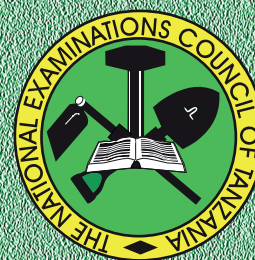


THE NATIONAL EXAMINATIONS COUNCIL OF TANZANIA



**EXAMINERS' REPORT ON THE PERFORMANCE
OF CANDIDATES CSEE, 2012**

**022 ENGLISH LANGUAGE
(School Candidates)**

THE NATIONAL EXAMINATIONS COUNCIL OF TANZANIA



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**022 ENGLISH LANGUAGE
(SCHOOL CANDIDATES)**

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Table of Contents

FOREWORD.....	iv
1.0 INTRODUCTION.....	1
2.0 ANALYSIS OF THE CANDIDATES' PERFORMANCE PER QUESTION.....	2
2.1 SECTION A: COMPREHENSION AND SUMMARY.....	2
2.1.1 Question 1: A Comprehension Question With Multiple Choice and Short Answers Questions.....	2
2.1.2 Question 2: Summary Writing.....	3
2.2 SECTION B: PATTERNS AND VOCABULARY.....	5
2.2.1 Question 3: Explaining People's Job / Work.....	5
2.2.2 Question 4: The Use of Articles 'a', 'an', and 'the'.....	7
2.2.3 Question 5: Family Relationship.....	9
2.2.4 Question 6: Correcting the Sentences.....	11
2.2.5 Question 07: Re-writing the Sentences.....	13
2.3 SECTION C: LANGUAGE USE.....	15
2.3.1 Question 08: Re-arranging the Jumbled Sentences.....	15
2.3.2 Question 09: Matching Items.....	16
2.3.3 Question 10: Writing Skills.....	17
2.4 SECTION D: RESPONSE TO READING.....	22
2.4.1 Question 11: Poetry.....	22
2.4.2 Question 12: Important Items in the Criticism of a Poem.....	26
2.4.3 Question 13: Using Two Plays to Show How Male Leaders Abuse their Power to Win Love.....	29
2.4.4 Question 14: Themes Relevant in Tanzania Today.....	32
3.0 CONCLUSION.....	41
4.0 RECOMMENDATIONS.....	41

FOREWORD

The Examiners' report on the Performance of the Candidates in English language subject, in the Certificate of Secondary Education Examination (CSEE) 2012, was prepared in order to provide a feedback to students, teachers, parents, policy makers and the public in general about the performance of the candidates and the challenges that they face in attempting examination questions.

The Certificate of Secondary Education Examination marks the end of four years of ordinary secondary education. It is a summative evaluation which, among other things, shows the effectiveness of the education system in general and the education delivery system in particular. Essentially, the candidates' responses to the examination questions is a strong indicator of what the education system was able or unable to offer to the students in their four years of Ordinary Secondary Education.

The analysis presented in this report is intended to contribute towards understanding of possible reasons behind the candidates' responses in English language subject. The report highlights the factors that made the candidates fail to score high marks in the questions. Such factors include failure to identify the task of the question, inability to follow instructions and lack of knowledge on the concepts related to the subject. The feedback provided will enable the educational administrators, school managers, teachers, students and other stakeholders to identify proper measures to be taken in order to improve the candidates' performance in future examinations administered by the Council.

The National Examinations Council of Tanzania will highly appreciate comments and suggestions from teachers, students, school inspectors, curriculum developers and the public in general, that can be used in improving future Examiners' reports.

Finally, the Council would like to thank the Examination Officers, Subject Teachers and others who participated in analysing the data used in this report, typesetting of the document and in reviewing the report.



Dr. Charles E. Msonde

Ag. EXECUTIVE SECRETARY

1.0 INTRODUCTION

This report presents the performance of the candidates who sat for CSEE, October 2012, English Language Examination which focused on testing the candidates' competences in comprehension and summary, patterns and vocabulary, language use and response to readings. The report shows how these candidates performed in each question. It presents the candidates' strengths and weaknesses in various areas when answering the questions. The focus of this report is on the questions which were performed well, those which were attempted by most candidates, those which were avoided by most candidates, and those which were poorly done by most candidates.

The analysis is organised in such a way that candidates' performance in individual items for the 2012 English Language paper is presented by indicating the percentage of candidates who attempted the question and the percentage of candidates who scored various marks based on their responses. Extract samples of candidates' responses are presented in order to provide a general overview of how the candidates responded in view of the demands of each item.

The number of candidates who sat for this paper in October 2012 was 397,005 of which 27.94 percent passed with different grades, as shown in Table 1.

Table 1: Candidates' Pass Grades in CSEE 2012, English Language Examination

Grade	A	B	C	D	F
% of candidates	0.03	21.08	6.76	20.07	72.06

This performance was low when compared to the 2011 English Language Examination, where 30.11 percent of the 338,822 candidates passed with different grades, as shown in Table 2.

Table 2: Candidates' Pass Grades in CSEE 2011, English Language Examination

Grade	A	B	C	D	F
% of candidates	0.09	1.83	6.64	21.55	69.89

The following sections present the analysis of the candidates' responses and extracts obtained from the candidates' examination scripts.

2.0 ANALYSIS OF THE CANDIDATES' PERFORMANCE PER QUESTION

2.1 SECTION A: COMPREHENSION AND SUMMARY

There were two compulsory questions in this section, each carrying 05 marks, thus making a total of 10 marks for this section.

2.1.1 Question 1: A Comprehension Question With Multiple Choice and Short Answer Questions

This question required the candidates to read the passage given, answer the four multiple choice questions (i-iv) in part 1 (a) and complete the table given in part 1 (b) with appropriate information from the passage.

S/N	AGENT	THE WAY THEY DESTROY THE ENVIRONMENT	
1	Man	(i)	
		(ii)	
2	The goat	(i)	

This question was attempted by 94.8 percent of the candidates, of which 55.9 percent scored between 00 and 02 marks and 54.1 percent scored between 03 and 05 marks.

The analysis of the candidates' responses indicated that the candidates who scored high marks in this question comprehended the passage and were able to answer the multiple choice and short answer questions as required. Extract 1.1 shows a sample of a good response.

Extract 1.1

1. a> (i) C			
(ii) E			
(iii) D			
(iv) C			
b>	S/N	AGENT	THE WAY THEY DESTROY THE ENVIRONMENT
	1.	Man	i> Overgrazing ii> Cutting down of trees.
	2.	The goat	i> Eats as much of plants as it can leaves, stem and roots causing soil erosion.

Extract 1.1 shows a sample of a response of a candidate who scored high marks. This candidate managed to answer the multiple choice and short answer questions as required.

2.1.2 Question 2: Summary Writing

In this question, the candidates were given a passage to read and then summarise it in five sentences in a single paragraph. The intention of this question was to test the candidates' ability to read and understand.

This question was attempted by 74.2 percent of the candidates, of which 88.2 percent scored 0, 9.1 percent scored between 01 and 02 marks and only 2.7 percent scored between 03 and 05 marks.

As shown in the percentage, the candidates' performance in this question was generally poor. The analysis of the candidates' responses indicated that the candidates performed poorly in this question because they failed to follow the principles of summary writing requiring them to:

- (i) use their own words without distorting the original message,
- (ii) ensure a good flow of ideas,
- (iii) use good grammar and
- (iv) consider the number of sentences given.

