. The candidates explained that the playwright has chosen a relevant title; *Betrayal in the City* to signal the content of his work of art. The play portrays incidences of corruption and betrayal by political leader to the public. The leaders get to power in order to serve the public. In the contrary, they work to enrich themselves and suffice their interests.

Appropriate setting was also identified as an effective presentation technique used by the playwright in *Betrayal in the City*. They explained that Kenya in 1970's is the setting of the work of art, using an imaginary Kafira state. It is an appropriate setting due to the fact that the African leaders who took over leadership after independence performed contrary to the public expectations.

In addition, the candidates identified *characterisation* as another effective presentation technique used by the playwright. They explained that in this play, the playwright carefully selects his characters, gives them traditional/indigenous names (Mulili, Adika, Doga etc), describes and assigns them with appropriate responsibilities (Jusper Wendo - a confident university student who ultimately turns an agent of change in the state). All these are done to successfully convey the message to the society.

Moreover, *plot* was identified as an effective presentation technique used by the playwright in *Betrayal in the City*. The playwright divided his work of art into five acts for easy follow up of the events.

Furthermore, the candidates cited language techniques as being used effectively by the playwright so as to convey the message to the society. They explained that in *Betrayal in the City*, the playwright uses figures of speech such as irony, symbols, idioms, hyperboles, proverbs and similes.

There were also candidates who used the other plays that are recommended in paper 2, which are *the Bride*, *Lwanda Magere*, *Black Mamba* and *I Will Marry When I Want*. Extract 4.1 shows a sample of a good response provided by a candidate who used the plays *Betrayal in the City* and *An Enemy of the People* to show the techniques which the playwrights of two plays read have used to convey their message to the society.

Extract 4.1

04	Techniques refers to the artistic devices	
	employed by the playwrights so as to convey the	
	intended message to the society. In the play	
	BETRAYAL IN THE CITY and AN ENEMY OF THE	
	PEOPLE the playwrights employs many techniques so as	
	to bring the intended message to the society.	
	By starting with the play BETRAYAL IN THE CITY	
	the following are the techniques employed by the	
	playwright so as to convey the intended message;	
	The use of dramatic dialogue; In the play	
	the writer use the dialogue between Jusper Wendo	
	and The Boss, the dialogue is used to convey	
	the message that in the society the murdering of	
	poor people are not getting a chance to find the	
	gult, The dialogue between Jusper and Boss was	
	to discuss about Adika's death during the -	

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04 - Students demonstration at the Kafira University

That is Boss - What do you think they gained from that demonstration?

Jasper: Nothing sir!

Boss : Complete nothing. A dead student Leader and senior lecturer in prison

This is used to show that in the society there is injustice of the system.

The use of Soliloquy: This is the way that a character alone in the stage is speaking to himself or her self. Example in the play we see Jasper Wendo alone in the stage speaking to himself.

That is Jasper " My here is powerful that is why I know the differences between the sun, jupitor and Jusper! Jupiter absent sir! Jasper present sir! Justice absent sir!

This technique is used to convey the message that there is importance of self awareness in bring the society from evils to normal order, that is Jasper is aware of himself. and on what he is doing.

The use of play within the play: Francis Imbuga use a play in play, In BETRAYAL IN THE CITY there is another play inside that is rehearsed by Jasper Wendo, Jere and Mosese then Acted on the stage during Boss's visit Kafira the play was so called " BETRAYAL IN THE CITY' because at the end of the play Mulili was killed by Jasper Wendo because Mulili provide the-

04 — wrong accusations to the Boss. The Message of this technique is to show the importance of revolution in the society, and also to tells people that revolution may done by normal people so as to change the bad government as Jusper Wendo did.

The use of proverbs; In the play, playwright employs some proverbs so as to bring the intended message, Example the following proverbs used, when Doga says "A mouse does not share a bowl with a cat", this is used to show that the poor people in the society are oppressed the by the people in power that is why there is class between poor people or citizen and the people in power. A good example is themselves Doga and Nina who have been oppressed and humiliated by the people in power like Mobili. Turning to the play "AN ENEMY OF THE PEOPLE" The following are the techniques used by the play wrights to convey their message in the society;

Characterisation; In the play, characters has been used as a device to convey message to the society as follows:

Dr. Stockmann, his characterization include self-sacrifice, awareness, non-corrupt, The message here is that people in the society have to be aware of what is going on in the society like Dr. Stockmann who discovered the contaminated water spa bath.

Mr. Houstad and Mr. Billing their characterized as ignorant, corrupt because they received bribe from Peter Stockman to stop printing Dr. Stockmans —

04 - article also they are hypocrite. The message here is in the society there are people who do not respect their position, Example Housted and Billing as the Editors of Herald magazine do not respect their duties and responsibility that is why they received corruption from Peter Stockman.

The use of symbolicm; In the play, there are various symbols employed by a playwright as follows:

Stones collected by Dr. stockmann symbolize Optimism that is , Dr. stockmann never give up on what he was doing , that is why he collected stones which people stoned his house as to show he have a bright future. Message conveyed here is that the process of liberating the society is not simple task thus people have to not stop as Dr. stockmann did.

Spa bath; this used to symbolize Peoples behavior in the society that are contaminated with immoralities and evils. Dr. stockmann wanted to relay the spa bath (to change peoples immoralities) but he face strong opposition from government. The message conveyed is that when people's behaviour (spa baths) contaminated with immoralities has to be returned to the normal order as Dr. stockmands did to his people.

The use of sayings / proverbs : Also in the play sayings and proverbs has been used to convey the intended message. Example of saying include " The strongest man in the world is he who stands alone" (Dr. stockmann's saying), Message is , in the struggle for something that is advantageous-

04	... to all people, One should stand alone by his/her side does not matter how many people fight against him or her. Example Dr. Stockmann on his discovery he stand alone because the government and all people were against him and calling him "An Enemy of The people".	
	The use of similes: In the play, the wright of the play use various similes to convey message as follows:	
	Dr. Stockmann says "I know our local authority like a palm of my hand", The message here is that there are people in the society like Dr. Stockman who are aware of what going on in the authority such as corruption, hypocrisy and betrayed.	
	Dr. Stockmann says "Leaders in the government are like goats in the garden they damage everthing they touch". Message conveyed here is that our leaders in our government are immoral, irresponsibly betrayed and corrupt, that is why Dr. Stockmann opposed the leadership of Peter Stockmann which is fully of evils.	
	Generally, Though the techniques employed by the Play wrights convey message but also used to reflect various social realities like corruption, betrayal, hypocricy, disappointment, Ignorance, protest and awareness Therefore artistic techniques are most important to blend the form and content in literary works.	

Extract 4.1 is a response by a candidate who was able to show the techniques used the playwrights and the message delivered to the society by using those techniques and therefore scored high marks.

Many of the candidates with average marks, which is from 7 to 11 marks, managed to explain only about the techniques used the playwrights but failed to give the messages delivered to the society by using those techniques. This suggests that they had partial knowledge about the messages conveyed in the two readings used as references. Many of the candidates, however, were able to provide a good introduction and conclusion. Extracts 4.2 and 4.3 are samples of such responses.

Extract 4.2

4.	The playwrights of different literary work tend to Use various techniques in Conveying their message to the majority. By Using two plays I can show the techniques that are Used by many of the authors of literature in conveying message interms of language Use. Starting with the play of BETRAYAL IN THE CITY we can see the following Proverbs that the author tend to Use the proverbs as Sending his message. Example when Regina Says to Jusper "You were born alone and You will die alone". That from here we can get a theme of Fighting for the freedom.
	Similes that in the play author Uses the Comparison of things. Example when Jusper told askari that "You work like meteorological department. And from this statement we can get a theme of responsibility as askari was responsible
	Exaggeration that the author has also Used the hyperbole ability of expanding things more than they are. Example when Regina Says "There is no brand of beer that he has not taste", thus from here we get the theme of Drunkerdness as Jusper was a drunkerd.
	Freshadowing that the author has Used a style of foreshadowing that Critisizing for the Coming future. Example when Nina told Mulili " May you die Has Adika did" therefore we came to see Mulili's death at the end. And from this technique we get a theme of revange and death.
	Coming to another play which is I WILL MARRY WHEN I WANT by Ngugi wa

Thiongo and Ngugi wa Mirii we can see the following.

Proverbs that the authors have also Use the proverb statements. Example when Kiguuda telling wangeci his wife " A man brags out his own penis however tiny" that mean is greatfull for what he have even if it is small. And from here we get theme of greatfullness.

Barbarism as the authors also get Used in the words of another language apart from that Used in the book. Example when Kiguuda is talking to Gathoni Saying " Utakiona Cha mtema Kuni". That we can also get a theme of Humilliation that Kiguuda humiliated his Child gathoni.

