



THE UNITED REPUBLIC OF TANZANIA
MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY
NATIONAL EXAMINATIONS COUNCIL OF TANZANIA



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

ENGLISH LANGUAGE



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122 ENGLISH LANGUAGE

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FOREWORD

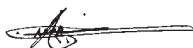
The Advanced Certificate of Secondary Education (ACSEE) is a summative evaluation marking the end of two years of Advanced Secondary School Education in Tanzania. This examination, among other things, shows the effectiveness of the educational system in general and educational delivery in particular. 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**.

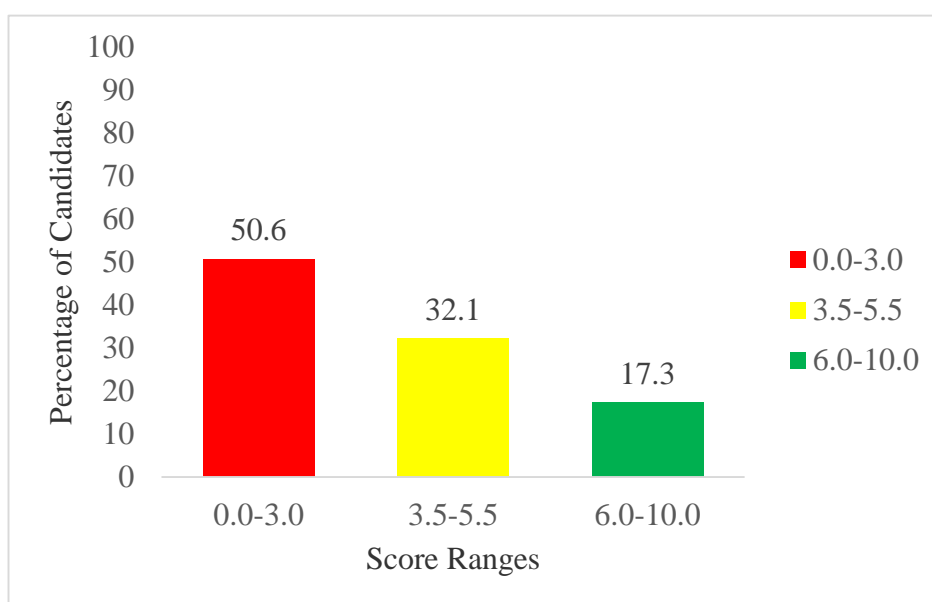


Figure 1: Candidates' performance on Question 1

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, duality, specialisation, reciprocity as well as cultural transmission. Therefore human language is said to be a system of systems because of the following. |
| | Morphology - This refers to the way on how words are formed in a particular language. Human language is said to be a system of systems because it has a system that deals with how words are being formed example through compounding, affixation as well as blending. |
| | Syntax / grammar - This refers to the way a sentence is structured so as to bring out the meaning which will be well understood as in that case it then deals with the formation of sentences and phrases by following the grammatical order so as for the sentence or phrase to have a needed contextual meaning. example I shall go home tomorrow. |
| | Phonetics and phonology - Phonetics refers to the general study of sound systems in all languages while phonology refers to the study of sound systems in a particular language. As in that case then all these deals on how the sounds in a particular language are in the extent of pronunciation, stress as well as intonation as in English language boy is transcribed as /bɔɪ/ and eye as /aɪ/. |
| | Semantics - This refers to the meaning of the words, sentences and phrases in a language. that it means it refers to the way we get the intended meaning of that specified word, phrase or sentence. example Calm down that means to be polite thus it then deals with meaning of words. |
| | Pragmatics - This refers to the way on how the intended meaning reaches its people. As in a case that it deals with the way on how 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 vocal symbols where human being communicate. Human language consist of sentences, phrases clause, words and syllables, the following are the systems of language:- |
| | Semantic system, human language consists of this system that deals with meaning of words in communication can involve the use of complex words with complex meaning or simple words. |
| | Phonological system is the system of human language dealt with sound systems of words and pronunciation of words such as : /mæn/ man |
| | Morphological system, is the system of human languages deals with the structure of words through word formation processes such as Backformation, clipping, Blending. |
| | Graphological system is the system of human language deals with grammar in sentences such as capitalization, Italization use of numbers. |
| | Pragmatic system is the system of human language deals with vocabularies in languages such as English vocabularies and Kisenhili vocabularies |
| | Therefore, human language is the system of systems also it can be characterized by productivity, displacement, reflexivity, duality, specialization |

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.

| | | |
|---|--|--|
| 1 | Language is the system of arbitrary vocal sounds which are used by human for communication. We say language is the "system of systems" because of its functions also because language is used in so many different ways. The following are the functions of language to show how it is the "system of systems" | |
| | Persuasive function. We say language is the system of systems through functions and among the functions is Persuasive function. It is true when using some words in language can not be known or understood by anybody because of its persuasive | |
| 1 | Example; Tanzania is the Democratic Country. This sentence is true that can not be learned by uneducated people because it always used by educated ones. | |
| | Emotive Function. We can also say language is system of systems because through its functions language can be divided and can be used to show feelings 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. | |

| | | |
|--|---|--|
| | Poetic function. Also through its use and through its system of systems we say language always creates beauty when it is used in poetry, stories and other books it has it is system of use in all the places and creates beauty at large | |
| | Example; A BEAUTIFUL ONES ARE NOT YET BORN is the system of language which is always used in books only and its beauty to the people. | |
| | Phatic function. Also we say language is the system of systems by using this function where by phatic function comprises at words like Example; He, How are you?, Are you good? means that when talking we can use language in different uses so as to communicate. | |
| | Conclusively, Language is a system of systems where by language can be divided into so many functions and used in the society to give us meaning and be the source of communication according to the environment and use. | |

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**.

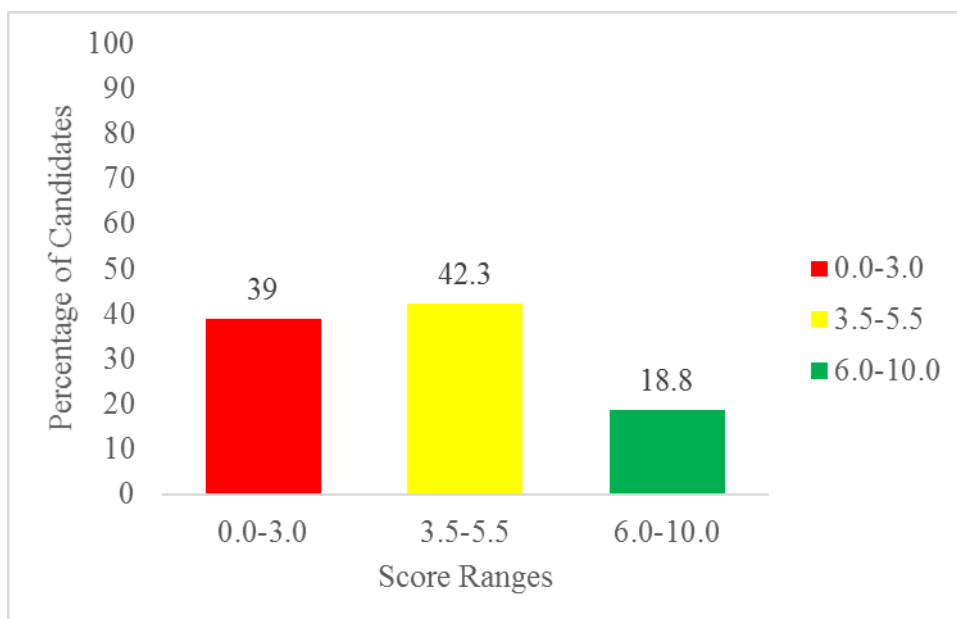


Figure 2: *Candidates' performance on Question 2*

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 ^{adjective} "central" | |
| | ise - change the adjective "central" to be a verb "decentralise". | |
| | (b) Unattractive. | |
| | The root is attract. | |
| | Un - change the meaning of the word "attract" to "unattract" means that not attract. | |
| | ive - change the verb "unattract" into adjective "unattractive". | |
| 2. | (c) anticlockwise. | |
| | The root is clock | |
| | anti - change the meaning of the root/word "clock" into "anticlock" mean that against the clock. | |
| | wise - change the noun "anti clock" into the adverb "anticlockwise". | |
| | (d) Preconnection. | |
| | The root is connect | |
| | Pre - change the meaning of the word "connect" into "Preconnect" means that before connect. | |
| | 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.

| | | |
|-----|--|--|
| Q2. | a) decentralise. | |
| | i) "-ise" - The suffix changed the adjective central into the verb, "centralise". | |
| | ii) "de" - The prefix reversed the action of centralise to mean the opposite of it. | |
| | b) Unattractive. | |
| | i) "-ive" - The suffix affected the root attract by changing it from a verb to an adjective, "attractive". | |
| | ii) "Un" - The prefix is a negative prefix which negates the word attractive to mean not attractive. | |
| | c) anticlockwise. | |
| | i) "-wise" - The suffix affects the root by changing the noun (clock) into an adjective or adverb ("clockwise"). | |
| | ii) "anti" - The prefix is a negative prefix that affects the word clockwise. | |
| Q2. | c) ii) to mean the negative which is not clockwise. | |
| | d) Preconnection. | |
| | i) "-ion" - The suffix affects the root by changing the verb (connect) into a noun (connection). | |
| | ii) "Pre" - The prefix is a prefix of time that means before, the prefix affects the root to mean before connection. | |
| | e) encouragement. | |
| | i) "-ment" - The suffix changes the root from a noun courage to encouragement. | |

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.

| | | |
|----|--|--|
| Q1 | ✓ Phrases are the group of word which are formed sentence. | |
| | | |
| | | |
| | | |
| Q2 | (a) decentralize | |
| | root - central | |
| | | |
| | (b) Unattractive | |
| | root - attract | |
| | | |
| | (c) anticlockwise | |
| | root - clock | |
| | | |
| | (d) Proconnection | |
| | root - connect | |
| | | |
| | (e) encouragement | |
| | root - courage | |

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**.

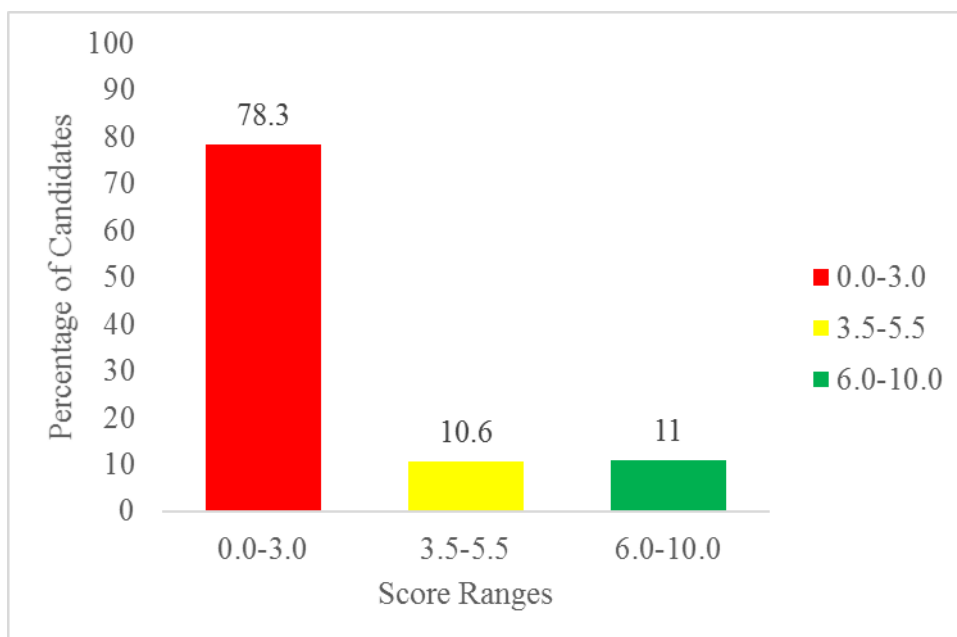


Figure 3: *Candidates' performance on Question 3*

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.