Extract 2.1 shows a sample of a response from a candidate who wrote the summary by numbering the sentences instead of putting them in a paragraph form as required.

Extract 2.1

2.	
	(i) Hello talk to anybody in the world and send message's .
	(ii) They receive message but the ability to send is not within them
	(iii) The operator then connected them to other telephones.
	(iv) I getting marriage next year.
	(v) land line telephone like my parent and grandparent are connected.

Extract 2.1 shows a sample of a response of a candidate who failed to respond as required, thus scoring a zero mark. This candidate wrote the summary by numbering the sentences instead of putting them in a paragraph form as required.

Other candidates scored low marks because they wrote lesser sentences than the required. The analysis further indicated that there were candidates who scored zero marks because they wrote the summary in a language which could not be understood while others just picked some sentences from the passage and put them together to form what they regarded to be a summary. For example, one of these candidate wrote: *"An electrical current passed along these wires. I work in the same way but instead of using telephone. Radio signals are transmitted from one to one of my friends. My parents and grandparents are connected by telephone."*

A candidate who wrote such a summary got a zero mark because it violated the requirements of the question. Extract 2.2 further shows a sample of a summary written by a candidate who just picked some sentences from the passage and put them together.

Extract 2.2

2. Beep, Beep! Beep, Beep! Hello, this is mobile phone speaking. I have a very good memory that enables me to remember the telephone numbers of many people. The family name is telephone, it is made from two very old Greek words. Tele-mean far away and phone mean voice.

Extract 2.2 shows a sample of a response from a script of a candidate who just copied some sentences from the passage and put them together, thus scoring a zero mark.

Despite all the weaknesses, there were candidates who performed well in this question because they were able to identify the main points in the passage and summarise them in five sentences to make a meaningful paragraph as required. Extract 2.3 shows a sample of a good response.

Extract 2.3

Q2. Telephones are the devices which are used for communication. Telephone have been undergoing various changes according to the needs of people. formerly there were dial phones, wind-up phones, mouth piece phones. In the new phase we have a modern telephone which is more efficient than the previous phones. The modern phone can store telephone numbers, and save messages.

Extract 2.3 shows a sample of a response from a script of a candidate who scored high marks. This candidate managed to identify the main points in the passage and summarise them in five sentences to make a meaningful paragraph as required.

2.2 SECTION B: PATTERNS AND VOCABULARY

There were five compulsory questions in this section each carrying 04 marks, making a total of 20 marks for this section.

2.2.1 Question 3: Explaining People's Job / Work

In this question, the candidates were required to write the activities done by (a) a vendor, (b) a tour guide, (c) a cyclist and (d) a foreman.

This question was attempted by 65 percent of the candidates, of which 2.5 percent scored between 03 and 05 marks. These candidates performed well because they were able to write the activities of the four people given. Extract 3.1 shows a sample of a good response.

Extract 3.1

3a)	<u>VENDOR</u> ; Is a person who sells commodities such as food stuffs and clothes by walking with them around the streets looking for customers.
3b)	<u>TOUR GUIDE</u> ; - A person who directs and instructs tourists when they are going for a tour.
3c)	<u>CYCLISTS</u> ; - A person who rides a cycle; a motorcycle or a bicycle.
3d)	<u>FOREMAN</u> ; - A person who supervises others in performing a certain task or activity.

Extract 3.1 shows a sample of a response of a candidate who understood the question and was able to write the activities of the four people given, thus scoring high marks.

On the other hand, the analysis of the candidates' responses indicated that the candidates who scored low marks in this question failed to respond correctly and according to the instructions given. Among these candidates there were those who had their answers centred on the duty of markers, as shown in Extract 3.2.

Extract 3.2

3'	a) vendor is the one who check the activities that done in the booklets.
	b) Tour guide is the one who are decide to give marks in the booklets.
	e) cyclist is the process whereby all people are given to mark one question pe single person.
	d) foreman is the one who give instruction to the member of marking marks.

Extract 3.2 shows a sample of a response of a candidate who was awarded a zero mark because his/her answers were centred on the duty of markers.

Also among the candidates who scored zero marks there was a candidate who decided to write what he/she thought to be the answers in Kiswahili, as shown below:

- (a) *Makusanyiko*
- (b) *Watalihi*
- (c) *Fundi*
- (d) *Fundi baiskeli*

Another candidate distorted the meaning and requirements of the question by forming the following meaningless words:

- (a) *Endor*
- (b) *n v Touter*
- (c) *Dist*
- (d) *Reman/freman*

Extract 3.3 further shows a sample of a response from a script of a candidate who distorted the meaning and requirements of the question by forming meaningless words.

Extract 3.3

3.	
	1a) Capanlar
	1b) Mage and insperdar
	1c) Christie of Church
	1d) Supervice of Instruction

Extract 3.3 shows a sample of a response of a candidate who distorted the meaning and requirements of the question by forming meaningless words, thus scoring a zero mark.

Even more critical, one candidate scored a zero mark because he/she wrote some insults to the markers in Kiswahili, indicating that he/she was unable to get the correct responses.

2.2.2 Question 4: The Use of Articles ‘a’, ‘an’, and ‘the’.

In this question, the candidates were given the following short passage with 08 gaps and they were required to fill in the gaps with appropriate articles.

When I was at school a few years ago, I was (i) _____ best student in my class. Whenever I was given (ii) _____ test, I scored full marks. When (iii) _____ best students were given an opportunity to participate in (iv) _____ essay writing competition, I won (v) _____ prize. (vi) _____ teacher who was dealing with (vii) _____ essay writing competition was given (viii) _____ prize too.

The question tested the candidates’ ability to use the articles ‘a’, ‘an’, and ‘the’. Every correct answer was awarded 0.5 marks, making a total of 04 marks for the whole question.

This question was attempted by 94.1 percent of the candidates, of which 58.3 percent scored between 02 and 04 marks. The analysis of the candidates’ responses indicated that the candidates who scored high marks understood the question and were able to fill in the gaps with the appropriate articles. Extract 4.1 shows a sample of a good response.

Extract 4.1

4.	i) the
	ii) a
	iii) the
	iv) an
	v) a
	vi) The
	vii) the
	viii) the

Extract 4.1 shows a sample of a response from a script of a candidate who understood the requirements of the question and was able to fill in the gaps with the appropriate articles, thus scoring all the 04 marks.

On the other hand, the analysis of the candidates' responses indicated that the candidates who scored low marks in this question were not familiar with the proper use of the definite article 'the', especially before specific nouns and when the article had been mentioned previously. For example, one of the candidates used the indefinite article 'an' in items (iii) and (viii) without being aware that the nouns pre-modifying the article had been mentioned in item (i) and (iv) respectively. Extract 4.2 further shows a sample of a response of a candidate who encountered difficulties in the use of the articles given.

Extract 4.2

4	i) a
	ii) a
	iii) the
	iv) an
	v) an
	vi) a
	vii) an
	viii) a

Extract 4.2 shows a sample of a response from a script of a candidate who failed to fill in the five blank spaces with the correct articles, thus scoring 03 marks.

2.2.3 Question 5: Family Relationship

In this question, the candidates were required to read the following passage describing Moshi's family and then answer the four questions (a) – (d) that followed. Every correct answer was awarded 01 mark, making a total of 04 marks for the whole question. The intention of this question was to test the candidates' ability to establish the correct relationship between different people mentioned in the description of Moshi's family and to test the candidates' knowledge of the appropriate words used to describe family relationship.

