# CANDIDATES' ITEM RESPONSE ANALYSIS REPORT ON THE ADVANCED CERTIFICATE OF SECONDARY EDUCATION EXAMINATION (ACSEE) 2022

**ENGLISH LANGUAGE** 

### CANDIDATES' ITEM RESPONSE ANALYSIS REPORT ON THE ADVANCED CERTIFICATE OF SECONDARY EDUCATION EXAMINATION (ACSEE) 2022

**122 ENGLISH LANGUAGE** 

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#### **FOREWORD**

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

The Candidates' Item Response Analysis report (CIRA) on the English Language subject for the 2022 Advanced Certificate of Secondary Education Examination (ACSEE) has been prepared to provide feedback to all education stakeholders on the candidates' performance in the subject.

This report aims to provide a clear understanding of the reasons behind the candidates' success or 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 the principles related to the subject. In addition, the report indicates that some of the candidates scored low marks because they failed to interpret the requirements of the questions and they lacked sufficient knowledge about the concepts on which they were tested.

The National Examinations Council of Tanzania (NECTA) expects that the feedback provided in this report will enable school managers, teachers, students, education administrators, school quality assurers, and other education 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 all those who participated in preparing this report.

Athumani S. Amasi

**EXECUTIVE SECRETARY** 

#### 1.0 INTRODUCTION

This report analyses the candidates' performance in the English Language subject for the Advanced Certificate of Secondary Education Examination (ACSEE) which was conducted in June 2022. The English Language subject was set following the English Subject syllabus of 2010 and the English Language Examination Format of July 2019.

The examination consisted of two papers, namely 122/1 English Language 1 and 122/2 English Language 2. Each paper had eight questions which were distributed across Sections A and B. Section A had four questions and the candidates were required to answer all the questions in this section. Each question weighed ten (10) marks, making a total of forty (40) marks. Section B had four questions. The candidates were required to answer three questions; two (2) of which were compulsory. Each question weighed twenty (20) marks, making a total of sixty (60) marks.

The candidates' performance analysis on each question is presented by indicating the requirements of each question, the expected responses, how the candidates responded and the explanations for the candidates' responses. Samples of responses extracted from candidates' scripts have been presented to show how the candidates responded in relation to the demands of each item.

The analysis of candidates' performance on each item in Section A is based on the percentage of the candidates with good performance, ranging from 6.0 to 10.0 marks. Average performance ranges from 3.5 to 5.5 marks. Weak performance ranges from 0.0 to 3.0 marks.

The analysis of candidates' performance on each item in Section B focuses on the percentage of the candidates with good performance, ranging from 12.0 to 20.0 marks. The average performance ranges from 7.0 to 11.5 marks, and weak performance, ranges from 0 to 6.5 marks.

The three categories of performance are also used in the analysis of the candidates' performance per topic. If the candidates' performance ranges from 60 to 100 per cent, it is considered as good and it is presented by a green colour; from 35 to 59 per cent is average performance which is presented by the yellow colour, and from 0 to 34 per cent is weak performance, which is presented by the red colour.

The candidates' performance on each topic has been summarised in the Appendix section.

#### 2.0 ANALYSIS OF EACH QUESTION IN ENGLISH LANGUAGE 1

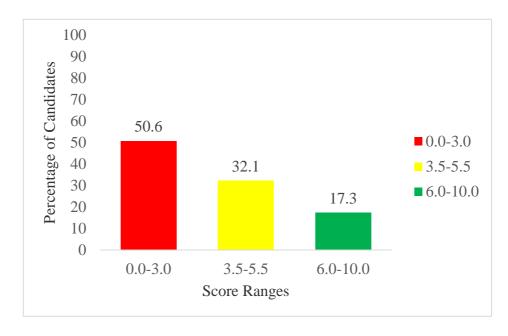
#### 2.1 SECTION A: Short Answer Questions

This section consisted of four questions. Each question carried 10 marks, making a total of 40 marks. The candidates were required to answer all the questions in this section.

## 2.1.1 Question 1: Explanation on Human Language as a System of Subsystems

The question required the candidates to use relevant examples to explain why human language is a *system of systems*. It aimed to test the candidates' knowledge and understanding of the features (or characteristics) of human language. A few candidates attempted the question correctly. Most of those who performed poorly failed to supply relevant examples.

Since the question was compulsory, it was attempted by all 26,763 candidates (100%); out of whom 17.3 per cent scored from 6 to 10 marks; 32.1 per cent scored from 3.5 to 5.5 marks; and 50.6 per cent scored from 0 to 3 marks. The analysis shows that the candidates' overall performance on this question was average because 49.4 per cent scored from average to good score categories. Their performance on this question is summarised in **Figure 1**.



**Figure 1**: Candidates' performance on Question 1

The candidates who scored high marks on this question had sufficient knowledge and understanding of the sub-systems of human language. They managed to give relevant examples. They explained thoroughly how human language is a system of systems. They correctly demonstrated it consists of independent systems such as *phonology* and *phonetics* (specific human sounds and general human sounds respectively), *syntax* (the study of grammar and structure), *semantics* (the study of meaning), *pragmatics* (the rules of language usage in context), and *morphology* (the study of word formation). These elements only become fully meaningful when they are combined.

Concerning phonetics, the study of human speech sounds, the candidates correctly explained how human speech sounds are produced by a series of interconnected movements of the speaker's speech organs such as the tongue, lips, teeth, and vocal cords as well as how they are decoded by the hearer.

In addition, the candidates explained the phonological system which deals with how consonant and vowel phonemes are arranged or patterned to obtain meaning in a particular language. For example, the word *school* in the English language consists of sounds /s/, /k/, /u/ and /l/ which must be organized to bring sense. If they are not organized, they will make no sense.

Furthermore, the candidates correctly explained that the morphological system of language deals with patterning of morphemes (consonants and vowels) into words. Each language consists of systems of morphemes organized in a certain order that distinguishes it from other languages.

Moreover, the candidates managed to explain the syntactical system that deals with the patterning of words into phrases and phrases into sentences. They showed how languages differ in the way they combine words into sentences. For example, in the English language, the adjective comes before the noun or noun phrase, while in Kiswahili, the adjective comes after the noun or noun phrase, as in *the beautiful girl* and *msichana mzuri* respectively.

Furthermore, the candidates managed to explain the semantic system of language by showing how words in sentences are interpreted. They showed

how semantics is a system of meanings that are expressed through words and sentences. They demonstrated that each language has its own system of meaning, which distinguishes it from other languages.

**Extract 1.1** is a sampled response by a candidate who correctly explained how human language is a system of systems. The candidate also provided relevant examples.

1. Human language - refers to a system of arbitrary	
vocal symbols through, which human beings communicate. It has the	
characteristics of displacement, cluality, specialization, reciprocity as	
well as cultural transimission. Therebre human language is said	
to be a system of oxtems because of the bollowing.	
Morphology- This reters to the way on how wo	
TO OF THE CONTROL OF	
of to be a system of systems because it has a system that ple	
of the de a system of systems because 1) has a system that ple	
als with how words are being formed example through compounding	
a, otheration as well as blending.	
Syntax / grammar- This refers to the way a	
sentence it is structured so as to bring out the meaning which w	
ill be well understood as in that case it then deals with the	
formation of sentences and process by following the grammat	
cal order so as for the sentence of phrase to have a needed con	
textual meaning, example I shall go home tomorrow.	
Physical and shopping - Thomps has retern to	
The general shedy of ground systems in, all languages while phono	
logy refers to the study of sound systems in a particular langual	
logy reters to the study of sound systems in a particular langua ge. Is in that case then all these deals on how the sounds in	
a particular language are p, the extent of pronounciation, stress as	
well as impossible as in Inglish language boy is transcribed as	
Semantics - this refers to the meaning of the	
usords, sentences and phrases in a language. That it means it refe	
is to the way we get the interned meaning of that specified	
b ine way we get the interned meaning of that specified	
word, phrase or sentence example Colm down that means to be polite	
Thus it then oleals with meaning it words.	
thus it then clear with meaning it words.  Tragmanics - This refers to the way on how  the interest example example could appear to the way on how	
with the ways on now the word is meant to mean something	
as needed by its people.	

**Extract 1.1** is a response of a candidate who scored high marks on this question.

The candidates who scored averagely on this question failed to explain effectively with relevant examples how human language is a system of systems. The analysis shows that most of them tried to explain only how language is a system of systems. Their explanations lacked relevant examples. **Extract 1.2** is a response by a candidate who provided insufficient explanations to Question 1.

4.	Human language is the system of arbitrary recal symbols where human being communicate.  Human language cornect of sentences, phrases clause, words and syllables, the pllorusing are the systems of language:  Systems of language:  Semantiz system, human language consists of this system that deals with meaning of words in communication an involve the two of complex words with complex meaning or	
	reval graphile when himan being communicate:	
	Human language consit of contenses, phrases	
	clause, words and willables the pleasing are the	
	Extens of language:	
	Jemanhiz vustom, human language	
	converts of this sustain that deals with meaning	
	of words in communication an involve the	
	we of complex werds with complex meaning or	
	simple words.	
	Phonological system is the system	
	thorological system is the system of human language dealst with sound systems of words of words such as .: /h 26 n/ man  Norphological system, is the system of human languages deals with the	
	of words and promounciation of words	
	such as : /th 26 n/ man	
	Morphological system, is the	
	System of human languages deals with the shuthers of words through word permation processes such as Backformation, ellepping,	
	Structure of words through word formation	
	processes such as Buckformation, ellipping,	
	Blending.	
	Graphological system is the system of human language deals with grammer in sentences such as capitalization, Italinization	
	of human language deals with grammer in	
-	Gentences such as Capitalization, Italinization	
	tue of numbers.	
	Pragmatic system is the system of human language deals with vocabularies in languages sieth as English vocabularies and Kesivahili vocabularies	
	numan languago deals with volabularies in	
	Lasquagos siem as English vocabelaries aries	
	Therefore, human language is the	
	Command of the state of the sta	
	System of systems also it can be characterized by productivity, displacement, reflexiveness,	
	Quality, Spacalization	
	Catalogy - Petrace (co)	

**Extract 1.2** is a sample response of a candidate who scored average marks on Question 1.

It was further noted that the candidates who performed poorly on this question failed to explain how human language is a system of systems. This proves that they lacked knowledge and understanding of the features or the

characteristics of language, particularly language as a system. They failed to differentiate it from other features such as its duality, displacement nature, and discreteness. Some candidates failed to understand the question and they ended up discussing the key elements involved in the definition of language.

Additionally, some candidates misinterpreted the question and wrote words, phrases and sentences on language as a set of subsystems. In reality, however, all these fall under the syntactical system.

Moreover, some of them wrote that language is a system because it deals with speech organs such as the lips, teeth, diaphragm, and tongue which produce voiced and voiceless sounds.

Furthermore, other candidates argued that language is a system of systems because it deals with communication channels such as the sender, message, channel, medium, receiver and feedback. **Extract 1.3** is a sample response. The candidate discussed the functions of language instead of discussing the subsystems of human language.

A	have below a set the a second form
1_	Language a the system of arbitrary rocal sour
	de what used by human for Communication. We say
	language & the "System of systems" because of
	its functions also because language is used in 10
	many different ways. The following are the function is of Language to show how is the "fustern of Justines"
	no of roudings to you now to the three of therene
	Purasine function. We say language a the
	gystem of system through functions and among the function
	rons he Augustive function. It is true when wing
	some words in Language can not be known or unde
1	estood by anybody because of its pursuarive
	Example; Tarranda as the Democratic Country.
	This sentence its true that can not be learned by uned
	urated people because it always used by educated ones
	Emotive Function. We can also say language
	& system of system be cause through its functions
	language can be dive ded and can be used to show
	teelings and emotions of people when using it
	Example; I love you to the moon back to the earth
	this sentence is truly showing feelings and emotions
	of somebody.

Poetec function. Also through its use and	
through its system of systems we say language als	
ays creater beauty when it is used in postry,	
stories and other books it have it is system of	
use in all the places and negater beauty at large	
Example: A BEAUTYFUL ONES ARE NOT YET BORN	
is the system of language which is always used in	ì
books only and its beauty to the people.	
Phodic function. Also we say longuage is the	
Eystem of systems by using thos function where by	
phatic function complaines at words like Example! Hr,	
How are you? Are you good? means that when talking	
we an use language in afterent uses so as to commy	
nocate.	
Conclusively, Language as asystem of syste	
me where by language can be diribed into so many	
functions and used in the society to give us mea	
nong and be the source of Communication according	
to the phyliconment and use.	
to the phyllonment and We.	

Extract 1.3 is a sample response of a candidate who misinterpreted Question 1.

#### 2.1.2 Question 2: The Effects of Affixes on Roots

The question required the candidates to demonstrate how affixes affect the roots of words *decentralize*, *unattractive*, *anticlockwise*, *pre-connection* and *encouragement*. The question tested the candidates' knowledge and understanding of the meaning and uses of affixes. It also tested their ability to know how roots change meanings and word classes when affixes are attached to them.

The question was attempted by 26,763 candidates (100%); out of whom 5,027 (18.8%) scored from 6 to 10 marks; 11,308 (42.3%) scored from 3.5 to 5.5 marks and 10,428 (39%) scored from 0 to 3 marks. Analysis shows that the candidates' overall performance on this question was good; whereby 61.1 per cent scored from average to good marks. The performance is summarized in **Figure 2.** 

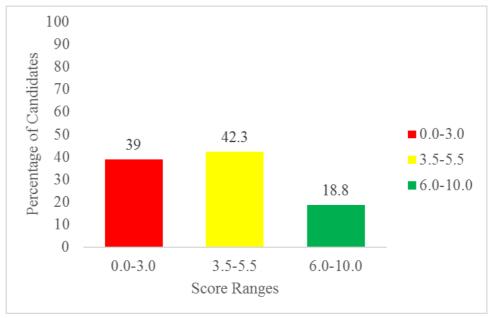


Figure 2: Candidates' performance on Question 2

The candidates who scored high marks on this question managed to identify in the given words the affixes which affect the roots of the words they are attached to. Besides, they demonstrated their knowledge and good understanding of the meanings of the affixes and their effects on the roots after the affixation process. Furthermore, they showed their knowledge of how the words change their classes after receiving some particles or when some affixes are added to them as follows:

#### (a) Decentralize

The candidates identified that the word *decentralise* consists of two affixes (*de*- and –*al*) which are directly attached to the root. The suffix –*ise* is also an affix but not directly attached to the root. They knew that prefix *de*- meaning "to get rid of or removal of" changes the meaning of the root *centre* to its opposite. In addition, they realized that suffix -*al* is attached to mean "related to". It changes the root *centre* (which is a noun) to an adjective *central* meaning "in the middle of a place or area."

#### (b) Unattractive

The candidates knew that the word *unattractive* contains two affixes, namely *un-* and *-ive* attached to the root *attract*. They applied their knowledge to respond that prefix *un-* meaning "not or the opposite of"

changes the positive meaning of the root *attract* into its negative form *not to attract*. They also demonstrated that the suffix *-ive* changes the root *attract* into its adjective form *attractive*.

#### (c) Anticlockwise

The candidates knew that the word *anticlockwise* consists of two affixes attached to the root *clock*. These are *anti-* and *-wise*. They were aware that prefix *anti-* meaning "against" changes the meaning of the root *clock* into its opposite. Furthermore, they were aware that suffix *- wise* meaning "in the manner of" changes the root *clock* (which is a noun) into an adverb of manner *clockwise* which means "in the same direction as of the clock."

#### (d) Pre-connection

The candidates who scored high marks on this question were aware that the word *pre-connection* consists of two affixes namely *pre-* and *-ion*. They understood that prefix *pre-* which means "before" changes the root *connect* into *pre-connect* meaning "before connecting." In addition to that, they realized that suffix *-ion* changes the verb *connect* to abstract noun *connection*.

#### (e) Encouragement

The candidates who scored highly on this part managed to identify *en*-and —*ment* as affixes attached to the root *courage*. They realized that prefix *en*- changes the abstract noun *courage* into the verb *encourage*. They also understood that the suffix -*ment* changes the root/one form of the abstract noun *courage* into another form which is the result of *courage*; hence *encourage* as a *verb* changes into the abstract noun *encouragement*. **Extract 2.1** is a sample of the correct responses to the question.

2. (a) Decentralise.  The root is centre,  De-change the meaning of the word centre to decentre al-make the noun "centre" to be "central" ise-change the adjective "central" to be a verb "decontralise."	
(b) Unattractive. The root is attract.  Ailln - Change the meaning of the word "attract" to "unattract" means that not attract.  ive - change the verb "unattract" into adjective "unattractive".	
2. (c) anticlockwise.  There root is clock  anti-change the meaning of the root/word  "clock" into "anticlock" mean that  against the clock.  wise - Change the noun "anticlock" into the  adverb "anticlockwise".	
(d) Preconnection.  The root is connect  Pre - change the meaning of the word "connent"  itoto "Preconnect" means that before annect.  ion - make the verb "Preconnect" to be a  noun "Preconnection".  (e) Encouragement.	
The root is courage.  En - change the meaning of the word "courage"  into "encourage" and make the word (noun)  to be a verb.  ment - make the verb "encourage" to be noun "encouragement".	

**Extract 2.1** is a response of a candidate who scored high marks on Question 2.

The candidates who scored averagely on this question lacked sufficient knowledge about the affixation process. They demonstrated limited knowledge about roots; they failed to identify the roots to which the affixes were attached. A root is a morpheme to which other particles can be added. Additionally, these candidates demonstrated insufficient knowledge of how to identify affixes in the given words. For example, most of the candidates

managed to identify affixes, but they failed to state their impact on the root. **Extract 2.2** is a response from a candidate who failed to determine the roots to which the affixes were attached.

