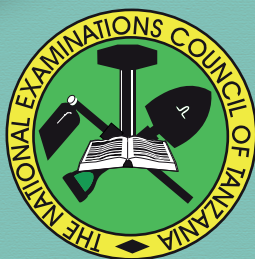


THE NATIONAL EXAMINATIONS COUNCIL OF TANZANIA



**EXAMINERS' REPORT ON THE PERFORMANCE
OF CANDIDATES CSEE, 2014**

**022 ENGLISH LANGUAGE
(For School Candidates)**

THE NATIONAL EXAMINATIONS COUNCIL OF TANZANIA



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FOREWORD

The Examiners' Report on the Performance of the Candidates in English Language subject, in the Certificate of Secondary Education Examination (CSEE) 2014, 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 perform well in the examination. Such factors include the ability of the candidates to identify the task of the question, ability to follow instructions and enough knowledge and skills on the concepts related to the subject. However, the report highlights the factors that made few candidates fail to score high marks in the questions. 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 more 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

EXECUTIVE SECRETARY

1.0 INTRODUCTION

This report presents the performance of the candidates who sat for CSEE, October 2014, 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, averagely and those which were poorly done by most candidates. This report also shows the questions which were attempted or avoided by most candidates.

The analysis is organised in such a way that candidates' performance in individual items for the 2014 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 2014 was 240,324 of which 55.10 percent passed with different grades, as shown in Table 1.

Table 1: Candidates' Pass Grades in CSEE 2014, English Language Examination

Grade	A	B+	B	C	D	E	F
% of candidates	1.40	10.44	15.45	9.90	17.89	16.16	28.73

This performance was high when compared to the 2013 English Language Examination, where 45.72 percent of 352,357 candidates passed with different grades, as shown in Table 2.

Table 2: Candidates' Pass Grades in CSEE 2013, English Language Examination.

Grade	A	B+	B	C	D	E	F
% of candidates	0.59	5.54	8.71	13.28	17.60	23.46	30.82

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

This section presents the questions set for candidates in sections A, B, C and D. It also presents the number of candidates who attempted the questions and their percentage for each question.

2.1 Section A: Comprehension and Summary

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

2.1.1 Question 01: Multiple Choice and Short Answer Questions

In this question, the candidates were required to read the given passage, answer the four multiple choice questions (i) – (iv) in part 1(a) and complete the sentences given in part 1(b) with correct information from the passage.

- (i) The custom of the girls was to _____.
- (ii) Upendo and her friends went to see the specialist for _____.
- (iii) The girls who mistreated Upendo were identified and _____.

The question was testing candidates' ability to comprehend the given information from the passage. A total of 05 marks were allocated for this question.

The question was attempted by 97.4 percent of the candidates, of which 61.7 percent scored from 1.5 to 3.5 marks and 13.1 percent scored from 04 to 05 marks and 25.2 percent scored from 00 to 01 mark.

The analysis of the candidates' responses indicated that the candidates who scored high marks in this question were able to answer the multiple choice and short answer questions as required. They managed to give a reason for the girls to be jealous of Upendo, to show the meaning of a word *reputed* and to name things which helped to find Upendo. Moreover, they were able to write on the custom of the girls and what happened to the girls who mistreated Upendo. These responses imply that, candidates were competent in English Language hence they understood well the content in the given passage. Extract 1 shows a sample of a good response.

Extract 1

1a)	(i)	(ii)	(iii)	(iv)	
	A	B	B	D	
b)	i) Take home some firewood with them				
	ii) filling, spacing and beautifying their teeth				
	iii) they were taken before the elders and their case was heard and judgement was passed				

Extract 1 shows a sample of a response from a script of a candidate who scored high marks. This candidate managed to answer the multiple choice and short answer questions as required.

The candidates who scored low or zero marks lacked the ability to read the passage and understand, hence chose incorrect responses and could not complete the given sentences with the right information from the passage.

2.1.2 Question 02: Summary Writing

Candidates were given a passage on “Nature” to read and then summarise it in five sentences. Candidates were supposed to give a short statement which shows only the main points extracted from the passage. The intention of this question was to test the candidate’s ability to identify main ideas from the given passage. The total marks allocated for this question were 05 marks.

The question was attempted by 88.8 percent of the candidates, of which 80 percent scored from 00 to 1, 17.8 percent scored from 1.5 to 03 marks and only 2.2 percent scored from 04 to 05 marks

The analysis of the candidates’ responses indicates that the candidates performed poorly in this question because they failed to follow the principles of summary writing which required them to use their own words without distorting the original message, ensure a good flow of ideas, use good grammar and consider the number of sentences given. There were candidates who scored zero marks because they just picked some sentences from the passage and wrote them down; others wrote the summary by numbering the five sentences, instead of organising them in a single paragraph. Extract 2.1 shows a sample of a poor response.

Extract 2.1

2.	i/ Their	
	ii/ The trees are planting by human being.	
	iii/ Yes; people can make the plants are growing.	
	iv/ The plan of people to make/take care of the garden	
	v/ All thing that God created only him self.	
	vi/ Are human being another part of nature.	

Extract 2.1 shows a sample of a response from a script of a candidate who failed to follow the principles of summary writing and what he/she wrote could not convey the intended meaning.

The candidates who had the score above the average comprehended the passage and were able to identify the main points and summarise them in five sentences to make a meaningful paragraph, as shown in Extract 2.2.

Extract 2.2

2.		
	The word nature comes from latin word	
	which means things born. Example of those things	
	are plants. But they said to be artificial since	
	man can plant them as garden. But also	
	human beings are parts of nature except their	
	clothes since they are made by themselves. But	
	the natural things like stars, the sun and the	
	earth can stay by nature.	

Extract 2.2 shows a sample of a response from a script of a candidate who scored above the average. This candidate comprehended the passage and was able to summarise the passage in five sentences in a single paragraph as required.

2.2 Section B: Patterns and Vocabulary

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

2.2.1 Question 03: The Uses of Nouns

In this question, the candidates were required to show a special name given to each group by using the words given as follows:

- (a) green, red, blue, yellow
- (b) pawpaw, orange, pineapple, apple
- (c) chair, desk, table, stool
- (d) cat, dog, rat, cow
- (e) History, Geography, Civics, Kiswahili
- (f) pens, rulers, envelopes, paper
- (g) novels, plays, short stories, poems
- (h) education, political science, law, engineering

This question was testing candidates' knowledge in the use of collective nouns. The total marks awarded for this question were 04 marks.

The question was attempted by 97.7 percent of the candidates, of which 52.3 percent scored 04 out of 04 marks allocated to this question, 45.9 percent scored from 1.5 to 3.5 marks and only 1.8 percent scored from 00 to 01 mark.

The candidates who scored high marks realised that there are collective nouns which are normally used when referring to group of things/people. Therefore they met the demand of the question by being able to identify the collective nouns/names given to each group of words as shown in Extract 3.1.