Passage

Moshi's family has two children who are Stela and Musa. Musa got married to Rose and Stela got married to John. Musa and Rose have two children Rasi and Hawa while John and Stela's children are Abdu and Amina. Abdu and Rasi are 30 years old while Amina and Hawa are 20 years old.

Questions

- (a) What is the relationship between Musa and Rose?
- (b) What is the relationship between John and Musa?
- (c) What is the relationship between Rasi and Stela?
- (d) Abdu, Amina, Rasi, and Hawa are _____ of Mr and Mrs Moshi.

This question was attempted by 92.3 percent of the candidates and the performance was generally poor as 73.2 percent of them scored between 00 and 02 marks.

The analysis of the candidates' responses indicated that the candidates who scored high marks in this question understood the requirements of the question, managed to establish the correct relationship between the people mentioned in the description of Moshi's family and were able to use appropriate English words to describe the family relationship. Extract 5.3 shows a sample of a good response.

Extract 5.3

5.	(a) Mussa is Rose's <u>husband</u> OR Rose is <u>Mussa's wife</u> .
	(b) John is <u>Mussa's brother in law</u> .
	(c) <u>Stelo</u> is <u>Rosi's aunt</u> .
	(d) <u>Grandchildren</u> .

Extract 5.3 shows a sample of a response of a candidate who scored high marks. This candidate managed to establish the correct relationship between the people mentioned in the description of Moshi's family and was able to use appropriate English words to describe the family relationship.

On the other hand, the analysis of the candidates' responses indicated that the candidates who scored zero marks in this question failed to respond as required. Among these candidates, there were those who failed to establish the correct relationship between the people mentioned in the description of Moshi's family. For example, one of the candidates wrote as shown below.

- (a) *Father and wife*
- (b) *Sister and brother*
- (c) *Uncle*
- (d) *Chidren*

Also, one candidate failed to get the appropriate English words used to describe the family relationship and decided to write them in Kiswahili, as shown below.

- (a) *Wapenzi*
- (b) *Shemeji*
- (c) *Mume wa shangazi*
- (d) *Wajukuu*

Responses (b) and (d) indicate that the candidates had the concept of what they were required to write but their poor command of English language hindered them from responding correctly.

Another candidate gave his/her responses in English but with incorrect spellings, as shown below.

- (a) *Rose's hasband*
- (b) *Brother in low/brother in raw*
- (c) *Ant/unt*
- (d) *Grandchildrens*

These responses indicate that the candidate had the concept of what he/she was required to write but the wrong spellings hindered him/her from scoring any marks.

Other candidates failed to write the appropriate words used to describe family relationship in English language. For example, one candidate wrote these responses:

- (a) *Musa and Rose are called husband*
- (b) *John and Musa are called brother*
- (c) *Rasi and Stella are called mother*
- (d) *Are 20 years old*

2.2.4 Question 6: Correcting the Sentences

This question required the candidates to correct the following eight (8) grammatically incorrect sentences.

- (a) I am planning to came at 4.00 pm.
- (b) Please does this work very careful.
- (c) One of our friends have left school.
- (d) Students they failed because they did not study hard.
- (e) My friends is working very hard.
- (f) There is many water in the ocean.
- (g) Maya's brother is study at the university.
- (h) Us are planning to use the new syllabus.

Each correct sentence was awarded 0.5 marks, making a total of 04 marks for the whole question. The intention of this question was to test the candidates' ability to use correct tenses, adverbs, quantifiers, different grammatical functions or cases of a pronoun in a sentence and number concord or agreement between the subject and the verb in a sentence.

This question was attempted by 88.5 percent of the candidates and the performance was generally poor as 89.2 percent of them scored between 00 and 02 and only 10.8 percent scored between 03 and 04 marks.

The analysis of the candidates' responses indicated that the candidates who scored low marks in this question were unable to analyse the sentences in order to identify the wrong words. They also demonstrated a poor command of English language including lack of knowledge on the proper use of tenses, adverbs, different grammatical functions or cases of a pronoun in a sentence and number concord or agreement between the subject and the verb in a sentence. Extract 6.1 shows a sample of poor response.

Extract 6.1

6.	(a) I am plan to come at 4:00pm.
	(b) Please do this work Carefull.
	(c) One of our friends have left to school.
	(d) Student failed because, did study hard.
	(e) My friends working very hard.
	(f) They was high level of water in the ocean.
	(g) Brother maya's study at the university.
	(h) Use your planning to use the new syllabus.

Extract 6.1 shows a sample of response of a candidate who was awarded a zero mark. This candidate failed to correct the eight sentences as required due to lack of knowledge on the proper use of tenses, adverbs, different grammatical functions or cases of a pronoun in a sentence and number patterns between the subject and the verb.

The analysis further indicated that there were candidates who scored zero marks because they violated the requirements of the question. That is, instead of correcting the sentences as required, they just picked some words from the sentences provided and re-wrote them in the ways they thought to be correct responses. Extract 6.3 shows a sample of such responses.

Extract 6.2

6.	(a) Playing
	(b) Please
	(c) let
	(d)
	(e)
	(f) any
	(g) Maya
	(h) use

Extract 6.2 shows a sample of a response from a script of a candidate who, instead of correcting the sentences as instructed, he/she just picked some words from sentence (a), (b), (c), (f), (g) and (h) and re-wrote them in the ways he/she thought to be correct responses.

Despite all the weaknesses, there were a few candidates who were able to correct the sentences as required, thus scoring high marks. Extract 6.3 shows a sample of a good response.

Extract 6.3

6a	I am planning to come at 4.00pm.
b	Please do this work very carefully.
c	One of our friend has left school.
d	Students failed because they did not study hard.
e	My friend is working very hard.
f	There is alot of water in the ocean.
g	Maya's brother is studying at the University.
h	We are planning to use the new syllabus.

Extract 6.3 shows a sample of a response of a candidate who managed to write most of the sentences correctly but got one sentence wrong, thus scoring 03 marks out of the 04 marks allotted to this question.

2.2.5 Question 07: Re-writing the Sentences

In this question, the candidates were required to re-write the four sentences by (a) punctuating the sentence, (b) adding a question tag, (c) changing the sentence from active to passive voice and (d) changing the sentence from a direct into a reported speech. This question tested the candidates' ability to use grammatically correct sentences.

- (a) I wish I could go to your school said Ali I would like to read stories too (Punctuate this sentence)
- (b) Asha has finished reading the newspaper. (Write the correct question tag)
- (c) Before the monkeys had climbed up the tree the lioness tore one of them into pieces. (Begin: One of the _____)
- (d) Shall we be able to identify the thief? Asked the police constable. (Begin: The police constable wondered _____)

This question was attempted by 84.3 percent of the candidates, of which 0.6 percent scored between 03 and 04 marks. As shown in the percentage, the candidates' performance in this question was generally poor. The analysis of the candidates' responses indicated that the candidates who scored high marks understood the requirements of the question and were able to re-write the sentences as required. Extract 7.1 shows a sample of a good response.

Extract 7.1

7.	a) "I wish I could go to your school," said Ali. "I would like to read stories too".
	b) Asha has finished reading the news paper, hasn't she?
	c) One of the monkeys was torn into pieces by the lioness before they had climbed up the tree.
	d) The police constable wondered if they would be able to identify the thief.