02.	as decentralia
	as decentralise.  i) "- 100" - The suffix changed the adjective  autral into the verb, " andralise.
	autral into the verb " andralise.
	97> "de" - The prefix reversed the action of centralise to mean the opposite of.
	of centralise to mean the opposite of,
	# · · · · · · · · · · · · · · · · · · ·
	by Unatractive.  1'> "-ive" - The suffix affected the root.  attract by changing it from a verte  to an adjective, attractive"
	"> "-ive" - The suffix affected the root.
	affrait by changing "if from a serb
	To an adjective; attractive"
	( ) I II
	11>"Un" - The prefix is a negative prefix which negates the word attractive to mean not attractive.
	when negation word afficiently to
	AMM AM WHATHER.
***************************************	c> aticlockwise.
	c> anticlockwise.  i> "- wise" - The suffix affects the root by  changing the noun (clock) into an adjective  or adverts (clockwise).
	changing the noun (clock) into an adjective
	or adverts (clackwise).
	i i
	ii> "anti" - The prefix is a negative prefix that affects the word clockwise
	prefix that affects the word clockwise
80	cy 91> to wear the negative which is not
0%.	Cy 11/ 70 wan the regarde would be not
	clockwise.
	·
	d> Preconnection.  i> "-ion" - The suffix affects the root by changing the verb (connect) into a noun (connection)
	is "isa" - The surex crosts the root by
	the state of the s
	changing the cerestionness time a violen
	(Connection)
	97) "Pre" - The prefix is a prefix of time that means before, the prefix affects the root to mean before connection.
	that means before the presix associa the
-	set to me hope Commention
	1001 10 NOTES AND
	e> encouragement:
	1> "- next" - The suffix changes the not from
	e> encouragement.  1> "- next" - The suffix changes the root from  a noun Courage to couragement.
	W NOW! COMPANY

Extract 2.2 is a response of a candidate who scored average marks on Question 2.

Analysis shows that the candidates who scored low marks failed to understand the requirement of the question. They showed their insufficient knowledge of the meaning and uses of affixes and the general process of affixation. Some of these candidates failed to identify the prefixes and suffixes attached to the roots. Besides, some of them failed to explain the meaning and uses of the identified affixes and how they affect their respective roots. Moreover, some candidates failed to identify the roots in the given words and hence to understand how they were affected by the affixes. Furthermore, some candidates misunderstood the question and ended up explaining the functions of morphemes in the English language. In Extract 2.3 the candidate indicated only the roots in the given words without indicating the affixes and how they affect the roots.

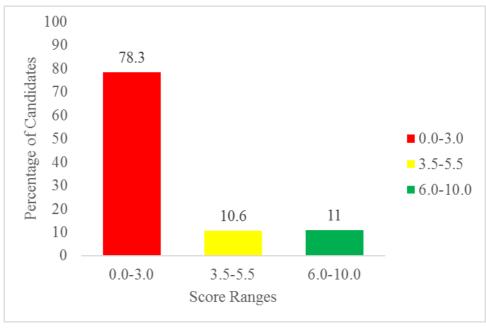
01	v, Phrason are the group of word which are formed	
	sentense.	
	•	
QQ.	(a) decentraliza	
	root - contral	
	(b) Unattractivo	
	root-attract	
	(c) anticlockm20	
	root-clock	
	(d) Prozonnoction	
	root-lonnat	
	(e)encouragement	
	root eourge	

**Extract 2.3** is a response of a candidate who scored low marks on Question 2.

#### 2.1.3 Question 3: Meanings Conveyed as Stress Shifts in the Sentence

The question provided the sentence *John went fishing Sunday night*. It required the candidates to explain clearly the meanings that will be expressed when the stress is shifted to each of the five words in the given sentence.

The question was attempted by all 26,763 candidates (100%), out of whom only 2,955 (11%) scored marks ranging from 6 to 10 marks and 2,843 (10.6%) scored from 3.5 to 5.5 marks. The rest 20,965 (78%) scored from 0 to 3 marks. Analysis shows that the candidates' overall performance on this question was weak since only 5,798 (21.6%) candidates scored averagely or above. Their performance on this question is summarised in **Figure 3**.



**Figure 3**: Candidates' performance on Question 3

Analysis shows that 11 per cent of the candidates had high marks on this question. They read, understood and correctly responded to the question. They demonstrated their knowledge of stress and its use, signalling the speaker's emphasis and focus. They assigned stress to each word (one after another) and stated the resultative meanings as follows:

When stress is assigned to the proper noun *John* (**John** went fishing Sunday night), it means that it was only John who went fishing on Sunday and not any other person. Therefore, the emphasis is on the subject John.

The candidates also knew that, when stress shifts to the verb *went* (John **went** fishing Sunday night), the meaning is that the speaker is emphasizing the action of leaving for an activity.

Moreover, when stress is assigned to the word *fishing* (John went **fishing** Sunday night), it means the speaker is focusing on the activity which he left for.

Furthermore, when stress is shifted to the word *Sunday* (John went fishing **Sunday** night), it means that the speaker is communicating the day that the activity was done. The speaker emphasizes states that it was on Sunday and not any other day that the fishing activity was done.

Additionally, the candidates understood that when stress is shifted to the word *night* (John went fishing Sunday *night*) it means that the speaker is focusing on the time or part of the day that the fishing activity was done. That is at night, not in the morning or afternoon when the fishing activity was done. **Extract 3.1** is a sample of the correct responses. The candidate correctly explained how stress shift in the given sentence changes its meaning.

03 Given Hatement: "John went Fishing Junday Night."	•
If then is assigned to every five words in the	
If then is arigned to every five words in the statement, its meaning will be as follows.	
(i) When there is on JOHN went thing Jundanisht"	
The Hatement will mean that JOHN IN the one who	
Heat li-him Junday night not summence ete una it	
Thows who went fishing.	
(ii) When stres is on "John WENT Juhung Junday	
Night.	
The ventence show or mean John did something	
that is he went, simply that he took a certain	
a ction.	
(iii) when when is on FISHING.	
- The statement will mean that John did futingen	
Junday Night, since it focus on showing what	
Iherefore John did fishing and not any other actually	
Therefore John did of thing and not any other actually	

(iv), When when is on SUNDAY	
The vertexce will mean that it was on Sunday	
when John went out for Juhing and not other days, since the emphasis attempt to show when did he do fishing.	
days, since the emphasis attempt to show when did	
he do fishios.	
(V). When when w on NIGHT.	
The sentence will mea that John went out dwing	
the right and not other time.	į

**Extract 3.1** is a response of a candidate who scored high marks on Question 3.

Moreover, the candidates with average marks on this question lacked sufficient knowledge of and skills in showing how stress shift from one word to another in a sentence can change the meaning of the sentence. **Extract 3.2** is illustrative.

It hears that none else rather Than John himself, nobods else  It hears not any act conducted  rather than went, Not any other  act.  III "fishing"  It stresses that John went only  to fish not swimming, tumping  or doing any other act.  Iv "sunday"  It hears not any other day  Instead of sunday that John went  fishing  v "night"  H hears that not at any time  that John went fishing sunday instead  of exactly during the night not  at any other time like noon and	0	" John went fishing sunday right"	-
It means that none else rather Thran John himself, nobody else?  It means not any act conducted rather than went, Not any other act.  III "fishing" It stresses that John went only to fish not swimming, jumping or doing any other act.  IV "sunday"  If theans not any other day Instead of sunday that John went fishing  V' "night"  It means that not at any time That John went fishing sunday instead of exactly during the night not at any other time like noon and	Ú		
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Hears that not at any time That John went fishing sunday instead of exactly during the night not at any other time like noon and		v. "night"	
of exactly during the night not at any other time like noon and		It hears that not at any time	
of exactly during the night not at any other time like noon and		That John went frohing sunday instead	
at any other time like noon, and	,	of exactly during the night not	
		at any other time like noon, and	
en en in q.		evening.	

Extract 3.2 is a response of a candidate who scored average marks on Question 3.

The candidates with low marks on this question failed to sufficiently explain how stress positioning in the given sentence can change the meaning of the sentence. Some candidates misunderstood the question. Hence, they assigned word classes to the words in the given sentence; for example, *Juma* (noun), *went* (verb) instead of explaining the meaning of the sentence after stress shifts from one word to another. In addition, some candidates explained the uses of stress such as changing the meaning of words, indicating word classes or showing emphasis in the English language. Some of them changed the sentence into negative, *Juma did not go fishing on Sunday night*, which was contrary to the demands of the question. Moreover, others kept repeating the same sentence five times without showing any difference. **Extract 3.3** is a sample response. The candidate wrongly considered the shifting stress as a negating element in the sentence.

03.	" John went fishing Sunday night"	
	John	
	when the chassed mark is putting to John is not John	
	went pishing surbay night is another person and not John.	
	Went	
	- When you put stress mark to the word went it means	
	that John it does not went at that time he went at another hime	
	Fishing	
	when you put stress mark to the word fishing it means	
	John does not went to fishing at that time John went	
	pishing at arreather time to done other issue and not pishing	
	Sunday	$\neg$
	+ Also when you put stress mark at the word sunday it	$\neg$
	means that is not sunday is another day. So it means	
	John went pishing to another day and not sunday night.	
	Night	$\neg$
	Also when you put stress mark at the word night it means	$\neg$
	that John went pishing at another time may be morning,	
	effermoon or another time and not at the night.	

**Extract 3.3** is an incorrect response of a candidate who scored poorly on Question 3.

In Extract 3.3, the candidate demonstrated his/her inadequate knowledge of stress and its functions. He/she thought that stress has a negative effect on a word in a sentence.

## 2.1.4 Question 4: Translating a Text Using the Communicative Translation Method

The candidates were given a paragraph in Kiswahili. They were required to read, understand and translate it into English communicatively. The paragraph read:

Wakati mizizi pekee inaweza kuwa mofimu huru, si mizizi yote ni huru. Mizizi mingi haina uwezo wa kujitokeza peke yake. Mara nyingi hujitokeza pamoja na vijenzi vingine vya maneno ambavyo hupachikwa katika mizizi hiyo. Vijenzi hivyo ni mofimu tegemezi. Mofimu tegemezi pia vinajulikana kama viambishi. Kuna aina tatu za viambishi ambavyo ni viambishi awali, viambishi kati na viambishi tegemezi. Lakini lugha ya Kiswahili haina viambishi kati. Sasa unaweza kutoa mifano ya mofimu tehemezi. The question tested the candidates' knowledge about language skills. It was set to test their ability to comprehend information written in one language and translate it into another language.

The question was attempted by all 26,763 candidates (100%); out of whom, 15,559 (58.1%) scored from 6 to 10 marks; 7,668 (28.7%) scored from 3.5 to 5.5 marks; and 3,536 (13.2%) scored from 0 to 3 marks. Analysis shows that the candidates' overall performance on this question was good since 23,227 (86.8%) candidates scored averagely or above.

As introduced earlier, the candidates were required to translate the given passage into the English language by using the communicative translation method. In this method, they were required to use alternative meanings of words to make sure that the same message is sent to their receivers in the target language. Their performance on this question is summarised in **Figure 4**.

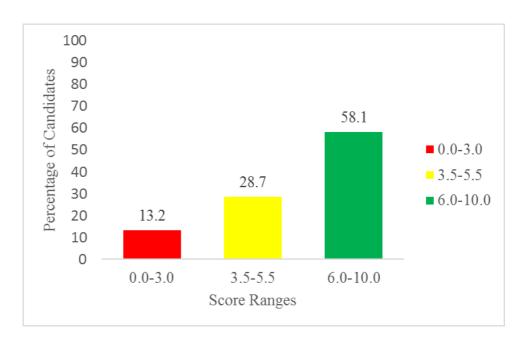


Figure 4: Candidates' performance on Question 4

Analysis shows that the candidates with high marks on this question were 15,559 (58.1%). These candidates demonstrated a good command of both English and Kiswahili; this ability helped them to translate the given passage by using the communicative translation method. Besides, the candidates were knowledgeable about translating since they correctly changed the information presented in Kiswahili to English. They demonstrated their language skills in understanding the passage particularly the vocabulary used. One candidate translated the passage as follows:

While it is only roots that can be free marphemes, not
all roots are the morphemes. Many roots cannot stand
on their own! Many times they stand together while
attached with other word elements. Thuse word elements
are called bound morphemes. Bound morphemes are
also known as affixes. There are three types of affixes
namely prefixes, infixes and suffixes. But Iwaling
language dues not have infixes. Now you can give out
examples of bound morphemes.

**Extract 4.1** is a sample response of a candidate who applied the communicative method to correctly translate the Kiswahili text into English.

However, 7,668 candidates (28.7%) scored averagely on this question. Some of them lacked good writing skills; hence, they failed to use the correct punctuation marks in their translated texts. Some of them skipped some details in the Kiswahili text; as a result, the details did not feature in the translated version. This irregularity made the translated text sound inappropriate in the target language as **Extract 4.2** shows.

Morphones. Many roots have no ability to stand alone.	
Always stand together with other morphemes of words which	
are attached to the noots. That morphemes are bound morphemes.	
Bound morphemes also known as affixes. There are three	
types of affixes namely prefixes, infixes and suffixes	
offixes. But Krsuchili Language has no infix affixes.	
Now you are able to give out examples of bound morphe-	
me).	

Extract 4.2 is a response of a candidate who scored averagely on Question 4.

Furthermore, the candidates who scored low marks on this question lacked knowledge about language skills. Hence, they failed to translate the text from Kiswahili to English. For example, some candidates failed to identify the types of morphemes and affixes as they were mentioned in the original text. Besides, other candidates showed insufficient knowledge of vocabulary items such as *mofimu tegemezi* which they translated as *allomorphs* instead of *bound morphemes* and *viambishi kati* which they translated as *bound morphemes* instead of *infixes*. Moreover, other candidates failed to punctuate their translated texts and made them illegible.

In **Extract 4.3**, the candidate failed to translate the text appropriately hence, his/her translated text differed from the original one.

11	
4	There is a time which roots is able
1	to be Free, not only not is Free many of me
	noots does not be able to stand along. Sometimes
	happen hyether with other words which may
	be attached in nots and heest allumerouph ?
	bound murphene. Free morphene & also known
	as allomophs. There is have types or allomorphs
	which are textest merphene, bound maphene
	and tree morpheme. But Bisuxchili language
	There is no bound murphense. How you are
	able to provide example of bound merphense.

Extract 4.3 is a response of a candidate who scored low marks on Question 4.

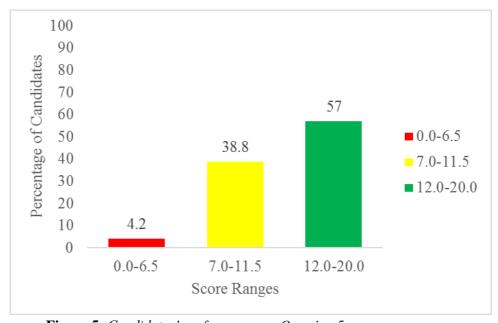
#### 2.2 SECTION B: Essay Questions

This section consisted of four questions. The candidates were required to answer three questions. Two of them were compulsory. Each question weighed 20 marks.

## 2.2.1 Question 5: Factors which Influenced the Spread of the English Language in the World

This question required the candidates to elaborate eight historical factors which influenced the spread of the English language in the world, using relevant examples. The question tested their knowledge about the spread of English in the world.

This question was compulsory; it was attempted by all 26,763 candidates (100%). Among them, 15,268 (57.0%) scored from 12.0 to 20.0 marks; 10,376 (38.8%) scored from 7.0 to 11.5 marks, and 1,119 candidates (4.2%) scored from 0.0 to 6.5 marks. Analysis shows that the candidates' overall performance on this question was good because 95.8 per cent of them performed at average and good levels, as shown in **Figure 5**.



**Figure 5**: Candidates' performance on Question 5

The candidates with good performance on this question (57.0%) demonstrated good writing skills which helped them to present and defend their arguments on the factors which influenced the spread of English in the world. They organized their essays into three parts, namely the introduction, main body and conclusion. In the introductory part, some of them defined the key terms such as language to introduce a brief description of the subject matter, English language.

In the main body, they elaborated eight (8) points on the factors that influenced the spread of the English language in the world. The factors included British colonialism, the industrial revolution in Europe, international capitalism, the rise of the United States of America as the world superpower, creation of the League of Nations, invention of communication technology and growth of international trade

The candidates concluded their essays relevantly, summarizing their observations and stating informative concluding remarks. Some candidates concluded their essays by pointing out the influence of education on the spread of the English language. **Extract 5.1** elaborates the factors that influenced the spread of English in the world.

