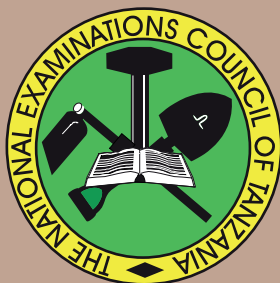


THE NATIONAL EXAMINATIONS COUNCIL OF TANZANIA



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

122 ENGLISH LANGUAGE

THE NATIONAL EXAMINATIONS COUNCIL OF TANZANIA



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FOREWORD

The Advanced Certificate of Secondary Education Examination (ACSEE) is a summative evaluation marking the end of a **two**-year Advanced Secondary Education in Tanzania. This examination, among other things, shows the effectiveness and inefficiency of the educational system in general and the educational delivery in particular. Essentially, the candidates' responses to the examination questions show how the teaching and learning objectives were achieved in the classroom.

The Candidates' Item Response Analysis report (CIRA) in the English Language subject for the 2019 Advanced Certificate of Secondary Education Examination (ACSEE) has been prepared in order to provide feedback to teachers, students, policy makers, educational administrators and other educational stakeholders on the candidates' performance in the subject.

The report is intended to provide a clear understanding of the reasons behind the candidates' success and failure in the English Language subject. It highlights the factors that made the candidates perform well in the examination. These include the ability to interpret the questions and to follow instructions as well as sufficient knowledge about the concepts and principles related to the subject. In addition, the report indicates that some of the candidates scored low marks because they failed to interpret the questions and they lacked sufficient knowledge about the concepts tested.

The National Examinations Council of Tanzania (NECTA) expects that the feedback provided in this report will enable the school managers, teachers, students, educational administrators, school quality assurers and other educational stakeholders to take appropriate measures to improve the teaching and learning of the English Language subject in secondary schools. This will eventually strengthen the performance of prospective candidates.

Finally, the Council would like to thank the examinations officers, examiners and the experts who participated in preparing and analysing the data used in this report. The Council equally thanks the experts who participated in the printing of the report.



Dr. Charles E. Msonde
EXECUTIVE SECRETARY

1.0 INTRODUCTION

This report presents an in-depth analysis of the candidates' performance in the English Language subject for the Advanced Certificate of Secondary Education Examination (ACSEE) which was conducted in May 2019. The English Language subject examination for both school and private candidates was set in accordance with the English Language Subject Syllabus of 2010 and the English Language subject Examination format of 2015.

The examination consisted of two papers, namely 122/1 English Language 1 and 122/2 English language 2. Each paper had a total of nine questions which were distributed across sections A, B, C, and D. Section A had three questions and the candidates were instructed to answer two questions from this section. Question One (1) was compulsory in 122/1 English language 1 and question two (2) was compulsory in 122/2 English Language 2. Section B, C and D had two (2) questions each and the candidates were instructed to answer one question from each section for both papers. Each question carried (20) marks.

The candidates' performance in each question is presented by indicating the task of each question, the expected responses, how the candidates responded and the explanations for the candidates' responses. Samples of responses extracted from the candidates' scripts have been presented in order to show how the candidates responded in accordance with the demand of each item.

The statistical data for the candidates' performance in each items is presented by indicating the percentage of the candidates who attempted the question and the percentage of those who scored various marks based on their responses. The analysis focuses on the percentage of candidates with good performance, ranging from 12 to 20 marks, average performance, ranging from 7 to 11 marks and those with weak performance, ranging from 0 to 6 marks.

The three categories of performance are also used in the analysis of the candidates' performance per topic. Based on this analysis, if the performance ranges from 60 to 100 percent, it is considered good and it is represented by green colour, performance from 35 to 59 is average and it is represented by yellow colour, and from 0 to 34 percent it is weak and is represented by red colour. 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 2019 were 25,367, out of which 25,197 (99.92%) passed with different grades, as seen in Table 1.

Table 1: Candidates' Pass Grades in ACSEE 2019, English Language Subject Examination.

Grade	A	B	C	D	E	S	F
% of candidates	0.5	17.5	53.6	24.4	3.6	0.3	0.1

This performance is good when compared to the 2018 English Language subject Examination, where 21,806 (99.23%) of the 22,112 candidates who sat for the examination passed with different grades, as seen in Table 2.

Table 2: Candidates' Pass Grades in ACSEE 2018, English Language Subject Examination.

Grade	A	B	C	D	E	S	F
% of candidates	0.1	5.1	34.8	42.6	15.0	1.7	0.8

The results indicate that this year's performance has increased by 3391 (0.7%), compared to 2018's performance.

2.0 ANALYSIS IN EACH QUESTION IN ENGLISH LANGUAGE 1

2.1 Section A: Introduction to Language

This section consisted of three questions. Each question carried 20 marks. The candidates were instructed to answer two questions whereas Question One (1) was compulsory.

2.1.1 Question 1: Properties and Functions of Human Language

The question had two parts, (a) and (b). In part (a), the candidates were required to give a brief explanation about the given properties of human language in order to test their understanding of the features of human languages. These properties were:

- (i) *Arbitrariness*
- (ii) *Learnability*
- (iii) *Productivity*
- (iv) *Displacement*
- (v) *Duality of patterning*

In part (b), the candidates were instructed to describe the functions fulfilled by the given utterances in order to test their different roles that language plays in different communicative settings. The utterances were;

- (i) *Andrew, stop.*
- (ii) *Good morning*
- (iii) *Wow! It's beautiful.*
- (iv) *I declare the meeting adjourned.*
- (v) *The President is addressing the nation tonight.*

The question was compulsory and it was attempted by all (100%) candidates, out of which 68.6 per cent scored from 12 to 20 marks and 28.3 per cent scored from 7 to 11 marks. Only 3.1 per cent scored marks ranging from 0 to 6. The analysis shows that the overall candidates' performance in the question was good, since 96.9 per cent scored an average of 35 per cent or above. The performance is summarised in Figure 1.

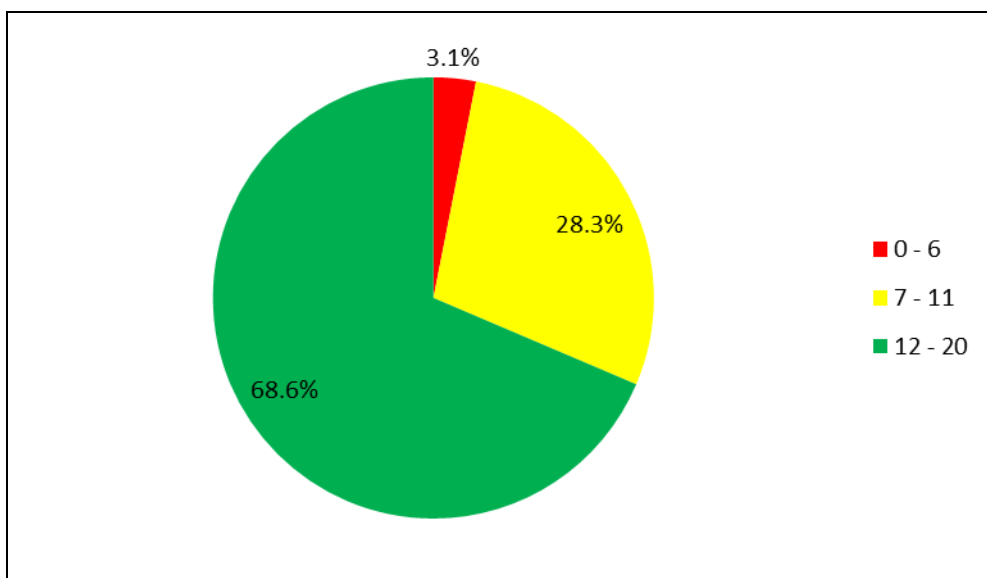


Figure 1: *Candidates' Performance in Question 1*

The candidates who scored high marks in part (a) were able to describe the features in item (i) *arbitrariness* in terms of lack of natural connection between the words and their meanings while in item (ii), *learnability* was described in association with the human ability to learn a particular language. In item (iii), they described *productivity* as a characteristic that allows users of a language to produce and understand utterances never produced or heard before. In item (iv), *displacement*, was described as a language property

which deals with the ability to talk about things and events that are remote in space and time such as talking about future events and invisible or abstract concepts like ghost and love. In item (v), they described *duality of patterning* as a language property consisting of two levels; the sound and meaning level. Extracts 1.1 is a sample of a correct response from a candidate who was able to explain with examples the properties of human language.

i) Displacement; Human language is displaced because it can be used to talk about concepts and ideas which are very remote in space (place) and time. Due to this language characteristic, human language can be used to talk about events which will take place in the future, events which took place in the past, actions which are taking place very far away and abstract ideas such as love and just. For example; Due to language people talk about football matches which are played in Europe while they are in Tanzania.	
v) Duality of patterning; Human language has dual patterns because it has two levels, that is, sound level and the meaningful level. The sound level consists of several discrete units that are combined to form a meaningful whole. The meaningful level consists of meaningful words which can be used to form infinite number of sentences. For example; In human language, sound units like /m/, /t/ and /o/ can form Swahili words <i>mtoto</i> (baby), <i>moto</i> (fire) and <i>mtoto</i> (river). The words can make sentences like <i>mtoto kalia</i> (baby is asleep) and <i>moto unaunguza</i> (fire is hot).	

Extract 1.1 is a response of a candidate who scored high marks.

It was further noted that the candidates who performed poorly in part (a) failed to provide clear definitions of the properties of human language tested. Some of the candidates in this category mixed incorrect points in their responses. A few candidates who scored 0 provided irrelevant or incorrect definitions. This shows that the candidates did not have adequate knowledge of these properties of human language. One of the candidates, for example, described *arbitrariness* as a language that consists of many things such as phrase, sentence and morphemes. The candidate also described *duality of patterning* as a language characteristic that allows it to talk about past, present and future. In answering item (iii), the candidate described *productivity* as the ability of a human being to produce spoken language. Another candidate described *arbitrariness* as a language characteristic that enables human beings to use any language without any problem such that one can use both English and Kiswahili. The candidate also described *learnability* as a characteristic of language that enables people to acquire knowledge in schools. Yet, in answering item (iv), the candidate described *displacement* as a language characteristic in which a language consists of time and place. These responses indicate that the candidates did not have adequate knowledge of the tested terminologies. Extract 1.2 is a sample of a response from a candidate who failed to explain the properties of human language with relevant examples.

10	Arbitrariness: That means language is consisted by many things like the phrase, sentence and morphemes so that it combine those things	use only
11	Learnability: Language is learnability because there is no person who birth by language so that people should be learn in order to other to know the particular language so that language must people to learn and be understanding by everybody	
12	Productivity: Language it be expanded by increase of new words and vocabulary so that language it being produced by adding of new words and vocabulary	
13	Displacement: Language it consist of time and place so that people goes with time and place	
14	Duality of patterning: That means language it can be spoken with different time like past, present and future so that language it can cover that.	

Extract 1.2: A response of a candidate who provided incorrect points.

The analysis indicates that the candidates who scored high marks in part (b) were able to state the functions of the given utterances as follows: (i) *Andrew, stop*, as a 'regulatory function' since it is used to control the behaviour of others, (ii) *Good morning*, as 'phatic or communicative function' since it is used to establish, to maintain or to discontinue communication or social relationship, item (iii) *Wow! It's beautiful* as 'expressive or emotive function' as it allows the speaker to express his or her feelings and item (iv) *I declare the meeting adjourned* as either 'performative, instrumental or communicative function' because through this function, social activities get done and changed. They identified item (v) *The President is addressing the nation tonight* as either 'informative, communicative or referential function' since it expresses fact and gives information about something. Extract 1.3 is a sample of a good response from a candidate who clearly described the communicative functions fulfilled by the given utterances.

b i.	Directive function.	
	This is a function of language that is used to affect the behaviour of the hearer. This function triggers a response or change of action of the hearer so as to adhere to the sound of the speaker. It usually sounds like a command. For example, "Get out," "Shut the door" and "Andrew, stop."	
ii.	Phatic function.	
	This is a function of language that is used so as to maintain social relations. This function is used to maintain formalities such as greetings, leave taking and wishes. Expressions that can be used in phatic function include "best wishes", "good morning" and "goodbye"	
iii.	Expressive function.	
	This function of language is used to express the inner most feelings and emotions. It shows human strong emotions towards a person or a thing. The emotions may be happy, love, anger or sadness. For example "I love you", "It is very beautiful" and "I hate that dog". All these show emotions. This function of language is at times referred to as emotive function	

1. iv.	Perlocutionary function.	
	This is a function of language that uses words so as to get things done. Here it is the use of language or words to perform a certain task. For example when a priest says "I announce you husband and wife", there is only use of words to mark the two legally married. Other areas where perlocutionary function of language can be used are such as in baptizing, resigning and declaring a meeting opened or adjourned.	
v.	Informative function.	
	This is a function of language that is used to give a certain information, message or idea. It gives insight of what is happening or it gives account of the things or happenings in a community. For example "The president is addressing the nation today" gives information on what is taking place today.	

Extract 1.3:A response of a candidate who scored high marks.

The candidates who scored average marks in part (b) failed to provide correct descriptions of the functions fulfilled by each of the utterances. For example, one of the candidates managed to name the functions of some utterances but failed to describe them accurately to the extent that he/she identified *emotive function* in item (iii) probably because the utterance used the expression *Wow!* Other candidates clearly recognised the functions of each of the five utterances but they did not give any description. Consequently, they ended up scoring average marks. These responses suggest that they did not thoroughly understand the function of language tested. Extracts 1.4 and 1.5 are samples of responses from candidates who scored average marks for failing to clearly describe the communicative functions fulfilled by the given utterances.

1 b/	i/ Instrumental or directive function.	
	ii/ Phatic function or Rapport function.	
	iii/ Expressive or emotive function.	
	iv/ Declarative or performative function.	
	v/ Informative function.	
1 b/	i/ Instrumental or directive function.	
	ii/ Phatic function or Rapport function.	
	iii/ Expressive or emotive function.	
	iv/ Declarative or performative function.	
	v/ Informative function.	

Extract 1.4 is a response of a candidate who scored average marks.

i. b/	phat/ communication function	
	Because some one tell andrew to sp stop."	
	ii/ phatic fuction	
	Because it used very informal language.	
	iii/ Emotius fuction	
	Because it used the word wow!	
	iv/ Communicative function	
	Because it shown people communicate with	
	v/ phatic fuction	
	Because it use formal language.	

Extract 1.4:A response of a candidate who scored average marks.

It was further observed that the candidates who scored low marks in part (b) failed to provide clear descriptions of the functions fulfilled by the given utterances. Some of the candidates just mentioned the functions without giving any explanations. A few candidates who scored 0 in this part failed to provide any correct answer. For example one of the candidates identified the utterance *Andrew, stop*, in item (i), as **phatic** function instead of **regulatory/instrumental/directive** function. Another candidate identified the utterance *Good morning*, in item (ii) as **greeting** instead of **phatic** function suggesting that he/she lacked knowledge of the functions of the utterances. However, some of the functions provided in some items were incorrect, indicating that the candidates did not know the functions fulfilled by the utterances but just guessed the answers. For example, one of the candidates

identified the utterance in item (v) as **phatic** function instead of **informative/communicative/referential** function. Extracts 1.6 and 1.7 are samples of responses from candidates who scored average marks for failing to identify the communicative functions fulfilled by the given utterances.

4(b)	(i) Andrew, stop. - stop- is an order that wanted some one to stop, which continue with something which is doing.
	(ii) Good morning - Good morning is greating which people wanted to know their successful or healthy is while greated during the morning.
	(iii) Wow! It's beautiful Wow! is excited things or wonderful things which some one wondering to get instead of her/his expectation but that things which excited is beautiful.
	(iv) 'I declare' the meeting adjourned. 'I declare' this is statement which declare to start some things to do. for example Meeting chair person normally use this words to open the meeting.
	(v) The president is addressing the Nation tonight
1.6	(v) That is statement which used to make aware people pay attention when president keep their speech during the night through Mass Media for example television, Radio and internet

Extract 1.6: A response of a candidate who scored average marks.

(b)	i/ Instrumental function.	
	ii/ Interacting function	
	iii/ Emotive function	
	iv/ Instrumental function	
	-/ Phatic function.	

Extract 1.7 : A response of a candidate who scored average marks.

2.1.2 Question 2: Factors that Qualify Kiswahili as an International Language

In this question the candidates were instructed to describe eight factors justifying Kiswahili an international language.

The question was optional and it was attempted by 82.5 per cent of the candidates, out of which 72.54 per cent scored from 12 to 20 marks and 22.44 per cent scored from 7 to 11 marks. Only 5.02 per cent scored marks ranging from 0 to 6. The analysis shows that the overall candidates' performance in the question was good, since 94.98 per cent scored an average of 35 per cent or above. The performance is summarised in Figure 2.

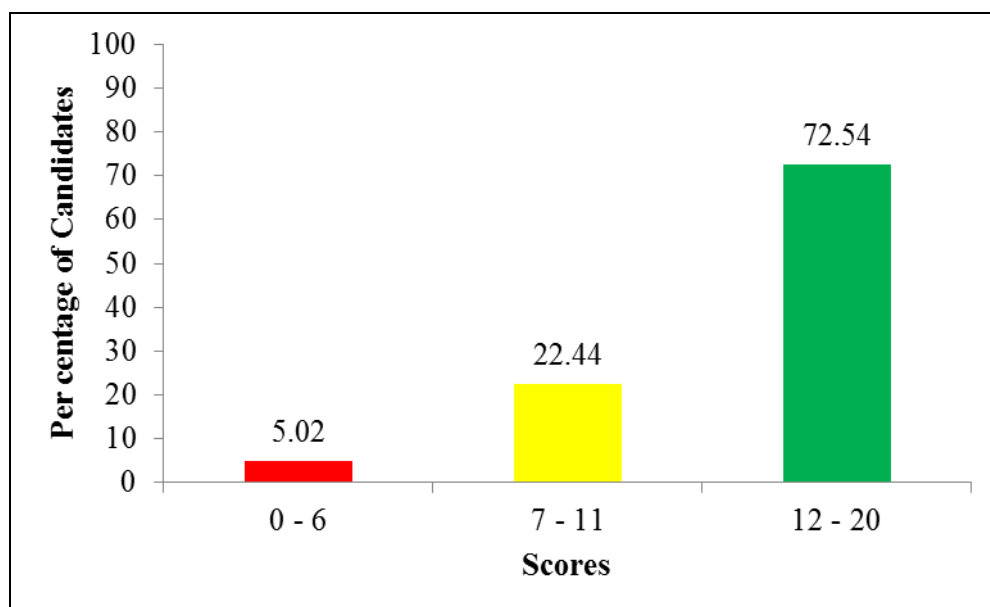


Figure 2: *Candidates' Performance in Question 2*

The candidates with good performance in this question had their marks ranging from 12 to 20 marks. This variation was determined by the strengths of the points and clarity of their explanations. Those who scored from 12 to 19 marks had weaknesses in clearly elaborating some of the points; hence, they ended up scoring 1 mark instead of 2 marks for a particular point. There were also candidates who mixed a few incorrect points in their explanations. Contrarily, those who scored 20 marks were able to provide a good introduction, the main body with a logical flow of ideas and a good conclusion. In the introductory part, they were able to define international language as a language in widespread use as a foreign language or second language; that is, as a language that is widely used as a tool for communication among various nations of the world. In the main body, they clearly and thoroughly described eight factors justifying Kiswahili an international language. They said Kiswahili has, in recent years, increased the number of users in Germany, USA, UK, Sweden, China and in other parts of the world. It is also used in political and economic arenas worldwide and that it is learned as a foreign language in universities outside Tanzania such as in Germany, Sweden, China and USA. It is also used in the mass media around the world as in BBC Swahili service, DW Swahili, Radio China Kimataifa, Sauti ya Amerika and Radio Vatican. Further, they said that Kiswahili is used by non-native artists, especially in music industry where musicians from other countries such as Yemi Alade from Nigeria. They also said that Kiswahili is used in the publication industry, whereby giant publishing houses in the world use Kiswahili as their publishing language. Extract 2.1 is a sample of a good response from a candidate who was able to describe eight factors justifying Kiswahili an international language.

Q.	International language refers to the language that is world wide selected and accepted to be used as a Major Means of communication to all nations in the world. International language is referred to as universal language because it cover the wide geographical area in the world. Examples of international language are English language, French language and Kiswahili language. Hence nowadays Kiswahili language is said to be international language because it has more spreaded in different countries in the world. For example Kiswahili language nowadays is spoken in countries like Tanzania, Kenya, Uganda, Burundi, United States of America and Zambia. In other countries Kiswahili serves as their first language, second language and foreign language. Therefore the following are the factors that prove that Kiswahili is an international language includes:
	It has large number of speakers; Nowadays Kiswahili is spoken world wide. Many countries in the world have been adopted Kiswahili language.

21	In some countries Kiswahili language serves as the first language, others as a second language and other countries as their foreign language. For example Kiswahili has been used as a first language in Tanzania, Also second language in Kenya, Uganda and Zambia. Also foreign language in United States of America and Gabon. Hence the overall number of Kiswahili speakers is large which makes it as international language.	
	Geographical coverage of Kiswahili language consists of many countries; Also Kiswahili is an international language because it is spoken in the many number of countries in the world. For example it is spoken in countries like Tanzania, Kenya, Uganda, Zambia, Burundi and Zimbabwe. Therefore this makes it an international language.	
	Economic and political influence and power of the native speakers; In the world the native speakers of Kiswahili language is Tanzania, Kenya and Zambia. Hence the influence from these native speakers led to spread of more Kiswahili language in the world. For example Tanzania as a native Kiswahili speakers have established the economic and political relationship with different countries which influence spread of Kiswahili. A good example is the relationship between Tanzania and China influence spread of Kiswahili to China.	
	Acceptability of Kiswahili language by United Nations organizations (UNO); Kiswahili language nowadays has been accepted even by the United Nations organization which led to fast spread of Kiswahili language in the world, because through UNO Kiswahili is used during conferences and	

2	other parts of the countries. For example nowadays	
	Most of the Members of UNO have been adopted	
	Kiswahili language as the Major means of communications	
	Number of vocabularies; Also nowadays	
	Kiswahili language posed a greater number of	
	vocabularies which enable the expansion of language	
	in different parts of the world, hence nowadays	
	Kiswahili language is characterized by increasing	
	number of vocabularies. For example Some vocabularies	
	such as "Ugali", and "lero" have been added in	
	Kiswahili and being used in different parts of the	
	world.	
	The extent in which Kiswahili language is	
	used in literature and Sciences; Also nowadays	
	Kiswahili is used as a language of science and	
	technology, That Means Many literary works and	
	other Scientific Materials are written by using	
	Kiswahili language. For example there are different	
	poems and songs in the world that have been written	
	by using Kiswahili language. Hence this also	
	proves that Kiswahili is an international language.	
	Kiswahili dominates Mass medias; In the	
	world nowadays also Most of the Mass medias use	
	Kiswahili to spread different news, ideas and	
	opinions. A good example is Kiswahili is used	
	in international radios such as BBC and also in	
	international network Kiswahili is being used. There	
	fore this also proves that Kiswahili is an international	
	language. Another example is that Kiswahili	
	is used nowadays in televisions, newspapers, radios,	
	and other Mass medias. Therefore this is an evidence	
	of Kiswahili being an international language.	

	Kiswahili is used in international trade; nowadays	
	the overall number of traders in the world use the	
	language which is well understandable to the people	
	in the whole world. For example, Many countries.	
	Such as Kenya, Uganda and China use Kiswahili language	
	to make trade relations. Also a good example	
	is the trade relations between Tanzania and	
	China led to the development of Kiswahili language	
	as an international language.	
	Generally the fast growing of Kiswahili as an	
	international language can be more benefit to different	
	countries especially Tanzania. hence for my	
	opinion Kiswahili should be used as international	
	language because it has well simplified vocabulary	
	with a lot of number of speakers. This	
	will enable to the development of trade, tourism	
	and other social, economic and political matters.	

Extract 2.1: A response of a candidate who scored high marks.

28. Language or International Language is a language which is used in more than one nation for various purposes be it social, economic, political or all aspects. In the world we have various international languages such as French, English, German, and also Kiswahili. Kiswahili language is international despite being the national language of Tanzania. The following are the factors that prove Kiswahili is an international language.

Number of speakers, Kiswahili has a very large sum of speakers who speak it either as a national or official language or as a foreign language for instance the speakers in Tanzania and also in Kiswahili and Uganda hence the language has many many number of speakers who speak it natively or use it in other activities.

Geographical dispersion, Kiswahili has dispersed and is used in so many nations even in the United States of America it is taught like a language hence it's being involved in the same situational constraints Kiswahili language dispersion has been influenced by the migration of people from either in Tanzania to or Organised people particular areas which stimulated its growth worldwide.

2.	<p>It has been highly documented Kikwabili has been highly documented in books which have been used by outside countries such as China and Kenya in learning Kikwabili such as "Mat: Kikwabili Kidato cha one" as a reference book for the Kikwabili subject in Uganda which also use it as a subject as it is her official language after English language.</p> <p>It has been used in international conferences, Kikwabili has been used in international conference such as The New East African Community of conference held in Arusha 2016 used Kikwabili as language and Kikwabili was declared the language for the EAC alongside English for better understanding as both the languages are international languages.</p> <p>It has been used in science and technology, currently there are phones which use Kikwabili language in operation and these phones are over the East African nations with a Kikwabili Facebook and Whatsapp as a model of languages among East African language apart from English which is known by all citizens and is very well understood and is therefore or has a wide range of vocabularies and scientific jargon for non-English speakers.</p>	
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2.	<p>It is used in international trade, K. is used in the international trade links of the East African countries such as Tanzania in fact it acts as a lingua franca if English is not used in the East African trading system involving two countries Kenya and Uganda.</p> <p>It is taught in Kenya, China as a second language, K. is taught in Kenya and China as a foreign language and normally is used by the visitors from the countries who visit Tanzania for leisure, work or study depending on the tourist's aims.</p> <p>It is the medium of literature in not only Tanzania but also Uganda and Kenya where various writers across the nation take up K. as the probable native language of the East African community which is in the obvious a great start to a prosperous journey of K. language globally.</p> <p>Generally, the K. language in Tanzania is the world has not spread like other languages such as British English and American's English, French and Spanish but has begun to make up a mark of its own.</p>
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Extract 2.1: A response of a candidate who scored high marks.