Extract 3.1

03.	(a) Colours.	
	(b) Fruits.	
	(c) Furniture.	
	(d) Animals.	
	(e) Subjects.	
	(f) Stationery.	
	(g) Readings.	
	(h) Courses.	

Extract 3.1 shows a sample of a response from a script of a candidate who scored high marks. This candidate had an ability to identify the collective nouns versus the common nouns as the question required.

Despite the good performance of the majority of candidates in this question, there were some of them who did not have enough knowledge on some of collective nouns, for example, one of the candidates in part (b) knew that pawpaw, orange, pineapple and apple can also be food but he/she could not realise the specific category to which they belong. The candidate also opted stationery in part (c) instead of furniture, which implies that the candidate did not know the meaning of those words as shown in Extract 3.2.

Extract 3.2

3	Special name are given group of Thing. to show	
	Special name	
	a/ Colours	
	b/ food	
	c/ Courses Stationery	
	d/ Animals	
	e/ Subjects	
	f/ furniture	
	g/ Readings	
	h/ Stationers Courses	

Extract 3.2 shows a sample of response from a script of a candidate who failed to identify some collective nouns, thus scoring average marks.

2.2.2 Question 04: The Uses of Nouns

In this question, the candidates were required to write the word which is not part of the list of words provided:

- (a) Plate, Spoon, Cup, Knife, Pan, Block
- (b) Milk, Cassava, Rice, Maize, Potatoes, Yams
- (c) Miniskirt, Shoes, Shirt, Trousers, Shorts, T-shirt
- (d) Tanzanian, Botswana, Greek, France, Togolese, Swazi
- (e) Airtel, Vodacom, Tigo, Zantel, TTCL, TBC
- (f) Chair, Table, Stool, Bed, Sheet, Cupboard
- (g) Fanta, Pepsi, Sprite, Coca-Cola, Mirinda, Chemicola
- (h) Moshi, Dodoma, Mbeya, Arusha, Morogoro, Tanga

The question aimed at testing the candidates' knowledge on names of different things (nouns) which are commonly used in their daily life. Each correct answer was awarded 0.5 marks, making a total of 04 marks.

This question was attempted by 97.2 percent of the candidates, of which 86.1 percent scored from 1.5 to 3.5 marks, 3.6 percent scored full marks (04) allocated for this question and only 10.3 percent scored from 00 to 01 marks.

The analysis of the performance for this question shows that, most of the candidates had high scores which imply that, they understood the question

and were able to identify the correct words which were not part of those given in the question. For example, one of the candidates in (a) knew that *block* is a large solid material that is square in shape and usually has flat sides, it can be a block of ice, concrete or stone, so he/she managed to identify it from other utensils as plate, spoon, cup, knife and pan used in the kitchen. Furthermore, in (c) the candidate could identify *shoes* from different types of clothes; in (e) the candidate could identify TBC – Broadcasting Cooperation from the list of telephone companies. Extract 4.1 shows a sample of a good response.

Extract 4.1

4.	a) Block.	
	b) Milk	
	c) Shoes	
	d) France	
	e) TBC	
	f) Sheet.	
	g) Chemicola.	
	h) Mushi.	

Extract 4.1 shows a sample of a response from a script of a candidate who scored high marks. This candidate had an ability of identifying unfamiliar item from the set of words and answered the questions as required.

There were candidates who partially singled out the different words from those given, hence had an average score. For example, one of the candidates could not understand that in (f) all the given items are furniture except 'sheet' which is a piece of clothes/paper; in (g) all the given items are soda except 'chemicola' which is juice and in (h) all the given words are regions except Moshi which is a City. Extract 4.2 is a sample of these responses.

Extract 4.2

4		
(a)	Block	
(b)	Milk	
(c)	Shoes	
(d)	Tanzania	
(e)	TBC	
(f)	Bed	
(g)	Chemical Spritz	
(h)	Dodoma	

Extract 4.2 shows a sample of response from a script of a candidate who had an average score. This candidate failed to identify the unfamiliar word in each set of words given due to lack of exposure of some terms.

On the other hand, the candidates who scored low marks in this question were not familiar with the different types of nouns commonly used in our daily life, hence could not identify the words which do not belong to the given set of words.

2.2.3 Question 05: The Uses of Personal Pronouns

In this question, the candidates were required to complete the given dialogue between Lillian and Charles with one word in the items (i) – (viii) given.

Lilian: Hello! Do (i) _____ mind if I share your umbrella?

Charles: No, of course not.

Lilian: Er, (ii) _____ name is Lilian.

Charles: (iii) _____ is Charles. I see, you have a suitcase. Are you travelling?

Lilian: (iv) _____ have just arrived from my aunt's place and I am waiting for my uncle who is coming from town. And (v) _____?

Charles: I am waiting for my uncle too who is arriving from town, at three O'clock by Kamega bus. What bus is (vi) _____ uncle taking? Do you know?

Lilian: Er, I do not exactly remember which one. Let (vii) _____ see Oh! I know. He is also travelling by Kamega bus. I wish I knew which one.

Charles: Never mind which one. There is only one Kamega bus from town every day. What an odd thing that your uncle should travel on the same bus as my uncle! I wonder whether (vii) _____ know each other?

This question intended to test the candidates' ability to use correct pronouns by filling them in blank spaces in the given dialogue. The total marks allocated to this question were 04 marks.

The question was attempted by 94.6 percent of the candidates, of which 68.8 percent scored from 1.5 to 3.5 marks, 03 percent scored 04 out of 04 marks and 28.2 percent scored from 00 to 01 marks.

The candidates who scored high marks were able to meet the demand of the question by writing the correct pronoun in each blank space as required. These candidates had enough knowledge on the uses of pronouns that are used instead of a noun, to talk about the speaker or the person we are speaking to/about. Extract 5.1 shows a sample of a good response.

Extract 5.1

5.	i) You	
	ii) My	
	iii) Mine	
	iv) I	
	v) You	
	vi) Your	
	vii) me	
	viii) They	

Extract 5.1 shows a sample of a response from a script of a candidate who had an ability to fill the blanks with appropriate pronoun thus answered the question as required.

Some of the candidates failed to slot in well the required pronouns in each blank space. For example, one of the candidates in part (ii) wrote possessive pronoun 'your' instead of 'my'. This candidate did not realise that the speaker was talking about herself and was not referring to somebody else. In part (iv) the candidate wrote 'yes' instead of 'I' which is

not a pronoun, it is likely that he/she was responding to the question '*are you travelling?*' which was not the requirement of the question. Also in part (viii) the candidate wrote '*we*' instead of '*they*'. This candidate knew that the pronoun needed should be referring to more than one person but he/she could not realise that, the correct personal pronoun should be referring to the ones they were talking about and not themselves. Extract 5.2 shows a sample of a response of a candidate who scored average marks.

