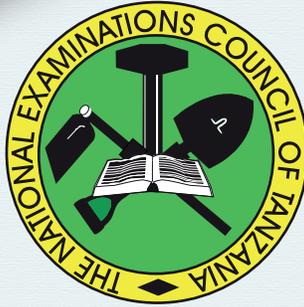


**THE NATIONAL EXAMINATIONS COUNCIL OF TANZANIA**



**CANDIDATES' ITEM RESPONSE ANALYSIS  
REPORT FOR THE CERTIFICATE OF SECONDARY  
EDUCATION EXAMINATION (CSEE) 2018**

**024 LITERATURE IN ENGLISH**

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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: THEORIES OF LITERATURE.....	2
2.1.1 Question 1: Briefly explaining the given literary concepts.....	2
2.1.2 Question 2 :Showing how literature and language are inseparable.....	14
2.1.3 Question 3: Defining drama, outlining six features of drama and distinction between the dramatic terms. ....	23
2.2 SECTION B: PLAYS .....	30
2.2.1 Question 4: Expressing the role of literature in the society with reference to two plays.....	30
2.2.2 Question 5: Supporting the view that women are challenged by male dominance and the environment they live in.....	40
2.2.3 Question 6: Discussing the view that, exploitation and oppression hinder development in many societies. ....	50
2.3 SECTION C: NOVELS AND SHORT STORIES .....	61
2.3.1 Question 7: Discussing how traditional beliefs strongly unite people using 'The Concubine'. ....	61
2.3.2 Question 8: Evaluating messages rose from two female characters in two novels/short stories. ....	71
2.3.3 Question 9: Discussing how women are vulnerable victims of injustices that prevail in the society.....	80
2.4 SECTION D: POETRY .....	88
2.4.1 Question 10: Explaining how poetic devices enhance the poets to send message to the public in two poems. ....	89
2.4.2 Question 11: Distinguishing lyrics and sonnets in four points..... .....	103
2.4.3 Question 12: Reading and answering questions from the poem 'FRONTLINE' .....	107
3.0 PERFORMANCE OF CANDIDATES PER TOPIC .....	115
4.0 CONCLUSION.....	117
5.0 RECOMMENDATIONS.....	118
APPENDIX A.....	119
APPENDIX B .....	120

## FOREWORD

The candidates' Items Response analysis Report for the Certificate of Secondary Education Examination (CSEE) 2018 provides an evaluation of the four years of secondary Education in Tanzania. The candidates' responses to the examination questions reveal what the education system was able or unable to offer to the candidates in their four years of Ordinary Secondary Education. It also discloses the weakness and strengths of the students who sat for this examination in November 2018.

The analysis intends to contribute towards understanding of possible reasons behind the candidates' performance in Literature in English Subject. The analysis highlights the factors that made the candidates to either perform well in the questions or fail to score high marks in the questions. Those who scored high marks manifested the ability to answer the questions according to the requirements of the questions preceded their knowledge of the subject matter. Those who did not perform well failed to identify the task of the questions and lacked knowledge on the concepts related to the subject matter. They lacked knowledge on the literary writings, mixed up characters and could not answer questions related to the literary readings.

Furthermore, the report reveals that these candidates had poor language competence. They failed to express their ideas when attempting various questions. Some of them wrote meaningless responses. This language problem also hindered them from interpreting the tasks of the questions and therefore answered them wrongly. This feedback will enable the educational stakeholders to identify proper measures to be taken in order to improve the candidates' performance in future examinations administered by the council.

Finally, the council would like to thank the examiners, co-ordinators, reviewers and all others who participated in preparing and analysing the data used in this report as well as in typesetting the document.



Dr. Charles E. Msonde  
**EXECUTIVE SECRETARY**

## **1.0 INTRODUCTION**

This report presents the analysis of the performance of candidates who sat for CSEE in November, 2018, in Literature in English Examination. The examination tested the candidates' competences in Theories of literature, Plays, Novels and Short Stories and Poetry. The performance of candidates in each question is well stipulated in this report. This report also presents the candidates' strengths and weaknesses in various areas when answering the questions. Through this report, teachers, students and other educational stakeholders will be able to find out what they should do for better performance in the future examinations administered by the council.

The CSEE 2018 for Literature in English had a total number of twelve questions categorised in four sections; A, B, C and D. Candidates were required to choose and answer a total number of five questions. In section A (Theories of Literature), candidates were instructed to answer two questions while in sections B (Plays), C (Novels and short stories), and D (Poetry), candidates had to answer one question from each section. Each question carried (20) twenty marks.

The analysis is organised in such a way that, the candidates' performance in individual items for the 2018 Literature in English paper is presented by indicating the number and percentage of candidates who attempted the question and the number and percentage of those who scored various marks based on their responses.

The performance of candidates for the year 2018 in Literature in English has been summarised using the range of 00 to 29 (weak performance), 30 to 64 (average performance) and 65 to 100 (good performance). These intervals contain the percentage of candidates who scored 30 per cent and above of the marks allocated to a particular question.

Various samples of candidates' responses have been presented so as to provide a general overview of how the candidates responded in view of the requirements of each item.

The number of candidates who sat for Literature in English in November 2018 was 57,546 out of which 51.29 Per cent passed with different grades as shown in Table 1.

**Table 1: Candidates' Grades in 2018 CSEE Literature in English Examination**

Grade	A	B	C	D	F
% of candidates	0.14	1.43	18.37	31.33	48.73

The performance of 51.29 per cent in 2018 is less than that of 55.52 per cent in 2017 in Literature in English Examination. In 2017, the candidates passed with different grades as shown in table 2.

**Table 2: candidates pass grades in CSEE 2017 in Literature in English Examination**

Grade	A	B	C	D	F
% of candidates	0.11	1.13	19.7	34.61	44.18

## **2.0 ANALYSIS OF THE CANDIDATES' PERFORMANCE PER QUESTION**

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

### **2.1 SECTION A: THEORIES OF LITERATURE**

This section had three questions and the candidates were required to answer any two (02). Each question carried 20 marks, making a total of **40 marks**.

#### **2.1.1 Question 1: Briefly Explaining the Given Literary Concepts**

This question instructed the candidates to write brief explanations on each of the following literary concepts:

- i. Conflict
- ii. Myth
- iii. Stage direction
- iv. Dramatic monologue
- v. Modern poetry
- vi. Diction
- vii. Climax
- viii. Euphemism

- ix. Character
- x. Symbol

The question tested the candidate's ability to explain briefly on the given literary concepts as follows;

Conflict refers to the struggle caused by the presence of two opposing forces in a plot. A conflict is normally a product of either the struggle of a person against another person, the society, nature or within a person.

Myth, means a story that originated in ancient times especially one dealing with ideas or beliefs about the early history of a race or giving explanations of natural events such as the seasons. Myths are endorsed by rulers and priests and closely linked to religion or spirituality.

Stage direction is the instructions which show how the play should be performed. Stage directions are printed in italics and if they concern an activity of a particular character in the dialogue they are enclosed in parenthesis or brackets. It provides information about the setting of the play, the stage set and costume. Information about the character, location of a particular scene as well as non-verbal activities such as gestures, facial expressions and physical interactions of characters are also provided.

Dramatic monologue is a situation in which a character speaks alone in a drama. This happens in moments of stress, disbelief and appreciations. The speaker may not fully understand himself or herself in the same light as the audience sees him or her. Dramatic monologue may be of public in which character openly addresses the audience or private where audience is not addressed but listen into or overhears the innermost thoughts of a character. The audience does not share the thoughts but is aware or hear the private questioning that is going on in a character's mind.

Modern Poetry is the liberation from regular metrics and its embrace of spoken rhythms. Modern poetry allows new ways of arranging words and lines, new ways of expressing thoughts and feelings and new ways to order poetic experience. Examples of modern poems are AFRICA, THE VULTURES and BUILDING THE NATION.

Diction refers to the choice and use of words for artistic effect in a literary work. Diction can sometimes characterise the style of a particular author.

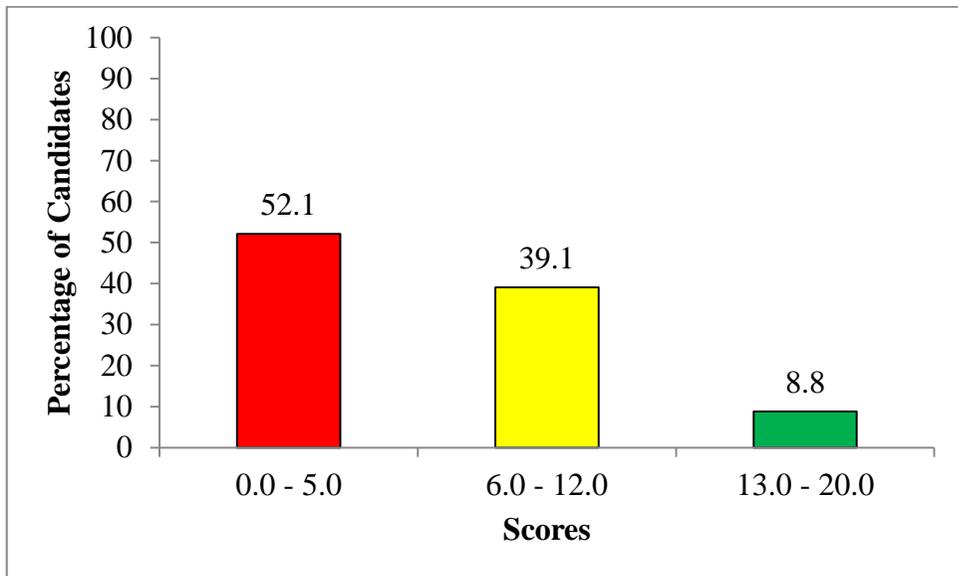
Climax is a point of highest interest at which the reader makes the greatest emotional response in a work of art. It is the turning point where conflict cannot continue but resolution is to be found.

Euphemism refers to a figure of speech in which an indirect statement is used instead of a direct one to avoid bluntness. One can say “in a family way” instead of saying “pregnant”.

Character is a person/animal in a work of art with some roles to play. Characters carry the author’s message in a work of art.

Symbol is an object or event that stands for something else. For example; a candle is a symbol of peace. Authors use a number of things to stand for other things.

The question was attempted by 39,735 candidates which is 69 per cent of all the candidates. The analysis shows that 20,699 candidates which is 52.1 per cent scored from 0 to 05 marks which indicate an unsatisfactory performance. Moreover, 15,527 candidates which is 39.1 per cent scored from 06 to 12 marks which is an average performance and 3,509 candidates which is 8.8 per cent scored from 13 to 20 marks which is a good performance. The performance in this question is categorised as average because 19,036 candidates which is 47.9 per cent were able to score from 06 to 20 marks. The Performance in this question is illustrated in figure 1.



**Figure 1:** *The Summary of the Candidates' Performance in Question 1*

The analysis of candidates' responses shows that, the candidates who performed poorly in this question manifested multifaceted stumbling blocks. Some of these candidates demonstrated inadequate knowledge of the literary terms in questions consequently, they provided wrong explanation of the terms. For example some of these candidates defined the concept 'conflict' as 'is characters of novel or play in the cultural conflict of literature' whereas 'myth' is 'the among of the proceeding in the amount of the way it can be to among of the something to declare the way'. On top of that, 'stage direction' was wrongly explained as 'the stage of all organism examples of organisms plant and animal'. The reason of this poor performance was the insufficient knowledge on the given literary terms by these candidates.

In addition, some of the candidates joined some English words they know to be their responses which resulted into meaningless and ungrammatical expressions. For example, one of the candidates in this group defined the term dramatic dialogue' as 'is the support the view in a given strive' while modern poetry was explained as 'the separated show how in the societies of the country'. Nevertheless, 'Diction' was wrongly defined as 'the poem to take place of character in the novel in the country'. Additionally another candidate defined the term 'climax' as 'the people to move of education in the country like novel, play, short story and poem;

On top of that, there were candidates who had no idea on the given terminologies consequently they ended-up producing irrelevant responses which were accompanied by ill-formed English grammatical constructions. One of these candidates defined Euphemism as ‘the literature and language have a strong uniting; also character as ‘the traditional belief vulnerable injustice’ and ‘Symbol’ as ‘the victims concubine to show traditional belief’. Apart from that there were candidates who demonstrated lack of knowledge of the literary terms in this question. For example one of the candidates in this category copied some words and phrases from different questions in the examination paper and joined them as the responses.

The term ‘Modern Poetry’ was defined as ‘pick two female characters and then evaluate the message’ while myth was ‘the concubine to show how traditional beliefs have a strong’ and Euphemism was explained as ‘the male dominance and the environment they live in cause challenges for them’. Further analysis shows that, some candidates wrote the opposite of the terms in this question. ‘Dramatic monologue’ was defined as ‘is a monologue which have two people have reading or writing the dialog’ by one of the candidates in this category. This candidate wrote the vice versa of the concept given. Another candidate in this category mixed-up the term ‘symbol’ with personification but provided an example of a simile, and hence defined symbol as ‘is he one of the technique which are used to make other this to have characteristics of human being, example; Jane is like a lion’.

Additionally, code mixing between English Language and Kiswahili was the other reason for poor performance of some candidates. The concept ‘Modern Poetry’ was defined as ‘in literature is the types of poetry which does not follow the “*vina*” and “*mistari*”, by one of the candidates in this group.

Another reason for the candidates’ poor performance in this question lies on the candidates’ inability to grasp the requirement of the question. This is seen when some of the candidates copied the terms or concepts in question and use them as response accompanied with randomly picked English words. One example of this scenario can be tapped from one of the candidates who wrote ‘Diction’ is ‘climax or diction to literature’ and

‘climax’ is ‘the climax in the exposed to our language in cultural individual culture’, also ‘Dramatic monologue’ is ‘process of Dramatic monologue our social increase’. Some of these candidates were just copying the terms or concepts then added some words in order to create a construction to look like a sentence.

On top of that there were candidates who had no idea whatsoever about the question, consequently they ended-up leaving the question unanswered eventually performed poorly. Moreover, the analysis of candidates’ response shows that, some of the candidates failed to score high marks and hence performed poorly due to their misconception of the terms in question. This is evident from one of the responses provided by some of these candidates, as the concept ‘symbol’ was mistakenly equated to punctuation marks. For example one of them defined symbol as ‘is a used in a play and poem like a (I,.,;:, ( ),’ The reason for the poor performance here was the misconception in the terms symbol on one hand and ‘punctuation marks’ on the other. Nevertheless, there were candidates who code switched when answering this question. For example one of them defined symbol as :

*‘ni alama zinazokuwepo katika maandishi’*

Whereas conflict was defined as

*‘ni ugomvi baina ya pande mbili kushindwa kuelewana’.*

The term stage direction was defined as

*‘ni sehemu ya kutorea maudhui yako juu ya jambo frani’*

Extract 1.1 is a sample of a poor response.

## Extract 1.1

1	write brief explanations on the following literary concepts :
<del>Q1</del>	
i) Conflict	is the conflict in the societies of the causes are the life of people. under this to using to society can not development.
ii) Myth	There are this which can be to using oppression for point
iii) Satage direction	it has to can not direction use to place movement.
iv) Dramatic monologues	They are used <del>#</del> dramatic called example Brother Jeraw which can from there do each
v) Modern poetry	is the modern poetry which have read to consider to then are have many literary works
vi) Diction	is the ways to the reading this four of then diction from this support ed called because for the freedom

(vii) Climax	It helps to literary work communi- ties the to supporte will be love their for which climax factors in the the rd
(viii) Euphemism	There are as literary works which production separated to bracket even euphemism which produced to can be ex-riens
(ix) character	it helps to the character to have review for changed for work following to the character.
x) Symbol	

Extract 1.1: A sample of a response by the candidate who did not manage to provide brief explanation on the literary terms and hence joined some English words randomly as responses which are ungrammatical.

Conversely, the candidates who scored high marks were able to provide brief explanations on the given literary concepts. These candidates, not only provided correct responses but also they cited correct examples to support their answers. For example, one of these candidates defined 'Conflict' as 'misunderstanding or contradiction of ideas between two or more people or groups. There are two types of conflicts which are interpersonal and intrapersonal conflicts'.

The concept 'Myth' was explained as 'the story from ancient times that aim at explaining the origin of the world and all the things in it. Myths are usually accompanied by the explanation about the ways and life of the early society. Additionally, the term 'stage direction' was explained as 'these are words which are usually written in italics and found in brackets in a given

instructions on the actors about their position, mood, tone, attire and even posture while on the stage. Stage directions are important as one may be involved and can get to create a mental picture even one is reading the text'. Another concept explained by candidates was 'Dramatic monologue' which means the dramatic device that involves the speech of oneself as a character talks to himself or herself. It is used to show a character is speaking to herself or himself and it involves a character's asking himself/herself a lot of questions.

Furthermore, modern poetry refers to a form of poetry which does not follow all the strict rules and regulations or old ways of writing poems such as meter, foot, rhythm and rhyme pattern. This is alternatively known as an open poetry. Diction this was explained as 'the art of choosing or selecting the suitable words to be used in a literary work: It was more elaborated that diction determines the words as simple or complex as well as the number of figures speech that will be contained such as 'symbolism, Simile, imagery, metaphor and hyperbole. Climax refers to the highest point of the plot where the conflicts that arose earlier need to be resolved. The climax is usually marked by the crisis and it needs to be resolved by the characters.

On top of that, the term 'Euphemism' was defined as the figure of speech in which the directness is replaced by the indirectness of a phrase or word. This is devoid of the abusiveness or to prevent bluntness of words or phrases. For example 'Mwarabu has gone to glory' meaning that Mwarabu has 'passed away' Another term that was well briefly explained was 'character' which means a person or inanimate in a literary work of art which has been assigned certain roles to play. This is done artistically and skillfully so as to deliver the intended message to the society. For example in 'The lion and the Jewel' by Wole Soyinka, the playwright used characters Baroka, Sidi, Lakunle also Sadiku to deliver multiple messages in the society.

Finally, these candidates managed to explain well the term symbol. This means a figure of speech in which one thing or object or idea represents something else. This is done so as to deliver certain messages to the audience. The candidates cited different examples from various literary readings. For example 'snails' in 'Dilemma of a Ghost' represents or symbolises Ghanaian traditional foods which are delicious and 'condoms'

in *The Houseboy* symbolises western civilization. Extract 1.2 is sample of a good response.

### Extract 1.2

	<p>i) Conflict, this refers to a misunderstanding that may happen between two people or within a single person due to different views or ideas and the ways of thinking. Conflicts can either be interpersonal between two people or intrapersonal. A good example is the conflict between colonialists and the Africans in the play <i>INTERTITLES</i>.</p>	
	<p>ii) Myth, this is the story from ancient times that aims at explaining the origin of the world and all the things in it. Myths are usually accompanied by the explanation about the ways and life of the early society.</p>	
	<p>iii) Stage direction, these are words which are usually written in Italics and found in brackets in a play that give instructions on the actors about their position, mood, tone, attire and even posture while on the stage. Stage directions are important as one may be involved and forget to create a mental picture even when one is reading the text.</p>	

iv) Dramatic monologue, is the type of conversation where the actor talks to himself or herself. It is contrary to dialogue where two people share words in sequence or turns. In monologue the actor doesn't talk to anyone else but asks and replies to himself silently.

i) Modern poetry, this is a form of poetry that does not follow the strict old rules of writing a poem like foot, meter and a rhyme scheme. Modern poetry tends to be easy to write and produce. Example of a modern poem is the poem BUILDING THE NATION by Henry Burlew.

vi) Diction, this refers to the action of choosing or selecting the suitable language to be used in a work of art. Language diction as it is also known it determines the language and the words used as simple or complex. It also determines the number of figures of speech that will be contained like symbolism, simile, Imagery, Metaphor and hyperbole.

vii) Climax, this refers to the highest point of the plot where the conflicts that arised earlier need to be resolved. The climax is usually marked by the crisis and thus a climax need to be resolved by the actions of the main character.