Symbolism that the authors have also Used Symbols in their works. Example Kiguuda Symbolize poverty, Kioi Symbolize rich people, the Gun Symbolize Superiority and the Knife Symbolize Inferiority. And from here we can get a theme of Classes in the Society.

Use of religious languages. that the authors of this play have engage in Using different religious languages. Example when people says at the Church "Let Us Curse the devil", Praise the Lord, Halleluya! and other words. And from here we can get the theme of religion.

Extract 4.2 is a response by a candidate who provided explanations about the techniques used the playwrights without giving the messages conveyed by using those techniques.

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Extract 4.3

4. By using to two plays which are "I will marry when I want" by Ngugi wa thiongo and "Betrayal in the city" by francis imbuga we are going to see how the techniques which the play writer have we to convey the message to the society. The following are the techniques which have been used. Starting with the play of "I will marry when I want"

Ngugi has used symbolism. for example the wangeci daughter who is Gathoni wed a to sleep on lags and boxes this symbolyse poverty. hence the theme of poverty

Also Ngugia has used Balberism. forexample when kigunda was talking to wangeci he say's "A man brags about his own penis how ever tiny'. kigunda wes abusive language hence this potrayed the them of poverty.

Also the Ngugi wes hypocracy. forexample John mulini promised to marry Gathoni when she will be pregnancy but whe Gathoni carries a baby John muhuni chased her away hence we get the thene of betrayal.

4. Also Ngugi has used personificati imagenary ~~teh~~ technique. forexample when we was told that kignyanda has only one hecres of land, hence ~~the~~ Ngugi has used imagenary lenguage. and this petrayed the theme of poverty.

By finishing with the last play which is "Betrayal in the city" ~~The~~ francis Imbuga used Symbolism techniques. forexample the corn in the grave was symbolising poverty, hence we get the theme of poverty.

~~proverb~~ Also Francis Imbuga used Fd ~~idioms~~. forexample Regina says "There is no brand of beer he has tasted" hence we get theme of drunkardness

Also Francis Imbuga uses hypebole ~~hybole~~. forexample when ~~the~~ the servant of kioi was testing vangeci by giving her the plate of food and take it away And vangeci told her that she is full of beans and maize, hence we get the theme of poverty.

~~Generally~~ Generally; the Play writters use different techniques to ~~e. busty~~ ~~bue~~ beautify their works.

Extract 4.3 is a response by a candidate who provided explanations about the techniques used the playwrights without giving the messages conveyed to the society by using those techniques.

Further analysis shows that the candidates who scored low marks, which is from 1 to 6 marks demonstrated the following weaknesses: Some of the candidates provided the messages delivered without showing the techniques used to deliver those messages. Other candidates provided the themes instead of showing the techniques used and the messages conveyed using those techniques. Moreover, there were candidates who provided incidents from novels to answer the question on plays. One of the candidates, for example, wrote about the use of *symbolism*, *the bus conductor*, *the driver* and capital letters like *RESIDENTIAL AREAS*. The candidates also wrote about the uses of *scientific observation, confidence* and other irrelevant words such as *bash*. These incorrect responses suggest that the candidates did not have adequate knowledge of the techniques used by the playwrights to convey their message to the society in the two plays read. Extract 4.4 is a sample of such responses.

Extract 4.4

the bus, conductor, and driver.

Uses of capital letter example UPPER RESIDENTIAL AREA to show the classes in the society.

Use of songs like
" Let them go
I will travel slowly
And I will arrive too "

Uses of imagery example in the house of Kiguunda such as the playwright say "One of Sofa Set".

By continue to another book the book of An Enemy of The People by Henrik Ibsen I will show as follow.
Uses of bath.

Use of confidence.

Use of Scientific observation

Use of Sheep.

Therefore we see that the playwrights they use the techniques in edit to convey the message

Extract 4.4 is a response by a candidate who used incidents from novels to answer the question on plays, which was contrary to the instructions.

3.2.2 Question 5: Thematic Analysis

In this question, the candidates were instructed to show how selfish tendencies of the leaders lead to poverty. The candidates were instructed to identify characters who are entrusted with power and show how their selfish tendencies lead to poverty.

This question was attempted by 44.9 percent of the candidates and their performance was good, as 40.7 percent scored from 12 to 19 marks, 42.3 percent scored from 7 to 11 marks and 17 percent scored from 0 to 6 marks. This performance is summarised in Figure 14.
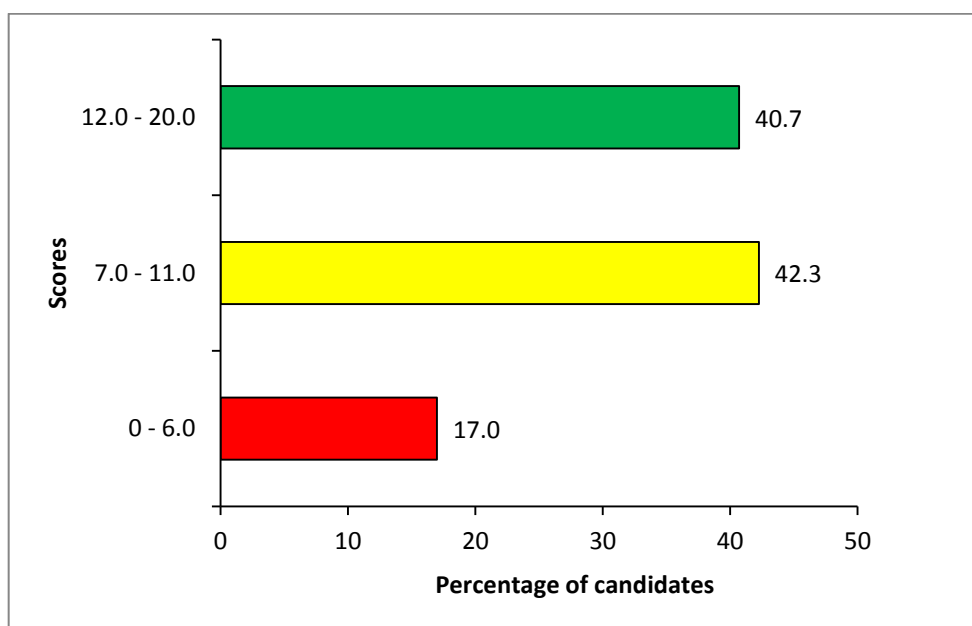
Figure 14: The Candidates' Performance in Question 5.

The candidates who scored high marks in this question were able to provide a good introduction, main body and conclusion. In the introduction, they were able to provide brief explanations on leaders' selfishness tendencies and the factors that account for poverty. Furthermore, they were able to show how the characters who are entrusted to lead the general public engage in selfish deeds which in turn cause people to be poor. Extract 5.1 is a sample of a good response by one of the candidates.

Extract 5.1

5. Poverty; is a situation where by a person lack basic needs like food shelter and clothes; It is true that poverty is a result of selfish tendencies of some of those who are entrusted to lead the general society public.

I justify this by using a Play of "Betrayal in the city" and written by Francis Imbuga and An Enemy of the People written by Henrik Ibsen. by Starting with BETRAYAL IN THE CITY

Irresponsibility; In the play it revealed to the government office of Kafira state are irresponsible in economic reforms of their society example Boss he was an irresponsible leader because he did not care about his society thus why he kill people that means that Unjustice, There fore an irresponsible leader is selfish and through that leads poverty.

Betrayal; also this is the selfish tendency that leads povert example Mulili was a government office but he betrayed Kabito by planting false word to Boss also he betrayed Jere when went to stop showing Ceremony. Therefore in any society the selfish tendency like of Mulili leads poverty because it leads to the law of man power who can bring change in the society like Kabito was killed this reduce man power.

Selfishness; also this leads to the poverty to any leader who is entrusted to lead the general public example in the book all leaders of kafira state starting with

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5. Boss, Tumbo, Neckedem and Mulili were selfish because they did not care about the public or society especially Tumbo he was selfish leader because he promised Juspa to act in a play then the money will be divided. Therefore in any society selfishness is source of Underdevelopment we must fight against it

Nepotism; also it leads to poverty example in the back we see Mulili he was a cousin of Boss therefore those bad things that were talked to Mulili the Boss accept it without observing also the tender of supplying milk in the University was given to Mulili instead of kabito. Therefore the leaders of public office leads to poverty because of thier selfish because even Boss did not care thats why he allowed to kill kabito without proving or observing.

Also by using a play of AN ENEMY OF THE PEOPLE. I justify that statement by the following reason.