5	Language is the system of Arbitra	
	ry Vocal Symbols which conventionally Agreed	
	to be Used as a means of communication	
	among people. English Language is the Langu	
	age which is a world lingua franca. It has	
	main dialect, which are Received pronounciati	
	on, Irish English, lockney, Welsh and Scotti	
	sh English as well as American English. English	
	Language commands highest status compared	
	to other languages in the world like chinese,	
	french and Arabic Language. The following are	
	the eight factor which inthrenced the spread of	
	English language in the world,	
	Colonialism, during colonial era	
	colonialist used their Language in their colonies	
	that helped to spread English Language to the	
	colonies which were Under domination of	
	Whites and after the second world war some	

hist while waiting for Independence, During that period Education was provided through English Language and material, for learning were Uneler English Language to the other parts of the World.  Trade, when Various nations conduct Trade Internationally, They tend to We English Language as their lingua franca so as to Understand each other. Example Trade between Tanzania and America, whereby they come to take raw materials since mest of the Agreements and contract which are conducted are Usrually written Using english Language that has face.  Slitated the Gread of English language in the world are written by English language. Since a person must Understand or Learning materials in order to Understand what has been written by English language. Since a person must Understand or Learning Materials are in English Language first in order to Understand what has been written in those books or Africes the good Example is Tanzania whereby most of higher Learning Institution Learning Materials are in English Language such as Mathematics, Chemistry, Physics Geography, Gvicc and also Literature that facilitate spread of it worldwith Tourism activities most of English people like going in Various Tourist Attractions out from their countins like Kulmanjaro, Ngorongoro and Serengeti in Tanzania and other areas when they go to these area they make the Natives to Adopt New Vocaburaries which are mostly from their language uge that make Their language to he Eugerior and to spread worldwide Example in Kenya where they use it as a National	contries like Tanzania was Under English Colonia	
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are Written by English language Sinle a person must Understand or Learn English Language first in order to Understand What has been written in those books or Articles A- good Example is Tanzania whereby most of higher Learning Institution Learning Materials are in English Language Such as Mathematics Chemistry, Physics Geography, Givics and also Literature that facilitate spread of it worldwide Tourism activities most of English people like going in Various Tourist Afteractions out from their countries like Kehmanjaro, Ngorongoro and Serengeti in Tanzania and other areas when they go to those area they make the Natives to Adopt New Vocaburaries which are mostly from their lang uge that make Their language to he Superior and to Spread worldwide Example in Kenya where they use it as a National	Education, most of learning	
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has been written in those books or Articles A- good Example is Tanzania whereby most ox higher Learning Institution Learning Materials are in English Language such as Mathematics Chemistry, Physics Geography, Civics and also Literature that facilitate spread ox it worldwide Tourism activities most ox English people like going in Various Tourist Attractions out from their countries like Kelimanjaro, Ngorongoro and Serengeti in Tanzania and other areas when they go to those area they make the Natives to Adopt New Vocaburaries which are mostly from their lang uge that make Their language to be Superior and to Spread worldwide Example in Kenya where they use it as a National	a person must Understand or Learn English	
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of higher Learning Institution Learning Materials are in English Language such as Mathematics.  Chemistry, Physics, Geography, Civics and also Literature that facilitate spread of it worldwide Tourism activities most of English people like going in Various Tourist Attractions out from their countries like Kelimanjaro, Ngorongoro and Serengeti in Tamania and other areas. When they go to those area they make the Natives to Adopt New Vocaburaries which are mostly from their language to be superior and to spread worldwide Example in Kenya where they use it as a National	has been written in those books or Articles n-	
of higher Learning Institution Learning Materials are in English Language such as Mathematics.  Chemistry, Physics, Geography, Civics and also Literature that facilitate spread of it worldwide Tourism activities most of English people like going in Various Tourist Attractions out from their countries like Kelimanjaro, Ngorongoro and Serengeti in Tamania and other areas. When they go to those area they make the Natives to Adopt New Vocaburaries which are mostly from their language to be superior and to spread worldwide Example in Kenya where they use it as a National	good Example is tanzania whereby most	
Chemistry, Physics, Greography, Civics and also Literature that facilitate spread of it worldwide  Tourism activities, most of English people like going in Various Tourist Attractions out from their countries like Kelimanjaro, Ngorongoro and Serengeti in Tamania and other areas. When they go to those area they make the Natives to Adopt New Vocaburaries which are mostly from their lang uge that make Their language to be Superior and to spread worldwide Example in Kenya where they use it as a National	or higher hearning Institution Learning Materials	
Chemistry, Physics, Greography, Civics and also Literature that facilitate spread of it worldwide  Tourism activities, most of English people like going in Various Tourist Attractions out from their countries like Kelimanjaro, Ngorongoro and Serengeti in Tamania and other areas. When they go to those area they make the Natives to Adopt New Vocaburaries which are mostly from their lang uge that make Their language to be Superior and to spread worldwide Example in Kenya where they use it as a National	are in English Language such as Mathematics	
English people like going in Various Tourist Aftractions out from their countries like Kelimanjaro, Ngorongoro and Serengeti in Tanzania and other areas. When they go to those area they make the Natives to Adopt New Vocaburaries which are mostly from their lang uge that make Their language to be Superior and to spread worldwide Example in Kenya where they use it as a National	Chemistry, Physics, Geography, Civics and also	
English people like going in Various Tourist  Attractions out from their countries like  Kelimanjaro, Ngorongoro and Serengeti in Tamania  and other areas. When they go to those  area they make the Natives to Adopt New  Vocaburaries which are mostly from their lang  uge that make Their language to be  Euperior and to Spread worldwide Example  in Kenya where they use it as a National	Literature that facilitate spread of it worldwide	
Aftractions out from their countries like  Kelimanjaro, Ngorongoro and Serengeti in Tamania  and other areas. When they go to those  area they make the Natives to Adopt New  Vocaburaries which are mostly from their lang  uge that make Their language to be  Superior and to Spread worldwide Example  in Kenya where they use it as a National	lourism activities most of	
Aftractions out from their countries like  Kelimanjaro, Ngorongoro and Serengeti in Tamania  and other areas. When they go to those  area they make the Natives to Adopt New  Vocaburaries which are mostly from their lang  uge that make Their language to be  Superior and to Spread worldwide Example  in Kenya where they use it as a National	English people like going in Various Tourist	
Achmanjaro, Ngorongoro and Sekengeti in lamania and other areas. When they go to those area they make the Natives to Adopt New Vocaburaries which are mostly from their lang uge that make Their language to be Experior and to spread worldwide Example in Kenya where they use it as a National	Affractions out from their countries like	
and other areas. When they go to those area they make the Natives to Adopt New Vocaburaries which are mostly from their language to be superior and to spread worldwide Example in Kenya where they use it as a National	Kelimanjaro, Ngorongoro and Sérengeti in Iamania	
area they make the Natives to Adopt New Vocaburaries which are mostly from their lang uge that make Their language to be Superior and to Spread worldwide Example in Kenya where they use it as a National	and other areas. When they go to those	
Vocaburaries which are mostly from their language to be uge that make Their language to be superior and to spread worldwide Example in Kenya where they use it as a National	area they make the Native's to Adopt New	
in Kenya where they use it as a National	Vocaburaries which are mostly from their lang	
in Kenya where they use it as a National	uge that make Their language to be	
in Kenya where they use it as a National	Superior and to spread worldwide Example	
Language while they have Kirwahil Language.	in Kenya where they use it as a National	
	Language while they have Kirwahil Language.	

**Extract 5.1** is a response of a candidate who scored high marks on Question 5.

Moreover, the candidates who scored average marks on this question failed to elaborate their arguments adequately. Their failure to observe grammatical rules and their poor mastery of the subject matter account for the average marks they scored. **Extract 5.2** is illustrative. Hence, the candidate scored average marks.

5	Spread of English Language "- this is	
	The situation which occurred and it still oc	
	caus where by the English Origin ated to	
	m Bitain and start to Spread to other parks	
	of the world or the continents of Aprica	
	which Are For EXAMPLE Asia, South Amori	
	ca and others Like Morth America. There Are	
	Several Countries a part from The British	
	Countries who Use English Language As Thoir	
	mational Language which Are for EXAMPLE	
	Autratia, USA, Lenya, Jouth Aprica and Many	
	other Counteres of The world. So The Fo	
	Howing bellow Are The partons that house in	
	plurified The Spread of The English Long	
	upe in the world.	
	Colonialismi- This was The period	
	of between of the 19th Century where by the	
	bigger Countries Like The English Speaking	
	Countries from Europe Came and dominate	
	The weather states Socially Economy and	
	politically. Through Colonialism The bigger	
	Countries wanted The weaker Countries for	
	The EXXMPLE: Britain wanted The Smaller	
	notions to adopt The Use of The English	
	Language. So it was spread to the around	
	The world.	

Colonialismi-This was The period	
of between of the 19th Century where by the	
bigger Countries Like the English Speaking	
Countries from Europe Came and dominate	
The weaker states Socially Economy and	
politically. Through Colonialism The bigger	
Countries wanted The weaker Countries for	
The EX*MPLE: Bistain wanted The Smaller	
matrons to adopt The Use of The English	
Language. So it was spread to the around	
The world.	
Trading Activities: This The Situation	
as exchanging goods to goods or the good	
for Money. The Trading Rations between	
The English Speaking people who are the	
Britain started in Arround the 15th conting	
during the admindism for Example: in order	
Today of decementary of the today	
5 to Understand each other they needed token	
ow or to use one Common Language Fr	
which they choose the English Language	
As the Main Trading Language.	
Education, This is the transpor	
of knowledge from one place to another.	
Mail of the education documents the bean	
written or they are documented in the Eng	
lish language do when the Europeans sterte	
d to import their knowledge to the Count	
teres of the world the documents were	
boom without in English for EXAMPLE: The	
Sciences Subjects, Novals, And other stopps	
evere without on English Language.	

**Extract 5.2** is a response of a candidate who scored average marks on Question 5.

Furthermore, analysis shows that the candidates who scored low marks on this question failed to interpret the question. Some of them discussed the criteria for a language to have the international status such as the number of speakers, its spread or dispersion geographically, and its vehicular load within the country contrary to the requirement of the question.

Other candidates elaborated current factors such as the music by famous musicians such as Diamond Platinumz and current sports and games while the question was basically historical. **Extract 5.3** is a sample response of a candidate who provided irrelevant factors.

05	English Language is an interna
	tional tanquage because its und world wise for
	different purpose including official matter in different
	different purpose including official matter in different rection. English language its originated from British
	and America and honce due to that keet then that, why
	and America and honce due to that fact then that, why their is English from bothish acted british endish and then
	their is American profish. Advally English larguage its sproadood to different Countries like china I agarda I kenza.
	spreaded to different Countries like china , agarda, kenza
	langank exetia. The following acts as the sactors for
	Spicading of Indish language in the word Including:
	It's not tocalized, include arguage
	its euron by intto the language of the world because of the got that its spreaded all over the world
	of the seat that its spreaded all over the world
	and not tocalized at all because of that tack different
	boomle from different paid of the world speakited
	live it in different officeal matter example ofthere
	entry Tanzania has currently take english Languageas
	a Language of the country and manger of posplo they us
	It as a round language and through triglossia and
	hence due tothat fact hence the languin adother our
	while is the world applied for english tanjunge.
	High number of speakers (native
	and non- native speakers). Adjusty the english lang
	lugge is videly streaded ducto the tentited din
	print and toral group used it is different official.
	example eight Language it used by both notion and

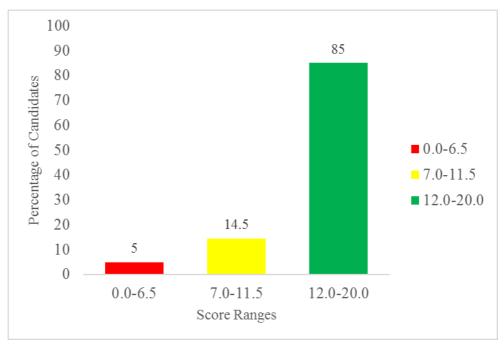
and stay
05 non rative peopligh veheruser Lod (Vocubaries ) grd
they apply it through the west us the good were
bulario. English language its largely spreaded and
adver the world contain or the last that peoplespe
ather the world conduct of the part that people spe along it are also all on. The world and due to that
gust than it had to spread and honce it unique boron
to their is no any tanquage which it wilely upon
add like it on top of that it also adopted by di
Horard nation and wed a alappuage of madium from
uni eation and dovelopment.
The goographicaly spreaded, English
Language is used at different geographical oreas the
at include different parts of the bland for the just of diffe
rent officel and non official matter and agood example
Tanzanian country tanquage of entish its was inorder
to all the equal and proc attachment in toursm whendig
goral qual that were to our cuntry they are eapsie
d to english suppressed hence it used by different
people is the world

**Extract 5.3** is a response of a candidate who scored low marks on this question.

## 2.2.2 Question 6: Essay Writing on the Effects of COVID 19 and Measures for Its Prevention

This question instructed the candidates to write essays about four effects of COVID-19 and four measures for its prevention. The question aimed to test the candidates' writing skills and ability to give information on a particular issue. The essays were to be well organised in terms of the introduction, main body and conclusion. They were also to be written using paragraphs, grammatical English language and coherent points.

It was a compulsory question, and it was attempted by all 26,763 candidates (100%). Among them, 22,746 (85.0%) scored from 12.0 to 20.0 marks and 3,891 (14.5%) scored from 7.0 to 11.5 marks. Only 126 (5.0%) candidates scored from 0.0 to 6.5 marks. Analysis shows that the candidates' overall performance on this question was good because 26,637 candidates (99.5%) scored at average and good levels. Their performance is summarised in **Figure 6**.



**Figure 6**: Candidates' performance on Question 6

The candidates who scored high marks on this question were 22,746 (85%). They wrote their essays logically adhering to the essay writing rules and instructions given. They organised their essays into the three parts, namely the introduction, main body and conclusion.

In the introduction, they correctly defined the term *COVID-19* and briefly described the disease. COVID-19, which is also known as the Coronavirus disease, is an infectious disease caused by the severe Acute Respiratory Syndrome Corona Virus 2 (SARS – CoV-2). The most common symptoms of the disease include fever, coughing, tiredness, and loss of taste or smell. Less common symptoms include sore throat, headache, aches/pains, diarrhoea, skin rashes and red/irritated eyes. Most people who fall sick with COVID-19 can experience mild to moderate symptoms and recover without special treatment. However, some can become seriously ill and require medical attention. Serious symptoms include difficulty in breathing, loss of speech or mobility or mental confusion.

In the main body, the candidates explained the effects of COVID-19 and the preventive measures for the disease. The effects presented include loss of life; isolation among community members; loss of household, community and national income; disruption of social, economic and cultural practices;

and healthcare challenges. The preventive measures given include regular hand washing; social distancing, wearing face masks, restriction of gatherings, quarantining and vaccination.

Their essays ended with sound conclusions that COVID-19 has adversely affected our everyday lives. Members of the communities and the society at large are urged to observe preventive measures against this pandemic since its effects are extensive with far reaching consequences. Extract 6.1 is a sample response from a candidate who wrote an essay adhering to the demands of the question.

Economic stagnation, economic activities	
collapsed forexample trade and commerce, (business), tourism,	
and many other just to montion few. As drawing example	
from the Tanzania Tourist Board the number of Tourist wont	
down hono doding of tourist activities. And thus this was the other	
offect of conid is gisoner.	
Increased government expenditure; the money	
that was allocated to health services were now not sufficient to the	
needs of Tanzanians. And thus monou from other socior had to be	
allocated to hoalth provision services a situation that lead to deline	
of other socion. Hono the other obteome that was withous ad	
due to prevalence of could 19 disease.	
Increased social unrest (crimes); due to unemployment	
problems rome people propered rebbery. Thost, prostitution and the	
related to so, just to monition a few increased. The situation from	
that time to the moment started to be worsening and hence the	
situation raused peopler rufferings due to the eruption of the disease.	

**Extract 6.1** is a response of a candidate who scored high marks on Question 6.

Further, the candidates who scored average marks on this question were not expressive enough to explain the effects and the control measures of COVID-19. They provided weak arguments on the effects and unjustifiable control measures. Some essays had grammatical errors. Moreover, some candidates paraphrased the same points. Some of them lacked paragraphing skills. Their paragraphs began with the same sentence instead of topic sentences which differ depending on the point concerned. All of this contributed to their low marks. **Extract 6.2** is illustrative of such grammatical errors and the monotonous repetitions of phrases in the paragraphs' opening sentences.

		U30 V
6	Covid 19 can be simply	
	stated as the Corona vivus Disease 2019	
	Is the Kind of disease which affects	
	the breathing System of human beings,	
	the disease was firstly discovered at	
	Kluhan Province · In China and now It	
	has spreaded over all the Countries In	
	the world with more than 8 million cases	

have been reported about the Courd 19	
through the Mass medias Like television,	
news papers and radio, Courd 19 has	
brought different effects and the measures	
also have been taken to fight Goved 19.	
The following are the	
effects of Could 19	
Courd 19 has led to	
death of people, for example approximately	
25 million People have passed away, by	
Gourd 19 has contributed to reduction of	
many people in many places hence causing	
the Increasing of street children also the	
shortage of Labour force to utilize the resources.	
Courd 19 has led to the	
decline on the world economy, foristance	
trade barriers have been enacted in most	
of the Countries like vaccination and	
Could 19 also people have been limited	
with Lockdown, therefore most of the	
businesses have been highly affected	
forexample Tourism, because of Lacking	
forexample Tourism, because of Lacking enough austomers to support the running	
out of the businesses throughout the world	

-		
6	It has led to the Increase of government expenditure on health Sector, forexample In most of the Countries fund	
	government expenditure on health sector,	
	forexample In most of the Countries fund	
	have been allocated to purchase equipments	
	Like Utra Sound and to Pay the health	
	Like Utra Sound and to Pay the health experts Like Doctors and nurses, this caused	
	the delaying of other development Projects	
	which were supposed to implemented with	
	which were supposed to implemented with the fund which has been allocated to	
	Joinsont the hopem of could 12 as one	
<u> </u>	among the effect of Good 19.	
	among the effect of Govid 19.  Covid 19 have Contributed	
	to the advancement in Science and technology,	
	forexample the Invention and discovery of	
	modern machines for Sanitization and	
	forexample the Invention and discovery of modern machines for Sanitization and faces masks, all these have forced the	
	Scientists to conduct the Intensive and	
	Critical research for making out new equipments which never existed before	
	equipments which never existed before	
	as the result of emergence of Covid 19 disease,	
	The following are The measures	
<u> </u>	to be taken for It's prevention of Courd 19,	
	Covid 19 15 Freven te of	
	through avording gatherings, foristana meetings and music Concerts, the	
	meetings and music concerts, the	
	gatherings normally have many People	
	gatherings normally have many people who have different health status but	
	Contributed to the fall of transmission	
	Contributed to the fall of transmission	
	of the disease among people also	
	wherever there is gathering Social distance	
	should be maintained J of about 2 metres.	

**Extract 6.2** is a response of a candidate who scored average marks on Question 6.

Furthermore, analysis shows that the candidates who scored low marks on this question lacked argumentative essay writing skills. They failed to demonstrate their ability and knowledge about the effects and preventive measures against COVID-19. Due to lack of points and lack of proficiency in the English language, some candidates ended up repeating the same points; hence they scored low marks. Moreover, some candidates mixed languages (may be) due to their limited English vocabulary. They wrote Kiswahili words such as *barakoa* instead of *face masks*. Furthermore, other candidates misunderstood the question. Hence, they discussed the

symptoms of COVID-19 such as prolonged fever and breathing difficulties instead of social, economic, political or cultural effects of the disease in society. **Extract 6.3** is a sample response of a candidate who discussed the symptoms of COVID-19 instead of effects of the disease to the community.

6.	COVID-19 is a desease	
,	that spread from one place to another	
	The gour effects of COUID - 19 atc	
	the following.	
	Sick neer of headech, first	
	exects of OVIN-14 is fictiness of	
	headech. This is problem that Caysed	
	by the COVID-19.	
	Sickness of stomach, The stomach is sick because the	
	COVID-19. This is another effect of	
	Sickness of the leggen the	
	leggs should not given energy,	
	leggs should not given energy, be cause this desease is high and	
	serve energy in the body award leather sick ness of the nosen the	
	sickness of the nosen the	
	amother effect of (OVID-19 is sickners)	
	of the nose. Example people who are	
	of the nose. Example people who are Say: The noses run, because of	
6.	COVID-19 in their body and fear	•
Conti	La de le la transportation la	
	J	
	To continue the measures for	_
	its prevents are the following :	
	Avoid Shaire with soap; when	
	Horid Shaire with soap; when the people gatten the should not shaire the soap. This is the	
-	first measures for its prevention.  Social list; social list is ano-	
	ti en to	
	This is because one serror illianotte	
	This is because one person who gatten the covid - 19 should be have social	
	list	
	U/20	

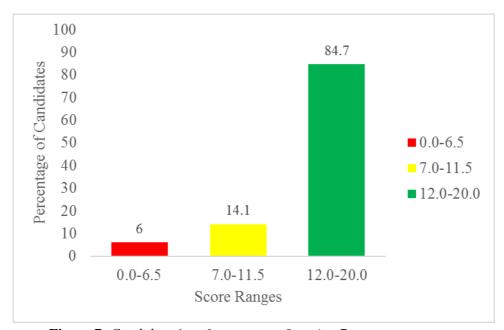
	Avoid group of people who
nce	
n	setting by the group than
6h	e person get the COURD-19,
-Th	is all people gatten Cov11-19
eit	ther. There fore avoid group
	3 Cu sión.

