CANDIDATES’ ITEM RESPONSE ANALYSIS REPORT FOR THE CERTIFICATE OF SECONDARY EDUCATION EXAMINATION (CSEE) 2019

024 LITERATURE IN ENGLISH
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024 LITERATURE IN ENGLISH
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FOREWORD

This report presents the analysis of the performance of candidates who sat for the Form Four National Examination (CSEE) in the Literature in English in November 2019. The analysis indicates strength and weakness of candidates during answering questions. The focus of the analysis was on well-performed questions, those with average performance and those with poor performance. With this focus of the analysis teachers, students and other educational stakeholders will be able to find out what they should do for better performance.

The analysis provided in this report is intended to contribute towards understanding of possible reasons behind the candidates’ performance in Literature in English subject examination. The report highlights the challenges faced by the candidates by answering the questions correctly. These include inability to identify the task of the question, lack of the knowledge of tenses and grammar, inadequate basic vocabulary for use in different contexts, inability to differentiate some of literary devices and insufficient knowledge of the book in the Response to Reading. However the report indicates some of the candidates scored high marks because they were able to identify the task of the questions, they had adequate knowledge of tenses and grammatical rules, they had sufficient basic vocabulary for use in different contexts, they had sufficient knowledge of the book in Response to Reading and they were also able to differentiate some literary devices.

On the other hand the candidates who got high marks had knowledge and skills in the subject matter. They showed a good command of English language and were therefore able to express their idea well. They showed organizational skills and writing the essay type questions. This report is therefore expected to help students, teachers, and the other educational stakeholder to take appropriate measure in order to improve the performance of students in future examinations administered by the Council.

Finally, the Council would like to thank the examiners, coordinators, 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
INTRODUCTION

This report presents an analysis of the performance of the candidates who sat for 024 Literature in English for the Certificate of Secondary Education Examination (CSEE) which was done in November 2019.

It is worthy to note that the 2019 Literature in English Examination was set in accordance with the new examination format issued by NECTA in February 2019 whose primary aim revolves at testing candidates’ competence. According to the aforementioned format, the 024 - Literature in English examination was organised into three sections: A, B and C with a total of ten (10) questions.

Section A had two questions with a total of 15 marks, in which the candidates were required to answer all questions. In question 1, the candidates were given 10 multiple choice items and they were required to choose the correct answer among the five given alternatives by writing the letter of the correct answer. Question 2 was a matching item question where the candidates were required to match the items in List A with those given in List B.

Section B consisted of four short answer questions with a total of 40 marks in which each question carried 10 marks. The candidates were required to attempt all questions. Section C consisted of four essay-type questions. The candidates were instructed to answer only three questions. Questions 9 and 10 were compulsory to all candidates while for questions 7 and 8, the candidates were instructed to choose one of them.

This report therefore provides a detailed analysis based on the candidates performance for each item. The analysis displays the percentage of performance in three levels namely; good, average and poor. Good performance ranges from 65 to 100 per cent, Average performance ranges from 30 to 64 percent and Poor performance ranges from 00 to 29 percent.

Furthermore, the analysis of the candidates’ performance in all levels will be accompanied with extracts that serve as evidences of how the candidates responded.

A total of 71,309 candidates sat for the CSSE 2019 for Literature in English subject. Among them 43,467 which is equivalent to 61.54 per cent passed with different grades as shown in Table1
Table 1: Candidates grades in CSEE 2019 Literature in English Examination.

<table>
<thead>
<tr>
<th>Grade</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>% of candidates</td>
<td>0.27</td>
<td>1.90</td>
<td>23.00</td>
<td>35.77</td>
<td>38.09</td>
</tr>
</tbody>
</table>

This performance of 61.54 per cent in 2019 is higher than that of 51.67 per cent in 2018. In 2018, the candidates’ grades were as shown in Table 2.

Table 2: Candidates grades in CSEE 2018 Literature in English Examination.

<table>
<thead>
<tr>
<th>Grade</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>% of candidates</td>
<td>0.14</td>
<td>1.43</td>
<td>18.37</td>
<td>31.33</td>
<td>48.73</td>
</tr>
</tbody>
</table>

2.0 ANALYSIS OF THE CANDIDATES' PERFORMANCE IN EACH QUESTION

2.1 SECTION A
This section had two questions and the candidates were required to answer both of them. Question one (1) carried 10 marks while question two (2) carried 05 marks.

2.1.1 Question 1: In Multiple choice questions.

(i) The term that expresses a situation whereby non-humans (animates and in animates) are given human qualities is called

A imagery  
B hyperbole  
C personification

D fable    
E myth

(ii) If you read a play and become sad, what type of drama would you have read?

A Soliloquy  
B Comedy  
C Play

D Melodrama  
E Tragedy

(iii) The following expressions represent some aspects of the functions of literature except

A education  
B criticising  
C rectifying

D expanding  
E recreation

2
(iv) Which of the following describes a legend?
A A story with an unknown author originally passed from one generation to another.
B A story told to teach a moral lesson where characters are animals.
C A story about memorable events and heroic deeds of people in the community.
D A story that explains the origin of cultural groups or phenomena of the universe.
E A story with monsters as characters

(v) Which of the following expressions best distinguish the features of tragedy?
A Antagonistic characters fail
B All characters die
C The main character must be an animal
D The main character is a hero
E Unhappy ending

(vi) A technique that is used to plot the events in a story where the last event must be at the beginning is called
A Mixed order
B Flashback
C Narrator style
D Foreshadowing style
E First person point of view

(vii) Imagine you are reading a lyric poem and you come across the verse; "that school is a garden of ideas." The word "garden" in that context has been used as
A Simile
B Satire
C Symbol
D Sarcasm
E synecdoche

(viii) What technique will you use when you want to refer to a literary work from history of an important person for more clarification?
A Flashback
B Allusion
C Foreshadowing
D Coincidence
E Satire

(ix) Which of the following elements of literature belongs to a form?
A Theme  B Message  C Conflict
D Plot  E Philosophy

Which of the following pairs of words is an example of assonance?