2.	<p>International language refers to the language which have been accepted to be used in the national and it is used out of the borders or it used in other nations. International language accepted to be used in official matters in the country and outside the country. for example English language is an International language because it is used out of the boundaries of Europe and is used as a national language in other countries. Kiswahili is a national language, the following are the factors that make s Kiswahili to be the national language.</p>	use only
	<p>Geographical factor, this point means that Kiswahili language geographically is used in different places inside of Tanzania but it also used in other nations like Kenya, Uganda, and other many nations in Africa and Outside of Africa. This is because Kiswahili is an International language.</p>	
	<p>Kiswahili have large number of users worldwide, Kiswahili is said to be an International language because it is used by many people in the world in different activities like communication. Kiswahili have large number of users because it is easy to speak Kiswahili and have simple vocabularies.</p>	
	<p>Kiswahili is used in science and technology this point means that, Kiswahili language is used in the development of science and technology like in the telephones when you choose language Kiswahili is one of the languages used, Kiswahili also used in the computers, in the Televisions also people use Kiswahili language to announce various informations, for example in /TV channel <International Television> people use Kiswahili, that is-</p>	

2.	why Kiswahili is an International language.	
	Kiswahili is used in writing literary books this point means that, Kiswahili is an International language because it is used in writing literary books and many people like to read them inside of the country and outside of the country. for example the literary books written in Kiswahili in schools is like "Vuta n'kuvute" of "Shafii Adam", "Nguzo Ma-ma" of "Penina Mhando", "Kufikirika" and other many books, other literary books are written by Erick Shigongo, Joseph Shaluwa and others who helped Kiswahili to be International language.	
	Kiswahili is used in Political and economic aspects, Kiswahili is an International language because many politicians in Tanzania when doing elections they use Kiswahili language to influence people so that they may select them to be leaders, this helped Kiswahili. Also in economic activities like International trade makes Kiswahili to spread in other countries outside Africa and make Kiswahili to be the International language.	
	Kiswahili also got support from UN (United Nations), Kiswahili is a national language of Tanzania and Tanzania is one of the members of UN. During the period of meetings Kiswahili also is used by the UN to make decision and communication, this makes Kiswahili to be International language.	
	Kiswahili is used by the education sectors in educating people, Kiswahili is used as a language of education in other countries, for example in the University of some countries like USA -	

2.	(United state of America), In China and also Japan there is the Universities where students taught Kiswahili. This is among of the factors that makes Kiswahili to be the International language.	
	Kiswahili is used in International trade, this point means that, Kiswahili language become the International language because Tanzania engage in trade with big nations like USA, China, Japan and when those people come in Tanzania they speak Kiswahili and when they go back to their nations they continue to speak Kiswahili and this makes to have large number of uses and become International language.	
	Generally Kiswahili language is very important in human life because it is used in daily-communication, it is used to unify people from one country to another, it is used to identify a person's culture, therefore it is better to develop Kiswahili language in our country.	

Extract 2.1:A response of a candidate who scored high marks.

Further analysis shows that, 5.02 per cent of the candidates who scored from 0 to 6 marks exhibited the following weaknesses. Those who scored from 1 to 6 marks provided few correct points without explanations or they mixed correct and incorrect points in their answers, including those in the introduction. It was further noted that 0.1 per cent of the candidates who scored 0 misunderstood the question, thinking that the question gave them freedom to state whether Kiswahili can qualify to be an international language or not. Such candidates, therefore, provided the factors that make English an international language. They opposed by stating that Kiswahili can never become an international language. For example, one of the candidates stated that Kiswahili has few vocabulary compared to English language; hence, Kiswahili cannot be used at the international level to serve international communication purposes. A similar phenomenon was provided by a candidate who argued that Kiswahili does not qualify to be an international language because, it is not used by the powerful nations like UK and USA. It also lacks professionals who can engage themselves in writing books. The candidate concluded by urging the government to make sure that Kiswahili is used as the medium of instructions in universities so as to pave a way for the internationalisation of Kiswahili.

Another case of misconception was observed when some of the candidates discussed the status of Kiswahili in Tanzania, instead of proving that Kiswahili is an international language. For example, one of the candidates explained that Kiswahili is used in primary courts, in the mass media, such as *Nipashe Newspaper* and in primary and secondary schools as the medium of instruction. Extract 2.3 is a sample of a response from a candidate who discussed the status of Kiswahili in Tanzania, hence scored low marks.

2	<p>International language is the process of language chosen by the government for communication' international language, used daily for communication, the following are the factors to prove that kiswahili is an international language</p> <p>kiswahili language is used in court of law, it means that kiswahili is used in the court of law to Plaintiff, defendant for example, Primary court use English as international language</p> <p>kiswahili language is used in the social event, it means that is used in different events and become a international language, for example in ceremonies like jando and ng'anga in different matter</p> <p>kiswahili language used number of the speakers, it means that many speaker use kiswahili for communication even the parliament</p> <p>kiswahili is used in mass media, it means that an international language due to used in mass media for example "Nipashe"</p> <p>kiswahili language used daily for the family level ^{for communication}, it means that kiswahili language is an international language daily pass the person who are family level for communication'</p> <p>kiswahili language is used in the religious matter, it means that kiswahili language used pastor, priest to preach in the church</p>	
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2	Kiswahili language is used in education	
	means is the medium of instruction to both	
	primary school, kindergarten, secondary, and high	
	learning institution like colleges or universities	
	Kiswahili language is used in trade, time	
	and that nation trade is used Kiswahili daily	
	for communication	
	not only there are factor but Kiswahili langu	
	age used number of continents, and while in	
	geographical dispersion	

Extract 2.3: A response of a candidate who scored low marks.

2.1.3 Question 3: The use of Kiswahili as the Medium of Instruction in Tanzanian Secondary Schools to Improve the Students' Competence

In this question, the candidates were asked to use eight points to support the view that in order to improve the students' performance in Tanzanian Secondary Schools, Kiswahili language should be used as the medium of instruction.

The question was optional and it was attempted by 82.7 per cent of the candidates, out of which 57.2 per cent scored from 12 to 20 marks and 35.3 per cent scored from 7 to 11 marks. Only 7.5 per cent scored marks ranging from 0 to 6. The analysis shows that the overall candidates' performance in the question was good, since 92.5 per cent scored an average of 35 per cent or above. The performance is summarised in Figure 3.

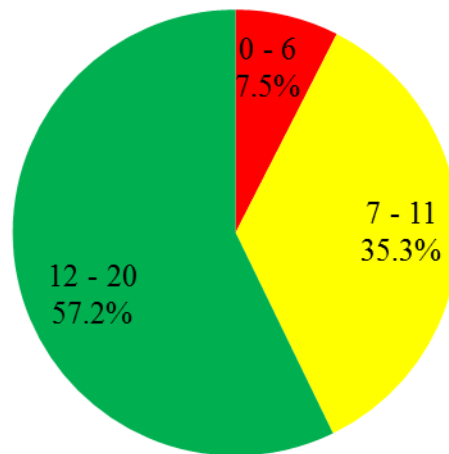


Figure 3: *Candidates' Performance in Question 3*

The candidates with good performance in this question had their marks ranging from 12 to 20 marks, depending on the strengths of the points and clarity of their explanations. Those whose scores ranged from 12 to 19 marks had weaknesses in clearly elaborating some of the points; hence, they ended up scoring 1 mark instead of 2 marks for a particular point. There were also candidates who mixed a few incorrect points in their explanations. On the contrary, those who scored 20 marks were able to provide a good introduction, the main body with a logical flow of ideas and a good conclusion. In the introduction, they were able to define a medium of instruction as the language used in education, and they explained that, in Tanzania Kiswahili is the medium of instruction in public primary schools and teachers' colleges while English language is the medium of instruction in most private primary schools, secondary schools and higher learning institutions. In the main body, they explained different reasons in support of the view presented in the question. Some of the points they used to support their arguments were: that Kiswahili is well known and widely used among teachers and students, which Kiswahili is like a mother tongue to many Tanzanians, hence it is linguistically proven that students can learn better when taught in their mother tongues. Another reason is that Kiswahili is a lingua-franca, hence it should not be taught as a second language. Moreover, since Kiswahili is one of the international languages, teaching in Kiswahili will enable Tanzanians to advertise it hence be able to encourage other people in other countries to learn it in order to trade or communicate with them.

Kiswahili is also well developed in terms of vocabulary; hence, it can take up new domains such as that of serving as the medium of instruction in Secondary schools. In addition, due to its well-developed vocabulary, it can be serve the purpose of being a language of science and technology as it is with English today. It has been proven in some countries like South Korea where Korean (Hangul) is used as the medium of instruction while English is taught as a foreign language; that technological advancement is very high. Regarding the daily use of Kiswahili and English language in classrooms, it is a fact that many teachers do code-switching during teaching where most of the time Kiswahili is highly used than English language. Lastly, as a way to promote our national unity, it is better to use Kiswahili in all domains including using it as a medium of instructions in secondary schools. Extract 3.1 is a sample of a good response from a candidate who was able to support the view that Kiswahili should be used as the medium of instruction in secondary schools in Tanzania in order to improve the students' competence.

3.	<p>Using Kiswahili languages increases the student ability of expressing him or herself clear, since most of students in secondary schools fails to express themselves due to lack of terminologies hence limits the freedom of expression. But when Kiswahili is used hence will improve the students' competence in secondary school in Tanzania.</p>	use only
	<p>Kiswahili language makes student confident in delivering information, most of students in secondary school are not competent since the language is the large barrier on the issue of delivering information but the same student when he or she is told to use Kiswahili he or she may be most fluent and understandable hence it should be used in secondary schools to increase competence.</p>	
	<p>Kiswahili language have ability of being understandable well compared to English in secondary school, using Kiswahili when studying needs no more attention than when reading English since English has many terminologies and needs one to have no hurry if he or she is not competent hence it is better to use Kiswahili in secondary school so as to increase competence to students.</p>	
	<p>Kiswahili language is simple and not complicated as English, there are many grammatical rules and difference between the two languages example the number of vowel in English they are twenty while five</p>	

3	in kiswahili also there are long vowel and short vowel while in kiswahili there is no such system also The words written in Swahili they are pronounced as they are written while it is differently to English. The use of kiswahili since it is simple it will increase competence among Secondary students.
	Generally, English language is just a borrowed or foreign language so the Tanzanians should be proud on the language we had which is Kiswahili so as it is our national language it should be used in all levels in the education and other trading issues though English now a days have been more dominant in Tanzania, so Tanzania needs to have a change so as to increase the secondary school students' competence throughout the Country.

Extract 3.1: A response of a candidate who scored high marks.

Further analysis indicates that the candidates with average marks in this question managed to give a few correct points that proved that with the use of Kiswahili language as a medium of instruction in secondary schools, students' competence will increase. However, some of their points did not reflect the task of the question. For example, one of the candidates wrote that: *Kiswahili is taught as a subject in secondary schools; hence, it assists in improving competence.* This point is irrelevant, since the question required the candidate to justify a need of change from using English as a medium of instruction to Kiswahili in order to improve competence.

Inability to express oneself clearly in English language was another reason for some of the candidates scoring average marks in this question. It was noted that some of the sentences were grammatically incorrect. For example, in one of the points, one of the candidates provided this point: *Kiswahili was use in every day communication like in mass media, school, hospital if a student use media of instruction would be competence to because know it and use every day in his or her conversation.*

Further analysis indicates that, 7.5 per cent of the candidates with poor performance in this question scored from 0 to 6 marks, depending on the strengths of the points and clarity of their explanations. Many of the candidates who scored from 1 to 2 marks managed to provide a reasonable introduction. Those who scored from 3 to 6 marks provided a few correct points or they mixed correct and incorrect points in their responses. It was further noted that, 11 per cent of the candidates who scored 0 misunderstood the question, since their responses did not address the task of the question. For example, one of the candidates described the areas where Kiswahili should be used in order to give it status. One of the points provided read:

Kiswahili should be used in mass media the language of Kiswahili people is order to know well Kiswahili people required use Kiswahili in mass media, for example Tanzania TBC, TIV and other radio.

This quotation suggests that Kiswahili is not performing tasks such as that of being used in the mass media. Other points stated were that Kiswahili should be used as a lingua-franca and as an official language. In addition, such a candidate failed to express herself/himself clearly in the English language.

Other candidates with poor performance described the issues that make English difficult to be learnt as compared to Kiswahili. These candidates therefore, discussed the factors for one to gain language competence and not how language can facilitate competence of other issues taught at school. In short, their responses indicated that the candidates had changed the question to *Why is it easy to learn Kiswahili than English language?* For example, one of the candidates wrote that it is difficult to learn the *intonation pattern* of the English language since it comprises of *falling, rising* and *level tones*. The candidate also posed that Kiswahili has only five vowels while English has many vowels presented as *monophthongs, diphthongs* and *triphthongs*. This difference makes it difficult to learn English language than Kiswahili.

Other candidates described the strategies to be used so as to reinforce students to use Kiswahili effectively. They indicated that there was a problem in using Kiswahili in schools; hence it was necessary to have some programmes which can improve the use of Kiswahili. For example, one of the candidates said that secondary schools were supposed to introduce special programmes such as *debates* in order to increase their competence in Kiswahili and changing the syllabus into Kiswahili. Another point was that teachers should encourage the students to use Kiswahili in schools by offering them gifts. The candidate

concluded by arguing that Kiswahili will become a better language if used as a medium of instruction in secondary schools. Extract 3.3 is a sample of a poor response from a candidate who described the strategies to be used to reinforce students to use Kiswahili effectively.

3	Schools the Syllabus of Tanzania has to be kept in Kiswahili so as students can be able to use it in answering their exams and studying in generally	
	Teachers has to motivate the student for example by giving some gifts to those who are doing well for instance in making or speaking Kiswahili collectively this will help in one way or the other to improve the students towards the use of Kiswahili	
	Students should read different materials such as Novel, poems, Magazines, news paper so as to strengthen their language in one way or the other ones they do this they will develop and improve Kiswahili	
	Also all official documents have to be in Kiswahili language, this will help in some extent so as when a student what want to apply for any job, or school has to make sure that he/she knows Kiswahili very well so as can be succeeded.	
	Also all official meeting has to be presented by using Kiswahili language for instance, school meeting which will include student or the meeting of all students in Tanzania has to be conducted in Kiswahili so as to improve their language	

3	and to be More Competence	
	Conclusion, for Students Competence	
	in Tanzanian Secondary School Kiswahili	
	Language should be used as the	
	Medium of instruction so as to make	
	Our language better even to the other	
	Country at large. therefore More	
	infasis has to necessary kept to Students	
	to Make Sure that this program is been	
	Successed.	

Extract 3.3: A response of a candidate who scored low marks.

2.2 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.

2.2.1 Question 4: Phonetic Description and Stress Shift.

This question had two parts, (a) and (b). In part (a), the candidates were instructed to write a phonetic description for the final sound in each of the five words given while in part (b) they were required to use each of the five given words to explain how stress can be used to identify and distinguish the words.

The question was attempted by 19.9 per cent of the candidates, out of which, 54.6 per cent scored from 0 to 6 marks, 27.66 per cent scored from 7 to 11 marks and 17.78 per cent scored marks ranging from 12 to 20. The data indicate that the overall candidates' performance in the question was average, considering that 45.44 per cent scored an average of 35 per cent or above. The performance is summarised in Figure 4.

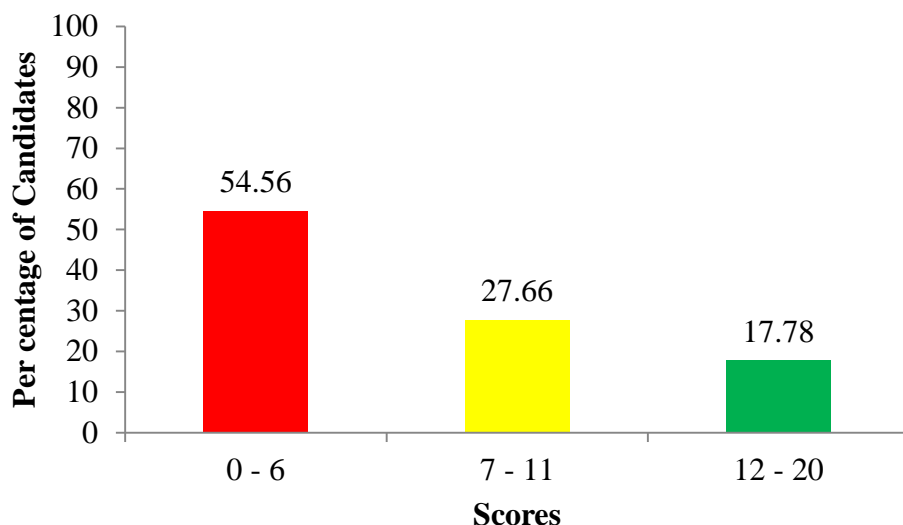


Figure 4: *Candidates' Performance in Question 4*

In answering part (a) of the question, the candidates were supposed to write a phonetic description for the final sound in each of the five given words as follows: In item (i) *lamb*, they described the sound /m/ as *a voiced bilabial nasal consonant* while in item (ii) *rough*; the final sound /f/ was described as *a voiceless labio-dental fricative consonant*. These candidates described the sound /z/ in item (iii) *breeze* as a *voiced alveolar fricative consonant*. In item (iv) *public*, they described the final sound /k/ as *a voiceless velar plosive consonant*. Lastly, in item (v) *collapse*, they described the final sound /s/ as being *a voiceless alveolar fricative consonant*.

However, many candidates who answered part (a) of question 4 failed to give correct phonetic descriptions of the final sounds in all five words, hence making the overall candidates' performance for the question to be average. For example, one of the candidates managed to identify the final sounds but could not provide their phonetic descriptions, as seen in Extract 4.1.

4.47	i/ m/	
	ü/ f/	
	zi/ z/	
	vu/ k/	
	v/ s/	

Extract 4.1: A response of a candidate who scored average marks.

Another scenario was for the candidates who attempted to describe the identified sound but were unable to give complete descriptions. For example, one of the candidates described the sound in item (i) /m/, as *bilabial* instead of voiced bilabial nasal consonant while the sound in item (ii) /f/, was described as *dental* instead of *voiceless labio-dental fricative consonant*, as seen in 4.2.

Extract 4.2

04	(a)	
i	/b/	
	is bilabial	
ii	/f/	
	is dental	
iii	/z/	
	Labial dental	
iv	/k/	
	Affirmative	
v	/s/	
	Labial dental	

Extract 4.2 is a response of a candidate who scored average marks.

Further analysis shows that the candidates who scored low marks in part (a) of the question only identified final sounds in up to three words, but could not describe those sounds. It was further noted that among the candidates who scored 0 in part (a), were the ones who failed to identify the final sound in each of the given words and hence were unable to provide correct phonetic descriptions for those sounds. Others failed to distinguish description from transcription. Consequently, they tried to transcribe the words instead of describing the final sounds, as seen in Extract 4.3 and 4.4.

4,	Phonetic description - how	
	does a word sound.	
	Typically it's written like	
	this [...] , æ , ɪ , a: , etc.	
	(i) lamb - [læm'b] , the	
	word in brackets refers to	
	"transcription" - a phonetic	
	way to describe how to	
	pronounce a specific word	
	by using your tongue and	
	mouth.	

Extract 4.3:A response of a candidate who provided incorrect points.

4	i. lamb = /læmbu/.	
	ii. rough = /Lɹf/	
	iii. breeze = /brɪzi/	
	iv. Public = /Pʌbʊlɪk/	
	v. collapse = /kɒlʌpsɪ/	

Extract 4.4: A response of a candidate who provided incorrect points.

There was also a candidate who wrote vowel sounds for every word, except in item (i) *lamb*, where he/she could identify /m/ as the final sound. The candidate might have been influenced by the structure of Kiswahili words which end with vowels. For example, Kiswahili speakers could pronounce *rough* as [rafu], *breeze* as [brizi], *public* as [pabliki] or even [pabuliki] and *collapse* as [kolapsi] or even [kolapusi]. Based on this ground therefore, the candidate wrote /ʊ/ as the final sound for the word *rough* and /ɪ/ for the words *breeze*, *public* and *collapse*. Extract 4.5 presents such a response.

4. a	i/ m	
	u/ v	
	i/ I	
	i/ I	
	i/ I	

Extract 4.5 :A response of a candidate who scored low marks.

Another candidate provided the final letters in each word instead of the final sound. The candidate wrote the following letters in each item: (i) b, (ii) h, (iii) e, (iv) c and (v) e. These answers show that the candidate did not understand the difference between sounds and letters. Extract 4.5 shows the answers.

4 a	i/ Lamb	
	b → Consonant sound	
	u/ rough	
	h → Consonant sound	
	i/ breeze	
	e → Vowel sound	
	u/ public	
	c → Consonant sound	
	v/ Collapse	
	e → Vowel sound	

Extract 4.6:A response of a candidate who provided incorrect points.

The analysis of the candidates' responses who scored high marks in part (b) shows that, the candidates were able to apply their knowledge of *stress shift* (or *shifting stress*) to explain how stress can be used to identify and distinguish two words with identical spellings. However, the marks scored by the candidates in this group varied depending on correctness of the point and clarity of their explanations. Those who scored 10 marks were able to provide the following responses for each of the five items: In item (i) *content*, can be a

noun or a verb. That means, when the primary stress falls on the first syllable, the word becomes a noun **con**-tent ['kɒntent], meaning *something contained in a book or vessel* but, when the stress is moved to the second syllable, the word becomes a verb con-**tent** [kən'tent], meaning *an action of satisfying someone or being satisfied with something*. In item (ii) the word *invalid*, becomes a noun **in**-va-lid ['ɪnvəlɪd] when the first syllable is stressed, and it will mean *a sick person such as that suffering from disablement or chronic illness* but, when the stress shifts to the second syllable, it will become an adjective in-**val**-id [ɪn'vælɪd], meaning *not valid* as in something that *lacks legal force*.

In item (iii), *present*, when the stress falls on the first syllable, the word will become a noun **pres**-ent ['prezənt], meaning *a gift* or an adjective, meaning *relating to now*; that is, *the opposite of the word absent*, but when the stress is moved to the second syllable, the word becomes a verb **present** [prɪ'zent], meaning *to offer or to show or to describe someone or something or to give a speech in which you offer an idea or plan*. Moreover, when stressing the first syllable of the word *minute* in item (iv), it becomes a noun **min**-ute ['mɪnɪt], meaning *a sixty seconds period of time*; but when the stress shifts to the second syllable, the word becomes a verb mi-**nute** [maɪ'njʊt], meaning *a very small, tiny or unimportant thing*. In item (v) *compact*, if the first syllable is stressed, the word becomes a noun **com**-pact ['kɒm.pækt], meaning *an official contract or agreement between parties* but, when it is stressed on the second syllable, the word becomes an adjective com-**pact** [kəm'pækt], meaning *well-arranged or closely packed together*. The word can also become a verb, meaning *to pack closely together*. Extract 4.8 is sample of a good response from a candidate who managed to explain how stress can be used to identify and distinguish some of the words given in Question 4 (b).

04.	<p>i) content: when it is stressed on the first syllable it stands as a noun 'con-tent which means the thing inside the book or what is spoken but it can be like verb when stressed on the second syllable con-'tent</p> <p>ii/ Invalid: when the stress is placed on the first syllable it is noun 'in-va-lid but when stressed on the second syllable it is verb in-'valid</p> <p>iii/ Present: when it is just stressed on the first syllable it is noun 'Pre-sent to show something is there or your teacher example juma is present in school but when it is stressed on the second syllable it is verb Pre-'sent to mean the representation example: juma is presenting the work. juma present what you have.</p> <p>iv/ Minute: Also when placed the stress on the first syllable is noun 'Mi-nute which means the ^{report} meeting example: can you write the minute for the meeting? but when stressed on the second syllable it is standing as verb Mi-'nute which means time. example can you give me a minute please?</p> <p>v/ Compact: when the word falls a stress on the first syllable it is a noun 'Com-pact but when falls a stress on its second syllable it is turned to another word class verb Com-'pact which will have the separate meaning.</p>	
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Extract 4.8:A response of a candidate who scored high marks.

Moreover, the candidates with average marks in part (b) failed to provide a thorough explanation how stress can be used to identify and distinguish words. Some of the candidates managed to provide correct answers to two items but missed the other three. Others managed to explain how shifting a stress from the first syllable to the second syllable changes the given words into different word classes, but they were unable to provide the meanings associated with those changes. Extract 4.9 is a response of a candidate who explained how stress changes the given words into different word classes, but he/she failed to provide the meanings associated with those changes.

b)	i) content.	
	- The word have two syllable if the stress is put	
	in the first syllable of the word example	
	'content the word will sound has a noun and	
	it is means is the ideas or concept but when the	
	stress is put in the second syllable content the	
	work word will sound as a verb and it mean	
	different from the other, the one which is noun.	
	ii) Invalid.	
	→ If the stress is put or place in the second	
	syllable Invalid the word will sound as	
	a verb in a sentence but when the	
	stress is in the first syllable the syllable	
	will sound as the noun or adjective and	
	have different meaning.	

Extract 4.9: A response of a candidate who scored average marks.

Further analysis shows that, the candidates with low marks in part (b) mixed correct and incorrect points in their responses or they failed to explain clearly how stress can be used to identify and distinguish words, especially the classes they belong to. It was further noted that those who scored 0 provided incorrect or irrelevant explanation. For example, one of the candidates only listed the words and wrongly placed stress markers without explaining how stress can be used to identify and differentiate words, as seen in Extract 4.10.

4.	b/ i/ Content = 'Content	
	ii/ Invalid	
	iii/ Present, - Pre'sent	
	iv/ Minute	
	v/ Compact = Com'pact	

Extract 4.10: A response of a candidate who scored low marks.

Another candidate in this group provided incorrect and meaningless explanation related to intonation. In item (i) *content*, he/she wrote that *the word can be identify due to the occurrence neutral tone of stress*. In item (ii) *invalid*, he/she wrote that *the word can be identify due to the occurrence of falling action*. In item (iii) *present*, he/she wrote that *the word can be identify due to the occurrence rising action*. Extract 4.11 presents such a response.

4 b/ i/	Content - The word can be identify due to the occurrence neutral tone of stress	
ii/	Invalid - The word can be identify due to the occurrence of falling action	
iii/	Present - The word can be identify due to the occurrence rising action	
iv/	Minute	
v/	Compact	

Extract 4.11: A response of a candidate who scored low marks.

2.2.2 Question 5: Describing Qualities of a Good Speech

In this question the candidates were instructed to describe eight qualities of a good speech by giving relevant examples.

The question was optional and it was attempted by 79.5 per cent of the candidates, of which 61.2 per cent scored from 12 to 20 marks and 34.7 per cent scored from 7 to 11 marks. Only 4.1 per cent scored marks ranging from 0 to 6. The analysis shows that the overall candidates' performance in the question was good, since 5.9 per cent scored an average of 35 per cent or above. The performance is summarised in Figure 5.