| | |
|----|---|
| Q3 | Given statement: "John went fishing Sunday Night!" |
| | If stress is assigned to every five words in the statement, its meaning will be as follows. |
| | (i) When stress is on "JOHN went fishing Sunday Night" the statement will mean that JOHN is the one who went fishing Sunday night not someone else since it shows who went fishing. |
| | (ii) When stress is on "John WENT fishing Sunday Night." The sentence shows or means John did something that is he went, simply that he took a certain action. |
| | (iii) When stress is on FISHING. -The statement will mean that John did fishing on Sunday Night, since it focuses on showing what activity John was doing. Therefore John did fishing and not any other activity. |

| | | |
|--|--|--|
| | | |
| | (iv). When stress is on SUNDAY | |
| | The sentence will mean that it was on Sunday | |
| | when John went out for fishing and not other | |
| | days, since the emphasis attempts to show when did | |
| | he do fishing. | |
| | | |
| | (v). When stress is on NIGHT. | |
| | The sentence will mean that John went out during | |
| | the night and not other time. | |

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.

| | | |
|----|---------------------------------------|--|
| 3. | "John went fishing Sunday night" | |
| | I. "John" | |
| | It means that none else rather | |
| | than John himself, nobody else. | |
| | II. "Went" | |
| | 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" | |
| | It means 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 | |
| | 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 stressed mark is putting to John is not John | |
| | went fishing Sunday 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 time. | |
| | | |
| | Fishing | |
| | → When you put stress mark to the word fishing it means | |
| | John does not went to fishing at that time John went | |
| | fishing at another time to done other issue and not fishing | |
| | | |
| | Sunday | |
| | → Also when you put stress mark at the word Sunday it | |
| | means that is not Sunday is another day. So it means | |
| | John went fishing to another day and not Sunday night. | |
| | | |
| | Night | |
| | Also when you put stress mark at the word night it means | |
| | that John went fishing at another time may be morning, | |
| | afternoon 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 tehehezi. 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**.

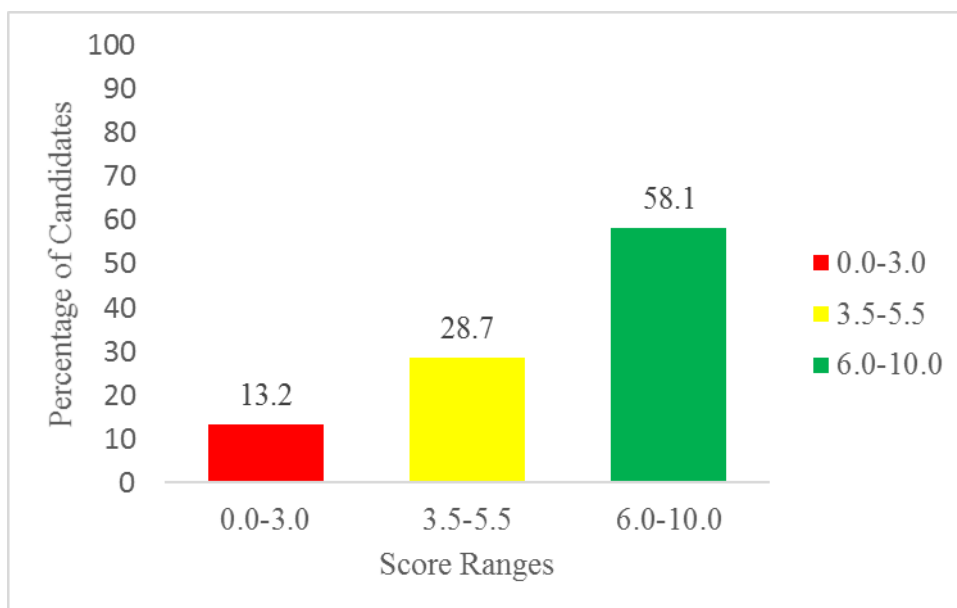


Figure 4: *Candidates' performance on Question 4*

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:

| | |
|----|---|
| 4. | |
| | While it is only roots that can be free morphemes, not all roots are free morphemes. Many roots cannot stand on their own. Many times they stand together while attached with other word elements. Those 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 Swahili language does 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.

| | |
|---|--|
| 4 | Only roots can be Free morphemes, but not all roots are free-morphemes. Many roots have no ability to stand alone. Always stand together with other morphemes of words which are attached to the roots. That morphemes are: bound morphemes. Bound morphemes also known as affixes. There are three types of affixes namely prefixes, infixes and suffixes affixes. But Kiswahili language has no infix affixes. Now you are able to give out examples of bound morphemes. |
|---|--|

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.

| | | |
|---|---|--|
| | | |
| 4 | There is a time which roots is able to be free, not only roots is free. many of the roots does not be able to stand alone. sometimes happens together with other words which may be attached in roots. and root allomorph is bound morpheme. Free morpheme is also known as allomorphs. There is three types of allomorphs which are lexical morpheme, bound morpheme and free morpheme. But Bislama language there is no bound morpheme. Now you are able to provide examples of bound morpheme. | |
| | | |

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**.

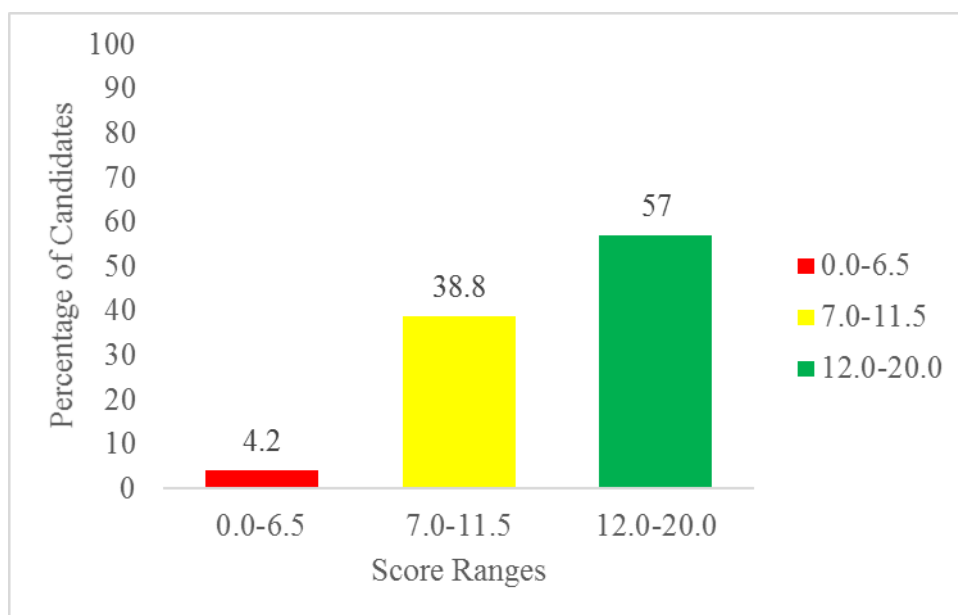


Figure 5: *Candidates' performance on Question 5*

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 arbitrary vocal symbols which conventionally agreed to be used as a means of communication among people. English language is the language which is a world lingua franca. It has main dialects which are: Received pronunciation, Irish English, Cockney, Welsh and Scottish 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 factors which influenced 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 |

| | | |
|--|--|--|
| | countries like Tanzania was Under English colonial | |
| | list while waiting for Independence, During that | |
| | period Education was provided through English | |
| | Language and materials for learning were Under | |
| | English language that facilitated the Spread of | |
| | English Language to the other parts of the world. | |
| | Trade, when Various nations | |
| | conduct Trade Internationally, They tend to Use | |
| | 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 most of the Agreements | |
| | and contract which are conducted are usually | |
| | written Using english Language that has faci- | |
| | litated the Spread of English language in the world. | |
| | Education, most of learning | |
| | materials in Various parts of the world | |
| | are written by English language. Since | |
| | 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, Civic 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 | |
| | Kilimanjaro, Ngorongoro and Serengeti in Tanzania | |
| | and other areas. when they go to those | |
| | area they make the Natives to Adopt New | |
| | Vocabularies which are mostly from their lang | |
| | uage that make Their language to be | |
| | superior and to spread worldwide Example | |
| | in Kenya where they use it as a National | |
| | Language while they have Kiswahili 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 | <p>Spread of English Language:- This is the situation which occurred and it still occurs where by the English originated from Britain and start to spread to other parts of the world or the continents of Africa which are for EXAMPLE Asia, South America and others like North America. There are several countries apart from the British countries who use English Language as their national language which are for EXAMPLE Australia, USA, Kenya, South Africa and many other countries of the world. So the following below are the factors that have influenced the spread of the English language in the world.</p> <p>Colonialism:- 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 EXAMPLE: Britain wanted the smaller nations to adopt the use of the English Language. So it was spread to the around the world.</p> | |
|---|--|--|

| | | |
|--|---|--|
| | <p>Colonialism:- 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</p> <p>The EXAMPLE: Britain wanted the smaller nations to adopt the use of the English Language. So it was spread to the around the world.</p> <p>Trading Activities:- This the situation of exchanging goods to goods or the goods for Money. The Trading Activities between the English speaking people who are the Britain started in Around the 15th Century during the colonialism for EXAMPLE: in order</p> | |
|--|---|--|

| | | |
|---|---|--|
| 5 | <p>to understand each other they needed to know or to use one common language in which they chose the English Language as the Main Trading Language.</p> <p>Education:- This is the transfer of knowledge from one place to another. Most of the education documents are been written or they are documented in the English Language so when the Europeans started to impart their knowledge to the countries of the world the documents were been written in English for EXAMPLE: the Science Subjects, Novels, And other stuffs were written in English Language.</p> | |
|---|---|--|

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 international language because its used world wide for different purpose including official matter in different nation. English language its originated from British and America and hence due to that fact then that's why there is English from British called British English and then there is American English. Actually English language its spreaded to different countries like China, Uganda, Kenya, Tanzania etcetra. The following acts as the factors for spreading of English language in the world including:- It's not localized, English language its currently in its the language of the world because of the fact that its spreaded all over the world and not localized at all because of that fact different people from different parts of the world speak it as it is different official matter example of these entry Tanzania here currently take English language as a language of the country and number of people they use it as a second language and through triglossia and hence due to that fact hence the Tanzanian and other countries in the world applied for English language. High number of speakers (Native and non-native speakers). Actually the English language is widely spreaded due to the fact that different and large group used it in different official example English language its used by both natives and |
|----|--|

| | |
|-----|--|
| 05. | non native people high vehicular load (Vocabulary) and they apply it through the used us. the good vocabulary. English language is largely spreaded all over the world because of the fact that people speaking it are also all over the world and due to that fact then it had to spread and hence it unique because there is no any language which is widely spreaded like it. on top of that it also adopted by different nation and used as a language of medium of communication and development. |
| | The geographically spreaded, English language is used at different geographical areas that include different parts of the world for the purpose of official and non official matters and a good example is Tanzania country language of English is used in order to all the equal and free attachment in tourism. When different guest that come to our country they are exposed to English language and hence it is used by different people in 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**.