	<p>viii) Euphemism, this is a figure of speech in which is the indirectness of a word is used to prevent the directness of another word. It is usually used for moral values of the society by the author. Example of euphemism include <del>Massacre</del> to mean <del>kill</del> family way to mean <del>pregnant</del></p>	
<p>ix)</p>	<p>Character, these this refers to a person, animal or any other object that takes part in a literary work and is a representative of what takes place in the society. Characters are usually chosen by the process of characterization, they are always very efficient to in presenting the message. Example of characters is Melka in the novel <u>DLB MAN AND THE MEDAL</u>.</p>	
	<p>x) Symbol, this is a device that is used so as to represent another idea or object somewhere else for moral purposes. Symbols are one of the main hindrance to words the understanding of various works of art. Example of a symbol is in the poem <u>BUILDING THE NATION</u> when the P is used as a symbol to represent the upper class.</p>	

Extract 1.2: A sample of a response by the candidate who provided brief explanation of the literary terms in question. The terms were accompanied by correct examples.

### **2.1.2 Question 2: Showing how Literature and Language are Inseparable.**

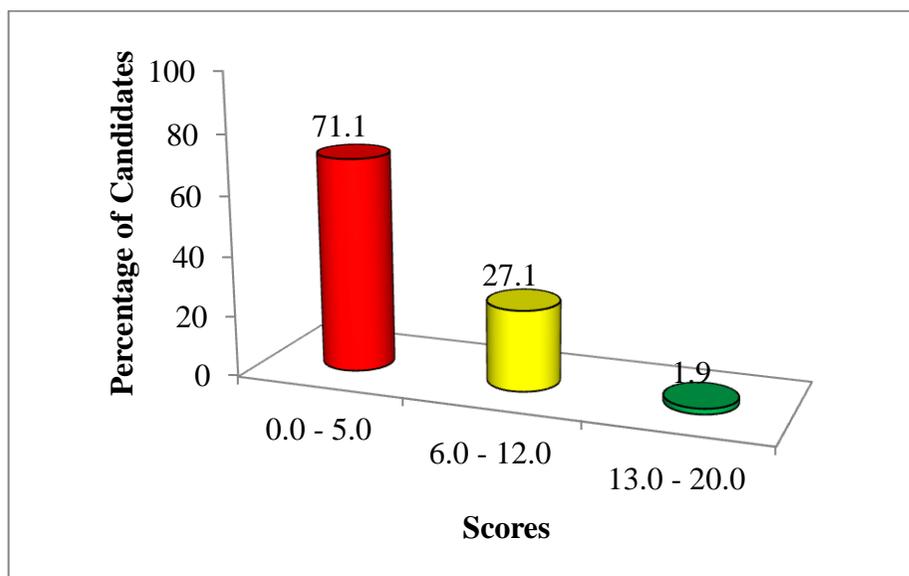
The question instructed the candidates to show how literature and language cannot be separated.

The question tested candidates' ability to associate the relationship that exists between language on one hand and literature on another hand

Literature can be defined as work of art which uses language artistically to send the message to the audience and language is a system of arbitrary vocal symbols which are used in communication. Language is a system which people use directly to express thoughts, feelings, views, history and back-ground the same applies to literature because it expresses people's thoughts and feelings, views and culture in a manipulative way for creative purposes. Language is a method of communication. It contains a set of gestures, words and phrases with meaning behind them and literature manipulates those gestures words and phrases for creative purposes. Literature is one of the ways in which language functions. In its expressive function, language report feelings or attitudes of the writer or of the subject. Literature is described as a bundle of materials, oral or written which reflects how people live their lives. Language is a medium in expressing these bundles. Literature gives language its peculiarities for example presence of proverbs, idiomatic expressions and figures of speech. These exist in words of language. Literature helps people to be aware of different views/things. In this way, it is through language that people will be sensitised to the happenings around them.

The question was attempted by 32,060 candidates which is 56 per cent of all the candidates. The analysis shows that, 22,784 candidates (71.1) per cent scored from 0 to 05 marks indicating an unsatisfactory performance. Additionally, 8675 candidates (27) per cent scored from 06 to 12 marks which is an average performance. Further analysis shows that, only 601 candidates (1.9) per cent scored from 13 to 20 marks which is a good performance. Generally, the performance in this question was poor because 9,276 candidates (28.9) per cent were

able to score from 06 to 20 marks. The Performance in this question is illustrated in figure 2



**Figure 2:** *The Summary of the Candidates' Performance in Question 2*

The analysis of candidates' responses shows that, candidates who performed poorly in this question exhibited several weaknesses. Some of these candidates wrote on themes instead of showing inseparability of language and literature. For example, one of these candidates wrote on themes such as exploitation, oppression and poverty. The written themes were accompanied by English words which were just randomly picked which resulted into ungrammatical expressions. These candidates made no reference to any literary reading. This is contrary to the requirement of the question.

Additionally, there were candidates who wrote on what they regard as roles of language. One of these candidates, for instance, wrote that, 'language is used to present message' 'to develop culture', 'to give people unity' and 'simply communication' instead of explaining the relationship that exists between Literature and Language.

On top of that, some of these candidates wrote on random issues which are irrelevant to the requirement of the question, for example

issues about ‘development of science and technology’, ‘destruction of culture’, ‘depopulation’ and ‘moral erosion’.

Furthermore, the candidates’ performance analysis shows that, some of these candidates misconceived the instruction of the question therefore they ended-up mixing of wrong similarities between the two concepts. For example, one of them wrote;

*‘Both have work of art’*

*‘Both use artistically language’*

*‘Both use character’*

*‘Both use figure of speech’*

*‘Both have oral or written’*

The analysis of the candidates’ performance also shows that, there were candidates who wrote on issues like ‘globalization’; misspelt as “grobalization”. One of them, for example, wrote ‘Grobalization can cause the use of literature and language not to separate’ also on other issues of ‘science and technology’ as well as ‘introduction of local language’ were hinted, as opposed to the task of the question.

Moreover, there were candidates who misinterpreted the instructions of the question. For instance some of these candidates in this category wrote on the elements of Literature, which are FORM and CONTENT. Some of these candidates wrote on items of FORM including Setting, Plot, Style and Characterization: on the items of CONTENT they wrote elements which are message, conflict, themes as well as relevance.

The analysis also shows that, the poor performance of some candidates in this question was attributed by insufficient knowledge on the association between language and literature. This has made them into copying the question in their answer booklets and leaving it as their response.

Another reason for the poor performance in this category dwells on the misconception by some candidates. The candidates in this group responded to the question by wrongly differentiating the two concepts instead of showing their inseparability. For example, one of them

wrote 'Language can use the figure of speech because literature cannot use the figures of speech' 'Language has based on people while literature can deal with form and content; and 'Literature it has expensive while the language is cheap.

Further analysis shows that, some candidates scored lower marks because of misconception of the requirements of the question. This is clearly seen as some of them related the two concepts as 'Literature and Language as a source of employment in the society', 'Literature and Language is their maintain entertaining people in the society'.

Additionally, some of the candidates who performed poorly in this question also demonstrated some problems in comprehending the question. These candidates wrote on the problems of writing literary reading. They hinted that to write literary works, the problems one encounters includes 'poverty' and 'education of literature'. Not only the problems but also they wrote on what they thought are solutions to the problems like 'government to supply person to writing literature.

Another reason for poor performance of some candidates in this question is tapped from candidates' responses which entail copying of authors' names of Novels and Short stories. The candidates in this group demonstrated inability to respond the question consequently; they copied the names of authors as their response.

Further analysis shows that, misinterpretation of the requirement of the question is another hanging-rope towards candidates' poor performance. For example, one of the candidates in this category wrote his/her personal life experience in school life. The candidate wrote 'I was born in the family of high standard in some but my mother is come in low family.....'

Moreover, there were candidates who miscomprehend the requirement of the question, and hence, wrote on the issues such as 'literature and language lack of science and technology', 'they lack of money; 'lack of knowledge skills to improve the language', 'lack of social services', 'they lack democracy' and 'they lack of negative

idea'. The response was preceded by ungrammatical construction of English Language. Extract 2.1 is a sample of a poor response.

### Extract 2.1

	SECTION: A	
2.	By using my own life experience where by literature can not differ from language	
	I was born in the family of high standard in some but my mother is same in law family and I grow with all rules of Christianity but my mother were warning me that when you going to stay with your father do not ever try to eat a meat of pig as I failed to fulfill her wishes because I forced to do so and the days gone later in my dad started to influence to studying hard as I were do not like to studying and want able even to write my name therefore I was beaten to the maximum and bought the books for learning when I am at home and also I were told to go tuition to learning more but due to the harshness of my father I were escape from home and went to my mother but still it doesn't been the resolution be	

Still it doesn't seem the resolution because my father were like me to become successful person later therefore he were follow me to my mother and turned me at home with sticks finally were able to cope with the situation and when I were given exams at school I were passed we and my position were change at every test I was been given Therefore: literature is not different from language all of these two things going together

Extract 2.1: A sample of a response by the candidate who wrote his/her personal life experience in school life as a result of misconceiving the requirement of the question especially the clause 'use your own life experience'.

On the contrary, the candidates who scored high marks in this question were able to associate the relationship that exists between language and literature as inseparable entities. These candidates managed to define the term literature and associated it with language. They defined the terms Literature and language as literature is a work of an art which uses language creatively so as to convey the social realities to the audience. Language refers to the arbitrary vocal symbols which are used by human beings for communication. They further elaborated that, the two concepts are like two sides of the same coin in that they complement each other. These candidates also added that, Language when used artistically it beautifies works of literature. This is called *aesthetics*. Therefore a beautiful work of literature emerges from language being used artistically and creatively. This involves the use of figures of speech such as similes, personification, imagery, symbolism and hyperbole.

Additionally, Literature uses language to convey the intended messages to the audience (society). For example, in the play "The Lion and the Jewel" by Wole Soyinka, the playwright had several messages to deliver to the audience such as 'women should be

respected and valued, they should be refrained from domestic violence'. In the play 'The Trials of brother Jero' by Wole Soyinka one of the messages is that, 'the religious leaders should not con people'. All these messages have been delivered through the use of language. These candidates further added that, the origin of literature is attributed to some extent with the origin and the development of language. Extract 2.2 is sample of a good response provided by one of these candidates.

**Extract 2.2**

2	Literature is a work of art
	that uses language to reflect social
	realities of a certain society.
	Language refers to the arrangement
	of words in a speech. Literature and
	language are things that can not
	be separated at all. These two
	things are like two things in a
	single coin. A complete coin must
	have two sides just as a
	complete literature but must be
	enveloped in language. This argument
	can be proved using the following
	ideas:
	Language conveys message or
	reflects the social realities. One can
	not write or compose a literary
	work without using language. From
	the definition of literature language
	is used artistically to convey
	messages or reflecting the society.
	Language that has been chosen
	well will enable people to get
	the intended information easily than
	language that is poorly chosen. Example -

2. It is language that revealed the tense situation of people of South Tanganyika during colonialism when the first woman says that their men are exploited that they can not do a thing, from "KINJERILE".

Language unites actors. The actors or characters in a literary work are united by language since they cannot work accurately to yield the required information if they differ in views and language. Language helps the actors or characters to unite and give out the best quality of information that may be required in any work of literature. Example it is language that unites the characters of "FLOWER BOY" making them yield the information in the novel.

Language artistically decorates the literary works (literature). Any literature is said to be aesthetic or beauty. A beautiful literature comes from how language has been used. Use of figures of speech and grammatical language makes literature to be very beautiful and hence attractive. If language will be omitted in the work of literature the entire literature will not be beautiful. Example figures of speech.

2	Unites actors and audience.	
	In other words if language makes the eye contact between the actions and the audience grow strong. Literature in its own can not perform the duty of growing the eye contact between actions and the audience and hence that is known and language has been applied to bridge the issue for literature to grow.	
	Language eases understanding. Verbal language and body language all play an important role in making people understand what takes place at a certain time. Language has helped people understand easily the actions and reactions of the characters hence making it easy for the audience grasp what is intended in the literature and its works. Example anger and hunger can be given using language.	
	Conclusively literature and language will never be separated as the two do different functions but having the same aim. As literature and language will be separated, the entire society will not know their weaknesses and strengths so as to change and seek development.	

Extract 2.2: A sample of a response by a candidate who managed to score high marks because he/she was able to show the

relationship that exists between language and literature. The candidate also provided vivid examples from the literary readings.

### **2.1.3 Question 3: Defining Drama, Outlining Six Features of Drama and Distinction between the Dramatic Terms.**

The question instructed the candidates to define the term ‘drama’ in 3(a), in 3(b) they were required to outline six features of drama and in 3(c) they were instructed to differentiate the dramatic terms: Act and scene in 3(c) (i), in 3(c) (ii) comedy and tragedy.

The question tested the candidates’ ability to provide meaning of the term drama and to analyse features of drama which is a genre of literature. Additionally, the question tested the ability of candidates in making a distinction between the given dramatic terms. The terms ‘Act’ and ‘Scene’ along with ‘Comedy’ and ‘Tragedy’ were to be differentiated.

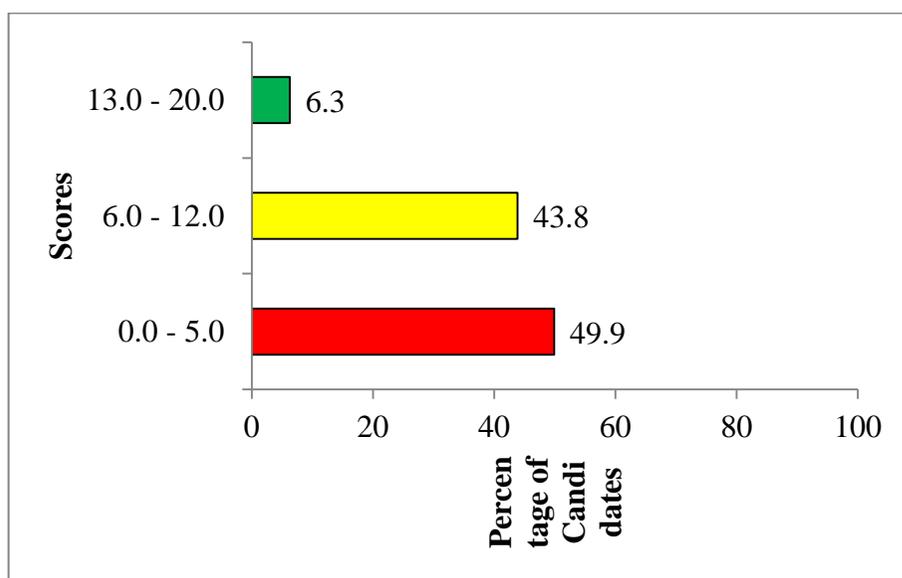
Drama is a work of art which is written for the purpose of being acted on stage. The features of drama include the use of dramatic dialogue. This refers to the conversation or speech involving two or more characters speaking to each other in turns. Drama has an extensive use of stage directions that provide information about the character, place and mood. Moreover, it is written with a great economy of words. Words in drama are not wasted by the playwright and it has a stronger influence than other genres because people are attracted by the actions and nature of actions performed.

Additionally, drama uses shorter time than, for instance a novel. That is to say, it takes shorter time (say, three hours) to watch a movie but a longer time (it can be even a week) to read a novel. On top of that, Drama is characterised by actions carried out at the stage by actors and it involves imitation of the real life events therefore it is more meaningful.

The candidates were also instructed to differentiate the given dramatic terminologies as ‘Act’ which refers to the major division of a

drama/play while a ‘Scene’ is a minor division within an act. A comedy is a type of drama intended to amuse and it normally ends happily while a tragedy is a type of drama which involves noble characters who suffer, and they end up in danger or death. A tragedy normally ends sorrowfully.

The question was attempted by 40,316 candidates which is 70 per cent of all the candidates. The analysis shows that, 20,112 candidates (49.9) per cent scored from 0 to 05 marks indicating an unsatisfactory performance. Moreover, 17,677 candidates (43.8) per cent scored from 06 to 12 marks which is an average performance. Furthermore, 2,527 candidates (6.3) per cent scored from 13 to 20 marks which is a good performance. In this question the performance is categorised as average because 20,204 candidates (50.1) per cent were able to score from 06 to 20 marks. The performance of candidates in this question is illustrated in figure 3



**Figure 3:** *The Summary of the Candidates’ Performance in Question 3.*

The analysis of candidates’ responses shows that, the candidates who performed poorly in part (a) had no knowledge on the concept of drama. For example one of these candidates defined drama as ‘the perform the writing the form’. Another candidate in this category

provided this definition ‘Drama is the type of drama which to consist of melodrama’. Extract 3.1 is a sample of a poor response.

### Extract 3.1

31	(2) Drama, is the perform the writing the form	

Extract 3.1: A sample of a response by the candidate who provided wrong definition of drama.

On the other hand, the candidates who scored high marks demonstrated enough knowledge of the concept ‘Drama’. These candidates provided a correct definition of the term drama then cited relevant examples of drama. One of these candidates defined drama as ‘is a literary composition of any length which involves actions performed on the stage whereby actors impersonate real life experience, speak in dialogue and enact appropriate actions”. Examples of drama include ‘The lion and the Jewel’ by Wole Soyinka and ‘Dedan Kimathi’ by Kenneth Watene. Moreover, they added that, it is a story told in a way that it can be acted by actors before the audience on the stage.

Furthermore, these candidates provided types of drama such as comedy, tragedy, historical drama and melo-drama to seal their paramount and sufficient knowledge about the concept. Extract 3.2 is a sample of a good response.

### Extract 3.2

		<u>SECTION A</u>
3	a) Drama is a story told in a way that it can be acted by characters before the audience. It contains five types which are tragedy, comedy, tragic comedy, melo and historical drama.	

Extract 3.2: A sample of a response by the candidate who presented a correct definition of the term Drama.

In part (b) of the question, the candidates who performed poorly did not manage to outline the five correct features of drama. For example, one of these candidates outlined different sports in English Language and two in Swahili language as the response. This candidate outlined the following;

- i. *Football*
- ii. *Net ball*
- iii. *Vole ball*
- iv. *Hend ball*
- v. *Ukut*
- vi. *Mdako*
- vii. *Dances*

Moreover, there were candidates who just picked up some literary terms as their responses. One of these candidates listed the following terms as the responses:

- i. *Drama for character*
- ii. *Drama for themes*
- iii. *Drama for messages*
- iv. *Drama for prologue*
- v. *Drama for plot*

Another candidate in this category wrote some types of poems which are 'reflective', 'ballad' and 'narrative' accompanied by irrelevant and meaningless expressions as 'should be the educate the people and should be the develop language'.

Additionally, the analysis shows that, there were candidates who manifested lack of knowledge of the features of Drama and hence confusing with the features of novels. One of these candidates wrote that, Drama

*'it's used in a narrative words, it's a long word story also it's characterised through a chapter'.*

Furthermore, there were candidates who listed different themes as their responses. For example, one of the candidates in this category listed 'irresponsibility', 'classes' 'cooperation', 'exploitation', and title of the play 'Government Inspector' as his/her response. Extract 3.3 is a sample of a poor response provided by one of these candidates.

### Extract 3.3

(b)	-> drama fir character.	
	-> drama for themes.	
	-> drama for messages.	
	-> drama for prologue.	
	-> drama for plot.	
	-> drama for photcopy.	

Extract 3.3: A sample of a response by the candidate who listed some elements of Literature and other irrelevant words 'prologue', and 'photocopy' instead of outlining the features of drama.

On the other hand, the candidates who scored high marks in part (b) demonstrated ability to outline the features of drama. They provided correct responses as 'drama is performed or acted on stage before audience'. 'Drama use highly dialogue and rarely monologue'. Other features outlined by these candidates were 'drama is divided into acts and scenes'. Acts are the major divisions of drama whereby scenes are the minor divisions within Acts. Drama employs first person Pronoun (1<sup>st</sup> person point of view) in which mostly the characters use or refer to themselves such as "I" or "we".