**Extract 6.3** is a response of a candidate who performed poorly on Ouestion 6.

#### 2.2.3 Question 7: Proposing Strategies for Effective Listening

This question required the candidates to propose eight listening techniques that students need to observe to become effective listeners in class and beyond. This question aimed to test candidates' awareness of the strategies for effective listening in the school context.

This was an optional question. It was attempted by 25,736 (96.2%) of the candidates; of whom, 21,790 (84.7%) scored from 12.0 to 20.0 marks and 3,786 (14.1%) scored from 7.0 to 11.5 marks. Only 160 (6.0%) scored from 0.0 to 6.5 marks. Analysis shows that the candidates' overall performance on this question was good because 25,576 (95.5%) scored from average to good level. Their performance is summarised in **Figure 7**.



**Figure 7**: Candidates' performance on Question 7

The candidate with good performance on this question demonstrated the ability to propose viable strategies that one needs to become an effective listener in the school context.

They appropriately introduced their compositions maintaining the term *listening* as the ability to accurately receive and interpret messages in the communication process. Effective listening, in this case, is the ability to actively understand information provided by the speaker.

The candidates also provided detailed explanations in the main body that presented the strategies for effective listening. They included points such as having the desire to listen, being open-minded and willing to learn new ideas, distinguishing the speaker's facts from his/her opinions, being observant, signalling that you are listening, adhering to the purpose of listening, and predicting as well as asking questions.

They also made sound conclusions by summarizing the points presented in the body part. **Extract 7.1** is a sample response of a candidate who correctly proposed effective listening strategies.

7. Exective listening. This is the type of listening in which
a listener concetrate to a specific information so as to
Understand. When a student needs to be a good listener
in the class or anywhere, there are strategies in
which he or the thould tollow. Now, the tollowing
are the strategles for effective listening.
Have a desire to listen. A student should have a
desire of listening what a speaker is talking about tope
xample speaker is talking about "how to perform well in examinations". A utudent should be ready to learn
in examinations": A utudent should be ready to learn
for that speech, through doing this he ar she may
be a good listener.
he open and avoid micunderstanding. Here a
cludent chould be poor, and telling his or her mind
to avoid misunderstand egas to gain something sporon
by the specicer. A good, listener is advised to be open
and groiding misunderstanding is when you may be
a good listener.

Be open and avoid misunderstanding. Here a
Litudent Chould be open and tolling his or horming
to avoid mirunder stand 10 as to gain something sporen by the specificar. A good listener is advised to be open
by the specifier. A good, listener is advised to be open
and avoiding misunderstanding is when you may be
a good listener.
7. Observe the speaker. A good student who needs
to be a good listener should always observe the speaker
bocouse there are signals used by speaker to
mean something and also to simplify understanding
to the audience. So as to gain more a student whatil observe the speaker. Through doing this he or she
Observe the Speaker. Through doing this he or she
may be a good listoror.
tocal on Coalcote view point, this man that
a good listener should tocus the points of the speakers
as most of the speakers tends to use gestures and movement to make listener, active all the time.
movement to make literer, active all the Time,
Therefore I good listener should focus on speakers
View point.
Predict and ask question. A good listener
Should be predicting the tuture speaking point and
by doing that should be asking yourself some
question from what you have learn from the speaker. Your not allowed to aque but asking your
- Species . Some question, By doing this You will begged
Tilener.
LONG OF THE STORY OF STORY AND LITTERS
You are addised to look the speaker as it you are
Litering this may posity to the Speaker that  Your the good listener to his or her point of  View. A student should pretend as if he or she
Your the good literar to his or her point of
View. A student should protend as it he or she
1s listening
laneraly, load listenering to the speaker
may make a student to increase her portamance
Lince the will be remembering what the speaker spoken even without noting down, only effective
Spoken even without noting down, Only effective
Listening.

Extract 7.1 is a response of a candidate who scored good marks on Question 7.

Besides, the candidates who scored average marks on this question failed to provide all the required points. Some of them were not expressive enough to explain their proposed listening strategies. Grammatical rules, misspelling and poor essay organization skills were part of the weaknesses in their compositions. Consequently, they scored averagely. **Extract 7.2** is a sample response of a candidate who scored average marks, in part due to some spelling and grammatical errors.

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Encourage the speaker to speak.
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who is the speaker at that particular time
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students as the listener has to answer the
quortion and also show cooperation with the
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through that may even encourage the
speaker to speak nine because as what
is communicated is well understand by the
students who are the listeners
Show understanding and respect Example
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speaking they have to how that they
sheder that an what ever it speaking had shedent are affectively livtening and also through that may even encourage the speaker to speak more because as what is communicated is well understand by the student who are the listeners.  Show understanding and respect Example as for the listeners when the speaker is speaking they have to show that they understand as whatever is falked about even through nod head or as the speaker.
through nod head or as the speaker

67	speaks something which is very puring become
	sometimes the speaker morder to make
	their listened not to be bored they have
	to make some joker morder to create
	Loughter on the literar pace so due to
	that even nor the listener won't be
	Sored av For the speaker in interesting

**Extract 7.2** is a response of a candidate who scored average marks on Question 7.

Furthermore, the candidates who scored below average marks on this question misunderstood the question. Some of them provided weak points or strong points with weak explanations. Moreover, some of them misunderstood the question and discussed the processes of listening instead of listening strategies. **Extract 7.3** is a sample response of a candidate who discussed the listening processes, contrary to the demands of the question.

07 Lutening reper to the process of paying	
attention of what he or the hear in order to	
get a good information. The listering should	
be expertise due to the following strategies	
lensing the information, This means -	
that the listener hear the voice of what-	
people say through the pinng. This was the-	
First strategies. Hence this thing lead to get	
the expective listening.	
Processing ! This was the second stra	
tegies or process where by human being proce	
Is the sound in their eyes begon the inte	
rin the window. This process or strategies	
deals with manufacturing voice of sound	
Analyzing strategies; This strategies	
deal with evitical voiced sound to be under	
stood by the human being. This strategies	
moves from nevours to the human minds.	
Understanding : This strategies deals	
with knowledge of people what they hear dur	
ing the analyzation of sound. This strategies	
human lead to repeat something he or she	
hear.	
I pacify .	

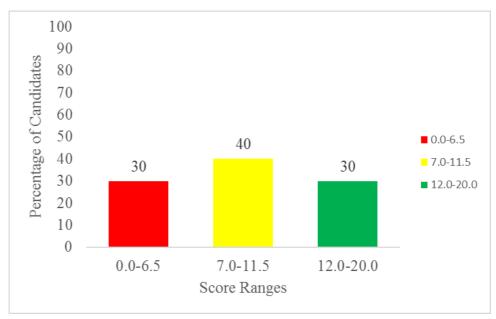
Evaluating ! This was the strategies.
of effective listening mean human evaluate
some topic of he or she listening and appar
to ask some question. Hence this thing lead-
to be an expertise listening.
Codification. This is the strategies
that human connect what he hear in order
to get expective listening. This strategies huma
In being get some expression what he orshe

**Extract 7.3** is a response of a candidate who scored low marks on Question 7.

# 2.2.4 Question 8: Writing a Speech on the Freedom of Expression in Tanzania

In this question, the candidates were required to imagine they were principal speakers in debate sessions with the motion *There is Freedom of Expression in Tanzania*. In this debating environment, the candidates were instructed to write speeches to support the stated motion. The question tested the candidates' skills in composition writing, speech organization, and presentation.

This question was optional. It was the least selected question in this paper as only 1,025 candidates (3.8%) attempted it. Among them, 308 (30.0%) scored from 12 to 20 marks while 4010 (40.0%) scored from 7 to 11 marks. However, 307 (30.0%) scored from 0 to 6 marks. The candidates' overall performance on this question was good because 718 candidates out of the 1,025 (70.0%) who attempted the question scored at average or above levels. The candidates' performance is summarised in **Figure 8**.



**Figure 8**: Candidates' performance on Question 8

The candidates who scored high marks on this question demonstrated their knowledge and ability to compose, organize and present speeches. They managed to organize their speeches from the title, salutation, introduction, main body and conclusion. They realized that, the speech is delivered in a debating environment; hence salutations must follow the debate format. They understood that any speech must have its title, salutations, main body and conclusion. In the main body, the candidates pointed out factors supporting the motion that *There is Freedom of Expression in Tanzania*. They correctly presented the factors such as a relaxed environment for the establishment of religious denominations, establishment of political parties, establishment of clubs and games, and establishment of commercial advertisement. **Extract 8.1** is a sample response of a candidate who wrote a good speech on the existence of freedom of expression in Tanzania.

 A CORREL OF THE CORRESPONDED TO THAT
 A SPEECH UPON A DEBATE WITH A MOTION THAT STATES THAT
 IN TAN 2ANIA
 0.1.1
 Good oftenoon every one. Thank you dear Chair
 porus, secretaries and observers of proposing and opposing.
 sides motion moves grammar corrector and time keeper
sides nation moves gammar corrector and time keeper  I salute you all. And to the members of the for out loud  I salute you all. Well My name is Kylie Jenner and
I salute you all. Mell My name is kyline Denner and
 11  Lebel Of  100  Or  200  Or
already been stated by the motion mover that says There is freedom as expression in Tanzania with eight points
Treedom of expression in lanzania with eight points
that are as sollows: Through the use of mass media. Tanzama has
through the use of mass media. Canzana has
preed on a expression through free use of man medra.  Sound networks and channels broad casted are giving the
 Sowal networks and chanels broad cailed are giving the
 Tarramon citizen a wide range to express their views. Example
 many people talk about politics in Twitter and Instagram
 in which they express their views and suggestions. Hence
 time to Freedom of expression in Tanzania
Through presence of public meetings. Sample
in Villages there are many meetings in the villages
 opening to wide range of the people to outline their
views conforming many usues like developmental issues, economic usues, political issues and social issues thence
 economic wee, political stres and social issues lience
 there is presence of
 Through prevence of suggestion boxes.
 Example in Schools, offices and industries. These are installed to collect the news of the people upon various thins
installed to collect the views of the people upon various thing
that they are dealing inthe example the commodities. Hence
people pour out their views. This gives a dear description
that there is preedom of expression in Tanzania

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**Extract 8.1** is a response of a candidate who scored high marks on Question 8.

Moreover, analysis shows that some candidates who scored average marks on this question failed to explain the points thoroughly and exhaustively. Some responses also missed relevant, supporting examples. Besides, these candidates lacked knowledge and understanding of the subject matter, which was freedom of speech/expression. **Extract 8.2** is a sample response of a candidate who wrote a few points that resulted in an average score.

A SPECH DD THE NOTION THAT THERE IS  FREEDOM OF EXPRESSION IN TANZANIA  Greetings to all members of the floor and here infront of you to speech on the precision of expression in Tanzania Tanzania is one among of the country that gives precion to all members of the society that no one is above author. The following is how Tanzania is having freedom of expression; Perfe are allowed to express their views on publical matters, Through this Tanzania gives winder chance for the people to express their views to close thance for the people to express their views to close leaders they want without being forced by another people Transpl choosing leaders who seem to be transpar- ince and accountability, and express what they want.  People are allowed to express their feelings and emotions towards people they have their feelings and emotions towards people they have the right chaire for them Evangle to people they have and get married without any force from other people.  People express on good and bad things done in the society, Also through the expression that tanzania has people express on things which are done within the societies either good or had they are allowed to express. Example if their is had ewits  Tanzania gives a chance to the manters to express.  People express in education ector; Also Tanzania gives a chance to the members to express about education provided to people both men and		
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to express through the equality between boyce and girls
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In provision of education among them.
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or issues; Also Tanzania gives a chance to people
to express things happening in their families if their
is complicte and misunderstanding. Example some of
the families lack peace and love by this people are
given freedom to expess and given their rights,
There is expression of peace, love and security
within the country; Their is freedom of expression knowsh
peace love and recurrly whereby leaders papers peace,
love and security to the member states. Example leaders
promote security and defence to encine all people are
safe and through this expression brings development.
Concluding this freedom of expression in
Tanzania improves good interaction among the people
and help to bring equality in the incretises and helps
in solving obtal economic and social problems. Thanks
for listening to me.

Extract 8.2 is a response of a candidate who scored averagely on Question 8.

Furthermore, analysis indicates that the candidates who scored low marks on this question failed to understand the requirements of the question. They lacked organization, composition writing and presentation skills, which would enable them to score his marks. For example, some of the candidates misunderstood the question. They discussed human rights in general such as right to worship, movement, own property, right to live, and the like instead of concentrating on the freedom or right of expression as it was required. Moreover, other candidates discussed the importance of freedom of speech instead of areas or places where freedom of expression is vividly practised. **Extract 8.3** is a sample response of a candidate who discussed the importance of freedom of expression.

08. A SPEECHABOUTHERE IS FREEDOM OF EXPRESSION	
IN IANSANIA, HELD ON 10 May 2022 CONDUCTED	
AT DODOMA (ECONDARY SCHOOL	
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**Extract 8.3** is a response of a candidate who scored low marks on Question 8.

#### 3.0 ANALYSIS OF EACH QUESTION IN ENGLISH LANGUAGE 2

### 3.1 SECTION A: Short Answer Questions

This section consisted of four questions. Each question carried ten (10) marks, making a total of forty (40) marks. The candidates were required to answer all the four questions.

# 3.1.1 Question 1: The Difference between Creative Writing and Factual Writing

In this question, the candidates were required to imagine that they witnessed people arguing about whether there is no clear difference between creative writing and factual writing. In this situation the candidates were required to settle the argument by showing the difference between the two types of writing. The question tested the candidates' knowledge of the types of writing.

The question was attempted by all 26,762 (100%) candidates. Among them, 4,348 (16.2%) scored from 6.0 to 10.0 marks; 6,641 (24.8%) scored from 3.5 to 5.5 marks; and 15,773 (58.9%) scored from 0.0 to 3.0 marks. Analysis shows that the overall performance of the candidates on this question was average because 41.0 per cent scored from average and above. Their performance is summarised in **Figure 9**.

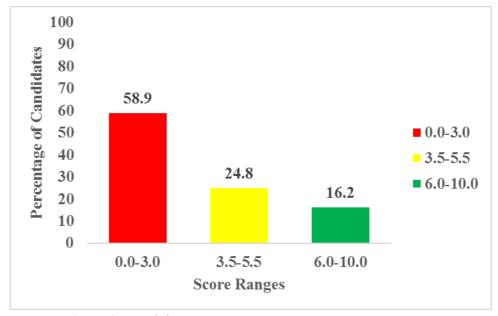


Figure 9: Candidates' performance on Question 1

The candidates who scored high marks on this question briefly showed how creative writing differs from factual writing. They stated that creative writing uses creative/artistic language due to the use of figures of speech, while factual writing uses common language. They also expressed that creative writing uses imaginary people as characters, while factual writing uses real people. Furthermore, they explained that creative writing uses imaginary settings, while factual writing uses real settings. These candidates also wrote that creative writing uses artistic arrangement of events which may be in a chronological or flashback order. Lastly, they differentiated creative writing from factual writing by stating that creative writing is based on imaginary events, while factual writing is based on real events.

The correct responses given by the candidates show that they were knowledgeable about the two types of writing. **Extract 9.1** is a sample of correct responses from one of these candidates.

1;	Creative writing Involves the we of imagination by
	conting image example povoly and plans while
	creating image example novely and plays while factual writing down not involve the use of imagin
	ation while writing example history.
	White shelly example !
a,	Creative writing involves the use of aesthetic
	language to ay to create society inorder to
	Factual writing involves the use of straightplain language for clear understanding to example Geograph.
	January to door understanding to example
	Green mah.
	steed (alph)
tii	Creative writing to based on fractions as they
iii	Creative writing & based on fictions as they
	lam not tactual for example table, tolk take
	while tactual writing is baued of facts which are can be proved on the environment, for example science.
	can be sound on the environment to example science.
	Communication of the communica
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	even animals can be character for example in
	Transting while
	Factual uniting involves real characters and are only
	hunan being.
	-61-61

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-	og top example literary works white
E	adual unting aim at oducating only to example
1	istent.

**Extract 9.1** is a good response from a candidate who scored high marks on Question 9. He/she clearly differentiated creative writing from factual writing.

Analysis further shows that the candidates who performed averagely provided some responses which differentiated creative writing from factual writing; some of which being incorrect. This made such candidates to score average marks, as **Extract 9.2** exemplifies.

1	use there ideas in creating the writings while factual writing are real as they	
	come from facts things which are trust.	
	of people but factor writing reflect life of people as they are real writings.	
	to touch sense mind of people  while factual withing use mostly  symbolism to represent the realities	
	in Creative writing use literary language and assithetic beauty but factual language in its work.	
	y Creative uniting help to increase  People skills and knowledge while  factual uniting it limit people to  increase and develop there skills as  the can come from historical documents  since they are facts.	

**Extract 9.2** is a response from a candidate who scored average marks. He/she provided both correct and incorrect responses.

The candidates who had low performance on this question failed to give brief explanations on the differences between creative writing and factual writing as they lacked knowledge of the area in which they were tested. These candidates demonstrated the following weaknesses: They did not know about the concepts of creative writing and factual writing; hence they regarded creative writing as an interesting story while factual writing as a type of writing that does not focus on the formalities of language. Similarly, one of them explained creative writing as the writing that is written in high knowledge and always stored in documents while factual writing is simple and may not be documented. This indicates that the candidates were not aware that both creative and factual writing can be documented because they are in the form of writing.