Corruption; This is the misuse of public fund for private gain. In the Municipal bath a leader Peter stockman he was a corrupt because he corrupted Mr Billing, Horstad and Aslaksen by not printing article of Contaminated spa bath that were discovered by Dr stockman. Therefore that means that he did not care about the effect of contaminated spa bath and through that leads to Poverty

5 Irresponsibility; also that leads to paucity because those leaders who entrusted to lead the general public are irresponsible example Peter Stockman he was irresponsible leader because he did not want to relay pipe because he fear payment for it. Therefore the society continued to suffer with Contaminated Spa bath.

Betrayal; also that comes from a selfish leaders tendencies of some who are entrusted to lead the general public cause poverty example Mr Billing, Hovstad, and Aslaksen, betrayed Dr Stokman by not printing his article of the discovery. Therefore through that it leads to poverty because the people a society of municipal of Spa bath continued to suffer. Therefore betrayal is the source of Underdevelopment to any society.

Selfishness; also that means a selfish leader or selfish of some one who intended to lead the general public leads poverty; example In a book revealed to Peter Stockman he was a selfish leader because he care about him self but not his society that why he did not relayed the pipe. Therefore selfishness of leader of society leads poverty.

Therefore in order to eradicate poverty In the society we must fight against selfish tendence, Betrayal, Irresponsibility corruption and Nepotism.

Extract 5.1 is a response by a candidate who was able to show how poverty is caused by selfish tendencies of some leaders.

Furthermore, the candidates who scored low marks demonstrated the following weaknesses. Some of the candidates described how some characters are poor without showing how selfish tendencies of the leaders cause people to be poor. Other candidates provided descriptions without giving evidence from the readings that were used as references. These responses suggest that the candidates did not have adequate knowledge about the plays that were used as references.

It was further noted that the candidates who scored 0 in this question failed to understand the demands of the question and hence provided irrelevant points. Some of the candidates showed the negative effects of poverty instead of showing the selfish tendencies of some leaders and how they cause people to be poor. Extract 5.2 illustrates this case in point.

Extract 5.2

5.	Poverty is the state of been poor or is process where by the people or someone is unable to afford his/her basic needs such as food, clothes and shelter. It is not true that poverty is the result of selfishness. By using Will Mary when I want to see how the poverty did not result only to selfish. The play written by Ngugi wa Thiong'o. As follows; Poverty can led also to the result of corruption where a person wanted to recover the poverty can decide to use the public fund. Poverty lead to land alienation where by Kiguunda's family was poverty led to the land to be taken by the Kioi. Poverty te result to conflict where by in the book Kiguunda's family led to the conflict where there were no food. Poverty also led to the exploitation where by in the book Kiguunda's family was exploited by the Kioi, Kiccumba due to the poverty also led to .

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> Apart from this book also there book of
> Lwanda Magere which led to see the poverty
> did not only te results to the sewshiness wh
> Apart from the precious book but there other
> book which An enemy of the people which care
> as follows.
> Poverty also lead to the conflicts where by th
> was the misunderstand between the people in the
> Spabath betw

Extract 5.2 is a response by a candidate who described negative effects of poverty instead of showing the selfish tendencies of some of the leaders which cause people to be poor.

Other candidates scored 0 for using characters from novels to answer play questions or for mixing characters from one reading and giving incorrect incidents. One candidate, for example, used characters such as Thomas Stockmann instead of Peter Stockmann. A few candidates in this category provided incorrect incidents from different plays or within a play. Extract 5.3 presents a sample of such responses.

Extract 5.3

5.   Poverty refers to the situation of lacking something to aford the basic need (inability to aford). Selfish this refers to the tendence of ~~using~~ ignoring to share any thing with other people. The following are the factors that shows poverty is a result of selfishness in the society as discussed as follows. By Using BETRAYAL IN THE CITY which is writen by Francis Imbuga and another called AN ENEMY OF THE PEOPLE which whriten by Henrik Ibsen I would like to discuss as follows.

    By starting with Betrayal in the city the playwriter have managed to show that through selfishness leaders are exploiting the Majority in Kafira state leaders like Peter stockmann is exploiting the majority in every sphere of life because he what to enrich himselve.

    Another, through selfish leaders may lead to alia nating people from their land, in kafira state the author have managed also to show how the situation of aliena ting people from their land, this because leaders they went to accumulate more wealth from different resources that why Peter stockmann decided to take land from the majority for his benefit.

    But also, through selfishness ~~the~~ may lead to unemplo yment, this have been shown in the play that Peter stock man provided teder of Supply milk to the University to the ones who is a blood relatives while he was not educa ted and left educated person to give the tender in Supplying the milk at the kafira University.

    Another, Selfish may lead to tribalism in the play Mulili was a blood relatives with Peter stockman he was given a tender to supply milk at the kafira University while he was not educated. This because Peter stockman wanted to support his relatives like Mulili.

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By continuing with the play of An Enemy of the People the writer have managed to show that selfish may lead to Corruption in this play the Man was Corrupted when he was asking for the jobs and Mr. Komson he wanted to receive anything from the men and he fail to get it because the men was poor.

Another, Selfish has accelerated to humiliation people were humiliated by the leader who is Mr. Komson this because he wanted to become rich himself and to left people in empty handed and suffering from poverty.

But also, Selfish has led to poverty in the society people are living in poor life this because of the few people who are selfishness they don't want to share anything with poor people or the ruled class and the left them suffering from poverty.

Lastly, Selfishness it can accelarate to exploitation, people are exploited more by the leader like Komsoon Whereby through his power is using to accumulate more profit from the majority due to that he want to be rich or leave in good life and left people suffering from bad life Condition.

Generally, Selfish has accelerated to many thing this habit have been done by most leader in African society but the author is tring to prohibit such behaviour to other leaders and work for the Majority.

Extract 5.3 is a response by a candidate who mixed characters and incidents within or from different plays.

There were also candidates who scored 0 for listing the points without giving explanations with examples of characters from the readings. Extract 5.4 is a sample of such responses.

Extract 5.4

5.	With reference two two plays BETRAYAL IN THE CITY written by Francis Imbuga and AN ENEMY OF THE PEOPLE written by Henrik Ibsen. I justify by saying that per poverty is a result of Selfish tendencies of Some of those who are Intrusted to lead the General public	
	from the book BETRAYALS IN THE CITY.	
	1. Corruption among Government Leaders.	
	2. Irresponsibility among political leaders.	
	3. Selfishness among political leaders.	
	4. Hypocricy among the Government leaders.	
	from the Book AN ENEM OF THE PEOPLE.	
	1. Irreponsibilities Among political Leaders.	
	2. Selfishness among Government leaders.	
	3. Corruption among political Leaders.	
	4. favouritism among political Leaders.	

Extract 5.4 is a response by a candidate who listed points without explanations and examples from the readings.

3.3 Section C: Novels and Short Stories

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

3.3.1 Question 6: Thematic Analysis

In this question the candidates were instructed to verify the assertion that state leaders in African societies are notably shadows of colonial masters.

This question was attempted by 17 percent of all the candidates and their performance was good, as 17.1 percent scored from 12 to 18 marks, 72.2 percent scored from 7 to 11 marks and 10.7 percent scored from 0 to 6 marks. This performance is summarised in Figure 15.
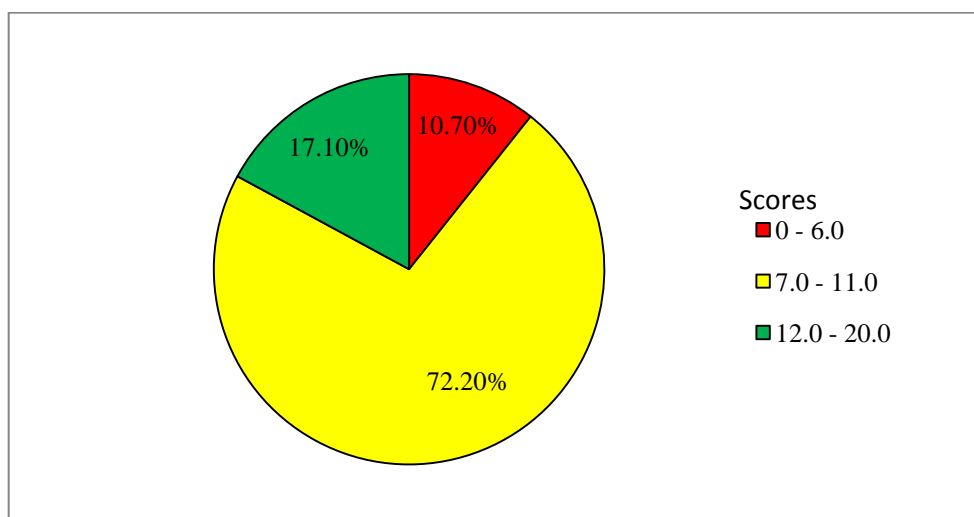
Figure 15: The Candidates' Performance in Question 6.