Additionally, drama use real characters as it needs to be acted on the stage. These characters (human beings) are used to show real actions (events) thus real society experience is achieved. On top of that, these candidates demonstrated good mastery of English Language. Extract 3.4 is a sample of a good response.

### Extract 3.4

3. b. There are several features of drama which includes,

Drama is the kind of communication between the playwright and audience through actors. Drama has some several features which includes,

It is designed to be performed on the stage, drama usually takes short time of it to be full completed by so in order to take short time to be complete, actors portray their message through actions.

It highly uses ~~a~~ dialogue than monologue, dialogue involves the speaking act between two people, by so in order for the actions in the stage to clearly reach to the audience there should be the use of language between the people.

Poetry what real takes place in the society, events in the drama do real come from the society, because the actors come from the society of which the events are taken from in order to educate the society. Some of these events are, polygamy, betrayal, humiliation.

Actors are real human beings, people from the societies are the ones who act the events, and because drama uses dialogue, this involves communication between one person and another, and not between a person and an animal.

It is divided into acts and scenes, acts are the major divisions of the drama while scenes are the sub division of the drama of which in order for the audience to not get tired and bored of the book of which after finishing one act a reader gets influence of going on reading.

It is usually short and the events are easily to be remembered, a drama in order to be complete, it takes only some hours of the audience to watch what is going on between the actors, by so the actors in order to make the audience get interesting with the story, they act for short duration.

The above are some features of the drama which makes it to be different from other written works.

Some examples of the dramas are, "KINJIKILLE", "DILEMMA OF A GHOST", "LION AND THE JEWEL".

Extract 3.4: A sample of a response by the candidate who managed to outline and explained features of drama.

In part (c), the candidates' performance analysis shows that, those who performed poorly manifested several weaknesses. Some of these candidates had no knowledge on the dramatic terms in question. For example, one of these candidates wrote 'Act is the type of drama on the society to a consisting irresponsible on the society in short story' while 'scene are the other soces of drama to consist the society in shorty story', also the term comedy was defined as 'the measure of rehass and the people represent to the commodity whereas 'tragedy is the dramatic condition on the short story to the society in the short story'.

Furthermore, some of these candidates randomly picked some English words hence constructed ill-formed sentences as their responses. For example, one of them defined Act as 'the speech of literature while scene is the process of drama of use language'. Another candidate in this group defined Act as 'the attraction of the consumption of the word for artistic work whereas scene was defined as 'the consumption in the literary work'. Additionally the term tragedy was defined as 'the types of characters of social in literature'.

Furthermore, there were candidates who code mixed English and Kiswahili constructions. For example, one of these candidates wrote:

*'Act is is the part which tukio linatokea ndio linaitwa scene is the mwisho wa story'.*

Extract 3.5 is a sample of a poor response.

**Extract 3.5**

3.c.i	Act is the type of drama on the society to a consisting irresponsible on the society in shorty story WHILE the scene are the other soces of drama to consist the society in short story.
ii	Comedy are the measure of <del>fehass</del> <sup>rehass</sup> and the people represent to the commodity WHILE tragedy is the dramatic condition on the short story to the society in the short story.

Extract 3.5: A sample of a response by the candidate who joined some English words as the response hence produced irrelevant responses.

Further analysis shows that, the candidates who scored high marks in part (c) of the question explained that

*'Act refers to the major division of a play / drama whereas 'a scene is a minor division of a play or drama which is a part of an act.*

They also elaborated that:

*'Comedy refers to the drama which is full of humour or funny and always make the audience laugh' whereas 'tragedy is the drama which involves a hero or heroine ends up in danger or death'.*

The candidates provided examples to seal their sufficient knowledge on the concepts in the question.

Extract 3.6 is a sample of a good response.

### Extract 3.6

	c. i. The difference between	
	i. <u>Act and scene are:</u> act is the major division	
	of a drama or play while a scene is the minor	
	division of a play or drama.	
	ii. <u>Comedy and tragedy are.</u> Comedy is a type of	
	drama that is always funny and humorous while	
	tragedy is the type of drama that shows serious	
	actions and the hero or heroine ends up in danger	
	or death.	

Extract 3.6: A sample of a response by the candidate who comprehended the question and hence wrote the correct response.

## 2.2 SECTION B: PLAYS

There were three (03) questions in this section and the candidates were supposed to answer one (1) of them. Each of the three questions carried 20 marks.

### 2.2.1 Question 4: Expressing the Role of Literature in the Society with Reference to two Plays.

The question instructed the candidates to express the roles of literature in the society by referring to two plays.

The question tested the candidates' ability to analyse the role of literature in the society by making reference to two plays read under this section.

Literature as the work of art uses language to express social realities. In this way, literature has a lot of roles to play in the society. For example, by using the play 'The lion and the Jewel' by Wole Soyinka', literature plays different roles; Literature educates the society; the society is educated on the effects of the bride price. It makes the society aware that bride price subjects women into oppression. It entertains as amuses interests and gives people pleasure. The portrait of Baroka, as well as the relationship between Lakunle and Sidi entertains people.

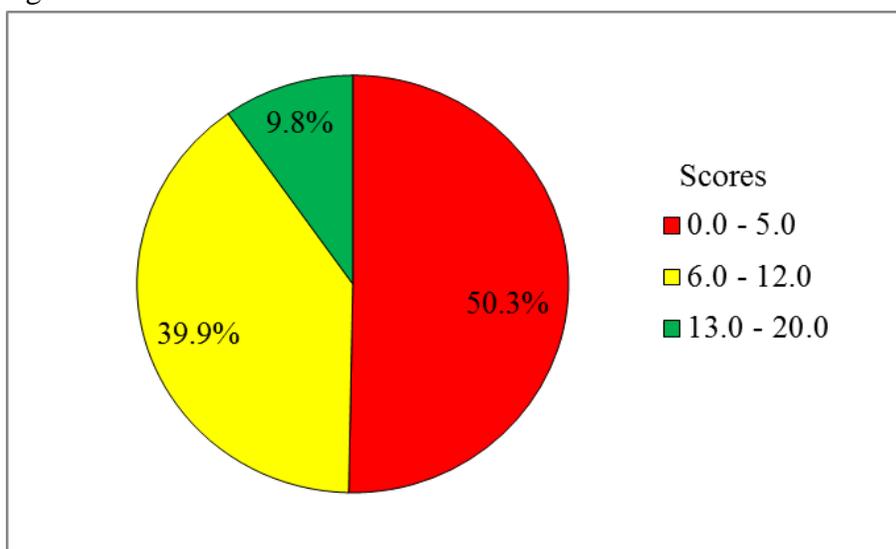
Literature criticizes: it criticizes leaders who misuse their positions, for example, Baroka misuses his power by marrying many wives without a genuine reason. Language skills are improved through literature in that the audience improves their language by reading or watching literary works. Cultural aspects are expressed through literature as the audience learns about the culture of a certain society, for example issues like polygamy, marriage ceremonies or rituals and traditional dances.

In the Trials of Brother Jero by Wole Soyinka, Literature plays different roles as it educates, the play educates the society about hypocrisy of religious leaders as Brother Jero who is a hypocrite. He claims that he is a man of God while he is not. It entertains; the play is entertaining with some actions of characters, for example, Chume and his wife, Amope fell while riding a bicycle because he was short. On top of that Literature warns and criticizes; the society is warned about hypocrisy of religious leaders as the deceptive behaviour of Brother Jero is exposed.

In addition, it is used for Cultural expression. There is a belief in the Christian culture that a person who is born with thick and long hair is a man of God. Brother Jero claims to have this quality. Moreover it liberates people: literature liberates people because most of the time it shows the truth and solution to overcome problems. A good example

is when Chume discovers that Brother Jero is not a man of God, so he escapes from being conned.

The question was attempted by 41,027 candidates which is 71 per cent of the candidates. The analysis shows that, 20,112 candidates (50.3) per cent scored from 0 to 5 marks indicating an unsatisfactory performance. Additionally 16,389 candidates (39.9) per cent scored from 06 to 12 marks which is an average performance. Moreover 4,016 candidates (9.8) per cent scored from 13 to 20 marks which indicate a good performance. The Performance in this question was average since 20,405 (49.7) per cent candidates were able to score from 06 to 20 marks. The Performance in this question is illustrated in figure 4.



**Figure 4:** *The Summary of the Candidates' Performance in Question 4*

The analysis of candidates' responses reveals that the candidates who performed poorly in this question exhibited a number of knowledge deficiencies. Some of these candidates' wrote on themes which are found in the two literary readings they have chosen. One of them wrote on protest, love, polygamy, betrayal and other issues like food taboos, traditionalism and conflicts by referring to 'The lion and the Jewel' and 'The Dilemma of a ghost'. Other candidates in this category wrote on the issues like family planning and traditional beliefs as responses.

Additionally, some of these candidates wrote on the issues like “cost”, “durability” “Change” “environment” and “availability” followed by the English words randomly picked hence yield ill-forms of sentences. Furthermore the analysis shows that, code switching is another factor for the poor performance of some candidates in this category. Some of the candidates did not manage to write their responses in English Language therefore they wrote in Kiswahili.

Moreover, there were candidates who wrote characters’ names followed by meaningless English expressions. For example one of these candidates wrote the characters ‘Lakunle; from ‘The Lion and the Jewel’ also ‘Meka’ from ‘The Old Man and the Medal’. Another Character mentioned was ‘Suzy’ from ‘Houseboy’. The mentioning of those characters was accompanied by ill-formed sentences or meaningless English expressions.

Furthermore, misconceiving of the requirement of the question led to poor performance to some candidates’. The candidates in this category chose one theme and explained about it. for example, one of them wrote on protest as ‘Protest against Polygamism’, ‘Protest against traditional believers’ ‘Protest against forced marriage’ ‘Protest against humiliation’ also ‘Protest against dis-unity’. Extract 4.1 is a sample of a poor response by one of these candidates.

### Extract 4.1

4	With reference to two plays the view that exploitation and a factors which hinder hinder development in many societies in that third world countries Use four points from each reading	
	Diction	
	Climate	
	Euphemism	
	Character	
	Symbol	
	Conflict	
	Myth	
	Stage directing	
	Using your own life experience show how literature and language cannot be separated what is drama degree ment projecting others people to Comenelling those are projecting without Coong ) another people to Conflict	

	Myth	
	Stage direction	
	Dramatic	
	metrologe	
	modern	
	poetry	
	What is drama Outline six features of drama	

Extract 4.1: A sample of a response by the candidate who copied some

instructions of some questions then listed some literary terms as response.

On the contrary, the candidates who scored high marks in this question were able to outline the role of literature in their societies. These candidates explained that literature criticises bad cultural issues in the society one of them being polygamy (the tendency of a man marrying more than one woman). This was case to Baroka who married Sadiku, Ailatu and was on the move to marry Sidi. Additionally, the candidates hinted that, literature develops language since it involves the use of language artistically. The use of the proverb 'Old wine thrives better within a new bottle' was exemplified by these candidates.

Furthermore, Literature liberates people in the society. A good example is Lakunle (a male feminist) who was struggling to advocate women's rights but he is a man. Lakunle discouraged the tendency of paying bride price because it always devalue, humiliate, oppress and undermine women's dignity also freedom. Moreover, literature entertains as Sidi, Lakunle and the three girls participated in a drama of the lost-traveller. All of these instances were cited from the play 'The Lion and the Jewel' by Wole Soyinka.

Additionally the analysis shows that, some of the candidates in this category scored high marks as they made clear references of incidents from the play 'The Trials of Brother Jero' by Wole Soyinka. These candidates explained that, literature criticizes different bad behaviours in the society. In the play, Brother Jero seems not to be a faithful leader rather his is hypocrite. He tells his followers that he sleeps at the beach but this isn't true. Jeroboam had a house and a comfortable bed. Therefore, literature here criticizes bad behavior like being hypocrite which is shown by Brother Jero.

Furthermore, literature entertains. The society gets entertained when Jeroboam was forced to escape through the window on the verge to run away from Amope. Jeroboam bought on credit a velvet cape from Amope but failed to pay for it on time and hence kept on avoiding her.

One day Brother Jero was caught by Amope when he just woke up in the morning at his hut. Jeroboam, then decided to escape through a window, this scene is really entertaining.

Furthermore, these candidates explained that, literature is a mirror of social realities; it reflects what happens in the society. Literature reveals evils such as violence against women. Brother Jero initially advised Chume not to beat his wife unknowingly that she is the one who he owes some money.

Later, Jero changed his preaching to Chume and ordered him to beat his wife after he realised that she is the one who sold him a velvet cape on credit. Literature here reflects what happens in the society that is violence against women's dignity. Extract 4.2 is a sample of a good response.

## Extract 4.2

4. Literature is the art of using language to portray an intended message to a particular society. Literature performs different roles in the society due to the fact that literature is the reflection of real life experiences which are self evident by the society. With reference to two plays which are *KINJEKETILE* by Ibrahīm Hussain and *THE LION AND THE JEWEL* by Wole Soyinka, the roles of literature in our society are outlined as follows.

Starting with the play *KINJEKETILE*, the following are the roles of literature in our society.

Literature educates the society; in the play, literature has educated the society about the effects of poor beliefs. From the play, we can see that people believed that the magic water which was given to them by Kinjeketile could convert the German's bullets into water and hence fail to harm them during the war. This belief wasn't true at all as German's bullets didn't turn into water and hence harm them.

Literature traces back the history of a certain society; in the play, literature has traced back the history of the people of Southern Tanganyika in the year 1905 to the year 1907 where Majimaji war occurred which was led by Kinjeketile.

The play shows how Kinjeketile made people unite to fight against German colonial rule by using magic water. Therefore literature plays a role of preserving history of societies. Literature expresses the culture of a certain society; in the play, literature has expressed the culture of wakichi, wamatumbi and also zaramo. For example, the culture of the matumbi people regard women as weak people. This is seen when Mkichii tells Kitunda that the matumbi men are cowards and nothing than women. This leads to a serious conflict between Kitunda and Mkichii.

Literature improves language; this role is played in the novel through the use of different barbaric words such as maji, bwana, bibi, nywinywila, and also manyampala. Through these words literature has played a role of improving the language used in the narration of the play, as it has add the words in it which are from different language.

On the other hand, the play THE LION AND THE JEWEL, has shown the following roles of literature in our society;

Literature warns the society; from the play, literature warns the society that love can lead to irresponsibility. This warning is given to the society by using the character Lakunde who showed

irresponsibility as the result of love. Lakunle used to leave his pupils in class and go to seduce Sidi. Therefore the society should be careful about love affairs.

Literature liberates the society; from the play, literature has played a role of liberation through the theme women emancipation. Lakunle has been seen as the person who tries to liberate women as he tries to liberate Sidi. Lakunle has liberated Sidi by educating her on the effects of bride price though Sidi still wanted a man who could pay for him bride price.

Literature criticizes the society; from the play, literature has criticized the society that polygamy may lead to women oppression. Polygamy is shown by Baroka who is the chief of the Ujainle village. Baroka has many wives and he still want to marry other girls like Sidi despite of being old. Due to having many wives, Baroka oppresses women as he tells his younger wife to shave his hairs under the armpit.

Literature entertains the society; from the play, literature has played a role of entertainment through the use of different figures of speech. For example the figure of speech namely onomatopoeia which is seen when Lakunle kisses Sidi and the voice is heard 'pyout' makes

people laugh because kisses do not sound	
like that.	
In general, literature is important	
in our society since it play different roles	
which help in building up a good society.	
Literature has close relationship with the	
society as it focuses the society.	

Extract 4.2: A sample of a response by the candidate who explained on the role of literature by making references to the plays ‘*The lion and the Jewel*’ and ‘*Kinjeketile*’.

### 2.2.2 Question 5: Supporting the View that Women are Challenged by Male Dominance and the Environment they Live in.

The question required the candidates to explain and verify the extent to which women’s development is challenged by the male dominance. The male dominance in African families leads to African females lacking opportunities such as education, working in offices and possessing wealth.

The question tested the candidates’ ability to explain the challenges women encounter accelerated by male dominance and environment they live in. Hence women lack opportunities such as education, decision making also possessing wealth. These challenges women suffer from are to be referred from two plays read under this section.

By using the play, ‘*The Trials of Brother Jero*’ by Wole Soyinka, the playwright has used Amope, trader and a beach girl to express their challenges over the male dominance. Amope faces many challenges of marriage and life system in general. She engages in petty trade selling cotton, wool, silk, cloth and other things in order to do away with poverty. She fails to get profit as men end up borrowing from her; one of them is Brother Jero. Amope tells brother Jero who failed to pay for his cap; ‘Listen you bearded debtor. You owe me one pound eight and nine. You promised you would pay me three months

ago but of course you have been too busy doing the work of God. Well let me tell you that you are not going anywhere until you do a bit of my own work.’

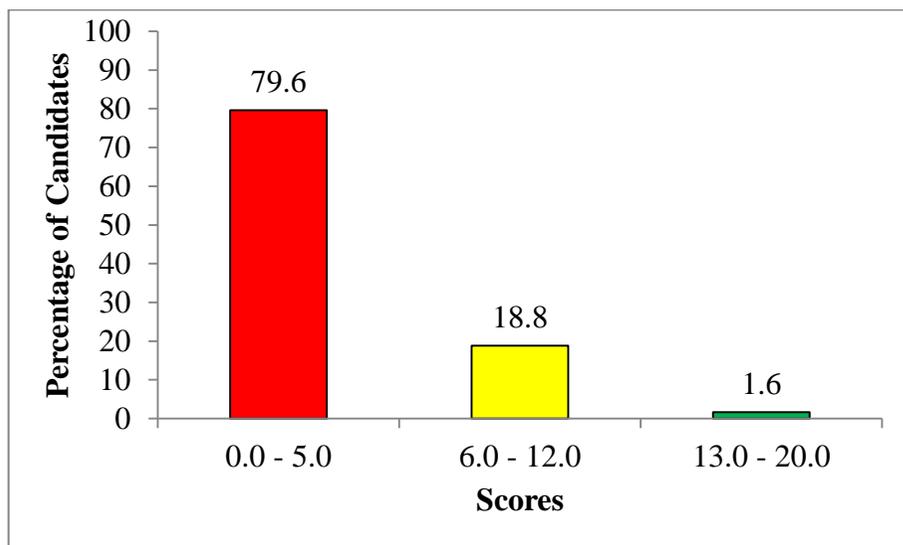
She had marriage frustrations. She expected a lot in marriage but the life went vice versa. Amope reveals herself with the following words. ‘He is no worse than other men, but he won’t make the effort to become something in life. A chief messenger, ‘Am I go to my grave as the wife of a chief messenger’? Men discourage women’s development endeavors. The beach girl is claimed to be a trial since she wants a man of God. For this Brother Jero says she will end up poor. Amope gets into conflict with a beggar. This person (male) needs money freely and this makes her to use harsh language to him: “take yourself off you dirty beggar. Do you think my money is for the likes of you?”’

In ‘The lion and the Jewel’ by Wole Soyinka, women are challenged by male dominance as women are broken – hearted by men when they (women) stand to safeguard their values in the society. Women are believed that they cannot be married without bride price. Sidi is abused by Lakunle since she demands bride price to fulfill the customs and traditions of marriage. Men con women. Baroka’s pretence that he is impotent spoils Sidi’s morals. Sidi gladly goes to mock Baroka but she is surprised to find out that all were lies he (Baroka) managed to make love with her. Men have the right of decision making over women. Women are inherited without their will. Sadiku was the youngest wife of the previous chief Okiki. When the chief died, she was inherited by chief Baroka.

Women are abused despite the important role they play in the development of the society. For example, Lakunle told Sidi; ‘The scientists have proven it. It’s in my books. Women have smaller brain than men. That’s why they are called weaker sex’. This remark is extremely discouraging and embarrassing. Women are over worked. This is due to biased gender roles in the society. Sidi represents girls who are over worked with domestic chores such as fetching water, collecting firewood, cleaning houses, attending to farms and the like Lakunle says: ‘I have told you not to carry loads on your head. But

you are as stubborn as an illiterate goat. It is bad for the spine. You will have no neck at all’.