Extract 7.1 shows a sample of a response of a candidate who scored all the 04 marks allotted to this question. This candidate demonstrated a good command of English language, understood the requirements of the question and was able to re-write all the sentences as required.

On the other hand, the analysis of the candidates' responses indicated that the candidates who scored low marks in this question failed to re-write the four sentences as instructed and they demonstrated a poor command of English language, including lack of knowledge and skills on the use of tenses, punctuation marks, question tags, active and passive, direct and reported speech. Extract 7.2 shows a sample of a poor response.

Extract 7.2

7.	a) I wish called go to your school said Ali i will like to read stories
	b) Isnt it?
	c) Monkeys had climbed up the tree. Before lioness tore one of them int pieces.
	d) She we be able to identify the thief? Asked the police constable wondered.

Extract 7.2 shows a sample of a response from a script of a candidate who scored a zero mark. This candidate gave irrelevant responses, failed to understand the requirements of the question and demonstrated a poor command of English language, including misspelling the words, using incorrect tenses and inability to construct grammatically correct sentences.

2.3 SECTION C: LANGUAGE USE

There were three questions in this section and the candidates were required to answer questions 8, 9 and any two (2) from the four (4) alternatives given in question 10. Question 8 and 9 carried 05 marks each while in question 10 each alternative carried 10 marks, making a total of 30 marks for Section C.

2.3.1 Question 08: Re-arranging the Jumbled Sentences

This question required the candidates to re-arrange the following five jumbled sentences in a logical sequence to make a meaningful paragraph by writing the corresponding letter in the answer booklet(s). The question tested the candidates' ability to identify and use appropriately the cohesive devices in re-arranging the jumbled sentences.

- A. The Arusha Declaration was initiated in order to set the ruling strategies after the independence.
- B. He was succeeded by Ally Hassan Mwinyi.
- C. Tanzania gained her independence in 1961 under the mono party system.
- D. When Ally Hassan Mwinyi was in power, he brought Tanzania into the multiparty system.
- E. Mwalimu Julius Kambarage Nyerere, the first president of Tanzania resigned in 1985.

This question was attempted by 91.7 percent of the candidates and the performance was generally poor as 72.4 scored between 00 and 02 marks and only 27.6 percent scored between 03 and 05 marks.

The analysis of the candidates' responses indicated that the candidates who scored high marks in this question understood the requirements of the question and were able to re-arrange the jumbled sentences in a logical sequence to make a meaningful paragraph. Extract 8.1 shows a sample of a good response.

Extract 8.1

8.	(i) - C
	(ii) - A
	(iii) - E
	(iv) - B
	(v) - D

Extract 8.1 shows a sample of a response from a script of a candidate who scored all the 05 marks allotted to this question. This candidate understood the requirements of the question and was able to re-arrange the jumbled sentences correctly and according to the instructions given.

On the other hand, the analysis of the candidates' responses indicated that the candidates who scored zero marks in this question failed to rearrange the jumbled sentences correctly and according to the instructions given. Among these candidates there were those who opted to use letters on both sides, while others decided to write roman numbers on both sides. These candidates also lacked the knowledge and skills to enable them rearrange the jumbled sentences in the logical sequence to make a meaningful paragraph as required. Extract 8.2 shows a sample of such irregularities.

Extract 8.2

8.	E, V
	ii, v
	iii, iii ii
	iv, iii
	E, {

Extract 8.2 shows a sample of a response from a script of a candidate who scored a zero mark. This candidate violated the instructions by writing roman numbers on both sides.

2.3.2 Question 09: Matching Items

This question required the candidates to match five items in **List A** with responses in **List B** to make meaningful sentences. This question intended to test the candidates' knowledge of vocabularies commonly used in their daily life. The two lists are presented in the table below:

List A	List B
(i) Garment hanging in the waist.	A. sock
(ii) Lightweight simple garment for upper body.	B. shirt
(iii) Garment worn on the upper part of the body, usually having sleeves and buttons.	C. trousers
(iv) Shirt like garment worn on the upper part of the body.	D. gown
(v) Loose wide outer garment.	E. skirt
	F. blouse
	G. glove
	H. t-shirt

This question was attempted by 93.8 percent of the candidates and the performance was generally poor as 86.2 percent scored between 00 and 02 marks and only 23.8 scored between 03 and 05 marks. The analysis of the candidates' responses indicated that the candidates who scored high marks in this question understood the requirements of the question and were

able to match correctly and according to the instructions the items in List A with the corresponding responses in List B. Extract 9.1 shows a sample of a good response.

Extract 9.1

9.	List A	List B
	i	E
	ii	H
	iii	B
	iv	F
	v	D

Extract 9.1 shows a sample of response from a script of a candidate who scored high marks. This candidate understood the requirements of the question and was able to match correctly and according to the instructions the items in List A with the corresponding responses in List B.

On the other hand, the analysis of the candidates' responses indicated that the candidates who scored zero marks in this question failed to understand the requirements of the question and were unable to match correctly and according to the instructions the items in List A with the corresponding responses in List B. Extract 9.2 shows a sample of a poor response.

Extract 9.2

9	A	i	ii	iii	iv	v
	B	G	C	D	E	B

Other candidates scored zero marks because of incomplete work; that is, they did not slot in the required responses for the indicated numbers, as shown below:

I	II	III	IV	V
		F	H	

2.3.3 Question 10: Writing Skills

In this question, the candidates were required to answer **two** questions from the **four** alternatives A, B, C and D given. Each alternative question was awarded **10** marks, making a total of **20** marks. However, most of the candidates attempted alternatives A, B, C which seemed to be familiar to the candidates compared to alternative D. The intention of this question was to test the candidates' ability to write and express their thoughts fluently, appropriately and logically using English language.

This question was attempted by 83.3 percent of the candidates and the

performance was generally poor as 77.2 percent scored between 00 and 06 marks, 21.4 percent scored between 07 and 12 marks and only 1.4 percent scored between 13 and 20 marks. The analysis of the candidates' responses and performance in each of the four alternative questions is as follows:

2.3.3.1 Question 10 (A): Writing an Invitation Card

This question was twofold; first it required the candidate to write an invitation card requesting his/her sisters' friends to attend his/her nephew's birthday dinner party and secondly, it required the candidate to write telephone messages from those who would call for excuses.

The analysis of the candidates' responses indicated that the candidates who failed to score all the marks in this question were unable to write the telephone messages as required. For example, the question required the candidates to use fictitious names but there were candidates who used their real names.

The analysis further indicated that the candidates who scored zero marks in this question failed to respond as instructed. Among these candidates, there were those who failed to follow the correct format of writing an invitation card, while others wrote a letter instead of an invitation card. One candidate wrote the following CV instead of an invitation card.