Others explained creative writing as the type of writing that needs preparation while factual writing does not need any preparation. The candidates also regarded creative writing as the type of writing that lacks figures of speech such as hyperbole, personification and others. In contrast, they considered factual writing as the one that uses many figures of speech. Apparently, such candidates were not aware that creative writing involves literary works which employ figures of speech such as similes, metaphors, and hyperboles while factual writing does not employ figures of speech.

Furthermore, they considered creative writing as the one that makes a person to be acceptable in a serious speech, while in factual writing, the person is not acceptable.

Yet, others considered the use of rising and falling tone as a criterion that differentiates creative writing from factual writing, while this is used in spoken language and not in written language.

There were also candidates who considered features of formal language such as long and complex sentences as aspects that differentiate creative writing and factual. This consideration is contrary to the demand of the question.

Moreover, there were candidates who provided completely irrelevant responses. For example, one candidate provided factors which lead to the variation of language. Such factors included education, sex, age, status and setting and used them to differentiate creative writing from factual writing contrary to the demand of the question. **Extract 9.3** is illustrative.

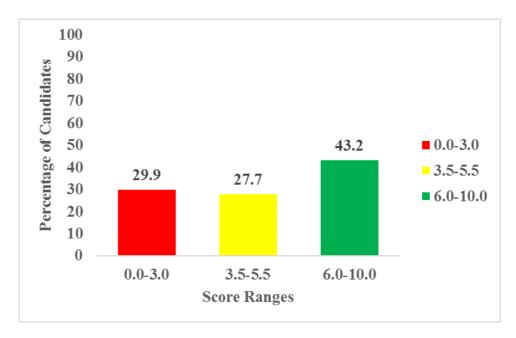
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**Extract 9.3** is a response from a candidate who scored low marks on Question 9. He/she used factors which lead to language variation to differentiate creative writing from factual writing.

#### 3.1.2 Question 2: Distinguishing Literary Terms

In this question, the candidates were required to differentiate literary terms given in pairs. The pairs were *Autobiography and biography*, *Fable and myth*, *Narrative writing and descriptive writing*, *Fiction and non-fiction* and *Aesthetic and suspense*. The differences needed were on how the terms are used in literary works.

All 26,762 candidates (100%) attempted the question. Among them 11,553 (43.2%) scored from 6.0 to 10.0 marks; 7,218 (27.7%) scored from 3.5 to 5.5 marks; and 7,991 (29.9%) scored from 0.0 to 3.0 marks. Their overall performance on this question was good because 70.9 per cent scored from average and above. Their performance is summarised in **Figure 10**.



**Figure 10**: Candidates' performance on Question 2

The candidates who performed well on this question briefly differentiated the given pairs of terms as they are used in literary writings, as follows:

In item (i), the candidates stated that autobiography is a life story of someone written by the person himself or herself, while biography is a life story of someone written by another person. They also added that autobiography uses the first-person point of view, while biography uses the third person point of view.

In item (ii), the candidates pointed out that fable is a short story that gives a moral lesson and uses animals as characters, while myth is explained as a story that deals with the nature or origin of some phenomenon on earth.

Furthermore, in item (iii), narrative writing was explained as an art that tells a story about certain past events or a person, while descriptive writing was the art of writing a story whereby the writer is obliged to provide detailed information on how someone or something looks like or appears, thus creating images or pictures into the reader's mind.

Moreover, in item (iv), the candidates differentiated fiction from non-fiction by stating that fiction is a literary work that describes imaginary people and events, while non-fiction is referred to as works which are based on real or objective issues.

Lastly, in item (v), the candidates explained aesthetics as the study of beauty in a literary work whereby language is used in a skillful manner, thus bringing pleasure to the audience. In contrast, suspense was said to be an expectation involving anticipation and doubt of what is going to happen in a literary work. This also refers to the desire or curiosity within the mind of the reader.

This indicates that the candidates had adequate knowledge about the usage of these terms. **Extract 10.1** is a sample from the candidates whose performance on this question was good.

2 1) Autobiography is an account of someone's life that
2 1) Autobiography is an account of someone's life that is written by himself or herself for a particular purpose like educating the mass on a particular subject by Autobiography of Reginald Mengi While Biography is an account of someone's life that is written by esmeloady else to a particular society. Eg Biography of Nelson Mandela,
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characters to provide moral lessons to the society. They
are normally told to children eq tables of llyeng and the
have hule Myths these are stones that show
u) Fables these are stories which often use animals as characters to provide moral lessons to the society. They are normally told to chuldren eg Fables of thyena and the have. While Myths these are stories that show the origin of something the they show the origination of a particular event in the society of Origin of life, Origin of a certain time.
of a particular event in the society to Chigin of life,
Ungin of a certain tribe.
ui) Namathre writing is the type of writing which
involve namely or felling a story about 10 mething, IT is
ui) Namative writing is the type of writing which  unvolve nameling or telling a story about something. It is explaining or unting a story about anything It involves the  use of expressions like Once upon a time, Long ago-
The of expressions were upon a time, Long ago
Whyle descriptive unting is the one which is  Of used to de show the qualities or a characteristics of something in a descriptive manner early descriptive withing about the boauty of Our school, Boauty of Mount Kulmanyans, A persone physical appearance etc.
Of used to de show the qualities or a characteristic of
something in a decemptive manner ear A descriptive winting
about the bounty of Cyr school, Boauty of Mount kylmonyanos
A persone physical appearance etc.
1v) Fiction is the one that a mainly impairant and
not true Fiction employs the use of impaging character.
Cothern as well as majoriming time on as to ornwar idea to
IV) Fiction is the one that is mainly imaginary and not true Fiction employs the use of imaginary character, setting as well as imaginary time so as to express idea to the society. While Non-Fiction is the one that everything said is true mains that It uses real people, real places and real time ag in Autobiographies.
card is true many that It was only apple and down and
wood from at h. Authorasolice
real (MID et In Manual and Mex.

**Extract 10.1** shows that the candidate correctly differentiated the given pairs of terms as they are used in literary writings.

Analysis also demonstrates that some candidates performed averagely. They managed to provide correct responses to some of the items, but not to all. For example, one candidate differentiated the terms in item (iv), stating that "Fiction refers to the story that tells about imaginative events while non-fiction deals with historical facts such as heroes." In item (ii), the candidate correctly explained fable as the story about animals. However, he/she failed to give a clear definition of myth as he/she said myth deals

with past events. Equally, he/she provided unclear descriptions about narrative writing and descriptive writing. **Extract 10.2** is a good example.

2. (ii) Fable this report to the written
the story about ammals, as main charactor are ammals while
the char about animali as majo
aborostar ora primale della le
enaration are armining vine
Myth refer to the narrative literature
which shows past events occurs.
2 (iii) Narrative worting resen to the party
2. (iii) Narrative winting refers to the party of written literature which shows the
narration of something either the events
maraner of softening entre or crample
penon or another thing for example  poom of the songs of lowing and  okel WHILE Descriptive writing regent
poem of the songs of towing and
OKOL MHILE Doscupture muttag referre
to the part of worthon literature which
to the part of wotten liferature which show the description of the character
or evens.
in Fiction rosen to the phrases that
tells about the imaginative story
terri about the irraditative store
for example riover, plays, alamas, poem
and so on. WHILE Non ficholi regen
for example novels, plays, dramas, poetry and so on WHILE Non fiction regen to the phrases which tells about the historical rach about something events, heroes, character and so on
Instonce raes about something events
heroes character and so on

**Extract 10.2** is a response from a candidate who provided both correct and incorrect responses to the given items.

A further analysis shows that the candidates whose performance on this question was weak failed to differentiate the pairs of terms used in literary writings. This can be accounted for by lack of knowledge about the subject matter, as evidenced by the following weaknesses:

In item (i), one of the candidates explained the term *autobiography* as *the information that appears before the back or content and normally in the table of content*. This response indicates that the candidate confused the term *table of content* and *autobiography*. He/she did not understand that autobiography refers to the story in which a person writes about himself/herself and does not have any relationship with the table of contents which highlights the arrangement of topics in a book.

Equally, in item (ii), the candidate explained fable as a short story that is not true while myth is a short story that is based on true events. This

candidate did not understand that a story that is not true is referred to as fiction, a general term that applies to all literary works. He/she also did not know that a short story that deals with true events is known as legend and not myth which deals with natural phenomena and origin of things.

Similarly, in item (iv) the candidate had the wrong perception of the terms fiction and non-fiction. He/she responded that "Fiction is a story that contains true events which is contrary to its real meaning which is the story that deals with imaginative characters, events and setting." His/her wrong perception made him/her to provide incorrect explanation that non-fiction is a story that is not real while the opposite is true.

Additionally, in item (v), the candidate failed to provide any response since he/she was not knowledgeable about the terms *aesthetic* and *suspense*.

Other candidates were not aware of the terms *autobiography* and *biography*. They referred to autobiography as *the report that is written by people to express other people* while biography was considered to be *the report that is written to express individual ideas*. Such candidates also failed to differentiate a fable from a myth. They explained fable as a narrative story that deals with the history of particular things. Such candidates could not realize that a story that deals with the history of a particular society is referred to as legend. Likewise, myth was referred to as a story that deals with events without mentioning the kind of events. They failed to understand that there are different kinds of events such as real and natural events. **Extract 10.3** is a sample of the poor responses to the question.

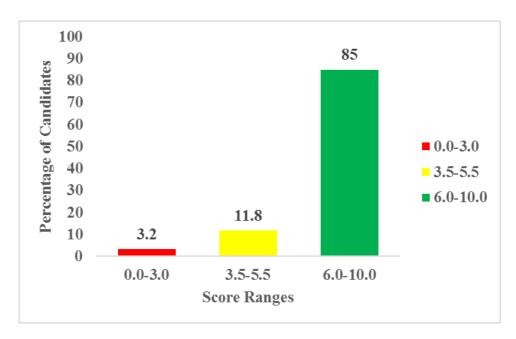
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**Extract 10.3** is a response from a candidate who failed to differentiate the pairs of terms as they are used in literary writings.

## **3.1.3** Question 3: Importance of Literary Works

This question required the candidates to defend in five points the existence and sustainability of literary works against the claims that they are a wastage of time.

All 26,762 (100%) candidates attempted the question. Among them 22,747 (85.0%) scored from 6.0 to 10.0 marks; 3,146 (11.8%) scored from 3.5 to 5.5 marks and 869 (3.2%) scored from 0.0 to 3.0 marks. The candidates' overall performance on this question was good because 96.8 per cent scored at average or good performance levels, as summarised in **Figure 11**.



**Figure 11**: Candidates' performance on Question 3

The candidates who performed well on this question provided arguments which support the view that it is wrong to abolish literary works. They argued that social life would be dull and boring since literature is a source of joy, pleasure and entertainment. They added that there would be little room for waging war against immoralities/evils which surround our society making social life chaotic because literary works expose the wrong and the good for people to avoid or accept them respectively. Another argument given was that since literary works include oral literature, abolition would threaten unity in the society; literary works bring people together through songs and stories. Similarly, they pointed out that literature raises awareness. Therefore, if it is abolished, people will not be aware of many societal matters. Finally, they argued that, if literary works are abolished, some skills and knowledge will not be acquired. **Extract 11.1** is a sample of the correct responses to the question.

03. Literary works should not be abolished and they are	9
not waste of time. The following are the reasons	
on why not tind it is a wrong move.	
is literary works advate the society: This means	
that, the work of literature, provide knowledge to the	
escrety on what is right and what is wrong, it	
tend to oducate the society in proper conduct of	
life. For example; the effect of competion, effect	
03. or drug abox.	
is Literary works entertoin people: this means	
that through the work of literature, people are able	
to release and be entertained. Hence it abolished it will	
avoid the general idea of reloxation and leisure. For	
example: Latering to Diamond Platnums, reading Chinus	
Achebers work is pascineding.	. ^
oil Literary works critisanse the society; this	
means that works of literature, it critiscize the	
communal bad ways or life, and it shows on the	
best conducts, and norms it tells the society that	
some aspects are not sortable in light for example the	
issues of corruption, womaniaing and prostitution	
(iv) Literary works develops language: through the study of literary works, it enhances all the language	
STORY OF ITERON WORKS, It enhances out the language	
skills of writing, listening, and reading, this will anable an individual to be longuage competent for	
example: through composing of songs and poems	
Ka ampa; Modern amposing of solids and bounds	
(1) Literary works prouds employment: through	
the study of literature one can employ him or her-	
self in the field of literary critisaism. For example,	
it is the work of literature, that we came to know	
Chinua Achebe, Ngugi wa Thongo and Gramond	
Plotnoma, and Ali kibo. Hence it should not be	
abolished.	-

**Extract 11.1** is a response of a candidate who scored high marks after providing arguments which support the view that it is wrong to abolish literary works.

A further analysis shows that some candidates scored average performance. These outlined the reasons for not abolishing literary works, but they did not give any explanations. **Extract 10.2** is illustrative.

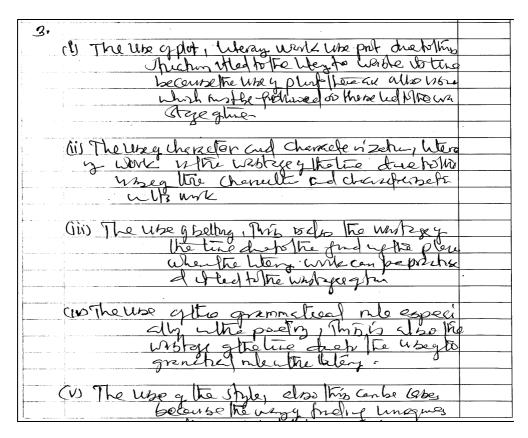
3 1/ Literary work educato people	
ii/literam work ontatain people	
Till Preserve Culture of a Certain Coccety	
15/ Processe and develop language.	
3. V/They identify people of Certain Society.	

**Extract 11.2** is a response from a candidate who scored average marks. He/she provided reasons for not abolishing literary works without giving explanations.

Analysis also demonstrates that the candidates who did not perform well on this question did not give convincing arguments to defend literary works lest they are deemed wastage of time, and they should be abolished. These candidates were not competent in the area of functions of literature in the society. They demonstrated the following weaknesses:

Some candidates used the elements of form such as plot, setting, characterization and style as reasons which prove that it is a wrong move to abolish literary works. This response is not in line with the question's demand. Similarly, some candidates argued that literature *leads to the destruction of culture, literature is costly,* and *literature leads to waste of time, literature leads to the backwardness.* 

Other candidates provided responses which were irrelevant to the statement given. For example, one candidate gave responses such as *the lack of competent books*, *increase of illiterates*, and *lack of artistic codes* as reasons which make the abolition of literature a wrong move. Additionally, other candidates argued that, if we abolish literary works, there will be a *lack of themes, inadequate of figures of speech, lack of imagery, and the use of few styles*. All these responses do not support the view that literary works should not be abolished. **Extract 11.3** exemplifies such responses.



**Extract 11.3** is a response from a candidate who used elements of form as reasons for not abolishing literary works.

## 3.1.4 Question 4: Reading a Poem and Answering Questions

This question required the candidates to read a given poem and answer questions in parts (i), (ii), (iii), (iv), and (v). The poem read:

### The Louse in the Head (By Charles Mloka)

The louse in the head is the one who shaves it,
Don't think of a frog, she resides in the well,
Don't even think the bedbug is the barber,
When the gum aches, the poison comes from the mouth,
If the toilet stinks the fly is around,
The louse is the resident you call your neighbour,
Once you find him in your head thread him down,
Even if he hides in your cloth quickly mince him,
The more you wait, you will get the more rashes,
The louse in the head is the barber.

#### **Questions:**

- (i) With evidence, show what the words 'louse' 'fly' and 'poison' symbolize in this poem.
- (ii) What is the poet's suggestion in the seventh and eighth verses in the poem?
- (iii) How is the title of the poem related to its content?
- (iv) Briefly explain the theme of the poem
- (v) Briefly show how this poem is relevant to the day to day life experience.

The question was attempted by 26,761 candidates (99.9%). Among them, 4,309 (16.1%) scored from 6.0 to 10.0 marks; 7,175 (26.8%) scored from 3.5 to 5.5 marks; and 15,277 (57.1%) scored from 0.0 to 3.0 marks. Analysis shows that the candidates' overall performance on this question was average since 42.9 per cent of them fall within the average and good score category. Their performance is summarised in **Figure 12**.

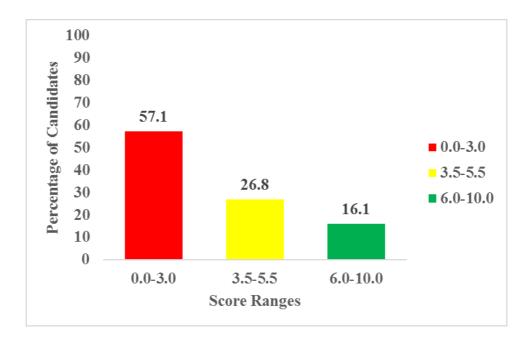


Figure 12: Candidates' performance on Question 4

The candidates whose performance on this question was good exhibited their skills in analysing and interpreting poems. These candidates provided the correct responses to almost all items.

In item (i), the candidates showed that the words 'louse' 'fly' and 'poison' stand for problems which need to be solved. This is evidenced in a verse which reads:

The more you wait; you will get the more rashes.

In item (ii) the candidates provided the poet's suggestion that problems should be addressed immediately to avoid their effects. Moreover, in item (iii) the candidates stated that the title of the poem is symbolically related to the content of the poem since louse refers to the problems which always exist in society. In item (iv), the candidates stated the theme of the poem as human problems which are intensified when they are not solved on time. Lastly, in item (v), the candidates related the poem to today's life experience. They showed how the poem relates to the problems which people face in life. They also added that, if those problems are not solved, they intensify and double their adverse effects. **Extract 12.1** is illustrative.

•

(11) The theme of the poem is Hypounsy which	
refers to the returned of pretending to be	
some body or have something while in reality	
it is not true. The themes has been shown	
Time the persona scope that the problem	
is very near a nemon in that the newson	
refers it as friendly. Refer	
refers it as friendly. Refer "The louse is the vesiclent you call your neighbour"	
4. (V) The power is relevant since there are many	
hypourfee in over societies and must of them	
exc the negrest reports that a person has and	
that people should be careful in who to	
trust in their lives.	