The question was attempted by 6,380 candidates which is 11 per cent of the candidates. The analysis shows that, 5,076 candidates (79.6) per cent scored from 0 to 05 marks indicating an unsatisfactory performance. In addition to that, 1,199 candidates (18.8) per cent scored from 06 to 12 marks, which is an average performance. Furthermore, the analysis shows that, only 105 candidates (1.6) per cent scored from 13 to 20 marks which is a good performance. The general Performance in this question was weak because only 1,304 candidates (20.4) per cent were able to score from 06 to 20 marks. The performance in this question is illustrated in figure 5.



**Figure 5:** *The Summary of the Candidates’ Performance in Question 5*

The analysis of candidates’ responses shows that, the candidates who performed poorly in this question demonstrated several weaknesses. Some of these candidates did not grasp the requirement of the question therefore they wrote on themes found in two plays of their choice. One of these candidates for example, wrote on ignorance, exploitation, awareness, bride price, protest, betrayal and local beliefs contrary to the requirement of the question.

Furthermore, there were candidates who hinted on the roles women play in their societies such as ‘good mother’ also ‘good leader’, as opposed to the requirement of the question.

Additionally, some candidates wrote on the characterisation of characters from the plays they have chosen. These characters were both males and females, such as Baroka, Sadiku, Sidi and Lakunle from ‘The lion and the Jewel’, written by Wole Soyinka.

Another reason for poor performance in this question is misconceiving the instruction of the question. This resulted into some of the candidates writing women’s clothes. One of these candidates wrote ‘because of globalization’. ‘This due to women which have not related good clothes in which go to the church’ and ‘in church which women cannot relate good clothes’. Extract 5.1 is a sample of a poor response.

**Extract 5.1**

5	Use two plays read with four point each	
	to support the view that whatever women	
	strive for, male dominance and the women	
	and they have in cause challenges for them	
	that the following from this book	
	THE LION AND THE JEWEL AND TRIALS OF	
	A BROTHER JERO in start with whatever	

woman still for male dominance and the environment in state that

A good mother of family this point the very good for this society because woman has a betrayed for male that from this point a good for society.

A good mother of worker, this point the very important of the society and the people because the woman has a hard work order of the family this point the very important of this book

A good mother of women and children, this point the very important of this book because from this book male is a good mother of a woman and the good point this society.

A good leader in the society this point the very important of this book because from this book people a male are good for leader and for family this point the very important of family

In generally, this point the very important of the society and environment the very important of the environment

Extract 5.1: A sample of a response by the candidate who wrote on the roles of a woman instead of showing how the male dominance and the environment cause challenges to them.

On the other hand, the candidates who scored high marks in this question were able to explain that women are challenged by the male dominance in the society as well as their environment. The candidates hinted that African females lack opportunities such as education, decision making in their families and possessing wealth. These candidates made their references to different prescribed plays. Those who used the play 'The lion and the Jewel' by Wole Soyinka cited instances from the play where women are challenged by male

dominance. The issue of polygamy is one of the challenges, whereby it continues to limit women to participate in various economic activities for their development. Men kept on marrying more women leaving their other wives un-happy. Sadiku, Bale Baroka's first wife is unhappy with marriage despite the fact that she is the first wife. She is humiliated by her husband prostitution behaviour.

Furthermore, these candidates added that, women are being regarded as instruments of men's sexual pleasures. This is a case by Baroka who uses his younger wife, Ailatu to pluck his armpit hair. On top of that, Baroka marries many women just to fulfill his sexual desires. Additionally, women are humiliated and oppressed by men. They are sent by their husbands to seduce other girls for them. Sadiku was humiliated and oppressed by Baroka, when he sent her to seduce Sidi for him. This is an absolute oppression. She was oppressed both psychologically and physically.

Moreover, they added that, women are still oppressed through bride price. Lakunle told Sidi that, to pay bride price is the same as buying a heifer off market stall. He wanted an equal partner of life. The issue of paying bride price has emerged as one of the factors that accelerate the submissiveness of women to men.

Further analysis shows that, there were candidates who made their references to the play 'The trials of Brother Jero' by Wole Soyinka, cited the instances as; women are exploited by men. This is seen when Brother Jero denies paying for the velvet cape he bought on credit from Amope. This act retrogress women's chances to excel in developing themselves and their families.

Men deprive women from freedom of speech. Chume threaten to beat Amope when she was arguing with him. Women, therefore have been regarded as weak and submissive to men. They are victimized by the presence of male dominance in their societies. Amope has been pulled down by the male dominance as men such as Brother Jero borrows from her. She eventually fails to get profit. Therefore she cannot move ahead with poverty alleviation. These candidates further explained that, women are psychologically frustrated because of the expectations they had from their marriages. Amope had these

frustrations. She lives poor life which is quite opposite to her expectations. Extract 5.2 is a sample of a good response.

### Extract 5.2

	SECTION 12.	
5.	It is real true that whatever women strive for, male dominance and the environment they live in cause challenges for them. This statement can be proved by using two plays which are <i>LION AND THE JEWEL</i> and <i>THE TRIALS OF BROTHER JERO</i> all by WOLE JOYINKA.	
	By commencing with the book <i>LION AND THE JEWEL</i> the following explanations validate the truth concerning the statement that whatever women strive for, male dominance and their environment causes challenges for them this is because in the environment they live things like the following do exist:-	
	<b>Polygamy</b> :- as the act where by a man owns more than one or two wives. This challenges and makes the struggles for women fail and decline.	

5 In this play we see ~~the~~ polygamy do exist and women are taken as tools for pleasure, weak and very inferior. All environment and male dominance system have support in this that if a man marries or owns more than one wife and a wife has to be submissive to her husband. There is no law or custom which says that a woman can own two husbands.

Bride price - also exist as one of the challenge which faces women's struggle and effort to their development. It is one of the common custom most African societies have. This book shows clearly how bride price became obstacle to women effort. For example to Sidi who did not want to get married until she get bride price affected her relationship with the one she loved. She really objected the idea of cross generation relationship but because of bride price her tradition and custom she found herself married to a very old man, Bank.

Wife inheritance - this is one of the tradition and custom which exist in or among African societies. This as one of the environmental effort, support and factor which made the life of Sidi to be lost in the hands of The Bale. Because in the society Sidi lived there is the custom that if someone is married to a chief lastly and it

5 happens the chief dies then she will be inherited ~~to~~ by the coming chief. This made Sadi'ku reduce and emphasize Sidi on marrying Baroka (The chief) since she was the last, she will be inherited by the coming chief. This hindered and obstructed Sidi's ambitions of marrying someone he real loved.

Betrayal: also in this play has been as one of the challenges which faces women strive and struggles. Betrayal is seen when Baroka told and pretend to be impotent and he real knew that his wife Sadi'ku will expose it to the beautiful girl Sidi. It affected the struggles of Sadi'ku who at least became aware and avoid Sidi to get married to Baroka but now due to Baroka's betrayal Sadi'ku and Sidi fall into a trap thinking he is real impotent hence slept with Sidi for the first time and therefore married her.

By using the play TRIALS OF BROTHER JERO, also the following shows how male dominance and environment in which women live causes challenges in their struggles and strive:

Religious manipulation: according to religion and beliefs; Baroka pretend to be a true prophet and hence manipulate people including women. This is

one of the major challenge in this book that faces women. Brother Jeru bought a velvet cap from Amope and he didn't given money to her. Since because he is a prophet means he cannot pay while it is not true. Also by using his position Brother Jeru wants Amope sexually which also is not right. He preach to people to drink water while he drinks beer and wine. He preach that male are the heads and guides of the family and hence allowed Chume to beat his wife.

Conflict: as misunderstanding that exist among people in the society. In this book conflict between family of Chume with his wife Amope cause difficulties to Amope who real loves her husband. They fight everyday and hence create unpleasant environment for development to take place.

Betrayal: also do exist in this book as one of the challenges which encounter women in their struggles. Amope is real a hardworking woman but there are factors which makes her progresses towards development to fail. For instance the prophet Brother Jeru whom she owe him money for velvet cap and he does not pay because only he is a prophet. People sees Amope as a crazy and undecent woman in the street. Also Jeru betrays

Chume and fall in love with Amope and when she refused Jero allowed Chume to beat his wife.
Love affairs: as also a major challenge to women. They love someone completely. For example Amope who real loved her husband even if he beat him and do anything for her Amope still was loyal and faithful to him. In other hands love which Brother Jero felt for Amope and Amope refused to be with him caused conflict btr her and her husband since Jero allowed Chume to beat his wife.
Conclusively: male dominance and environment all in general cause or creates obstacles and challenges whenever they struggle and struggle to develop -

Extract 5.2: A sample of a response by the candidate who was able to explain how women are challenged by the male dominance and their environment.

### 2.2.3 Question 6: Discussing the View that, Exploitation and Oppression Hinder Development in many Societies.

The question instructed the candidates to provide clarifications that oppression (treating someone cruelly) and exploitation (treating someone in an unfair way especially in order to make profit) co – exist, in most cases. The two are hindrance to development in the society.

The question tested the candidates' ability to discuss the provided view on exploitation and oppression as the two concepts co-exist. The outcome of the existence of the two concepts is the hindrance of development in many societies in the third world countries.

In the *Trials of Brother* written by Wole Soyinka, the fact above is verified in several of events as Brother Jero exploits Amope, a petty trader when he buys a velvet cape on credit and he does not want to pay. In this situation, Amope cannot get much from her business hence she cannot contribute to the wellbeing of her family. Therefore, Amope is not only exploited but also oppressed. Jero uses people's ignorance to exploit them. He fools the worshippers that he does not have a house to live in. He calls his followers "my customers" because they give him money in terms of "offerings to God". Brother Jero uses religion to oppress and exploit people and enrich himself.

Chume oppresses his wife, Amope, when he forces her to go back home, with an intention of beating her when she reaches home. When she insists that she is not ready to go home until she gets her money from Brother Jero, Chume tries to beat her. This is a kind of intimidation which retards Amope's efforts to build her economy. Brother Jero's oppressive and exploitative behaviour towards his followers disrupts family ties. Chume's family is no longer co-operated. Chume does not talk with Amope despite the fact that they are a married couple. They do not work or plan things together. This situation affects development at family level.

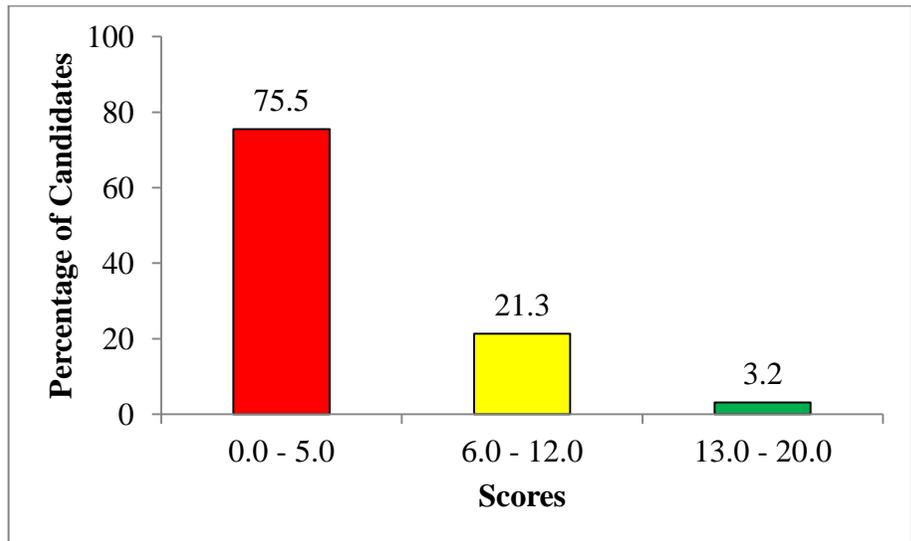
In the play 'Kinjeketile' by Ebrahim Hussein, oppression and exploitation are clearly seen as they are a hindrance to development in the society:

The Africans are exploited by the colonial masters (the Germans). They (Africans) are over worked in colonial plantations but not paid. They work to strengthen the Colonial economy instead of working for the development of their society.

The colonial masters' exploitative practices over the Africans make the African families destabilised as the wives complain that their husbands work so hard in such a way that they cannot fulfill their marital duties at night. Chances for development at a family level are low when the family is not stable. The colonial masters' rule that men should work longer in Colonial plantations which hinders the Africans development in the sense that they do not get much time and energy to work in their own farms. It is the same exploitative and oppressive nature of the colonial masters which caused war between

the whites and the Africans. The productive southern Tanganyika area turned in to a war zone where economic activities could not take place.

The question was attempted by 8,743 candidates which is 15.per cent of the candidates. The analysis shows that 6,601 candidates (75.5).per cent scored from 0 to 05 marks indicating an unsatisfactory performance. Moreover, 1,864 candidates (21.3) per cent scored from 06 to 12 marks which is an average performance. Furthermore, the analysis indicates that only 278 candidates (3.2) per cent scored from 13 to 20 marks which is a good performance. The general performance in this question was weak since 2,142 candidates (24.5) per cent were able to score from 06 to 20 marks. The Performance in this question is illustrated in figure 6.



**Figure 6:** *The Summary of the Candidates' Performance in Question 6*

The analysis of candidates' responses reveals that the candidates who performed poorly in this question had a number of weaknesses. Some of these candidates wrote on what they thought are the factors which hinder development in many societies for example one of them wrote on the 'shortage of capital', 'poor government support', 'poor transport and communication' and disunity, without any literary reading whatsoever made for reference.

Furthermore, the analysis shows that there were candidates who wrote on the themes from the plays of their choice such as irresponsibility, polygamy, misuse of power, bride price and betrayal. Additionally, the analysis shows that there were candidates who manifested no idea on the requirement of the question, and hence wrote meaningless and irrelevant response. Extract 6.1 is a sample of a poor response.

## Extract 6.1

with reference to two plays discuss the view  
6 that exploitation and oppression to development in many societies in the third countries  
there are this to use the following use  
uses play for KINGEC KINGEREFILE there  
are the far wing factors from each  
Exploitation: there are this point  
not we in the society that the supported  
the begin in the country the supported  
because exploitation, the use language for  
draw in the mapure and others fear  
the people in the society and others  
country to controlling leaderships  
Oppression: there are the was  
point for the uses for the people in  
the society because of the oppression  
don't we should avoid in the society  
because this there is not to superio  
for the people in the society don't  
4. teaching for the are society.  
Betray: this is the point for don  
of say uses for the the in the society  
because Betray we should avoid have  
the people there are become in the  
society betrayal for we play have fear  
there are the finishing the another  
this play for the DEDAN KIMATHI there  
are the state the another books this is the  
following the point  
Segregation: there are the point above  
we should don't the far wing in the society  
because people to segregate the other pay

don't the fair faced: h be have the begin  
 6 we it not have (free) because there  
 we will support to far increase in society  
 forced marriage there are the pe  
 ople to forced for this marriage will no  
 to you supported in the society beco  
 use forced to increase ignorance for  
 the in the society and countries Als  
 Also without people to punishment for  
 the uses for the body for personalities  
 there do not to teach will not ul  
 Co-exist hinder development in the w  
 and countries uses  
 Unity there are the country to  
 increase to support for the incre  
 ase unity for the people in the soci  
 eties with with there are growing in  
 the people are other countries to withi  
 n of the in the society Also we sho  
 uld unity there are the people in the  
 country and other in the society  
 Oppression in the country in  
 the society to big for the peop  
 in the increase increases for people  
 to support that Also this is not for  
 the in the society in Tanzania and other  
 Conclusions to will see there are  
 e the do not the we should will not  
 avoid for the to prevent unity in the  
 society and development and society  
 or countries to a few ways for the resp  
 sible for the development in Tanzania

Extract 6.1: A sample of a response by the candidate who wrote the points such as exploitation, oppression; segregation also forced marriages

which were followed by randomly picked words resulting into meaningless sentences.

On the contrary, the analysis shows that, the candidates who scored high marks in this question were able to discuss exploitation and oppression as reasons which hinder development in many societies in the third world countries.

Those who referred to the play 'The Barbed Wire' by M.Rugyendo explained that, Rwambura was exploiting his fellow citizens by captivating the land and the swamp for his personal gain. This leads to underdevelopment of the society. This is a bitter pill for the villagers as they depend much on the swamp and the land to cater for their basic needs. The villagers remained landless and more disappointed.

The police are oppressing the citizens as they torture them by beating whenever they stand fighting for their rights. These peasants were arrested by the police. The villagers were beaten as orders given to the police by Rwambura who bribed them. Moreover, they explained on the oppression done to the porters (workers) in Rwambura's farm. They worked hard for many hours with little pay. This is also exploitation by him to the people.

Further analysis shows that, there were candidates who used the play 'The Lion and the Jewel' by 'Wole Soyinka', cited on the issues that signify exploitation and oppression done to the people that deny development. Baroka, the chief of Ilujinle, oppressed Sidi the young girl by sleeping with her. He did this without her consent. She went to his house to mock him due to his "impotence". Sidi had no plans of getting married to Baroka or sleeping with him.

Additionally, Baroka oppressed Sadiku, his first wife. He sent her to seduce Sidi for him. He did not show any respects to her as the first wife. This is an absolute and clear oppression and humiliation. Not only that but also, Baroka oppresses young girls in his village. Sidi told Sadiku that every girl who sups with him one night becomes his concubine the next night. Therefore oppression should be abolished in societies because it retrogress development.

Those candidates who made their references from the play The Trials of Brother Jero by Wole Soyinka elaborated that Brother Jero used his position to exploit Amope. He bought a velvet cape from her on credit promising to pay back soon; however, he did not comply with the agreement. Brother Jero exploited Amope by not repaying his debt as promised. This has indeed caused Amope not to reach her economic goals.

The woman trader was also a victim of oppression this woman was selling smoked fish. She was oppressed by Amope when she was accused of selling rotten fish. She was not happy by the comments from Amope. Amope was not only humiliating her but also oppressed her. Brother Jero was exploiting his followers as he called them 'my customers, meaning that he was taking them as a source of income. He made sure that they are dissatisfied and kept them dissatisfied so that he continues exploiting and oppressing them. Chume was among these worshippers whom were called 'customers'. Extract 6.2 is a sample of a good response.

**Extract 6.2**

6.	Exploitation is Unfair treating someone but Oppression is Unequal treatment. Example is society Women are Oppressed in whole sphere of life. By Using two plays which are THE BARBED WIRE written by Mukoma Rugemina and THE LION AND THE JEWEL written by Wole Soyinka. This work discusses Exploitation and Oppression Co-exist a factor which hinder development in society in the third World Countries. Starting with the BARBED WIRE. Exploitation and Oppression done by Rucumbura to peasant by taking the whole swamp. The selfish ness of Rucumbura Cause problem because
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6. In the play shown that Ruambura oppresses and exploit his fellow peasant by taking the whole land for his private gain so through exploitation done by Ruambura to peasant lead to Under development. Even in Our society there are Oppressors like Ruambura, so Oppression should be discouraged in society.

Exploitation and Oppression done by police to peasant through arresting all peasant who fight for their right. In the play shown after taking the whole swamp peasant started fighting for their right but police officers arresting them and tortured them like Funda Manta and Birakwete whose sleeping out side the whole night without jackets. So even in Our societies there are some people who cooperate with police officers in our to torture others. So Exploitation and oppression should be abolish in Our Country and lead to Under development.

Exploitation and Oppression done by District Commissioner to peasant through Corruption. Corruption is the act of taking too many to one self and too little to others. Also is misuse of public power or power abuse in the play. The play itself shows that Ruambura corrupt with district Commissioner in order to take the whole swamp for his private gain as a result peasant fight against corruption by fighting for their right. Example, Manta Funda and Birakwete. So Corruption May lead to Under development in Our Countries.