Name: Magreth Mhaluma

Tribe: Ngoni

Religion: Kristian

Mobile phone: 0686109102

Date of birth: 31/02/1993

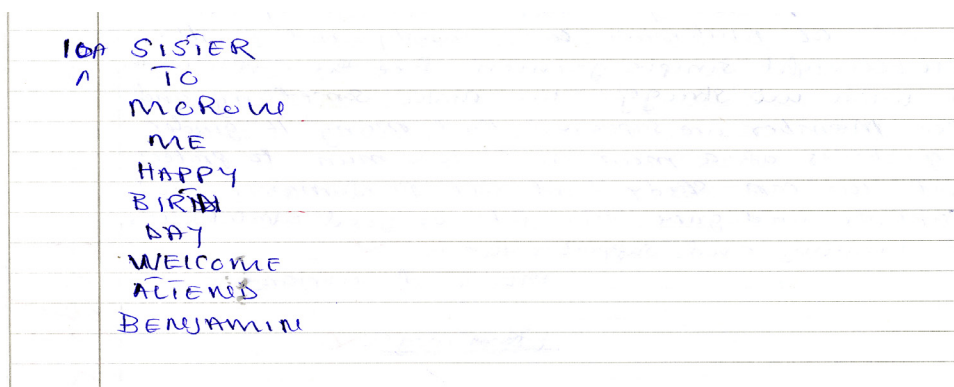
Employment: Students

Language: Swahili, ndamba and sukuma

Hobbies: I want to sabrate birthday. I want to request my sisters friends to attend on my nephews birthday dinner party

Also, there was a candidate who wrote a group of words which did not form an invitation card, as shown in Extract 10.1.

Extract 10.1



Extract 10.1 shows a sample of a response from a script of a candidate who was awarded a zero mark. This candidate wrote some words which do not form an invitation card.

2.3.3.2 Question 10 (B): Writing an Essay of Not Less Than 250 on the Most Crucial Aspects to be Considered to Improve the Teaching and Learning Environment

This question required the candidates to address themselves to the most crucial aspects to be considered so as to improve the teaching and learning environment at Mlima Kweli High School.

A reasonable number of candidates attempted this question and many of them responded according to the instructions and, there were a few candidates who scored 09 marks.

The analysis of the candidates' responses indicated that the candidates who scored zero marks misinterpreted the question and applied their knowledge of "environment" in geography to explain the teaching and learning environment. Following this misconception, the crucial issues which were mentioned by the candidates included soil erosion, deforestation, pollution, overgrazing and diseases. Other candidates, instead of writing an essay as instructed, they wrote letters to the administrator or their heads of schools.

Generally, the candidates' performance in this question was not good not because the question was difficult but because the candidates rushed to answer before reading it very carefully and understanding its requirements.

2.3.3.3 Question 10 (C): Writing an Official Letter Asking for Permission

This question required the candidates to write a letter to the General Manager of Karumekenge Company L.T.D asking for permission, while pretending to be working at the company and using fictitious name(s). This question intended to test the candidates' ability to write formal request letters and their ability to express themselves

logically, fluently and appropriately using English language. The analysis of the candidates' responses indicated that the candidates who scored low marks in this question failed to respond as instructed. Among these candidates, there were those who used their real school addresses as well as their real names while others used a wrong format of an official letter. Extract 10.2 shows a sample of a poor response.

Extract 10.2

C	KARUME KENGE Company L.T.D
	S.L.P 49,
	MLOWO - MONBA.
	Ref: 08, October, 2012.
	THE GENERAL MANAGER,
	S.L.P 49,
	MLOWO - MONBA.
	APPLICATION OF PERMISSION.
	Refer to the head above, I'm a worker at
	Karume Kenge Company L.T.D. So I with a
	permission from the general manager becau
	se I'm sick. I with my application will
	Considered.
	E.M. felesiano.
	Edina ma felesiano.

Extract 10.2 shows a sample of a response of a candidate who failed to write the official letter asking for permission as instructed. The candidate also wrote S.L.P. instead of P.O. Box thus scoring low marks.

Furthermore, there were candidates who scored zero marks because they totally distorted the requirements of the question by writing a letter to the Manager in Kiswahili complaining of low salary. One candidate wrote a letter in Kiswahili applying for employment.

On the other hand, the analysis of the candidates' responses indicated that the candidates who scored high marks in this question understood the requirements of the question and were able to write the letter to the General Manager of Karumekenge Company L.T.D, asking for permission as required. Extract 10.3 shows a sample of a good response.

Extract 10.3

10.c	P.O. Box 777, Dar-es-salaam, 8 th October 2012.
	General Manager, Karume Kenge Company LTD, P.O.Box 777, Dar-es-salaam.
	Dear Sir
	RE: A REQUEST OF PERMISSION
	With reference to the heading above my name is Amani Juma, I am an employee in your company at the technology department. I am kindly asking for your permission for two days off work due to the following reason
10.c	My son is very ill, he is admitted in Muhimbili hospital since he is suffering from ulcer ache. I please request for this permission so as I can provide him my support during his operation. It is my hope that my request will be permitted.
	Yours faithfully A Juma Amani Juma.

Extract 10.3 shows a sample of a response of a candidate who scored high marks. This candidate managed to write the letter to the General Manager of Karumekenge Company L.T.D, asking for permission as required.

2.3.3.4 Question 10 (D): Writing a Letter to the Editor

In this question, the candidates were required to write a letter to the Editor of Citizen Newspaper complaining about the bad condition of roads in the village, using fictitious name and address. This question intended to test the candidates' ability to write a formal letter to the editor expressing their feelings or grievances logically, fluently and appropriately using English language.

Many candidates attempted this question and their performance was not good because they used a wrong format of writing a letter to the editor. Some candidates treated the letter in the question as a normal formal letter thus writing it using their school addresses and even putting in complimentary endings. Other candidates performed poorly because they used their real names and the addresses of their respective schools.

2.4 SECTION D: RESPONSE TO READING

There were four questions in this section and the candidates were to answer two questions, choosing one question from poetry and the other question from novels and short stories or plays. Each question carried 20 marks, making a total of 40 marks for section D. These questions tested the candidates' ability to read and positively interpret or appreciate what they have read.

2.4.1 Question 11: Poetry

This question required the candidates to read the poem titled "*Lost Beauty*" given and use it to prove the statement that poems have their own part to play in the struggle to create a new man.

This question was attempted by 30.1 percent of the candidates. It seems that many candidates avoided this question either because it was an optional question or because they were not conversant with poetry.

The analysis of the candidates' responses indicated that the candidates who scored zero marks failed to respond as required. Among these candidates, there were those who simply discussed the themes that are found in the poem(s) of their choice instead of using the poem given to show how poems can create a new man. Extract 11.2 shows a sample of a poor response.

Extract 11.1

11	That is true because many write of the poem they have write any word in our society fore by using the poem of Song of Lawino and Ocol who was written by O P' Bitek. This are the poem prove
	Song of Lawino and Ocol: Betray is take place in the poem because Lawino have betray Ocol because Lawino who were educate d people and they have make against for african culture after get education
	"Song of Lawino and Ocol". Conflict between Lawino and Ocol the Ocol have not educated and Ocol is a christian woman so Lawino have not like that role of christian and any time they take bad word for Ocol.

	"Song of Lawino and Ocol". Position of
	women. Ocol have a carefull in the house
	and they should make every time good our
	hour in our society many

Extract 11.1 shows a sample of response from a script of a candidate who scored a zero mark. This candidate simply discussed the themes that are found in "Song of Lawino and Ocol" instead of using the poem given to explain how poems can conscientise, criticise, sensitise and educate in order to create a new man. Besides, the candidate demonstrated a poor command of English language including misusing and misspelling the words and inability to construct grammatically correct sentences.

Another candidate scored a zero mark because he/she only copied the two stanzas of the poem given in the question, as shown in Extract 11.2.