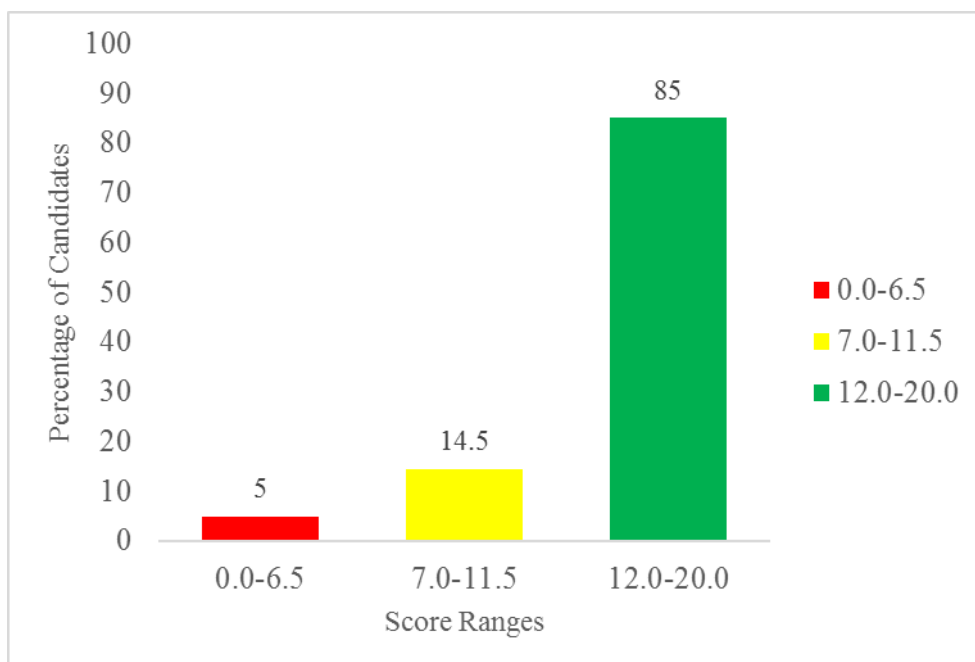


Figure 6: *Candidates’ performance on Question 6*

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 for example trade and commerce, (business), tourism, | |
| | and many other just to mention few. As drawing example | |
| | from the Tanzania Tourist Board the number of Tourist went | |
| | down hence decline of tourist activities. And thus this was the other | |
| | effect of COVID 19 disease. | |
| | Increased government expenditure; the money | |
| | that was allocated to health services were now not sufficient to the | |
| | needs of Tanzanians. And thus money from other sector had to be | |
| | allocated to health provision services a situation that lead to decline | |
| | of other sector. Hence the other outcome that was witnessed | |
| | due to prevalence of COVID 19 disease. | |
| | Increased social unrest (crimes); due to unemployment | |
| | problems some people preferred robbery, theft, prostitution and the | |
| | related to so, just to mention a few increased. The situation from | |
| | that time to the moment started to be worsening and hence the | |
| | situation caused proper sufferings 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.

| | | |
|---|--|--|
| 6 | Covid 19 can be simply | |
| | skated as the Corona Virus Disease 2019, | |
| | Is the Kind of disease which affects | |
| | the breathing System of human beings, | |
| | the disease was firstly discovered at | |
| | Kluhan ProvinG • 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 Covid 19 | |
| | through the Mass medias Like television, | |
| | news papers and radio, Covid 19 has | |
| | brought different effects and the measures | |
| | also have been taken to fight Covid 19. | |
| | The following are the | |
| | effects of COVID 19, | |
| | Covid 19 has led to | |
| | death of people, forexample approximately | |
| | 25 million People have passed away, by | |
| | Covid 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. | |
| | Covid 19 has led to the | |
| | decline op the world economy, foristanG | |
| | trade barriers have been enacted In most | |
| | of the Countries Like vaccination and | |
| | Covid 19, also people have been limited | |
| | with lockdown, therefore most of the | |
| | businesses have been highly affected | |
| | forexample Tourism, because of Lacking | |
| | enough Customers to support the running | |
| | out of the businesses throughout the world. | |

| | | |
|----|---|--|
| 6. | It has led to the increase of government expenditure on health sector, for example in most of the countries funds have been allocated to purchase equipments like ultra sound and to pay the health experts like doctors and nurses, this caused the delaying of other development projects which were supposed to be implemented with the fund which has been allocated to solve out the problem of Covid 19 as one among the effects of Covid 19. | |
| | Covid 19 have contributed to the advancement in science and technology, for example the invention and discovery of modern machines for sanitization and face masks, all these have forced the scientists to conduct the intensive and critical research for making out new equipments which never existed before as the result of emergence of Covid 19 disease. | |
| | The following are the measures to be taken for its prevention of Covid 19, Covid 19 is prevented through avoiding gatherings, for instance meetings and music concerts, the gatherings normally have many people who have different health status but limiting the public gatherings will greatly contribute to the fall of transmission of the disease among people also wherever there is gathering social distance should be maintained 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 disease that spread from one place to another. The four effects of COVID - 19 are the following. | |
| | Sickness of headache; first effects of COVID - 19 is sickness of headache. This is problem that caused by the COVID - 19. | |
| | Sickness of stomach; The stomach is sick because the COVID - 19. This is another effect of COVID - 19. | |
| | Sickness of the legs; ^{caused by the} legs should not given energy, because this disease is high and remove energy in the body. | |
| | Sickness of the nose; ^{and caused death} another effect of COVID - 19 is sickness of the nose. Example people who are say: The noses run, because of | |
| 6. Conti nue | COVID - 19 in their body and fear and filter of the body. | |
| | To continue the measures for its prevents are the following:- | |
| | Avoid share with soap; when the people gatten the COVID - 19 should not share the soap. This is the first measures for its prevention. | |
| | Social list; social list is ano-ther measures for its prevention. This is because one person who gatten the COVID - 19 should be have social list. | |

| | | |
|--|---------------------------------|--|
| | Avoid group of people who | |
| | need the COVID-19. If the perso | |
| | n setting by the group than | |
| | one person get the COVID-19, | |
| | This all people gotten COVID-19 | |
| | either. Therefore avoid group | |
| | discussion. | |

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

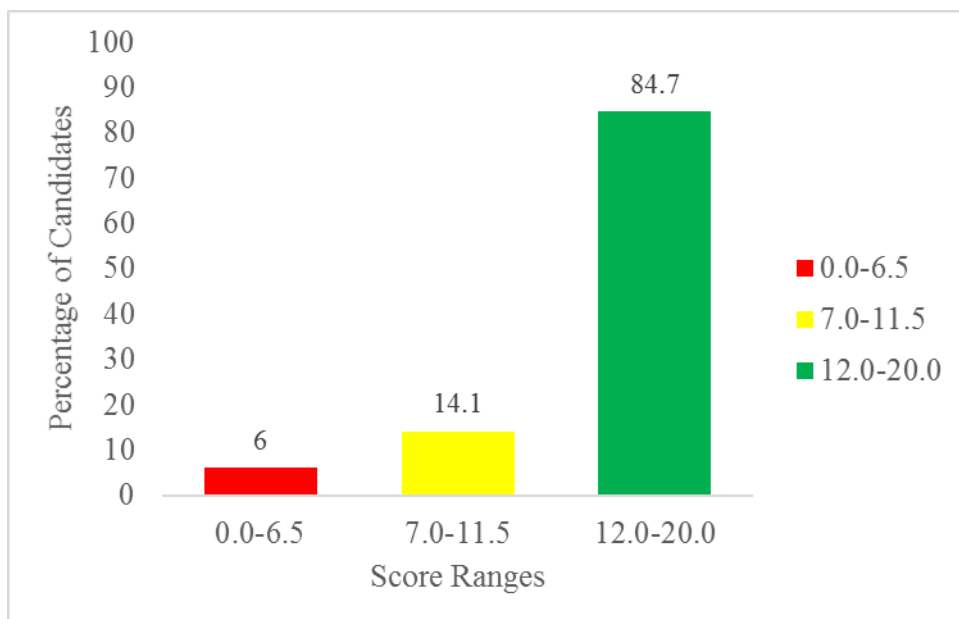


Figure 7: Candidates' performance on Question 7

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. | Effective listening. This is the type of listening in which a listener concentrate 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 she should follow. Now, the following are the strategies for effective listening: Have a desire to listen. A student should have a desire of listening what a speaker is talking about, for example speaker is talking about "how to perform well in examinations". A student should be ready to learn for that speech, through doing this he or she may be a good listener. Be open and avoid misunderstanding. Here a student should be open and telling his or her mind to avoid misunderstand so as to gain something spoken by the speaker. A good listener is advised to be open and avoiding misunderstanding is when you may be a good listener. |
|----|---|

| | | |
|----|--|--|
| | Be open and avoid misunderstanding. Here a student should be open and telling his or her mind to avoid misunderstand so as to gain something spoken by the speaker. A good listener is advised to be open and avoiding misunderstanding is when you may be a good listener. | |
| 7. | <p>Observe the speaker. A good student who needs to be a good listener should always observe the speaker because there are signals used by speaker to mean something and also to simplify understanding to the audience. So as to gain more a student should observe the speaker. Through doing this he or she may be a good listener.</p> <p>Focus on speaker's view point. This mean that a good listener should focus the points of the speaker as most of the speakers tends to use gestures and movement to make listener active all the time. Therefore a good listener should focus on speaker's view point.</p> <p>Predict and ask question. A good listener should be predicting the future speaking point and by doing that should be asking yourself some question from what you have learn from the speaker. You not allowed to argue but asking your self some question. By doing this you will be a good listener.</p> <p>Look as if you are listening. A good listener you are advised to look the speaker as if you are listening this may polity to the speaker that your the good listener to his or her point of view. A student should pretend as if he or she is listening</p> <p>generally, good listening to the speaker may make a student to increase her performance since she will be remembering what the speaker spoken even without noting down. Only effective listening.</p> | |

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.

| | | |
|----|---|--|
| or | Listening is the process of receiving message constructing meaning and responding to the verbal or non-verbal communication. Also there are processes of listening skills which are receiving, understanding, remembering, evaluating and responding. In order for the communication to be successful they must be with encoder, decoder, message, channel and feedback. Effective listening is the active participation in a conversation. The following are the effective listening strategies. | |
| | Be prepared for listening. The listener has to pay attention and be prepared by making sure that there are no any kind of distraction and also to find the conducive area where by as a speaker speaks the listener hears and also understand. So due to that students in the classroom also are supposed to do the same so that to understand on whatever the teacher will be talking about. Also the students are supposed not to be occupied like eating while listening and others. | |
| | Be familiar with the media of instruction. The students have to make sure that the language used by the teacher to teach them in the classroom is familiar or well known and also understood in order for the students to pay attention and even encourage them to take notes in order to review so the students in order for them to follow the class presentation they have to make sure that they understand or what the announcement | |

| | | |
|-----|--|--|
| 09. | given out by their teachers and make sure that they understand them and if not they have to go for consultation. | |
| | Pay attention. Example avoid been pre occupied like eating, laughing, playing the aim is inorder for the student who is the listener to understand each and every concept given out by the Teacher when teaching and also as per the announcement will be given out so due to that the listener inorder to understand well on what the | |
| 09. | given out by their teachers and make sure that they understand them and if not they have to go for consultation. | |
| | Pay attention. Example avoid been pre occupied like eating, laughing, playing the aim is inorder for the student who is the listener to understand each and every concept given out by the Teacher when teaching and also as per the announcement will be given out so due to that the listener inorder to understand well on what the speaker will be talking about have also to make sure that his or her mind is settled by not thinking on other issues which are none of there concern during the lesson. | |
| | Encourage the speaker to speak. Example as for the teacher in the classroom who is the speaker at that particular time when he or she has asked the question the students as the listener have to answer the question and also show cooperation with the speaker that as what ever is speaking the students are attentively listening and also through that may even encourage the speaker to speak more because as what is communicated is well understood by the students who are the listeners | |
| | Show understanding and respect Example as for the listener when the speaker is speaking they have to show that they understand as whatever is talked about even through nod head or as the speaker | |

| | | |
|----|--|--|
| or | speaks something which is very funny because | |
| | sometimes the speaker in order to make | |
| | their listeners not to be bored they have | |
| | to make some jokes in order to create | |
| | laughter on the listeners face, so due to | |
| | that even for the listeners won't be | |
| | bored as for the speaker is 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 | Listening refer to the process of paying attention of what he or she hear in order to get a good information. The listening should be effective due to the following strategies | |
| | Listening the information; This means - that the listener hear the voice of what- people say through the pinna. This was the first strategies. Hence this thing lead to get the effective listening. | |
| | Processing; This was the second strategies or process where by human being prove is the sound in their eyes before the intake in the window. This process or strategies deals with manufacturing voice of sounds | |
| | Analyzing strategies; This strategies deal with critical voiced sound to be understood by the human being. This strategies moves from nervous to the human minds. | |
| | Understanding; This strategies deals with knowledge of people what they hear during the analyzation of sound. This strategies human lead to repeat something he or she - hear. | |

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

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**.