Extract 5.2

5.i)	You	
ii)	Your	
iii)	my name	
iv)	Yes	
v)	You	
vi)	Your	
vii)	me	
viii)	We	

Extract 5.2 shows a sample of response from a script of a candidate who scored average marks. This candidate did not have enough knowledge on pronoun varieties such as possessive personal, object pronoun and subjective pronouns etc.

2.2.4 Question 06: Conjunctions

In this question, the candidates were required to re-write the four sentences according to the instructions given after each.

- The chief editor was not present. The sub editor was not present. (Join the two sentences beginning with: Neither_____)
- Photo journalism is more difficult than News writing. (Begin: News writing is _____)
- If you do not work hard, you will repeat some of the papers. (Begin: Unless _____)
- Abraham was strong. He was beaten in the first round. (Rewrite using despite _____)

The question aimed at testing the candidates' ability to construct correct grammatical sentences by using patterns such as *neither*, *unless*, *despite*, and comparative degree. The total marks allocated to this question were 04 marks.

This question was attempted by 95.4 percent of the candidates, of which 85.2 percent scored from 00 to 01 mark, 13.5 percent scored from 1.5 to 03 marks and only 1.3 percent scored full marks.

The data analysis for this question shows that, it was the poorest performed question of all. For example, one of the candidates in part (a) used '*not*', this candidate did not know that '*neither*' and '*nor*' have a negative meaning. In part (c) the candidate wrote '*do not*', he/she could not realise that, the phrase which has *unless* should not be in a negative form. Moreover, in part (c) the candidate used '*despite*' with '*of*', this response implies that the candidate could have confused '*despite*' with '*in spite*' which is used with '*of*'.

Extract 6.1

6	(a) Neither the Chief editor was not present nor	
	Sub editor	
	(b) News writing is more Simple than Photo.	
	journalism	
	(c) Unless do not work hard, you will repe-	
	at some of the papers.	
	(d) Despite of Abraham was Strong he beaten	
	in the first round.	

Extract 6.1 shows a sample of a response from a script of a candidate who had a poor knowledge on the correct uses of grammatical patterns.

Despite the poor performance of many students, there were few candidates who scored high marks; these candidates portrayed their knowledge on the uses of conjunctions as they were able to re-write the sentences according to the given instructions. Extract 6.2 shows a sample of a good response.

Extract 6.2

6.	(a) Neither the chief editor nor the subeditor	
	was present.	
	(b) News writing is simpler than photojournalism	
	(c) Unless you work hard, you will repeat some	
	of the papers	
	(d) Despite the fact that Abraham was strong, he	
	was beaten in the first round.	

Extract 6.2 shows a sample of a response from a script of a candidate who had a linguistic competence thus managed to rewrite different utterances correctly and scored full marks.

2.2.5 Question 07: Tenses

In this question, the candidates were required to re-write the four sentences given using the right form of the word given in the brackets in each sentence.

- (a) We (go) to leave tomorrow morning.
- (b) I (water) my flowers at this moment.
- (c) He (cook) his meats every day.
- (d) Yesterday I (see) people fighting at the market.

This question tested the candidates' ability to make grammatically correct sentences using different tenses. The candidates were supposed to prove their mastery of tenses using the given verbs in brackets for every sentence. A total of 04 marks was awarded to this question.

The question was attempted by 96.6 percent of the candidates, of which 60.2 percent scored from 00 to 01 marks, 32.3 percent scored from 1.5 to 03 marks and 7.5 percent scored 04 marks.

Candidates who had poor performance in this question, failed to re-write the sentences as required due to a poor mastery of English Language. For

example, one of the candidates in part (a) wrote 'went' which is the past tense instead of 'going' which is used with the 'to-infinitive' to show future time. In part (b) the candidate used 'was' which is contrary to the phrase 'at this moment' which requires the candidate to use the present continuous tense 'am watering'. In part (c) the candidate wrote 'is cooking' which is the present continuous tense instead of 'cooks' the simple present tense which suggests that an action is taking place every day. Furthermore, in (d) the candidate has used 'seen' the perfect tense instead of simple past tense 'saw'. Extract 7.1 shows a sample of a poor response.

Extract 7.1

7	Ⓐ We want to leave tomorrow morning	
	Ⓑ He is cooking his meals every day. I was water my flower at this moment.	
	Ⓒ He is cooking his meals every day	
	Ⓓ Yesterday I was seen people fighting at the market.	

Extract 7.1 shows a sample of a response from a script of a candidate who scored zero marks. This candidate had insufficient knowledge on tenses.

However, there were candidates who scored high marks, these understood the demand of the question and were able to rewrite the four sentences using the right form of the verb in brackets as required. They managed to change a word *go* to the present continuous tense *are going*, *water* to the present continuous tense *am watering*, *cook* to the simple present tense when used with the third person singular *cooks* and *see* to the simple past tense *saw*. Extract 7.2 shows a sample of a good response.

Extract 7.2

Q7.		
a).	We are going to leave tomorrow morning.	
b).	I am watering my flowers at this moment.	
c).	He cooks his meal every day.	
d).	Yesterday I saw people fighting at the market.	

Extract 7.2 shows a sample of a response from a script of a candidate who scored high marks. This candidate demonstrated a good English grammatical competence specifically on the tenses construction and usage.

2.3 Section C: Language Use

There were three questions in this section, the candidates were required to answer questions 8, 9, and any two questions from the four 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: Rearranging the Jumbled Sentences

In this question, the candidates were required to re-arrange the given jumbled sentences in a logical sequence to make a meaningful paragraph by writing the corresponding letters in the answer booklets.

- A: One day on my way to school, I saw a man running towards me.
- B: My Primary School was located very far away from home.
- C: So I used to walk a long distance to school.
- D: I discovered that he was a madman; thank God I managed to escape.
- E: The man was holding a stick.

The question tested the candidates' ability to identify and use appropriately the cohesive devices in re-arranging the jumbled sentences in the required order. The question had a value of 05 marks.

The question was attempted by 96.1 percent of which 53.5 percent scored 05 marks, 22.1 percent scored from 1.5 to 04 marks and 24.4 percent scored from 00 to 01 mark.

The data analysis for this question shows that, the performance of the candidates was good. The candidates who scored high marks managed to re-arrange the sentences as required because they were able to identify the cohesive devices in the jumbled sentences. These candidates were able to get a meaningful paragraph as follows;

My Primary School was located very far away from home. So I used to walk a long distance to school. One day on my way to school, I saw a man running towards me. The man was holding a stick. I discovered that he was a madman; thank God I managed to escape.

Extract 8. shows a sample of a good response.

Extract 8

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

Extract 8 shows a sample of a response from a script of a candidate who scored high marks. This candidate had language competence which enabled him/her to identify the cohesive devices in the jumbled sentences.