The candidates who scored high marks in this question were able to provide a good introduction, main body and conclusion. In the introduction, they were able to signal the fact that post-colonial independence African leaders adopted the behaviour of the respective colonial masters, including culture, lifestyle and selfishness. Furthermore, they were able to use characters depicting African leaders in the two books read to show how they perpetuate the colonial culture, life style and egoism which reflect the real behaviour of colonial masters. Extract 6.1 is a sample of a good response by one of the candidates.

Extract 6.1

A MAN OF THE PEOPLE this is novel written by a famous novelwright in Africa the late Chinua Achebe. The setting of the pr novel is in Nigeria, after the attain of independence. The novel discribe how the Nigerian government is even after the attaining of the independence from the colonial masters. Also by the use of the novel THE BEAUTYFUL ONES ARE NOT YET BORN written by a novelwreight Ayi kwei Armah. The setting of the novel is in Ghana. It written during the attain of the Ghana independence from the hands of their colonial masters. By the use of the two novel that is A man of the people and The Beautyful Ones are not Yet born, I will show how the state leaders in African societies are notably shadows of the colonial masters.

By the use of the novel A man of the People by Chinua Achebe. Bribery is potrayed in the novel, which shows how the state leaders of the African society are notably of the shadows of colonial masters. Chinua Achebe use Chief M. A. Nanga to who is the ministry minister to potray the evils done by the state leaders in Africa. Chief M. A. Nanga receive bribe from the Anatonca and sons company, who want to build a science art company. The company promise chief M. A. Nanga to sent the children of chief M. A. Nanga to the estates

to be educated also chief Nanga is promised to be rewarded with a certificate. Still Chinua Achebe the novelist (novelwright) Shows how Chief M.A. Nanga bribe the journalist so as to be written good in the newspapers. He tells Odili this when he bribed the journalists,

"If you don't give them some today they will write rubbish about you tomorrow".

Although he is not written bad, but still the mass (citizens) know the real other part of him. This shows how the state leaders are shadows of colonial masters.

Extravagance of the state leaders in African societies are the shadow of colonial masters, This is shown in the novel how leaders (African leaders) they are extravagance. They misuse the government funds for their personal use. This is the ~~same~~ same on how the colonial masters misused the government funds to develop their countries. Chinua Achebe has used Chief M.A. Nanga and chief Simon koko to show how the leaders are extravagance. Chief Nanga own ten buses which are used in Bori - Giligili for transport also chief Nanga has an extravagance house which contain with big bedrooms, big bathrooms and big livingrooms. On the other hand Chief Simon koko who is a minister he also own big houses in which

he has kept people to live there with paying a of rent of about £3000, in which it is a large number of money in that period. Instead of the state leaders in African society to solve problem which the artis en are facing such as poor living condition, underdevelopment and few others. They misuse the fund. Making the society under developed which influence classes in the society which are the rich and the poor.

Incompetent and irresponsible leaders: The leaders are irresponsible and incompetent towards their work in serving the people. Chinua Achebe has been able to show how irresponsible and incompetent through the novel. In the novel some leaders are semi-illiteracy example chief M.A. Nanga who is a standard six leaver. Chief Nanga is incompetent and irresponsible leader, who does not solve the problem facing his people who kept him into power. This is seen when the engineer from the ministry of transport is examing the soil by experimenting the soil bef are construction to take place. when Chief M.A. Nanga heard about the experiment he compares the engineer like an earthworm. He say,"
" .... He has know become a earthworm......."

6. This show that Chief M.A. Manga is not competent enough. Also Chief M.A. Manga promised his people to provide services such as water, electricity and road construction. Still he has not be able to fulfill the promise he made. He is waiting during the general election to fulfill the promises he made. This show how irresponsible his. This is the same with the colonial masters who aimed at benefiting themselves and not the Africans.

      Cultural alienation: The African leaders have denay their culture by alienating them and adopting the western culture as how the colonial masters were; which is not our culture. This is shown in the novel by the novelwright. Chief M.A. Manga alienate his culture that is African culture by his dressing style during the library exbition. Not only Chief M.A. Manga who alienate the African culture but also there other minister who does not like putting the African dressing style rather than they prefer wearing of suit which is a western culture. Also Chief Koko he does not know the taste of coffee produced in Nigeria. He says he does not prefer coffee produced in Africa (Nigeria) but produced in Brazil. Culture alienation

6. By the use of the novel Beautiful Onas are not Yet born written by Ayi Kwei Armah: Bribery is potrayed as some political or state leaders. Example; Joseph Koomsoon bribe the man so as to give him a wagon but the man refused. Joseph Koomsoon bribe the allocation clerk and he is given a wagon. Joseph Koomsoon who is a minister he bribe the night watchman so as to be able to escape from the coup'détat, he promise him to give money. Also the government officers receive and provide bribe. This is shown when the winner of the lottery tell is the man. " ..... he wont give me the money from the national lottery until i give him some ...... he said the National Lottery officer ". This shows how the leaders and government officials are corrupt and the shadow of the colonial masters.

Irresponcibity and incompetent of the government leaders and officials. This is shown by Ayi Kwei Armah in the novel. The municipal leader are irresponcible since the city is dirty and it is full of filthy but they dont take or do their responcibilities. Also the government officers are responsible due to the way they do there work. Example the railway clerk is a sleep during the working hours,

6. The railway officers know that the rail ways are not function, the toilet are dirty and the telephone line is not work ing. But still they donot work on them.

Poverty to the majority who live in the states (African states). This is due to the extravagence of the lead ers and the emblessement of the gover nmt fund. In which it stimulate pover ty to take place. The majority who are the poor compared to the minority who are rich example Joseph Koomsoon, Zachar iah Iaga, and the members of the parliam ent. The majority live a hard life exa mple the man and his wife Oyo. They use long roads to rich there success. This is said by Oyo.

"...... There two roads, long roads and short roads, It is you to choose what road to take to arrive fast"

This is the same on how the colonial masters, The majority who are the Afri cans where poor while the minority the colonial master were rich. ~~verat~~ this is also seen in the novel over the leaders who are the shadows of the colonial masters.

Extract 6.1 is a response by a candidate who was able to show how African leaders perpetuate colonial masters.

However, the candidates who scored 0 in this question demonstrated the following weaknesses. Some of the candidates provided points which do not show that African leaders perpetuate colonial masters and lifestyle. They, instead, presented African leaders as being educated, non-corrupt, responsible, tolerant, and who sacrifice for their people, which were contrary to the demands of the question. Extract 6.2 is a sample of a poor response by one of the candidates.

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Extract 6.2

6. Leader is a person who is ruling other people in the community. The following are leaders in African society are notably shadow of colonial masters. By using THE BEAUTYFUL ONES ARE NOT YET BORN written by AYI KWEI ARMAH and A MAN OF THE PEOPLE written by CHINUA ACHEBE.

By starting with THE BEAUTYFUL ONE ARE NOT YET BORN.

Responsible, is the situation to full fill duties and tasks as follows where by the leade like The man is against all evils done by koomson untili is able to remove poor because he needs changes to his souety

Man corrupt, for excample the leader The man is non Cornupt because he does not needs to use public fund for private gain is against corruption since the is able to be against to sine about the buying of boat. Is able to become poor.

Educated person for ristanstance the novelist portrays on how the leader like the man is a leader who is educated and he gives her education of following the law of his souety that why is against exploitation in all influence of his life standard of living he is poor but doing things for the benefit of the souety.

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6. The man has true love to his family even though his wife does not follow him about to get rich because of the life style of Koomson. but is not able to become rich because of corruption and is against that

By using the novel of A MAN OF THE PEOPLE written by CHINUA ACHEBE.

Sacrifice, is the situation whereby a person can do things on behalf of Others in order to help them, for instance Odili is a leader who is against chief Nangas behaviour, just why is able to be against him for each of all standard of life.

Non-exploited the good leader must be non exploited since all people are equal in this world, just why Odili is non exploited leader ruhom is able to change the life standard of his society.

Tolerant, a good leader must tolerate things which are done to the society but colonial masters they made the life standard of people to become hard compared to CHINUA ACHEBE'S society.

Awareness is the situation whereby a person is aware about things which are done by leaders forinstance ACHEBES CHINUA'S society are being aware about the evils done by leaders that is chief Nanga forinstance odili is arguing

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6	about things which where done by chief Nanga which are related to colonial masters. Generally a good leade must be tolerant and obident since all people we are equal. And also must fill fill his/her duties in order to over come with exploitation and oppression.	