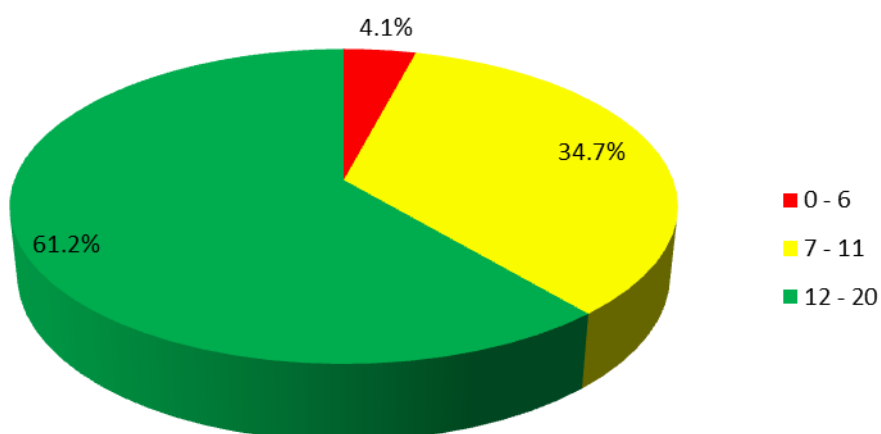


Figure 5: *Candidates' Performance in Question 5*

The candidates with good performance in this question scored varied marks, depending on the quality of their points and clarity of the explanation. Those who scored from 12 to 19 marks did not elaborate clearly some of the points; hence, they ended up scoring 1 mark instead of 2 marks for a particular point. On the contrary, those who scored 20 marks demonstrated a good knowledge of the qualities of a good speech, as they were able to describe them accurately with the aid of examples. These candidates said that a good speech needs to observe *clarity* so as to avoid ambiguity to the audience. It also has to observe *conciseness* which means that it should not be too long so that the audience does not become impatient listening to it. They also described *definiteness of message* as another quality since a speech has to be definite

and relevant in terms of its subject matter. In addition, a good speech has to be *interesting* in the sense that it should motivate the audience to pay attention. Besides, it should consider *the audience* in terms of their nature, age, expectations and interests. Moreover, the speaker has to *speak slowly* and in a usual tone so as to facilitate good listening and understanding of the message. Furthermore, it has to *be presented informally, be free from emotions* and *make use of the body language* to ease understanding of the message. Extract 5.1 is a sample of a good response from a candidate who clearly described the qualities of a good speech, as required in question 5.

5. A Speech is the presentation of information in form of spoken language to an audience. This can either be formal or informal. Speech presentation is very important to daily life since it makes the acquisition of information possible together with improvement of the listening and speaking skills of an individual. There are various types of speeches namely descriptive, expository, process and persuasive speeches the following are the qualities of a good speech.

Well organized. A good speech follows a systematic ordered line of thoughts this helps the audience to link the information being provided and understand the message being conveyed. It involves the preparation of different ideas and logical order. For instance in a process speech all the steps involved in that process a well organized and in order from introduction ^{main body} to conclusion.

Use of easy and simple language. This makes the speech very clear and hence avoid occurrence of any misunderstandings from the use of complex and difficult terms. A good speech is very clear upon hearing it and does not require critical thinking or brainstorming in order to understand its content.

Not too long or too short. A good speech has an appropriate balanced length it is neither too long which could result into boredom and too much mixed up information nor too ~~long~~ short which could hinder the clarity of the message and result into dissatisfaction of the listeners.

Relevant to the audience. A good ~~speech~~ ^{speech} is that one which caters to the expectations of the audience due to the direct relationship with the society concerned. This will make it attract the attention of

5. the audience. This will enable the person delivering the speech be able to achieve their goal. For example: A speech of effects of overspeeding to drivers and not to students.

Creative and Interesting. A good speech involves the creative use of words and other techniques such as humour and rhetorical questions which arouse the audience's interest making them enjoy throughout the entire process of speech delivery. This prevents boredom and furthermore improves the presentation techniques of the one presenting it.

Memorability. A good speech is memorable. That is, it is able to stick in the memory of its audience in a long period of time. This is due to its importance, weight of the message and its social, economic and cultural impacts in the lives of the people. For instance "I have a Dream" speech by Martin Luther King has been quite memorable.

Presence of eye contact between the speaker and the audience. When a speaker maintains eye contact with his audience during speech delivery, the speech will be delivered effectively since the audience is able to note both the verbal and non-verbal clues of what the speaker is trying to present hence promoting a good speech.

Unity of ideas. A good speech is characterized with the unity of ideas, where by all ideas presented directly correlate with the topic. Therefore there is no presence or addition of irrelevant information which may distort the meaning and confuse the audience. For instance When giving a speech on early marriages a good speech may

5.	only talk about ideas related to early marriage and not other topics like food poisoning	
	In Conclusion, there are various methods of speech presentation such as Memorized Speech Presentation, Manuscript, Impromptu and Extempore speech presentation. During preparation of the speech a person has to consider his purpose, and the expectations of the audience together with his level of knowledge on the topic given.	

Extract 5.1: A response of a candidate who scored high marks.

Contrarily, the candidates who scored low marks in this question did not have adequate knowledge of the qualities of a good speech. As a result, they mixed incorrect points in their responses. Some of the candidates scored low marks for failing to present ideas clearly in the English language. For example, one of the candidates gave the point *Be competence in speak speech* and described it as: *The person to speak speech of people a good speech have a competence and the spoken*. Another point was: *To be read for carefull your speech* and described it as: *This is person can prove the speech have want to read speech be carefull your speech after the speaking for audience*. In addition, the inability of the candidate to present ideas clearly in the English language was evident when he/she decided to code-mix English with Kiswahili in the point: *To be active for spoken speech: The active for the speech because the speech speaking for the people 'unatakiwa uwe Active'*.

It was further observed that, the candidates who scored 0 in this question misunderstood the requirement of the question, thinking that they were required to write a speech. For example, one of the candidates wrote a speech about *Environmental Destruction*, and then outlined the important things for a good speech, which included *head word, introduction, solution of the speech and conclusion of the speech*, as shown in Extract 5.2.

5.	Combat the problem of environmental destruction.	
	stop overgrazing the number of farming should be reduced so as to maintain the environment.	
	Reduce the number of industries the number of industries should be reduced.	
	Dear ladies and gentlemen I would like to thank all of you who have attended in the meeting.	
	Apart from the speech given above now we have seen the important thing of good speech. This includes the following.	
	i/ Head word.	
	ii/ Introduction of speech.	
	iii/ Solution of speech.	
	iv/ main body of the speech.	
	v/ Advantage of the speech.	
	vi/ problems.	
	vii/ Solution.	
	viii/ Conclusion of the speech.	

Extract 5.2: A response of a candidate who provided incorrect points.

There was also a candidate who discussed several linguistic aspects like phonology, morphology and semantics opposite to the demand of the question. Extract 5.3 is a sample of such responses from one of the candidates.

5.	Speech is the way of pronouncing of a word or the way of talking something.	
	A good speech must use the phonological order in the way of speaking because phonology is the ability of system of a language by using a sound.	
	Another is morphological order a good speech must have a morphological order because it must use the technique of word formation.	
	Also use of Syntax because syntax is the grammatical order so if there is a use of syntactical order it must be a good speech.	
	Another is Semantic. Language in a good speech must have a meaning of the word in order to get a good speech.	
	Also is Pragmatic order. A good speech must have a pragmatic order to a language in order to make a good speech.	
	Also a good speech consist of the physiological disorder when you must are physical fit you can pronounce well so it make a good speech.	
	Another is Therefore a good speech is the combination of the can be provided in order to get the meaning of the word.	

Extract 5.3: A response of a candidate who provided incorrect points.

2.3 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.

2.3.1 Question 6: Using Correct Form of the Words to Make Meaningful Sentences and Writing the Functions of the Inflectional Morphemes

This question had two parts, (a) and (b). In part (a) the candidates were instructed to provide the correct form of the words given in the brackets to make the sentences meaningful. In part (b) they were required to write the functions of the inflectional morphemes in the given sentences.

The question was optional and it was attempted by 77.7 per cent of the candidates, out of which 53.5 per cent scored from 12 to 20 marks, 36.0 per cent scored from 7 to 11 marks and 10.5 per cent scored marks ranging from 0 to 6. The analysis shows that the overall candidates' performance in the question was good, since 95.9 per cent scored an average of 35 per cent or above. The performance is summarised in Figure 6.

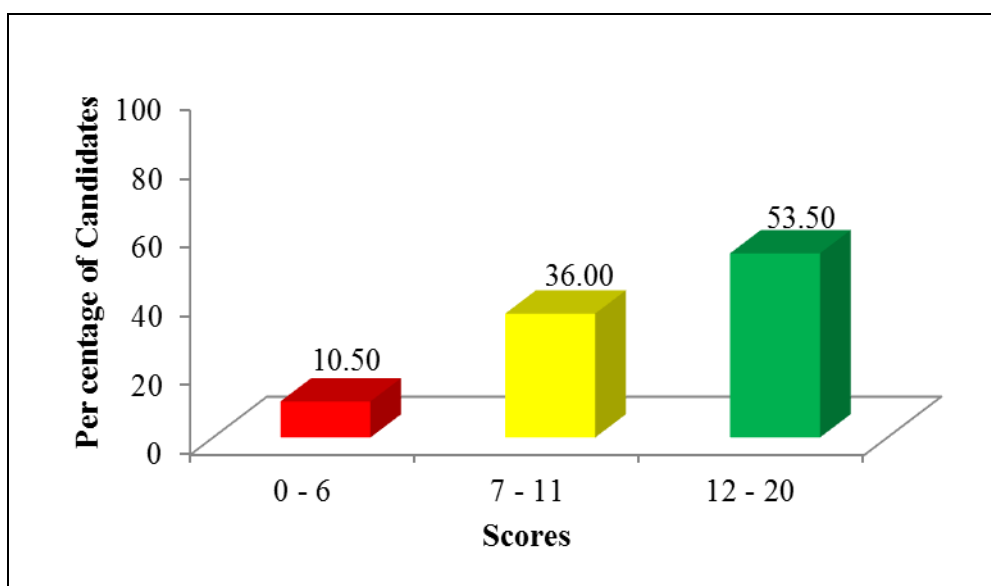


Figure 6: *Candidates' Performance in Question 6*

The analysis of the candidates' responses shows that, those who scored high marks in part (a) had adequate knowledge of word formation; hence they were able to provide the correct form of the words given in the brackets in the given items. In item (i) they changed the noun *fame* into an adjective *famous*; hence obtained the sentence: *One day I will be famous*. In item (ii) they

changed the noun *China* into an adjective *Chinese*; hence obtained the sentence: *They speak Chinese very fluently*. In item (iii) they changed the verb *qualify* into a noun *qualification*; hence the sentence: *He has the right qualification for the job*. In item (iv) they changed the adjective *long* into a noun *length*; hence the sentence: *The length of a metre ruler is 100 cm. (long)*. In item (v) they changed the verb *obey* into an adjective *obedient*; hence obtained the sentence: *Children must be obedient to their parents (obey)*. In item (vi) they changed the adjective *just* into a noun *justification*; hence the sentence: *There is no justification for the claim he made (just)*. In item (vii) they changed a noun *friend* into a noun *friendship*; hence obtained the sentence: *Our friendship has been strengthened over the years*. In item (viii) they changed the noun *democracy* into a verb *democratise*; hence obtained the sentence: *We should democratise every institution if we want to improve our economy*. In item (ix) they changed the adjective *clear* into a verb *clarify*; hence obtained the sentence: *You must clarify what you are talking about to make us understand*. In item (x) they changed the noun *colony* into a verb *colonised*; hence obtained the sentence: *African countries are least developed because they were colonised for several decades*. Extract 6.1 is a sample of a good response from a candidate who was able to provide correct forms for all the words in order to make meaningful sentences.

6. a/	
i/ One day I will be _____ (fame)	
- One day I will be famous.	
ii/ They speak _____ very fluently (china)	
- They speak chinese very fluently	
iii/ He has the right _____ for the job (qualification)	
He has the right qualification for the job	
iv/ The _____ of a meter ruler is 100cm (Long)	
The Length of a Meter ruler is 100 cm.	
v/ Children must be _____ to their parents. (Obey)	
Children must be obedient to their parents'	
vi/ There is no _____ for the claim he made (just)	
- There is no justification for the claim he made.	
vii/ Our _____ has been strengthened over the years (friend).	
- Our friendship has been strengthened over the years	
viii/ We should _____ every institution if we want to improve our economy (democracy)	
- We should democratize every institution if we want to improve our economy'	
ix/ You must _____ what you are talking about to make us understand. (Clear)	
- You must Clarify what you are talking about to make us understand.	
x/ Apfrican countries are Least developed because they were _____ for several decades (colony)	
- Apfrican countries are Least developed because they were colonized for several decades.	

Extract 6.1: A response of a candidate who scored high marks.

Contrarily, the candidates who scored low marks in part (a) managed to provide up to three correct forms of the words needed to make the sentences meaningful. It was further noted that those who scored 0 failed to provide any correct form. This was evident in item (iii) where some of the candidates wrote *qualified*, *qualify* and *to quality* instead of *qualification* while in item (viii) they wrote *democratic*, *democrate* or *demo* instead of *democratise*. Another candidate provided words which did not match with the structure of the English language words. These words were: (vi) *justing* instead of *justification* and (x) *coloning* instead of *colonised*. All the answers show that the candidates were not aware of the correct word classes required to complete sense in those sentences.

A peculiar situation was observed where a candidate provided words which did not relate to the words found in the brackets hence making the sentences meaningless. For example, in item (iv) *long*, she/he wrote *small*, which looks as if the candidate thought of providing the opposite of the word *long*. In item (v) *obey*, she/he wrote *inheritance* and in (vi) *just*, he/she wrote *problem*, which again looks as if the candidate thought of providing the opposite of the word *just*. Extract 6.2 presents such a response.

Extract 6.2

6	a	
i	One day I will be <u>farming</u>	
ii	They speak <u>chinese</u> very fluently	
iii	He has the right <u>qualified</u> for the job	
iv	The <u>longest</u> of a metre ruler is 100 cm	
v	Children must be <u>obeying</u> to their parents	
vi	There is no <u>justing</u> for the claim he made	
vii	Our <u>friend</u> has been strengthened over the years	
viii	We should <u>democratic</u> every institution if we want to improve our economy	
ix	You must <u>clear</u> what are you are taking about to make us understand	
x	African countries are <u>least</u> developed because they were <u>coloning</u> for several decades	

Extract 6.2: A response of a candidate who provided incorrect points.

The analysis of the candidates with high marks in part (b) indicates that they had adequate knowledge of the inflectional morphemes and their functions. These candidates, therefore, were able to provide the following responses for each of the given sentences: In item (i) *How long are you waiting for the driver?*, they identified the inflectional morpheme *-ing* in the word *waiting* and stated its function as *to show progressive aspect or present continuous tense* in that the event began sometimes in the past and will end in the near future. In item (ii) *That student prefers to sit at the back of the class*, they identified the inflectional morpheme *-s* in the word *prefers* and stated that *it shows the third person singular* as it matches with the third person singular subject, *the student*. It also shows that the sentence is in the present tense since an inflectional *-s* has been added to the verb *prefer* to match with the third person singular *the student*. In item (iii) *It is essential that they pay their annual bills immediately*, they identified the inflectional morpheme *-s* in the word *bills* and stated that *it marks plural of the singular verb bill*. In item (iv) *John's father will arrive in the afternoon and directly come here.*, they identified the inflectional morpheme *-s* in the word *John's* and stated that it shows *possession*. Lastly, item (v) *They announced the arrival of the aeroplane to the people at the airport.*, they identified the inflectional morpheme *-ed* in the word *announced* and stated that *it shows simple past tense*. Extract 6.3 is a sample of a good response from a candidate who managed to write the functions of the inflectional morphemes correctly.

i/	b/i/ How long are you waiting for the driver?	
	- The inflection morpheme is in the word waiting that is -ing which is used to show continuous tense in a sentence.	
ii/	The student prefers to sit at the back of the class.	
	- The inflectional morpheme is in the word prefers that is -s which is used to show simple present tense in a sentence.	
iii/	It is essential that they pay for their annual bills immediately.	
	- The inflectional morpheme is in the word bills which is used to show plurality/plural word in a sentence.	
iv/	John's father will arrive in the afternoon and directly come here.	
	- The inflectional morpheme is found in the word John's that is -'s which is used to show genitive possession in a sentence.	
v/	They announced the arrival of the aeroplane to the people at the airport.	
	- They announced The inflectional morpheme is in the word announced that is -d which is used to show past tense in a sentence.	

Extract 6.3: A response of a candidate who scored high marks.

The analysis further shows that the candidates with low marks in part (b) of the question had some weaknesses explained below. Some of the candidates in this category managed to identify the inflectional morphemes but did not understand their functions. A good example was noted in item (ii) where a candidate wrote that the function of the inflectional morpheme -s in the word *prefers* is to show the behaviour of the student who sits back in the classroom instead of *third person singular simple present tense*. Another example was noted in item (iv), where a candidate wrote that the morpheme -'s in the pattern *John's father* shows *progressive form* instead of *possessive form* while in item (v) she/he wrote that the morpheme -ed in the word *announced* shows *comparative form* instead of *simple past form*.

It was further noted that the candidates who scored 0 in part (b) of the question had inadequate competence in the inflectional morphemes and their functions; consequently, they failed to recognise the inflectional morphemes whose functions were to be explained. For example in item (i), one of the candidates identified a complete word *waiting* as an inflectional morpheme instead of *-ing* while in item (ii), the word *prefers* was identified as the inflectional morpheme instead of *-s*. A peculiar case was seen in item (iii) where some of the candidates identified the word *pay* as the inflectional morpheme instead of *-s* in the word *bills*. They also noted *will arrive* in item (iv) as the inflectional morpheme. Due to lack of knowledge of inflectional morphemes, they failed to state correct functions of the morphemes, as was evidenced by one of the candidates who stated that *the function of the wrong inflectional morpheme 'pay' is to mark the simple present tense*.

In addition, there were candidates who failed to draw a line between inflectional and derivational morphemes. For example, one of the candidates stated that the function of the inflectional morpheme *-ing* in the word *waiting* in item (i) was to show that the word *waiting* was a noun. This candidate might have thought that *waiting* was a gerund (i.e., a verb that also functions as a noun), hence the function of the *-ing* was to derive the verb *wait* into a gerund noun *waiting*. Extract 6.4 illustrates such incorrect responses.

b	
i. Inflection morpheme in "waiting"	
Function :	It mark <u>participial</u> means se present participial.
ii. Inflection morpheme in prefers	
Function :	Mark <u>Tense</u> means sim ple present tense

6	iii. Inflection morpheme in pay	
	Function : It mark tense , that is simple present tense	
	iv. Inflection morpheme in will arrive	
	Function : Mark tense ; that is future tense	
	v. Inflection morpheme in announced	
	Function : Mark Participle	

Extract 6.4: An incorrect response from a candidate.

2.3.2 Question 7: Writing the Technical Term Given to the Word Formation Strategy and Changing the Underlined Words into One Word with the Prefix -under or over-

This question had two parts, (a) and (b). In part (a) the candidates were instructed to write the technical term given to the word formation strategy in each of the given sentences.

- (i) Expanding the original meaning of a word.
- (ii) Repetition of a word or part of a word.
- (iii) Replacing the original meaning of a word.
- (iv) Using a word as a different part of speech.
- (v) Limiting the original meaning of a word.
- (vi) Formation of words from scratch (or nothing)
- (vii) Changing the order of two adjoining sounds in a word.
- (viii) Removal of an affix from the existing word.
- (ix) Shortening an existing noun to produce a new verb.
- (x) Taking a word from one language into another with or without modification.

In part (b) the candidates were instructed to change the underlined words in the given sentences into one word with the prefix *-under* or *-over*. The following were the sentences:

- (i) John slept too long and got to school very late.
- (ii) It was unwise for the boxer to rate his opponent too lightly.
- (iii) As usual, the advocate has stated his case too strongly.
- (iv) The maid has cooked this meat too long and it's uneatable.
- (v) The musician died after dosing himself too heavily with sleeping pills.
- (vi) If you go on eating too little you won't be able to recover quickly.
- (vii) Paul has spent more than his salary and now the employer refuses him a loan.
- (viii) The contractor who gave too high an estimate of the building cost has been fired.
- (ix) The President is exhausted because he has been working too hard for a long time.
- (x) The shopkeeper who consistently charges his customers too little will soon go out of business.

The question was optional and it was attempted by 77.8 per cent of the candidates, out of which 26.7 per cent scored from 12 to 20 marks and 65.3 per cent scored from 7 to 11 marks. Only 8.0 per cent scored marks ranging from 0 to 6. The analysis shows that the overall candidates' performance in the question was good, since 92.0 per cent scored an average of 35 per cent or above. The performance is summarised in Figure 7.

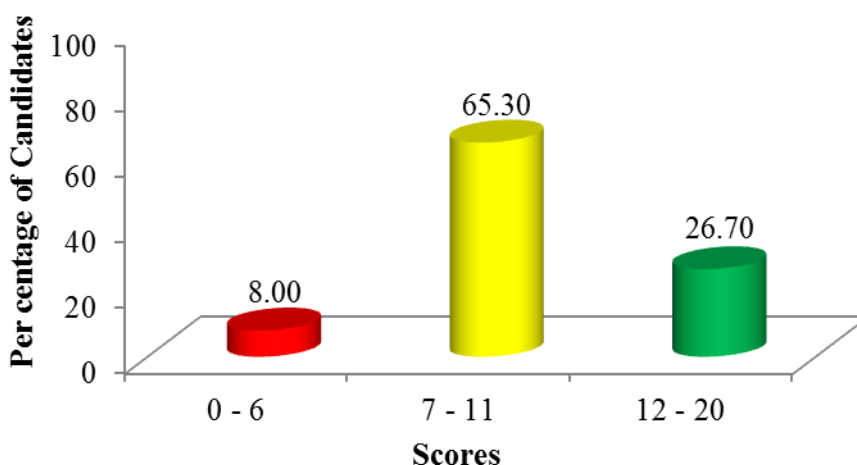


Figure 7: Candidates' Performance in Question 7

In answering part (a) of question 7, the candidates were supposed to provide the following technical terms for each of the given word formation strategy: For item (i) *Expanding the original meaning of a word*, *semantic broadening*, *extension* or *neologism* while for item (ii) *Repetition of a word or part of a word*, they wrote *reduplication* or *echoism*. For item (iii) *Replacing the original meaning of a word*, *semantic shift*. For item (iv) *Using a word as a different part of speech*, *conversion* or *functional shift*. For item (v) *Limiting the original meaning of a word*, *semantic narrowing*. For item (vi) *Formation of words from scratch (or nothing)*, *coining* or *invention*. For item (vii) *Changing the order of two adjoining sounds in a word*, *metathesis*. For item (viii) *Removal of an affix from the existing word*, *de-affixation* or *clipping*. For item (ix) *Shortening an existing noun to produce a new verb*, *inflection* or *backformation*. For item (x) *Taking a word from one language into another with or without modification*, *borrowing* or *lexical transfer*.

On the contrary, many candidates who attempted the question failed to identify the technical terms needed for the descriptions in item (i), (iii), (v) and (vii). This suggests that they did not have adequate knowledge of these word formation processes. Extract 7.1 is a sample of a good response from a candidate who managed to provide correct technical terms for the word formation processes in the given sentences, except for item (vii), where he/she wrote *symbolism* instead of *metathesis*.

7a	i/	SEMANTIC EXTENSION	
	ii/	REDUPLICATION	
	iii/	SEMANTIC SHIFT	
	iv/	CONVERSION	
	v/	SEMANTIC NARROWING	
	vi/	INVENTION	
	vii/	SYMBOLISM	
	viii/	CLIPPING	
	ix/	BACK FORMATION	
	x/	BORROWING	

Extract 7.1: A response of a candidate who scored high marks.

A few candidates who scored 0 in part (a) were incompetent in the area of word formation tested; consequently, they provided incorrect terms for each of the descriptions for the given word formation strategies. For example, one of the candidates referred to item (iv) *Using a word as a different part of speech* as *backformation* instead of *conversion* or *functional shift*. The candidate also failed to distinguish between *semantic broadening*, *narrowing* and *shift*, as he/she just wrote *semantic* for items (i) *Expanding the original meaning of a word* and (iii) *Replacing the original meaning of a word*, instead of *semantic broadening* and *semantic shift* respectively.

Further analysis indicates that the candidates with high marks in part (b) of Question 7 had adequate skills in forming words by using the prefixes *under* and *over*. This means that they understood the meaning and use of these prefixes. These candidates therefore changed the words as follows: In item (i) *John slept too long and got to school very late*, they changed *slept too long* into *overslept* while in (ii) *It was unwise for the boxer to rate his opponent too lightly*, they changed the underlined words into *underrate*. In item (iii) *As usual, the advocate has stated his case too strongly*, they changed the underlined words into *overstated* and for item (iv) *The maid has cooked this meat too long and it's uneatable* the words were changed into *overcooked*. For item (v) *The musician died after dosing himself too heavily with sleeping pills*, the underlined words were changed into *overdosing* while in item (vi) *If you go on eating too little you won't be able to recover quickly*, they were changed into *under eating*. In item (vii) *Paul has spent more than his salary and now the employer refuses him a loan*, they changed the underlined words into *overspent*. In item (viii) *The contractor who gave too high an estimate of the building cost has been fired*, they changed the underlined words into *overestimated* and in (ix) *The President is exhausted because he has been working too hard for a long time* into *overworking*. Lastly, in item (x) *The shopkeeper who consistently charges his customers too little will soon go out of business*, they changed the underlined words into *undercharges*. Extract 7.3 is a sample of good response from a candidate who was able to use the prefixes *under-* and *over-* to change the underlined words into one.

b).		
i.	Joh oversleep and got to school very late.	
ii.	It was unwise for the boxer <u>under rate</u> his opponent.	
iii.	As usual, the advocate has <u>overstated</u> his case.	
iv.	The maid has <u>over cooked</u> this meat and its unetable	
v.	The musician died after <u>over dosing</u> himself with sleeping pills.	
vi.	If you go on <u>under eating</u> you won't be able to recover quickly	
vii.	Paul has <u>overspent</u> than his salary and now The employer refuses him a loan.	
viii.	The ^{con} tractor who gave <u>over estimate</u> of the building cost ^ has been fired.	
ix.	The president is exhausted because he has been <u>over worked</u> for a longtime	
x.	A shoopkeeper who consistently <u>under charges</u> his customers will soon go out of business	

Extract 7.3: A response of a candidate who scored high marks.

However, a few candidates who scored 0 in part (b) of the question did not know the meaning of the prefixes tested; consequently, they failed to provide any correct answer. Other candidates scored 0 for failing to understand that the question required them to use the prefixes *-under* or *-over* to change the underlined words into one. For example, one of the candidates only wrote the prefixes without changing the underlined words, as seen in Extract 7.4.