The work of re-arranging the sentences was rather difficult to some candidates who mixed up the sentences hence failed to get the meaningful

paragraph with the logical sequence. Other candidates copied the sentences and left them without writing the corresponding letters as required. These candidates' response implies that candidates had poor linguistic knowledge of interpreting various utterances thus failed to re-arrange the given sentences into logical order as required.

2.3.2 Question 09: Matching Items

In this question, the candidates were required to match each expression in **List A** with the word in **List B** by writing the correct letter beside the item number. The two lists are presented in the table below:

List A	ListB
(i) Move from one place to another for settlement.	A: Dissent
(ii) Take hold of something.	B: Watch
(iii) Bring to a successful conclusion.	C: Migrate
(iv) Look hastily or briefly.	D: Achieve
(v) Have a disagreement.	E: Invigilate
	F: Return
	G: Catch
	H: Glance

The question intended to test the candidates' knowledge on vocabularies commonly used in their daily life. This question was awarded a total of 05 marks.

The question was attempted by 97.3 percent of the candidates, of which 53.2 percent scored from 1.5 to 3.5 marks, 24.2 percent scored from 04 to 05 marks and 22.6 percent scored from 00 to 01 mark.

The general performance of candidates for this question was good. The candidates who scored high marks were able to understand the meaning of the given expressions in *List A* hence it was easier for the candidates to match them with the given words in *List B*. These candidates performed well due to a good mastery of English Language. Extract 9.1 shows a sample of a good response from a script of a candidate.

Extract 9.1

Q.	LIST A	i	ii	iii	iv	v		
	LIST B	C	G	Δ	H	A		

Extract 9.1 shows a sample of a response from a script of a candidate who scored high marks. This candidate understood the meaning of the items given in the lists (A&B) thus managed to match the items correctly.

However, there were candidates who did not have enough knowledge of all the given words in the question, hence they could not match all the expressions with the given words accordingly. For example, one of the candidates in part (iv) wrote '*E-invigilate*' instead of '*H- glance*', this candidate had an idea but he/she did not know the exactly meaning of the words. Extract 9.2 is a sample of a candidate who got one item wrong.

Extract 9.2

Q.								
	LIST A	i	ii	iii	iv	v		
	LIST B	C	G	Δ	E	A		

Extract 9.2 shows a sample of response from a script of a candidate who was not familiar with the meaning of one word.

2.3.3 Question 10: Writing Skills

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

The question was attempted by 94.3 percent of the candidates, of which 36.7 percent scored from 00 to 5.5 marks, 61.3 percent scored from 06 to 15.5 marks and 02 percent scored from 16 to 19 marks.

The analysis of the candidates' responses in each of the four alternatives questions is as follows:

2.3.4 Question 10(A): Creative Writing

In this question, the candidates were required to write a composition of about 250 words on the eight ways to be used to raise money for the study tour to Ngorongoro National Park. A total of 10 marks were allocated to this question.

There were candidates who met the demand of the question by writing a composition containing eight ways which could be used to generate money for a trip to Ngorongoro National Park as; contribution from candidates, opening a fixed account, contribution from different companies, sports bonanza, preparing school magazine for sale, doing odd jobs and harambee tickets. These candidates tried to use appropriate words, grammatically correct sentences and coordinated paragraphs as seen in Extract 10.1.

Extract 10.1

IDA	<p>A school trip is important to students for their help students to learn different features or businesses and other things concerning the area visit. A school trip committee is concerned with collecting of money and arranging the area to visit in the school.</p> <p>Most school tend to have school trip for refreshment after much stress of studies.</p> <p>The school team in school trip committee are thinking of ways of raise money for the study tour at Ngongoro park.</p> <p>The first method that there are going to use is parents contribution for the tour. Parents will be informed on the tour and its importance to the students thus will make the parents to contribute.</p> <p>Also setting a fixed account in the commercial bank. This fixed accounts provide great interest to the person. For the bank pays for storing the money in bank where</p> <p>Moreover students to involve themselves in economic activities which are done in school such as poultry. Students as they come from their homes they will have to check on the poultry activities which in turn will give out eggs which will sell and the money will be used for study tour.</p> <p>Contributions of the staff members. The staff members will have to contribute at least 500 shillings per day where still the day reaches a lot of money will be collected.</p> <p>Furthermore asking for money from people of good will. People from any where are allowed to contribute any amount of money to facilitate the study of the students.</p> <p>But also students engaging themselves in different social and academic competition. These competitions tend to award the students in terms of money. As the students won the money will be contributed to the account.</p>	
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IDA	of study tour account.	
	Asking for money from public and private institu-	
	tion. The public and private institution sincerely tend to	
	support different academic programmes which are done	
	by different school. Thus making us at a good position	
	of acquiring the aid money.	
	Lastly students to reduce the amount of services	
	there are provided. Students will have to reduce the amount	
	of electricity per day used thus reducing the bill of electri-	
	ty and also reduce of water bill. This will enable the	
	school to use less expenses and the amount of the money	
	required to be use will reduce. Thus the money left will be	
	supplemented to the study tour.	
	To conclude, if all this ways will be applied the	
	study tour which will held on 24/12/2014 will the most	
	amazing study tour ever happened in school. With the help of	
	the lord all will be possible.	

Extract 10.1 shows a sample of a response from a script of a candidate who was able to interpret the requirements of the question thus managed to write meaningful composition though with few grammatical errors. For example in the first paragraph a candidate wrote *for their help* instead of *for they help*.

On the other hand, the candidates who scored low marks failed to understand the demand of the question. Among these candidates, there were those who explained how they expected to spend the money collected for the trip, others made a list of things they were going to buy and there were those who narrated what they did in the National Park. These responses were completely contrary to the question requirement.

2.3.5 Question 10 (B): Writing on Imaginary Things

Candidates were required to write an essay of about 250 words on eight areas to concentrate on, if elected the president of Tanzania for the year 2015 – 2020. The candidates were required to be imaginative and take the role of the President to be. A total of 10 marks were allocated to this question.

The candidates who scored high marks in this question understood the demand of the question, were able to express their ideas by using well-structured sentences and organised their ideas in a logical flow. Hence, they were able to show clearly the eight areas to concentrate on, if elected for the presidential post. These candidates in their imaginary world could discuss the issues of education, infrastructure, healthy services, economy, East African Community, different agreements and alienation from poverty to mention just a few. Extract 10.2 shows a sample of a good response.