**Extract 12.1** is a response from a candidate who provided the correct responses.

Furthermore, analysis indicates that the candidates who performed averagely responded correctly to questions in some of the items while in other items they provided unsatisfactory responses. For example, one of the candidates responded correctly to item (v), where he/she showed the relevance of the poem by writing, in our today's life experience some people who initiate problems to others go laughing behind them especially when such people who face problems pass through hard times. However, the same candidate failed to respond correctly to items (iii) and (iv) where he/she provided responses that did not correspond to the given poem. **Extract 12.2** illustrates this scenario.

04/i/a) touse	
- The word Louse symbolize our close people om	or
Friends. From 16 poem,	
"The lower is the resident you call your reighbour once you find him in your head thread him down"	
-+ However, these does people are not actually or	)r
triends but gramies who wisher for dountall.	

- Fly symbolize other people who are not so does  to us but keep are eye on our moves. From the  poom;  "If the toilet stack the ply is around.  These people watch to see you failing in lipe."  C) Poison.  - Poison symbolize failure that comes from those  we regard them to be priends. From the poem;  "When the gum adves the poison cones from the  mouth"  (i) The people suggestion in the worth and eighth  verses of the poom is to be been and aware that  destruction is to come from duse people who are  our true cramics thus one should do all pessible  neasures to make are they do not award thom  always by any nears. As seen:  "Once you find him on your lead thread him day,  for if he index in your cloth quickly mince him."  in) The title of the  sii) The title of the poem related to the people who are  seen if he index in your cloth quickly mince him."  The sittle of the  problems are the ones who are one a mission to  mate sure we fall down. From poom;	1/6) Fly	
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		$\vdash$
		$\vdash$

**Extract 12.2** is a response from a candidate who provided incorrect and correct responses to Question 4.

On the contrary, the candidates whose performance on this question was weak failed to use the information obtained from the poem to respond correctly to the subsequent question items numbered (i), (ii), (iii), (iv) and (v). This could be explained by their lack of knowledge and skills in analyzing and interpreting poems. Some candidates provided incorrect responses which did not correspond with the given poem. The following examples are illustrative:

In item (i), one of the candidates responded incorrectly to the question. He/she wrote that the words *louse*, *fly* and *poison* symbolize a bad smell and dirtiness while those words stand for problems which need to be solved. Another candidate stated that louse and fly represent colonialists who are in our life to exploit us.

In item (ii), the candidate responded to the question by using the poet's suggestion that *people should thread the louse down* without giving its interpretation. Another candidate responded by providing the poet's suggestion that *people should have an endless war against exploitation*.

In item (iii), the candidate stated that the title related with the content since the poem explains more about the title which is not worth an award. Another candidate stated that the title relates to the content as it reveals themes like exploitation and consciousness which still exist in the society.

In item (iv), the candidate explained the theme of the poem as *maintaining* cleanness of our bodies especially to our hairs. He/she might have been confused with the verse *If the toilet stinks*, the fly is around which relates with dirtiness. Another candidate responded that the theme of the poem is exploitation.

Lastly, in item (v), the candidate failed to show the relevance of the poem. He/she wrote that the poem relates to today's society since there are people who do not maintain their hygiene, making them suffer from diseases. Another candidate stated, the poem is relevant to the society as it reveals exploitation and consciousness that happen to the society.

All these incorrect responses indicate that the candidates lacked knowledge and skills of analyzing and interpreting poems correctly. Thus they came up with irrelevant responses. **Extract 12.3** is a sample of the incorrect responses to the question.

A(i)-Louse-	
(ii) - fly - badsmell	
710 - 1000	
- Duison - distiness	
i I	
ii) - the post inggests to tread down the	
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Ite Duem eaplains more about the title	
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**Extract 12.3** is a response from a candidate who provided incorrect responses to Question 4.

## 3.2 SECTION B: Essay Questions

The section comprised four (4) questions. Each question weighed twenty (20) marks. This section required the candidates to answer three (3) questions. Questions seven (7) and eight (8) were compulsory. The total marks for this section were sixty (60).

## 3.2.1 Question 5: Reasons for Conflicts in Society

This question instructed the candidates to explain reasons for conflicts in society. They were instructed to support their arguments using two plays they had appreciated from the list of plays given.

The question was optional. It was attempted by 22,913 candidates (85.6%). Among them, 19,234 (83.9%) scored from 12.0 to 20.0 marks; 3,448 (15.0%) scored from 7.0 to 11.5 marks; and 231 (1.0%) scored from 0.0 to 6.5 marks. The overall performance on this question was good because 98.9 per cent of the candidates who attempted this question received average or good scores.

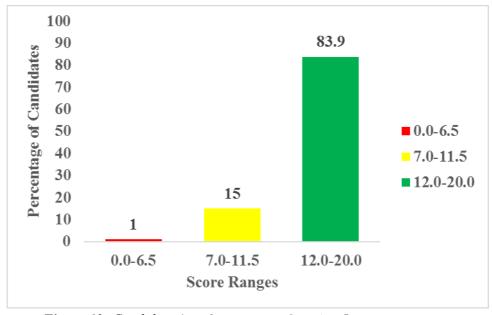


Figure 13: Candidates' performance on Question 5.

The candidates who scored high marks (12 to 20) on this question provided relevant introductory parts in their essays, maintaining the key term *conflict* as a misunderstanding or disagreement between two opposing forces. They specified appropriately the two plays for reference.

In the main body, the candidates explained various causes of conflicts in the society. Those who referred to **An Enemy of the People** by Henrik Ibsen presented various causes of conflicts. These include differences in interests among people, selfishness and betrayal.

The candidates who referred to **Betrayal in the City** by Francis Imbuga provided causes of conflicts, which include infidelity, ignorance and differences in interest.

The candidates who used **I Will Marry When I Want** by Ngugi wa Thiong'o and Ngugi wa Mirii presented causes of conflicts such as drunkenness, unfulfilled expectations, irresponsibility and laziness.

Those who used **Black Mamba** by John Ruganda said that the feeling of being exploited and differences in interests among members are causes of conflicts. **Extract 13.1** is a sample of good responses to the question.

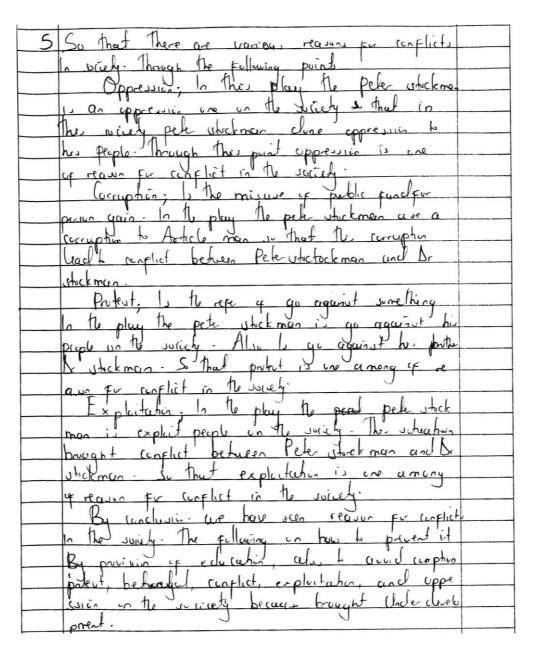
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to the speech of Dr. stockmann and they branded	
him an onemy of the people while he was standin	

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and Billing) as they betrayed Dr. stockmenn by widing
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them.
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**Extract 13.1** is a response from a candidate who scored high marks as he/she provided reasons for the occurrence of conflicts in society.

Furthermore, the analysis shows that some candidates scored average marks. They provided responses with unclear explanations and grammatical errors. This indicates that they did not have a good command of English, as **Extract 13.2** illustrates.

5. Conflicts to the mis-understanding
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play such as Betrayal on the Edy and An to
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The city written by Francis Imbuga. There are various
By start with the play cir Betrayal On the city written by Franci's Imbuga. There are various reason for conflict in society. Through the Following point.
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person gain. In this play the Bus guernment was
un the societie, i corruption done by our leaders on
In Joseph.
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The city The house government was exploit proption
The justed this bright conflict. S that In baffing
the society this bright conflict. So that In targets what state people they have no right of freedom. In the
reas for conflict in the writery is exploitation
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on the play the Boss go against They people on
The mile of the control of the best below to
Dus and They people The various reason of any
lict on the society is prifet.
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done by Bos, cause conflict with his wife so
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14: 16 11110 028
people i. An Every of the people on the sovery.



**Extract 13.2** is a response from a candidate who scored average marks as he/she did not have a good command of English.

However, analysis shows that the candidates who performed poorly on this question demonstrated different weaknesses. Instead of writing essays which explain causes of conflicts in society, some candidates merely outlined the points. Equally, others misinterpreted the question as they provided explanations about conflicts without showing the reasons for their occurrence in society.

Additionally, some of the candidates managed to provide the reasons for conflicts in the society but used inappropriate characters. For example, one candidate used Wandika, a character that is not used in the play of his/her choice (I will Marry when I want). He/she also used characters such as the *Man*, the *Teacher* and Joseph Koomson from the novel The Beautyful Ones are not Yet Born while his/her reference was the play An Enemy of the People. Other candidates used novels for reference instead of plays. Extract 13.3 is a sample of the candidates' poor responses to Question 5.

	use only
5. Conflicts refers to Misunderstanding	295
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and another person. Conflicts occur in	)
the Society due to Various reasons	
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achebe" and "Beautyful ones are not re	t
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In Conflict with his father Hozekia Sama	lu
because his father was polygamist he	
Married many wives and had a lot on	f l
because his tather was pelygamist he Married many wives and had a lot of Childrens where he was not able toked all Large pumber of tamily he had so Odili hatred that behaviour.  Conflict between Jasiah and soa	20
all Large pumber of tamily he had so	3
Odili hatred that behaviour	
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Ideray of Chief Nanga Cayse Conflict between	0
- 1 1	

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at pall in due to this act mail is	
not proper and Came into Contlict	
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a the campaign secured security	$\dashv$
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he is not a man of the people out	
an enemy of the people due to take	
that chief nange is not a good person he is not a man of the people but an enemy of the people due to gostana people reacted and beat him until he talint. So he what caused conflict is ignorance	_
taint. So the what caused conflict is ignorated	
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IS DEAUTIFUL ONES ARE NOT TETRORN	-
written by Ayıkwei Armah The follows.	
ng are causes of conflicts.	
oyos mother is caused by the Poverty The  Man was to Contlict with his Motherin	
Dyo's mother is Caused by the foresty, the	
Man was in Conflict with his Motherin	
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1. The Can not assert back needs every his	
Childrens walk barefooted where oyo's	
Childrens will barefooted where ovo's  Mother Call them orphans Ovo's mother	
regret, why the man; was empregnance	
her daughter this is because of poverty	
Upo's Mother was happy to have The	
Ovo's Mother was happy to have The	
Man as his inlaw.	

5. Contlict between Man and limber contra
ctor Amakwa is Caused by corruption. The
man rejected corruption from Amankua so
man rejected corruption from Amankua so as to help him to mansport timbers illegally
arter rejection Amarking is hupary and give
ofter rejecting Amarkwa is hungry and give bitter words to the Man so this Conflict
Is Coursed by Carriotion.
is Coused by Corruption.  Conflict between theman, and his wife is
Caused by Poverty, Man also is in Conflict
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with his wife because man is pour also
while he is non Corrupt he do motwant
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his wife call him chichiaogo.
to benefit from Corruption for him it is better to be poor than, to be rich from the fruits of Corruption it reach a fime his wife call him chichidago.  Conflict between The man and Condu
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ctor is Caused, by Theman is in Conflict with conductor where Conductor tind the man asleep in the bus while all passengers are out of the Car not realizing that the man was a sleep
Conductor tind The man asleep in the bus
while all passengers are out of the Car
not realizing that the man was a sleep
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on what heis doing he was hiding,
he thought The man was Looking torhim on what he is doing he was hiding. Money so conductor pused abunive words
to The Man but he do not reply anything
he Comedown and Continue with his journey.
Conclusively not only Conflicts
are revealed in Literary Works but
also there are other themes like poverty
also there are other themes like poverty,  Moral decays tresponsibility, Ignorance,
Dissilusionment, Corruption, Jelishness,
ravourlism, extravagance and Unjaithful.
1 1 4 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1

**Extract 13.3** is a response from a candidate who used novels instead of plays.

## 3.2.2 Question 6: How Poverty Causes Problems in Society

This question instructed the candidates to justify the statement that most social problems are caused by poverty. They were required to support their

arguments with reference to two novels they had appreciated from the given list of novels. They were to give four points from each novel.

The question was compulsory. It was attempted by 26,760 candidates (99.9%). Among them, 17,061 (63.8%) scored from 12.0 to 20.0 marks; 7,854 (29.3%) scored from 7.0 to 11.5 marks; and 1,845 (6.9%) scored from 0.0 to 6.5 marks. Analysis shows that their overall performance on this question was good because 93.1 per cent of the candidates who attempted this question received average or good scores.

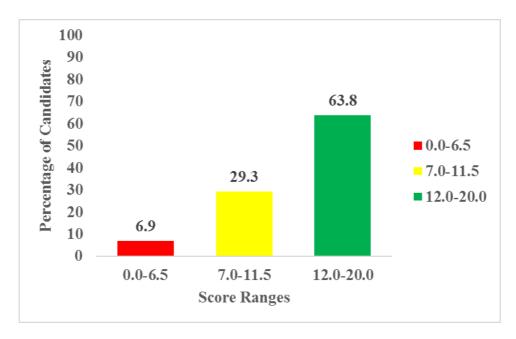


Figure 14: Candidates' performance on question 6

The candidates with good performance on this question wrote the introductory parts of their essays well, maintaining the key terms *poverty* and *social problems*. They correctly considered *poverty* as a state or the failure for people to afford certain basic needs or to get standard quality needs. They addressed the term *social problems* as social hardships that affect people and make them act in an unusual or undesirable manner. These candidates justified the statement by showing how most social problems are caused by poverty in society using two novels of their choice.

The candidates who made reference to **A Man of the People** by Chinua Achebe showed different ways in which social problems are caused by poverty. They addressed the contribution of poverty to social unrest, denial of people's rights and conflicts.

The candidates who used **The Beautyful Ones Are Not Yet Born** by Ayi Kwei Armah as their reference provided different social problems which are caused by poverty. Such social problems include immorality, oppression and humiliation and conflicts.

The candidates who used **Divine Providence** by S.N. Ndunguru as their reference provided different social problems which are caused by poverty. These include denial of children's rights to education, family separation and prostitution.

The candidates who used **A Season of Waiting** by David Omowale, explained how way various social problems are caused by poverty, including family abandonment, emigration and uncertainty about life. **Extract 14.1** is a sample of the correct responses to the question.

6.	
	Jocial problems are the vices and
	difficulties that faces societies. Poverty refers to the state of not being able to afford basic
	the state of host being able to affaire bounce
	need ruch as food, shelter and dother. Many
	of the problems in our roundies ruch as crimes
	of the problem in our jointha stan a corner
	and prostitution are really caused by parerty and this is grothy to be justified by the novels of "A Man of the People" by Chinna Achebe as
	This is grown to be justified by the novels of
	" A Man of the People" by Chinua Achelie as
	well as "The Beauty Fur One are not yet work
	by Ari Kuei Armah.
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	$1 \cdot 0 \cdot 10 \cdot 0 \cdot$
	could be projected and as follows:
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	the indicity of orly families to leave for
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	where letter letter by the last la her education
	10 00 k los of to love tour last the Charles Nounce
	leading to her education and pount by one process
	the recipie by Ithinia Heneric , solid proplems  caused by poverty are as follows: -  Early marriages are caused by  the road lity of girls families to pay for  their education. This happens to Edna Odo  whore father failed to pay for her education  leading to her echnology being poul by Chief Many  something which contributes to her arranged
	marriage with one Danga - ABC, Mr ranga
	was forced to marry Chief Nanga since he is
	rich and has political influence.

	Corruption is fuelled by poverty as	
	the second to be the second through	
	Heart console the a desirted for a man who	
	20 12 long the localer of something	
	their poverty. This is depicted by a man who cansidered the leaders embezzlement a something good since it is their time to eat. He says	
	I MARK SINCE II IS INCE IO CON III OCCUP	
	this being happy to hear that Ochilo Jamahn	
	Contract for being a namenary when white the said	
	that now it comes the time of Odlik's village,	i
	Unia, to eat.	
60	Prostitutian among young ladies is	
	prevalent since they can afford their needs true to their poverty. Young girls offer themselves to	
	their boverly. Young girls offer themselves to	
	I look and up 1 Miller for as usual tolling for exchange	
	has of betty thouse like was purses and money	
	The change that much of the air's families	
	race of petty things like wigs, purses and money This whom that poverty of the girl's families is the main aming force believed their irridue- ment in sexual relations with your much leaders.	
	went in sexual relations with movement leaders	- ,
	Family canflicts are fuelled by	
	poverly as depicted through the man. The Man	
1	was gets in conflicte with his wife due to	
	her dicantment over the economic condition that	
	her discontinum over the economic contartion tour	
	the family is going through. The wonder why the man does not take bribes and thus she	
	the man does not take bribes and thus she	
	ealle him chich dodo to mean a hypocrite. The	
	may also gets in conflict with his father and	
	mother-in law due to the poverty that his	
1	house was factions	

**Extract 14.1** is a response from a candidate who performed well on the question. He/she showed clearly how poverty causes social problems.

The analysis also shows that some candidates had average scores. These candidates provided both correct and incorrect points since they had insufficient knowledge of the area they were tested on. For example, one candidate provided responses which showed how poverty causes social problems. However, in some points he/she irrelevantly provided causes of poverty such as favouritism, irresponsibility, misuse of resources and others. **Extract 14.2** is illustrative.