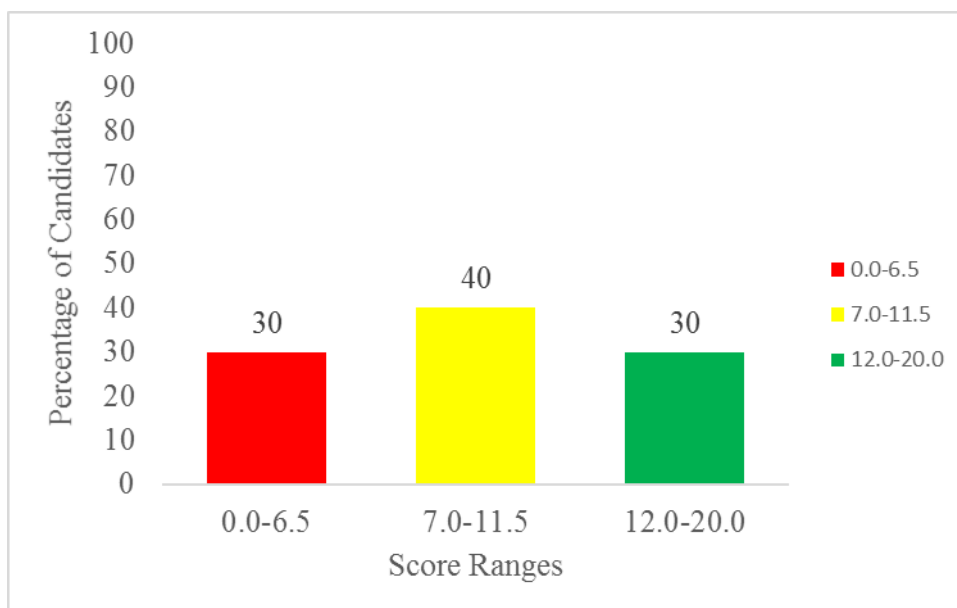


Figure 8: *Candidates' performance on Question 8*

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.

8 A SPEECH UPON A DEBATE WITH A MOTION THAT STATES THAT
"THERE IS FREEDOM OF EXPRESSION
IN TANZANIA"

Good afternoon everyone. Thank you dear Chair person, secretaries and observers of proposing and opposing sides motion mover, grammar corrector and time keeper. I salute you all. And to the members of the floor out loud, I salute you all. Well... My name is Kylie Jenner and I would like to propose or support the motion that has already been stated by the motion mover that says "There is freedom of expression in Tanzania" with eight points that are as follows:

Through the use of mass media. Tanzania has freedom of expression through free use of mass media. Social networks and channels broadcasted are giving the Tanzanian 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 there is freedom of expression in Tanzania.

Through presence of public meetings. Example in villages. There are many meetings in the villages opening the wide range of the people to outline their views concerning many issues like developmental issues, economic issues, political issues and social issues. Hence there is presence of

Through presence of suggestion boxes. Example in Schools, offices and industries. These are installed to collect the views of the people upon various things that they are dealing with example the commodities. Hence people pour out their views. This gives a clear description that there is freedom of expression in Tanzania.

| | | |
|----|--|--|
| 8. | Through Civil Society Organisations example Haki elimu. These organisations non benefitingly are org organised so as to reach the needs, cries and wants of people in various sectors they are having example in Education. On due to the presence of Civil society Organisations the people reach out to submit their point of views and expressions. Hence presence of freedom of expression in Tanzania. | |
| | Through public debates example Dada2 and Family matters. These debates have been introduced for the sake of empowering girls and helping women solve various problems they are having while raising their families. Here they give out their views and expressions upon various matters due to this there is freedom of speech in Tanzania. | |
| | Through Non Governmental organisations example Finca, PSPF. These organisations act as a bridge that monitors the government's actions to various groups like women, elderly and children together with the disabled and the need like orphans. These organisations receive various views, suggestions, lamentations and cases from various people and ensure that they are followed upon. Hence there is freedom of expression of speech. | |
| | Through public associations and clubs like Fema and Shupaa2. These clubs move from place to places introducing many of their ideas, empowering their subjects and listening to their views upon their projects, society problems and personal problems like the disease of HIV, pregnancy and love affairs at early age. Hence there is freedom of speech in Tanzania. | |
| | Presence of counselling centres for various people like HIV/AIDS infected people, drug addicts, mad people, people getting mistreatment and people who have given up. In here they get to be listened and guided through | |

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.

SPEECH

A SPEECH ON THE MOTION THAT THERE IS FREEDOM OF EXPRESSION IN TANZANIA

Greetings to all members of the floor am here in front of you to speech on the freedom of expression in Tanzania. Tanzania is one among of the country that gives freedom to all members of the society that no one is above another. The following is how Tanzania is having freedom of expression;

People are allowed to express their views on political matters; Through this Tanzania gives wider chance for its people to express their views to choose leaders they want without being forced by another people. Example choosing leaders who seem to be transparency and accountability and express what they want.

People are allowed to express their feelings and emotions towards people they love; Also in Tanzania people are given the right to express their emotions and feeling to those who are the right choice for them. Example to people they love 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 bad they are allowed to express. Example if there is bad evils done by the government leaders are allowed to express.

People express in education sector; Also Tanzania gives a chance to the members to express about education provided to people both men and women or boys and girls. Example girls are allowed

| | |
|---|---|
| 8 | to express through the equality between boys and girls in educational level that their should be equality in provision of education among them. People are allowed to express family matters or issues; Also Tanzania gives a chance to people to express things happening in their families if there is conflicts and misunderstanding. Example some of the families lack peace and love by this people are given freedom to express and given their rights. There is expression of peace, love and security within the country; There is freedom of expression through peace, love and security whereby leaders express peace, love and security to the member states. Example leaders provide security and defence to ensure 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 societies and helps in solving political, 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 SPEECH ABOUT THERE IS FREEDOM OF EXPRESSION IN TANZANIA; HELD ON 10 th May 2022 (CONDUCTED AT DODOMA SECONDARY SCHOOL Hello! Ladies and gentlemen I am here to support the motion which state that "There is freedom of expression in Tanzania" firstly let us bring out a meaning of freedom of expression is that a situation where by some one given priority to mention |
|-----|--|

his or her emotions, ideas and feelings. So that can be get the solution. There fore after already knowing the definition let's move on the supporting of the statement above. It help to bring out the feelings and emotions of some one, also if there will be a freedom of expression. This means that every one would be able to elaborate out the emotions which make him or her bad example in the society if the environment is so dirty. There is a freedom of expression that he or she can bring the information to the government through media. This is importance. It help to increase the freedom of choice, also if there will be a freedom of expression in Tanzania.

08. It means that every one would be able to choose anything which can be good for his or her side by making self possibility. So this is so importance to Tanzanian people, as every one need to choose the proper way and chance to make things. It help to promote equality, also there will be a freedom of expression. This means that this will improve the equality among members. This shows the equal option of some one due to the freedom of expression which already seen as an importance to the people's life.

08. It help in decision making; also when there is a freedom of expression. This means that mostly of people in a society will be able to make the best decision due to there is a freedom of expression. While by people are able to express their views and to agree what than what and disagree others minor.

It help to avoid 'Classes' also
 freedom of expression moving on the way
 to control and avoiding by classes
 whole by all people will be able
 to choose and express what
 they want without depending on their
 status either low or high class people
 who are in the society.
 It help to get the fair
 in different social needs, also this is
 one among of the factors which
 can be important to the people
 especially in Tanzania. due to freedom
 of expression it help to make people
 equal in the supplying of local
 needs such as in hospitals and
 other place such, freedom in expressing
 their views. I would like to
 saying that if the freedom of
 expression would not be practiced
 especially in a country like Tanzania
 there will be a different, quarrel,
 misunderstandings and other barriers so
 freedom of expression is better in Tanzania.

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**.

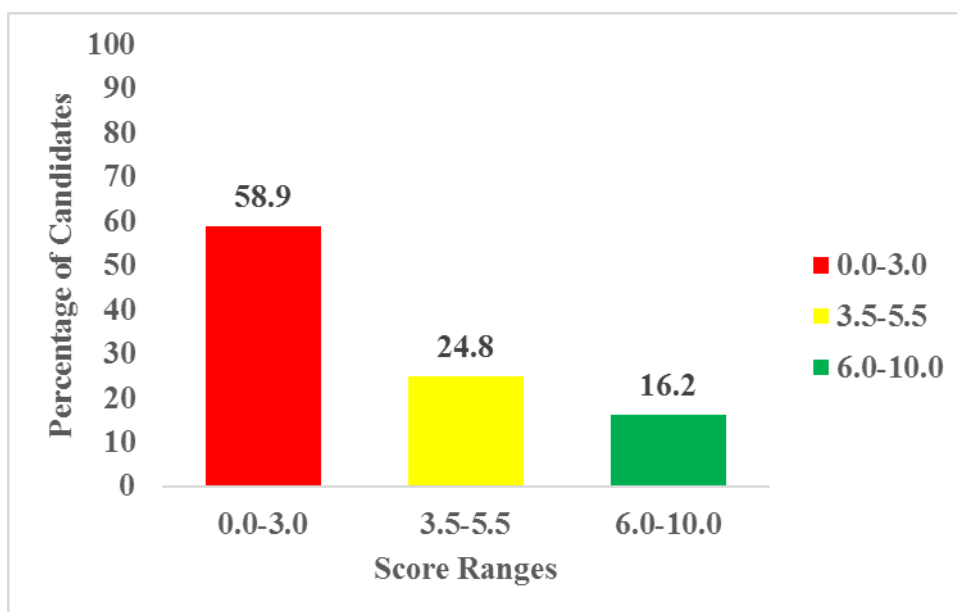


Figure 9: *Candidates' performance on Question 1*

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.

| | |
|-----|---|
| i | Creative writing involves the use of imagination by creating image example novels and plays while factual writing does not involve the use of imagination while writing example history. |
| ii | creative writing involves the use of aesthetic language so as to create beauty in order to attract the readers. while Factual writing involves the use of straight plain language for clear understanding for example Geography. |
| iii | Creative writing is based on facts Creative writing is based on fictions as they are not factual. for example fable, folk tales while factual writing is based on facts which can be proved on the environment. for example science. |
| iv | Creative writing involves imaginary characters and even animals can be character for example in Tingatinga. while Factual writing involves real characters and are only human beings. |

| | | |
|---|--|--|
| | | |
| ✓ | Creative writing aims at entertaining and educating for example literary works while | |
| | Factual writing aims at educating only for example | |
| | history. | |
| | | |

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 | i/ Creative writing are creative as people use there ideas in creating the writings while factual writing are real as they come from facts things which are true. | |
| | ii/ Creative writing may not reflect life of people but factual writing reflect life of people as they are real writings. | |
| | iii/ Creative writing may use images to touch sense mind of people while factual writing use mostly symbolism to represent the realities of people. | |
| | iv/ Creative writing use literary language and aesthetic beauty but factual language use literal language in its work. | |
| | v/ Creative writing help to increase people skills and knowledge while factual writing 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.

| | |
|--|--|
| 1. i/ Education | |
| - This can help to differentiate the two types of writing because through education level can help to differentiate between educated and uneducated even the writing creative and factual writing are the same | |
| ii/ Sex | |
| - Also this can help me to the two types of writing even the creative writing and factual writing are the same because through the sex can help to differentiate between the writing of female and male even if creative writing and factual writing are the same | |
| iii/ Age | |
| - Also this can help me to differentiate the two types of writing even the creative writing and factual writing are the same because through the age i can differentiate who the writer writing either is a child or big person hence age can help me to differentiate | |
| iv/ Status | |
| - This can help to differentiate the two types of writing even the creative writing and factual writing are the same because through the status of that people can help to differentiate their types of writing | |
| v/ Setting | |
| - Also this can help to differentiate the two types of writing even the if their creative writing and | |

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**.