Extract 7.4

7.b.	i. Over	
	ii. Over	
	iii. Under	
	iv. Over	
	v. Over	
	vi. Under	
	vii. Over	
	viii. Under	
	ix. Over	
	x. Under	

Extract 7.4: A response of a candidate who provided incorrect points.

2.4 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.

2.4.1 Question 8: Describing Literary Translation Techniques and Translating Kiswahili Expressions into English Language Based on Contextual Meaning of the Source Language.

This question had two parts, (a) and (b). In part (a) the candidates were instructed to describe five given literary translation techniques which are:

- (i) *Borrowing*
- (ii) *Reduction*
- (iii) *Description*
- (iv) *Elision (omission)*
- (v) *Established equivalent*

In part (b), the candidates were instructed to translate ten Kiswahili expressions into English Language by considering the contextual meaning of the source language. The following were the Kiswahili expressions given:

- (i) *Uzuri wa mkakasi ndani kipande cha mti.*
- (ii) *Haba na haba hujaza kibaba.*
- (iii) *Mwenda pole hajikwai.*
- (iv) *Kinachowezekana leo kisingoje kesho.*
- (v) *Siku za mwizi ni arobaini.*
- (vi) *Mali bila daftari hupotea bila habari.*
- (vii) *Wema hauozi.*
- (viii) *Wapishi wengi huharibu mchuzi.*
- (ix) *Umoja ni nguvu.*
- (x) *Paka akiondoka panya hutawala.*

This was the highly omitted optional question in paper 1, since only 1.2 of all candidates attempted it. Out of these, 50.5 per cent scored from 12 to 20 marks, 35.0 per cent scored from 7 to 11 marks and 14.5 per cent scored marks ranging from 0 to 6. The data show that the overall candidates' performance in the question was good, since 85.5 per cent scored an average of 35 per cent or above. The performance is summarised in Figure 8.

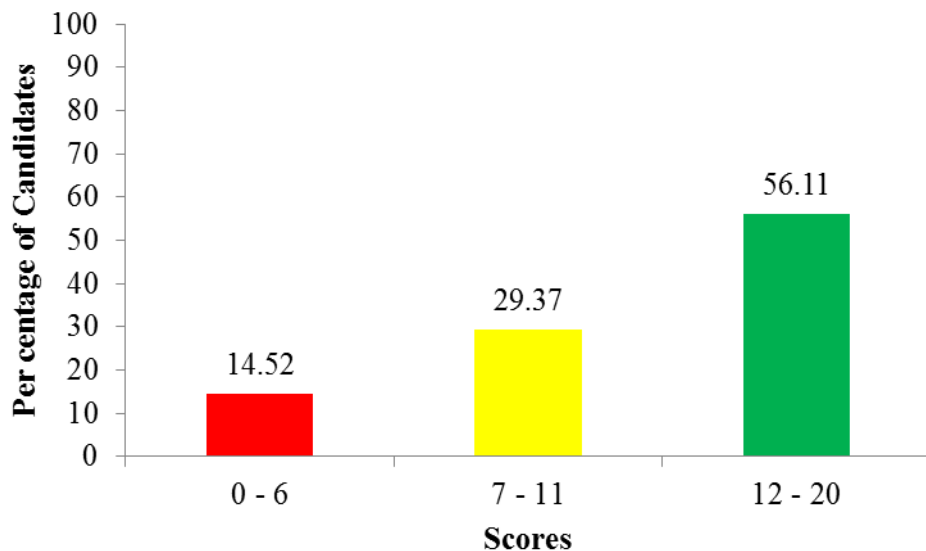


Figure 8: *Candidates' Performance in Question 8*

The analysis of the candidates' responses shows that those who scored high marks in part (a) of the question managed to describe the five literary translation techniques well. This was an indication that they knew the meaning and uses of the literary translation techniques tested. These candidates therefore described (i) *Borrowing*, as a technique that involves taking the original word or expressions from the source language text and using them in the target language text purely as they are or with some modifications based on the spellings of the target language as in *report* to *ripoti*. In item (ii) *Reduction*, was described as a technique that involves reducing less important information found in the source language text so that it does not appear in the target language text. Moreover, in item (iii) *Description*, was described as a technique that involves replacing a term or expression in the source language text with a description of its form or function. For example, *chapatti* from Kiswahili language can be translated into *a thin flat portion of unleavened bread* in the English language text. Furthermore, in item (iv) *Elision (Omission)*, was described as a technique that involves removing some unessential items in the original language text so that they do not appear in the target language text in order to improve the stylistic quality of the translated work. Lastly, in item (v) *Established equivalent* was described as a literary translation technique that involves using a term or expression recognised by dictionaries or daily language in use as an equivalent in the target language. Extract 8.1 is a sample of a good response from a candidate who described the literary translation techniques, but with some grammatical and sense errors.

7a) i)	Borrowing.	
	This is a literary translation technique whereby when a translator is translating he/she uses borrowed words.	
	For example,	
	(English) Source language ; This is a bicycle	
	(Kiswahili) Target language ; Hii ni baiskeli	
	→ This shows that the word "baiskeli" is borrowed from English hence borrowing technique has been used.	
ii)	Reduction	
	This is a literary translation technique whereby a translator reduces some words when translating a text from source language to target language.	
	For example;	
	English language ; Charismatic leader.	
	Kiswahili language ; Kiongozi	
	→ The word charismatic has not been translated, hence the meaning has been reduced.	

iii)	<p>Description</p> <p>This is a literary translation technique whereby a translator translates a text by describing the meaning.</p> <p>For example,</p> <p>English language ; A friend in need is a friend indeed.</p> <p>Kiswahili language ; Rafiki wa kweli ni yule ambaye atakusaidia wakati wa shida na vaha.</p> <p>- Therefore, this shows descriptive technique.</p>
iv)	<p>Elision (or omission).</p> <p>This is a translation technique whereby a translator translates a source text into target language by omitting some words.</p> <p>For example,</p> <p>Kiswahili ; Kiongozi anayefanya mazuri language</p> <p>English ; A good leader. language</p> <p>→ The words anayefanya mazuri are not translated.</p>
v)	<p>Established equivalent.</p> <p>This is a technique in translation whereby a translator translates a text of the source language (text) to target language through looking for an equivalent text in the target language.</p> <p>For example ;</p> <p>source language ; A stitch in time saves nine.</p> <p>Target language ; Usipoziba ufa utegemea ukuta.</p>

Extract 8.1 is a response of a candidate who scored high marks.

It was further noted that the candidates who scored low marks in part (a) of Question 8 failed to describe the literary translation techniques accurately. This suggests that they did not clearly understand what they meant. For example, one of the candidates described (v) *Established equivalent* as *the state of equality or similarities of words from one language to the shifted one in translation; for example, Juma ni mjinga → Juma is ignorance*. It was further noted that the candidates who scored 0 provided descriptions related to word formation or pronunciation. For example, one of the candidates described (i) *Borrowing* as a *word formation process* rather than a *literary translation technique*. Another candidate described (ii) *Reduction* as *the process of omitting part from something so as to be in a clear way, for example, in words some sounds can be reduces to allow smoothly pronunciation*. The candidate also described the (iv) *Elision (or omission)*, as *the removal of some part sound in a word so as to crate easiness in pronunciation; for example, in me and I → /mi end ai/ the sound /d/ can be removed to get /mi en ai/*. Extract 8.2 is a sample of a poor response from a candidate who failed to describe the given literary translation techniques.

<p>i) of omitting some part from something so as to be in a clear way. for example in words some sounds can be reduced to allow smoothly pronunciation.</p>	
<p>ii) Description, this refers to the type of writing which gives a clear pictures on peoples minds. for example a story narration in a descriptive way.</p>	
<p>iv) Elision or omission. This refers to the removal of some part sound in a word so as to create easiness in pronunciation. for example. me and I → /mi end ai/ sound /d/ can be omitted to get /mi en ai/</p>	

Extract 8.2: An incorrect response from a candidate.

The candidates who scored high marks in part (b) managed to translate the expressions in the Kiswahili language into the English language by considering the contextual meaning of the source language. This was an indication that they were adequately competent in the source language (Kiswahili) and the target language (Kiswahili) as well as having adequate translation skills to transfer the message from the source language into the target language. These candidates therefore translated the expression in item (i) *Uzuri wa mkakasi ndani kipande cha mti*, as *Not all that glitters is gold*, item (ii) *Haba na haba hujaza kibaba*, as *Little and little fills the measure*, item (iii) *Mwenda pole hajikwai*, as *Slow and steady wins the race*, item (iv) *Kinachowezekana leo kisingoje kesho*, as *Never put off till tomorrow what may be done today* and item (v) *Siku za mwizi ni arobaini*, as *A man in debt is caught in a net*. Moreover, the expression in item (vi) *Mali bila daftari hupotea bila habari* was translated as *A fool and his money are soon parted*, (vii) *Wema hauozi* as *Kindness begets kindness*, (viii) *Wapishi wengi huharibu mchuzi* as *Too many cooks spoil the broth*, (ix) *Umoja ni nguvu* as *Union is strength* and (x) *Paka akiondoka panya hutawala*, as *When a cat is away the mice can play*. Extract 8.3 is a sample of a good response from a candidate who was able to translate the given expressions from the Kiswahili Language to the English language.

(b)	i. Better the devil you know than the Angel you think you have.	
	ii. Little by little fill the purse	
	iii. Slow but sure.	
	iv. What is possible today do not wait for tomorrow	
	v. Everything has an end.	
	vi. Wealth without brain won't last.	
	vii. Good heart lasts	
	viii. Many cooks destroy the stew	
	ix. Togetherness is strength	
	x. A cat when leaves a rat gets freedom	

Extract 8.3: A response of a candidate who scored high marks.

It was further noted that the candidates who scored low marks in part (b) of the question failed to translate the Kiswahili expressions into the English language on the basis of the cultural contexts of the English language. For example, one of the candidates translated the expressions based on *word to word (direct) translation*. This means that the candidates did not pay any attention to the contextual meaning of the expression in English language. For this reason, he/she translated item (v) *Siku za mwizi ni arobaini* as *The day of the thief is forty* and (vi) *Mali bila daftari hupotea bila habari* as *Wealth without noted they losted without information*.

Other candidates provided explanation for some of the items without considering the textual meaning in the English language. This means that they wrote the meaning or morals found in such expressions. For example, the expression in item (i) *Uzuri wa mkakasi ndani kipande cha mti* was explained as *The good it look outside is deffer with his or her realy behaviour* instead of *Not all that glitters is gold* the expression in item (vii) *Wema hauozi* was explained as *Any good things cannot be forgettable* instead of *Kindness begets kindness*. Extract 8.4 is a sample of a response from a candidate who failed to translate the Kiswahili expressions into the English Language.

i,	The good it look out side is deffer with his or her realy behaviour
ii,	Small and Small make big
iii,	By doing thing carefull can't get a risk
iv,	Things can done today do not wait for tomorrow.
v,	The day of a thief is forty
vi,	The wealth with no proper use end without knowing.

8.	b) vii, Any good things can not be forgetable & forgellable.	
	viii, Much know lead to the destruction	
	ix, Unity is a power	
	ix, Unity is any thing for any success of ^{people} x	
	x, When cat leave gate being a a controller	

Extract 8.4: An incorrect response from a candidate.

2.4.2 Question 9: Identifying and Describing Five Translation Skills and Translating English Language Text into Kiswahili Language by Using Communicative Translation

This question had two parts, (a) and (b). In part (a), the candidates were instructed to identify and describe five translation skills for a good translator whereas in part (b) they were instructed to translate an English Language text into Kiswahili Language by using a communicative translation technique. The text given in part (b) was:

History is very important to human beings. It enables them to know where they come from, where they are and where they are going. Through history, people know things that happened several centuries or decades ago. This knowledge helps them to predict how the future will be. So, history creates self-awareness among people.

The current generation knows that our country was once colonised. Without history, this generation would be blind about what happened in this country during colonialism. They would not know about people called Germans or British. They would also not be aware their fore-fathers fought for independence. Generally, life would be different.

The question was optional and it was attempted by 98.8 per cent of the candidates, out of which 90.58 per cent scored from 12 to 20 marks and 8.98 per cent scored from 7 to 11 marks. Only 0.43 per cent scored marks ranging from 0 to 6. The analysis shows that the overall candidates' performance in the question was good, since 99.56 per cent scored an average of 35 per cent or above. The performance is summarised in Figure 9.

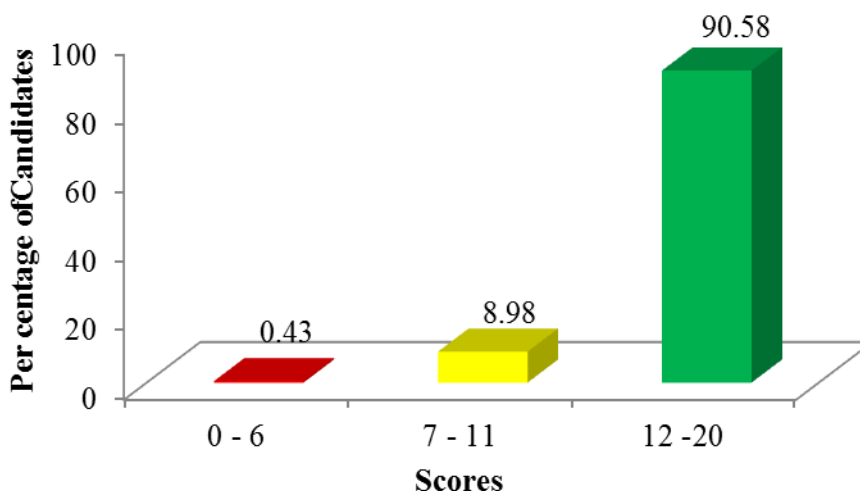


Figure 9: *Candidates' Performance in Question 9*

The candidates who scored high marks in part (a) managed to identify and describe five translation skills needed for a good translator. The following are some of the skills described: Firstly, *advanced language skill* in terms of grammar and vocabulary in both the source and target language in order to improve the quality of the translation. Secondly, being *conversant* with the culture of both the target and the source language so that he/she can be able to observe or avoid some issues based on the customs and beliefs of the target language. The translator should also be *non-judgmental* in that he/she should avoid putting their own opinion but should stick to the original text. Another skill is *excellent skills in reading and comprehension* in that the translator must be able to read and understand the material in the source language quite perfectly. In addition, *composition skills* are also important since competence in this area will enable the translator to compose a text in a target language after understanding the text in a source language. Other skills are *paying attention to the details and facts* in order to ensure accuracy and *specialising in one or few subject matters* such as specialising in medicine, law or business. Extracts 9.1 is a sample of a good response from the candidate who was able to identify and describe five translation skills.

9.05	<p>Translation refers to the process of conveying Message or Information from one person to another in written form. The message is translated from the source text which refers to the text to be translated to the target text, i.e. text obtained after translation process. The translation process has got some types which include, word to word translation, literal translation, semantic translation and communicative translation. The following are the translation skills for a good translator.</p> <p>Competence in both language, a good translator has to be competent in both language. For instance, he/she has to be competent in the source language and target language. He/she has to be competent in order to avoid overtranslation or undertranslation of the required information.</p> <p>Understand the field covered by the source text/language. A good translator has to consider the field covered by the source language text. The translator has to be aware of the field. Let's say it's scientific or religious text. A translator has to understand in order to ensure effective translation.</p> <p>Consider the style used by the translator/writer of the source text/language. The translator has to understand the style which has been used by the writer of the source language text. Example, the translator has to consider the use of ambiguity in case the writer of the source text used such style. The use of loan words should also be considered by the translator.</p>	
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Q9>	Understand the Culture of the source language, the translator has to understand the culture of both language but more especially the source language. The translator has to be aware of things like Cultural Specific Concepts, difference in grammar between the source language and the target language.	
	Consider the expectation of the Leaders, the translator has to consider the expectation of the leaders who will come to read the translated work. The translator has to translate the work without including personal feelings as this will deteriorate the translation.	
	Generally, Translation is very important in facilitating communication, helps to get studying Materials, Improves learning skills, improves and develops language.	

Extract 9.1: A response of a candidate who scored high marks.

The candidates who scored low marks in part (a) in question 9 had some weaknesses explained below. One weakness observed was inadequate of the essential translation skills required when translating a text and the stages that a translator has to follow during the translation process. For example, one of the candidates stated that a translator has to make the first draft, revise it and then come out with the final draft.

Another weakness was misconception of the terms interpreter and translator. Some of the candidates did not realise that a translator deals with written texts while an interpreter deals with spoken language texts; For example, one of the candidates wrote that translation skills include *good listening* and *being smart*. Another candidate added; *the use of gestures, gap fillers and asking the speaker to repeat when the translator did not hear well*.

It was also noted that lack of competence in the English language hindered the candidates from presenting comprehensible descriptions of the translation skills for a good translator. For example, one of the candidates provided an unintelligible explanation below:

It used in honest, the translation for the good translator they can be brings for the honest in the translate for the one language to another language in the source for the people to brings them.”

The quoted response also shows that the candidate presented his/her description as if he/she was describing the uses of translation, which is contrary to demands of the question.

Furthermore, some of the candidates with poor performance in part (a) of the question described the importance or benefits of translation. For example, one of the candidates wrote that *translation can bring income to people*. This is a proof that the candidate did not understand the task of the question. Another candidate described translation techniques or types of translation such as *word to word, semantic and communicative translations*.

The analysis shows that the candidates who scored high marks in part (b) of the question were able to translate the given English Language text into Kiswahili. Many of their texts were translated, as seen in the following text:

Historia ni muhimu sana kwa binadamu. Inawezesha kujua walikotoka, walipo na wanakokwenda. Kupitia historia, watu hujua mambo yaliyotokea karne nyingi na miongo mingi iliyopita. Ujuzi huu huwasaidia kutabiri namna mambo yatakavyokuwa siku zijazo. Hivyo, historia huwafanya watu wajitambue.

Kizazi cha sasa kinajua kwamba nchi yetu iliwahi kutawaliwa. Bila historia, kizazi hiki kingekuwa gizanikuhusu kilichotokea nchini wakati wa ukoloni. Wasingejua kuhusu watu wanaoitwa Wajerumaniau Waingereza. Vilevile, wasingejua kwamba mababu zao walipigania uhuru. Kwa ujumla, maisha yangukuwa tofauti.

Extract 9.2 is a sample of a good response from a candidate who was able to translate the given English Language text into the Kiswahili language.

9.b)	Historia ina umuhimu sana kwa wanadamu. Inawawezesha kujua wanapotokea, walipo na wanapoelekea. Kupitia historia, watu wanafahamu mambo yaliyotokea karne au miengo kadhaa iliyepita. Ujuzi huu unawasaidia kutabiri mbeleni itakavyokuwa kwahiji, historia inawafengea watu ufahamu.
	Kizazi cha sasa kinajua kwamba nchi yetu iliwahi kutawaliwa. Bila historia, kizazi hiki kisingeelewa kuhusu yaliyotokea nchini kipindi cha ukoloni. Wasingeejua kuhusu watu waitwao wajerumani au wazungu. Wasingefahamu pia wasingefahamu kuwa mababu zao walipigania uhuru. Kujumla, maisha yangekuwa tofauti.

Extract 9.2: A response of a candidate who scored high marks.

On the other hand, the candidate who scored low marks in part (b) failed to translate some parts of the text into the Kiswahili language by using communicative translation. One of the candidates, for example, translated the text in a way that history is unknown to the people. The candidate also translated that many people do not know that the country was once colonised as he/she wrote *Jumuiya ya watu hawajajua kama nchi imetawaliwa dhidi ya historia.....* This translation is incorrect since the sentence negates what is written in the source text. The issue of tense was also not considered in the candidate's translation. For example, the candidate changed the last sentence into the present; *Generally, life has changed* while the original sentence was *Generally, life would be different*, which she/he translated as *Kwa ujumla maisha yamebadilika* instead of *Kwa ujumla maisha yangekuwa tofauti*.

There was also a problem of poor writing skills, where some of the candidates failed to observe the correct use of punctuation marks in the translated text. For example, one of the candidates wrote her/his translated text without using correct full stops. This made it difficult to read and understand the text. Extract 9.3 presents the case in point.

9b	Historia ni muhimu kwa binadamu. Iwapokuwa hajulikani ilipotoka na inapokwenda lakini historia, ni watu na sio kumbe inasemekana nchi nyong'imeenea. hii ni akili inayoelezea wapi una elewa. kwa hiyo history inakupa uwezo wa kujitambua dhidi ya watu Jumla ya watu hawajajua kama nchi imetawa kuwa, hidi ya history, hii inajumuisha kuhusu nchi ambazo zipo kwenye kukotaniwa kutawaliwa a. sijui kuhusu watu ambao ni wajeruman au british. hawajui kuwajali au kujali kuhusu baba wa kutafuta uhuru. kwa ujumla maisha yamebad ilika.	
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Extract 9.3: A response of a candidate who scored low marks.

3.0 ANALYSIS IN EACH QUESTION IN ENGLISH LANGUAGE 2

3.1 Section A: Communication in English

This section consisted of three (03) questions, each question was worth twenty (20) marks and the candidates were instructed to answer two out of three, making a total of 40 marks. Question One (1) was compulsory.

3.1.1 Question 1: Factors for Language Variation and Differentiating Linguistic Concepts

This question had two parts, (a) and (b). In part (a), the candidates were instructed to explain five factors which account for language variation in language use and in part (b) they were asked to distinguish the linguistic concepts:

- (i) *Idiolect and dialect*
- (ii) *Consultative style and casual style*
- (iii) *Style and stylistics*
- (iv) *Phonological level and graphological level*
- (v) *Common core English and colloquial English*

The question was compulsory and it was attempted by all (100%) candidates, out of which 68.9 per cent scored from 12 to 20 marks and 27.0 per cent scored from 7 to 11 marks. Only 4.1 per cent scored marks ranging from 0 to 6. The data show that the overall candidates' performance in the question was good, since 95.9 per cent scored an average of 35 per cent or above. The performance is summarised in Figure 10.

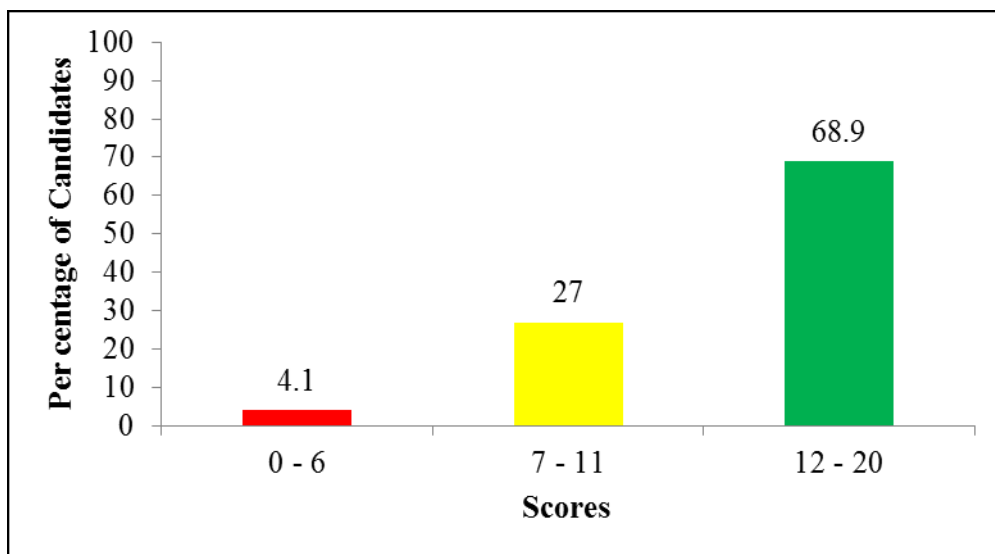


Figure 10: *Candidates' Performance in Question 1*

The candidates who scored high marks in part (a) were able to provide a brief explanation on five factors that cause variation in language use, which included: *field of discourse (province)*, *modality*, *time*, *gender or sex*, *age*, *tenor of discourse (status)*, *mode of discourse (medium)*, *setting*, *geographical extent*, *individuality (idiolect)* and *social classes*. The correct answers provided by these candidates indicate that they were conversant with the area tested. Extract 10.1 is a sample of a good response from a candidate who was able to provide a brief explanation on five factors that cause variation in language use.

1a)	<p>Language variation refers to the situation whereby language differs in different aspect. In language variation, same language has different occasion in it and differing intones of grammar, vocabularies and even the context used may differ. Hence the following are the factors for variation in language use as explained below:</p> <p>Sex or Gender differences: People of different genders use language differently. Females usually have high pitch due to high frequency hence they have softer voice than men. Also the topics discussed by women mainly include domestic works and children caring while men avoid expressions used by women and usually discuss things like sports and games, something which women don't use variation.</p> <p>Nature of occupation: The job that a person does makes him or her to use language differently with a person of different occupation. For example a pastor in the church may say "Let's pray for sinners" while a police man may say "we will not tolerate criminals". Jargons such as use of "Hoxin", "Hoxby"</p>
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1a)	used by lawyers may be different from that of doctors hence language variation.	
	Existence of social classes: social stratification causes language variation as different language style would be used by each class. Example the upper class in Britain uses "Received Pronunciation" which is said to be formal and prestigious while the lower class in Eastern London use "Cockney" which is mainly ungrammatical and of low prestige hence language variation.	
	Age differences: Elders usually use formal language when speaking, while young people like teenagers usually use foul language and slang while the language of small children is usually characterized by errors as they have not fully mastered the language. Example youths usually use slang like "Wanna", "Babe" and "Digg" in speaking.	
	Time factor: Language also varies depending on time, as time goes by new vocabularies are added and some become extinct. Example the English language used in the 8th century involved expressions like "Thy", "Thine", "Itath" and "Thee" expression which are no longer used today in the world of English hence language variation.	
	Language variation is very important in day to day development of a language as it enables a language to be dynamic and adopt new vocabularies especially in the field of science and technology where new inventions are made by scientists day to day; as for example language variation has caused use of new terms such as software, flash disk, antivirus and mouse, as due to inventions made.	

Extract 10.1: A response of a candidate who scored high marks.

The candidates who had average performance in this question mixed incorrect points in their responses or they managed to give two correct points while the other points were incorrect. This was an indication that they did not have adequate knowledge of the factors which cause variation in language use. For example, one of the candidates wrote on *social stratification*, *geographical dispersion*, *historical background*, *migration of people* and *intermarriage*. However, the only comprehensible explanations were on *social stratification* and *geographical dispersion*, as seen in Extract 10.2

1.	Five factors that account for variation in language use.	
(a)	Variation in language: It is use that is register and use dialect this is varieties of language. The five factors that account for variation in language	
	Social stratification: In language their variation of register and happens or creation of classes in the society. It create the class their three kind of class in the community first one class of low people those people they using local language and ungrammatical language used and middle class those they use grammatical language and high class of educated people they were use grammatical language and all rules of the language.	
	Historical background: When the society forms the history may be they were history of using local language. It create the formation of register in the society.	
	Geographical dispersion: It create the formation of register because the people differs even they were are living in different areas. It create the different register, so that people they differentiate through the area where lived.	
	Migration of People: Also the movement of people from one place to another. It formed the formation of register in the society because people from another area he/she can speak different language with the certain area person settle, and person adopt new language with the certain place.	