06.	Poverty Repeatothe inability of	
	an individual and a Country to faul to	
	latterin a minimum lovel of well being.	
	Social problems, refers to the human realities that happen in the society in which the	
	that happen in the society in which the	
	1.110@00.004	
	the road problems in different rougher	
	the rocial problems in different rocieties are caused by povorty this is because in our roceties several wives are the result	
	our roastor several wires are the result	<del></del> 7
	tainard hapland but to would for inp	
	development of people and the society.	
	The is proved by using the novel. The Beauty ful oner are not yet born and The Man	
	tul over are not you poin and the Man	
	of the people	
	By beggining with the novel The Boauty	
	ful oner are not yet born the following are	
	Corruption done by the Loaders is due	
	to poverty. In the novel, the novel has	
	depicted the bus as the government of	
	Chana in which the majority of the	
	leador are Corrupt such people include	
	Jaroph koomron y a corrupt loader,	
	home he corrent Maxwell those fore This	
	Is due to the true of Corruption which Is Caused by the powerty of the country honce reveal the Contention	
	Is caused by the poverty of the coventry	
	hance reveal the Contention.	
99	r, Ponerty y Caured due to the	
	dicrapointment of the government to its	
	people. In the novel majority of the	
	Incamin and discussion in the	
	government promued to provide his provide	
	with various services but at the end	
	Iticsoon that loader drive experime	
	government promised to provide his people with various services but at the end it is soon that loader drive expenime (aux, in which this nesults to discupontment of people such as the man, Koffi Billy Iteace It is true that social problems are caused by poverty.	
	Of people such as the man. KALLI BILLI	
	Hence It is true that social moblems	
	are caused by powerting	
	The state of the s	

Betrayal of the people by the	
government is due to poverty. The government	
of there promy of poople decolorment	
but at the end people are soon to be	
Set at the end people avergen to be betrayal since the Leader fail to take	
the responsibility of fronding needs to	
their people, Honce Loaders each on Jareph	$\neg$
Koomson, are reen enjoying the national	
Cake hence people like byo and the	
man are suffering from poverty. Therefore	$\neg$
betrayal as appoblem is caused powerty.	$\exists$
Joad stratification is caused by	
poverty in the society. The conter has neveraled	
that there are people in the government have	
become not due to the act of Corruption honce	
result into clarer of poor booble and	
the rich people. The poor people include	
Dyo and the man while the people in the	
government are rich such include the	
Jaroph koomron who is roen driving the	and the same
	<del>-</del>

06- Luxurious car and stoney houser. This is due	
to the cause of poverty. Hence the said	
problems is due to poverty.	
By ending with the novel the Man or	
the people the following are points.	
My we of resource how carried points	
In the rouely In the novel the worter has	
remared Honourable chief Manga arone	
of the people who miruse the public	c
resources as he useen he is not Spanding	
hu time in providing and serving for his	
people while he useen taking the national	
Lai for his purpusar this is lack of sonough	
and hence this results to underesponment	•
which is subjected to poverty. Therefore	
Social problems are the result of poverty.	

		-
06		
	parga Causer poverty. In the novel the	
	Wrter has remorted That Christ Dougras	
	Jawared odili Sanaty in the government	$\neg$
	this is die that he knows him, this	-
	I roffered to as Reporting Herefore	$\dashv$
	the set of females and the fore	$\dashv$
	the act of favouring Odelirandle in the government this result to the	$\dashv$
	The government this result to the	$\dashv$
φ,	· undere Lapment in the societies which	_
	It is associated with poverty. Hence the	
	Social problem in our rocepter in cause	
	by poverty	
	Linexponcibility of the apparament	
	Leaders Causes powerty. The writer has renealed that most of the Leaders are	
	rounded that must of the london are	
	Responsible. Chief Nanga is an irresponsible	٦
	leader in the government this is because	ᅦ
	here not ready to come his sound lat he	┪
	her not ready to some his people but he enjoys the national Cake, also addiscencely	$\dashv$
	eyou in the tart of the tart of the tart	$\dashv$
	is not responsible he enjoys driving twings	$\dashv$
	law and fall to private his people with	$\dashv$
	Cour and faul to provide his people with revices in the government. Home such Social	4
	problem are the result of poverty.	
	In General, purerty should be	
	measured by overcoming	
•		-1

**Extract 14.2** is a response from a candidate who had average performance on the question as he/she mixed correct and incorrect responses.

Conversely, other candidates scored low marks on this question as they failed to justify how poverty can cause social problems. These candidates showed different weaknesses. Some of them were not familiar with novels; hence, they responded to the question using plays.

Additionally, other candidates failed to show how poverty brings about social problems. Instead, they concentrated on showing how social problems such as poor leadership, ignorance, corruption, and irresponsibility lead to other problems such as underdevelopment, poverty and human rights abuse. Yet other candidates showed how conflicts are caused by poverty instead of showing how different social problems are caused by poverty. Moreover, other candidates explained the causes of

poverty instead of how poverty leads to social problems. All these incorrect responses show that the candidates did not understand the requirements of the question. They also reflect a lack of competence in the area on which they were tested. **Extract 14.3** is a sample response by a candidate who scored low marks on this question.

	Day act
(6)	Poverty, refers to the situation
	were some landy miss the basic
	needs of hiving example found, Thether
	and Clover, so through the poverty
	in the vocalety can be cause by
	the different conver. By using the two rule is that is "THE BEATUTYFUL
	tow MURIS that is "THE BEATUTYFUL
	ONTO ARE NOT YET BURN BY
	Ay: knei Armeh and "A MAN of
	THE PEUPLE " by chinna Achebe. The
	Following are the causes of poultry
	by Uterting with "THE BEAUTYFUL
	ONES ME MIT YET BURN".
	poverty is cause by curruption;
	all the isone of corruption is
	the big every to the development.
	also we can see in one over one
	Leader they were to irresponsible to
	combat the publish. As we can
	see to Kounger.
	Poverty is cause by bad leadership
	aro we can see to the point of
	bad leader whip they are it very
	weeke pint to make thouse the
	that the people from the suciety
	are likely to exploited much
	to that print.
	Purety is caused by expluitation;
	alow as we can see to the point
	Ge expluitement mey are is very
	bad thing, since must go the leaders
	from the work of est we very

@ expluiters, since they are using the
public find for they own interest.
do through that we can see headers we
Koumoun can course proverty.
Poverty is consert by Lack of
being irrespondible; as we can see
to both Cherecter Can be low class
or the beign class as not understood
they raposibility. But especially to
leaders are very bed and heron
to the people, Exemple knownour.
Also we have some of one canses
of poverty to the vociety.
Twee of corruption, asso we
can all the leaders from the work of
art are voy femiliar with exploitation.
and everythen too. Example from the
mire I we can see the therete
Chief Nonge wer very corrupt. 00
that leader to proverty.
I the of embezziement of fund
(proble find); and the most cares
the leaver are very femiliar in
nving the public Fund for the own
propriet (interest) that can be objected
so the use of the public Final Live
how thirty wange and it not a
guod thing.
Bad leader shop; anow the people
of are seen seing the powerce!
leaders or the mirrous up them. 1
But bed enthyp the leader and

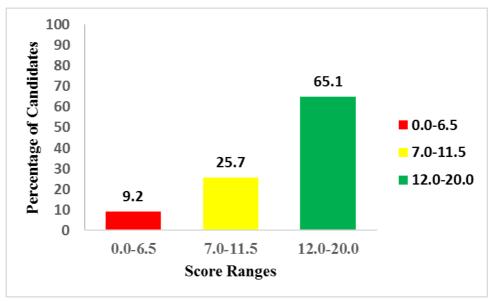
@ processing the bad leadership to such	<u> </u>
point, as we can see to the.	
Cherocter Chilf nenga. He owned	
weelth carr and boy house.	-
Issue of hypocrest ados many	
of the political part leaders are the	
ones that contain the hyporcist	
Vina they pretend to be good infrom	
of the citizen but breke to theke	
people (oppices) are very bad people.	
That has being ora seen to think	
neng,	
Generally, one poverty in the	
vaiety is must course by the	
leaders them sure vind only	, , , , , , , , , , , , , , , , , , ,
ore not response responsible to	
The people was here give them	
power wrong the preopre around	
the viciety.	•

**Extract 14.3** is a response from a candidate who performed poorly. He/she provided the causes of poverty instead of showing how poverty can cause social problems.

## 3.2.3 Question 7: How Plays Advocate for Change in Society

This question required the candidates to show how playwrights strive to support change in the society. The candidates were expected to refer to any two plays on the given list, giving four points from each.

The question was optional, and it was attempted by 3,847 candidates (14.4%). Among them, 2,503 (9.2%) scored from 12.0 to 20.0 marks; 990 (25.7%) scored from 7.0 to 11.5 marks and 354 (65.1%) scored from 0.0 to 6.5 marks. Analysis shows that the candidates' overall performance on the question was good because 90.8 per cent of those who attempted the question scored from average to good marks. Their performance is summarised in **Figure 15**.



**Figure 15**: Candidates' performance on Question 7

The candidates who scored high marks on this question demonstrated their competence in analyzing and interpreting plays. They correctly provided the overview of the question by showing issues which need to be changed for the betterment of the society. The candidates also cited two plays as their references to substantiate the statement.

The candidates who used **Betrayal in the City** by Francis Imbuga managed to substantiate the statement that plays advocate for change in various issues in the societies where they are set. They showed clearly how freedom of expression among people in the society is one of the changes that plays advocate. In various societies, some people are not free to express their views in public because they are limited by those in power. They cited Jusper telling Mr Tumbo that, if he wanted to know why his books which put things in black and white were not published, he should ask Wole Soyinka who was sentenced to death because of challenging the government.

The candidates also explained that changes must be done where funds are misused. They showed that some people in the society cannot get basic needs because people who are entrusted with power always strive to benefit themselves. They cited Kabito and Nicodemo suggesting to meet every day as a preparation committee for visiting the foreign head of state.

However, they are interested in allowances which are paid and not the success of the event.

Moreover, the candidates stated that the play reveals social injustices as a way of advocating changes in the society. Some members of the society are mistreated by people in power. They cited Askari telling Jere that Moses was given two mature strokes to ease his tension because he had too many questions. Exposing such evils in prisons is one of the ways by which the play advocates changes by stopping injustice in prisons.

Additionally, the candidates exhibited how the play calls for changes by showing the need to reduce the economic gap among members of the society. They cited Mr Tumbo telling Jusper that the problem is not money but how to use money.

In **Black Mamba** by John Ruganda, the candidates showed how the play advocates for changes by exposing various bad practices in the society. The candidates wrote that changes should be enforced to improve the payment of workers. Some workers are paid too low to afford their daily needs. They cited Berewa who works at Professor Coarx as a house boy is paid 100 Tanzanian shillings per month. Surprisingly, the same amount is paid to Namuddu who sleeps with Professor Coarx for just one night.

In addition, the play exposes unfaithfulness among married people. In the society, some married partners are not faithful to each other. In the play Professor Coarx is unfaithful to his wife when he involves himself in extramarital affairs with other women including Namuddu. By exposing a social problem like this, the play advocates for changes that will lead to a better society.

The candidates moreover pointed out that plays advocate for changes as they expose humiliation that happens to women. They cited Namuddu being forced by her husband, Berewa, to have sex with Professor Coarx for money. This is because Berewa is interested in money rather than caring for his wife's dignity.

The candidates who used **I Will Marry When I Want** by Ngugi wa Thiong'o and Ngugi wa Mirii as their reference showed how the play

advocates for changes through exposing malpractices in society. The candidates cited various malpractices such as the singers' leader asking for money from Kiguunda despite the latter being very poor. Also, John Muhuuni impregnates Gathoni and finally jilts her, contrary to Gathoni's expectations. Additionally, the candidates cited Njooki cautioning Gathoni's parents to tell their daughter to cut off her relationship with John Muhuuni because he would never marry her due to their social class differences.

The candidates who used **An Enemy of the People** by Henrik Ibsen highlighted how the play advocates for changes. They cited leaders such as Peter Stockmann who are accumulating money through taxation while their people are suffering from deadly diseases such as typhoid fever. They also addressed hypocrisy, citing Mr Billing and Mr Hovstad who do not practise what they preach. **Extract 15.1** is a sample of the correct responses to the question.

OH.	0 't c-'f o 0 1 to 06 1	. 1 2
	Changes in the society; refers to the reforms,	
	strategies and plans which are made to	
	replace the old ones which proved to be	
	poor and unfairly p to people. By using	
	two plays Such as "BETRAYAL IN THE CITY"	
	by Francis Imbuga and "AN ENEMY OF THE	
	PEOPLE" by Henrick Ibsen, plays abvote for	
	changes in the society in which they are	
	sebility steering with "AN ENEMY OF THE	,
	PEOPLE" the following are the changes	
	advocated by the play in the society;	
	Discouragement of betrayal in the strugle;	
	the playwight discouraged the issue of betrayy	
•	during itnigate at it hinder the process	
	Forexample betrayal done by the Mr Askkin	
	Mr Killing, Mr Houstand and Peter Stoleman	
	to Thoman Stokman and the souther hindered	-
	the struggle to bring change in the country	
	so it must be fought even in our	
	Contemporary world the Tanzains.	

Struggling against corruption in the society
also the playwright proposes to wage
a war against corruption in the country
marder to bring about equality and
Success in the struggle forexample corruption
offered by feter Stockman, to the Editors
of the Hillaid not to Public Doctoris
discovery hindered the struggle for change
So corruption must be fought in.
the society like Tanzania,

Discouragement of Ignorance in the	, • 3
society; due to the domination ignorance	.
among the people must be fought since	2
among the people must be fought since it results to immorality in the society	
forexample in the play the Ignovance	
low Editor of the Hellard, Mancepple of	
the society), feter and Morten live mad	b
the failure to overcome the contamin	9
him of the Spa bath so Ignorance must be fough tooth and rail to the Africa	st
be fough tooth and rail to the Africa	an
states like Tanzania	
Discouragement of sound a	
Discouragement of the denial of rolia	) <sub>r</sub> .
political and economic freedom; through	^
the play Petra, Taomas Stolkman are dumissed from job by the Peter Stock	
dumissed from job by the Peter Stock	
man due to their war agains the	
contamination of spa bath also Eilifan	ol
Morten are chased from school by the	
government, so morder to bring change	
the denial of peoples rights to education	<u> </u>
and job must be discouraged.  Also in the Play, "BETRAYAL IN THE  CITY" the following are changes advoce ted by the play;  Discouragement of Nepotism and	
Atto in the Play, BETRAYAL IN THE	· ·
CITY the Following are changes advoc	9
ted by the play;	
favourhim in the community; In the nove	<del>}</del>
Boss favour Mulili to the upper postron	4
in the political affairs despite of his reducation of low or standard. Through	
reducation of low or standard, Through	h
this Mepotism must be descouraged	
morder to ensure Equality and good	

87 Generally/Inquities system in	lie
rociety are highly caused by I	
bad leadership which causes U	ie
denial of Education right, living	9
right and or expression right	£   _
among the People, so it mu	11
be fought to change the	
society.	

**Extract 15.1** is a response from the candidate who scored high marks on this question as he/she responded to the question correctly.

In contrast to those with good performance on this question, other candidate got average scores on the question. These candidates provided correct responses but with unclear explanations. Yet others used inappropriate characters. This exhibits their inadequate knowledge about such plays. **Extract 15.2** is a sample of such responses.

7.	It of the that plays advocate tw
	change in socretre in which they are set
	By ymy two plays which are "BETR AVAL
	of H IN NHE CITY by Francis Imbugg and 1
	MIL MARRY WITH I WANT by Nguyi na Throng's
	and Nonen wa Mm Now the Hollowing. By
	Having with the play BENEAYAN IN THE CATY
	Show the following,
	Sainfre. This is one which ourse a
•	list in advicate he change for instance
	in the play we see different people who
	Jainfied their life for changes for south cy
	Tero who sawithe in allowing Doga and Mrs
	to unclust sharing reveniony. This sometimes
	Ladrurate try change.
	Trail, Fortym. Thy occurred in the
	plan as when Ashka dita, his parents
	Doga and Ning, under thanky experiony
	(1) the a character thrown a more water of
	withen which made changes politically.
ļ	A A A A A A A A A A A A A A A A A A A

Responsibility. In the play we
see some people who to me responsible
for example The way responsible bencher as
Womny Maying Ceremeny, et all 90
politra change
when I want how the full money
WHEN I WANT (how the / fullowing.
Heress of education. We see there is
insportant of Education in order to mong devel-
opment. A sharm is the play all pour seeple
who exploited they me illitelut to theme
the need of entirety so as to change pulitury.
vemore of stop some cultural rather which
whove or stop some instant values which
does not imy development. This also will enable
I NU WARE CHARAGE,
brailkation of poverty Powerty is
some of underderelopment so portelly
should die evaluate so as will enable to advicated change in politica this went
adrivented change in politice this went
perpendicular with venous ignorance.

**Extract 15.2** is a response from the candidate who scored average marks. He/she responded to the question with unclear explanations.

On the contrary, some candidates' performance on this question was weak. These candidates were not knowledgeable about the subject matter. They failed to show how the plays of their choice advocate for changes in society. They reflected weaknesses such as the following:

First, they failed to use characters. Some candidates responded to this question without using characters. Hence, they failed to address the requirements of the question. For example, one candidate used **Betrayal in the City** by Francis Imbuga as his/her reference but did not use any character. This means that the candidate did not know that any reference to a literary work cannot be credible without using characters when narrating supportive events.

Second, some candidates merely outlined the points without giving explanations. Likewise, others briefly explained events without showing how the plays supported changes in society, which was the core of the question.

Third, some candidates used **I will Marry When I Want** by Ngugi wa Thiong'o and Ngugi wa Mirii without being familiar with the characters used in the play. Consequently, they mixed characters with those who had been used in the novel **His Excellency the Head of State** by Danny Safo. These candidates used characters such as Prophet Moses Akaba, Colonel Musante, and Dr Akida instead of Dr Takida from **His Excellency the Head of State** and Kioi from **I will Marry When I Want**.

Fourth, some candidates misinterpreted the question, ending up providing irrelevant responses to the question. For example, one candidate dealt with the use of techniques instead of showing how plays advocate for changes. He/she, therefore, used play techniques such as setting, dialogue, symbolism, dramatic irony, suspense and soliloquy, as exemplified in **Extract 15.3**.