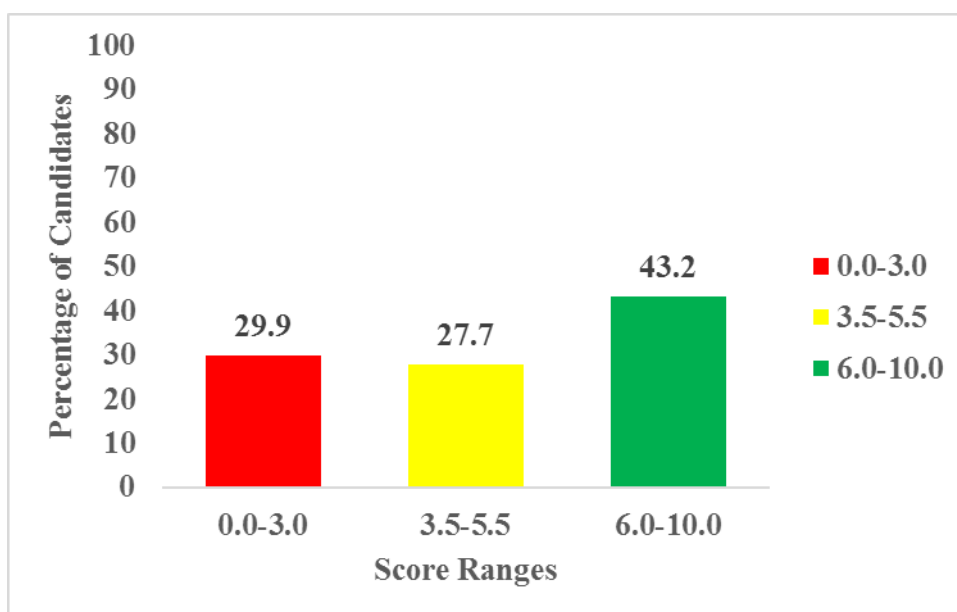


Figure 10: Candidates' performance on Question 2

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 | <p>i) 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 eg Autobiography of Reginald Meringi. While Biography is an account of someone's life that is written by somebody else to a particular society. Eg Biography of Nelson Mandela.</p> <p>ii) Fables these are stories which often use animals as characters to provide moral lessons to the society. They are normally told to children eg Fables of Hyena and the hare. While Myths these are stories that show the origin of something i.e they show the origination of a particular event in the society eg Origin of life, Origin of a certain tribe.</p> <p>iii) Narrative writing is the type of writing which involve narrating or telling a story about something. It is explaining or writing a story about anything. It involves the use of expressions like Once upon a time --, Long ago --</p> |
| 02 | <p>While descriptive writing is the one which is used to describe the qualities or characteristics of something in a descriptive manner eg A descriptive writing about the beauty of Our school, Beauty of Mount Kilimanjaro, A person's physical appearance etc.</p> <p>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 means that it uses real people, real places and real time eg In Autobiographies.</p> |

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 refer to the written literature which typically to shows the story about animals, as main character are animals, while Myth refer to the narrative literature which shows past events occurs. | |
| 2. | (iii) Narrative writing refer to the partly of written literature which shows the narration of something either it events person or another thing for example poem of the songs of lowino and okol WHILE Descriptive writing refer to the part of written literature which show the description of the character or events. | |
| | (iv) Fiction refer to the phrases that tells about the imaginative story for example novel, plays, dramas, poetry and so on. WHILE Non fiction refer to the phrases which tells about the historical fact 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.

| | | |
|----|---|--|
| 2. | (i) Autobiograph: This appear before the book or content and normally in table of content, while Biography appear in the back at back and it provide the list of resources of materials. | |
| | (ii) Fable: Are the short stories which are not true; while myth are stories which based on true events and setting. | |
| | (iii) Narrative writing: Are narration ^{or stories} in which a story teller explain all events. While descriptive writing are stories which describe things such as people, mountains and heroic. | |
| 2. | (iv) Fiction: Are stories which contain real events, characters and setting. Example of fiction is novels. While Non-fiction are stories which are not real and are imagination stories does not contain real characters, settings and events. Example short stories like play. | |

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**.

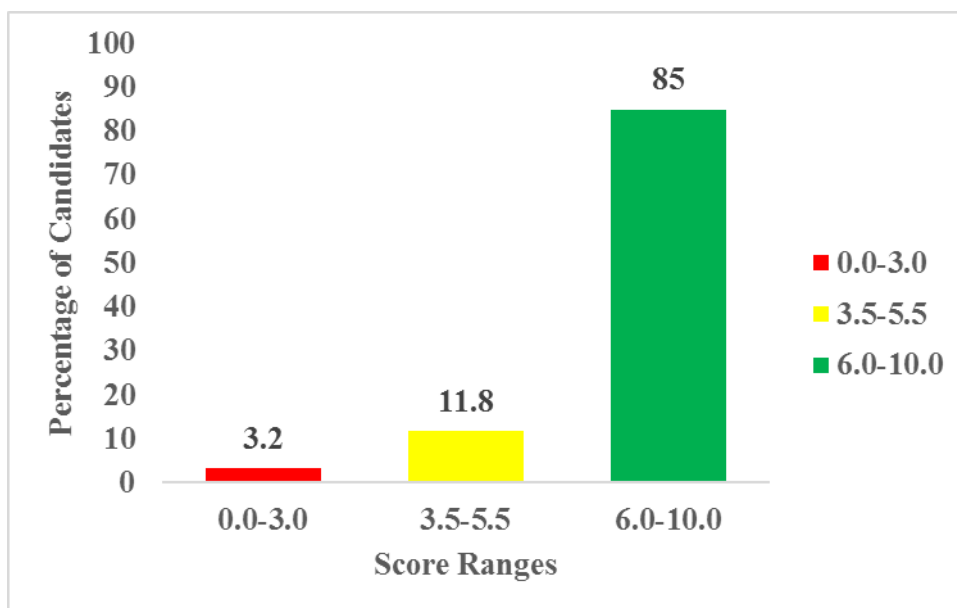


Figure 11: *Candidates' performance on Question 3*

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 not waste of time. The following are the reasons on why not find it is a wrong move. | |
| | i) <u>Literary works educate the society</u> ; This means that, the work of literature, provide knowledge to the society on what is right and what is wrong, it tend to educate the society in proper conduct of life. For example; the effect of corruption, effect | |
| 03. | of drug abuse. | |
| | ii) <u>Literary works entertain people</u> ; this means that through the work of literature, people are able to relax and be entertained. Hence if abolished it will avoid the general idea of relaxation and leisure. For example; listening to Diamond Platnuma, reading Chinua Achebe's work is fascinating. | |
| | iii) <u>Literary works criticise the society</u> ; this means that works of literature, it criticize the communal bad ways of life, and it shows on the best conducts, and norms, it tells the society that some aspects are not suitable in life. For example the issues of corruption, womanising and prostitution. | |
| | (iv) <u>Literary works develops language</u> ; through the study of literary works, it enhances all the language skills of writing, listening, and reading, this will enable an individual to be language competent. For example; through composing of songs and poems. | |
| | (v) <u>Literary works provide employment</u> ; through the study of literature, one can employ him or herself in the field of literary criticism. For example; it is the work of literature, that we came to know Chinua Achebe, Ngugi wa Thiong'o and Diamond Platnuma, and Ali Kiba. 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. | i/ Literary work educate people. | |
| | ii/ literary work entertain people. | |
| | iii/ Preserve Culture of a certain society | |
| | iv/ Preserve 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.

| | |
|---|--|
| 3. | |
| (i) The use of plot, literary work use plot due to this fiction related to the literary work due to time because the use of plot there are also works which must be followed as there had to be a stage given | |
| (ii) The use of character and character is given, literary work is the use of the time due to this use of the character and character is given in the work | |
| (iii) The use of setting, this is also the use of the time due to the time due to the place when the literary work can be produced and it led to the use of the time | |
| (iv) The use of the grammatical rule especially in the poetry, this is also the use of the time due to the use of the grammatical rule in the literary | |
| (v) The use of the style, also this can be used because the use of the style is unique | |

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**.

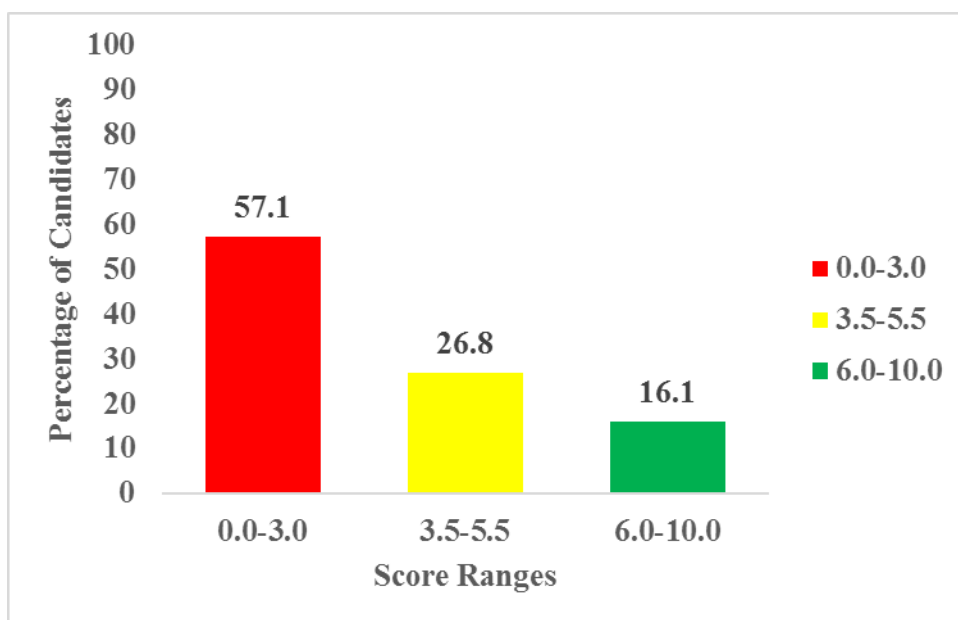


Figure 12: *Candidates’ performance on Question 4*

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.

| | | | |
|----|-------|---|--|
| 4. | (i) | The words 'louse', 'fly' and 'poison' symbolise a problem which is very near to a person. Refer:- "The louse is the resident you call your neighbour Once you find him in your head head him down Even if he hides in your cloth quickly wipe him ..." This shows that it is a problem very near to a person to the extent it is regarded as a friendly. | |
| | (ii) | The poet suggests that the problem should be dealt with as soon as it is discovered and that a person should not wait any longer. | |
| | (iii) | The title "The Louse in the Head" relates to the content since the whole poem talks about who it is not and who is that 'louse' and also proposes ways of dealing with the problem as well as the effects of the negligence to deal with it. Refer | |

| | | |
|--|--|--|
| | | |
| | (iv) The theme of the poem is Hypocrisy which refers to the situation of pretending to be somebody or have something while in reality it is not true. The theme has been shown since the persona says that the problem is very near a person in that the person refers it as friendly. Refer "The louse is the resident you call your neighbour" | |

| | | |
|----|---|--|
| 4. | (v) The poem is relevant since there are many hypocrites in our societies and most of them are the nearest people 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) Louse | |
| - The word louse symbolize our close people or friends. From the poem; | |
| "The louse is the resident you call your neighbour Once you find him in your head thread him down" | |
| → However, these close people are not actually our friends but enemies who wishes for downfall. | |

| | | |
|-----|--|--|
| 04. | i/b) Fly. | |
| | - Fly symbolize other people who are not so close to us but keep an eye on our moves. From the poem; | |
| | "If the toilet stinks the fly is around." | |
| | • These people watch to see you failing in life. | |
| | c) Poison. | |
| | - Poison symbolize failure that comes from those we regard them to be friends. From the poem; | |
| | "When the gum aches the poison comes from the mouth" | |
| | | |
| | (i) The poets suggestion in the seventh and eighth verses of the poem is to be keen and aware that destruction is to come from these people who are our true enemies thus one should do all possible measures to make sure they do not succeed in pulling us down instead we should prosper above them always by any means. As seen; | |
| | "Once you find him on your head thread him down, Even if he hides in your cloth quickly mince him." | |
| | ii) The title of the | |
| | iii) The title of the poem related to the poem since it is THE LOUSE IN THE HEAD and the content of the poem explains on how those people who are very close and pretend to care when we have problems are the ones who are on a mission to make sure we fall down. From poem; | |
| | "The louse in the head is the barber" | |

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.

| | | |
|--|--|--|
| | | |
| | 4.(i)-Louse - | |
| | (ii) - fly - bad smell | |
| | - poison - dirtiness | |
| | (iii) - the poet suggests to thread down the louse. | |
| | (iii) - the title of the poem is related since the poem explains more about the title | |
| | (iv) - The theme of the poem is to maintain cleanliness of our bodies especially our hairs. | |
| | v, the poem is relevant to the day today life since there are people who don't maintain their hygiene something that make them suffers from the diseases | |

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.