	Intermarriage: In fact that formation of register is formed by the creation of different tribes interact and communicate together. It is true that people they speak different language and register formed.	
	Therefore the formation of register is dependent on the place and background of the certain community and creation of classes. It is formed register due to ungrammatical language used for the low class and grammatical language for higher class of educated people. So that the factors which may form register.	

Extract 10.2:A response of a candidate who scored average marks.

The candidates who scored low marks in this question just listed five factors that cause variation in language use but did not give any explanation. Extract 10.3 shows a sample of such responses.

1.	@@ geographical distance	
	@ time factors	
	@ individual factors	
	@ social factors	
	@ Age difference	

Extract 10.3:A response of a candidate who scored low marks.

It was further noted that a few candidates who scored 0 in part (a) misunderstood the task of the question, hence provided irrelevant responses. Some of the candidates wrote on poetic devices contrary to the demand of the question, as seen in Extract 10.4

19.	<p>Personification that means give an animal ability of human being that was not important example Shogun say we to bypass road to their society.</p> <p>Repetition, that also was a factor. For the language we can use to the different way for example in play Religion Religion it was repeated.</p> <p>Musical, also same time language is use the Musical Factor Example of say in the play of Makala the Farmer it use the Musical that is language use</p> <p>Also the work of the literature it use, always use the language use like Son, Satire to represent our work to the society.</p>	
19.	<p>Variation of language use that also use to fulfill the work of literature also the language we use classified into different ways. The Following are Factors for the Variation of language</p> <p>Poetic License, that means broken of grammatical rule that also use in the literature to show the all place which have broken the grammatical rule Example in play, novel and short story all their use the poetic license.</p> <p>Symbolism, that used to represent something that also symbolism it comes to present something Example corn on the ground that represent poverty because we can not put corn in the ground.</p>	

Extract 10.4:A response of a candidate who provided irrelevant points.

There were also candidates who wrote on key concepts used in defining human language, such as arbitrariness, vocal, symbols and system instead of the factors which cause variation in language use. Extract 10.5 shows a sample of such responses.

1.	a)	Five factors that account for variation in language use are:-	
		Arbitrariness: the language use it can arbitrary was the instruction in the language.	
		Symbols: This is the part of language to use. It show the communication of language.	
		Vocal: Is the system they use the people when to use in the language for to communication.	
		System: Is the communication through the language the time to use the people in the language.	
		Sign: Is the language using to communicate the people when the used in the language.	
	b)	To distinguish the following linguistic concepts:-	
		i) Dialect Is the language is used the few people and then the "but" dialect is the dialect to use the many people and to the speaker for example "Kiswahili, Kipemba".	
		ii) Consultative Style Is the style is the used part in the used in language the time to communicate the people "But Casual Style is the used in language to not use style".	
		iii) Style: Is the system it used in the language to communicate the people to simply for the communication But Style-	

	istics: is the system the following the people	
	to communicate the information the language.	
	(iv) Phonological level is the alphabet of phonemes	
	it used in the language and then it	
	build the sentence. But graphological level	
	is the part of phonology it uses in the	
	language for the communication.	
	(v) Common Core English is the language to	
	communication between two people they want	
	to speak for communication. But Colloquial	
	English is the specific language it used the	
	information to used for to communication.	

Extract 10.5:A response of a candidate who provided irrelevant points.

The candidates who scored high marks in part (b) were able to distinguish the given stylistics concepts. In item (i) they wrote that, *idiolect* is the variety of language spoken or written by an individual speaker of a language as identified in accent and writing style while *dialect* is the variation of language according to the user. In item (ii) they wrote that, *consultative style* is the language style used in an appropriate context while *casual style* is the style that is used by friends who are familiar to each other. Moreover, in item (iii) they wrote that, *style* is the way that language is used in an appropriate context while *stylistics* is the study of different styles of language. Furthermore, in item (iv) they wrote that, *phonological level* is the stylistic marker which involves features such as pronunciation of words, rhythm and intonation while *graphological level* is a stylistic marker where by features such as capitalisation, bolding punctuation and paragraphing are observed. Finally, in item (v) they wrote that, *common core English* is the English defined by units and constructions which are common to all dialects of English in a language community while *colloquial English* is the English which is not formal but mostly used in informal situations. Extract 10.6 is a sample of a good response from a candidate who managed to distinguish the given stylistics concepts with clear examples.

1b) i	Idiolect refers to the individual's manner of speaking that differentiates one speaker from another speaker. Idiolect enables one to know who the speaker is even without seeing him or her. It can be detected by using factors like use of certain expressions like "---- of course", "Um ---er" but also tone and voice can detect idiolect.	
	WHILE	
	Dialect is the variation of language according to user. Dialect deviates from the main language having peculiar pronunciation, vocabulary, grammar and spelling mainly covering a certain geographical area. Example the English language has two main dialects that is American English dialect and British English dialect.	
ii	Consultative style this is the type of language style used by people who are not familiar with one another. It is used mainly when people are strangers to one another. It contains polite language and also speaker's attitude and feelings such as anger, sadness and happiness is usually not shown.	
	WHILE	
	casual style is the language style used by familiar friends and family members. It involves the use of ellipsis while doing a conversation. For example express expression like "You okay?" can be used instead of "Are you okay?". It involves familiar friends.	

iii)	<p>Style is the way language is used by a speaker in order to fit in a certain social context. Here the speaker varies in the use of language depending on the people he or she communicates with, the environment and the medium used to convey message. Examples include formal style and informal style used in different occasions.</p> <p>WHILE</p> <p>Stylistics is the study of language variation in order for the language to be used in a certain context. It is mainly composed of register and dialect. Register is the language variation according to use and dialect is the language variation according to user. Stylistics is more expansive than style.</p>
iv)	<p>Phonological level is the master of style or level in linguistics that deals with language sounds such as phonemes, intonation, falling and rising of tone and use of onomatopoeic words. For example conversation style mainly uses words like "Brum", "ding dong" and imitation of animal sound in speaking.</p> <p>WHILE</p> <p>Graphological level is the linguistic level or master of style that shows how words are presented. It involves things like capitalisation, bolding, underlining, use of numbers and diagrams while making a certain presentation. Example advertising language uses capitalisation and bolding to make the advert visible.</p>
v)	<p>Common core English is the use of English vocabularies that are common to all classes in the society. These words can be used by both upper, middle and lower and in both formal and informal context. Example the word "child" is a common core English.</p> <p>WHILE</p> <p>Colloquial English is a kind of English in which the vocabularies used are mainly informal; or even neutral. Example words of English language like "Daddy", "Guy" and "Kid" are colloquial English vocabularies used mainly in informal context.</p>

Extract 10.6:A response of a candidate who scored high marks.

Further analysis shows that, the candidates who had average performance in part (b) managed to distinguish the linguistic concepts in two items but failed to distinguish those in the other items. This was an indication that they partially knew the meanings of the tested stylistics concepts. For example, one of the candidates distinguished the linguistics concepts in item (i) and (ii) but failed in the other items. Extract 10.7 present such answers.

01b)	i) I defined it the language variety particular to an individual. This may be in pronunciation or vocabulary selection while dialect is the language variation according to the user.	
ii)	Consultative style is the language style used by people who are not familiar to each other. It involve the use of polite word such as would you and would you while casual style is the language style used by the people who are friends.	
iii)	style is the way of doing something while stylistics is the study or art of doing something	
iv)	Phonological level refers to the sound level while graphonological level refers to the sentence level.	
v)	Common core English is the English that is used south of England while colloquial English is the English that is spoken in northern part of England	

Extract 10.7:A response of a candidate who scored average marks.

The candidates who scored low marks in part (b) of Question 1 had these weaknesses. Some of them failed to distinguish many of the given linguistic concepts because they did not have adequate competence in the area tested. For example, when answering item (i), one of the candidates explained that *idiolect is the form of language concerned with a particular subject, culture, profession or aspect* while *dialect is a variety of language according to use*. Another candidate explained that *idiolect is the variation of individual* while *dialect is the variation of language*. In item (ii) he/she explained that *consultative style is the style used by the writer of the story* while *casual style is the style used by the writer of a story where by actions done at the same time*. Another candidate explained that (iii) *style is the arrangement of work of art* while *stylistics is the use of language in communication*. In item (iv) the candidate explained that *phonological level is the primary level whereby a man or child learn language through providing or speaking sound only* while *graphological level is the stage which deals with the pronunciation of sound in order to form word critically*. In answering item (v), one of the candidates explained that *common core English refers to pure language which is spoken by the people of higher class such as all intellectuals and rich people* while *colloquial English is the language which is spoken by lower class people like poor people*. Another candidate explained that *common core English is the language used by common people without considering grammar* while *colloquial English is the language which considers all grammatical formation*. Extract 10.8 is a sample of a poor response from a candidate who failed to distinguish the given stylistics concepts.

Q1.	<p>(b) (i) Dialect refers to the form of language concerned with a particular subject, culture, profession or aspect <u>while</u> - Dialect is a variety of language according to use.</p> <p>(ii) Consultative style is the style of using language by concerning a particular subject, culture or profession. <u>while</u> - Casual style is a direct style of using language characterized with pictures.</p> <p>(iii) Style refers to the way of using and arrangement of event in a literary work. <u>while</u> Stylistics - This is a formal style of using a language.</p> <p>(iv) Phonological level, This is a level of sound production and formation in a particular language. <u>while</u> - Graphological level is a level of word formation in a particular language.</p> <p>(v) Common core English This is a language used by common people without considering grammar <u>while</u> colloquial English is a language which considers all grammatical formation.</p>	
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Extract 10.8:A response of a candidate who scored low marks.

It was further observed that a few candidates who scored 0 in this question failed to provide any correct response due to poor knowledge of stylistics concepts. These candidates also demonstrated poor mastery of the English language which hindered them from providing comprehensible explanations. Extract 10.9 is a sample of a poor response from a candidate who provided incorrect explanations with a lot of grammatical errors about the differences between the given concepts.

b.) To distinguish the following linguistic concepts:-	
i.) Dialect is the language is used by the few people and then the 'out' But dialect is the dialect to used, the many people and to the Suppleyer for example 'Kihndimu, Kipemba'.	
ii.) Consultative Style is the Sty is the used plot in the used in language the time to communicate the people 'But Casual Style is the used in language to not use Style'.	
iii.) Style: is the 'System it used' in the language to communicate the people to simply find the communication But Styli-	
stics: is the System the following the people to communicate the information the language.	
iv.) Phonological level is the alphabet of morphemes it used in the language and then it build the sentence 'But graphological level is the part of phonology it uses in the language for the communication.	
v.) Common Core English is the language to communication between two people they want to speak for communication But Colloquial English is the Specific language it used the information to used for to communication.	

Extract 10.9: A response of a candidate who provided incorrect points.

3.1.2 Question 2: Writing the Technical Terms for the Given Stylistics Concepts and Outlining Five Characteristics of a Formal Style of Presentation.

This question had two parts, (a) and (b). In part (a), the candidates were instructed to write the technical terms for the following concepts:

- (i) A language style used to preserve certain aesthetics (beauty).
- (ii) Variety of language according to use.
- (iii) Specialised language concerned with a particular subject, culture or profession.
- (iv) An area of specialisation to which language is put into use.
- (v) Regionally determined variation of language.

In part (b), the candidates were instructed to outline five characteristics of a formal style of presentation.

The question was optional and it was attempted by 60.3 per cent of the candidates, out of which 52.5 per cent scored from 12 to 20 marks and 39.1 per cent scored from 7 to 11 marks. Only 8.4 per cent scored marks ranging from 0 to 6. The data show that the overall candidates' performance in the question was good, since 91.6 per cent scored an average of 35 per cent or above. The performance is summarised in Figure 11.

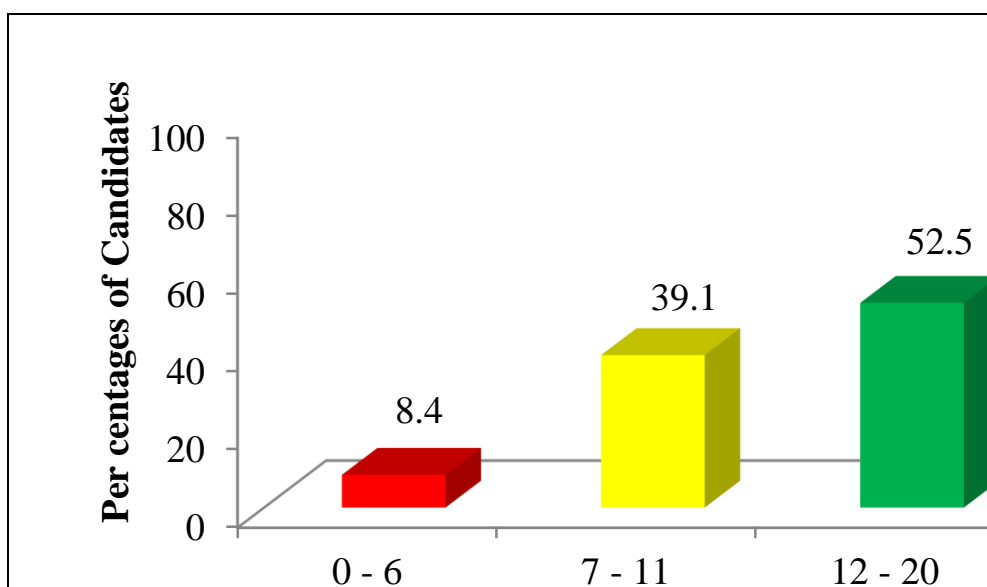


Figure 11: *Candidates' Performance in Question 2*

The candidates with high marks in part (a) demonstrated a good knowledge of the tested area, as they managed to write the technical terms for each of the given stylistic concepts. For item (i) they wrote *frozen style*, item (ii) *register*, item (iii) *jargon*, item (iv) *province (or field of discourse)* and for item (v) *regional dialect (or geographical dialect)*. Extract 11.1 is a sample of a good response from a candidate who was able to provide correct technical terms for the given stylistics concepts in part (a).

02@	(i) Frozen style.	
	(ii) Register	
	(iii) Jargon	
	(iv) province	
	(v) Regional dialect.	

Extracts 11.1: A response of a candidate who scored high marks.

The candidates who scored average marks in part (a) mixed incorrect points in their responses or they managed to provide correct responses to two items while providing incorrect responses for the three items. It was further noted that the candidates who scored 0 failed to provide any correct technical term for the given stylistics concepts. This indicates that they lacked knowledge of the stylistic area tested. For example, in answering item (i), one of the candidates wrote *code switching and code mixing*, in item (ii) *dialect*, in item (iii) *register*, in item (iv) *idiolect* and in item (v) *accent*. Another candidate wrote the following answers: (i) *poetry*, item (ii) *dialect*, item (iii) *consultative style*, item (iv) *register* and in item (v) *casual style*. Yet, another candidate wrote (i) *consultative style*, (ii) *dialect*, (iii) *common core language*, (iv) *graphological level* and (v) *stylistics*, as seen in Extract 11.2.

2. @ (i)	A language style used to preserve certain aesthetic beaut (beauty) is <u>Consultative style</u>	
(ii)	Variety of language according to use <u>Dialect</u>	
(iii)	Specialized language concerned with a particular Subject, Culture or profession <u>Common Core language or</u> <u>Common Core English</u>	
(iv)	An area of specialization to which language is put into use is <u>graphological level</u>	
(v)	Regionally determined variation of language stylistics	

Extract 11.2: A response of a candidate who provided incorrect points.

The candidates who scored high marks in part (b) were able to outline five characteristics of a formal style of presentation. However, the marks scored by the candidates in this group varied depending on the correctness of the points and clarity of the explanation. Those who scored from 7 to 9 marks could not clearly outline some of the points, hence scoring 1 mark instead of 2 marks for a particular point. Contrarily, those who scored 10 marks clearly outlined the points, showing that formal style is usually written because the intention of using it is just to inform. Secondly, it includes most of the characteristics of the common core formal vocabulary. Thirdly, the grammatical constructions dominate/adhere to the rules and principles of grammar. Fourthly, it uses long and complex sentences. Fifthly, it tends to be refined because it adheres to the rules of grammar (arrangement of words, punctuation etc.). Sixthly, it has logical flow of ideas. Finally, its spoken aspect carefully observes prosodic features such as intonation, pitch, tone etc. Extract 11.3 is a sample of a good response from a candidate who correctly provided the characteristics of a formal style of presentation.

b) Formal style of presentation is the language that strictly follows the grammatical rules of a given language. It is normally used in serious formal settings such as courts, parliament and in formal newspapers such as Daily News and the Guardian. Formal style of presentation differs greatly from other styles such as informal and casual style on basis of the following characteristics.

Absence of slang and colloquial terms. Any vernacular speeches considered informal and may be unserious are completely not present in the formal style of presentation since they may destroy the purpose and seriousness of the message being presented.

The use of Impersonal language. Formal style adopts the impersonal language whereas strong feelings and emotions are avoided and the speaker or presenter avoids the use of personal pronouns such as I, we, our and they. However these statements may begin with "It" to hide the personal prejudice in communicating beliefs. For instance "It is strongly believed that early pregnancies result into poverty"

	Adherence to the grammatical rules of a language. Formal style strictly adheres to the grammatical rules of the language given in terms of word order, pronunciations, spellings and avoidance of the use of ungrammatical terms which may violate the given language rules. For instance sentences take the SVOCA arrangement.	
	The use of long sentences. Contractions and the use of short sentences such as fire! or "go!" are generally non-existing in the formal style of presentation. Long sentences are used to fully transmit the intended message and preserve the formal degree of formality. Instead of saying fire! It would be presented "There is a fire outbreak!"	
	It is used in formal settings. Formal style of presentation is used in formal settings such as courts, at school when teaching, hospitals and Banks. It is rare to be observed in informal settings such as market place or bus stand. Due to the formality of such settings, formal style has no choice but to be used.	
	In Conclusion, the formal style of presentation may deviate into other styles on account of various factors such as age, setting, status, education, classes and gender.	

Extract 11.3: A response of a candidate who scored high marks.

The candidates who scored average marks in part (b) provided two correct points while the others were incorrect. For example, one of those candidates wrote these two correct points: *it is non-spontaneous* and *does not use slang*. However, he/she provided other incorrect points including the following: *it was space in bound* and *there is absence of feedback*. The candidate also demonstrated weaknesses in providing logical and comprehensible explanation. Extract 11.4 presents such responses.

2 (b)	<p>Formal Style: is the style that used in official setting like education, Religion, Hospitals and other the following are the feature of formal style of presentation those features of formal style as follows.</p> <p>It was non spontaneous: This means it need much preparation when a person write the different information about something suppose to prepared the not about what he or she suppose to presenting about so it need much preparation</p> <p>It has complete sentences. the formal style has complete sentences because when a person prepare the thing or write a sentence in order to present it he or she write a complete sentence because there if no the communication taking place.</p> <p>It was space in bound: it does not involve the gap filler like well----, but the writer write the complete sentence without using the word which are used in the informal style presentation like in school, Religion and others</p> <p>Does not use slangs: the formal style do not use slangs words which are used by the children especially youth and criminals in the society but the formal style use the word which concerning with the formal setting like Religion, Legal language style and others.</p> <p>There is absence of feedback: The formal style presentation do not have the feedback example in religion style presentation does not have feedback like the informal style it has the feedback when they presenting it to a certain people.</p> <p>Therefore: the formal style presentation have the different feature like does not have gap filler, feedback, it has the complete sentences and the slangs words are not used in Religious formal, education formal and legal formal style presentation.</p>
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Extract 11.4: A response of a candidate who scored average marks

The candidates who scored low marks in part (b) mixed incorrect points in their responses; hence, scoring from 1 to 3 marks. It was further noted that the candidates who scored 0 in the question lacked competence in the stylistics area tested; consequently, they failed to outline any correct characteristics of a formal style of presentation. For example, one of the candidates wrote that a formal style of presentation *is characterised by the use of vocabulary according to the context and avoid using abusive language*. Another candidate wrote that formal style of presentation *is full of colloquial words, ellipsis, contracted forms and ambiguities in sentences*. Yet, another candidate wrote that a formal style of presentation *is used to the parade and to the president ceremonies and it uses construction activities*.

Other candidates scored 0 for misinterpreting the question, hence providing answers which were opposite to the demand of the question. Some of the candidates in this category outlined qualities of effective presentation instead of the characteristics of a formal style of presentation. For example, one of the candidates wrote the following: *the presenter/speaker must speak loudly, the presenter should inform the listener about the topic present, the speaker must learn the content and its aim clearly, the connection of ideas should be arranged systematically, the use of pictures and other real examples is very important. A good presentation should have the introduction middle part and conclusion*. Extract 11.5 presents such a response with irrelevant points.

(b) Characteristics of formal style of presentation.	
• The presenter / speaker must speak loudly.	
• The presenter should inform the listener about the topic presented.	
• The speaker must learn the main content and its aim clearly.	
• The connection of ideas sh should be arranged systematically.	
• The uses of pictures and other real examples is is very important in order to make the listener to understand well about the topic.	
• A good presentation should have the introduction middle part and conclusion.	

Extract 11.4: A response of a candidate who provided irrelevant points.

Another candidate who also outlined the qualities of an effective presentation instead of the characteristics of a formal style of presentation wrote: *to use notes as a guide, to avoid eye contact, to ensure the presence of pose and posture, to use action if necessary and to use loud during presentation.* Extract 11.5 presents the sample of such responses.

2 (b) (i) To use notes as a guide	
(ii) To avoid eye contact.	
(iii) To ensure the presence of pose and posture.	
(iv) To use action if necessary.	
(v) To use loud during presentation.	

Extract 11.5 is a response of a candidate who provided irrelevant points.

3.1.3 Question 3: Note Taking and Advertisement

The question had two parts, (a) and (b). In part (a), the candidates were asked to mention five important aspects to consider when taking notes and in part (b) they were asked to give reasons for advertising and then to list five characteristics of the language of advertisement.

The question was attempted by 39.3 candidates, of which 59.8 per cent scored from 12 to 20 marks and 35.7 per cent scored from 7 to 11 marks. Only 4.5 per cent scored marks ranging from 0 to 6. The data show that the overall performance was good, since 95.5 per cent scored an average of 35 per cent or above. The performance is summarised in Figure 12

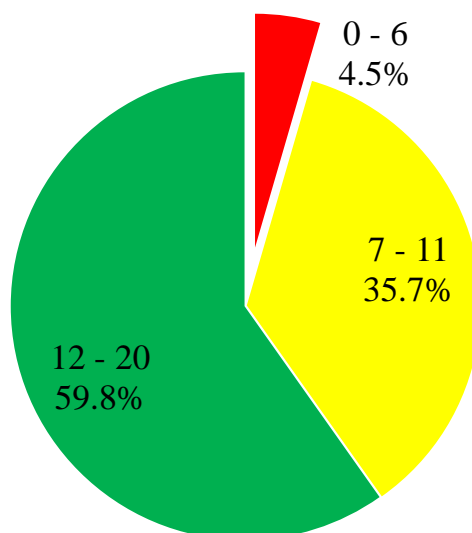


Figure 12: *Candidates' Performance in Question 3*

The candidates who scored high marks in part (a) of Question 3 demonstrated adequate competence in the tested area, as they managed to mention five important aspects to consider when taking notes, such as *good preparation; for example, having the required materials, effective listening skills, paying close attention to the content, develop note taking method, distinguish facts from opinions, knowledge of nonverbal elements used by the speaker, knowing personal weakness and handle them; for example, sitting close to the speaker for a note taker with hearing problems*. Extract 25 is a sample of a good response from a candidate who was able to mention five important aspects to consider when taking notes.

3a.	Note taking refers to paying attention to what you hear and writing it per points. The following are the aspects to consider when taking notes:
	Prepare yourself mentally, we should get prepared ourselves mentally that what am gonna hear or study it has to be taken note.
	Prepare yourself physically, that is with materials for taking notes like book, exercise book, pencil and pen.
	Use of symbols, so as to note everything important. For instance "I to mean and" "2 to mean to" so as if its the lecturer you go together with him.
	Be focused, that is you can't note each and everything so you have to be focused on important terms that will help you remember what you note earlier.
	Be sharp, that you write or take note quickly what you hear so that you can take note of other things ahead.
	Note taking helps us to remind ourselves to what we passed through earlier.

Extract 12.1: A response of a candidate who scored high marks.

The candidates who scored average marks in part (a) of the question were able to write three aspects to consider in note taking, out of the required five. This was an indication that they did not have a good knowledge of those aspects. It was further noted that, the candidates who scored low marks in the question mixed incorrect points in their answers; thus, scoring from 1 to 3 marks. For example, one of the candidates was able to provide correct points in item (i), (ii) and (iii), by writing that, *a person should write the key points, a person should write a short and clear summary to elaborate the points and that the*

use of abbreviations should be considered so as to save time. However, he/she failed in item (iv) and (v). The point in item (iv) *The use of conjunctions*, is incorrect because when taking notes, a note taker does not connect the words using conjunctions as in normal writing, instead he/she uses symbols like &, + for *and*, \therefore for *because*, \therefore for *therefore*, \leftarrow for *because of*, *caused by* (*showing reason*), \rightarrow for *causes*, *leads to* (*showing result*). Extract 12.2 is a sample of a response from a candidate who scored low marks.

3(a)	(i) A person should write the key points	
	(ii) A person should write a short and clear summary to elaborate the points	
	(iii) The use of abbreviations should be considered so as to save time	
	(iv) Important things should be considered during note taking. The use of conjunctions	
	(v)	

Extract 12.2: A response of a candidate who scored low marks.

Further analysis shows that the candidates who scored 0 in part (a) lacked competence in the area tested; consequently, they failed to mention any correct important aspect to consider when taking notes. For example, one of the candidates responded by writing; (i) *Themes of notes (content of notes)*, (ii) *Length of notes*, (iii) *Message of notes*, (iv) *Language of notes* and (v) *Arrangement of notes*. Another candidate in this category responded as follows: (i) *Write down less important words*, (ii) *Consider spelling and grammar*, (iii) *Elaboration of points* (iv) *Avoid short forms*. Yet another candidate wrote these points: (i) *To be attention*, (ii) *To understand language*, (iii) *To perform in writing style* and (iv) *To escape all baries*. Extract 12.3 is a sample of a poor response from a candidate.

3(a)	i. To be attention.	
	ii. To understand language	
	iii. To perform in writing style.	
	iv. To escape all baries.	
	v.	

Extract 12.3: A response of a candidate who provided incorrect points.