Extract 11.2

11	There are only white women around: Awful fakes of white females Reflecting an awful mass of ugliness: And I want a lady To mount the rostrum with And declare to the world "Black is beautiful!" I turn and weep upon myself And then, only then, only then I realised: I am not black either
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Extract 11.2 shows a sample of a response from a candidate who scored a zero mark. This candidate only copied the first and last stanzas of the poem given in the question.

Despite all the weaknesses, there were candidates who managed to answer the question as required, thus scoring high marks. These candidates

understood the requirements of the question and they managed to explain that poems can conscientise, criticise, sensitise and educate in order to create a new man. Extract 11.3 shows a sample of a good response.

Extract 11.3

11.	<p>Poems have their own party in the struggle to create a new man. A new man is the man who always will do according to the morals of the society and also work for the development of the society in question. The poet has shown how a new man of Africa should be in his own society. This is through the themes of the poem:-</p> <p>A poet shows consciousness. Consciousness is to be aware of the prevailing situations in the society. A poet is aware that African people have been affected by European culture. For example in the last stanza the poet says</p> <p>I turn and weep upon myself And then only then I realised I am not black either.</p> <p>A poet also shows the need to change in African societies. He portrays that the people should change and acquire their nationality. The poet says</p> <p>I cry and sing to them The inbred hate of our people I shout to them in a black tongue But no black sisters hears me Only white masks I see.</p> <p>The poet has also portrayed the value of African people. The poet sees a new man of Africa with value. This shows that the people of Africa have value and equal rights as any other person. In the second</p>
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stanza the poet says

Yes

I want a black beauty queen,
With ebony thighs and huge hips
With skin sweating blackness
And a face breasts bouncing
Vigour and energy.

Poems have been preparing a new man who values his naturality. The poems are preparing a new man who will not see his naturality as bad thing thus emulating other things from other people.

A poem prepares a new man with knowledge and values his/her culture. In the poem in the first stanza poet shows how African people do not value their culture and even their colour. He says

"There are only white women around
Awful fakes of white females
Reflecting an awful mass of ugliness
And I want a lady
To mount the podium with
And declare to the world
"Black is beautiful."

The poet understands that black is beautiful. There is no need to imitate other things from other cultures.

Effects of European culture. The poet shows how European culture affects African and thus creating a man who do not value himself and his own culture by adopting

bad European ways of conduct which are against the African people's culture. Poem provides education to the readers and thus understand and get good ways of conducting in their societies. This prepares a new man with knowledge and understanding.

In the final analysis poem as a literary work has its own part to play in the struggle to create a new man who has knowledge and understanding on good ways of conduct in the society and values himself/herself and his/her own culture.

Extract 11.3 shows a sample of a response from a candidate who understood the requirements of the question and managed to explain that poems can conscientise, criticise, sensitise and educate in order to create a new man.

2.4.2 Question 12: Important Items in the Criticism of a Poem

In this question, the candidates were required to explain the important items to be considered in the criticism of a poem. The intention of this question was to test the candidates' knowledge of the crucial items to be considered when criticising a poem.

This question was attempted by 24.8 percent of the candidates and thus being avoided by 75.2 percent. Among these candidates, 83 percent scored between 00 and 06 marks, 14.8 percent scored between 07 and 12 marks and 2.2 percent scored between 13 and 20 marks.

The analysis of the candidates' responses indicated that the candidates who scored high marks in this question were able to criticise the poem considering the aspects of the title, the poet, the form, the tone, musical features, the message, the language used and the relevance of the poem. Extract 12.1 shows a sample of a good response.

In the introduction, the candidates who answered the question well were able to show that in the criticism of a poem, several aspects such as the title, the poet, the form, the tone, musical features, themes and messages have to be included. They showed that:

- *The title gives a clue to what the poem is about. This can help the reader*

predict the content of the poem.

- *When the reader knows the history of the poet, this can give him/her a clue of the content of the poem. An ex-soldier for example, may include themes dealing with war.*
- *Form, which is the superstructure of a poem will consist of plot, style, setting, language and characterization.*
- *The attitude or mood of a poet contributes to the effective interpretation of a poem. The reader will determine whether the poet is angry, happy or sad.*
- *The musical features which include rhyme and rhythm entertain the listeners and adds emphasis on the discussion at hand.*
- *The central idea in a poem is made concrete through its representation in a person or image.*
- *The poet raises issues and problems which need solutions through the message that the reader gets from the poem.*
- *It is important for the poet to use the language that is attractive and draws the attention of the readers so that the message will be effective to bring change to the society.*

On the other hand, the analysis of the candidates' responses indicated that the candidates who scored a zero mark were not familiar with the crucial items to be considered when criticising a poem. They also demonstrated a poor command of English language, including inability to construct grammatically correct sentences, misusing and misspelling the words and inability to express themselves fluently. Extract 12.2 shows a sample of a poor response.

Extract 12.2

12	Explain the important items to be considered in the criticisms of a poem.
	<p>To consider that this criticism is located to the reader. Causes a black people is a bad behaviour but love is not complicated time is upon and similarity to supreme that is measured to human and valued man.</p> <p>Exploitation. that man destroying in love but turned behaviour and man made features, "only white masks to see them" but he no hustling compose various garments to extend that they don't see any black.</p> <p>Hypocrisy. but in this song man is located that I want a "black beauty queen" causes black not star to wear a ship and supreme that asked all phones to promote and talk with government that this is a bad behaviour the big teacher drink alcohol in the class and classroom see that man what idea to expand stanza in this verse.</p> <p>Confusion in this stanza two verse are not parmen and other workshop which religion in the particular and introduce that we can take over in the high level educated by controlled money supplied to exploiting them and the composition in the religion to leave good a expectation a catch the humani responding with this kind in stigma collaborate that man not supreme that to concentrate the valuable man supply that is not so which can I do no give love 14 old years.</p>

Extract 12.2 shows a sample of a response of a candidate who scored a zero mark because he/she was not familiar with the important items to be considered in the criticism of a poem. Besides, the candidate demonstrated a poor command of English language, including misspelling and misusing the words, inability to construct grammatically correct sentences and inability to express himself/herself fluently.

Another candidate scored a zero mark because he/she only copied some lines in stanza one of the poem “*Lost Beauty*” given in question number 11, as shown in Extract 12.3.

Extract 12.3

12.	There are only white women around reflecting an awful
	mass of ugliness and I want a lady to mount
	the rostrum with and declare to the world.

Extract 12.3 shows a sample of a response of a candidate who scored a zero mark. This candidate only copied some lines in stanza one of the poem given in question number 11.

2.4.3 Question 13: Using Two Plays to Show How Male Leaders Abuse their Power to Win Love

In this question, the candidates were required to use two plays they had read under this programme to verify the statement that some male leaders abuse power entrusted to them by using it to win love. This question tested the candidates’ knowledge of the plays read.

This question was attempted by 18.9 percent of the candidates. Among those who attempted it, 77.2 percent scored 0, 19 percent scored between 01 and 06 marks and only 3.8 percent scored between 07 and 19 marks.