Extract 6.2 is a response by a candidate who provided points which do not show that African leaders are shadows of colonial masters.

Moreover, some of the candidates scored 0 for failing to link the behaviour of African leaders with the behaviour of colonial masters. They also listed the points without explaining and providing relevant examples from the novels. Extract 6.3 is a response from a script of a candidate who failed to link the behaviour of African leaders with that of colonial masters.

Extract 6.3

61	Colonial master, were those colonial that ruled their fellow colonies during colonialism. Leaders in Africa sometimes are notably shadows of colonial master due to their action in ruling, working and deciding against people in their country. By Using two Novel which is The beatifull Ones are not yet born and A man of the people. The following reason shows how Africa Leader are notably the shadow of colonial master. By starting with The beatiful ones are not yet born.
	Corruption - Corruption to Leaders make and shape them as the shadow of colonial masters. Corruption was is potrayed by Joseph komsvon, police man, The burchman and police static officer.
	Irresposibility
	The following from A man of the people
	— corruption
	Nepotism
	Irevesponsibility
	classes

Extract 6.3 is a response by a candidate who failed to link the behaviour of the state leaders in Africa with that of colonial masters. He/she also listed the points without explaining and giving relevant examples from the novels that were used as references.

3.3.2 Question 7: Thematic Analysis

In this question, the candidates were instructed to use two novels or short stories to show how the contemporary world is reflected in those two novels or short stories.

The question was attempted by 82.6 percent of the candidates and their performance was good, as 45.7 percent scored from 12 to 20 marks, 52.7 percent scored from 7 to 11 marks and only 1.6 percent scored from 0 to 6 marks. This performance is summarised in Figure 16.

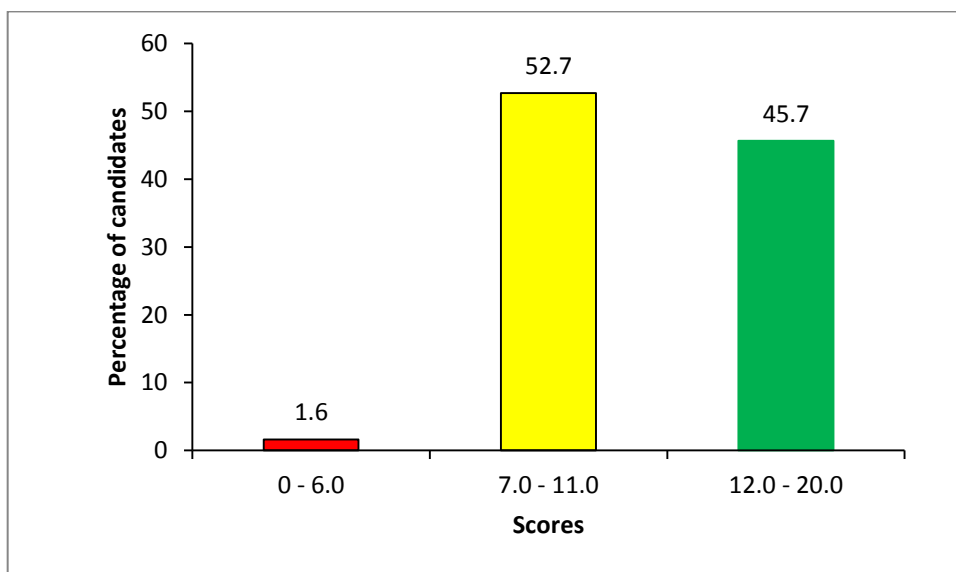**Figure 16: The Candidates' Performance in Question 7**.

The candidates who scored high marks were able to show how the contemporary world is reflected in the two novels read under this section. They analysed contemporary issues that have been portrayed in two novels and related them with what is happening in the contemporary world. Extract 7.1 is a sample of a good response by one of the candidates.

Extract 7.1

7	Contemporary world are the different things which are still exist in the world. By using two novels which are "A MAN OF THE PEOPLE" by CHINUA ACHEBE with "THE BEUTYFUL ONES ARE NOT YET BORN" by AYI KWEI ARMAH we can see how the Contemporary world is reflect.
	By starting with the book which is "A MAN OF THE PEOPLE" show how the Contemporary world is reflected as follows
	Corruption; this has been potrayed in the book by Chief Nanga to odili, Chief Nanga want to give Odili bribe in order to stoping the Compaign of over thrown him from the Leader ship Chief Nanga gives Odili Scholar ship and some money to go out side so as to get education but odili refused to take that bribe from Chief Nanga this shown when odili says
	"You think every one can be bought with few dirty pound"
	Even in our society there some leader who are still Corrupt they dont want to leave their pusition when the time reach they provide the bribe in order to still exist in their pusition
	Nepotism; this has been potrayed in the book by Chief Nanga, Chief Nanga call Odili to come so as they can working toge ther in the one office as the ones who came from one tribe because in the office there is no any person who came from the same tribe this has been shown when odili says
	"It does not matter what You know but who

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7 | Contemporary world are the different things which are still exist in the world. By using two novels which are "A MAN OF THE PEOPLE" by CHINUA ACHEBE with "THE BEUTYFUL ONES ARE NOT YET BORN" by AYI KWEI ARMAH we can see how the Contemporary world is reflect.

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"You think every one can be bought with few dirty pound"

Even in our society there some leader who are still corrupt they don't want to leave their position when the time reach they provide the bribe in order to still exist in their position

Nepotism; this has been potrayed in the book by Chief Nanga, Chief Nanga call Odili to come so as they can working toge ther in the one office as the ones who came from one tribe because in the office there is no any person who came from the same tribe this has been shown when odili says

"It does not matter what you know but who

you know"

Even in our society nepotism is still exist their are some leaders who using their position as the way of welcoming their relative who have not any qualification to get the job this it can caused under devalopment due to the un qualified leaders.

Betrayal; this is the situation of going against the agreement this was potrayed in the book by Chief Nange, Chief Nanga was choosen by the people so as to represent them in the government and solved different problem which arise them but when he get the leadership forget any thing and started to be womaniser, selfshness, irresponsible leader and corrupt.

Even in our society the leader like Chief Nanga are there who forget any thing after entering to the leadership and starting to work for their benefit.

Hypocricy; this has been potrayed. In the book by Chief Nanga, Chief Nanga was hypo cricy because he used to tell the people that teaching is a noble professional than to being a minister this is hypocricy because he was enjoying in his position.

Even in our society their are some people like Chief Nanga they pretended to dislike the some thing & although they like that thing they want to show the people their innolent.

Not only in the novel of "A MAN

7. OF THE PEOPLE" show how the contemporary world is reflected but also in the book of " THE BEAUTYFUL ONES ARE NOT YET BORN " we can see as follows

poverty; Is the situation of Lacking the ability to acquire the basic needs this was portrayed in the book by The man, The man was lived poor life his children was lacked even the shoes to wear his house was contain old ferniture and was using the floor as the place of sleeping his children was lacking the education due to poverty which was undermine him but there was a people who was lived good life like koomson but they didn't help her from poverty.

Even in our society the poverty it still there there are some people who doesn't the ability even to acquire the food but there are some people who is rich like koomson but they didn't give any help to those poor people.

Moral decaye; this has been portrayed in the book by Oyo the wife of the man Oyo used to call her husband as a chichi dodo because he refused to take corruption also there are abuse language which the people writting to toilet example the sweet vaginal this show how there is the moral decay among the people.

Even our society the pea there some people who lacking the moral behaviour they dont d respect the people who were not the same others they using abuse language when

7 | they were talked.

Humiliation; this has been potrayed in the book by Estella who refuse to give the hands to the man she think that were not the same because the man was a poor person and her is a rich also when they welcome to the house of the man he refused to take the alcohol and she sayed he using a beer and not alcohol

Even our society there some people who is see is more superior than others they take their richness as the place of think they are more superior than other people than i that is bad behaviour.

Irresponsibilities; this has been potrayed in the book by koomson, koomson was a Irresponsible leader he used to doing his own business instead of helping his people because he was chosen by the people so as to solve their problem.

Even our society the leader like koomson are there who are not fulfill their responsibilities but they using their position as the part of practising their own activities.

The things which written by the writers in the book they reflected the things which happen or practising in the society they done their in order those thing to get their solution example Corruption, Selfishness, poverty and betrayal even to the society are there.

Extract 7.1 is a response by a candidate who was able to relate what is portrayed in the two novels read and what exists in the contemporary world.

Conversely, a few candidates who scored low marks in this question demonstrated the following points. Some of the candidates listed the points without explaining and giving relevant examples from the novels that were used as references. Many of the candidates, however, were able to provide a good introduction and conclusion. Extract 7.2 illustrates the case in point.