6. Exploitation and Oppression done by Rwambura porters to peasant and this due to selfishness of Rwambura. Selfishness is the act of taking many things for private gain and too little to others. In the play shows that Rwambura porters oppress their fellow peasant by wanted put Baroda's wife. Even in our society. Exploitation should be discouraged.

Referring to the LION AND THE JEWEL the following are Exploitation and Oppression (exist as factor which hinder development) in many societies in the third world countries.

Exploitation and Oppression done by Baraka to Sidi through forced Marriage. Forced Marriage is the Marriage which is Unplanned. In the play shows that Baraka forced to marry Sidi the young beautiful girl in the village. through telling Sidi that he has no longer. Even in Masaka and Sukuma society people or young girls are forced to get Marriage, so forced Marriage should be discouraged in third world countries, because may lead to Under development.

Exploitation and Oppression done by Baraka to Radiku through sending Radiku to Sidi. In the play the playwright shows that Baraka send Radiku to Sidi telling Sidi that she will be the last wife of Baraka. Also, Baraka oppress their wives Adaku and Radiku because he do whatever he like the cause. Women have no right to speak. Women should given their right to express their opinions.

<p>G.</p>	<p>Exploitation and Oppression done by Baroka to Ailatu. through using Ailatu as instrument of enjoyment. In the play shows that Ailatu the second wife of Baroka. she use her time to cleaning the private part of Baroka and not doing domestic activities. Baroka also use his time in Marriage. Many women in stead of doing important things which will bring development in society. Even in our society there are leaders like Baroka who use their time in doing stupid things. So Exploitation and Oppression done to women should be discouraged.</p>
	<p>Exploitation and Oppression done by Baroka to young girls. In the play shows that even girls who going to get or to have supper with Baroka. she will be his Concubine. The playwright shows that Baroka have many wives because many young girls who get supper to Baroka there being Concubine. the Oppression should be abolish. because May lead to Underdevelopment to third world countries.</p>
	<p>Therefore. Exploitation and Oppression done by leaders to people or Rich people to poor people should be discouraged because May lead to Underdevelopment in third world countries like Tanzania, Rwanda, Burundi, Kenya and Uganda.</p>

Extract 6.2: A sample of a response by the candidate who referred to the plays *The Barbed Wire* and *The Lion and the Jewel* to show how the issues of Exploitation and Oppression hinder development in the third world countries.

## **2.3 SECTION C: NOVELS AND SHORT STORIES**

This section had three questions which carried 20 marks each. The candidates were instructed to answer one (01) question.

### **2.3.1 Question 7: Discussing how Traditional Beliefs Strongly Unite People using ‘The Concubine’.**

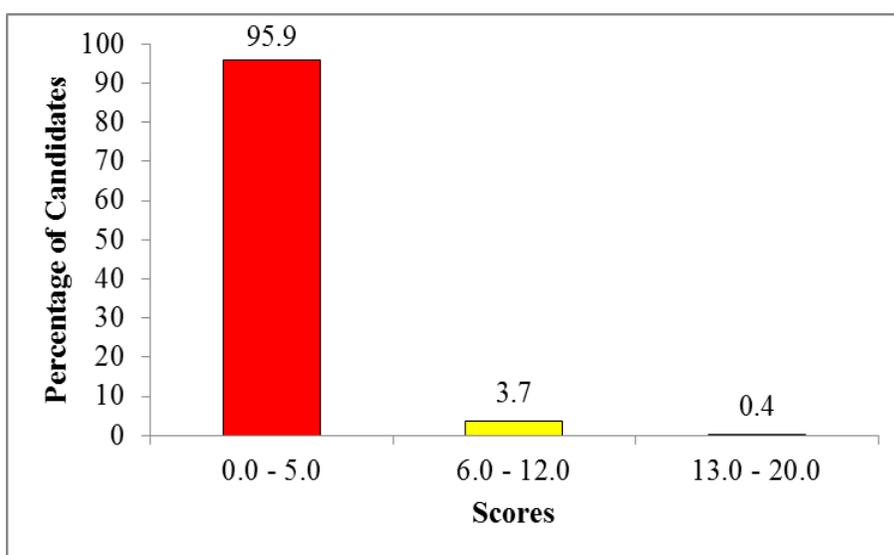
The question instructed the candidates to show how the traditional beliefs in relation to the union of people referring to the novel ‘The concubine’ by Elechi Amadi.

The question tested the candidates’ ability to show how the traditional beliefs have roles in uniting people making a reference to the novel ‘The Concubine’ by Elechi Amadi.

In The Concubine, people are united because of their belief in traditions. The villagers are united during the wrestling matches which are part and parcel of their traditions. They are united during full-moon dances and singing as during the Oduma dance where new songs about people are composed. They believe in the strong powers of the medicine man – Anyika. This is seen in the way he is called after Emenike’s fight with Madume. They believe in divination as Anyika does when Emenike falls sick. Divination is also seen when Ekwueme’s parents go to find out on his marriage to Ihuoma.

These people also believe that when an owl hoots while one is sick, as when Emenike was sick, then all is not well. The people believe in offering sacrifices to appease the spirits as seen when Koko tells them to offer sacrifices on Eke the day of sacrifices. These people believe in different gods depending on the occasion such as Nwokekoro being the priest of Amadioha, the god of the thunder and the skies when suffers from small pox ‘the good thing’ they would offer sacrifice to Amadioha. They believe that the good are rewarded and the evil ones punished as when Madume kills himself by hanging. He is evil and is thrown in the evil forest. This is seen as a punishment for being ‘big eyed’ and evil.

The question was attempted by 7,358 candidates which is 12.7 per cent of all the candidates. The analysis shows that, 7,058 candidates (95.9) per cent scored from 0 to 05 marks which is a weak performance. Additionally, the analysis shows that, 269 candidates (3.7) per cent scored from 06 to 12 marks indicating an average performance. Moreover, only 31 candidates (0.4) per cent scored from 13 to 20 marks which is a good performance. Generally, this is the most poorly performed question in this examination because only 300 candidates (4.1) per cent were able to score from 06 to 20 marks. The Performance in this question is illustrated in figure 7.



**Figure 7:** *The Summary of the Candidates' Performance in Question 7*

The analysis of candidates' responses shows that, candidates who performed poorly in this question demonstrated a number of weaknesses. Some of these candidates made their references to other readings which are not instructed in the question. For example, some of these candidates referred to the novel 'The Old Man and the Medal' and wrote the themes therein. There were candidates made references from two novels, that is, 'Houseboy' and 'The Old man and the Medal' then the reference from the two novels was proceed by explanation about characters' traits. For example, the characters Toundi from 'Houseboy' and Meka from 'The Old man and Medal' were chosen and the problems and their sufferings were explained by these candidates. Additionally, there were candidates who discussed

themes, such as poverty, protest, oppression and moral decay contrary to the requirement of the question.

On top of that, misinterpretation of the instruction of the question emerged as another bottleneck towards poor performance of these candidates. For example, one of the candidates in this category wrote on the issues such as 'Killing of albinos' 'elderly people', 'spread of diseases' 'increase of street children' and 'separation of family' in Tanzania, eventually accelerated their poor performance.

Furthermore, there were candidates who wrote on the effects of traditional beliefs as 'underdevelopment in the societies', 'death', 'conflict', 'spread of diseases' as well as 'increase poverty'. Some of these candidate in this group wrote on issues such as 'prostitutions', 'ignorance', 'relevance', 'humiliation', 'exploitation', 'oppression' which were followed by words and phrases of English Language being picked up randomly and joined together which produced ungrammatical and meaningless. Extract 7.1 is a sample of a poor response.

## Extract 7.1

7.	<p>Traditional is the things which society use to consubine the culture for different Society. In the Society Traditional used - fromed the Society which can lives in the Society the Traditional is Strong - uniting effected on people's lives because for the people different to the society. I beliefs have a strong Traditional in the society by using two novels like House boy and - ferdinand oyono and The old man an The medal- ferdinayo oyono. The following are the beliefs # statement by use the nove of House boy by mention the themes which soice to Strong uniting Effect Traditional to the people There are:</p> <p><b>Victimization.</b> There fore the victimi tion in the novel we see the Tounds is victimization the family him which the Shoud for the maked the novels.</p>
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To the society the people is victimization which can not be victim the family like Tound. from the novel.

**Mental colonization.** The mental colonization is the process where one person to control other people by using political. in the novel we see the Tound introduced the Christianity which to the colonizations for the mental people. in the society the mental colonization is presented we see many people is mental colonization.

**Exploitation-** is the process of people to take things by using power to make the your things selfish. In the novels we see the father Gilbert is the exploitation in the novel. To the society the exploitation is presented for the many some people to exploited other people.

**Conflict.** Refers to the misunderstanding standing between two ~~for~~ people or side in the novel we see the conflict like madam Suzi vs his husband, and Tound ~~and~~ vs his father. The conflict in the society was presented for the some people. The following are the other novel like: The old man and the medal. which are:

**Betrayal.** Refers to the people to separated people to the make the

thing and not to used for together	
wen. In the novel we see the <del>maka</del>	
a is separated and white people beca	
use white man is betrayal maka. in	
the society the <del>A</del> Betrayal is presented	
EXPLOITATION- Refers to the people	
to take things from yours and can	
not pay many money It can be for	
by buy things. In the novel we see	
the maka is <del>Exploited</del> Exploited	
People to the of African to the Religion	
Christianity.	
CONFLICT- Refers to the missunders	
tand between two side and two peo	
ple. in the novels we see the conflict	
like maka vs Christianity and maka	
vs <del>maka</del> Police man.	
Self awareness- Refers to the people	
to make things self yours can not to	
related for the <del>or</del> other people. and	
can not to related to the other people	
to make things together. In the novel	
we see the maka is self awareness. In	
the society <del>to</del> people is self awareness	
can not fo related for the other people	
from the one society.	
Therefore, Traditional have a	
strong uniting effect on people's lives	
because there are Exploitation, Self aw	
erence, Betrayal, mental Colonization and	
et Victimization in the society.	

Extract 7.1: A sample of a response by the candidate who made the references from the readings 'Houseboy' and 'The Old Man and the Medal' and wrote on issues about victimization, betrayal, mental colonization also self-awareness contrary to the instruction of the question.

On the other hand, the candidates who scored high marks in this question were able to show how traditional beliefs strongly unite people referring to the novel 'The Concubine' by Elechi Amadi.

These candidates hinted on the issues like Polygamism as the tendency of having more than one wife. Madume wanted to marry Ihuoma so as to get boys as his. His mission was unsuccessful eventually he ended up committing suicide and thrown in the evil forest. In this society the issue of Polygamism was allowed because it is part and parcel of their tradition. Another issue raised by these candidates was polytheism. This denotes the situation whereby a society believes in many gods. In this society there was Amadioha-the god of thunder and skies also the Sea god.

Additionally, they explained on the issue of bride price which also unites people. Wigwe, Ekwueme's father paid bride price to Ahurole's parents. This shows that the society is bound together. In addition to that the society believes in Love potion. This is a kind of traditional medicine being administered by a wife so as to make a husband to be in deep love with her. Love potion is not always result in a positive way. Ahurole kept love potion to Ekwueme for the intention of making him love her most.

Furthermore, people believed in offering sacrifices to their gods when they are in need or in trouble. They offer sacrifice some times to appease the gods. Emenike and the elders made their sacrifice to the great snake in the cave. Extract 7.2 is a sample of a good response.

## Extract 7.2

Traditional beliefs are unchanged practices or beliefs of a given society. These beliefs can be good or bad. Also traditional beliefs have a strong unifying effect on people's lives as shown through the Concubine by the following point:

Polygamy which is the act of having more than one wife, polygamy was practiced in the village for many purposes mainly for having children and due to this many clans joined together and became relatives. Example Madumo wanted to marry Thumma so as to get baby boys but he failed and ended up creating enmity between his and Thumma's family and so they separated.

Also Polytheism which is the act of worshipping many gods. In the village this tradition made people to live with fear and avoided to commit bad deeds and they lived peacefully while helping each other which united the society. Example they had Anabichu, and many other gods.

Love Love potion which was obtained from medicine man and was used by women who wanted to be loved by their husbands, this could bring union or separation of clans through Abulele who kept love potions to Ekunime for the purpose of being loved but ended up bringing negative effect to Ekunime and later on divorce for Abulele.

Bride price was another tradition in which people believed that if you pay bride price you will be able to get a wife which was true and we are told that Wique paid bride price to the family of Abulele for Abulele to marry his son since childhood, this had negative effect because it led to enmity over women as shown by the poem.

7. ~~Many~~ bride price it also united different people in the village.

Role of parents in choosing partners for their children was also practised as it was believed that parent had authority over their children and they could make good decision for their children as we were shown that lineage chosen a wife for Ekweamu who was Abule, but this tradition brought diversity because it was possible a child to love another person but get married to the one who is chosen by the parents.

Also committing suicide was another tradition in which people believed that for the one who will kill oneself is not clean and his body should not be touched by members of the same village, as we were shown that when Madamu killed herself members of another village were brought to bury Madamu. This united people as they had cooperation.

Offering sacrifice was another belief as people offered this sacrifice during different moment, this were known as offerings to gods either to prevent bad things like death especially after seeing cultures and other things. This brought unity as many people gathered to offer sacrifice to gods.

Games and sports like wrestling brought unity as people gathered from different places to show how strong they are or to have entertainment after working hours. This is shown as the author says Femiwe was a good wrestler.

In general some of the traditions beliefs were good but other were bad and they ended up bringing conflict to the society by love partition and polygamy etc and they ended up dividing instead of uniting.

7	<p>They bride price it also united different people in the village.</p>	
	<p>Role of parents in choosing partners for their children was also practiced as it was believed that parent had authority over their children and they could make good decision for their children as we were shown that Wiguwe choosed a wife for Ekwunwu who was Abudato, but this tradition brought disunity because it was possible a child to love another person but get married to the one who is choosed by the parents.</p>	
	<p>Also committing suicide was another tradition in which people believed that for the one who will kill oneself is not clean and his body should not be touched by members of the same village, as we were shown that when Madams killed himself members of another village were brought to bury Madams. This united people as they had cooperation.</p>	
	<p>Offering sacrifice was another belief as people offered this sacrifice during different moment, this were known as offerings to gods either to prevent bad things like death especially after losing culture and other things. This brought unity as many people gathered to offer sacrifice to gods.</p>	
	<p>Games and sports like wrestling brought unity as people gathered from different places to show how strong they are or to have entertainment after working hours. This is shown as the author says Ekwunwu was a good wrestler.</p>	
	<p>In general some of the traditions beliefs were good but some were bad and they ended up bringing conflict to the society by love partition and polygamy etc and they ended up disuniting instead of unifying.</p>	

Extract 7.2: A sample of a response by the candidate who managed to explain how the traditional beliefs strongly unite people by referring to the novel "The Concubine".

### **2.3.2 Question 8: Evaluating Messages Rose from two Female Characters in two Novels/Short Stories.**

The question instructed the candidates to pick two female characters, one from each reading and evaluate messages one gets from them. The candidate should define message as the lesson we learn from a work of arts. There are many lessons we learn from literary works presented by different authors through their female characters.

The question tested the candidates' ability to evaluate messages raised from two female characters, one from each novel/short story under this section.

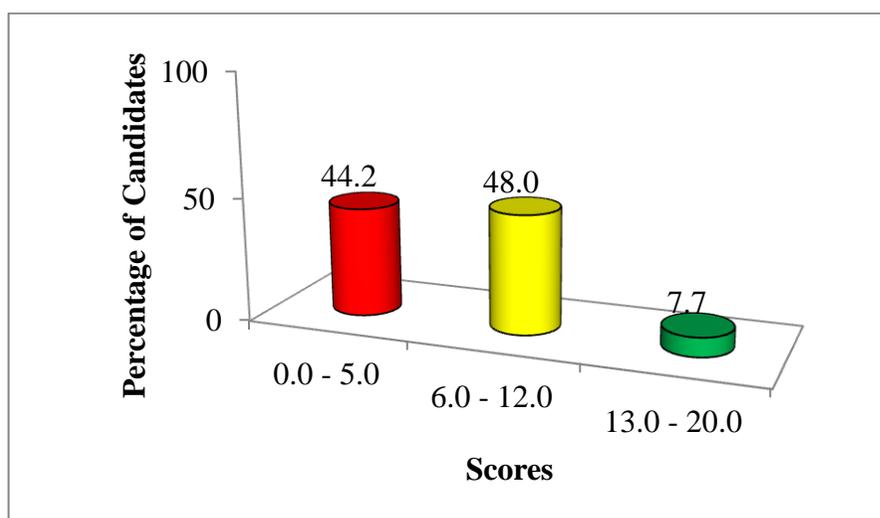
In the novel 'Houseboy' by Ferdinand Oyono, Madame Suzy can be picked and through her, the author reveals the different messages including immoral behavior should not be entertained. Madame Suzy practices adultery with the Prison Director in the Commandant's house. This lack of trust in marriage resulted into a family conflicts. Commandant enters a misunderstanding with his wife because she betrays him by being in a sexual relationship with the Prison Director.

Additionally, we learn that women are hypocrites. Madame Suzy, previously showed Joseph that she was very kind, the one who cares and that she was polite. However, she later changed completely. Moreover, White women treat Africans as wild animals. In the novel we see Madame Suzy calling the cook an Old baboon. Furthermore, some women are always interested in wearing transparent clothes which draw men's attention. Madame Suzy wears clothes of this kind; the result of which Joseph is suspected by villagers to have sexual relations with Madame. Such clothes should not be worn in a society.

In the Old Man and the Medal, Kelara can be picked to reveal messages by the author: We learn that women get desperate in their marital life. This is because Kelara was betrayed together with her

fellow Africans by her husband, Meka. He sent his two sons to the world war to fight for the French as a result caused death of those children. She brings a lesson that women do not involve themselves in betraying their African customs and traditions through accepting cultural and religious changes. Though there were conflicts in her family, she obeyed her husband even though the decision made by the husband was against her will. Women have a strong attachment to their children. Kelara cried much when her two sons were killed at war.

The question was attempted by 35,037 candidates which is 60.8 per cent of all the candidates. The analysis shows that 15,500 candidates (44.2) per cent scored from 0 to 05 marks indicating a weak performance. Moreover, 16,833 candidates (48.1) per cent scored from 06 to 12 marks which is an average performance. On top of that, 2,704 candidates (7.7) per cent scored from 13 to 20 marks, which is a good performance. The general performance in this question was an average since 19,537 candidates (55.8) per cent were able to score from 06 to 20 marks. The Performance in this question is illustrated in figure 8.



**Figure 8:** *The Summary of the Candidates' Performance in Question 8*

The analysis of candidates' responses shows that, candidates who performed poorly in this question manifested a number of weaknesses. Some of these candidates misinterpreted the instruction

of the question, for example, some of them wrote on the male characters from 'Houseboy' and 'The Old Man and the Medal'. Meka and Ondua were the male characters who were being referred to by these candidates and this is contrary to the instruction of the question. These candidates wrote on their traits as from 'Houseboy' 'Ondua is selfishness', 'Ondua we should be selfishness' and from 'The old Man and the Medal' "Meka" is oppressed, humiliated and segregated. Moreover, there were candidates who misconceived the requirements of the question, and hence, resulting into writing or discussing on the description of a chosen reading. For example, one of these candidates wrote description about the short story 'The three solid Stones' which was followed by ill-formed sentences.

Further analysis indicates that, another weakness for poor performed candidates in this question was lack of knowledge of the readings (novels) in this section therefore, some of these candidates copied instructions of some questions as their responses. Additionally, there were candidates who wrote on themes such as Poverty, Exploitation, Ignorance, love and betrayal as their responses.

Further analysis shows that, there were candidates who wrote their responses in 'Kiswahili', for instance, one of these candidates wrote:

*"Amoti ni mwanamke ambaye aliweza kuwa jasiri kwenye kazi zake ..."*

On top of that, the analysis shows that, there were candidates who did not grasp the requirement of the question therefore they ended-up writing irrelevant and meaningless responses. Extract 8.1 is a sample of a poor response.