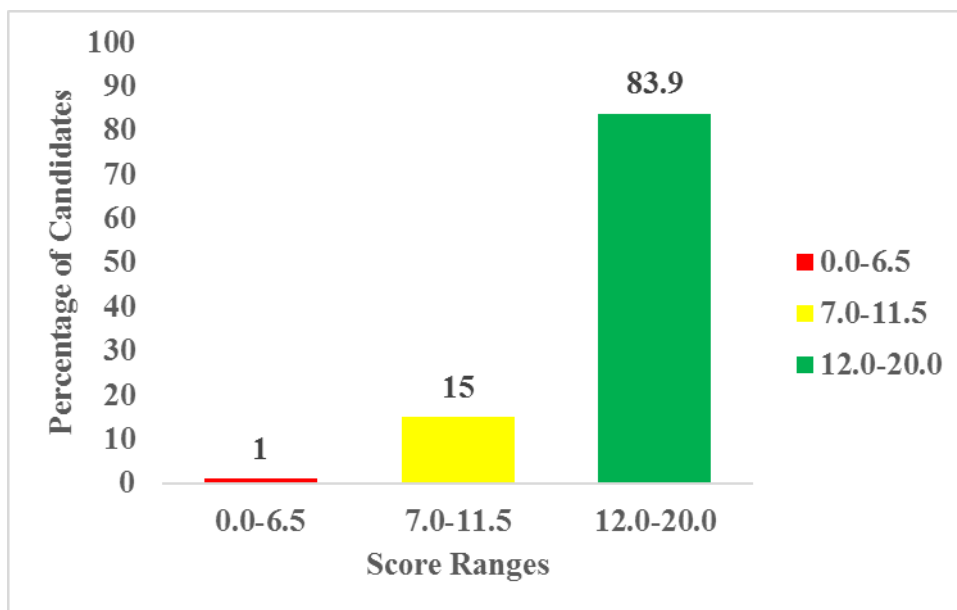


Figure 13: Candidates' performance on Question 5.

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.

| | |
|---|---|
| 5 | Conflicts are misunderstandings that may occur between two or more people. Conflicts may be intrapersonal with a person or interpersonal between two or more people. There are various reasons for conflicts in the society. This can be verified by the use of two plays "AN ENEMY OF THE PEOPLE" AND "RWANDA MAGERE" |
| | Starting with the play "AN ENEMY OF THE PEOPLE" written by Henrik Ibsen, various reasons for conflicts in the society can be verified as follows. |
| | Ignorance is the act of being unaware about something. In the ^{play} poem ignorance has resulted to the conflict between Dr. Stockmann and the citizens who were the majority as they did not want to listen to the speech of Dr. Stockmann and they branded him an enemy of the people while he was standing |

| | | |
|---|---|------|
| | <p>g for the truth about the pollution of upa bath which the man were ignorant of. In our society ignorance has resulted to conflicts as people fail to make a follow up instead they jump into conclusion which results into conflicts among people.</p> <p>Betrayal is the act of going against an agreement. In the play Betrayal has resulted into conflict between Dr. Stockman and the editors (Aulaken, Hovstad and Billing) as they betrayed Dr. Stockmann by siding with Peter Stockmann due to cowardice, lack of faithfulness and selfishness as they did not care on the promise they made to Dr. Stockmann as they did what Peter Stockmann ordered them to do. Relevant in our societies where by people betray their lovers, their friend and on agreement to make which leads to misunderstanding amongst them.</p> | |
| 5 | <p>Irresponsibility is the act of one to fail to fulfil his or her duties. In the play irresponsibility led to the conflict between Dr. Stockman and Peter Stockmann. As Dr. Stockmann did investigation on the upa bath and knew that they were contaminated but Peter Stockmann refused to make charges and prohibited Dr. Stockmann on printing the article in fear of the expenses since he was an irresponsible leader. In the society, Irresponsibility of many leaders who are in power lead to conflict among people in the society as they are faced with social problems which intern leads to misunderstanding and conflict.</p> <p>Selfishness is the act of a person to consider himself or herself for self gain and interest as less regard others. In the play selfishness is portrayed leads to</p> | 100% |

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. Conflict is the mis-understanding between people or group of people. By using two plays such as Betrayal on the rich and An Enemy of the people.

By start with the play of Betrayal on the rich written by Francis Irbuga. There are various reasons for conflict in society. Through the following point.

Corruption; Is the mis use of public fund for person gain. In this play the Boss, government was conducting corruption. So that reason for conflict in the society is corruption done by our leaders on the society.

Exploitation; In the same play of Betrayal on the rich the boss, government was exploit people on the society this brought conflict. So that in capitalistic people they have no right of freedom. So that reason for conflict in the society is exploitation.

Protest; People go against someone or something on the play the Boss go against they people on the society this cause conflict in the society between Boss and they people. The various reason of conflict in the society is protest.

Humiliation; Through this people the humiliation done by Boss cause conflict with his wife so that boss was want to rape Regina with out her willing so that Humiliation is one of reason cause conflict on the society.

Also by using the play of An Enemy of the people the people written by Henrik Ibsen. But in this the title itself is ironic the Man of the people is An Enemy of the people on the society.

| | | |
|---|---|--|
| 5 | So that There are various reasons for conflicts in society. Through the following points Oppression; In this play the Peter stockman is an oppression one on the society & that in this society Peter stockman cause oppression to his people. Through this point oppression is one of reason for conflict in the society. Corruption; Is the misuse of public fund for personal gain. In the play the Peter stockman use a corruption to Article man so that the corruption lead to conflict between Peter stockman and Dr stockman. Protest; Is the ref of go against something. In the play the Peter stockman is go against his people on the society. Also is go against his partner Dr stockman. So that protest is one among of reason for conflict in the society. Exploitation; In the play the Peter stockman is exploit people on the society. This situation brought conflict between Peter stockman and Dr stockman. So that exploitation is one among of reason for conflict in the society. By conclusion we have seen reason for conflict in the society. The following on how to prevent it By provision of education, also to avoid corruption, protest, betrayal, conflict, exploitation, and oppression on the society because brought under development. | |
|---|---|--|

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 Beautiful 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. | <p>Conflicts refers to Misunderstandings between two parts or between one person and another person. Conflicts occur in the Society due to Various reasons Which Cause it to occur from the two novels i have done Which are A man of the people written by "Chinua achebe" and "Beautiful ones are not yet born" written by ayi Kwei armah The following are the reasons for Conflicts in the society. Starting by "A MAN OF THE PEOPLE"</p> <p>Conflict between Odili and his father was is Caused by polygarnism; Odili was in Conflict with his father Hozekia Samalu because his father was polygarnist he Married many wives and had a lot of Childrens where he was not able to keep all Large pumber of family he had so Odili hatred that behaviour.</p> <p>Conflict between Josiah and society or citizens was is Caused by Superstitions beliefs; Josiah the owner of the Shop was in Conflicts with citizens where they reacted by refusing to buy in Josiah's shop because Josiah wanted to take the stick of Azoge the blindbegger so as to get richness from it according to Superstitions beliefs so citizens hatred that behaviour and reacted to Josiah.</p> <p>Conflict between Odili and Chief Nanga Caused by Moral decay of chief Nanga; Moral decay of Chief Nanga Cause Conflict between</p> | |

5 him and Odili, because Odili is not happy when Chief Nanga slept with Elsie while he knew that Elsie is the lover of Odili so due to this act Odili is not happy and come into conflict with Chief Nanga.

Conflict between Odili and citizens at the Campaign is caused by Ignorance. The conflict between Odili and citizens at the Campaign occurred because majority are ignorant Odili was talking the truth that Chief Nanga is not a good person he is not a man of the people but an enemy of the people due to Ignorance people reacted and beat him until he faint. So the what caused conflict is ignorance.

From the Second novel done which is "BEAUTIFUL ONES ARE NOT YET BORN" written by Ayi Kwei Armah. The following are Causes of Conflicts.

Conflict between The man and Oyo's mother is caused by The Poverty. The Man was in conflict with his Mother-in-law Oyo's Mother because Man is poor he can not afford basic needs even his childrens walk barefooted where Oyo's Mother call them orphans Oyo's mother regret why The man was impregnated her daughter this is because of poverty if The man was not poor May be Oyo's Mother was happy to have The Man as his inlaw.

| | |
|----|--|
| 5. | <p>Conflict between Man and Timber contractor Amankwa is caused by corruption. The man rejected corruption from Amankwa so as to help him to transport timbers illegally after rejecting Amankwa is hungry and give bitter words to the Man so this conflict is caused by Corruption.</p> <p>Conflict between the man and his wife is caused by poverty. Man also is in conflict with his wife because man is poor also while he is non corrupt he do not want to benefit from corruption for him it is better to be poor than to be rich from the fruits of corruption. It reach a time his wife call him chichidodo.</p> <p>Conflict between The man and Conductor is caused by ; The man is in conflict with conductor where Conductor find the man asleep in the bus while all passengers are out of the car not realizing that the man was asleep he thought the man was looking for him on what he is doing he was hiding money so conductor used abusive words to the man but he do not reply anything he came down and continue with his journey.</p> <p>Conclusively not only conflicts are revealed in literary works but also there are other themes like poverty, Moral decay, irresponsibility, Ignorance, Dissillusionment, Corruption, selfishness, favouritism, extravagance and Unfaithful.</p> |
|----|--|

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.

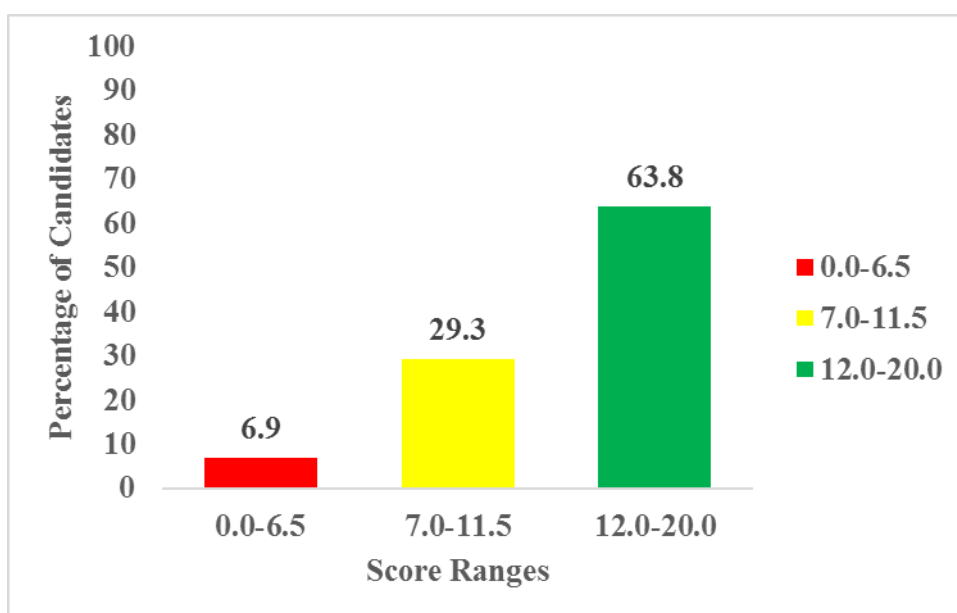


Figure 14: *Candidates' performance on question 6*

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 Beautiful 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. | | |
| | <p>Social problems are the vices and difficulties that faces societies. Poverty refers to the state of not being able to afford basic needs such as food, shelter and clothes. Many of the problems in our societies such as crimes and prostitution are really caused by poverty and this is going to be justified by the novels of "A Man of the People" by Chinua Achebe as well as "The Beautiful Ones are not yet born" by Ayi Kwei Armah.</p> <p>Starting with the novel of "A Man of the People" by Chinua Achebe, social problems caused by poverty are as follows:-</p> <p>Early marriages are caused by the inability of girls' families to pay for their education. This happens to Edna Odo whose father failed to pay for her education leading to her education being paid by Chief Nanga something which contributes to her arranged marriage with Chief Nanga. Also, Mrs Nanga was forced to marry Chief Nanga since he is rich and has political influence.</p> | |

| | | |
|----|---|--|
| | Corruption is fuelled by poverty as people expect to be corrupt in turn due to their poverty. This is depicted by a man who considered the leader's embezzlement as something good since it is their time to 'eat'. He says this being happy to hear that Odili Samalu contest for being a parliamentarian and thus says that now it comes the time of Odili's village, Unua, to eat. | |
| 60 | Prostitution among young ladies is prevalent since they can afford their needs due to their poverty. Young girls offer themselves to leaders in hotels in a usual routine for exchange of petty things like wigs, purses and money. This shows that poverty of the girls' families is the main driving force behind their involvement in sexual relations with government leaders. | |
| | Family conflicts are fuelled by poverty as depicted through the man. The man was gets in conflicts with his wife due to her discontentment over the economic condition that the family is going through. She wonders why the man does not take bribes and thus she calls him <i>chikindodo</i> to mean a hypocrite. The man also gets in conflict with his father and mother-in-laws due to the poverty that his house was facing. | |