Extract.10.2

10.	(B)	AREAS I WOULD IMPROVE IF I WERE	
		A PRESIDENT	
		As a Tanzanian, I am fully aware of the situation within my country. I am aware of the success which the government has achieved since independence and the failures as well. However, if I were the president I would concentrate in the areas discussed below so as to improve the living standards of my people.	
		Administration system and the administrators' discipline at large. I would implement this in the executive which is the the main arm of the government. For any nation to develop, the administrators of the government have to be highly disciplined. A country may have all the resources which can make it rich but without accountable and disciplined leaders it can not develop. Therefore after making sure that my other government officials are disciplined I will proceed with other matters.	
		Agricultural sector is among the sectors I will deal with. In the history of our country, agriculture is the back-bone of our economy and indeed it is. More than 75% depend on this sector as source of employment especially in rural areas. I will make sure that all peasants get as much needs as they need, for example subsidies, such that this may not help them to produce as much food and cash crops of high quality. This will be accompanied by the use of tractors as well as seeds which can lead to high	

10.(B)	yield. I am sure that my effort in this sector will bring great economic development for the people and the nation since Tanzania is full of fertile land.	'
	Also, the tourism sector is another essential sector I will concentrate on. Tanzania is full of historical sites, attractive sceneries like Ngorongoro crater as well as wildlife. However, we have Mount Kilimanjaro which is also a honeypot. There are many problems in this sector which hinder it from developing and advancing such as corruption and poaching. When I become the president I will ensure that all these problems are removed from this sector so as the country can benefit from the foreign currency and therefore develop the country.	
	Mining sector or the sector of minerals will be among the important areas I would concentrate. Tanzania has a lot of mineral deposits such as gold and Tanzanite. However, due to corruption and embezzlement areas where these precious metals are found, no development is there. If I would be the President, I will first ensure that the minerals benefit the residents of the areas where those minerals are extracted. Then, the whole nation will also profit.	

Extract 10.2 shows a sample of a piece of a response from a script of a candidate who scored high marks. This candidate managed to respond to the question accordingly due to his/her good command of English Language as he/she managed to discuss on administration system, agricultural sector, tourism sector and mining sector.

On the other hand, there were candidates who scored low marks, these candidates could not express themselves clearly, organise their work as required and some of them did not understand the demand of the question.

2.3.6 Question 10 (C): Writing a Friendly Letter

In this question, the candidate was required to write a letter to his/her father to inform him when the school will be closed for the holiday and ask him to

send some money for bus fare then sign using the fictitious name Matokeo Kamili. The question intended to test the candidates' ability to write a friendly/an informal letter, observing the format and expressing oneself using informal language. A total of 10 marks were allocated to this question.

Many candidates attempted this question considering the fact that letter writing is commonly taught in schools. The candidates who scored high marks understood the demand of the question and had the required knowledge and skills to write a friendly letter, using the correct format. They managed to write the sender's address at the top most right, the date just after the sender's address, salutation, introduction, on the day the school is going to be closed and the request of bus fare, conclusive remarks, complimentary close and the first name. They also demonstrated a good command of English Language, as they were able to use appropriate words and construct grammatically correct sentences. Extract 10.3 shows a sample of a good response.

Extract 10.3

1000	Togwa Secondary School
	P.O. Box 1998
	MWANZA
	19 th Nov. 2014
	Dear father
	I hope that you are fine. Here at school I am doing fine, how is my mother and my brother? How are they doing? I hope that they are doing fine. Tell them I miss them very much and I will see them real soon, as soon as the school is closed I will be home for the holidays.
	The aim of this letter is to inform you that we are going to be closing school on 25 th Nov. 2014 for the long holiday immediately after completion of our exams which will be completed on 24 th Nov 2014. I wanted to remind you about sending me money for the bus fare as I want to leave fast on completion of my last exams so that I am not late for the holidays.
	Say hello to mother and my brother once again and tell them to see picks me up at the bus station 27 th Nov. 2014. Tell them not to be late and inform them I will be bringing them a whole railana I know they love a whole railana very much.
	Your loving son
	Matokeo Kamili

Extract 10.3 shows a sample of a response from a script of a candidate who scored high marks. This candidate had adhered to the principles of letter writing (friendly letter) and used a good command of English language contextually.

On the other hand, the candidates who scored low marks failed to meet the demand of the question. Some of these candidates wrote letters to other people instead of the father, others did not follow the format of writing a friendly letter and others used the Kiswahili abbreviations ‘S.L.P.’ for ‘P.O. Box.’ Extract 10.4 shows a sample of a poor response.

Extract 10.4

!		Kamili	Mum
10	(2)	M.H.	Kamili
		S.L.P	0080
		Shamiani	
		Chake	Chake
		Penba	
		3/11/2014	
		Dear father	
		Amalimu allayhuum warahmatul- allahi wabarokatu? Im	
		very happy be come to home. Im be sick to	
		weak now	
		Aim of the letter is be come 23 November 2014	
		close to School for holiday in come to get home	
		may be 7 January 2014 to open the school.	
		Please let my father give my want to money Reply	
		are travelling	
		hope my aim	
		Malkeo Kamili	
		Malkeo	

Extract 10.5 shows a sample of a response from a script of a candidate who used Kiswahili abbreviations in the address and could not express himself/herself clearly in English language.

2.3.7 Question 10 (D): Writing an Official Letter

This question required the candidates to write a letter to the Chief Justice applying for a job at the High Court of Law, while pretending to have graduated with a bachelor in laws degree and using the fictitious name Sikukuu Nzuri. The question intended to test the candidates’ ability to write formal application letters and express themselves fluently, coherently and appropriately using English Language. A total of 10 marks were allocated to this question.

The candidates who scored high marks understood the demand of the question and had the required knowledge and skills to write a formal application letter, using the correct format. They were able to write the sender's address at the top most right, the date just after the sender's address, the receiver's address at the most left, salutation, heading, introduction, about their level of education, the year of completion, thing(s) that made them apply for that post, their expectation when they got a job opportunity, conclusive remarks, complimentary close and the full name and signature. Extract 10.5 shows a sample of a response of a candidate who tried to write a good letter.

Extract 10.5

100	St Augustine University	
	P.O. Box 1992	
	MWANZA	
	04/11/2014	
	Chief Justice	
	Court of Appeal	
	P.O. Box 2004	
	DAR ES SALAAM	
	Dear Sir	
	RE: APPLICATION FOR A JUDGE VACANCY AT THE HIGH COURT OF LAW	
	I would like to apply for a judge vacancy at the high court of law	
	I am a 25 years of age Tanzanian male, I am single and have just completed my studies recently.	
	I am a holder of bachelor in law degree which I completed at St Augustine University in 2013. I completed my A-level and Ordinary level studies at Equ Secondary and High School in 2010.	
	I have worked a lawyer at Mwanza law cooperation as part of my field studies for 2 years thus I have sufficient experience.	
	I have endorsed my birth certificate and my Academic certificate inside without forgetting my C.v.	
	I thus thank you in advance.	
	Yours faithfully S. Nzuri Sibukuu Nzuri	

Extract 10.5 shows a sample of a response from a script of a candidate who adhered to the principles of letter writing (official letter) though with slight mistakes in grammar. For example, *I have worked a lawyer*.