07. Form, ressen to the technique in a remay
quork. Coptent also, is a bennique in a literary 200
rk. example of contend is mercage anthemer. They believe
rk. example of content is mercage anthemer. How fellow ing Under this section that I have done by wi
not the two plays which are it will makes when
WANT by Nortigi wathlongo and AN ENEMY OF THE
PEOPLE by HENRYK BUJEN preve the above statement
TEOPLE by HENRYK BUJEN preve the above statement.  Justing with I WILL MARRY WHEN I WANT as
Holland
m the play itself "I WIII MARRY WHEN I WANT
12 show bow women are being forced to be marry
jed without their willing Example Gathoni is forced
by his mether to be married.
Cotting when to the mapped supply of some
Time and place where the work of arts took place from the play the setting was done, soon after in
from the plan the setting was done, soon after in
dependence in Kenya, Frit 13 Had to Ary also is
dependence in Kensa, This is used to shoul also it took place in the village. This is used to shoul
took place in the village. This is used to show,
I Think The INDIK has been done and redomed
Songs; also the use of songs, was involved
Songs; also the riso of songs, was Involve of in the play, so as to express other people's
lapolinas amba the plan
grennas grow no play + 1

Topo ha to be the and an off the heart	
07. COMING TO AN ENEMY OF THE PEOPLE OF	
tellous;	
acomposium; reffer to the use of signs to repre	
senz something. From the play	
pa tath combolizes effect of comprising	
This is also to allow how compllon is the carrie of	
undergoverenment to the country.	
eramonic trong is a invation whereby	
characless do not no a secret on the	
Tame gage. Them the plan teler gooding mide	
S III THE HOURS OF PROPERTION	
Lenz sometime. Refer to the use of signs to reper senz sometime. From the play.  Spa both combines effect at comption.  This is used to show that country.  Underdevelopment to the country.  Dramatic irons is a situation whereby characters do not no a scartain excret on the same characters to not the play leter stockman him is in the poom of printers so as a Doctor stock.  Thomas stockman could not see him. The is	
used to show indeed by	
The source of anothers and the	
used to show hypothing.  Furpenso: is act of deaving a is an ex anxiously deaving of comething so as the readers can read and see the pext part. From the	
Day who appears is constituted that	
play no Dr stockman is congratulated for the	
dicompeni of Atto agree galler.	
discovery of of the gaze gatizo. This is used to make the raders made	
thereby a person expresses his or her own thought. From the play docto Dr. stockman	
De Nogra Sollogua 13 a situation	
whereby a person expresses his or her own	
thought. From the play docto Dr. stockman	
my *	
"They have rusponded my boys from school, I will teach them alone myself" Generally: It is safe to conclude that not	
I will teach them alone moset	
therefally: It is safe to conclude that not	
ONN LYMBOUCH, GLAMBAC HOND DIN OLLO	
there are other forms and contest which they	
can prove.	
,	

**Extract 15.3** is a response from a candidate who showed play presentation techniques instead of how plays advocate for changes.

## 3.2.4 Question 8: Poetry and the Issues it Depicts

The question required the candidates to show how poetry manifests itself through the issues it successfully brings to surface. It required them to use any four poems on the reading list. The candidates were to give four points from each poem.

The question was compulsory. It was attempted by 26,760 candidates (99.9%). Among them, 24,579 (91.8%) scored from 12.0 to 20.0 marks; 1,390 (5.2%) scored from 7.0 to 11.5 marks; and 791 (3.0%) scored from

0.0 to 6.5 marks. Analysis shows that the candidates' overall performance on the question was good because 97.0 per cent passed at the average or good performance levels. Their performance on this question is summarised in **Figure 16**.

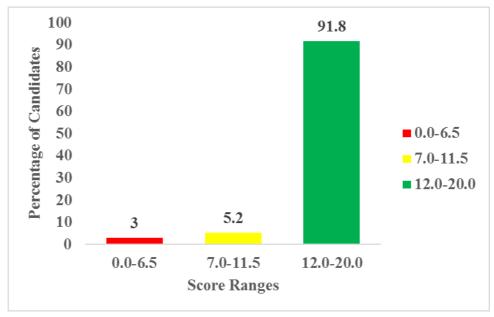


Figure 16: Candidates' performance on Question 8

The candidates who had good performance on this question provided good introductions, relevant and clear arguments in the main body, and good conclusions. In the introductory part, they provided brief explanations maintaining the key terms *issues* and *poetry* appropriately. Issues refer to ideas which are portrayed in different poems. Poetry is a literary genre that uses special language which arouses feelings/emotions. They also identified the four poems that they would use to answer the question.

The candidates used appropriate poems such as **The Dying Child** by Freeman Peter Lwamba, **Building the Nation** by Henry Barlow, **Your Pain** by Armando Guebuza, and **If We Must Die** by Claude McKay. They clearly showed how poetry uses poetic language and literary devices to portray society issues in a way that appeals to the feelings and emotions of the audience. The poetic devices the candidates presented include imagery, poetic rhythmic patterns, contrast, satirical and ironical expressions. Extract 16.1 is a sample response from a candidate who scored high marks on the question.

Q		use only
-0	betry is the rhythmic composition using language with a lot of figures of speech and imagery that affects to the readers or listeners emotions and feelings. It is a work of articular uses notice	
	with a lot of figures of speech and imaging that	
	appeals to the readers or listeners emotions and	
	feelings. It is a work of art which uses poetic	
	the artistic way of presenting society issues every	
	the artistic way of presenting society. Through identifies itself. It is well known through its effective	
	The state of the s	
	Starting with the open A FREDOM TONG IN	
	Tracegode Victime, roems deacts various usues and	
	Dreserve them your of out and	
	to our emotions by using per-various poetic devices	
	to our emotions by using pervarious poetic devices and figures of speech. To begin with child labour	
	THE poed portidos the prosteri of child labour in the	
	society by using imagery. We see through the mental images a 8 years old Alieno being employed at home.	
	images a 8 years old Alieno being employed at home.	
	the foot writes: "Hiero washes duties	
	Ations plucks the chicken	
	Atieno gets up early	
	Beds her soulc down	
	Atieno eight years dd	
	Moreover, the poet addresses the issue of oppression	
	and humiliation. Attieno is oppressed the is humiliated	
	by her uncle. The poet uses special rhythmic pattorns	
	to appeal to our serises as he says	
	"Beds her sacks down the kitchen	
	This is the musical feature of poetry which appeals to	
	readers and listeners.	
	In the poem THE DYING CHALD By Freeman P.	
	kwamba the poet uses imagery to portray the child	
	In the poem THE DYING CHILD By Freeman P. Rwamba the poet uses imagery to portray the child who has malnutrition. As we read we create his	
	picture easily as thin, skinny and with a swollen stoma	eh
	J J J J J J J J J J J J J J J J J J J	

Stomach as the poet says	5
"Thin and red	
Skinny and hald	
The boy governs parthe ground	
The boy grown on the ground  Another paint issue is ineffectiveness of education. T	Ma
Deet exposes that the worth rejecting aburation because	1150
peet exposes that the youth rejecting allucation becan it fails to solve problems in the society. The poet	
use contrast to address this issue as he says	
"When I grow up	
I will carry a gun	
I will carry a gun And not a pen"	
In the poem BUILDING THE NATION by Henry barrow the poet uses satirical language to annot the readers so that to hate the lazy worker who exploit public resources to benefit thems	
barrow the poet uses satirical language to annot	
the readers so that to hate the lazy works	O
who exploit public resources to benefit thems	solve
The poet says.	
The poet says:  "Today I did my share  In building the nation	
in building the nation	
I drove a fermament secretary to a luncheon_"	
to a luncheon11	
The Remanent Secretary is a hypocrite who prete to be working for the public while he does not histered he travels to enjoy in recreation centres.  Moreover, the post was irony to mock the readers who ar permanent secretary that he was on state duties while he was away or his societary missions. The use of irong a very or	end
to be working for the public while he does no	t.
Instead he travels to empy in recreation centres.	
Moreover, the poet wes irony to much the	2
readers who ar permanent secretary that he	
was on state duties while he was away or	n
TALLS DILLOCKE ANGUSTON THE COSE OF INDALL MACHEDI	
the issue of corruption be well understood.	
The poet says	
"I attended to matters of state	
"Delicate duties"	

**Extract 16.1** is a response from a candidate who scored high marks on the question. He/she clearly showed how poetry is seen through issues.

Other candidates scored averagely because of several weaknesses in their responses. Some of them outlined points without giving explanations as per the demand of the question. Besides, others merely discussed themes of the poems without linking such issues to the art of poetry, as shown in **Extract 16.2**.

o P. d. C. M. L.	
8 Party is the shythmic compared language	
which comprise of figure of uplach and imaging	
That appeal to our enougher mades onesting and	
teefing. Meeting are composed with a conserved language	
and nich in to tiquera of uppech through which	
- various issues are boing discussed. As moder the col	
au a major lool of educating The complete be out	
aying usual realities which occur in one usually. The	
can be proved by wing your poem as whom abelo	
M. A SELLA SON AUGHL COELL	
Starting with the poem A FREEDOM JONG by	
Macania Atualla Prostan dan de la	
Maçgoye Oludho, Poetry depict various issua as	
Clil W. J. Ha h	
Child labour to the act of awigning rola and	
responsibilities of an adult to a dilot. Thisippolie	
overworking of the child in the poem it is upon as	
Alieno was been assigned with many works while	
The has only in the age of 8 years ald It can	
60 quotod au Eollow.	
child labour to the act of awigning role and responsibilities of an adult to a dild. This involve	
responsibilities of an adult to a dild. This involve	
overworking of the child in the poem it is seen as	
Atieno was been assigned with many works while	
whe was only in the age of 8 years old. It can	
be quoted a follow.	
"Ationo washer dishar,	
Alieno Bluck the chicken	
Ationo gols up early,	
Rod her suck down the Kitchen	
At was and the age of	
Ationo eight year old	
This is relat rolevant to our wowekies whereby elitchen	
especially orphan who are either oversi adopted or raised	
by relative are boing over worked which wascinit	
human rights.	
Hunitiation and oppression L the act of nustreati	
Atien was Hurui wated and oppressed as she was not given special needs as a child instead she was been overworked	
Alien was Hunni wated and oppressed as she was not given	
Ispecial needs as a child instead she was been overworked	-

8.	and lived in a very poor condition. In the poem is used	
	21 20/10/2	
	Bod, hor weeks down the kitchen	
	n the vocaty, children with no parents are pe boing	
	muliated and vubjected to poor living primment with	
	no any upoural case Humiliation leads to poor life and	
	njuy tice.	
	Exploitation L the act for using a poson's resource	
	with no pay or little pay compared to the energy	
0	given out. In the poom Ationo's uncle exploited Ale	
h	o, he gave her many work and Ationo worked aug	
t	Louis girl but who never got pavel vince who who	,
,	rolative, In the poem is upon a sollows.	
	,	
-	"Vince she is my vistors child Al	
	Atieno need no pay"	
R	Rebart In the yourty whereby not only children are exploit	
	ed but also workers supportally of the loner claw who	
	are highly exploited by the people of the upper claw.	
1 1		

**Extract 16.2** is a response from a candidate who explained the themes portrayed by poets without linking the issues presented with poetic devices.

However, some candidates performed poorly on this question. They did not address the requirement of the question. Some of them explained the poetic devices used without linking them with the issues the poets bring to surface. Others showed how social problems can be caused by poverty instead of showing how poetry is clearly seen through the issues it depicts. Some candidates also used poems which are set for use in Ordinary Level to respond to the question. They used poems such as **Live and not Die** by Kundi Faraja. All these reflect their limited knowledge about poetry. **Extract 16.3** is a sample answer which received low marks.

ı	. 1
8	Poetry is the co work of art which involve the calection
	or verce to man stanza which experce also be deen
<u> </u>	reclinge and use executive language inorder to send message in the coriety Many poet were introducce their poem in order to educate the society by using
	message in the cociety Many poet were introducce
	their poem in order to educate the society by using
	poeme "EAT MORE" writern by Toe Corrie, "Your PAIN"
	writtern by Olushe Marcgoie and LIVE ANN LETS
	LIE writer by Kundi Faraja' This choice when the poetry
81	Let them eat brother
	Recause the rich nation
	De catalonal accountilla?"
	le not ret red read to die a litte?
	This show that poverty is continued and exploitation is
	continued because the rich nation is not red to live poor
	country to control they self
	Suntry to control they self'  Simile this is the riquire of speech, which used when  The necessary in the proplement shows that the proplement
	he person in the poel poem shows that the people are
	or parallel and a second
	poor when it say
	Let them eat ess
	Let them digest the sunsine"
	This shown that poor people are suffer because is based
	Va .
	life'

81 2- Let them eat brother
Be cause the rich nation
le not get red read to die a litte?"
This show that pover to is continued and exploitationis
continued because the rich nation is not red to live poor
country to control they sele!
Simile this is the Figure of speech, which used when
the person in the poel poem shows that the people are
poor when it say
Tel He est esc
Let them eat ess Let them diagest the sunsine"
This shown that poor people are suffer because is hard
1 1
Exploitation, this behaviour shown when the
poor nation were continues to exploit to the poor country
and when seen poor county lamented that our
count je poor because were a lazzy Butis not
reason and one reasons is the exploitation of sin
Country This shown when is say
Because the rich nation is
And this is the one among pactors which cause the
poverty And another poem is Freedom Long which
Rhitorical question Many parent or relative
Forget their duty and this cause the bod regultor
the painty. This shown when Attono and lament about the charge of Atteno behaviour and forget
that is his responsible. This at the end cause the dead
of Atien is some
of Atten it saxe
TO NO WILL OF TROOP. HE WHEN I TIGHT

8. This is man problems which pass many formity
Simile is the Figures of speech which use conjuction
Compare to o two demiler. This shows when Atieno started
to admire the school girle wear style and other things this
of an idea march
She needs to wear like a samplifier
The short to dead the a smooth a solution
This shows hat then loser he right of getting education
Imagery. Is the creating of mental picture in his
madely 12 Cor decaying of method picture in the
Alieno was alive he treaty bould but when is die
Alleno was and he deary wall but when is one
started to car that is east for such narrow like this
is hypocric and say "Atieno gone to glory"
The shown after the many problems Atieno were go
in the heaven to glory and another poem is Your Pain
Shows II I I I I I I I I I I
Humiliation. This is the situation which the persona
chow that is humiliated with different things which
occur in the society. This chows when is says
A Your scars
They let mor man scare
Shall remnember the whip?

**Extract 16.3** is a response from the candidate who scored low marks. He/she used poems which were not on the list and used figures of speech instead of issues.

## 4.0 ANALYSIS OF THE CANDIDATES' PERFORMANCE PER TOPIC

A total of 6 topics were included in the English Language examination. Four topics were in 122/1 English Language1 and two topics were in 122/2 English Language 2. The analysis of the candidates' performance on each topic in 122/1 English Language paper 1 shows that the topic *Interpretation and Translation* ranked first with 86.8 per cent of the candidates scoring an average of 43.4 per cent. The second topic was *Language Skills* (72.63%). This was followed by *Introduction to Language* on which they had the average performance of 72.6 per cent. The topic *Word Formation* ranked fourth with the performance of 61.95 per cent.

The analysis of the candidates' performance in 122/2 English Language 2 indicates that the topic *Appreciating Literary Works* ranked first, on which they had the average performance of 91.25 per cent. This was followed by *Writing - Literary Stylistics* on which they had the average performance of 41.95 per cent. The appendix summarises the candidates' performance in

both 122/1 English Language 1 and 122/2 English Language 2 per topic for the year 2022.

## 5.0 CONCLUSION

The general performance in the subject was good because 26,643 candidates (99.94 %) out of the 26,763 candidates who sat for the examination passed. This performance stemmed from the candidates' sufficient knowledge of the contents covered in the topics. They also addressed the requirements of the questions. Their good command of the English language enabled them to elaborate their points clearly. The candidates who performed well were good at communication and writing skills.

In 122/1 English Language 1, the candidates scored the highest marks on Question 6, from the topic *Language Skills*, with the average performance of 49.75 per cent. The lowest performance in this paper involved Question 3, from the same topic *Language Skills*, with the average performance of 10.8 per cent. The factors for the failure included inadequate knowledge about the subject matter, specifically, the concept of stress and how stress functions in a sentence. The other factor was the candidates' failure to understand the demand of the question. Accordingly, the candidates responded wrongly.

Analysis shows that the highest performance in 122/2 English Language 2 was on Question 5 from the topic *Appreciating Literary Works*, with the average performance of 49.45 per cent. The least performed question was Question 1 from the topic *Writing – Literary Stylistics* with the average performance of 20.5 per cent. The factors for the failure included the candidates' inadequate knowledge about the features of creative and factual writing and the candidates' failure to grasp the demand of the question.

## 6.0 RECOMMENDATIONS

In order to improve the performance of prospective candidates, this report recommends the following:

- (i) Students with their teachers should spend their extra time in revising the topic of *Language Skills* especially *Speaking* (Pronunciation, stress and intonation). The topic generated the least performed question. According to the performance analysis, the candidates' little knowledge of the subject matter (stress) and failure to understand the demand of the question accounted for the poor performance.
- (ii) Teachers should guide their students through responding to past examination questions. The practice will equip the students with the necessary skills to identify the demands of the questions in their examinations.
- (iii) Students should be encouraged to read widely to improve their vocabulary and grammar. This will eventually enable them to do well in translation, spell words correctly and construct grammatically correct sentences in both spoken and written English.
- (iv) In Paper 2, the candidates should be encouraged to read widely and systematically the recommended novels, short stories, plays and poems to gain a thorough understanding of both content and form for easy analysis and evaluation of the books read. This will help them to understand and remember the names of the characters and what they do in the respective works of art. It will also help them to improve their analytical skills.

# 7.0 Appendix A: The Candidates' Performance on Each Topic in 2022 ACSEE

		<b>Performance Per Question</b>				
S/N	Торіс	Number of Questions	Percentage of Candidates who got 35% and Above	Remarks		
1.	Appreciating Literary Works	6	91.25	Good		
2.	Interpretation and Translation	1	86.8	Good		
3.	Language Skills	4	72.63	Good		
4.	Introduction to Language	2	72.6	Good		
5.	Word Formation	1	61.1	Good		
6.	Writing – Literary Stylistics	2	41.95	Average		

Appendix B: Comparison of the Candidates' Performance in English ACSEE between 2021 and 2022 by Topic

		2022			2021		
S/N	Topics	No of Question(s)	Percentage of Candidates who Scored an Average of 35 Per cent or Above	Remarks	No of Question	Percentage of Candidates who Scored an Average of 35 Per cent or Above	Remarks
1.	Appreciating Literary Works	6	91.25	Good	5	76.1	Good
2.	Interpretation and Translation	1	86.8	Good	1	84.1	Good
3.	Language Skills	4	72.63	Good	4	80.6	Good
4.	Introduction to Language	2	72.6	Good	2	90.3	Good
5.	Word Formation	1	61.1	Good	1	72.8	Good
6.	Writing – Literary Stylistics	2	41.95	Average	3	65.4	Good