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, refers to the inability of an individual and a country to fail to attain a minimum level of well being. Social problems, refers to the human realities that happen in the society in which the literary work portrays. It is true that most of the social problems in different societies are caused by poverty this is because in our societies several issues are the result towards problems but few are for the development of people and the society. This is proved by using the novel, *The Beautiful ones are not yet born* and *The Man of the people*.

By beginning with the novel *The Beautiful ones are not yet born* the following are points:

Corruption done by the leaders is due to poverty. In the novel, the novel has depicted the bus as the government of Ghana in which the majority of the leaders are corrupt such people include Joseph Koomson is a corrupt leader hence he corrupt Maxwell therefore this is due to the issue of corruption which is caused by the poverty of the country hence, reveal the contention.

06. Poverty is caused due to the disappointment of the government to its people. In the novel majority of the people are disappointed in which the government promised to provide his people with various services but at the end it is seen that leaders drive expensive cars, in which this results to disappointment of people such as the man, Koffi Billy Hence it is true that social problems are caused by poverty.

Betrayal of the people by the government is due to poverty. The government of Ghana promised people development but at the end people are seen to be betrayal since the leaders fail to take the responsibility of providing needs to their people, hence leaders such as Joseph Koomson, are seen enjoying the national cake hence people like Oyo and the man are suffering from poverty. Therefore betrayal as a problem is caused poverty.

Social stratification is caused by poverty in the society. The writer has revealed that there are people in the government have become rich due to the act of corruption hence result into classes of poor people and the rich people. The poor people include Oyo and the man while the people in the government are rich such include the Joseph Koomson who is seen driving the

06. Luxurious car and stoney houses. This is due to the cause of poverty. Hence the social problem is due to poverty.

By ending with the novel The Man of the people the following are points.

Misuse of resources has caused poverty in the society. In the novel the writer has revealed Honourable chief Nanga as one of the people who misuse the public resources as he is seen he is not spending his time in providing and serving for his people while he is seen taking the national car for his purposes this is lack of sense and hence this results to underdevelopment which is subjected to poverty. Therefore social problems are the result of poverty.

| | |
|-----|--|
| Q6- | Odili Samalu Favouritism by Chief Nangwa Causes poverty. In the novel the writer has revealed that Chief Nangwa favoured Odili Samalu in the government this is due that he knows him, this is referred to as Nepotism therefore, the act of favouring Odili Samalu in the government this results to the underdevelopment in the societies which it is associated with poverty. Hence the social problems in our societies is caused by poverty. |
| | Irresponsibility of the government leaders Causes poverty. The writer has revealed that most of the leaders are responsible, Chief Nangwa is an irresponsible leader in the government this is because he is not ready to serve his people but he enjoys the national cake, also Odili Samalu is not responsible he enjoys driving luxurious car and fail to provide his people with services in the government. Hence such social problems are the result of poverty. |
| | In General, poverty should be measured by overcoming |

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.

| | | |
|---|---|--|
| ⑥ | <p>Poverty, refers to the situation where some body miss the basic needs of living example food, shelter and clothes, so through the poverty in the society can be caused by the different causes. By using the two novels that is "THE BEAUTIFUL ONES ARE NOT YET BORN" by Aji Kwei Armah and "A MAN OF THE PEOPLE" by Chinua Achebe. The following are the causes of poverty by starting with "THE BEAUTIFUL ONES ARE NOT YET BORN".</p> <p>Poverty is caused by corruption; also the issue of corruption is the big enemy to the development. also we can see in the poem the leader they were to irresponsible to combat the problem. As we can see to Koumoun.</p> <p>Poverty is caused by bad leadership; also we can see to the point of bad leadership they are is very weak point to make sure that the people from the society are likely to exploited much to that point.</p> <p>Poverty is caused by exploitation; also as we can see to the point of exploitation they are is very bad thing, since most of the leaders from the world of art are very</p> | |
|---|---|--|

| | | |
|---|--|--|
| ⑥ | exploiters, since they are using the public fund for their own interest. | |
| | do through that we can see leaders like Kuumoon can cause poverty. | |
| | Poverty is caused by lack of being irresponsible; as we can see to both character can be low class or the high class do not understand their responsibility. But especially the leaders are very bad and harsh to the people. Example Kuumoon. | |
| | Also we have some of the causes of poverty in the society. | |
| | Issue of Corruption; also we can see the leaders from the work of art are very familiar with exploitation and corruption too. Example from the novel we can see the character Chief Nanga was very corrupt. so that leader to poverty. | |
| | Issue of embezzlement of fund (public fund); also the most cases the leader are very familiar in using the public fund for their own profit (interest) that can be objected to the use of the public fund like how Chief Nanga did it is not a good thing. | |
| | Bad leadership; also the people of are seen seeing the political leaders as the mirrors of them. But bad enough the leaders are | |

| | | |
|---|---|--|
| ⑥ | practicing the bad leadership to such point, as we can see to the character Chief Nanga. He owned wealth cars and big house. | |
| | Issue of hypocrisy; also many of the political part leaders are the ones that contain the hypocrisy, since they pretend to be good in front of the citizen but back to their people (offices) are very bad people. That has been seen to Chief Nanga. | |
| | Generally, the poverty in the society is most caused by the leaders themselves and they are not responsible to the people who have give them power to rule the people around the society. | |

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**.

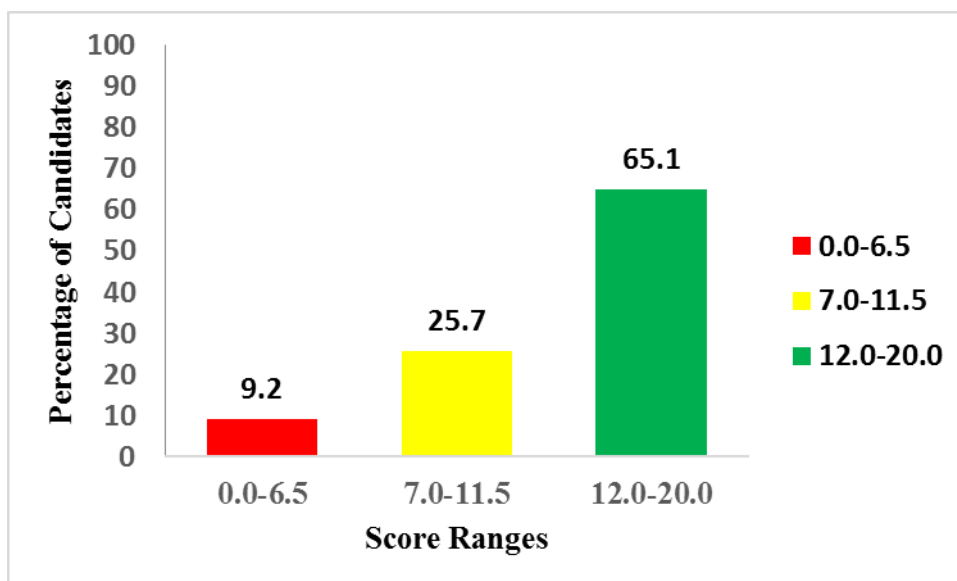


Figure 15: *Candidates' performance on Question 7*

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 Jisper 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 Juser 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 extra-marital 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 Muhiuni 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 Muhiuni 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.

| | | |
|-----|--|----|
| 07. | 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 to people. By using two plays such as "BETRAYAL IN THE CITY" by Francis Imbuga and "AN ENEMY OF THE PEOPLE" by Henrik Ibsen, plays advocate for changes in the society in which they are set. By starting with "AN ENEMY OF THE PEOPLE", the following are the changes advocated by the play in the society; | 03 |
| | Discouragement of betrayal in the struggle; the playwright discouraged the issue of betrayal during struggle as it hinders the process. For example, betrayal done by Mr Asikari, Mr Billing, Mr Hovstad and Peter Stockman to Thomas Stockman and the societies hindered the struggle to bring change in the society. So it must be fought even in our contemporary world like Tanzania. | |

| | | |
|--|---|--|
| | Struggling against corruption in the society | |
| | also the playwright propose to wage | |
| | a war against corruption in the society | |
| | in order to bring about equality and | |
| | Success in the struggle, for example corruption | |
| | offered by Peter Stockman, to the Editor | |
| | of the Herald not to Public Doctor's | |
| | discovery hindered the struggle for change | |
| | So corruption must be fought in .. | |
| | the society like Tanzania, | |

| | | |
|-----|---|----|
| 07. | Discouragement of Ignorance in the | .. |
| | society; due to the domination ignorance | |
| | among the people must be fought since | |
| | it results to immorality in the society | |
| | for example in the play the ignorance | |
| | by Editor of the Herald, Masu (people of | |
| | the society), Peter and Morten led made | |
| | the failure to overcome the contamination | |
| | of the Spa bath. So Ignorance must | |
| | be fought tooth and nail to the African | |
| | states like Tanzania, | |