The candidates who scored low marks failed to meet the demand of the question. Some of these candidates did not follow the format of writing an official letter while others wrote things that could not be comprehended.

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 a total of 40 marks for Section D. These questions tested the candidates' ability to read and interpret or appreciate what they have read.

2.4.1 Question 11: Responding to the Given Poem

This question required the candidates to read the given poem carefully and answer the questions that follow. The question tested the candidates' ability to read and answer the questions with information obtained from the Poem. A total of 20 marks were allocated to this question.

Hellow heads torture me with ignorance,
Blind eyes harass me with darkness,
Deaf ears tire me with silence,
Dumb voices deafen me with gibberish,
Black minds confuse me with emptiness
And, above all,
There is power and command.

With wits and ears and eyes,
I have speech and strong mind,
But I remain weak and powerless.
They fight me they kill me.
It is a fight to bring me down to silence,
To darkness and gibberish, to ignorance.
And through brainwashing, to emptiness.

All right, my friends,
It's a battle and I will fight it.
Ears and wits and eyes and speech,
And strong conscience:
These are my weapons.

And I fight to the last cell.

Questions:

- (a) What is the poem about?
- (b) Mention the number of stanzas and number of verses in each stanza.
- (c) Does the persona fear his enemy?
- (d) Mention two possible themes in this poem.
- (e) Comment on the language used in the poem.
- (f) Who is the persona in this poem?
- (g) Is the poem relevant to your society?
- (h) What is the mood of the persona?
- (i) What type of poem is this?
- (j) What do we learn from the poem?

This question was attempted by 70.1 percent of the candidates, of which 54.8 percent scored from 06 to 15.5 marks, 5.4 percent scored from 16 to 20 marks and 39.8 percent scored from 00 to 5.5 marks.

The candidates who scored high marks were able to read and comprehend the given poem, as they were able to; write that the poem is about individual complaints about oppression, identify the four stanzas in the poem and the number of verses in each stanza, realise that the persona does not fear his enemy as he is ready to fight. Moreover, they could mention the possible themes found in the poem as sacrifice, oppression, injustice and lack of democracy. They could also assess the language used that is simple, ordinary, clear and straight forward. These candidates also managed to understand that the persona is the oppressed person and could show the relevance of the poem in the real society. They could also classify this poem to the modern /open/free type and managed to give the lesson learnt in this poem. Extract 11 shows a sample of a good response.

Extract 11

11.	(a) The poem is about a person who complains about the oppression he gets from those in power. When he wants to reveal the truth about those in power he is silenced but he does not accept that and he vows that he must fight to the last cell.	
	(b) - There are four stanzas. - In stanza one there are seven verses, seven verses in stanza two, five verses in stanza three and only one verse in stanza four	
	(c) No, the person does not fear his enemy that is why he says, 'And I fight to the last cell.'	
	(d) Possible themes are Oppression and Awareness.	
	(e) Language use in the poem. → There is alliteration, in stanza one, verse one. 'Hollow heads', 'With wits' in stanza two verse one. In general, the language used is simple and straightforward.	

11.	(f) The persona is one of the oppressed people in the society who are oppressed by those in power.	
	(g) The poem is relevant to my society because, there are leaders in my society who do not want to be criticized or being told the truth and by doing so, they silence the people who are suffering.	
	(h) The mood of the persona is angry and unhappy with the situation.	
	(i) The type of poem is Open-modern type of poem because it has no rhyming scheme and also it has free verse as the number of verses in each stanza or all stanzas are not equal except in stanza one and two.	
	(j) We learn from the poem that, The leaders who are in power should listen to the problems of the people and they should not oppress the suffering people by silencing them when they want to reveal the truth. We should also fight for our rights and avoid oppression.	

Extract 11 shows a sample of a response from a script of a candidate who understood the requirements of the question and managed to analyse the poem given categorically to fulfil the requirements of the question as seen in the extract.

However, some candidates who scored low marks failed to meet the demand of the question. Some of these candidates just copied the questions without giving answers, others tried to answer the questions without using the information obtained from the given poem. These responses imply that the candidates did not comprehend what was written in the given poem.

2.4.2 Question 12: Messages in Poems

In this question, the candidates were required to use two poems they have read to discuss the statement that ‘Poets like other artists have messages to convey to the audience’ by giving four messages from each poem. This question aimed at testing the candidates’ ability to read and interpret literary works appropriately. A total of 20 marks were allocated to this question.

This question was attempted by 22.8 percent of the candidates, of which 52.2 percent scored from 06 to 15 marks, 05 percent scored from 16 to 20 marks and 42.8 percent scored from 00 to 06 marks.

The analysis of this question shows that, it was the most avoided question. The candidates who scored high marks were able to explain how poets convey their messages to the audience by using two poems they have read. For example, those who used the poem ‘The graceful giraffe cannot be a monkey’ by the poet Okot p’ Bitek were able to write the following messages; You should admire what you have, it is impossible to change nature, one should be firm on his/her decision and what is good to you is not necessarily good to others. Those who opted for the poem ‘Refugee Blues’ by W. H. Auden were also able to portray the following messages; All people are equal, there should not be classes in the society, it is not good to alienate people from their land, people should have freedom of movement and people should avoid selfishness. These candidates demonstrated a good command of English Language, as they were able to express their thoughts using appropriate words and grammatically correct sentences. Extract 12.1 shows a sample of a good response.

Extract. 12.1

Q2	<p>Messages are what we learn from the literary work.</p> <p>Each literary work has got the message, both audience and those who read these books. But as the producing literary work has many messages to its audience depends on them that it carries. These messages change the social, political and economical views of the audience.</p> <p>The following are the messages found from the text namely Development written by Kofi Agyei.</p> <p>Exploitation is the wrong order development. The poem shows the existence of the exploitation done by the leaders to the people, wrongly exploited in terms of the resources their rights and even it shows to the last stanza</p> <p>"The wretched plead Exploited Cheated Disregarded"</p>	
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It is the source of underdevelopment.

Corruption undermines natural human rights of the individuals. Corruption is the situation where person acquires service or goods, illegal. It happens when one has power compared to others. It is discussed in this poem when the person says
..." But how development can be
bright brother; if the people,
who have entrusted power are corrupt?..."

It shows how the failure of development caused by corruption because people lack to get their basic human rights.

Egoism should be discouraged in the society, it is the tendency of a person to do something for his/her own interest without considering others. It is the source of underdevelopment in the society and it should be abolished. The person says

"... Their response to egoism is rather
that camera flash to light

But slow to Natural Development,
The game as happens "...

The Government should provide social service to its people. The writer also discussed the problem when the poet shows how the leader fail to provide social service, person says in the first stanza.

..." They give us one message,

"Among the people,

You have been telling us about we need,
Health centres

Marachol ...