## Extract 8.1

use only

8. Message is the art of literature which to represent in people or society. Also Message is two type of message so by using two book to seen Message of the book is Houseboy by writing and Ferdinand oyono and book The old man and the medal by writing Ferdinand oyono. The first book to starting is House boy:-

poverty; when people to indicator poverty of life like laziness and other to create poverty so to seen Toundi life in home is very poor and escape home to go for white man father Gilbert and to do work the income to take shelter and other.

Exploitation; The people to exploited by other people in ~~state~~ slave work of home like father Gilbert to exploited Toundi because is very poor in our life and have no to do anything of life so life is not easily without to do work.

Ignorance; The people to ignore by white Man and to create the ignorance because have no to trusted the father Gilbert to Toundi is very poor and poverty in a family ignorance to seen Toundi to escape home and to go by father Gilbert to do the exploitation by Toundi.

Love; This book to seen love between father Gilbert and Anna your wife but Anna have an very pervasion in in father Gilbert so to seen between father Gilbert and Anna. The other book to seen Message is The old man and the medal to starting

Conflict; To seen the Conflict between Oudua and white man to take our soon to go of the war and to stoped in dead soon of the Oudua to Misunderstanding and white man

8.	Because After war to take the Medal Betray; Also the betray to create by two people or more than two so Betray to seen by white man to betray Oudua by take the Medal and Come back in white man the Medal.	
	<b>Ignorance;</b> The ignore to seen by Oudua take white man Land and family to go of war because of gift of white man and other so Oudua is very ignoranced in the Society.	
	<b>Exploitation;</b> Oudua to exploited by the Whiteman in the Society and to give her the Medal and to extracted and white man of pe ople in the Society.	
	<b>Conclusion;</b> The Message is very important of life because to studying of life in people and other and to know the importance of Message.	

Extract 8.1: A sample of a response by the candidate who wrote on themes which are found in the Houseboy and The Old man and the Medal.

Conversely, the analysis shows that, the candidates who scored high marks in this question demonstrated ability to comprehend the requirement of the question, and hence responded correctly. They were able to pick two female characters, one from each reading and evaluate the message one gets from them.

The candidates, who chose 'The Houseboy' and picked the character 'Madame Suzy', hinted that, members of the society should stop committing adultery. Madame Suzy, a wife of the Commandant had an extra marital affair with the Prison Director (Mr. Moreau). They had this filthy affair in the advantage of commandant's unnoticed eyes. The message from her is that, married couples should remain faithful to their wedlock's' vows. Additionally, another message from her is on humiliation. Madame Suzy used to humiliate Baklu (the cook) and Toundi (the houseboy). She used to give Baklu her dirty

under pants to be washed. This has been taken as an act of being disrespectful to an old Baklu. On top of that, she has been used to deliver another message that, poor people should not be exploited with the little payment (low wages). She exploited the Africans who are Toundi and Baklu by deducting unfairly half of their salaries because someone broke decanter jug.

Moreover, she portrays a message that, the couple should be more careful in realising hypocrisy to their partners. This is evident when Madame Suzy pretended to love her husband dearly but she was hiding her true colours. Suzy was engaging into extra marital affairs with Mr. Moreau (the Prison Director) however she pretended to love her husband so much.

Further analysis shows that there were candidates, who chose the novel 'The Old man and The Medal' by Ferdinand Oyono, they selected the character Kelara. She is the Old Man's wife (Meka). She has been used to portray various messages. For example 'the stability of family depends much on the love between the couple'. Kelara loved so much her family including her husband, Meka. It is through this love their marriage lasted longer despite her husband's adamant decision to send her two sons to a war and they died there.

Another message from her is that, hardworking leads to development in the family. She used to wake up early in the morning then she worked hard all the day in order to make sure that her family gets food. On top of that, she reveals the message that, one should be aware on the exploitation, humiliation, oppression and segregation. Kelara is seen to be aware of the bad intentions of Europeans. She did not consent her two sons to be sent to the war in mind she was aware of their tragedy fate.

Moreover Kelara portrays the message that, women are not valued in family's decisions. Meka did not listen to his wife, Kelara when he gave the French Colonialist, his two sons. Additionally he gave the French his piece of land to construct a church. It is true that even in our societies there are women who are despised by their husbands when it come the issues of decision making. Therefore women are

portrayed as submissive and timid in front of the eyes of men. Extract 8.2 is a sample of a good response.

### Extract 8.2

8.	Messages are the main lessons that ones get from a literary work. Characters are the people who are assigned a certain role to play in a literary work. Characters can be used to evaluate message to the people in the society. By using the novel of "THE HOUSEBOY" written by Ferdinand Oyono and the novel of "THE OLD MAN AND THE MEDAL" written by Ferdinand Oyono, the author has shown the following messages by using two female characters each from one novel. By starting with the novel of "THE HOUSE BOY" Oyono has shown the following messages by using Madam Suzy as the female character from the novel. Humiliation can led to poverty. Madam Suzy used to humiliate her works like Baklu and Toundi. She
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8.	<p>humiliate Bablu by telling him to wash for her, her dirty underweares and this led to poverty because after that she decided to reduce the monthly salary of Bablu and hence led to poverty. Likewise to our daily societies there people who are humiliated especially the house works.</p> <p>Unfaithfullness leads to misunderstanding; Madam Suzy was not faithful to her marriage with commandant because she had another love-affairs with M. Moreau and this led to misunderstanding between Madam Suzy and the commandant. Likewise to our societies there people who are unfaithfull to their marriage and this leads to conflicts between people.</p> <p>Promiscuity can led to the separation of families. Madam Suzy involved herself in the love affairs with more than one male. This situation leads to the misunderstanding and also separation of family. Likewise this can cause cause separation of families in the society also it can led to the wide spread of HIV/AIDS and other diseases.</p> <p>Bad desicions may led to exploitation. As a woman Madam Suzy had a right to make decisions but the decisions which she makes are not good and they led to exploitation. After realising that the decantort is broken, she decided to reduce the monthly salary for the whole workers who works there. Likewise to our societies people do make mistakes which are aimed at exploiting others.</p> <p>Also by using the novel of "<u>OLD MAN AND THE MEDAL</u>" the author has shown different messages by using Kelara as the female character in the novel who portrays the following messages.</p>
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8.	<p>Decisions are supposed to be made by everyone Kelara as the mother she had no right to make decisions on the whole issue of giving the land and the two sons to the French colonialists hence Meka decided by himself to give off the land and the two sons to the colonialists. Likewise to our societies women are not given the right to made decisions and hence they remain weak in the process of making decisions.</p> <p>Mother is another half of a family. Kelara shows up love and care to her family especially her sons and she cried a lot when she hears that her two sons have died in the war. This shows how much she care and love her sons. Likewise to our societies there mothers who love and care their children like no one business.</p> <p>Faithfulness discourage betrayal. Kelara was faithful to her husband and due to her faithfulness she avoid to be betrayal to Meka her husband. Likewise to our societies there wives who are faithful to their husbands and husbands who are faithful to their wives hence no betrayal.</p> <p>Bride price is the symbol of respect. Kelara emphasized on the whole issue of paying bride price because she knew that payment of bride price is the symbol to show respect and thanks to the parents of the bride. Like wise to our societies people pay bride price when they want to get married in order to show respect and thanks to the parents of the bride.</p> <p>Conclusively, the author has shown different ideas like faithful, betrayal, care and love, unfaithfulness and humiliation.</p>
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Extract 8.2: A sample of a response by the candidate who successfully managed to pick two female characters from the novels 'The Old Man and the Medal' and 'The Houseboy' to evaluate the messages one gets from them.

### **2.3.3 Question 9: Discussing how Women are Vulnerable Victims of Injustices that Prevail in the Society.**

The question instructed the candidates to discuss their essays with an overview on how women are vulnerable and victims of injustices that prevail in the society. The candidates were required to indicate two novels or short stories for the reference. They were also required to discuss at least four points from each novel of their choice under this section.

The question tested the candidates' ability to discuss the vulnerability and injustices towards women in the society by making reference to two novels or short stories.

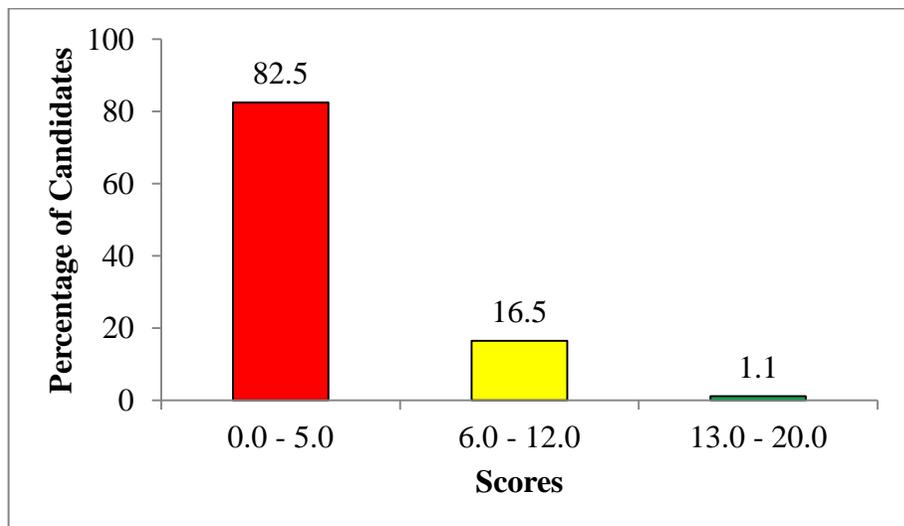
In 'The old man and the Medal' by Ferdinand Oyono, Kelara can be cited as an example. She is Meka's wife and she is desperate because her two sons died when they were fighting for the French against their fellow Africans, despite her attempt to stop her husband to let them go. She does not support her husband's decision of leaving traditional ways of life and adopt the modern one. She represents African women who preserve the African tradition. As Meka's wife, she is obliged to respect and obey her husband regardless of whatever happens. Meka abides by the western/colonial administration that undermines the African values. She is also forced to obey because she respects her husband. Her role in decision making in family matters is limited. She does not accept the idea of her husband to give a piece land to the whites for building the church. The land is given to the whites but she was not involved in that decision.

In 'A walk in the Night' by Alex La Guma women suffer and they are vulnerable victims of poverty and they are in the midst of extremely difficult life situation. This leads them to engage in prostitution in order to earn their living like Nancy and her friends. Grace is a married woman. She is pregnant for the sixth child. She takes care of five children and the unborn one she lives in an extreme poverty. Women are vulnerable to injustice because of their physical weakness to withstand violence. Ms Gipsy's glasses and table are broken when Willie's boy starts fighting with the white sailors. She is also a poor

African woman. She lives in the society which is highly affected by the apartheid political system. She does not have reliable means to earn her income. She sells local drinks for her survival.

In *Girls at War* by Chinua Achebe, Gladys leaves school and joins the Militia war. She is among the other girls who are affected by war and so engages in prostitution to sustain their lives. The girls and their families are suffering from starvation due to the war. On top of that, there is a lot of insecurity and fear amongst the people, women in particular. Girls are also exploited sexually as there is moral decay in the society.

The question was attempted by 10,307 candidates which is 17.9 per cent of all the candidates. The analysis shows that, 8,500 candidates (82.5) per cent scored from 0 to 05 marks indicating an unsatisfactory performance. Additionally, 1,697 candidates (16.4) per cent scored from 06 to 12 marks which is an average performance. Furthermore, the analysis shows that, only 110 candidates (1.1) per cent scored from 13 to 20 marks which is a good performance. The performance in this question was weak because 1,807 candidates (17.5) per cent were able to score from 06 to 20 marks. The Performance in this question is illustrated in figure 9.



**Figure 9:** *The Summary of the Candidates' Performance in Question 9.*

The analysis of candidates' responses shows that, the candidates who performed poorly in this question manifested several weaknesses. There were candidates who wrote on the themes which are found in the readings of their choice. For example, some of these candidates wrote on exploitation, protest, poverty, ignorance and tribalism citing the novels 'Houseboy' and 'The Old Man and the Medal' while other candidates wrote on 'betrayal polygamy' and 'ignorance'.

Another category of the poorly performed candidates is of those who wrote on negative traits of female characters, for instance some of them hinted that, women are 'prostitution', 'source of conflict', and 'betrayals'. These candidates demonstrated weak mastery of English Language. The misinterpretation of the requirement of the question poses as another factor for the poor performance of some candidates. There were candidates who wrote on the injustices done to women in general such as 'female circumcision (Female Genital mutilation)', 'polygamy', 'pleasure for sex', these candidates had no any reference from the readings (novels).

Additionally, the analysis shows that, there were candidates who manifested lack of knowledge of the question, and hence wrote irrelevant and meaningless responses. Moreover, there were candidates who misinterpreted the requirement of the question, for example one of the candidates decided to write his/her own short story about him/herself which resembles details in one's curriculum vitae (C.V.)

Furthermore, the analysis of candidates' responses shows that, there were candidates who just wrote randomly English Language words and created meaningless constructions as their responses. On top of that, other candidates copied some parts of questions' instructions from the examination paper as their responses. In addition to that, there were candidates who discussed the traits of male characters as opposed to the requirement of the question. The characters 'The Old Man' also 'Toundi' were referred by these candidates to discuss their sufferings or problems. For examples one of these candidates wrote that 'The Old Man' was humiliated and oppression' and the 'Houseboy was suffering'. Extract 9.1 is a sample of a poor response.

## Extract 9.1

9. Women are vulnerable victims of injustices that prevail in the society. The following are the ~~now~~ novels of "HOUSEBOY" writer W. Ferdinand Oyono. The following are the women are vulnerable victims of injustices that prevail in the society such as:

Exploitation; when are the exploitation by the books of "HOUSEBOY" writer W. Ferdinand Oyono, by the foreexample of Toundi are the exploitation in the books.

Colour segregation; This are the colour segregation in the novels of "HOUSEBOY" writer W. Ferdinand Oyono

protest; when are the protest by the women are vulnerable victims of injustices that prevail in the society by the novels of "HOUSEBOY" writer W. Ferdinand Oyono to the societies.

Poverty; This are the poverty of the situation where by someone to the people in the books of "HOUSEBOY"

The following are the another novels of "THE OLD MAN AND THE MEDAL" writer W. Ferdinand Oyono to the how women are vulnerable victims of injustices that prevail in the society such as:

Ignorance; when are the  
Ignorance in the novels of "THE  
OLD MAN AND THE MEDAL" written  
by Ferdinand Oyono, to the people  
provide Ignorance in the societies.

Tribalism; This are the inb  
alism in the women are vulnera  
ble victims of injustices that  
prevail in the society to the  
books of "THE OLD MAN AND THE MEDAL"

Exploitation; when are the  
Exploitation of the pecharacter  
to the novel novels of "THE OLD  
MAN AND THE MEDAL" written by  
Ferdinand Oyono.

Poverty; This are the poverty  
of the situation where by someone  
to the people in the women are  
vulnerable victims of injustices  
that prevail in the society such  
as the characterization.

The following are the all  
importantly how women are  
vulnerable victims of injustices that  
prevail in the societies such as, explo  
itation, colour segregation, protest and poverty.

Extract 9.1: A sample of a response by the candidate who wrote on issue such as poverty, exploitation, tribalism, ignorance, and colour segregation instead of discussing how women are vulnerable victims of injustices that prevail in the society.

On the other hand, the candidates who scored high marks in this question were able to show how women are vulnerable victims of injustices that prevail in the society. Those who used the novel 'The Old man and the Medal' cited their instances where women are subjected into being vulnerable victims of injustices that prevail in the society. Polygamism is among these tendencies towards women

injustices. This is a situation whereby one man marries more than one woman. This is seen when Engaba boasted himself of how rich he used to be with a lot of wives. He was respected in the society because he was a polygamist. He was using women as tools of pleasure, this is clear evidence that women are taken as mere properties owned by men.

In addition to that, Meka decided to offer his two sons to fight in the World war for the French. On top of that, He offered his piece of land to the Colonialists to build a church. These decisions he made were without the consent of his wife, Kelara. She objected the ideas of her husband but he deliberately not involved her in the decisions. This is because Kerala is a woman. She has no rights on decision even concerning her own sons. Additionally, Mamy Titi was prohibited from distilling 'arki', the local brew by the colonialists. The brew she was distilling was made from maize and bananas. She became a victim of injustice in the colonial regime.

There were candidates who made their references from the novel 'Houseboy' by Ferdinand Oyono. In the novel, women are treated as tools of sexual pleasures. This happens when Madame Suzy was sleeping with the Prison Director, Monsieur Moreau. Monsieur Moreau treated Suzy like a sexual pleasure tool. This goes with the common saying that 'Women are like cobs of maize, any mouth that has teeth will chew'.

Moreover, women are victims of oppression. Sophie, housemaid of agricultural engineer was oppressed by her boss. The agricultural engineer forced her to have a sexual relationship. He was also uncircumcised man. She was not being given freedom to live freely. She was oppressed both physically and psychologically. Furthermore, Sophie was underpaid by the agricultural engineer. She was working very hard as a housemaid. The agricultural engineer was not paying well despite the fact she worked hard to relieve his sexual desires. In addition to that women are victims of racial segregation. Monsieur Moreau was living with a black African girl. He used to hide her in the store whenever white visitors came to his house. This was because

White men were not allowed to marry black women. Extract 9.2 is a sample of a good response.

### Extract 9.2

9.	<p>Women are characters that are always portrayed in different ways in the society. But one of their biggest characteristics is vulnerability to injustice and circumstances. This can be referred using two novels <i>HOUSEBOY</i> written by Ferdinand Oyono and <i>GIRLS AT WAR</i> written by Chinua Achebe.</p> <p>Starting with <i>HOUSEBOY</i>, it is a novel that shows effects of colonialism and how Africans suffered.</p> <p>Prostitution is forced to be taken upon by women as the only way to survive. Kalisa is an African woman and the chambermaid of Madame. She has slept with several men white and black so as to get money and have a better life. This she had to take upon due to the circumstances brought by colonialism and their oppression and exploitation towards women and Africans.</p> <p>Women can be easily exploited by others as they are considered weak. Sophie works for a government official and is said to be her lover yet she does not get money for her work and is treated different from that of a white. Hence she runs away after stealing money from her owner. Women are easily exploited, some fight while others remain silent and suffer the injustice.</p> <p>Oppression leading to sacrifice. Toundi's mother is scolded by her husband and cries alone after. She loves her son but is sad as he is not treated well by the father. Hence</p>
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She tells her son to run away from home where he could have a better life. Although she remains back to live the life she already has. She sacrifices her happiness to live with her son and encourages to go far away. Women are oppressed by men due to their dominance.

Women are blamed for all and are judged alone. When madame sleeps with Missover and a lot of people find out about it. She is the only one who is judged by others and faces the consequences but the man involved is not bothered with and is considered a hero by some. As he gets to sleep with a beautiful woman.

The second novel is GIRLS AT WAR is about war and how it affected and killed millions of lives.

Women are judged due to their sexual behaviour. Women had involved in prostitution to earn a living because the circumstances were really bad. In the party a drunk man says that women sleep with other men for and insults them. He does not consider the fact that although these women are prostitutes they do it to earn money while men give money to do it.

Women if necessary take roles of the men. Gladys is determined to join the militia to fight in the war. The circumstances drive her to involve in wars that mostly only men take part in. Hence women sacrifice whenever there

is a need for it.

Their behaviour easily changes with time. Gladys was found to be a simple girl who wanted to be involved in the war but later she changes and does make up and she sleeps with the ~~re~~ Reginald like a mere prostitute. This shows the effects of the war and their vulnerability.

Women are easily used as pleasure by men. As seen in the movie party the drunken officer talks about how women have become prostitutes, this shows that men pay to have pleasure with women. Also although Reginald is married he sleeps with another woman.