~~Discouragement of social~~

| | | |
|--|--|--|
| | Discouragement of the denial of social, | |
| | political and economic freedom; through | |
| | the play, Petra, Thomas Stockman are | |
| | dismissed from job by the Peter Stock | |
| | man due to their war against the | |
| | contamination of spa bath also Elif and | |
| | Morten are chased from school by the | |
| | government. so in order to bring changes, | |
| | the denial of people's rights to education | |
| | and job must be discouraged. | |
| | Also in the play, "BETRAYAL IN THE | |
| | CITY" the following are changes advoca | |
| | ted by the play: | |

| | | |
|--|--|--|
| | Discouragement of Nepotism and | |
| | favouritism in the community; In the novel | |
| | Boss favour Mulili to the upper positions | |
| | in the political affairs despite of his | |
| | education of lower standard. Through | |
| | this Nepotism must be discouraged | |
| | in order to ensure equality and good | |

| | | |
|----|--|--|
| Q7 | Generally, injustices system in the society are highly caused by the bad leadership which causes the denial of Education right, living right and the expression right among the people, so it must 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 is true that plays advocate for change in societies in which they are set. By using two plays which are "BETRAYAL" and "THE CITY" by Ernest Inanga and I will, MARKY with INANT by Ngugi wa Thiong'o and Ngugi wa Muri show the following. By starting with the play BETRAYAL in THE CITY show the following. | |
| | Sacrifice. This is one which caused a lot in advocate for change for instance in the play we see different people who sacrifice their life for changes for such as Fero who sacrifice in allowing Doga and Ning to conduct sharing ceremony. This sometimes advocate for change. | |
| | Tradition. This occurred in the play as when Aelika died, his parents Doga and Ning conduct sharing ceremony so this show that there is preservation of culture which made changes politically. | |

| | | |
|--|--|--|
| | Responsibility. In the play we | |
| | see some people who are responsible | |
| | for example there was responsible teacher as | |
| | allowing sharing ceremony. And also go | |
| | against his government so this led to | |
| | political change. | |
| | Coming to the play I will merely | |
| | when I want show the following. | |
| | Access of education. We see there is | |
| | importance of education in order to bring devel- | |
| | opment. As shown in the play all poor people | |
| | who exploited they are illiterate. So there | |
| | the need of education so as to change politically. | |
| | Traditionalism. There is a need to | |
| | remove or stop some cultural values which | |
| | does not bring development. This also will enable | |
| | political change. | |
| | Eradication of poverty. Poverty is | |
| | source of underdevelopment so poverty | |
| | should be eradicate so as will enable to | |
| | advocate change in politics thus went | |
| | preparatory with remove 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: refers to the technique in a literary work. Content also is a technique in a literary work. example of content is marriage and themes. The following under this section that I have done by writing the two plays which are I WILL MARRY WHEN I WANT by NGUGI WATHIONGO and AN ENEMY OF THE PEOPLE by HENRIK IBSEN prove the above statement starting with I WILL MARRY WHEN I WANT as follows. |
| | Title: refers to the name in a literary work. In the play itself "I WILL MARRY WHEN I WANT" it shows how women are being forced to be married without their willing. Example Gathoni is forced by her mother to be married. |
| | Setting: refers to the time and place where the work of arts took place. From the play the setting was done soon after independence in Kenya. This is used to show also it took place in the village. This is used to show how the work has been done and performed. |
| | Songs: also the use of songs was involved in the play so as to express other people's feelings from the play. |

| | | |
|-----|---|--|
| 07. | COMING TO AN ENEMY OF THE PEOPLE as follows; | |
| | Symbolism; refers to the use of signs to represent something. From the play | |
| | Spa bath symbolizes effect of corruption | |
| | This is used to show that corruption is the cause of underdevelopment to the country. | |
| | Dramatic irony; is a situation whereby characters do not know a certain secret on the same stage. From the play Peter stockman hides in the room of printers, so as Dr. Stockman Thomas stockman could not see him. This is used to show hypocrisy. | |
| | Suspense; is act of delaying or an anxious delaying of something so as the readers can read and see the next part. From the play "Dr stockman is congratulated | |
| | "Dr stockman is congratulated for the discovery of the gaze gauge. | |
| | This is used to make the readers read the next part continue reading the next part. | |
| | Soliloquy Soliloquy; is a situation whereby a person expresses his or her own thoughts. From the play Dr stockman says | |
| | "They have suspended my boys from school, I will teach them alone myself" | |
| | Generally; it is safe to conclude that not only symbolism, dramatic irony but also there are other forms and context 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**.

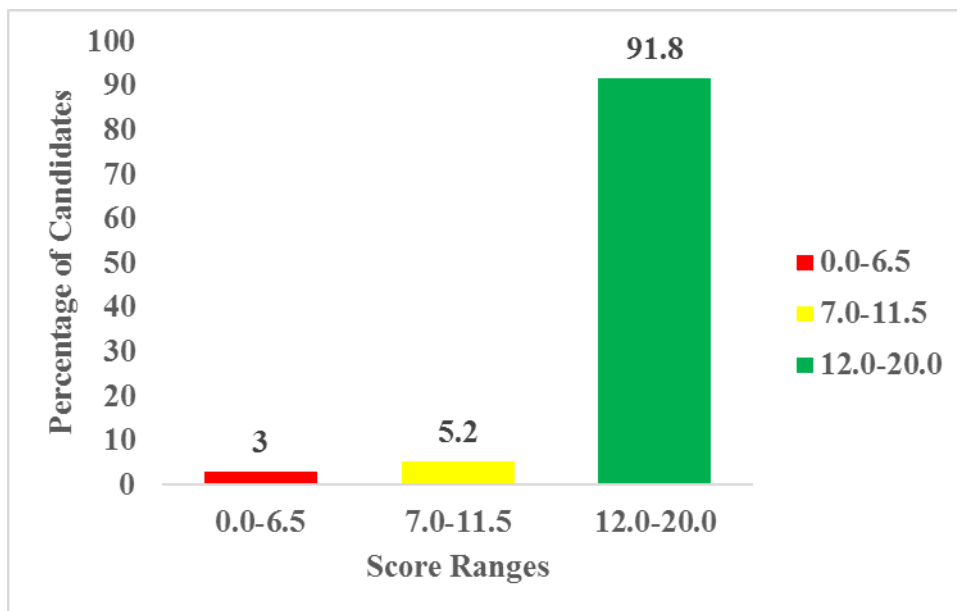


Figure 16: *Candidates' performance on Question 8*

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.

| | | |
|----|---|----------|
| 8. | Poetry is the rhythmic composition using language with a lot of figures of speech and imagery that appeals to the readers' or listeners' emotions and feelings. It is a work of art which uses poetic language to express issues in the society. Through the artistic way of presenting society issues, poetry identifies itself. It is well known through its effective ways of presenting society issues. | use only |
| | <p>Starting with the poem A FREEDOM SONG by Macgoye Oluadhe, Poetry depicts various issues and presents them very effectively in a way that appeals to our emotions by using var various poetic devices and figures of speech. To begin with child labour the poet portrays the problem of child labour in the society by using imagery. We see through the mental images a 8 years old Atieno being employed at home. The poet writes:</p> <p style="padding-left: 40px;">Atieno washes dishes Atieno plucks the chicken Atieno gets up early Beds her sack down Atieno eight years old</p> <p>Moreover, the poet addresses the issue of oppression and humiliation. Atieno is oppressed. She is humiliated by her uncle. The poet uses special rhythmic patterns to appeal to our senses as he says</p> <p style="padding-left: 40px;">"Beds her sacks down the kitchen</p> <p>This is the musical feature of poetry which appeals to readers and listeners.</p> <p>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 stomach</p> | |

| | | |
|--|---|--|
| | stomach as the poet says | |
| | "Thin and red | |
| | Skinny and bald | |
| | The boy groans on the ground | |
| | Another point issue is ineffectiveness of education. The | |
| | poet exposes that the youth rejecting education because | |
| | 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 | |
| | And not a pen" | |
| | In the poem BUILDING THE NATION by Henry | |
| | Barrow the poet uses satirical language to annoy | |
| | the readers so that to hate the lazy workers | |
| | who exploit public resources to benefit themselves | |
| | The poet says: | |
| | "Today I did my share | |
| | in building the nation | |
| | I drove a Permanent Secretary | |
| | to a luncheon -- " | |
| | The Permanent Secretary is a hypocrite who pretends | |
| | to be working for the public while he does not. | |
| | Instead he travels to enjoy in recreation centres. | |
| | Moreover, the poet uses irony to mock the | |
| | readers who expect a permanent secretary that he | |
| | was on state duties while he was away on | |
| | his private missions. The use of irony makes | |
| | 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**.

8 Poetry is the rhythmic composed language which comprises of figures of speech and imagery that appeal to our ~~eyes~~ the readers emotion and feelings. Poetry are composed with a condensed language and rich in ~~re~~ figures of speech through which various issues are being discussed. As poetry also act as a major tool of educating the society by putting social realities which occur in our society. This can be proved by using your poem as shown below.

Starting with the poem A FREEDOM SONG by Macgoye Oludhe, Poetry depict various issues as follows.

Child labour is the act of assigning roles and responsibilities of an adult to a child. This involves overworking of the child. In the poem it is seen as Atieno was been assigned with many works while she was only in the age of 8 years old. It can be quoted as follows.

Child labour is the act of assigning roles and responsibilities of an adult to a child. This involves overworking of the child. In the poem it is seen as Atieno was been assigned with many works while she was only in the age of 8 years old. It can be quoted as follows.

"Atieno washes dishes,
Atieno plucks the chicken,
Atieno gets up early,
Beds her suck down the kitchen
Atieno eight years old..."

This is relat relevant to our societies whereby children especially orphans who are either ~~over~~ adopted or raised by relatives are being overworked which is against human rights.

Humiliation and oppression is the act of frustrating someone and denying him or her rights. In the poem Atieno was Humiliated and oppressed as she was not given special needs as a child instead she was been overworked

| | | |
|----|---|--|
| 8. | and lived in a very poor condition. In the poem is seen as follows | |
| | ... "Bed, her sucks down the kitchen;..." | |
| | In the society, children with no parents are being humiliated and subjected to poor living environment with no any special care. Humiliation leads to poor life and injustice. | |
| | Exploitation: Is the act for using a person's resource with no pay or little pay compared to the energy given out. In the poem Atieno's uncle exploited Atieno, he gave her many work and Atieno worked as a house girl but she never got paid since she is his relative. In the poem is seen as follows. | |
| | "Since she is my sister's child Atieno needs no pay"... | |
| | Relevant In the society whereby not only children are exploited but also workers especially of the lower class who are highly exploited by the people of the upper class. | |

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.

8 Poetry is the work of art which involve the collection of verse to form stanza which express the deep feelings and use creative language. In order to send message in the society Many poet were introduce their poem in order to educate the society, by using poems "EAT MORE" writtern by Joe Corrie, "YOUR PAIN" writtern by Armando Gueburza, "FREEDOM SONG" writtern by Oludhe Marigoi and "LIVE AND LETS DIE" writtern by Kundi Farajoi. This shows when the poetry

8' "---Let them eat brother
Because the rich nation
Is not yet red read to die a little"

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.

^{Satire}
^{Simile} This is the figure of speech, which used when the person in the poem shows that the people are poor when it say

"Let them eat air
Let them digest the sunshine"

This shown that poor people are suffer because it hard life.

8' "--- Let them eat brother

Be cause the rich nation
Is not yet ready to die a little"

This show that poverty is continued and exploitation is continued because the rich nation is not ready to live poor country to control they self.

^{Satire}
Surreal. This is the figure of speech which used when the person in the poem shows that the people are poor when it say

"Let them eat air

Let them digest the sunshine"

This shows that poor people are suffer because it's hard life.

Exploitation, this behaviour shown when the poor nation were continue to exploit to the poor country and when seen poor country lamented that our country is poor because we are a lazy. But it's not reason and one reason is the exploitation of rich country. This shown when it say

"Let them eat air

Because the rich nation is

Is not yet ready to die a little"

And this is the one among factors which cause the poverty. And another poem is Freedom Song which represents.

Rhetorical question: Many parent or relative forget their duty and this cause the bad result of the family. This shown when Alieno and lament about the change of Alieno behaviour and forget that it's his responsible. This at the end cause the death of Alieno it says

"Who will teach her what is right"

| | | |
|---|---|--|
| 8 | This is man problems which face many family. | |
| | Simile is the figures of speech which use comparison to compare to a two dissimilar. This shows when Alieno started to admire the school girls wear style and other things this shown when persona says: | |
| | "She needs to wear like a school girl" | |
| | This shows that Alieno loose the right of getting education and many children were loose it. | |
| | Imagery. Is the creating of mental picture. In this shows that Alieno Anle is hypocritical because when Alieno was alive he treaty badly but when he die started to say that is end for such narrow life this is hypocritical and say "Alieno gone to glory." | |
| | This shown after the many problems Alieno were go in the heaven to glory and another poem is Your Pain shows | |
| | Humiliation. This is the situation which the persona show that is humiliated with different things which occur in the society. This shows when he says | |
| | "Your scars | |
| | Yes I was many scars | |
| | Shall remember 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 Language 1 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

| S/N | Topic | Performance Per Question | | |
|-----|--------------------------------|--------------------------|--|---------|
| | | 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

| S/N | Topics | 2022 | | | 2021 | | |
|-----|--------------------------------|-------------------|--|---------|----------------|--|---------|
| | | 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 |