Other candidates who scored 0 misinterpreted the question by writing the importance of taking notes instead of the important aspects to consider when taking notes. For example, one of those candidates responded by writing that, *note is important for educating the student in the class, note is important for the memory*. Extract 12.4 presents such irrelevant points.

3a	Notes is imptant for educat the student in the class in the school. every day	
	Notes is important for the memory to another time	
	Notes to important it not difficult difficult when time to learning another time	
	Important of notes to making the student to educat very good to pass subject.	
	Notes is among ways to bring teacher very hand some in the activit.	
	es	

Extract 12.4: A response of a candidate who provided irrelevant points.

The candidates who scored high marks in part (b) (i) managed to give five reasons for advertising, which included the following: *to maintain the brand identity to communicate changes in the existing product line, to introduce a new product or service to increase the value of the brand or the company, to warn and to educate, to entertain and to increase sales of a product*. Extract 12.5 is a sample of a good response from a candidate.

3b. (i) people do advertise because of the following	
people advertise in order to inform the people on where their goods are available and how to find them, for instance "NEEMA MAKE-UP BEAUTY SALOON AT NANENANE NEAR UWINDO STREET".	
people advertise in order to warn the society, that don't buy this and buy this and don't buy that. For instance "BUY RUGU ITS DURABLE, IT MAKES YOUR SKIN LOOK PERFECT, GET IT NOW SINCE JOPO SOAPS MAKES SKINS GROW OLD"	
people advertise to convince and persuade the society, people advertise in order to convince people to buy their products. For instance "PERFUMES THAT LASTS LONGER ARE AVAILABLE NOW"	
people advertise to promote sales, they need market for their goods and products so they advertise in order to promote their goods and earn income. For instance "PENS AVAILABLE NOW AT CHEAPER PRICES"	
people advertise in order to educate the society, for instance number of women wants to lose their belly fats and they use medicines with belts, but a person may educate by advertising that the belly fats can be reduced and removed by exercises	

Extract 12.5: A response of a candidate who scored high marks.

The candidates who scored average marks in part (b) (i) of Question 3 were able to give two correct points while the others were incorrect. It was further observed that those who scored low marks in part (b) (i) mixed incorrect points in their answers; hence, scoring from 1 to 3 marks. For example, one of those candidates provided correct reasons for advertising in item (i) and (ii), by writing that, *People advertise to make their good known* and that *they advertise to increase market*. However, he/she failed to provide the other three reasons for advertising, as seen in Extract 12.6.

Extract 12.6

3(b)	(i) ▶ People advertise to make their goods known	
	▶ People advertise increase market	
	▶ People advertise	
	▶	

Extract 12.6: A response of a candidate who scored average marks.

The candidate who scored 0 in item (b) (i) of Question 3 failed to give any correct reason for advertising. This indicates they lacked competence in the area tested. For example, one of those candidates responded by writing the following: *to making communication, to growth their knowledge, to rise up the their idea, building the goods, to promoting their people friend*. Extract 12.7 presents such incorrect points.

Extract 12.7

(b)	Do people advertise	
(1)	To making the communication	
	To growth their knowledge	
	To rise up the their idea	
	Building the goods	
	Promoting the their peop friend.	

Extract 12.7: A response of a candidate who provided incorrect points.

Other candidates scored 0 for misinterpreting the question. For example, one of those candidates wrote about the importance of studying and learning language by writing that, *people advertise in order to know well the use of language skills, including correct pronunciation, to avoid breaking grammatical rules, improve language skill, to communicate with people and to preserve the beauty of language*. Extract 12.8 presents such responses.

3	⑥ of People advertise in order to know well the use of language skills in their life correctly.	
	Reasons.	
	1/ Correct pronunciation.	
	2/ To avoid breaking grammatical rules.	
	3/ To improve language skills.	
	4/ To communicate with people.	
	5/ To preserve the beauty of language.	

Extract 12.8: A response of a candidate who provided incorrect points.

The candidates who performed well in part (b) (ii) were able to list five characteristics of the language of advertising, which included the following: the use of first and second person pronoun, e.g. *We have it, you take it*. Frequent use of interrogatives; *Are you going grey?* Take hair darkening. The use of abbreviations, e.g. LTD=limited, Tel=Telecommunication. The use of figurative language, e.g. *cool as the mountain stream*-simile, *Nyati Cement*-metaphor. The use of slogans, e.g. *DSTV, so much more, Konyagi, the spirit of the nation*. The use of short imperative sentences, e.g. *buy one get one free, visit our store*. The use of quantifiers which are not specific, e.g. *everyone* uses X what about you. The use of comparative and superlative form of adjectives. The use of expressions which appeal to the emotions. Extract 12.9 is a sample of a good response from a candidate who was able to list correctly five characteristics of the language of advertisement.

3.b)ii)	d) Advertisement language uses informal language. This is done in order to make people memorize the advertisement easily and also in order to attract the reader's attention. For example: Informal words like <i>Jismartphonishke, Jigiftishke</i> are used by Tigo Company.	
	e) It uses common metaphorical language. This is so in order to make an advertisement memorable and attractive to people. For example: <i>QFL Magdoro Dodoma is the best in Tanzania</i> or <i>"Pilsner, Imara kama Simba" (Pilsener, strong like a lion)</i> .	

Extract 12.9 is a response of a candidate who scored high marks.

The candidates with average marks in part (b) (ii) of Question 3 were able to give two correct points while the others were incorrect. It was further noted that those who scored low marks mixed incorrect points in their responses, hence scoring from 1 to 2 marks. This indicates that they lacked sufficient knowledge of area tested. For example, one of the candidates provided a correct point in item (b), by writing that, *the language of advertising is expressive or emotive*. However, he/she failed in the other items. The point in item (a) *Language is changeability or dynamic*, is irrelevant in the context of the question, since it is a characteristic of human language. Likewise, the point in item (c) *Language is representative*, is irrelevant, since it is a speech act or a function of language which describes states or events in the world, such as an assertion, a claim, or a report. For example, the assertion: *This is a Chinese car*. Extract 12.10 presents such responses.

36	(ii)	(a) Language is changeability or day dynamic	
		(b) Language is expressive or emotive.	
		(c) Language is representative	
		(d)	
		(e)	

Extract 12.10: A response of a candidate who scored average marks.

The candidate who scored 0 item (b) (ii) of Question 3 failed to give any correct characteristics of the language of advertising. Some of the candidates lacked competence in area tested. For example, one of those candidates responded by writhing these incorrect points: *to bring the friendship in the societies, to growth on every day if people, to love this language, to take brow the word from another language, to build relation in the different nations, Characteristic of language in the life of people to growth the tradition in the societies*. Extract 12.11 presents such incorrect points.

(ii)	Five the characteristic of language	
	To bring the friend ship in the	
	Societies	
	To growth an every day if	
	people to love this language	
	Another characteristic of language to	
	taking brow the word from another	
	language	
	characteristic of language to build-	
	ing the relation in the different nati-	
	on	
	characteristic of language in the	
	life of people to growth the tradition	
	in the societies.	

Extract 12.11: A response of a candidate who provided incorrect points.

Another candidate who also did not know the characteristics of the language of advertising responded by writing that, *it use of correct grammar-it uses writing skills, it enable to pronounce words correctly, it leads to variation of language and that it specialized with particular subject, culture or profession.*

Extract 12.12 presents such incorrect points.

3	(b) (ii)	• impro Use of correct grammar.	
		• It uses writing skills.	
		• It enable to pronounce words correctly.	
		• It leads to variation of language.	
		• It specialized with particular subject,	
		Culture or profession.	

Extract 12.12: A response of a candidate who provided irrelevant points.

Other candidates who scored 0 in item (b) (ii) of Question 3 misinterpreted the question. For example, one of those candidates provided the qualities of a good advertisement instead of the characteristics of the language of advertising. Another candidate in this category wrote about the importance of education, as seen in Extract 12.13

3(b)	Advertive Is the process of providing opinion to	
(i)	Some one one about something there are alot of reasons that why people Advertive so the following are the reasons on why people Advertive.	
	To solve the problem, People Advertive in order to solve problem in the society or country for example in the conflict some one can happen to Advertive people in order to end the conflict	
	To increase development, for example in Trade or business Adv issues some one can Advertive some one in order to pave the way of development to that people	
	To increase Knowledge and Skills, That is - because some one can advertive people about the importance of education in order to get knowledge - knowledge and skills.	
	To provide employment, People Advertive in order some to get employment for his or her own development in the society	
	To increase relationship, some people can Advertive hi or her friend in order to improve their relationship	
	Generally Advertive is important in the lives of people because there is no one who know all things and no one is perfect and Advertive can provide peace and development among the people.	

3b(i)	<p>language of Advertising These are language used during the Advertising process, the language of Advertising have alot of characteristics as follows below</p> <p>The use of good language; The use of good language is important because every one can listen what him or her says, but when some one used bad language to Advertise can cause conflicts in the society.</p> <p>Peace and love; Also is needed in Advertising - because people can listen carefully what he or she talking and to understand well the topic</p> <p>To use The use of ^{National} international language, also these is the one of the characteristics or feature of Advertising because alot of people in the country they know their inter national language that other - language for example in Tanzania their national - language is Kiswahili</p> <p>Confidence, is characterized with confidence. and there is the important thing during - Advertising because some one can know what he - or she talking about</p> <p>To Avoid characterized with Abreance of comedy, during Advertising process the advertiser must Avoid the use of comical language in order to be - understandable to all people.</p> <p>Generally language is important at any where and any place so that people must study language in order to get alot alot of skills on the use of language.</p>	
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Extract 12.13: A response of a candidate who provided irrelevant points.

3.2 Section B: Plays

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

3.2.1 Question 4: Happenings in the Society

In this question the candidates were asked to show things which ought to have happened in the society.

The question was attempted by 64.9 per cent of the candidates, out of which 4.0 per cent scored from 12 to 20 marks and 88.4 per cent scored from 7 to 11 marks. Only 7.6 per cent scored marks ranging from 0 to 6. The data show that the overall performance was good, since 92.4 per cent scored an average of 35 per cent or above. The performance is presented in Figure 13.

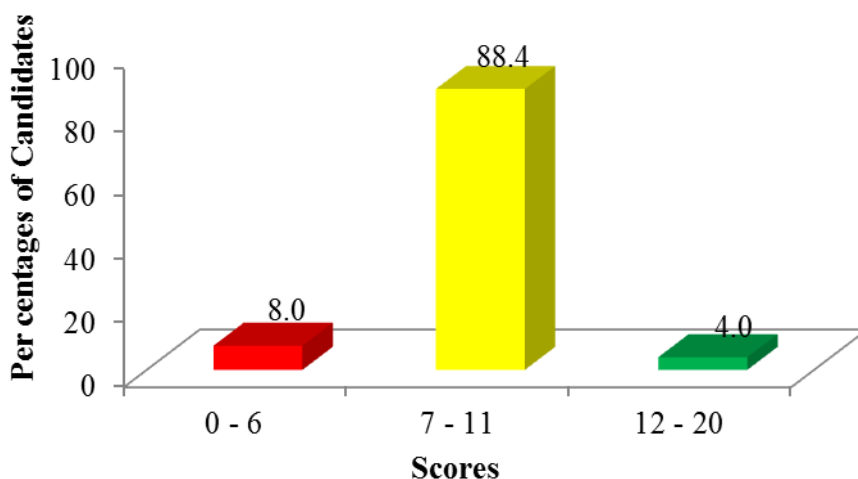


Figure 13: *Candidates' Performance in Question 4*

The candidates who scored high marks in this question were able to introduce the question by explaining that a play not only reflects what happens in the society, but also shows what ought to have happened in the society. Thus, they appreciate and criticise the society on wrong and good things while proposing the way forward. In the main body, they used two plays of their choice to show how the playwrights have been able to achieve that intention.

The candidates who used the play *An Enemy of the People* written by Henrik Ibsen were able to show what Ibsen as the playwright seems to suggest that the pipes in Spa baths were required to be re-laid in order to alleviate the

problem of contamination of water in Spa baths. Besides, the Norwegian society lies should be discouraged in order to alleviate the problem of hypocrisy which exists in the society as Petra suggested. The new system of education in which the truth was cherished was to be introduced as Doctor Stockmann planned to do with the intention of alleviating the problem of ignorance existing in the society.

Moreover, the candidates who used the play *Betrayal in the City* written by Francis Imbuga were able to show what ought to have happened in an imaginary Kafira society in order to solve the problems existing in their society such as nepotism, betrayal, irresponsibility, hypocrisy, murdering and ignorance and suggested what ought to have happened so as to solve those problems. For example, the problem of nepotism was solved by overthrowing the existing rotten Boss' government. Furthermore, the problem of betrayal was protested by students of Kafira University by demonstrating against Boss' dictatorship government. Murdering was protested by people such as Juser, Moses and Jere by overthrowing Boss' dictatorship government.

The candidates who cited the play *I Will Marry When I want* by Ngugi wa Thiong'o and Ngugi wa Mirii explained that foreign investments were supposed to benefit the local people rather than causing more problems to them as Kiguunda lost his piece of land. The so-called investors had a plan to establish a pesticide factory. The move to establish a factory in human habitat proves that foreign investors are not friendly to people's health. On top of that, the operation of western ways in Africa was not to be done at the detriment of African culture. Kiguunda and his wife's desire to wed in a western style puts a great pressure of need of cash, something which cause them to lose their land through a bank loan. To add more, independence ought to have brought positive changes to the majority who fought for it rather than a few people like Kioi who misuse the opportunity. They bring useless investors to steal African resources. Furthermore, Love should not base on money and tricks to take advantage of poor girls as is done by John Muhuuni to Gathoni. John Muhuuni deceives Gathoni by giving her gifts. Additionally, the oppressed were not united. They ought to unite against the common foe. Unity will ensure them victory as the song suggests at the end. The marks awarded to candidates in this category varied from 12 to 20 depending on the clarity of points and provision of relevant instances from the respective plays. Extract 13.1 shows a good response from one of the candidates.

4	<p>play refers to the late composition that is written for the purpose of being acted on the stage, it is true that plays do not just reflect what is happening in the society, they also show what ought to have happened, thus truth is going to be verified by using <i>An Enemy of the people</i> by Henrik Ibsen and <i>I will Marry when I want</i> by Ngugi wa Thiong'o and <i>Ngugi wa Mirii</i>;</p> <p>By starting with <i>An Enemy of the people</i> by Henrik Ibsen, the truth is going to be verified as follows.</p> <p>Absence of freedom of press and expression, In this play the author have been able to depict the absence of freedom of press and expression through some incidences, for instance Peter Stockman interfered the herald not to post Dr-Stockman's articles about polluted spa-bath, Also government restricted Dr-Stockman to proclaim the truth about the polluted spa bath, The playwright also depict what should be or ought to happened like encouraging the right and freedom of press and expression so as to make people aware of the polluted spa-bath and their effect such as typhoid and Gastric disease.</p>	
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Betrayal, The author depicted this issue by using Mr-Hovstad, Boring and Mr Ascheben who betrayed Dr-Stockman about the publicizing Dr-Stockman's discoveries. This issue accelerate the existence of poor living standard health environmental problem since because if the the Member/leader of the Heland publicize the Dr-Stockman article they could increase awareness and even change the majority of people from the immorality and diseases like typhoid.

Selfishness, This refers to the situation whereby a person favour or do things that benefit him only without considering the others. The playwright depicted this issue by using Peter Stockman and Mr-Hovstad who do not want the truth to be revealed for their interest a thing that increased immorality and diseases in the society. These leaders were supposed to abandon their selfishness interest and keep forward the majority interest so as to build stable and progressive society.

Ignorance, This refers to the situation of being unaware about something. The playwright depicted this issue due to presence of high ignorance rate in the community and how ignorance accelerated the increase of immoralties. The majority were ought to

accept changes and receive ideas from educated people rather than despising them and boxing at them so as to be aware of various immoralities and evils done by the ruling power.

Concomitant to I Will Marry When I Want, the truth is going to be revealed as follows:

Exploitation. The playwright depicted the exploitation done by rich people like Ukuru and Kisio to their fellow Kenyan through legal alienation, low wages among many. The playwright revealed to be the impact of exploitation to the majority of Kenyan particularly Kigunda like persistent poverty, from these people ought to end exploitation among themselves so as to facilitate economic, political and social progression.

Poverty. This refers to the situation of being poor to the extent that, a person can not afford his or her basic needs. This issue is depicted by using Kigunda family who are living poorly due to land alienation, low wages and exploitation, drunkenness among many. The Kenyan were ought to work hard and not keep on drinking alcohol "Chobuku" and so as to facilitate the alleviation of poverty.

	<p>Humiliation, This refers to the situation of treating somebody inhuman. The playwright depicted this issue there by using Ikema and Kiwa family who used to humiliate the poor people like Kigunda. Instead of cooperating and helping their fellow Kenyan to so as to reduce the rate of poverty and let them live happily.</p> <p>Classes, playwright depicted the existence of rich (upper class) and poor (lower class). The rich people like Kiwa and Ikema used their economic power to humiliate, exploit and oppress their fellow Kenyan like Kigunda and Ocaamba. Instead of helping helping them so as to attain good economically progression and reduce economic imbalance.</p> <p>Generally, Playwrights depicts what is happening in the society such as classes and poverty, so as to make people aware and encourage them to take the measures that could enable them to solve the problems that their society facing.</p>	
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Extract 13.1: A response of a candidate who scored high marks.

Contrarily, the analysis shows that the candidates who scored 0 in the question manifested several weaknesses. Some of those candidates cited literary techniques including the use of dialogue, flashback, foreshadowing and the use of idioms also mimicry to explain their occurrence from the plays instead of showing what ought to have happened. Another stumbling block faced these candidates was the fact that, some of them misinterpreted the question and hence discussed the elements of *Form in literature* including 'Setting', 'Plot', 'Title' and 'Characterisation' contrary to the demand of the question. Moreover, the analysis indicates that some of the candidates provided explanation on themes from the two plays such as 'betrayal', 'hypocrisy', 'alienation', 'poverty' and 'ignorance'. Extract 13.2 is a sample of a response from a candidate who wrote on the literary techniques.

A-	<p>Play is a work of art that is written for the purpose of being acted on stage. If it is in script then it is known as a play but if on stage it is known as a drama. The ideas and message in the play are normally arranged in acts and scenes. To begin with the play of <i>An Enemy of the People</i> which was written by Henrik Ibsen to show how he managed to show what is happening and what ought to happen in the society:</p>	
	<p>The title of the book, the title of the book is ironically used. The title of the book calls for edit Dr. Stockman as an enemy of the people while in actual sense he is the friend of the people. People call him so due to their ignorance and find him as the righteous leader while not. Even in the society, many people tend to blame and hate those people who are there to educate them and enlightening them. But due to the trust to the wrong person they hate the righteous people like Dr. Stockman.</p>	
	<p>Characters and characterization, the playwright has used character Dr. Stockman who is a person who wants and carried the attention need to educate the society. He represents those few people in the society who sacrifice themselves for their society. Also Peter Stockman as a leader who is irresponsible as those leaders in the society who only think for their personal gain instead of the well being of the society.</p>	
	<p>The plot, this is the arrangement of work in a play. It is seen from the beginning when Aslaksen and other editors and magazine printers agreed to help Dr. Stockman in publishing the article about the spa bath. But after they received small threat from Peter Stockman who is a mayor, and betrays Dr.</p>	

Stockman This present those people who do not stand on their own beliefs/decisions. Also presents those writers who do not use their pens for their societies instead for themselves. This is very relevant to our societies as such people exist especially at the beginning when they support but after a small challenge they turn their backs.

To proceed with the play I Will Marry When I Want written by Ngugi wa Thiong'o and Ngugi wa Miti, he achieved through:

The use of title, the title I will marry when I want implies the need for personal freedom. Example Gathoni told her mom that she will marry when she wants, to mean that she needs freedom to choose when to marry. This is very common to our societies as some girls tries to fight for their freedom on personal matters such as marriage.

The setting, the setting at Kiguunda's house is implying poverty. Kiguunda with his family are very poor, they only have a single chair with poor house. Also setting of Riri's house shows how rich they are unlike Kiguunda. This shows there are classes in the society. Even in our contemporary world there is an existence of classes which is a class of very poor and class of rich.

The use of characters, such as Gathoni: she is aware on her right to education but she is not taken to schools and claim for it. This is relevant to our societies as there are a lot of girls who are aware about their right to education but they are hardly suppressed by their parents due to some factors such as poverty.

	The use of songs, this is seen when the drunkard	
	sings the song I will marry when I want since	
	all nuns are present. This symbolize the ignorance of	
	people as the ought to use alcohol to solve their	
	problems. He started taking alcohol after he was	
	chased from work This is relevant to our society	
	as many people thinks that alcohol is a so	
	problem solving technique but no, it's the source	
	of other problems.	
	The playwright has the duty to educate, inform,	
	entertain, and impart good values to the soci-	
	ety. It has to born in mind that whatever is	
	written in the play, reveals social realities in	
	the contemporary world.	

Extract 13.2: A response of a candidate who provided incorrect points.

3.2.2 Question 5: Characterisation

In this question the candidates were instructed to justify the assertion that, when playwrights compose their works of art focusing on social struggle, they always build courageous characters to face danger for the wellbeing of the society. The candidates were required to use four points for each character discussed.

The question was optional and it was attempted by 65.6 per cent of the candidates, out of which 18.8 per cent scored from 12 to 20 marks, 47.1 per cent scored from 7 to 11 marks and 34.1 per cent scored marks ranging from 0 to 6. The data show that the overall candidates' performance in the question was good, since 65.9 per cent scored an average of 35 per cent or above. The performance is summarised in Figure 14.

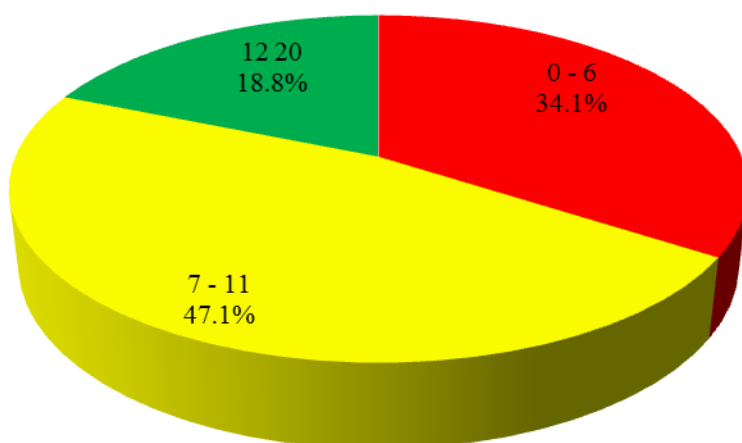


Figure 14: *Candidates' Performance in Question 5*

The candidates with high marks in this question were able to give a good introduction, main body with logical flow of ideas and a good conclusion. In the introductory part, they gave a short account of characterisation in a literary work focusing on the roles characters play in order to affect the intention of the author. In the main body, they were able to justify the statement by showing how two playwrights build courageous characters to face danger for the wellbeing of the society. These candidates provided instances of the dangerous events faced by the characters and how they managed to overcome those difficulties.

The candidates who made their references using the play *Betrayal in the City* by Francis Imbuga cited characters as Mosese, Jere, Adika, Juser and the University students to justify the given assertion. To begin with the University students, these demonstrated in order to fight for peoples' rights. In their demonstration Adika is killed and Mosese is arrested and put in prison. Jere is another character who fights for people's rights of practicing their traditions and customs. This makes him to be arrested and put in jail. Juser also fights to bring changes in the society. This makes him to lose his entire family that is his father, mother and brother who are all murdered by Boss' government. However, Juser continues struggling until he succeeds to overthrow Boss' dictatorship government. Mosese's advocacy for human dignity faces the danger when he is arrested and put in prison.

Moreover, the candidates who made their references using the play entitled *The Bride* written by Austine Bukenya, explained that, Lekindo leads the male initiates to rescue Namvua from being married to the skull, Letie. This happens at the shrine. He also decides to initiate Namvua into the Rika of Albinos. This is against what is accepted by the elders in his society. Additionally, the male initiates break their spears at the shrine. They declare their struggle against the elders and traditions without using weapons. Furthermore, the male initiates led by Lekindo courageously face the elders against killing the white men (the Albino).

Another play cited by these candidates is *Black Mamba* by John Ruganda. In this play several characters face danger including Berewa. This man, in his struggle against poverty, offers his wife (Namuddu) to sleep with the professor who pays enough money. Namuddu, Berewa's wife, faces danger of spoiling her dignity in the struggle against poverty. She comes to the city so that she may help her husband to rise up economically. She offers herself to her husband's boss (The Professor) who makes love with her and pays her money. On top of that, women sacrifice their dignity and reputation as life proves impossible in the midst of poverty. They engage in prostitution despite the adverse outcomes. Furthermore, Namatta turns into a prostitute as a way of earning a living. Thus, poverty makes people make dangerous and difficult choices. In addition, the professor feels frustrated at the lack of peace and happiness in marriage. He wants to retain his marital peace and happiness. Thus, he foregoes his dignity and reputation by involving himself in prostitution business. Conclusively, the marks awarded to candidates in this category varied from 12 to 20. This variation was determined by the clarity of points and provision of relevant instances from the particular plays. Extract 14.1 is a sample of a good response from one of the candidates.

05	<p>Characters refer to the people or anything given the role to play in the literary work and characterization is the process of assigning the attributes to character to play in the literary work. The courageous characters usually are Antagonist who usually called hero and tend to face a lot of dangers like being beaten and other problems.</p> <p>From the play of AN ENEMY OF THE PEOPLE - the character mainly who is Courageous is Doctor Stockman. The following is how doctor stockman was courageous to fight against the majority for the sake of his society.</p> <p>Doctor Thomas stockman was courageous even he was dismissed, he continued with the programme he started of releasing the truth. The doctor was dismissed later by his brother Peter stockman but continues with the struggle to ensure his society get out of the contaminated environment.</p> <p>Doctor stockman stockman house was broken, but he continued with his struggle without giving up. Example the stone of broken house he took them as memory to evil and murder when they grow up to see hence the doctor was courageous enough that he prefer the society than his own family.</p> <p>Doctor stockman was courageous even when the people turned against him, example Mr. Billing, Mr. Sten and Axelsson. He continued with the mission started earlier hence the doctor was very courageous and when he was betrayed he remains →</p>	
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or standing firmly that to the end because he committed himself to ensure that he struggle to the end of his war he never gave up even when he was beaten.

Dorothy Thomas stuckman never lose hope even when his daughter petra dismissed and his little boys mother and city dismissed from school he continued with the struggle to ensure the majority are safe against the contaminated spa bath hence that love lead to him to continue with his struggle even though he was made inferior.

By using the back of the I will marry when I want the following are point shows the way Gicamba plays the role to ensure his society going well.

Gicamba family assisted their neighbors' requirement when in need example salt to the Kigunda family this show that Gicamba was courageous and helped others for the development of his society he could do anything as he assisted Kigunda's salt.