As shown in the percentage, the candidates’ performance in this question was generally poor as many of them concentrated on mentioning the themes like bride price, tribalism, polygamy, poverty, protest, betrayal, humiliation, conflict, and hypocrisy instead of identifying the male leader characters who abused their power to win love. Furthermore, some candidates generalised their answers by picking any male characters while the question required them to deal with male leader characters. This indicates that the candidates never studied the texts but crammed some ready-made notes and, in consequence, they sat for the examination with very limited understanding of the texts. This might also be a true reflection of how teachers in secondary schools teach; that is, with their concentration on themes thus forcing the students to cram instead of understanding. Extract 13.1 shows a sample of a poor response.

Extract 13.1

13. Power is the ability given by the people of a
civilization of leading others. Love is a process where by
two people or groups of people be together in doing
something by using cooperation or is the process
where by two people be together to be married.
Through love leaders abuse their power. By using two
plays "THREE SUITORS ONE HUSBAND" written by
"Guillaume Oyono Mbida" and "THE BLACK HERMIT"
written by "Ngugi wa Thiong'o". The writer of this
plays portrays the following.

By starting with "Three Suitors One Husband"
by Guillaume Oyono Mbida he shows the following
cultural beliefs. Abesolo and Bella they believe
that through going to ~~the medicine~~ ~~Rammi~~ the
witch doctor money can be known who take it but
they fail to reach the solution.

Western education, Juliette is an educated girl
she decided to betray their culture that they
surprised to be chosen their husband, due to that
Juliette got western education she disagreed those
~~men~~ men who were chosen for her.

True love, Juliette has true love to Otho
because she decided to take money which were
payed to their parents as bride price for her to
give Otho in order to pay to their parents as bride
price then to be married to him.

Bride price, people they believe that every
girl who going to be married should pay
money as a bride price so Juliette was payed
money to their parents so as to be married to the
~~man~~ man who were chosen by her grand mother.

13	Also in the book of The Black Hermit the writer shows how the leader abuse power as follows. Traditional belief, Remi's parents disided to ^{use} go to the local medicine in order Remi to tern to his parents where by they use A A Pastor to take thut medicine ap to the Remi's house. Un true love, Remi haven't true love this shaw by writer when Remi can't to take Jane to their home to be his wife while he told her that he will marry her. Inheritance, The writer portrayed Remi when Remi be forced to herite Thoni who were Remi's brother wife so after Remi's brother dead Remi be forced to inherite Thoni things cause Remi to go at town. Personal conflict, Thoni have personal conflict after her husband dead and Remi can't to inherite her and Thoni thinking on how she will get a child while she haven't husband whom she will sleep with him to her bed. Conclusively people should learn things which is good and they supposed to stop foll the traditional culture like inherite and be choosed husband things which is bad.
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Extract 13.1 shows a sample of a response of a candidate who failed to respond as required. The candidate failed to write correct spelling of some of the words like *pride price* and *disided*. The grammar used is also not correct.

Other candidates were awarded zero marks because their responses were totally wrong. Also, there were other candidates, who because of being incompetent in English language, they distorted the focus of the question and answered it the way they thought and felt. Even more critical, there were candidates who decided to use Kiswahili readings instead of the plays listed in the O-level English Subject Syllabus. For example, one of these candidates used 'Ngoswe Penzi Kitovu cha Uzembe'.

On the other hand, the analysis of the candidates' responses indicated that the candidates who scored high marks in this question understood the requirements of the question and were able to use two plays to show how some male leaders abuse power entrusted to them to win love. They for example used Baroka in the play "*The Lion and the Jewel*" to show how he used his power to seduce Sidi and other women as every woman who had a meal with him ended up being his concubine. The candidates also used the play "*Three suitors One Husband*" to show how Mbia used his position as a civil servant to marry eight wives and yet also wants Juliette for himself.

2.4.4 Question 14: Themes Relevant in Tanzania Today

In this question, the candidates were required to choose relevant themes from two novels covered under this programme and explain how relevant they are to today's Tanzania. This question tested the candidates' ability to read, understand and relate what they have read to the current situation in our country.

This question was attempted by 50.5 percent of all the candidates, of which 56.4 percent scored between 00 and 06 marks, 35.9 percent scored between 07 and 12 marks and 7.7 percent scored between 13 and 20 marks.

The analysis of the candidates' response indicated that the candidate who scored high marks understood the requirements of the question and were able to use two novels such as *Spared and Passed Like Shadow / Unanswered Cries* and suggested the themes therein and then showed their relevance to the Tanzanian society today. Extract 14.1 shows a sample of a good response.

Extract 14.1

14.	<p>Themes are central ideas of interest which an artist writes down to educate the society. Themes are the ideas which made an artist to compose a certain work of art such as novels, plays, poems among others. Most if not all of these sy themes are usually relevant to the artists society. These 8 themes that are relevant to our country Tanzania can be suggested by using two novels; <i>Passed Like A Shadow</i> written by Benard Mapalala and <i>Unanswered Cries</i> by Osman Copten.</p> <p>Beginning with the novel of <i>Passed Like A Shadow</i>. In this novel the theme HIV/AIDS has been portrayed by the novelist. It has been shown that many people in the society are victim to this pandemic HIV/AIDS. For example Adyeri attracts the disease for being a womanizer, Vicky for being a prostitute, Amoti for having an irresponsible husband Adyeri, David and his father also for being womanizers.</p> <p>The novelist has portrayed the different ways in which the disease is transmitted from one person to another for example through Unprotected sex victims of this are Adyeri, David and his father, Vicky plus Amoti. Through Superstition this is portrayed when Vicky and Aliganyima go to the witch doctor. The witch doctor uses unsterilized tools which are used on a number of victims that come to see him. Also Ignorance of the disease causes its spread for example David says that you cannot get</p>
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14 the disease from a respected person eg Eda and also he says that he can know a victim of HIV/AIDS just by looking at him/her. This accelerates the transmission of this pandemic disease HIV/AIDS.

This theme is relevant to Tanzania because thousands of Tanzanians are dying of the disease because of the ways stated in the poem. Many still practise unprotected sex, they still share unsterilized materials like injections and other sharp materials. Also a number of people are still ignorant of the disease HIV/AIDS.

Alcoholism. Also the theme of alcoholism has been portrayed by the novelist through Adyeri and his drinking mates. Adyeri is a drunkard. He spends most of his time in the bar drinking. This makes him not to be responsible to his family whereby he cannot pay the school fees for his children Atwoki and Abooki for it is revealed that it is their uncle Araali that pays for their education.

Also it is because of his drinking habit that ^{he} is aggressive to his wife Amoti by beating her often and after quarrelling and also Adyeri is aggressive to his children due to alcoholism. For example when Atwoki spills the meal of his father by mistake, his father Adyeri does not understand him and he punishes him (Atwoki) a punishment not fit for a child. Also Adyeri does not provide food for his family due to his habit of alcoholism for example one day it was Uncle Araali who

14 provided food for the family when he came to visit them while Adyeri was out drinking and he returns later while drunk.

This theme of alcoholism is relevant to Tanzania because many men and some women engage in alcoholism and forget their responsibilities. For example there has been many family conflicts in the country due to alcoholism many children are left uncatered for just because of alcoholism. They are not given needs like education, food and other needs just because their fathers are alcoholics and do not work to generate ~~app~~ income for taking care of their families.

Corruption, This is the use of one's position in leadership or at work for personal interest we can say that corruption is abuse of power. The theme of Corruption has been portrayed through Adyeri because he uses his position as a headmaster at St. Leo wrongly. He uses the school funds to seduce and care for his concubine Birungi who is his secretary. This results to many problems because Adyeri stops caring for his family just ~~imite~~ to take care of Birungi. But in the long run Adyeri is discovered and is chased from his work and he is no longer a headmaster.