Extract 7.2

7.	Contemporary ; These are different issues which are exited in the world. Such as corruption, betrayal, irresponsiblhy, missuse of publec fund and humpliation and exploitation of people.
	By using two novel whech are "BEAUTYFUL ONES ARE NOT YET BORN" by AYI KWEI ARMAH and "A MAN OF THE PEOPLE" by CHINUA ACHEBE inorder to show how the contemporary world is reflected by this novel.
	By starting with the nove "Beautyful One Are not yet born" by Ayi kwei Armah, there are several issues whech reflect the contemporary world such as
	i/ Corruption
	ii/ Existence of classes
	iii/ Oppretion and exploitation
	iv/ Poverty
	Also in the novel of "A man of the People" by Chinua Achebe Portrayed different issues which reflect the contemporary world such as
	i/ Corruption
	ii/ Behayal
	iii/ Illeracy
	iv/ Sacrefies
	Generally different literary works refte like novel it reflect the contemporary world by forl issues which are portrayed by the authors.

Extract 7.2 is a response by a candidate who listed the points without explaining and giving relevant examples from the novels used as references.

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Moreover, some of the candidates used characters from plays to answer the question, while others failed to use characters in their responses. This suggests that they did not have adequate knowledge of the novels and short stories used as references. Extract 7.3 is a sample of such poor responses.

Extract 7.3

07	Novels, are the literaly works or book which gives message to the present present soviety or teach the society about something. The following are the thing shows how the contemporary world is reflected in any two novels which are "A man of the people" which writt-en by "Chinua Achebe" and "The beatiful ones are not yet born" written by "Ayi Kwei Armah" and i will show if the novels are reflected to the contemporary world by looking the themes of those two Novels if they are contem-porary by the world of to day.
	The following are the things or themes which shows the novels if are contemporary world of to day and i will start by the Novel of "A man of the people" written by "Chinua Achebe" "The beatiful ones are not yet born" In the novel A man of the people talked about written by "Ayi Kwei Armah"
	In the novel The beatiful ones are not yet born the writter shows the how diseases are still the poblem in the world of today; example of diseases are is HIV/AIDS and we say the novel shows the theme of dijeaso which is still a poblem to the world of today
	The author also talks about corruphion; and its the poblem until now many leaders in our society corrupts and thats why our societies cant develop due to the thing they do.
	The writter of the book speaks about Exploitation; Many leards of this world do still are praching exploitation and many of them exploit their citizens
	The following are the things or themes which shows the novel if are contemporary world of to day and the second novel is t will "A man of the people" written by "Chinua Achebe"

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| 07 | The writer of the book A Man of the people writtes about Hypocricy; and Hypocricy is still conduct by Some in our society example of therefore they are the things which are written in the novels and are reflect to the world of to day. | |

Extract 7.3 is a response by a candidate who answered the question without using characters and hence scored low marks.

3.4 Section D: Poetry

There were two questions in this section, each was worth twenty (20) marks and the candidates were instructed to answer one.

3.4.1 Question 8: Thematic Analysis

In this question the candidates were required to support the view that poetry, like other works of art, brings to surface societal issues. The candidates were required to use four poems with four points in each poem.

The question was attempted by 79.8 percent of the candidates, out of which 72.5 percent scored from 12 to 20 marks, 21.7 percent scored from 7 to 11 marks and 5.8 percent scored from 0 to 6 marks. This performance is summarised in Figure 17.
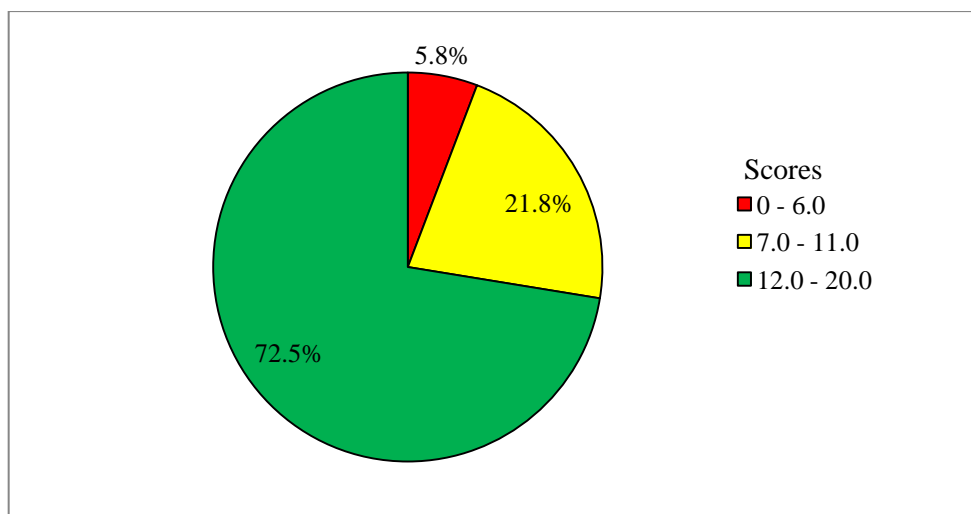

Figure 17: The Candidates' Performance in Question 8.

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The candidates who scored high marks in this question were able to provide a good introduction, main body and conclusion. In the introduction, they were able to give an overview on the genres of literature and their universal role in the society. Furthermore, they were able to select four poems and describe four main society issues portrayed in each poem. For example, the candidates who used the poem entitled **Eat More** by Joe Corrie explained about *life inequality* whereby the haves live at affluence, while the economically disadvantaged people are in poverty. They also explained about *injustice*, whereby the poor majority are enraged at the injustice of the slogan which is inconsiderate of their low income. Moreover, they explained about *unemployment*, whereby people who are unemployed cannot afford certain basic needs in their life like eating a healthy and balanced diet. Furthermore, the explained about *protest*, whereby people who are not satisfied with certain things in the society protest in various ways, including complaining and lamenting.

The candidates who used the poem entitled **Ballad of the Landlord** by Langston Hughes explained about *oppression*, whereby people who are well economically maltreat the poor. This is shown by the way the landlord oppresses the tenant. They also explained about *humiliation*, which is shown when the landlord threatens to throw out the tenant's furniture. Moreover, they explained about *protest*, whereby the tenant complains because he is not satisfied with the landlord's mistreatment. Furthermore, they explained about *exploitation*, whereby the tenant is exploited by paying high rent which does not match with the poor standard of the house.

The candidates who used the poem entitled **The Dying Child** by Freeman Peter Lwamba explained about *child mortality* cause by high levels of poverty. They also explained about *disappointment* and *poverty*, whereby some people fail to afford certain basic requirements like food. Furthermore, they explained about *struggle*, which is shown by the people who are not satisfied with what is going on, like the boy. Extract 8.1 shows a sample of a good response by one of the candidates.

Extract 8.1

8   Poetry has been one among the medium that people use to express their feeling Concerning their life and society that Sarround them, Poem is a peace of writing that use language Creativety to express his/her emotion and feelings. Poetry has other work of art reves its ability to bring to the Surface Society issues that happen using the four poems. which are "BUILDING THE NATION" by Mcjorie, "EAT MORE" by Joe Corrie, "YOUR PAIN" by ARMANDO and the last "THE DYING CHILD" by freeman am going to Discuss the issues that were used to represent the Society;

By starting with the poem of "BUILDING THE NATION" by Mcjorie. the following are the Society issues;

Responsibility and Irresponsibility; this is the Situation of doing your duty as a Citizen and a leader or worker; In the play responsibility is shown through the persona who did his duty In the building the nation as seen in the verse which say "Today I did my share, In building the nation I drove a permanent secretary to an important meet junction" but also Irresponsibility through the permaned Secietary who only thought about pleasing and benefiting himself but not the Country also the permanent Secretary was is not doing is job but just feeding his Stomach.

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Awareness; is the ability of knowing whats going on and things that are not right In the poem the persona is aware about the misuse of power that the parmanet secretary is useng for benefiting himself but not doing the job for the citizen as when The persona drove the PS to a function and Instead start feeding himself good stuff as seen In the verse which say "here Ice-cream, tea to keep the PC. awake" this so happens In the societies

Hypocricy; this is the lying or saying things which are normaly oppoite In the poem the Parmanent is hypocricy as when Is asking the persona if he had any lunch And also the P.S. Says I had non also the person who is told so knows that the PS is is lying while he had eaten In the function as Is proven In a verse that says "Mwananchi; I had non also

Misuse of power; this is the using of the power that you have to benefit yourself and oppress others In the poem the PS has been using the power is having to benefit and feed himself and this makes others to be oppressed, as In our society their leaders who use the power the have to benefit themselfs and forget that the Power they have they were given Inorder to fulfil and help the citizen

Mal-nutrition; this is the disease
that is caused by failure of getting a
well balance diet food the child is
suffering from kwashiorko due to
failure of getting well nutrient food
as proven on verse "thin and red".
"look older than his age". the problem
of malnutrition faces our Society as the
poor people are the one suffering from
it because they fail to get well
balance diet food due to poverty

Bad leadership; this is the
situation where by the leaders fail
to do what the were given; In the
poem the leaders fail to provide solution
which faces the people poverty and
only what they do is benefiting themself
to our society their some leader who
are not fulfilling their duties and only
thinking about themself.