Lastly women are easily betrayed. Reginald has a wife who he has sent away for protection. Yet he betrays her and sleeps with another woman while they are still wed. This shows that women are easily hurt and betrayed by men.

In conclusion, women although are seen as ~~vulnerable~~ vulnerable victims of injustices they can rise when ~~it~~ required.

Extract 9.2: A sample of a response by the candidate who described how women are vulnerable victims of injustices that prevail in the society by using the novel 'Houseboy' and the Short Story 'Girls at War'.

## 2.4 SECTION D: POETRY

There were three (03) questions in this section and candidates were instructed to answer one (01) of them. Each of the three questions carried 20 marks.

#### 2.4.1 Question 10: Explaining how Poetic Devices Enhance the Poets to Send Message to the Public in two Poems.

The question instructed the candidates to analyse the poetic devices in each of the two poems of his/her choice pointing out the message conveyed per device.

The question tested the candidates' ability to analyse poems by identifying the poetic devices there in and the messages they convey to the audience in two poems.

In the poem, 'The Awful Dentist' by Jwani Mwaikusa, the poet uses Hyperbole to exaggerate certain facts. This is seen when people brought to the dentist all kinds of teeth they had; decaying, aching and strong teeth. This is to convey message that the dentist's clients made effective use of him/her.

Another device employed by the poet is Sarcasm; this poem is sarcastic one as the poet praises the dentist while criticizing for his/her performance which is contrary to the expectations of his clients. The poet brings forward the message that academic professionalism can fail to deliver the expected results. In the third stanza the dentist is portrayed as a hardworking fellow;

“And he started working on their jaws  
Diligently pulling out every tooth  
From the jaws of every mouth”

The poet exposes the dentist negatively in the fifth stanza that what he does is unacceptable:

“And so on went the dentist  
Making heaps and heaps of teeth  
Useless”

Repetition is another poetic device being employed by the poet for artistic effect, for example the word teeth has been used for emphasis, that, the dentist dealt with all kinds of 'teeth'. Moreover, Diction is another poetic device being used by the poet. He selects academic terminologies such as 'medicine', 'specializing', 'graduates' 'thesis'

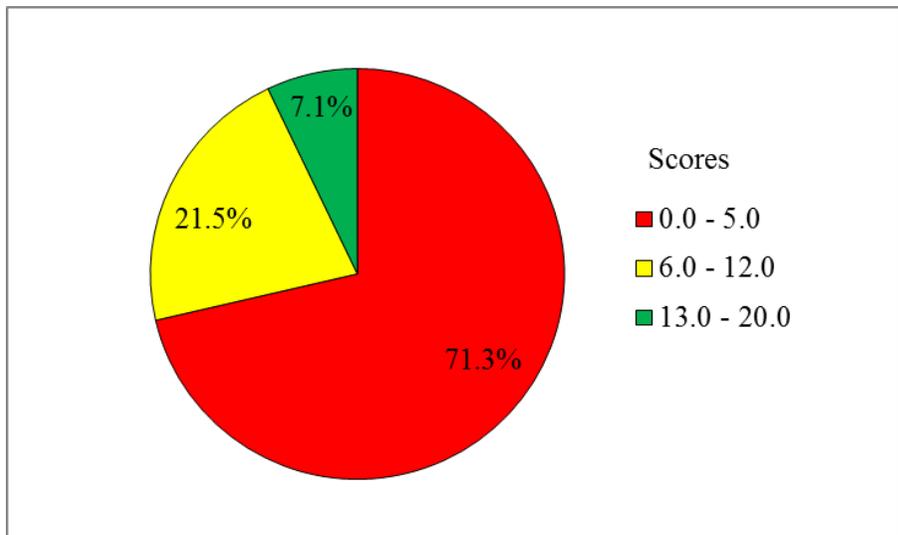
and ‘malady’ to convey the message that the dentist acquired the expected professional skills in the appropriate education system.

In the poem ‘Building the Nation’ by Henry Barlow, the devices used includes Metaphor, Sarcasm, Barbarism and rhetorical question. Metaphor; the poet used the medical condition stomach ulcers, to convey the message that hunger hurts like stomach ulcer. Sarcasm; the poet speaks about building the national while criticizing the political system. Thus, the poet uses sarcasm to criticize leaders, bringing forward the message that leadership should be for the betterment of the people. Additionally, Barbarism is seen when the poet uses a Kiswahili word “Mwananchi” to convey message that the portrayed incidents happen in East Africa where Kiswahili is largely spoken.

Furthermore, the use of rhetorical question, the question asked by the PS, ‘Did you have any lunch friend?’ is rather rhetorical because the PS knows the driver has not taken lunch. This is to convey message that the PS tries to be defensive and he is hypocritical.

The question was attempted by 23,011 candidates who make 39.9 per cent of all the candidates. The analysis shows that, 16,416 candidates (71.3) per cent scored from 0 to 05 marks indicating an unsatisfactory performance. Moreover, 4,953 candidates (21.6) per cent scored from 06 to 12 marks which is an average performance.

Furthermore, 1,642 candidates (7.1) per cent scored from 13 to 20 marks which is a good performance. The Performance in this question was weak since 6,595 candidates (28.7) per cent were able to score from 06 to 20 marks. The Performance in this question is illustrated in Figure 10.



**Figure 10:** *The Summary of the Candidates' Performance in Question 10*

The analysis of candidates' responses shows that, the candidates who performed poorly in this question exhibited a number of varied reasons. There were candidates who referred to non-prescribed poems in this subject. These candidates made their references to the poems which are not prescribed under this section which are 'Development' and 'Live and Let Die' then they wrote on the themes from those poems. The Themes which are 'exploitation', 'selfishness' 'classes' and 'oppression' were discussed by these candidates.

Additionally there were candidates who wrote the themes from the two prescribed poems in the section instead of explaining poetic devices in revealing the messages which are carried out by those devices. For example some of these candidates used the poem 'YOUR PAIN' by Armando Guebuza and 'AFRICA' by David Diop to discuss themes including 'imperialism', 'oppression', 'unity' and 'humiliation'.

On top of that, there were candidates who had no knowledge on the topic of poetry. Some of these candidates made their references using the plays and wrote on themes which are found in those plays. The plays 'Kinjeketile' and 'The lion and the Jewel' were being referred to instead of referring to two prescribed poems.

Furthermore, there were candidates who demonstrated lack of knowledge of the subject matter, and hence they ended-up writing on the issues like ‘impact of new colonialism in the society’ and poor provision of social services like health, food and clothes. The issues were written without quotation from any prescribed poems. Extract 10.1 is a sample of a poor response.

### Extract 10.1

10. Poetry in brevity refer to the wide variety genres that presented in Verses and stanzas as well as Musical features in the life, and the poem is the piece of writing in the Verses form. By Using two poems which I have read DEVELOPMENT AND LIVE AND LET DIE I justify this statement which is that poetic devices enhance the poets to send the Message successfully to the public stated by the poem DEVELOPMENT by Kundu Karna

Exploitation. In the poem development exploitation shown in the poem and this situation the way were Undermine the people in their family and cause Underdevelopment the poet say:

I ~~plend~~ The Majority plend  
Cheated  
Exploited  
Disregarded  
humiliated

But brother how development to come. and this thing are not good cultural aspect in the society because it cause Underdevelopment.

Selfishness/Egoism. in the poem development the play wrighter showing validity through the message that in the society this thing they are present in a practice by the government leader. example the poet in the poem say:

I reckon the Minority  
More sensitive to egoism

than the national development"

this situation has been being present in  
the society and directly is not good cu  
ltural aspect cause selfishness is not go  
od and promote Underdevelopment to the  
people in the society.

Classes: In the poem DEVELOPMENT  
classes it has been being shown by the writer  
that classes as the among things which ac  
celerate the development be down because  
the people. the poet say

"I privilege few  
greater than the national valley  
that they can not be sacrific  
d with the normal share" and

in the society this issue of classes of  
course is not good cultural aspect bec  
ause many people are doing the things  
without thinking first and causing the pro  
blem and cause the Underdevelopment.

Oppression: In the poem de  
velopment oppression they seem to  
the Majority in the society that  
they oppressed those materials and  
the people like leaders they don't  
showing them a good way where can  
achieve their stated goals and  
this situation in the society are be  
ing practiced and it is not good  
cultural aspect to the society which

We are living cause accelerate Under development.

Also by Using the poem LIVE AND LET DIE as the following bellow with the clear evidence.

poor social services (poverty), in the live and let die poverty seen and d writer showing us with evidence like the poet say

"Let them drink water

let them eat lice

let them digest the sunshine

because is what

I can afford to buy

that they dont have good food

that they dont have good health

that they ~~were~~ wearing logs.

and in the current society poverty is not good cultural aspect because accelerated by them selves leaders in the society and cause Underdevelopment in the ~~the~~ society.

**E**xploitation - poet base on the leaders that they exploiting resources to some of the leader they bene fits them selves with no care others the poet say.

"My children are dying.

They are soiled

let them eat lice

let them eat brother

Until exploitation will be end.

Even in our society this issue are been  
n being present and whatever of course  
is not good cultural aspect to the societal  
Members.

Classes in the poem poet has di-  
scussing on the issue of classes to the  
poem say that.

Because of the poor man  
are not yet ready  
to die a little

so that the poor man may live.  
This is not good cultural aspect to the  
society because cause and affect the  
development to be poor.

Impact of Neo-Colonialism.  
in the poem live and let die neo-  
colonialism is seen that is the problems  
to the Members and death to the leaders.  
poet say, "I

Because the rich nation  
are not yet ready  
to die a little  
so that the nation may  
live.

in the family which we are living  
this kind is present because there  
late people to be with bad beliefs  
and making promotion of development  
and of course is not good cultural  
aspect to the society because affect  
by the people in the society.  
Therefore those above medi

Mentioned as the way the poet has suc-
cessfully to the public to send the mes-
sage through using the poems
as like selfishness, Impact of neo-co-
lonialism, oppression, exploitation an
d classes that is not good in the
society because it accelerate under
development.

Extract 10.1: A sample of a response by the candidate who made the references from two non-prescribed poems under this section which are DEVELOPMENT and LIVE AND LET DIE to write on the themes which are 'exploitation', 'selfishness', 'classes', 'oppression', 'poverty' and 'impact of neo colonialism'.

On the contrary, the candidates who scored high marks in this question were able to analyse the poetic devices which were used by poets to send the message to the public. These candidates responded to the question by making reference from two prescribed poems of their choice. Those who chose the poem 'A FREEDOM SONG by Marjorie Oludhe Macgoye' cited the poetic devices therein as 'rhetorical questions as is the question that does not require a reply (answer). In this poem it has been seen when the persona says, "who will teach her what is right?" This rhetorical question has been used convey the message that irresponsibility of the parents leads to moral decay of the children.

Imagery is another poetic device being identified by the candidates. This technique means the mental picture drawn through the use of words. It is the mental picture built in the mind of a person. In the poem, the persona says:

'Finding in post – partum bleeding'.

Here, the message conveyed is early pregnancies to young girls leads to their sudden and early demise. It is then important for the girls not to engage themselves into sexual relationships before the wedlock.

Repetition is another poetic device being cited from the poem. In the poem the words 'AtienoYo' has been repeated (and it is a refrain to the poem) in order to deliver the message that, child labour leads to denial of children's rights.

Those candidates who chose to cite the poem 'YOUR PAIN' by Armando Guebuza' identified on the poetic devices which are Personification, Imagery, Repetition and Symbolism. Personification is a technique whereby non-human beings and other inanimate are given attributes to behave like human beings. The poet has employed this device in the following verses:

"Your eyes  
Yet more my eyes  
Shall be speaking of revolt"

The message here is that, unity is important to get rid of imperialism by liberation struggle. Therefore unity is crucial as a weapon when fighting for freedom.

Moreover Symbolism is another poetic device being used by the poet. This device refers to the use of words or ideas to represent something else like objects or situations. In the poem the words 'scars' and 'whip' symbolise sufferings and torture respectively when the persona says:

'Your Scars  
Yet more my scars  
Will be remembering the whip'

The message here is that, struggle for independence or freedom after sufferings and tortures needs armed struggle to alleviate the problems.

Nevertheless, Imagery has also been employed in the poem. This means the use of words to create a mental picture. In the poem, the poet has used the word 'blood' to create a picture of sacrifice. This is seen when the persona says:

"My blood  
Yet more your blood  
Shall irrigate our victory"

Furthermore, the analysis shows that, repetition was also being cited by these candidates. The device signifies the recurring of certain words or phrases for artistic effect.

In the poem the phrases ‘my hands’ and ‘your hands’ have been repeated to convey the message that unity and togetherness are important to curb all forms of oppression, exploitation also humiliation.

There were candidates who provided the poetic devices by citing the poem ‘Eat more’ by Joe Corrie. In the poem there are devices such as ‘Personification, ‘Symbolism’, ‘Sarcasm’ and ‘Satire’. The poet employed Personification which denotes human beings qualities being attributed to inanimate for artistic effects. These candidates explained that, the poet has attributed the slogan with human qualities. The slogan has been given an ability to speak when the persona says:

“Eat more fruits

The slogan says”

This poetic device has been used to reveal the message of hypocrisy. The slogan insists on eating more fruits while in the actual sense people are unable to buy fruits as they have no money due to unemployment. Therefore, hypocrisy in the society should be abolished.

Furthermore, symbolism the poet has used some words to symbolize wealthy or richness as the persona says:

“More fish, more beef, more bread”.

The words ‘fish’, ‘beef’ and ‘bread’ have been used symbolically to represent balanced diet. The message here lies on advising members of the society to consider eating a well-balanced diet in order to safeguard their health.

Additionally, Satire has been used by the poet. These candidates cited the verse, ‘Eat more bloody grass’ as a satire. They explained that this device reveals the message that, poverty is the root cause of getting-unbalanced diet thus poor people depend on grass only (vegetable).

Therefore the message is that, poverty should be eradicated. Moreover, Sarcasm this device is used to express bitter remarks to inflict pain. They elaborated that the verses, ‘But I’m on unemployment more pay’, ‘my third year now, and wed’, suit to

exemplify this device. This sarcasm reveals the existence of classes in the society. The message therein is that, the society should alienate classes which accelerate stricken poverty. Extract 10.2 is a sample of a good response.

**Extract 10.2**

10.	<p>Poetic devices refers to all the devices which are used in poetry. They include figurative language, rhythm, sound devices and imagery. It is true that poetic devices enhance the poets to send the message successfully to the public. This can be supported by the poems "BUILDING THE NATION" by Henry Barlow and "EAT MORE" by Joe Corrie as follows:</p> <p>By starting with "BUILDING THE NATION" poetic devices have enhanced delivery of message as follows:</p> <p>Rhetorical question; In this poem the poet showed how the PS asked a question that does not require answer to the driver. The persona says:</p> <p>"Did you have any lunch friend?"</p> <p>This rhetorical question has revealed a message on hypocrisy. It has revealed how leaders are hypocrites to people and so enhancing people to stop hypocrisy.</p> <p>Alliteration; In this poem the poet showed the repetition of similar consonant sounds at the beginning of words. The persona says:</p> <p>"Cold bell beer with a small talk"</p> <p>This Alliteration has revealed how leaders are extravagant. Warn the leaders to stop extravagancy since it leads to underdevelopment.</p> <p>Sarcasm; In this poem the poet showed words spoken by the driver as bitter remarks to inflict pain. The driver says:</p>
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10.	<p>"So the Ps had ulcers too  My ulcers I think are  equally painful  Only caused by hunger  No sumptuous lunches!"</p> <p>This sarcasm reveals the message that  class in the society is a source of conflicts  and misunderstandings.</p> <p>Barbarism; In this poem, the poet showed  how the Ps used a word of different  language in the same conversation. The Ps  says:</p> <p>"Mwananchi, I too had none."</p> <p>This barbarism reveals the role of leaders.  It reveals a message to the leaders that  they should always care of their citizens  and promote accountability and transparency  and not lying like the Ps.</p> <p>By using the poem "EAT MORE" poetic  devices have enhanced delivery of messages  as follows:</p> <p>Personification; In this poem, the poet  has attributed the slogan with human  qualities. He has given the slogan ability to  speak. The persona says:</p> <p>"Eat More fruits  The slogan says"</p> <p>This personification reveals the message of  hypocrisy. The slogan knows that there are  poor people out still insist on more food. Thus,  it has deliver a message that hypocrisy in  the society should be abolished.</p>	
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10.	<p>Symbolism: In this poem, the poet has used some words to symbolize balanced diet. The persona says:</p> <p>"More fish, More beef, More bread..."</p> <p>This symbolism shows how balanced diet is important to people and it is emphasized. The message revealed is that people should take balanced diet so as to promote their wellbeing.</p> <p>Satire: In this poem, the poet has used words against evil in an amusing ways. The persona says:</p> <p>"Eat More bloody grass".</p> <p>This satire shows how poverty exists in our society. The message revealed is that poverty is the root cause of failure to acquire balanced diet. So, poverty should be eradicated.</p> <p>Sarcasm: In this poem, the poet has used bitter remarks to inflict pain. The persona says:</p> <p>"What would suit me!"</p> <p>This sarcasm shows the existence of classes in the society. The message revealed is that classes in the society are inevitable due to poverty.</p> <p>Generally, poetic devices enhance the poet's to send message successfully to the public and bring about development.</p>
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Extract 10.2: A sample of a response by the candidate who cited the poems EAT MORE and BUILDING THE NATION to explain messages which are brought by poetic devices which are Symbolism, Sarcasm, Barbarism, Personification and Alliteration

#### **2.4.2 Question 11: Distinguishing Lyrics and Sonnets in four Points.**

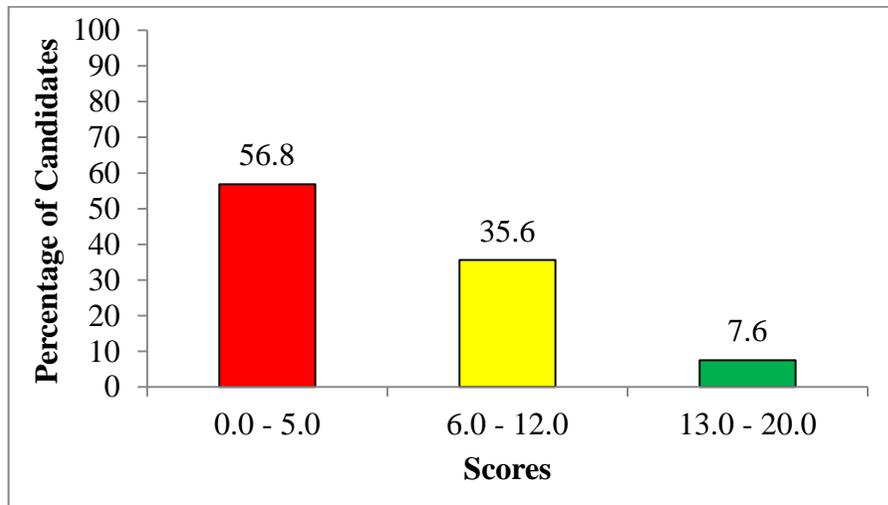
The question instructed the candidates to make a distinction between lyrics and sonnets.

The question tested the candidates' ability to disentangle the two type of poems namely lyrics and sonnets

Lyrics have no specific number of verses while sonnet has fourteen lines. Sonnet has two stanzas in fourteen lines while lyrics can have different number of stanza. Lyrics are limited in expressing strong feelings of an individual. It can be the feeling of love, hatred death or torture while sonnet is not limited to any subject matter.

Furthermore, a verse of a sonnet has always five stressed works (syllables) while lyrics have no necessity of having five stressed syllables in a line. In lyrics the line length may shift and there is variation of metrical patterns while sonnet is the most popular and standard closed poetic form because it strictly adheres to rules such as the fixed number of lines.