This theme of Corruption is relevant to Tanzania because many leaders in different sectors in the government and non government organisations abuse their power by using

14 the money of the organization for their own selfish interests.

Superstition. Also the theme of superstition has been portrayed through Aliganyira and his wife Vicky. The two go to a witch doctor so that to solve ~~for~~ their problem of not getting a baby. But this is a very risky practice because it is revealed that the witch doctor uses the same knife to treat his patients without sterilization even other patients had the signs and symptoms of HIV/AIDS.

Also superstition has been portrayed through Amoti. She believes that her husband Adyeri is not just sick ordinary but she says he must be bewitched by somebody especially his concubine Birungi. She says she has to take necessary steps so that she (Amoti) and her children Atwoki and Abooki do not get affected just like Adyeri. This is totally wrong because Adyeri was really sick with HIV/AIDS and it had nothing to do with witchcraft.

This theme of superstition is relevant to our country Tanzania because many people are still practising it. People when get sick they say they have been bewitched and they go to the witch doctor for treatment, they despise hospitals and modern medicines. Also some go to witch doctors to solve problems like to get a child, love affairs and positions of leadership.

14	<p>Sports and games. Also the theme of Sports and games has been portrayed through Atwoki who has a talent of playing football. He plays football since when he is a young boy and finally he gets a chance to join the national team where he becomes famous as the "Fort Portal Bullet." But this fame causes him problems because many women like to have relationship with him for example Eda. In the long run Atwoki accepts Eda and he eventually becomes a reputed womanizer. This makes him to forget his mother and sister.</p> <p>This theme of Sports and games is relevant to Tanzania because there are different Sports activities conducted in the country. The players of different teams are famous and some use their fame in the wrong way and eventually suffer just like Atwoki by contracting HIV/AIDS.</p> <p>On the other hand in Unanswered Cries the theme of Female Genital Mutilation has been portrayed. The Bondo women practice female genital mutilation or female circumcision.</p> <p>Olabisi is forced by her mother to get circumcised but Olabisi is not ready and does not want. When her mother Makalay tries to force her she runs away to town back to her father.</p> <p>Makalay is still insistent and</p>
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14. wants her daughter to get ~~circumcised~~ circumcised so she follows her daughter to town a quarrel develops between her and Ade Jones Olabisi's father and they finally agree to take the matter to court.

Ade Jones turns out as a winner and Olabisi is given the opportunity to choose whether she wants to be circumcised or not.

This theme of female genital mutilation is relevant to Tanzania because some societies like those in Manyara and Dodoma still practise the custom. Also there has been protests from the government against such outdated customs and it has begun being demolished in different societies.

Superstition. Also the ~~sys~~ theme of superstition has been portrayed through the Bondo women, Yah Posseh and Makalay. They believe in Bondo Spirits. Makalay is afraid after being threatened by Yahposseh that delivering will be difficult for her if she does not bring Olabisi for circumcission because she has offended the Bondo Spirits.

Also it is revealed by Doctor Asiata Koroma in court that deaths that usually occur during female genital mutilation are usually attributed to ~~us~~ superstition that the particular victim has met with the Bondo Spirits and has not survived.

14	<p>the encounter. Also during delivery when circumcised women are faced with difficulties are usually asked to confess between Witchcraft and Adultery most usually confess adultery. All this is superstition because most of it is not true.</p> <p>This theme of superstition is relevant to Tanzania because many societies still practise superstition. When one dies they think of witchcraft or when one becomes sick they just think that he one might have been bewitched.</p> <p>Love and marriage. This theme has been portrayed through Oyah and Ade Jones. These two are in love with each other and their love is true because eventually the two get married. Also early love affairs between teenagers has been portrayed through Olabisi and her boyfriend Edward Cole.</p> <p>This theme of love and marriage is relevant to Tanzania because people still love one another and eventually get married also early love affairs are present because many teenagers all over the country engage in search love affairs.</p> <p>Infact themes the novelists of these two novels have portrayed are relevant to Tanzania because what they have portrayed is what is taking place in the country.</p>
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Extract 14.1 shows a sample of a response from a script of a candidate who scored high marks. This candidate managed to choose relevant themes from the novels *"Passed Like a Shadow"* and *"Unanswered Cries"* and managed to explain how relevant they are to today's Tanzania.

On the other hand, the analysis of the candidates' responses indicated that the candidates who scored low marks in this question demonstrated a poor command of English language and they failed to respond as required.

Among these candidates, there were those who just mentioned any theme that they had come across in the reading lists irrespective of its relevance to Tanzania today. Extract 14.2 shows a sample of a poor response.

Extract 14.2

	Themes
14.	Love in the book novel of unanswered cries we see love between clabes and our parent, Also the love it occur between clabi S and Edward.
	The place of women in the relevant of Tanzania have a many women have not right but the right how to seen also in the novels of unanswered cries it see so women have not change if another person, Also in the society of Tanzania have a people have & not getting human right if another person.
	As Gender discrimination is the one of themes it see in this novel and in the society of Tanzania have a person like her it do discrimination of another person.
	Conclusion
	The writer it dislike people have to doing that discrimination of another person and to give women place and to give support if another people.

Extract 14.2 shows a sample of a response from a script of a candidate who scored low marks. This candidate just mentioned any theme that he/she had come across in the reading lists irrespective of its relevance to Tanzania today.

Also, there were candidates who scored a zero mark because they did not answer the question; but instead, they just mentioned the novels, their authors and the publishers. Another group of candidates mentioned the themes with wrong spellings. One of these candidates for example wrote, *prostitution traditional, regional superstition*, and the other wrote, *betrayal, unit illusion*. One candidate just copied the comprehension passage in explaining the themes mentioned.

3.0 CONCLUSION

In general, this year's performance was rather poorer than that of last year's. Many candidates did not perform very well because they failed to read and interpret the questions correctly. Some failed to follow the instructions given, especially questions number 08, 13 and 14.

Not only that but many candidates also misinterpreted question number 10 (b) and applied their knowledge of "environment" in geography to explain the teaching and learning environment. In addition, a few candidates who attempted question 11 performed poorly because of what seemed to be lack of familiarity with poetry. However, the candidates' incompetence in English language contributed a great deal towards their poor performance in this year's examination.

It is expected that the feedback provided in this report will enable teachers, students and other stakeholders to take appropriate measures to improve the teaching and learning of English Language in Tanzanian Ordinary Level Secondary Schools.

4.0 RECOMMENDATIONS

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

- (a) Students should have enough time to practice using English language. They should be given a lot of tasks which will help them speak, write, read and listen to various English texts. This will eventually help them to improve the language skills which were seen to be a contributing factor for their poor performance in the examination.
- (b) Teachers should take enough time to guide and encourage their students on the proper use of vocabulary and structural patterns to avoid the prevailing problem of using incorrect vocabularies and grammatically incorrect sentences.
- (c) The government should take deliberate measures to make sure that the essential teaching and learning materials are available to all secondary schools.
- (d) Candidates should be encouraged to read widely to enable them to use correct English grammar and spellings. They should also be encouraged to read books on Novels, Plays and Poetry that are included in the reading programme to enable them answer questions related to the reading programme correctly.