Through the poem of Joe.
Corrie "EAT MORE" the following are.
the society issues being prevented.

Unemployment; In the poem.
the person tries to explain about the
problem of elnemployment while the
slogan tries to tell the person about
the well balance diet which the person
fail to get due to Unemployment
as proven In the verse which says
"But am Unemployment, third year
and wed; In the society the problem

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Through the poem of "THE DYING CHILD" By Freeman. the following are the issues.

Poverty, Is the situation where by an Individual fail to provide himself/herself basic needs In the poem the persona tries to explain about poverty through the Child who is thin and red and the whole situation as proven in the verse which say "Fighting with flies over an empty plate" the persona tries to explain as In our society poverty has been a great deal as many Individual fail to get their basic need due to the poverty they suffering from and persona. Awarnew. In the poem the persona used that

Awareness, In the poem the person shows that the Child is aware about the whole situation that going on In the goverment as is exploiting the poor people this is seen through the Child who wants to protest against the goverment and high. Class people as proven in the verse "If I grow up, I will not carry a pen. "If I grow up, I will carry a gun and not pen" In our society this things happen as their people who are aware. about the goverment situation of oppressing the poor people and doing nothing about It Jo the persona has reflected that.

> Humiliation, the persona tries to explain about the humiliation that they face from the colonialism as it proven in the verse that says, "Your Scar yet more my Scar shall remember the whipe")
>
> So the poems tries to express about the issues that people get and pass through In our daily society and this tries to express the protest from them.

Extract 8.1 is a response by a candidate who was able to show how poetry brings to the surface society issues.

Conversely, the candidates who scored low marks demonstrated the following weaknesses. Some of the candidates provided the poetic techniques used to deliver the message to society instead of explaining about society issues depicted in the poems used as references. Other candidates described societal issues without giving evidence from the relevant poems. Many of the candidates, however, were able to provide a good introduction and conclusion. Extract 8.2 is a sample of a poor response by one of the candidates.

Extract 8.2

Q8. Poetry like other genres of written Literature it uses rhythmical and Metrical structure when conveyed the message It has unique feature compared to Novel and play due to the fact that it uses, rhyme rhythm and other thing apart from Prose. Poetry like other works of art brings to surface society issues through the use of poem from selected Poem such as "IF WE MUST DIE" and "YOUR PAIN" together with the poem from WONDERFUL SURGEON and other POEM such as UNDERSTANDIN HUMAN BEING AND REASONABLE MAN the followings are the point that support the statement by starting with selected poem "IF WE MUST DIE" and YOUR PAIN" starting with "IF WE MUST DIE"

Through Liberation struggle; It is the situation of fighting and struggling for betterment condition like good government policies both poet of this poem brings to surface society issue through changing how people in a societies are being tortured, discriminated and suppressed badly hence through it work or what it see in the societies help the people to bring and find the solutions of their right.

Classes; The poets shows different classes that occured in a society where people live and conduct different activities such as there is the class of exploiter and exploited groups in the same societies where by some people live depend on the presence of low class in the society

Protest among the people in the society as it shown when they "die let us noble die" rather than penned and hunted as hogs" this shows how people are awaken with the bad indusirable situation done by other group of people.

Awareness; the poem brings the idea of awareness among people that is all people are equal

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08 and their supposed to be treated equal as human beings in the society hence finding a way to reduce the violation of human being. Apart from this poem there are also meaning shown by Institute of Education in the poem of "YOUR PAIN

Exploitation among people in the societies brings to the surface society issues like social unrest and living standard become low as well as the reduce of Man power because of exploitation done by people. Apart from selected poem the following are the themes that brings surface society issue through the use of "UNDER STANDING HUMAN BEING AND "REASONABLE MAN"

Selfishness of people; It due to the fact that through poetry is where human understand or the audience understand that human being in nature is selfishness looking for his or her benefits as the result brought a society surface issue.

Hypocrisy; Most of people in the societies tend to show good behaviour when he or she will somewhen eather for temporal or perment. Enjoying the resources that found they and her reckless failed to tell him or her the truth and shows that he is trully love or an need of him or her.

Truth. In the society we live truth become a problem due to the fact that every one like lies and taken it as the sign of depending him or herself and it shown through the use of different theme in's poem mentioned cloth.

Both poets of this poems tries to educate the society they live in different ways as well as other societies apart from the intended one so as to build a good and cooperation society with all good conduct.

Extract 8.2 is a response by a candidate who failed to give evidences from the poems that were used as references.

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3.4.2 Question 9: Poem Analysis

In this question, the candidates were instructed to read the following poem and then answer the questions in parts (a) and (b) that were given:

The Awful Dentist – Jwani Mwaikusa

He read medicine,
Specializing in the tooth,
And graduated with honours,
With a new thesis,
To cure the aching malady.

"Our teeth shall be alright"
People chanted, welcoming his services.
And started work, prompt and immediate.

They brought him all the teeth they had
Decaying teeth, aching teeth, strong teeth.
And he started working on their jaws
Diligently pulling out every tooth
From the jaws of every mouth,
And they paid him with meat
Which now they could not eat.

And so on went the dentist
Making heaps and heaps of teeth
Useless. Laying them waste
Without fear that soon
Very soon indeed,
He would have no teeth to attend to,
No tooth for which to call himself a dentist.

Questions:

(a) Extract a verse from the poem above which shows each of the following poetic devices:
(i) Hyperbole
(ii) Symbolism
(iii) Satire
(iv) Stanza with the abcbdd rhyming pattern
(v) parallelism

> *(vi) Strong-Weak, Strong-Weak, Strong-Weak-Strong rhythmic pattern.*

(b) Summarize the main idea in each stanza.

The question was attempted by 80.5 percent of the candidates and their performance was weak, as 72.5 percent scored from 0 to 6 marks, 22.9 percent scored from 7 to 11 marks and only 4.6 percent scored from 12 to 20 marks. This performance is summarized in Figure 18.

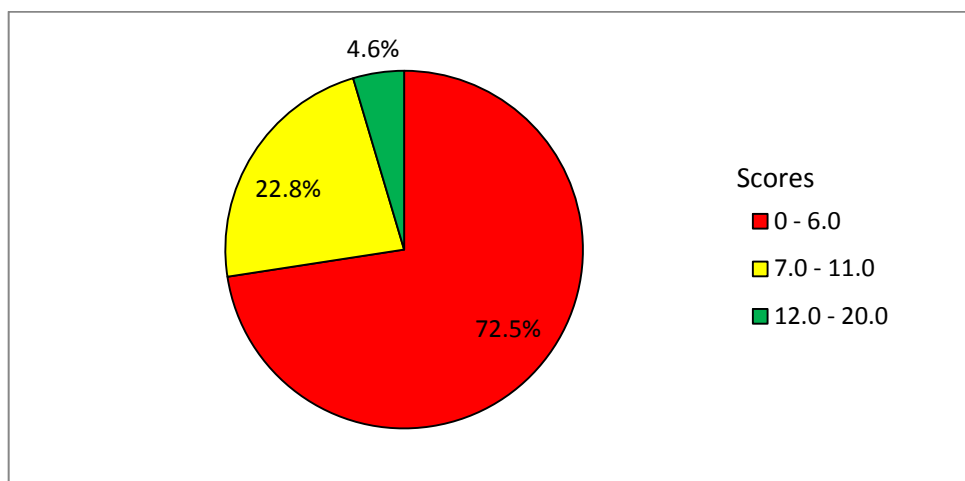**Figure 18: The Candidates' Performance in Question 9**.

As shown in the data, most of the candidates who answered this question scored low marks probably because they partially understood the poem and, therefore, gave few correct answers in part (a). For example, those who scored 2 marks were able to provide a correct answer to one item. Extract 9.1 shows a sample of a poor response by one of the candidates.

Extract 9.1

0 9	ⓐ	i/ Making heaps and heaps of teeth	
		ii/ 'Our teeth shall be alright' teeth are problemes that the Citizen have.	
		iii/	
		iv/ Stanza four	
		v/	
		vi/	

      Extract 9.1 is a response by a candidate who failed to understand the poem and therefore scored low marks.