The question was attempted by 1,230 candidates which is 2.1 per cent of all the candidates. The analysis shows that, 699 candidates (56.8) per cent scored from 0 to 05 marks indicating an unsatisfactory performance. Further analysis shows that, 438 candidates (35.6) per cent scored from 06 to 12 marks which is an average performance. Moreover, only 93 candidates (7.6) per cent scored from 13 to 20 marks which is a good performance. Generally, the performance in this question was average because only 531 candidates (28.7) per cent were able to score from 06 to 20 marks. The Performance in this question is illustrated in figure 11.



**Figure 11:** *The Summary of the Candidates' Performance in Question 11*

The analysis of candidates' responses shows that, the candidates who performed poorly in this question manifested a number of various multifaceted reasons. There were candidates who had no knowledge on the distinctive features of types of poems. For example, one candidate in this category wrote lyrics 'there are verses' while 'sonnets there are no verse' and 'lyrics there are using character' while 'sonnet there are not using character. Another candidate in this category wrote lyrics 'are the two types' while 'sonnets are the three types'.

Furthermore, there were candidates who wrote irrelevant and meaningless responses as they had no knowledge on the features of types of poems. On top of that, the candidates' performance analysis shows that, there were candidates who wrote on the themes which are found in the two poems of their choice. This is mainly attributed by their inadequate knowledge on the topic of Poetry and the requirements of the question. Extract 11.1 is a sample of a poor response.

### Extract 11.1

	Lyrics	Sonnets
i/	Are the two types	- Are the three types
ii/	Are the contain the sonnets	- Are the contain the lyrics
iii/	To provide the person	- To provide the poem
iv/	To provide the the character	- To provide the story

Extract 11.1: A sample of a response by the candidate who provided incorrect distinctions between lyrics and sonnets.

On the other hand, the candidates who scored high marks in this question were able to distinguish lyrics from sonnets. They provided answers as Sonnet has two stanzas in fourteen lines while lyrics can have different number of stanza. Lyrics have irregular rhyme scheme whereas sonnets have regular rhyme scheme. Lyrics have no specific number of verses while sonnet has fourteen lines. Extract 11.2 is a sample of a good response.

## Extract 11.2

11	<p>Lyrics refers to the kind of modern poems that expresses deep feeling of an individual whether they are good or bad whereas Sonnets are the kinds of traditional poems that consist of fourteen verses arranged in two stanzas.</p> <p>Lyrics do not follow have equal number of syllables in each verse that forms a stanza whereas sonnets possess equal number of syllables in each stanza verse consisted in a stanza.</p> <p>Lyrics can have two or more than two stanzas with several numbers of verses whereas sonnets must have two stanzas formed by fourteen verses and not otherwise.</p> <p>Lyrics have irregular rhyme scheme that is varies verse with verse - whereas sonnets must have regular rhyme scheme with ab, ab, cd, cd and proceed.</p> <p>Most of lyrics are not rhythmic as they have irregular rhyme scheme whereas most of sonnets are rhythmic due to possession of regular</p>
11	<p>regular rhyme scheme lyric poem - Therefore differs from sonnet poems due to fact that lyric is modern while sonnet is traditional poems.</p>

Extract 11.2: A sample of a response by the candidate who differentiated the two types of poems in the question and hence scored high marks.

### 2.4.3 Question 12: Reading and Answering Questions from the Poem ‘FRONTLINE’

The question instructed the candidates to read the poem ‘frontline’ composed by George Shea and respond to the items which were about the poem, number of stanzas, tone of the poem, possible themes and relevance of the poem to Tanzanian context finally message that people get from the poem.

The question tested the candidates’ ability to analyse poems by using the given poem which is ‘frontline’ composed by George Shea.

The poem ‘frontline’ is about war where the poet is encouraging his colleagues to be in the frontline/to fight in the war. There are six stanzas in this poem and the tone of the poem is that of sadness /sorrow/ encouragement. Moreover the persona in this poem is an oppressed individual.

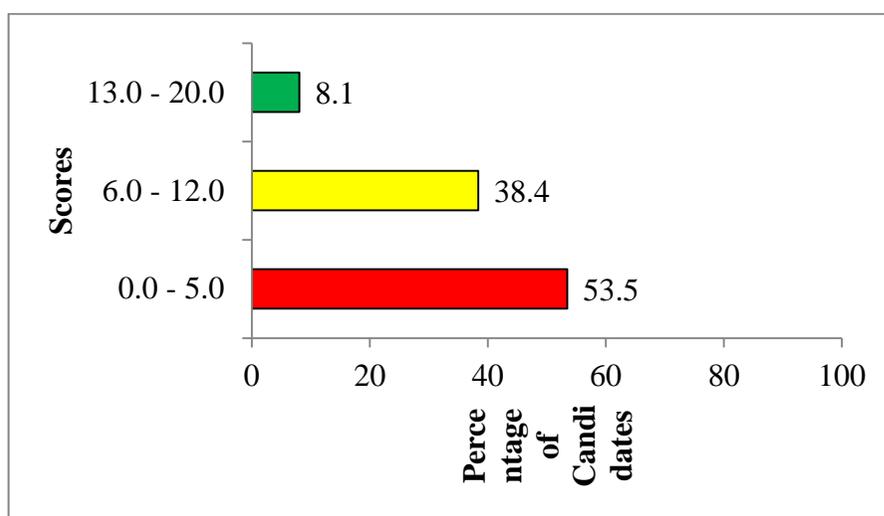
The possible themes found in this poem are *sacrifice* in that; the persona is ready to sacrifice his life to be freed from oppression. *Unity* as the oppressed are encouraged to unite in fighting for freedom. Additionally, *injustice* is seen when people are unfairly treated by the oppressors. Moreover, another theme is *Protest* which shows the persona is discontent with oppression and calls on others to join in fighting back.

In poetic techniques, the poet has made use of *imagery* and *symbolism* as in ‘bitterness to give the image of sacrifice’ the words, ‘thunder and lightning’ to bring the image of war and fighting. Another technique is *repetition* of the word ‘frontline’ to emphasize that people must unite.

The poem is relevant to the society today because there are many enemies who need to be fought against including those who oppress others. It is also relevant to the society in the sense that it encourages people to join the fight against the current major enemies/ danger of human life like poverty, disease and corruption. The message that we get is that people should be aware of the happenings in the society

and get united to fight against unfavorable conditions such as oppression, poverty, corruption and disease. This fight entails commitment and sacrifice.

The question was attempted by 31,765 candidates who make 55.1 per cent of all the candidates. The analysis shows that, 16,996 candidates (53.5) per cent scored from 0 to 05 marks indicating an unsatisfactory performance. Moreover, the analysis shows that, 12,202 candidates (38.4) per cent scored from 06 to 12 marks which is an average performance. Further analysis indicates that, 2,567 candidates (8.1) per cent scored from 13 to 20 marks which is a good performance. The Performance in this question was average since 14,769 candidates (46.5) per cent were able to score from 06 to 20 marks. The Performance of the candidates in this question is illustrated in figure 12.



**Figure 12:** *The Summary of the Candidates' Performance in Question 12.*

The analysis of candidates' responses shows that, there were various reasons towards poor performance of some of the candidates who attempted this question. Lack of knowledge on how to analyse poems is one of the pulling down factor for the poor performance of those candidates. For example, one candidate in this category wrote that, 'the poem is about Tanzania Institute of Education' and the 'tone of the poem is 'consciousnesses'.

Another candidate in this category who followed suit responded poorly as he/she wrote 'the poem is about 'love' and 'the one speaking is young brother'.

Further analysis reveals that, there were candidates who copied verses from the given poem and used them as their responses. For example one of them wrote 'the poem is about, 'frontline where manhood and consciousness is tested, the only place to bury persecutions and burden of ages', and on the persona he/she wrote, a persona is 'frontline' as well as on the themes; 'the only place for declare names immortal' finally on the techniques, 'I will be in the frontline when the roll is called'. The response based on copying some verses from the poem and randomly assigning the items to answers.

Additionally, there were candidates who copied the poem as responses contrary to the requirement of the question. Moreover, the analysis shows that there were candidates who demonstrated no knowledge on poetry consequently they ended up writing ill-formed structures being a result of picking randomly English words as their responses. Extract 12.1 is a sample of a poor response.

**Extract 12.1**

12	i) What is the poem about? .	
	<del>from</del> "Selected poems - Tanzania Institute of Education"	
	ii) How many stanzas are in this poem?	
	= Brother truly my shadow will be next to yours	
	iii) What is the tone of the poem?	
	"front line	
	"Where manhood and consciousness is tested	
	"The only place to bury persecutions and burden of ages."	
	iv) Who is speaking in the poem?	
	"front line	

v) Identify the Major possible themes found in the poem	
"The only place for declare names immortal	
vi) What technique has the poet used in this - poem?	
I will be in the front line when the roll a call out	
vii) Show the relevance of the themes portrayed in this poem to your Society	
front line	
"I know it is bitter but I like it	
"I like it particularly because it is bitter	

Extract 12.1: A sample of a response by the candidate who copied some verses from the poem and uses them as his/her responses.

On the other hand, the candidates who scored high marks in this question demonstrated sufficient knowledge in poems analysis. They were able to respond correctly to the questions from the poem 'FRONTLINE'. These candidates explained the poem is about a person who tries to conscientise and unite his brothers to join hands in the frontline in struggling for liberation against enemy. The struggles' outcome would mean equality, freedom and peace. They wrote that the poem consists of six stanzas and the tone of the poem is seriousness/anger/determined.

Moreover, they identified the one speaking in the poem is the person who conscientises others (oppressed, humiliated, degraded, segregated and exploited) to fight fearlessly for their rights and dignity. They also identified the possible themes from the poem which are 'sacrifice', 'Liberation', 'Unity', and 'Awareness'.

Furthermore, they wrote on the techniques the poet used in the poem which are 'symbolism' that denoting an object or expression being used to stand for another thing or situation. They exemplified this technique from the expression 'bitterness' which symbolises

oppression. Another technique being cited by these candidates was 'hyperbole'. This is an exaggeration of facts or ideas to look like much bigger or huge than they really are. From the poem hyperbole is cited from the verse 'where man will make his own lightning thunder'.

Other techniques include 'Anadiplosis' which means the last word in the first line becomes the first word in the second line. They provided an example for this technique:

"I know it is bitter but I like it  
I like it particularly because it is bitter"

These candidates also hinted on 'Anaphora' as another technique, in which the first word in the first line is the first word in the second verse. This is seen in the lines;

"I like it particularly because it is bitter  
I like it because it is where I belong"

Further analysis shows that, these candidates had sufficient knowledge on the relevance of the themes portrayed in the poem to the society. They elaborated that, there is a need for people to struggle for peace and equality where the two are intentionally denied by the oppressors. This has been clearly said by the persona who tells his brothers to fight for the said two matters. Lastly, these candidates managed to elaborate on the messages found in the poem. For example 'freedom is the key element to peace and development. Freedom can only be attained when the people are united, brave and conscious'. Extract 12.2 is a sample of a good response.

## Extract 12.2

	SECTION D	
12.		
	(a) The poem is all about a struggle to be in the front line to achieve various matters such as equality, freedom and peace. It is seen when the persona says	
	" Front line I know it is bitter but I like it I like it particularly because it is bitter. I like it <del>part</del> because it is where I belong, For out of bitterness comes equality, freedom and peace."	
	ii	
	(b) There are 6 (six) stanzas.	
	(c) The tone of the speaker is <del>sadness</del> <sup>determined</sup> and ironical, as he likes a bitter thing. It is seen when he says:	
	" I know it is bitter but I like it, I like it particularly because it is bitter"	
	(iv) The speaker of the poem is the persona who seems to be a Fighter for achievement of something, as he says	
	"Brother truly my shadow will be next to yours"	

12	
	(v) Themes.
	(A) Equality. Struggle.
	the balance of right to all people it is seen when the persona says:
	"For out of bitterness comes equality, freedom and peace"
	(b) War
	is the fighting between two groups of people. It is seen when the persona said:
	"Where the enemy will fall and never to rise"
	(c) Unity.
	In the poem. Unity is an act of being together for the achievement of a specific goal. in the poem it is seen when the persona said:
	"Brother truly my shadow will be next to yours"
	(d) Death
	It is seen when the persona promises that one will not die alone but they will die together to achieve something. It is seen when the persona said:
	"The only place for dollars names is <del>unprofitable</del> Trust me brother you will not be alone there!"

R (vi)

1. Anadiplosis, is the technique in which the last word in the first verse is the first word in the second verse. It is seen in

" I know it is bitter but I like it  
I like it particularly because it is bitter "

2. Anaphora, is the technique in which the first word in the first verse is the first word in the second verse. It is seen in

" I like it particularly because it is bitter,  
I like it because it is where I belong "

3. Hyperbole is the use of a conscious exaggeration without an intent of ordinary perception. It is seen in

" Where man will makes his own lightning  
thunder "

(vii)

(a) Equality struggle.

In our societies many people struggle to ensure that there is equality between men and women.

(b) War.

Many countries use wars to obtain their deprived rights hence the poem is relevant to our society.

12	(vi)	
	(c) Unity	
	Many people in our society unite and form	
	organisation such as TGNP which prevent violation	
	of human rights especially women's rights	
	(d) Death.	
	Many people die while fighting for their	
	rights and other die doing criminal activities	
	such as robbing.	
	(vii) The message we get from the	
	poem is that Unity is essential for the	
	achievement of any targeted objective, as the	
	persons said.	
	"Trust me brother you will not be alone here"	

Extract 12. 2: A sample of a response by the candidate who managed to write all the response to the poem correctly and hence scored high marks.

### 3.0 PERFORMANCE OF CANDIDATES PER TOPIC

The 2017 CSEE Literature in English had four topics which were examined. These topics are *Theories of Literature*, *Plays*, *Novels and Short Stories* and *Poetry*. Each topic had three questions making a total of twelve (12) questions. The topics were categorised into four sections namely Section A, B, C and D. The candidates were instructed to answer five questions only, that is, two questions from section A and one from (1) question from each sections B, C, and D.

Topic wise, the analysis indicates that the candidates' performance in this year's examination increased in two topics which are theories of literature, and poetry. The performance has decreased in topics of Novels and Short Stories and plays. The highly performed topic was *Theories of literature* with 42.3 per cent of the candidates scoring from 30 marks and above. In this topic question number 3 which instructed candidates to define drama, outline six features of drama and differentiating the terms Act and Scene in one hand and Comedy and Tragedy in another hand had the highest

performance. The performance in this question was 50.1 per cent of candidates who scored 30 marks and above. In the same topic question number 2 had the lowest performance of 28.9 per cent of the candidates who scored 30 marks and above. This question required the candidates to show how Literature and Language cannot be separated.

Moreover, the analysis shows that *Poetry* was the second highly performed topic with 39.46 per cent of the candidates who scored 30 marks and above. In this topic question number 12 had the highest performance of 46.5 per cent of the candidates scoring 30 marks and above. The candidates were required to answer the questions from the poem FRONTLINE. Question number 10 from the same topic had the lowest performance of 28.7 per cent of candidates scoring 30 marks and above. This question instructed the candidates to explain poetic devices used by the poets in sending message successfully to the public by referring to two poems.

Furthermore, the topic analysis shows that *Plays* was the third performed topic with 31.53 per cent of the candidates scoring 30 marks and above. In this topic question number 4 had the highest performance of 49.7 per cent of the candidates who scored 30 marks and above. The candidates were required to outline the roles of Literature in the society by referring to two plays. On the other hand, question number 5 was the lowest performed question with 20.4 per cent of the candidates who scored 30 marks and above. The question instructed the candidates to explain how the male dominance and environment cause challenges to women.

Conversely, the analysis indicates that *Novels and Short Stories* was the least performed topic in this examination with 25.8 per cent of the candidates who scored 30 marks and above. Additionally, in this topic question number 8 had the highest performance of 55.8 per cent of the candidates who scored 30 marks and above. The candidates were required to pick two female characters (one from each reading) and evaluate the messages one gets from them. In the same topic question number 7 had the lowest performance of 4.1 per cent of candidates who scored 30 marks and above. The candidates were required to use the novel *The Concubine* by Elechi Amadi to show how traditional beliefs have a strong uniting effect on peoples' lives.

The analysis indicates that in CSEE 2018 Literature in English the question which had the highest performance was question number eight (8) from the topic of Novels and Short Stories with 55.8 per cent of the candidates scoring from 30 marks and above. On the other hand, the lowest performed question was question number seven (7) from the same topic which had 4.1 per cent of the candidates scoring 30 marks and above. The performance per question is seen in appendix A.

The analysis shows that the 2018 CSEE performance per question is higher than that of 2017. The average performance of the whole examination in 2017 was 34.67 per cent while in 2018 was 34.77 per cent. The performance in the topic of Poetry has increased by 18.94 per cent. This increment of performance is also seen in Theories of Literature where it has increased by 3.4 per cent. In Plays, the performance has decreased by 0.4 per cent. This comparison of performance per question has been summarised in appendix B.

#### **4.0 CONCLUSION**

In general the performance of candidates in this examination is higher than that of 2017. In 2017 the average performance was 34.47 per cent while in 2018 the performance was 34.77 per cent indicating an increase of 0.3 per cent. The average performance in this year was as a result of poor language competence because the candidates did not have the required vocabulary to express their ideas when answering examination questions. This is evident as many candidates did not manage to present their ideas well as they lacked the content material in the topics examined.

The examined topics in 2018 Examination were *Theories of Literature*, *Plays*, *Novels and Short Stories* and *Poetry*. Each of the topics carried 20 marks. The analysis concludes that, Theories of Literature had the performance of 42.3 per cent followed by Poetry which had the performance of 39.46 per cent. Additionally, Plays had the performance of 31.53 per cent and the least performed topic was Novels and Short Stories with only 25.8 per cent.

Despite the average performance in this examination, a few candidates encountered problems in answering questions 5, 7 and 9. These problems could be attributed to the candidates' failure to understand the demands of

the questions or inadequate competence in the topics of *Novels and Short Stories* and *Plays*

Moreover, candidates seem to be unfamiliar with reading materials required for making references. A good example in this year's examination is from the novel 'The Concubine' by Elechi Amadi, in question number 7 whereby candidates were instructed to use only 'The Concubine' as a result many of them failed to respond correctly by referring to this reading.

## **5.0 RECOMMENDATIONS**

In order to improve the candidates' performance in literature in English in future examinations, it is recommended that:

- a) Teachers are obliged to guide students into literary tasks which involve both elements of literature that is FORM and CONTENT.
- b) Teachers should guide students into the roles of literature in the society by associating them with the literary readings which are novels, Short Stories also Plays and Poetry.
- c) Students should be taught and encouraged to refer to the poems which are prescribed in section D (POETRY). The poems which are prescribed to be used in Literature in English are from the anthology compiled by Tanzania Institute of Education (T.I.E) titled selected poems.
- d) The writing skills and vocabularies must be taught well to the students. Candidates need to be guided through group discussions and be given immediate feedback on exercise done to encourage better writing skill

**APPENDIX A****The Candidates' Performance in each Topic in 2018**

<b>S/N</b>	<b>Topic</b>	<b>No. of Questions</b>	<b>Percentage of Candidates who got the Average of 30 Percent and/or Above</b>	<b>Remarks</b>
1.	Theories of Literature	3	42.3	Average
2.	Poetry	3	39.46	Average
3.	Plays	3	31.53	Average
4.	Novels and Short Stories	3	25.8	Poor

**APPENDIX B**

**Comparison of Candidates' Performance per Topic in 2017 and 2018**

S/N	Topic	No of Questions	2017		2018	
			Percentage of Candidates who got the Average of 30 Percent and or above	Remarks	Percentage of Candidates who got the Average of 30 Percent and or above	Remarks
1.	Theories of literature	3	38.09	Average	42.3	Average
2.	Poetry	3	20.52	Poor	39.46	Average
3.	Plays	3	31.93	Average	31.53	Average
4.	Novels and short stories	3	47.35	Average	25.8	Poor