Gicamba provided advice to Kigunda's about the issue of Gathoni and the new religion the man Gicamba also managed to advise the Kigunda family on the problem that might be happened between Gathoni and John Mubani hence he played good role although he was not succeeded.

Gicamba acted as mediator between Kigunda and his wife Wangeci when they were fighting and wanted to divorce each other →

or standing firmly that to the end because he committed himself to ensure that he struggle to the end of his war he never gave up even when he was beaten.

Doctor Thomas Stuckman never lose hope even when his daughter Petra dismissed and his little boys mother and city dismissed from school he continued with the struggle to ensure the majority are safe against the untamed sp. Both hence that love lead to him to continue with his struggle even though he was made inferior.

By using the book of the I will marry when I want the following are point shows the way Gicamba plays the role to ensure his society going well.

Gicamba family assisted their neighbors, sic requirement when in need example salt to the Kigunda family this show that Gicamba was courages and helped others for the development of his society he could do anything as he assist Kigunda's salt.

Gicamba provided advice to Kigunda's about the case of Gathoni and the new religion the man Gicamba also managed to advice the Kigunda's family on the problem that might be happened between Gathoni and John Mubani hence he played good role although he was not succeeded.

Gicamba acted as mediator between Kigunda and his wife Wangari when they were fighting and wanted to divorce each other.

or	He advised them to settle down and solve their problems peacefully and told Kigumbe that climbing is not solution to their problem	
	Gigamba used his intellectual advantage to mobilize people on the existing exploitation between themselves that factory owners and land owners and workers hence he played this important role to ensure that people are at peace and realize the evils of the countries and feel after the Independence.	
	Generally the playwright always must have the protagonist and antagonist these two tend to oppose each other there must be conflict in any play hence the hero character must be there to help others for the majority well being of the people.	

Extract 14.1: A response of a candidate who scored high marks.

On the contrary, the candidates who scored 0 in this question exhibited a number of weaknesses, including misinterpretation of the question. The candidates under this category misinterpreted the question by writing on some themes. This was contrary to the demand of the question as it instructed the candidates to justify the given assertion. Additionally, there were candidates who mixed up characters from novels and plays. One of these candidates, for example, used **Max** from the novel *A Man of the People* written by Chinua Achebe instead of courageous characters from two plays who fights for the wellbeing of their society. There were also candidates who explained what they believed to be the roles of playwrights in the society. Furthermore, describing character's traits was among the observed stumbling blocks towards a good performance. Extract 14.2 is a sample of a poor response from one of the candidates.

5.

Characters are those people who practice in the work of art like play and novels. Playwrights compose their work of art focusing on social struggle. They build courageous character to face danger for the wellbeing of their society. For example by using two plays which are "I WILL MARRY WHEN I WANT" written by "Ngugi wa Thiong'o" and "BETRAY IN THE CITY" written by "Francis Imbuga" it shows as follows. By starting with Betrayal in the city it shows as follows:

Betrayal where by playwright use character like Boss who is betrayed his society. he promises his majority to bring development but failed to do so playwright use character Boss to show that there is betrayal in the societies

Corruption, Playwright uses characters like Boss and Mutili who are corrupt person they use public resources for their own benefit. And these all also are in our society.

Irresponsibility, Also playwright uses characters like Boss and Mutili

5. who are irresponsible in their position as a leader. So playwrights use these characters to show the reality of the society where ever it is in the society there are people who are irresponsible.

For
Not only in the play of Betrayal in the City but also in the play of An Enemy of the people playwright composes his work focusing on the society.

Sacrifice whereby playwright uses character like Thomas Stockman who fought against his society so playwright uses this character focusing on the society because even in the society there is people who fight for their majority.

Irrresponsible where playwright uses Peter Stockman who is responsible for his position in the government. So even in the society there are people like Peter thus why playwright use this character to reflect society.

Corruption whereby playwright uses character like Peter Stockman and the editors who receive order from Peter to ignore the publish of Mr. Thomas Stockman's article.

Awareness and consciousness where playwright uses character like Thomas Stockman who was aware for the faults done in the country.

Extract 14.2: A response of a candidate who provided incorrect points.

3.3 Section C: Novels and Short Stories

This section had two questions each carrying twenty (20) marks and the candidates were instructed to answer one of them.

3.3.1 Question 6: Thematic Analysis

In this question the candidates were asked to analyse the relevance of the two novels to the contemporary world.

The question was optional and it was attempted by 95.4 per cent of the candidates, out of which 56.9 per cent scored from 12 to 20 marks and 42.3 per cent scored from 7 to 11 marks. Only 0.8 per cent scored marks ranging from 0 to 6. The data show that the overall candidates' performance in the question was good, since 99.2 per cent scored an average of 35 per cent or above. The performance is summarised in Figure 15.

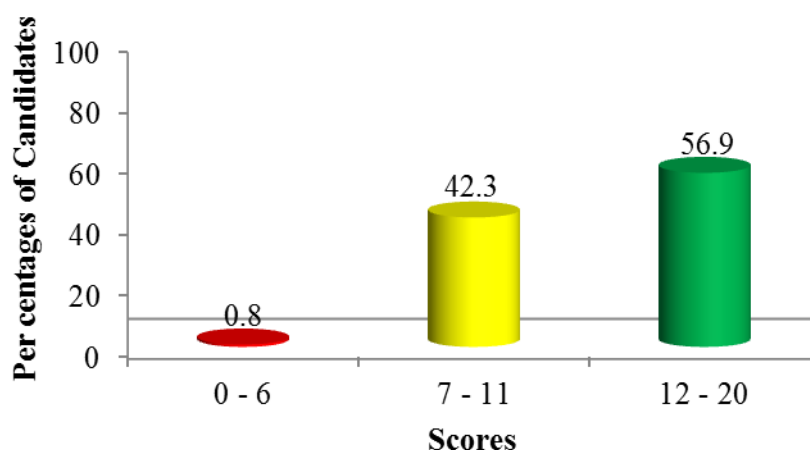


Figure 15: *Candidates' Performance in Question 6*

The candidates who scored high marks were able to provide a good introduction, the main body with a logical flow of ideas and a good conclusion. In the introductory part, they were able to introduce the essay with the overview of what novels are and their relevance to the society. In the main body, they were able to show the relevance of the two novels to the contemporary world by giving four themes in each novel.

Some of the candidates made their references to the novel *The Beautiful Ones are Not Yet Born* by Ayi Kwei Armah to show how the military regime that takes over the power after Nkrumah government consequently disappointed the masses' expectations on the improvement of people' life. However, they did not see any change. In the contemporary world such disappointment are very common. People become disappointed after discovering that new leaders are not as good as they expected earlier.

Moreover, *Arrogance* is revealed in the novel where people behave rudely because they think that they are more important than others. This is realised when Joseph Koomson and his wife (Estella) are at the man's home, Estella refuses to drink local beer saying that it does not conform to her constitution but she is used to taking strong drinks such as whisky. Arrogance is very common in most of the countries in the world where people long for affluence and force to live in it so that they can be respected and admired by other people in the society.

Furthermore, *Corruption* is revealed in the novel whereby the messenger who wins 100 cedis in the lottery is not sure of getting the money even if he goes to the police he will be forced to bribe the police and the lottery officials. Corruption is everywhere in the contemporary world in which social services are not sufficiently provided unless bribe is given to the provider.

On top of that, *Moral decay* dominates the novel as immorality exists in the society. Leaders have extramarital sexual relationships. People insult each other in obscene language. For example, the bus conductor insults the man: 'You bloody fucking son of a bitch'. This is very common in most of the countries in the world where people's conversation is dominated by abusive language which indicates that social values have been ignored in the favour of modernity. Urban centers are the most areas which have been affected by this kind of immorality.

Other candidates made their reference to the novel *A man of the people* written by Chinua Achebe. In this novel, the author has portrayed *embezzlement of public funds* which is relevant to the contemporary world. Chief Nanga uses the public fund to educate Edna, his girlfriend. He also uses the public fund to buy ten luxurious private buses. In the contemporary world embezzlement is very common, especially in most of African countries. This is the root cause for the failure of many governments to implement

development policies. Additionally, *Irresponsibility* is another issue which is portrayed in this novel and it is relevant to the contemporary world. Achebe portrays Odili complaining that people are not ready to accept the truth. He complains to Max about chief Nanga's irresponsibility who fails to solve peoples' problem and uses most of his time to chase after women. Irresponsibility is very common in most of the countries in the world where some of the leaders are not ready to solve people's problems and instead they concentrate much on dealing with love affairs.

Nepotism is also another issue which has been portrayed in this novel and is relevant to the contemporary world. Leaders use their power to favour the people who come from their families and tribe. Chief Naga tells Odili to go to the capital city so as to be given a strategic post in the civil service because they belong to the same tribe. Chief Koko appoints a boy from his village to be the road engineer while he does not have the required qualifications. Even in the contemporary world nepotism and tribalism are in full practice. Employment and other opportunities are offered on tribal grounds.

To add more, *Selfishness* portrayed in this novel is also relevant to the contemporary world. Most of the political leaders use their positions to enrich themselves forgetting the people who elected them. Chief Nanga buys very expensive cars and lives in a big mansion while his people such as Odo live in poor houses. Selfishness is very common in most of the countries in the world. Most of the people in third world countries live poor life because of the leaders who use the national resources and wealth to enrich themselves. Generally, the candidates in this category scored marks ranging from 12 to 20. This variation in the candidates' marks was due to varying clarity of points and provision of relevant examples from the respective novels. Extract 15.1 is a sample of a good response provided by one of the candidates.

6. Novel is the genre of Literature used to express social realities, novel has many characteristics among of them are: It is long compared to play because contains many events also novels involves chapter also novels are presented in narrative form. Novels always are relevant to our societies because what are written in the novels are also present in our society and this is proved by using two novels namely: A MAN OF THE PEOPLE written by novelist called Chinua Achebe and another novel called THE BEAUTIFUL ONES ARE NOT YET BORN written by Ayi Kwei Armah. By starting with the novel known as A MAN OF THE PEOPLE by Chinua Achebe, this novel is relevant to the contemporary world as follows:

Corruption, refers to the use of public funds or things for personal gain, In the novel corruption shown by using Chief Nanga who uses public funds to enrich himself by purchasing expensive cars also Chief Nanga bribes Odili in order to surrender the competition to be in power also on another hand Chief Simon koko bribes Maxwell Kulama in order to stop opposing him in election. This is also relevant to the contemporary world because there are some leaders in African countries who use corruption in order to be elected by majority also they embezzled public funds to enrich themselves.

Betrayal, means going against with agreements, In the novel known as A man of the people betrayal shown by using Chief Nanga who betrays majority by not fulfilling the promises such as roads

6. and luxury buses also Chief Nanga betrays his wife (Magreth) by having sexual relationship with other girls in town (Bori) such as Elsie, Jean, Edna while he is in marriage also Chief Nanga betray Odili by having sex with Odili's girlfriend Elsie. This is also common in contemporary world where by those who are in power betray their citizens by failing to fulfill the promises such as good social services also those who are in sexual relations betray each other.

Poverty, this is the situation whereby a person is unable to afford basic needs such as clothes, shelter and food. In the novel poverty shown by using Odo's family whereby Odo fail to pay school fees to his daughter (Edna) also Odo's family depend on assistance from Chief Nanga as they expect that Chief Nanga to marry Edna in order for them to get assistance and income. This is also relevant to contemporary world because poverty is common in African countries and people fail to afford basic needs.

Polygamism, is the situation whereby a man marry more than one wife. In the novel polygamism shown by using Odili's father (Hezekiah Samalu) who married five wives with thirty five children though he does not provide services to them. This is also common in contemporary world where there are men with many wives especially in African countries such as Burundi, Tanzania among others.

Also in another Novel known as The Beautiful Ones are not yet Born by Ayi Kwei Armah, what is written in this novel is relevant to the contemporary world as follows:

Poverty, In the novel poverty shown by

6. using The man's family and citizen in Ghana, whereby The man lives poor life with no good house also food and other basic needs also citizen in Ghana live poor life because many of them fail to afford basic needs example people sell green oranges to mean not ripe enough in order to get income. This is also relevant to the contemporary world where people in developing countries live poor life.

Corruption, In the novel corruption shown by using Koomson who uses public funds to enrich himself by building good houses in town, purchasing expensive car example Cadillac also Koomson bribes boat man and get man in order to escape also drivers bribes policeman in the roads. This is also common in contemporary world where some leaders in power use public funds for their life forgetting majority in the country.

Betrayal, In the novel betrayal shown by using Koomson who is Minister of culture in Ghana betrays his citizen by not providing good social services as he promised as Koomson betrays his wife (Estellah) by having sexual relation with other girls in town. This is also common in the contemporary world where betrayal is observed in relationships also those who are in power betray citizens

Irresponsibility, In the novel irresponsibility shown by using The man who is irresponsible to his family also The man does not report Amankwab for giving bribes to the clerk responsible for Wagon allocation space also the City council is irresponsible because the city is dirty with bad smells. The man explains: This also is common in contemporary

6.	World where some fathers are not responsible for their families also some leaders in power are irresponsible especially in developing countries.	
	To conclude, It's true that novels are relevant to the contemporary world because what are written in novels are also present in the society things like corruption, betrayal among others and through literary works like novel people become aware of what are happening in the society also novels liberate people in the society, for that case novelists should keep on writing many works of art in order to educate majority in the society.	

Extract 15.1: A response of a candidate who scored high marks.

Conversely, the candidates who scored 0 in this question exhibited these weaknesses. Some of those candidates mixed up characters that are found in Plays and some of them are found in Novels. For example, one of the candidates described the character 'Gicaamba' from the play *I Will Marry When I Want* by Ngugi wa Thiong'o. Moreover, some of the candidates failed to show relevance of the two novels and hence they described characters' traits without mentioning their names which was contrary to the demand of the question. Besides, some of the candidates misinterpreted the question by providing explanation on the roles women play in their societies instead of relevance of the novels to the contemporary world. Furthermore, there were candidates who compared the two novels of their choice instead of showing the relevance of those novels to the contemporary world.

On top of that, there were candidates who introduced themes such as poverty, western culture, corruption irresponsibility, protest and revenge but failed to show their relevance to the contemporary world. There was also a candidate who discussed about the relationship between the title and the happening in one novel while describing characters in another novel. Extract 15.2 is a sample of a poor response from a candidate who discussed about the relationship between the title and the happenings in one novel and described a character in another novel opposite to the demand of the question.

06.	<p>Relevance of the book means the title to 'explain the same thing in the content. By start with Divine providence, the title of the book related to the content due to the following reasons:-</p> <p>Divine Providence occur when Richard get scholarship to study in London. there is like the Divine providence to Richard because he does not expected to going in London for studying. his scholarship provided by Professor Huxley who is the researcher from England.</p> <p>The The divine providence occur when Richard meet with Grace Watusa in England. these two going to England for different time but like divine providence they meet. when Professor Huxley called Grace Watusa in order to thank her for gives more served against those signals.</p> <p>The divine providence occur when Professor Huxley helped by both Richard and Grace watusa. at the first time Richard served Professor Huxley in the boat again signals who are terrorists and other time being served by Grace watusa in the forest.</p> <p>The divine providence occur when Richard meet with her daughter in Ushisha. because he does not expected to meet with her due to long time they separated. He meet with her daughter in club when Richard going to enjoy with his friend from England.</p> <p>Also by using A Man of the People. The title of the book is ironically to the content due to the following reasons:-</p> <p>Chief Nanga who seen is a man of the people is corrupt leader, for example when he attempt to bribe Odili during election competition. So the title is iron because Chief Nanga is expected to be a man of the people but he is one who make bad things.</p>
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Extract 15.2: A response of a candidate who provided incorrect points.

3.3.2 Question 7: Characterisation

In this question the candidates were instructed to show how the two characters from two different novels differ in terms of their views and how they handle different circumstances.

The question was optional and it was attempted by 95.7 per cent of the candidates, out of which 19.9 per cent scored from 12 to 20 marks, 63.5 per cent scored from 7 to 11 marks and 16.6 per cent scored marks ranging from 0 to 6. The data show that the overall candidates' performance in the question was good, since 83.4 per cent scored an average of 35 per cent or above. The performance is summarised in Figure 16.

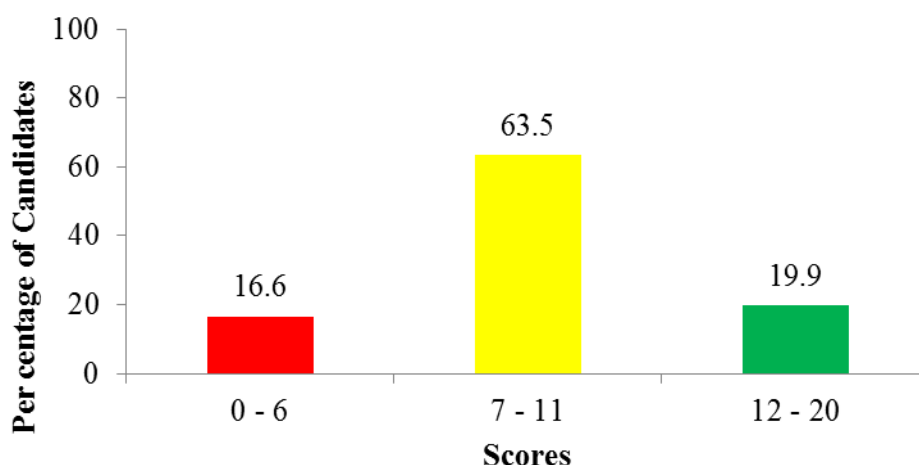


Figure 16: *Candidates' Performance in Question 7*

The candidates who scored high marks were able to provide good introduction, the main body with a logical flow of ideas and good conclusion. In the introductory part, they introduced the question by defining the key term 'character' as a person in a story or inanimate that represents a human being.

In the main body, they were able to show how the two characters differ in terms of their views and how they handle different circumstances. For example, in the novel *The Beautiful Ones Are not Yet Born* by Ayi Kwei Armah we find two characters that are: 'Joseph Koomson' and the 'Man' who differ in terms of their views and on how they handle different circumstances. Koomson is a capitalist who pretends to be a socialist while he enriches himself through the dubious means while the Man is a real socialist who depends on his own salary and do not believe in corruption. Koomson

pompous and he always regard himself as a different person from others while the Man lives a common life. Koomson is a hypocritical person who pretends to like to be a business man instead of his ministerial post which he is holding while the man lives a true life.

Koomson is not faithful to his wife as he deals with different women, especially the young juicy vaginas that wait for him in some very expensive hotels hired by the government while the man is faithful to his wife.

The candidates also cited characters from the novel entitled *A man of the people* by Chinua Achebe that two characters: Chief Nanga and Odili Samallu differ in terms of their opinions and how they handle different circumstances.

Chief Nanga is a corrupt leader who bribes the journalists so that his evils are not exposed in the newspaper as he says: “If I don’t give him something now, tomorrow he will go and write rubbish about me” while Odili does not involve himself in any kind of corruption. Chief Nanga does not revenge against those who do something bad to him while Odili believes in revenge when someone does to him something that is undesirable. For example, he makes revenge against Chief Nanga who snatches his girlfriend by corrupting Edna so that she is not married by chief Nanga. Chief Nanga is a selfish leader who lives in a very expensive house known as mansion while Odili lives in the house which is very normal.

Chief Nanga involves himself in selling the secret of raising the import duties to the foreign companies such as the British Amalgamated which makes the government to get a big loss while Odili does not involve himself in such dubious acts. Extract 16.1 is a sample of a good response from a candidate who managed to some extent to show difference in traits of characters.

07.	<p>Characters are the objects that are created or used by the authors or writers to act like human being and there are minor characters and major characters. Using two novels that I have studied am showing four characters on how they differ in terms of their views and how they handle circumstances which are THE BEAUTIFUL ONES ARE NOT YET BORN by XUYI KWEI ARMAH and A MAN OF THE PEOPLE by CHINUA ACHIBE.</p> <p>am showing how two characters differ in terms of their view and how they handle their circumstances are:</p>	
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Odili disliked talking and sleeping with a lot of girls but Chief Nanga liked to talk about the girls and many of them all the time and sleeps a lot of time. They handle their circumstances when we see Odili takes decision of not living again and stay with Edina while Chief Nanga still sleeping with a lot of girls through bribing them.

Odili always was telling people the truth and reality of which they are living into their country like to Edina, the peoples of Urua while Chief Nanga never tells people about the truth but keeping secret evils to his people while exploiting them by asking money to see him is good. So, Odili handles this circumstance when decided to contest against him so that to put his evils openly while Chief Nanga uses forces like sending him some people to stop him so that to not let him to speak out his evils openly to the people and even threatens people to not vote for him.

Odili loved Edina for real and he feels pity for Mrs. Nanga what was doing by her husband while Mr. Nanga or Chief Nanga never loved Edina for real but wants to play with her like his wife and he never feels pity for his wife because she was old. Odili takes circumstances of marrying Edina to comfort himself to fight for her even to her parents and asking forgiveness but Chief Nanga uses money to bribe the Edina's parents and help them in terms of money in order to make her daughter accepting him.

Generally from two this characters they differ in views and carry different circumstances to each other.

07.	Referring to the novel of <u>Beautiful People Are Not Yet Born</u> among two characters.	
	A man was heart kindred to all people and was the member of all people that means he was social but Koomson was not social to all people but only with the ones whom he was knowing and keep busy with his wife and life. A man handle this circumstances through cooperating his personal problems to other people like Nated man but Koomson only to his fellow partners of working when meeting to the pub.	
	A man knows how people they are suffering when he was decided to pass through and walking around the street and also how the country it is with its people while Koomson he was only deals with family he has on living good life while his people die with hunger and poverty and busy walking by using cars while inside. A man handle circumstances after deciding to walk at night to see the street while Koomson walking with cars with his wife and pass through those people and not caring them.	
	A man never advises the bad things or he never take actions on the bad advice though he was tortured because of the poor life he was having like his wife decided to advice him to take corruption as well her wife's mother so that to live good life but refuses while Koomson when was advised to do anything he was doing whether was bad or not bad only for love for his wife. A man handle this circumstances by going out around the street when his wife start quarrel and keeping quite while Koomson brought for her the thing which she asked so that to keep her quite and loving her.	
	A man was patriotic with his country like he refuses corruption to take when he was working by being the good responsible leader	

07	but Koomson was irresponsible, non patriotic and he accepting foreign corruption like buying of boot wrote his daughters name by using the government's money. A man handle this circumstances through refusing because to avoid to endanger his life when the government discovered while Koomson takes it so that to have good life, to enjoy without looking the future and in return it led him to escape from the country after the discover of the country.	
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Extract 16.1: A response of a candidate who scored high marks.

On the other hand, the candidates who scored 0 did not comprehend the requirements of the question. Consequently, some of the candidates provided the description of various characters instead of differentiating them in terms of their opinions and on how they handle different issues. Further analysis shows the presence of candidates who mixed up settings from different readings. For example, one of the candidates used the setting of *Kafira* which is from the play *Betrayal in the City* which is a play while using characters such as Chief Nanga and Elsie from *A man the people* which is a novel. On top of that, some of the candidates provided similarities of the two characters instead of differentiating them, as required in the question. Extract 16.2 is a sample of a response from a candidate who described characters instead of differentiating them.

07

The following are the views to show how characters differ in terms of their views and how they handle circumstances by using a novel called "The Beautiful ones are not yet born" written by Ayi Kwei Armah

The man, this is main character is the novel whereby he tries to fight corruption within his country despite of being poor since he had poor house and his children are bare footed but he became angry seeing people engaging in corruption but he had poor actions on handling circumstances because he could not perform any action rather than remaining paper work and at the end of the day he emphasized corruption to the boatman from Kemson.

Joseph Kemson, he was a minister whose leadership was only on benefiting himself and his family at large whereby he could not solve peoples' problems and he also engaged in corruption as seen giving money to the boatman in order to escape from revolutionaries hence he had poor response on handling circumstances.

The man's mother-in law, respectively the woman had a great response on handling circumstances whereby it is seen being unsatisfied to bad condition of her grand children (The man's children)

07	<p>The man's wife, she always stop her husband on fighting against corruption since she don't want to see her husband being lost and wisely the woman is even not to be patriot as the man is whereby she always simplify things hence bad handling circumstances. Not only that but also I will use a novel called Divine providence written by Severin N. Ndinguru as follows below by using characters:-</p> <p>Richard, the man is very active in handling circumstances whereby he used to help people whether are in problems example he served Prof. Huxley when he felt fell on sea water in which Richard entered (jumped) in the sea and serve Prof. Huxley's life.</p> <p>Graue Watua, also the woman is very active on handling circumstances whereby she also served Prof. Huxley's life from robbaries in which she invaded the small house and went to the police station to report the case and helped the man.</p> <p>Super retendant Matola, the inspector also is good in handling circumstances whereby he remarked new investigation upon death of Alale whereby through reinvestigation he managed to know the true killer of Alale and served Malipala Maliyatabu from jail sentence.</p>	
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Extract 16.2: A response of a candidate who provided incorrect points.

3.4 Section D: Poetry

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

3.4.1 Question 8: Functions of Poetry

In this question, the candidates were instructed to support the statement that, poems not only entertain but also educate. The candidates were supposed to use four poems with four points from each poem.

The question was optional and it was attempted by 52.1 per cent of the candidates, out of which 2.4 per cent scored from 12 to 20 marks and 91.8 per cent scored from 7 to 11 marks. Only 5.8 per cent scored marks ranging from 0 to 6. The data show that the overall candidates' performance in the question was good, since 94.2 per cent scored an average of 35 per cent or above. The performance is summarised in Figure 17.

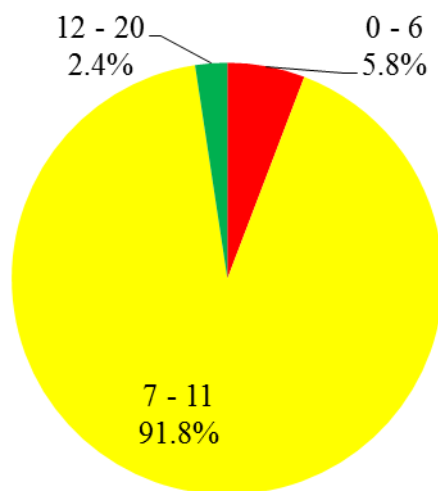


Figure 17: *Candidates' Performance in Question 8.*

The candidates who scored high marks in this question were able to provide a good introduction, the main body with a logical flow of ideas and conclusive remarks. In the introductory part, they were able to define the key terms such as entertainment and education. The poems from the texts *Selected Poems* by Tanzania Institute of Education and *The Wonderful Surgeon and other Poems* by Charles Mloka were being referred to by these candidates.