Do you plead incapable

to bring development?"

The following are their messages which can be found in the poem "Let live and die"

	<p>For living conditions affect the health of the people; In this poem of "let live and die" the person shows how his children suffer from the problem of poor living condition, he says that</p> <p>"let them eat air, let them drink water, let them digest medicine; until the system change, until the exploitation ends", It shows how his children suffer from hunger even their health status become affected</p> <p>For system of the government should be changed so as to maintain the need of the people; Also the person blames about poor system of the his country which cause him to live in poor living condition, when he says,</p> <p>"let them eat brother until the system change, until the exploitation ends."</p> <p>Neo-colonialism facilitates poverty in the developing countries; The existence of some developed country to take control in economy of the weak nation. Indirectly it is known as Neo-colonialism, it has been the source of the poverty. The person says</p> <p>"The strong refuse far out reach, To die a little, so that weak, nations may survive". It shows how they exploit weak nations so as to gain wealth.</p> <p>Classes in the society should be discouraged; Also the person blames about those who having better living condition, to not able to helping others who live in poverty. Classes exist even in our society up to now day due to faulty UJAMAA which was introduced by Julius K. Nyerere as then collapsed.</p> <p>All about the measures which obtained</p>	
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Extract 12.1 shows a sample of a response from a script of a candidate who scored high marks. This candidate understood the requirements of the question and managed to analyse the poem chosen 'Development' and 'Let live and Die' as seen in this extract.

The candidates who scored low marks could not interpret and analyse the question items properly. Some of them just narrated messages without showing the specific poems and others pointed some poems but they discussed something else not related to the sited poems. There were those who discussed themes instead of messages. These responses show that the candidates lacked knowledge on poetry. Extract 12.2 is a sample of a poor response.

Extract 12.2

12	<p>Poems is a feeling of people and prarentade by song in order to teach people and society about ideas. poets like other artist have message to convey to the audience. In a poem or poetry of Summons and writer of this book R. Mabali (1960) In a poem of LOST BEUT writer by Jwani Muzikuya This poem convey message to the audience and the following is a message convey to the audience is:- Betrayal. The poet show the betrayal for the women of Africa Use cosmetic in order to change a colour without to know the problem the women of Africa belief that white people a good than black people and the poets show that the black people or women of Africa is beautifuly than white because white people or white a setting and black was not change. Artificial Africa beuty The poet show that the artificial beuty is good without Use cosmetic or cream but the women of Africa Use chemical to remove an artificial beuty to get white like European people the poet say that artificial beuty is good without change. Awariness. The poet show awariness of women of Africa forget a cultural and to be follow foreigners Cultural for Use chemical without know about - disease like Cancer, Saradame The poet convince people to eradicate awariness espeicaly for women for Using Cosmetic because is the source of disease.</p>	
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Extract 12.2 shows a sample of a response from a script of a candidate who discussed themes such as betrayal and awareness instead of messages.

2.4.3 Question 13: Themes in Plays

In this question, the candidates were required to give eight points to justify the statement that ‘The playwrights depict the experience of their own society and time but the issues tend to be universal’. The intention of this question was to test the candidates’ ability to relate what they had read with life in their societies. A total of 20 marks were allocated to this question.

This question was attempted by 48.4 percent of the candidates, of which 62.7 percent scored from 06 to 15 marks, 4.1 percent scored from 16 to 19 marks and 33.2 percent scored from 00 to 05 marks.

The candidates who scored high marks were able to use two readings to justify the given statement that playwrights write issues which are common. For example, these candidates managed to discuss common issues like marriage issues, religion, conflict, illusion, changes, poverty, tribalism and misuse of power just to mention a few, these issues are found almost in every society in the world. These candidates demonstrated a good command of English Language, as they were able to elaborate their points using appropriate words and grammatically correct sentences. Extract 13.1 shows a sample of a good response.

Extract 13.1

13.	<p>Playwrights depicts some experience of their own society and time. These issues tends to be universal due to their realities and relevances. By using two plays which are <u>THIS TIME TOMORROW</u> by Ngugiwa Thiong'o and <u>THREE SUITORS ONE HUSBAND</u> by Guillaume Oyono Mbia, the following are issues which are universal.</p> <p>Starting with the play of <u>THIS TIME TOMORROW</u> the author has shown the following:</p> <p>Misuse of power; This is shown in this play by using the character who is Inspector Kiango who used to eat Njongo's Soup without payments. This is also common in our societies since people tends to use their authorities to earn different things.</p> <p>Tribalism; This is the giving or considering one's own tribe. It is shown by Njongo who refused her daughter Wanjira to marry Asinjo who was from another tribe. Also this problem is universal since people tends to give their tribes the first priority.</p> <p>Poverty; This refers to the lack of basic needs such as food, clothes and shelter. This is shown in the play that the majority of Kenya live in poor life by living in slums. It is shown as the author says "Njongo and Wanjira shares the floor as bed". Also poverty is the major problem universally since many societies are poor.</p> <p>Ignorance; This is the situation of being unaware of what surrounds you. In the play it is revealed by Tinsmith and Shoemaker who does not know their ages. This problem is universally since many people are illiteracy.</p> <p>Also coming to the play of <u>THREE SUITORS ONE HUSBAND</u> the following are issues the playwrights shows which are universal.</p>	
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	Misuse of power; This is the use of one's -	
	authority to earn something. This is used shown in	
	this play by the character who is Mbira who was the	
	great civil servant Mbira used his power to earn love	
	by terrifying Juliette's parents that he might bring	
	police men to destroy the whole village. This is also	
	universally practiced by different people.	
	Superstition beliefs; This refers to the beliefs in	
	magic power. It is shown in the play by the villagers	
	who believed in witchcrafts by telling Sangatiti who	
	was the witch doctor to bring back the lost money by	
	magic powers. Also in different societies people	
	believe in magic powers.	
	Forced marriage; This is shown in the	
	play by Juliette's parents who forced her to	
	marry one among the three suitors. This is also	
	common to some societies since parents choose	
	the partners to their sons or daughters.	
	Women oppression; This is shown in the play	
	by Ata Abesselo who advises Atangana to beat	
	his wife as he says "I tell you again you must beat	
	your wives! yes, beat them and treat your daughters	
	the same way". Also this is common in many	
	societies since women are oppressed and disregarded.	

Extract 13.1 shows a sample of a response from a script of a candidate who scored high marks. This candidate explored issues which are universal such as poverty, tribalism, ignorance, misuse of power and marriage by using good command of language and has organised the work properly.

However, there were candidates who scored low marks, some of them had an idea of the demand of the question, but they could not express their ideas clearly using English language. There were those who just discussed the theme found in plays without justifying their relevancy/the issue of universal. Some of the candidates did not understand the requirement of the question, for example, one of the candidates discussed things which should not be practised in the society like polygamy and corruption. Extract 13.2 shows a sample of a poor response.