Further analysis shows that the candidates who scored 0 in this part failed to understand the poem and therefore failed to extract any verse from the given poem which shows each of the poetic devices given in part (a). Moreover, these candidates could not summarise the main idea in each stanza. Extracts 9.2 and 9.3 are samples of such poor responses.

Extract 9.2

9ⓐ	i. Hyperbole – They brought him all the teeth they had		
	ii) Symbolism – "Our teeth shall be alright		
	iii) Satire – making heaps and heaps of teeth		

9(a)
- (iv) Stanza with the abcbbdd rhything
- Decaying teeth, aching teeth strong teeth
- (v) Parallelism
  And graduated with hono
- (vi) Strong - weak. - strong - weak
  strong weak - strong rhythmic pattern

Extract 9.2 is a response by a candidate who failed to extract any verse from the given poem that show each of the poetic devices given.

Extract 9.3

9(a)(i) Hyperbole.
- He read medicine specializing in the tooth, and graduated with honours with a new thesis.

(ii) Symbolism.
They brought him all the teeth they had

(iii) Satire.
Decaying teeth, aching teeth, Strong teeth.

iv) "Our teeth shall be alright"
People chanted, welcoming his services
And he started work, prompt and immediate.

(v) Parallelism

(vi) And they paid him with meal
Which now they could not eat.

9(b) Stanza 1
- Specializing in the tooth and graduated to cure the aching Malady.

Stanza 2
- Welcome his service and started work our teeth shall be alright.

- Stanza 3
Starting working but paid nothing.

Extract 9.3 is a response by a candidate who failed to extract a verse from the given poems which shows the given poetic devices.

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Other candidates scored 0 in part (a) for defining the terms contrary to the demands of the question. Extract 9.4 illustrates this case.

Extract 9.4

Extract 9.4 is a response by a candidate who defined the poetic devices instead of extracting them from the given poem.

Despite the poor performance in this question, there were few candidates who scored high marks. These candidates were able to analyse the poem and could answer most of the items. In answering item (i), they indicated a verse from the poem which shows *hyperbole* as being "Making heaps and heaps of teeth". In item (ii), they indicated a verse from the poem which shows *symbolism* as being "Decaying teeth, aching teeth, strong teeth". In item (iii), they indicated the verse from the poem which shows satire as being "They brought him all the teeth they had"; "And they paid him with meat", where "meat" symbolizes wealth. In tem (iv), they indicated the stanza with *abcbbdd* rhyming pattern as being stanza four which starts with the verse "They brought him all the teeth they had". In item (v), they indicate the verses "He would have no teeth to attend to" and "No teeth for which to call himself a dentist" as showing parallelism. In item (vi), they indicated the verse "Making heaps and heaps of teeth" as showing the rhythmic pattern: *Strong-Weak, Strong-Weak, Strong-Weak-Strong*.

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Furthermore, the candidates were able to summarise the main idea in each stanza. Extract 9.5 is a sample of a good response by one of the candidates who was able to answer part (a) and (b).

Extract 9.5

09a) iv) Stanza with the abcbbdd rhyming pattern is stanza three.	
"They brought him all the teeth they had (a)	
Decaying teeth, aching teeth, strong teeth. (b)	
And he started working on their jaws (c)	
Diligently pulling out every tooth (b)	
From the jaws of every mouth (b)	
And they paid him with meat (f)	
Which ~~they~~ now they could not eat". (d)	
v) Parallelism is shown in the third stanza verse two.	
"Decaying teeth, aching teeth, strong teeth."	
vi) strong-weak-strong-weak-strong-weak-strong rhythmic pattern is shown in the last stanza.	

9b) The first stanza is about a leader who come into power who have good education and have the ability to solve the problem in the society. this is shown in the verse three, four and five
"And graduated with honours
With a new thesis
To cure the aching malady".

The second stanza is about how the citizens are happy to receive a person who will cure and solve the problem facing them and they welcomed the new leader and he start working as soon as possible.
The third stanza is how the new leader is using his power and education to oppress the people of the society by taking everthing they had and they dicided to give all the natural resource which they could not use them enymore. In the verse six and seven he sayes
"And they paid him with meat
Which they could not eat."
The last stanza is about how the leader have oppress the citizen and has use the resources at the end he has nothing which can help him to be a leader anymore.

Extract 9.5 a response by a candidate who answered well most of the items in part (a) and (b) giving supporting evidence from the poem.

4.0 ANALYSIS OF THE CANDIDATES' PERFORMANCE PER TOPIC

The general performance of the candidates in English Language in the ACSEE, 2017 was good since many of them scored high marks. The analysis of the candidates' performance in each topic in *122 English Language 1* indicates that they had a very good performance in *Introduction to Language*, where 97.7 percent scored an average of 35 percent or above. They also performed very well in *Language Use*, where 96.5 percent scored an average of 35 percent or above. Furthermore, their performance was average in *Word Formation*, where 55.8 percent scored an average of 35 percent or above. They also performed averagely in *Language Skills*, where 52.4 percent scored an average of 35 percent or above.

In *122 English Language 2*, the candidates performed very well in all topics. They had a very good performance in *Novels* and *Short Stories*, where 93.9 percent scored an average of 35 percent or above. The candidates' performance was also good in *Communication in English*, where 81.5 percent scored an average of 35 percent or above. Furthermore, they had a good performance in *Plays*, where 80.7 percent scored an average of 35 percent or above. Finally, they performed well in *Poetry*, where 60.9 percent scored an average of 35 percent or above. The candidates' performance per topic is summarised in Appendix A, where the candidates' good performance is presented using green colour, while average performance is presented using yellow colour.

The comparison of the candidates' performance in ACSEE 2016 and ACSEE 2017 shows a notable improvement in the topics of *Introduction to Language* and *Language Use* which have shifted from average performance in ACSEE 2016 to good performance in ACSEE 2017. However, there is slight decrease in the topic of *Word Formation,* which has shifted from good performance in ACSEE 2016 to Average performance in ACSEE 2017. The comparison of the performance of candidates in each topic for the ACSEE 2016 and ACSEE 2017 is summarised in Appendix B.

5.0   CONCLUSION AND RECOMMENDATIONS

5.1   CONCLUSION

The general performance of the candidates in English Language, in the ACSEE, 2017 was good since 77.8 percent of them scored 35 percent or above. The candidates performed very well in this examination because they were able to identify the tasks of the questions, were able to follow the required instructions, had sufficient knowledge and skills about the concepts related to the topics and were able to explain and elaborate their points using appropriate words and grammatically correct sentences.

Despite the good performance in this examination, a few candidates encountered problems in answering questions 4, 5, 6 and 7 in English language 1. These problems could be attributed to the candidates' failure to understand the demands of the questions or inadequate competence in the concepts related to *Word Formation*, *Pronunciation*, *Stress and Intonation* and *Writing* in paper 1. Many candidates also encountered problems in answering question number 9 under *Poetry* in English Language 2.

5.2   RECOMMENDATIONS

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

5.2.1   Candidates 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.

5.2.2   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.

5.2.3   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, particularly when answering question 9.

Summary of Candidates' Performance per Topic for ACSEE 2017

S/N	Topic	Number of questions	Percentage of candidates who scored an average of 30 percent or above	Remarks
ACSEE 2017				

S/N	Topic	Number of questions	Percentage of candidates who scored an average of 30 percent or above	Remarks
1.	*Introduction to Language*	3	97.7	Good
2.	*Language Use*	2	96.5	Good
3.	*Novels and Short Stories*	2	93.9	Good
4.	*Communication in English*	3	81.5	Good
5.	*Plays*	2	80.7	Good
6.	*Poetry*	2	60.9	Good
7.	*Word formation*	2	55.8	Average
8.	*Language Skills*	2	52.4	Average

Comparison Summary of Candidates' Performance per Topic for ACSEE 2016 and 2017

S/N	Topic	Number of questions	ACSEE 2016		ACSEE 2017	
			Percentage of candidates who scored an average of 35 percent or above	Remarks	Percentage of candidates who scored an average of 35 percent or above	Remarks
1.	*Introduction to Language*	3	27.7	Weak	97.7	Good
2.	*Language Use*	2	53.6	Average	96.5	Good
3.	*Novels and Short Stories*	2	83.1	Good	93.9	Good
4.	*Communication in English*	3	-	-	81.5	Good
5.	*Plays*	2	84.4	Good	80.7	Good
6.	*Poetry*	2	81.1	Good	60.9	Good
7.	*Word Formation*	2	66.2	Good	55.8	Average
8.	*Language Skills*	2	43.15	Average	52.4	Average
9.	*Stylistics and Communication in English*	3	90.3	Good	-	-