In the main body, they were able to show how poems entertain and at the same time educate by using four poems with four points in each poem. Some of the candidates explained how poems entertain and educate by referring to the poem *Eat More* by Joe Corrie, the poem is satirical as it orders people to eat different varieties of food in order to make their bodies health despite the fact that most of them are poor. The poem entertains due to the use of personification as the poet says in the verse: "Eat more fruit the slogans say." The poem also entertains when the poet satirizes the slogans which orders people to eat expensive food while the persona proposes to eat more bloody grass. This can be proven when the poet says: "Eat more bloody grass!"

The use of rhyme where the sound /ei / is repeated at the end of the first and the third verses creates the music which entertains the readers and hence educates them that people have to employ themselves instead of waiting to be employed by the government. This can be proved in the following verses:

“Eat more fruit! The slogans say
But I’m on unemployment more pay”

The candidates who used the poem entitled *A Freedom Song* by Marjorie Oludhe Macgoye explained how the poem is an entertainment by its nature as a song. Its fixed refrain “Atieno yo” and the systematic rhyming patterns *abcbde* employed in each of the five stanzas make it worthwhile. Atieno’s uncle is presented in a satirical way which also entertains the readers. This is seen when he pretends to give Atieno education while he is the one who denies her right of getting it as it is revealed in the verse: “Don’t I keep her school my own ones.” This educates people that, people who employ children should avoid being hypocrites in order to hide and justify their evils. The poem is also educative in the sense that, it arises awareness to what prevails in the society where the house maids are exploited, humiliated and deprived of their rights to education.

Moreover, the candidates who cited the poem entitled *Your Pain* by Armando Guebuza explained that, the poem is an entertaining song with a systematically fixed rhythm on the first two verses in each stanza. Additionally, the poem is, quite educative on the plight of oppression and humiliation. It calls for the oppressed to stand up for their withheld freedom. Their freedom can be regained through awareness, unity and sacrifice. Moreover, there is use of personification “eyes speaking of revolt,” which entertains. This is because in normal situations ‘eyes’ do not speak. The poet also educates people on the importance of uniting in any struggle. The marks awarded to candidates in this category varied from 12 to 20 depending on the clarity of points and provision of relevant instances from respective novels. Extract 17.1 is a sample of a good response from a candidate who managed to explain how poems entertain and educate the readers.

8.	<p>Poem refers to the piece of writing that uses the language creative to reflect social realities. It is true that the poems not only entertain but also educate. A one who composes a poem is called poet or poetess. By using the poems that I have done known as "YOUR PAIN" written by "ARMANDO GUEBUZA", "A FREEDOM SONG" written by "MARTORIE O. MALGOYE", "BUILDING THE NATION" written by "HENRY BARLOW" and "EAT MORE" written by "JOE LORIE" the poets has composed this poems that not only entertain but also educate.</p> <p>By starting with "BUILDING THE NATION" the poet composed a poem that not only entertains but also educate as follows:</p> <p>The use of symbolism. This means that something stand to represent another thing. In the poem the poet has use symbols like poem about secretary as those who builds the nation while their stomach are full and driven those who their stomach are empty. This shown in stanza number three when says:</p> <p>"---The menu reflected it's important cold ball begi with small talk---"</p> <p>This has been used to give education to the people that leaders in power they work only for their stomach and not for the those who put them into power as it entertains and educate them through the use of symbolism.</p> <p>The use of rhetorical questions. This means that the questions that does not need an answer. In the poem the poet use this so as</p>
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to make people aware as it been used in the stanza four when says:-

"--- He yawned many times in the back of car
Then to keep awake he sudden asked
Did you have any lunch friend?---"

This used as to provide lesson to the reader people that their leaders are hypocrites as they pretend to be holy while they are evils, then people should take responsibility for them.

The use of Imagery, This means something that stands to give picture to the readers. In the poem there are different words and things which gives picture to the readers so as to entertain them. This used in stanza number two when says:-

"The menu reflected its important
Gold bell beer with small talk
Then fried chicken with nineties---"

Even this used so as to educate people that those who are in power are extravagant, selfishness and misuses the public funds as they use their resources for their personal gain that they cause underdevelopment they need to be accountable.

The use barbarism, This means that the use of two languages has been by the poem in order to entertain the people. Since there is shift of language, This shown in stanza four when says:-

"--- Mwananchi! I too had none---"

Also this give education to the reader that there are classes in the society, the class of poor and class of rich as those who are rich

used to exploit the poor as how the driver is suffering from hunger while building the nation.

Not only "BUILDING THE NATION" but also "EAT MORE" the poet has shown how poem not only entertains but also educates as follows:-

The use of hyperbole, This is a figure of speech that used to exaggerate facts. In the poem the poet exaggerates some facts as he entertains the readers since the things provide extra meaning. This shown on stanza two when says:-

"And so I wonder when I see the sultan
When I pass the only one
that would suits me eat more
bloody grass ---"

This used to educate the reader that ^{they} should be aware of different things that happen in their societies as the one is aware of the exploitation and hypocrisy of their authority.

The use of symbolism, This means something used to represent another thing. The things provide the actual meaning as in the poem they used to indicate. This shown on stanza one the words like fruits, meat and bread symbolize upper class who are able to afford basic needs. as says:-

"Eat more fruits the sultan says
More beef, more meat more bread:-"

Thus even provide education to the readers that they should avoid the issue of classes in our societies since classes is the source of

conflict as those who can afford to balance diet and those who can't afford. hence people should work hard to fight against poverty.

The use of personification, this means that attributing human qualities and characterised to non-human beings as they have been used to provide messages that educate the leaders. Example in stanza one when says:

"-- Eat more fruits the slogan say:--"
As the slogan does not say but symbolize the authority, hence educate the readers and entertain them, thus the authority used to exploit them as they encourage to eat balance diet while they are unemployment pay.

The use of imagery, The figure of speech that provide picture to the reader, mind this has been used in order to educate and entertain the reader and get different changes in their society. This shown in stanza two when says:

"-- The only one that would suits me eat more bloody glass ---"
Provide lesson that the majority who are poor are the one that suffers from exploitation oppression and humiliation from those who are in the upper class.

Not only "BUILDING THE NATION" but also "EAT MORE" but also "A FREEDOM JOURNEY" the poet show that poems not only entertain but also educate as follows:

The use of simile, This is the figure of speech that used for comparison of two dissimilar things with the word of conjunction. This used purposely so that to entertain and to educate the reader as shown in stanza four when says:-

"--- Since she minds them like a school girl
Want their shoes and bags ---"

This used to show that the people should be aware of the different things that exist in their societies and find the solution to solve them as a girl was aware about going to school.

The use of hyperbole, This means the figure of speech which exaggerates the facts. In the poem the poet exaggerates the fact that the girl had gone to glory. This shown in the last stanza as it entertains the readers:- when says:-

"--- More than all she ate in such a narrow life
Were lavished at her funeral
A hero gone to glory ---"

Also this educate people that they should value every person so that to create an understanding society, the girl was suffered much at the end gone to glory as a better place compare to that she was living

The use of symbolism, This means something that used to stand for other thing or represents. In the poem there are things that stand for other things in order to avoid the boredom to the reader and entertain them. Example the word sacks in stanza one as says:-

"--- Atieno plucks the chicken
Red her sacks down in the
kitchen---"

This shows that the girl was discriminated by her relatives then provide a lesson to the reader that they should avoid the issue of discrimination since all people are equal.

The use of imagery, This is the figure of speech that gives picture to the reader. All the words provide a description to the one who reads a poem. Example in the last stanza when says:-

"--- Atieno replaced meat and sugar
More than all she ate
In such a narrow life
Were lavished at her funeral---"

Then this shows that the people around Atieno were hypocrite as they pretended to be good to Atieno when she was gone. As it educates people that in order to create an understanding society they should avoid the issue of hypocrites.

Not only "BUILDING THE NATION"
"EAT MORE" and "A FREEDOM SONG"
but also "YOUR PAIN" a poet shows that poems not only entertain but also educate due to the following

The use of symbolism, This means something stands to represent another thing. The poet has used this in order to entertain and educate people in the society as the words like you and my has been used to symbolize unity. This shown in stanza one when says:-

"-- Your pain
Yet more my pain
Shall supplant oppression --"

Thus they provide education to the people on the way of uniting in order to fight against the social injustice that exist in their societies.

The use of personification, This refers to the attributing human qualities and characteristics to a non-human being. As the words like eyes shall speak and men will be remembering the whip. Also in order to entertain those who reads the poem also to educate, As shown in stanza three when says:-

"-- Your eyes
Yet more eyes
Shall be speaking about revolts --"

It also provide the education that the people should fight for their freedom in any case as they would die in a fight but get their freedom hence this provide the lesson to the readers that should fight against undesirable situation existing in their society.

The use of imagery, This is the figure of speech that gives picture to the readers. In the poem they used this figurative language that it can entertain their readers and provide the education as when people fight until they shed blood. This shown in last stanza when says:-

"---My blood
Yet more your blood
shall overcome Imperialism ---"

Also provide the education that the people should even sacrifice their lives if they need changes and bring development.

The use of alliteration, This is a repetition of the same consonant sound at the beginning of more than one word, this has been used to entertain and educate the reader. Example in stanza three when says:-

Your pain
Yet more my pain
Your strength
Yet more your strength ---"

This used to educate people that they should unite together and fight against social injustice that exists in their societies that by the use of words like you and my.

Therefore, It is true that the poem not only entertains but also educate since through the poems the people got entertainment and different lesson as the

education they got to solve their different problems existing in their societies since the poems reflect social realities.

Extract 17.1: A response of a candidate who scored high marks.

Contrary, some candidates scored 0 in this question for failing to show how poems educate and entertain the readers with reference to four poems. These candidates exhibited a number of weaknesses including lack of knowledge on poetry, consequently, leading to the misconceptions of the requirements of the question. Some of these candidates used poetic devices to reveal different realities instead of showing how the poems entertain and educate the readers.

Other candidates in this category wrote on themes portrayed in different poems instead of showing how poems entertain and educate the readers. These candidates made no reference to any prescribed poem contrary to the requirements of the question. Additionally, some of the candidates in this category wrote on themes with quotations from poems instead of explaining how poems entertain and educate the society. Extract 17.2 is a response of a candidate who wrote on themes instead of showing how poems entertain and educate the society.

8	By using "THE WONDERFUL SURGEON" which written by CHARLES M. LOKA to show how the work of art are relevant and educate their societies through the following	
	Exploitations This refers to the situations tends to exploit others' resources for your private gain as we see in poetic work through that become poor majority.	
	Humiliations and oppression	
	dueto of different leader in our societies are humiliato and oppressesed their majority in different ways that cause a lot of probleming to their human life especially large number of people.	

Betrayal. This refers to the habit of betraying others in case of using anything which are seen to be useful for all people

Corruptions due to of many people nowadays receiving and sending in public resources for private gain this are not far from all members within a societies

Apart from that by using "SELECTED POEM" which written by INSTITUTE OF EDUCATION to show the work of literature works of follow through education

Existence of classes in the societies the poems just show how the classes affect societies in daily life especially existence of minority and majority in the provision of different social services like Education, Health services and so on

Hypocrisy which done by political leader in our societies and caused several problems in human daily life through that people tend to experience hardship

Education The poems emphasized people the important of being educated through education you can help your societies to solve different problems which occur in day to day life

	Neo-colonialism due to of	
	the effect which influenced by the	
	existence of neo-colonialist to our	
	societies and prove how neo colo	
	nia list affect the whole societies	
	through corrupts and economic	
	hand ship	
	Therefore the work of art	
	especially literature are most	
	important to our daily life and	
	how or which solutions measure	
	to be taken like provision of	
	educations and stop all negative	
	forces-	

Extract 17.2: A response of a candidate who provided incorrect points.

3.4.2 Question 9: Poem Analysis

In this question the candidates were instructed to read the given poem and then answer the given questions in part (a), (b), (c), (d) and (e) .

Thin and red.
 Skinny and bald,
 The boy groans on the ground.
 Swollen stomach
 Full of waste,
 Thin legs
 Thin arms,
 Twitch
 As the boy
 Fights with flies
 Over the empty plate.

Ten years old,
 He looks older than ten
 And younger than young
 And so small
 As he wriggles
 Prisoner
 Of his unproportioned body,

‘Mother’, shouted the boy,
 When I grow up
 I will carry the gun
 And not a pen!
 ‘My son,’ shouted the mother,
 My son, cries the mother
 ‘You will never live to carry a gun
 There is no meat for us’.

Questions;

- Suggest the title of the poem.
- What are the possible themes?
- Identify the poetic devices used by the poet.
- What is the tone of the persona?
- How is the poem relevant to Tanzania of today?

The question was optional and it was attempted by 47.7 per cent of the candidates, out of which 74.3 per cent scored from 12 to 20 marks and 22.4 per cent scored from 7 to 11 marks. Only 3.31 per cent scored marks ranging from 0 to 6. The data show that the overall candidates’ performance in the question was good, since 96.7 per cent scored an average of 35 per cent or above. The performance is summarised in Figure 18.

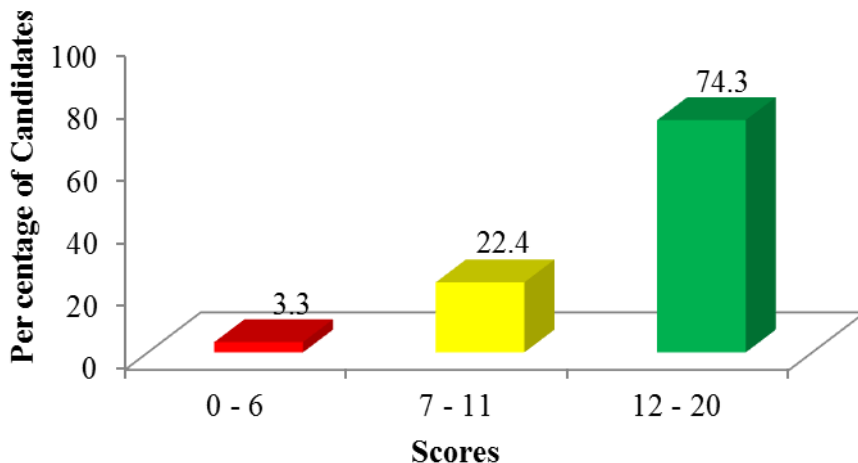


Figure 18: *Candidates’ Performance in Question 9*

The candidates who scored 12 to 20 marks in this question were able to analyse the given poem and could answer most of the questions correctly. In answering item (a), they suggested the title of the poem as “Dying Child” or “Poverty” or “malnutrition”. The correct title provided by these candidates indicates that, they were able to read and comprehend the poem. The suggested title was to be found from reading and understanding the context of the poem. In item (b) the possible themes identified were: *poverty*, *suffering*, *disappointment*, *child mortality* and *malnutrition*. These themes were correctly extracted through thorough reading the verses and stanzas of the poem. In item (c) the Poetic devices used includes: imagery; for example, the words ‘Thin legs’, ‘skinny’, ‘swollen stomach’. Another device used was ‘symbolism’; for example, the phrase ‘Empty plate’ symbolises poverty. Furthermore, alliteration has been used by the poet that is “Fights with flies”. Another poetic device used was ‘Rhyme’ pattern as in the first verse and the second verse in the first stanza, when the persona says:

“Thin and red.

“Skinny and bald”.

These candidates were conversant with the language used in this poem which in turn enabled them to identify the poetic devices used by the poet.

Furthermore, in item (d) the candidates in this category were able to identify the tone of the persona which is ‘sad,’ or ‘sympathetic’ or ‘unhappy’. The presence of the words which denote bitterness or pity like ‘thin’, ‘swollen stomach’, and ‘empty stomach’ enabled these candidates to state the tone of the poem. In item (e) the candidates were able to relate the poem with their contemporary society as the poem is relevant to the Tanzanians to day. For example, in some places in Tanzania especially in rural and urban areas the children are not well fed as a result they are easily attacked by malnutrition. Poverty is also more common both in urban and in rural areas. The poor people do not afford to give their children nutritious food as a result the children end up dying of malnutrition. This proves that, the candidates were aware of the existing problems and challenges in their contemporary societies and hence they managed to relate the problems they have in the poem and what happens to Tanzania of today. Extract 18.1 is a sample of a good response from a candidate who answered correctly all items in Question 9.

9 (a) The title of the poem is THE DYING CHILD

(b) (i) Malnutrition

Is the state when one lacks balanced diet.

The child in the poem is suffering from malnutrition due to the Imagery characteristics mentioned. For instance in the first stanza,

The poet says,

"Thin and Red,

Skinny and bald,

The boy groans on the ground,

Swollen stomach

Full of waste,

Thin legs

Thin arms - - -"

(ii) Poverty

Is the situation where by someone is not able to attain the maximum level of living, poverty has been shown through the boy character and His mother this is when the person said,

"As the boy, fight with flies

Fight with flies

Over the empty plate.."

here poverty has been portrayed as a symbolic theme by using the "empty plate" to mean that there were no food for the boy.

9 (b) (iii) Protest

Is the situation where by a person or people is going against the certain unequal issue or a problem. Protest has been portrayed by the child who protested to get Education. Instead he wanted to carry a gun. This has been shown on the last Stanza when the ^{boy} ~~persona~~ says:

"--When I grow up
I will carry a gun
And not a pen!"

Protest is also shown by the mother who protested for his son to carry a gun. She said

".. 'My son' cries the mother
'You' will never live to carry a gun
'There is no meat for us'

(iv) Optimism

Is the situation when someone is expecting something to be good and productive. In the poem Mother was an Optimist² since she believed that, no body can get good life through fighting (carry a gun) and the boy was optimistic to have dreams to carry a gun but his mother's words discouraged him. He said

" Mother! " shouted the boy
" When I grow up
I will carry a gun
And not a pen! "

9

② (i) Anaphora

Is the repetition of sound in the consecutive starting or initial words. Anaphora has been used in the stanza when the persona described the boy. The persona says

" And younger than young
And so small -- "

#

(ii) Alliteration

Is the repetition of ~~#~~ Consonance sounds at the beginning of the words in the same line. Alliteration is shown in the first stanza when the poet said

As "The boy groans on the ground."

(iii) Repetition

Is the using the same words in the sentence of the ~~#~~ poem. The poet has repeated for several times some words to show the emphasize on the what is going to be spoken. He said

"My son" shouted the mother
'My son' Cried the mother

(iv) Rhyme patterns

Is the device which there is rhythmic sounds at the end of the words in the sentence. The poet has used a, a, a, b in the first stanza and a, b, c, d, e, f -- in the last stanza. This has been used in the poem as the factor for language choice corresponding to words in order to provide the real meaning.

9	<p>© (v) Symbolism</p> <p>Is the device in which something is used to represent something else. In the poem there is the use of symbolism in the last stanza when the boy shouted back to the mother, The use of the "Gun" symbolized War, and the "Pen", symbolized Education. The boy said</p> <p style="text-align: center;">"-- I will carry a gun -- And not a pen! "</p>
	<p>(vi) Imagery.</p>
	<p>Is the technique whereby a poet uses Language that creates the mental pictures on the mind, In the poem the uses of the descriptive words about the poor boy provide the mental picture of the boy with malnutrition. The persona says;</p>
	<p style="text-align: center;">"Thin and Red Skinny and Bald - " Swollen " Swollen stomach Full of waste Thin legs Thin Arms, Twitch "</p>
9	<p>⑧ The tone of the poet is a sorry and Angry tone to show the hard life of the boy and poverty.</p>

9	<p>© The poem is relevant to Tanzania Since there are alot of messager and themes. The themes of poverty and Malnutrition face Most of Society member of Tanzania.</p>
	<p>They could not attain the balanced diet and due to poverty most of the children in Our society ended to be like a boy with Malnutrition.</p>

Extract 18.1: A response of a candidate who scored high marks.

However, despite the good performance noted, there were candidates who scored 0 because they manifested a number of weaknesses in their answers. This denotes that, they could not comprehend the given poem since they did not have the required knowledge and skills in interpretation and analysis of poems. Some of these candidates provided incorrect responses to all parts of the question. For example, in answering item (a), one of the candidates indicated that the title is *Disease of HIV* and in part (b) the theme is *Immorality*, which is not a correct theme according to the poem. In part (c) poetic device provided was *Rhyme* in words *red bald legs arms*, which is contrary to the correct answer. In part (e) the candidate wrote that the poem is relevant to the society because the disease like HIV is present in the society.

Another candidate in this category provided responses which were irrelevant to the question and left items (d) and (e) unanswered: In part (a), the candidate wrote *Democracy* as the title of the poem. In part (b), the themes provided were *education*, *exploitation* and *unity* which were not the themes found in the poem. Further analysis indicates that some of the candidates who performed poorly in this question misconceived the question and hence wrote incorrect responses. One of these candidates, for example, wrote *Ignorance* as the title of the poem. Another candidate considered the title to be; *Discouragement*. The possible themes provided by different candidates were; *ignorance*, *discouraging*, *sadness*, *mothers' position to her children* and *good manners*. In answering part (e) one of the candidates wrote that the poem is relevant to Tanzania of today *because of interference of science and technology*, which was incorrect. Extract 18.2 is a sample of a poor response from a candidate who failed to provide correct answers to all items in the given question.

9. Q. title of the poem is **IGNORANCE**

b. Possible themes are those main ideas found in the poem which carry the general message and cause the meaning poem. The following are the possible themes which are found in this poem.

i) Ignorance

this theme found where the boy did not want to go to school and want to carry a gun this found in second stanza

'Mother', shouted the boy

When I grow up

I will carry a gun

And not a pen!

ii) Mother's position to her children

Mother has a great role to her children where she can teach her children in the good

9 b) i)	Manners and discourage them in bad manners such as mother get disobey with her boy and tell him the best way.
	'My son', I shouted the Mother
	My son, cries the mother
	'You will never live to carry a gun
	There is no meat for us.'
iii)	Good Manner
	is the good ways which is acceptable in the society, here we see Mother teach her child on the good manner by encourage her boy to "never live to carry a gun" in the second stanza.
iv)	Human Growth
	is the changing stages from immature to the maturity ones. in this poem we see the boy growing development from the first stage, the boy groans on the ground, in the first stanza.
	The boy groans on the ground.
	Swollen stomach
	full of waste,
	thick legs
	thick arms
	twitch
	As the boy
	fights with flies
	over the empty plate
9	The poetic devices used by the poet

Extract 18.2: A response of a candidate who provided incorrect points.

4.0 ANALYSIS OF THE CANDIDATES' PERFORMANCE PER TOPIC

The general performance of the candidates in English Language in the ACSEE, 2019 was very good, considering that many of them scored high marks. The analysis of the candidates' performance in each topic in 122 English Language 1 indicates that they had good performance in *Introduction to Language*, where 94.8 per cent scored an average of 35 percent or above. *Word Formation* ranked second in the performance with 93.95 per cent of the candidates scoring an average of 35 per cent or above. *Language Use* ranked third with 92.53 of the candidates scoring an average of 35 percent or above. Finally, they performed well in *Language Skills*, where 70.67 per cent scored an average of 35 per cent or above.

In 122 English Language 2, *Poetry* ranked first in the performance with 95.45 per cent scoring an average of 35 percent or above. *Communication in English* ranked second with 94.33 per cent scoring an average of 35 percent or above. *Novels and Short Stories* ranked third with 91.3 per cent of the candidates scoring an average of 35 percent or above. Finally, *Plays* ranked fourth with 79.2 per cent scoring 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.

The comparison of the candidates' performance in 122 English Language 1 for ACSEE 2018 and ACSEE 2019 shows a remarkable improvement in the topics of *Word Formation*, *Language Use* and *Language Skills*, which have changed from average performance in ACSEE 2018 to good performance in ACSEE 2019. Besides, there has been a significant performance improvement in the topic of *Introduction to Language* from a good performance of 86.0 per cent in ACSEE 2018 to 94.8 per cent in ACSEE 2019. In English Language 2, there is an amazing improvement in *Communication in English*, which has changed from a poor performance of 33.9 per cent in ACSEE 2018 to a good performance of 94.33 per cent in ACSEE 2019. There is also a remarkable improvement in the topics of *Poetry*, *Novels and Short Stories* and *Plays*, which have changed from an average performance of 47.40 per cent in ACSEE 2018 to a good performance of 91.30 per cent in ACSEE 2019. The comparison of the performance of candidates in each topic for the ACSEE 2018 and ACSEE 2019 is summarised in Appendix B.

5.0 CONCLUSION

The general performance of the candidates in English Language, in the ACSEE, 2019 was good since 89.03 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 well-formed sentences.

Despite the good performance in this examination, a few candidates had problems in answering Question 4 in English language 1. These problems might have been caused by the candidates' failure to interpret the questions and inadequate knowledge of the concepts related to *Pronunciation, Stress and Intonation* in paper 1. A few candidates also had difficulties in answering question number 5 under *Plays* in English Language 2. These problems could be attributed to the candidates' failure to interpret the questions and inadequate competence in the concepts related *form* in Plays.

6.0 RECOMMENDATIONS

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

- (a) Candidates should regularly practice using English Language. They should be given a lot of tasks which will enable them to 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.
- (b) Candidates should be encouraged to read widely to enable them to improve their vocabulary and grammar competencies. This will eventually enable them to use appropriate vocabulary and grammatical sentences both in speaking and writing.
- (c) 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 5.

Summary of Candidates' Performance per Topic for ACSEE 2019

ACSEE 2019				
S/N	Topic	Number of questions	Percentage of candidates who scored an average of 35 per cent or above	Remarks
1.	<i>Poetry</i>	3	95.45	Good
2.	<i>Introduction to Language</i>	2	94.8	Good
3.	<i>Communication in English</i>	3	94.33	Good
4.	<i>Word Formation</i>	2	93.95	Good
5.	<i>Language Use</i>	2	92.53	Good
6.	<i>Novels and Short Stories</i>	2	91.3	Good
7.	<i>Plays</i>	2	79.2	Good
8.	<i>Language Skills</i>	2	70.67	Good

Appendix B

Comparison Summary of Candidates' Performance per Topic for ACSEE 2018 and 2019

S/N	Topic	2018			2019		
		Number of question	Percentage of candidates who scored an average of 35 per cent or above	Remarks	Number of question	Percentage of candidates who scored an average of 35 per cent or above	Remarks
1.	<i>Poetry</i>	2	59.8	Average	2	95.45	Good
2.	<i>Introduction to Language</i>	3	86.0	Good	3	94.8	Good
3.	<i>Communication in English</i>	3	33.9	Poor	3	94.33	Good
4.	<i>Word Formation</i>	2	47.2	Average	2	93.95	Good
5.	<i>Language Use</i>	2	42.0	Average	2	92.53	Good
6.	<i>Novels and Short Stories</i>	2	47.4	Average	2	91.3	Good
7.	<i>Plays</i>	2	39.2	Average	2	79.2	Good
8.	<i>Language Skills</i>	2	54.0	Average	2	70.67	Good