Extract 13.2

13	<p>The same things are not good to be practiced by the future generation because the playwrights depict the experience of their own society and time but the issues tend to be universal because of and practicing corruption and immorality as ethical point of views. with reference to three suitors one husband by <i>Oyona</i> <i>mbi</i> a G. and <i>This Time tomorrow</i> by <i>Ngugi wa Thiong'o</i></p> <p>The question can be discussed as the following starting with the text: <i>This Time tomorrow</i>, the following are suggested not to be practiced so as to support the playwrights depict the experience of their own society so as to build up sustainable Tanzania and African generation:</p> <p>Corruption of the government leaders that includes immorality they are to be fought as act as stepping stones or setbacks to words building sustainable Tanzania and African <i>Ngugi</i> blames about government oppression in page 50 when saying 'They are herding us out like a cattle',</p> <p>Polygamy, as the practice of having many wives, this should not be recommended to be practiced as it causes infidelity and spread of HIV/AIDS in families in the text it is revealed that <i>Ngugi</i> had the following wives, <i>Ngugiabi</i>, <i>Wanjiku</i>, <i>Wakimu</i> (pg 6)</p>
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Extract 13.2 is a sample of a poor response from a script of a candidate who misinterpreted the question as he/she discussed things which should not be practiced in the society instead of common issues which are universal.

2.4.4 Question 14: Themes in Novels

In this question, the candidates were required to use two novels to justify the statement that 'bad leadership in many African societies has acted as an obstacle to peoples' development'. This question was testing the candidates' ability to relate what they have read with what is happening in their societies. A total of 20 marks were allocated to this question.

This question was attempted by 35.3 percent of the candidates, of which 69.6 percent scored from 00 to 05 marks, 29.4 percent scored from 06 to 15 marks and only 1 percent scored from 16 to 19 marks.

The general performance for this question was not good as most of the candidates had poor performance. Some of the candidates used reference to readings like 'Passed Like a Shadow' and 'Unanswered Cries' which could not give them sufficient points to justify the given statement. Others provided their answers on different themes which were not related to the leadership while the question was very specific to the leadership as an obstacle to development. There were candidates who did not understand the requirement of the question. For example, one of the candidates discussed on things which are obstacle to peoples' development which was contrary to the demand of the question. Extract 14 shows a sample of a poor response.

Extract 14

14	<p>It is believed that bad leadership in many Africa societies acted as obstacle to people development by using Two novel which have passed like A SHADOW WRITTEN BY BERNARD MAPALALA and another UNANSWERED CRIES WRITTEN BY OSMAN CONTEH</p> <p>from the passed like a shadow there thing which obstacle people to develop</p> <p>Alcoholism is the situation where by person use the drug abuse like Adyeri is the dranked person he think about alcoholism and not think about planning of the family and the development of the life</p> <p>Poverty is the source of the obstacle of the people to develop because they are unable to get the basic need example were there the Nairobi park Aboki not stop down the food Adyeri start shouting</p> <p>Silence is the one which obstacle the person to develop from low to high stage of the life of the people Adyeri was also through the AIDS pandemic disease so is the obstacle of the development as poor leaders</p> <p>while in the unanswered cries there are the obstacle of development</p> <p>Ignorance This occurs to the ability to engage to the love affair while is fourteen 14 years that is the obstacle of the person to development</p>	
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	protest This practiced to the olabisi	
	when she protest to be circumcised while the	
	herelo women they want to circumcised olabisi	
	olabisi protest and run way	
	poor believed superstition they believe	
	of that the person which has circumcised is the	
	maturity and to be not be a prostitute there	
	are the obstacle of the people to development	
	conclusion all above are the obstacle	
	of the person don't development and not	
	develop the country or our national	

Extract 14 is a sample of a poor response from a script of the candidate whose discussion based on things which are obstacle to peoples' development like alcoholism, poverty, slim and ignorance.

The candidates who scored high marks were able to use two novels to justify how bad leadership in many African Societies has acted as an obstacle to peoples' development. These candidates managed to discuss on issues which are related to bad leadership such as corruption, nepotism, betrayal, exploitation and irresponsibility and were also able to show the way these things contributes to peoples underdevelopment.

3.0 CONCLUSION

The general performance of the candidates in English Language Subject, in CSEE 2014 was good because many candidates got the average of 30 percent and/or above. Topics in which the candidates had good performance in English Language include; *Language Use*, *Patterns and Vocabulary* and *Response to Readings*. On the other hand, the candidates had an average performance in *Comprehension and Summary*.

The performance of candidates in *Language Use* has increased by 28.7 percent when compared to 2013 where the performance was 43.4 percent while in 2014 it is 72.1 percent. Moreover, in *Patterns and Vocabulary* the performance of candidates has increased by 40.96 percent when compared to 2013 where the performance of the candidates was 21.9 percent while in 2014 it is 62.86 percent. Furthermore, there has been an increase in the performance of the candidates by 16.25 percent in *Response to Readings* when compared to 2013 where the performance of the candidates was 37.4 percent while in 2014 it is 53.65 percent. However, the performance of the candidates in *Comprehension and Summary* has decreased by 8.40 percent when compared to 2013 where the performance of the candidates was 55.8 percent while in 2014 it is 47.4 percent. See the attached summary of candidates' performance per topic in the Appendix.

The further analysis on the candidates' responses in English Language shows that, many candidates had enough knowledge, skills and understanding in different topics which were examined.

Despite the general good performance of the candidates, there is a need of putting more efforts on sub topics where few candidates had difficulties in responding to the given questions so that they can improve more in those areas. These include; summary writing, tenses, rewriting sentences by using different patterns and response to readings.

4.0 RECOMMENDATIONS

In order to improve more 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 enable them speak, write, read and listen to various English texts. This will eventually help them to improve the language skills.
- (b) Teachers should take enough time to guide and encourage students on the proper use of vocabulary and structural patterns to avoid the prevailing problem of using incorrect vocabularies and grammatically incorrect sentences.
- (c) Teachers should guide students on the best way to identify the demand of the questions and respond to questions from different topic.
- (d) Students should be encouraged to read widely to enable them to use correct English grammar and spellings. They should also be encouraged to read books like Novels, Plays and Poetry that are included in the reading programme to enable them answer questions related to the reading programme correctly.

Analysis of Candidates' Performance per Topic in English Language Subject

S/N	Topic	Question Number	Percentage of Candidates who Got the Average of 30 Marks and/or Above	Remarks
1	<i>Language Use</i>	8, 9 na 10	72.1	Good
2	<i>Patterns and Vocabulary</i>	3, 4, 5, 6 na 7	62.86	Good
3	<i>Response to Reading</i>	11, 12, 13 na 14	53.65	Good
4	<i>Comprehension and Summary</i>	1 na 2	47.4	Average