A Shoes and school  B Kelly and cooked  C Light and hate
D Take and fix  E Birds and heads

This question tested the candidates’ understanding of different concepts, skills and techniques used in literature.

The question was attempted by 71,301 candidates which is 99.9 per cent of the candidates and their performance was good because 23,244 candidates which is 32.6 per cent scored marks that ranged from 6.5 to 10. Moreover 43,066 candidates’ equivalent to 60.4 per cent of the candidates score marks ranged from 3 to 6 which is an average performance. Lastly 42,780 candidates which is 7 per cent of the candidates obtained marks ranging from 0 to 2 therefore they performed poorly. Detailed performance of the candidates is presented in Figure 1.

![Figure 1: The Performance of the Candidates in Question 1.](image-url)
The analysis of the candidates’ responses indicates that the candidates with good performance mastered a good knowledge of different literary concepts that were examined. These candidates chose “C”, personification, for item (i), The term that expresses a situation whereby non-humans (animates and in animates) are given human qualities is called in item (ii), If you read a play and become sad, what type of drama would you have read?, the candidates opted for “E”, tragedy. Similarly, in item (iii), The following expressions represent some aspects of the functions of literature except……., the candidates selected “D”, expansion while in item (iv), Which of the following describes a legend?, they chose “C”, A story about memorable events and heroic deeds of people in the community. These candidates also, in item (v), which of the following expressions best distinguish the features of tragedy? Chose “E”, Unhappy ending.

In item (vi), A technique that is used to plot the events in a story where the last event must be at the beginning is called, the candidates opted for “B”, flashback while in item (vii), Imagine you are reading a lyric poem and you come across the verse; "that school is a garden of ideas." The word "garden" in that context has been used as ..., they wrote “C”, symbol. Moreover, for items (viii), what technique will you use when you want to refer to a literary work from history of an important person for more clarification and (ix), which of the following elements of literature belongs to a form they selected “B”, Allusion and “D”, plot respectively? Lastly, for item (x), which of the following pairs of words is an example of assonance, they either opted for “A”, shoes and school or “C”, birds and heads. This is because assonance means the repetition of similar vowel sounds in consecutive verse in a poem. Extract 1:1 presents a sample of a good response from a script of a candidate.

<table>
<thead>
<tr>
<th>QUESTIONS</th>
<th>i</th>
<th>ii</th>
<th>iii</th>
<th>iv</th>
<th>v</th>
<th>vi</th>
<th>vii</th>
<th>viii</th>
<th>ix</th>
<th>x</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANSWER</td>
<td>C</td>
<td>E</td>
<td>C</td>
<td>E</td>
<td>B</td>
<td>C</td>
<td>B</td>
<td>D</td>
<td>A</td>
<td></td>
</tr>
</tbody>
</table>

Extract 1.1 is a sample of a correct response.

The candidates with average performance showed mastery of few literary concepts tested for example, one of the candidates, for item (ii), If you read a play and become sad, what type of drama would you have read?, opted for “B”, comedy instead of “E”, tragedy and for item (iii), The following expressions represent some aspects of the functions of literature except, the candidate chose “A” educating instead of “D”, expanding. This candidate did
not know that one of the basic functions of literature is to educate the society about social, political, cultural and economic issues challenges taking place in the society. Therefore, due to lack of competence in some concepts, these candidates just guessed the answers. Extract 1.2 presents a sample of a response of a candidate who scored average marks.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>C</td>
</tr>
<tr>
<td>2</td>
<td>B</td>
</tr>
<tr>
<td>3</td>
<td>A</td>
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<tr>
<td>4</td>
<td>C</td>
</tr>
<tr>
<td>5</td>
<td>D</td>
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<td>6</td>
<td>B</td>
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<tr>
<td>7</td>
<td>D</td>
</tr>
<tr>
<td>8</td>
<td>C</td>
</tr>
<tr>
<td>9</td>
<td>D</td>
</tr>
<tr>
<td>10</td>
<td>A</td>
</tr>
</tbody>
</table>

Extract 1.2 is a sample of an average response.

The candidates with poor performance exhibited lack of knowledge of the tested concepts; hence, they just guessed the answers. These candidates chose different incorrect responses for each of the items. In item (i), those who chose ‘A,’ *imagery*, did not know that imagery is a figure of speech where words are used to appeal to people’s emotions and feelings leading to creating a mental picture about something. These candidates thought that non-humans create the image of humans. Those who opted for ‘B’, *hyperbole*, did not understand that it is a figure of speech that expresses something beyond its actual truth. It is in fact an exaggeration of the fact being presented. These candidates might have thought that non-humans exaggerate human qualities. The candidates who selected ‘D’, *fable*, might have been influenced by the fact that fables are stories whose characters are animals. Lastly, those who chose the incorrect response ‘E’, *myth*, were unaware that a myth is a story narrated to explain natural events, people or things which do not hold truth. These stories are usually false though people believe them. Since many myths narrate stories by using animal characters such as hyena and rabbit, these candidates might have
related to the concept of animal characters without considering that they were required to deal with the relationship that exists when an inanimate is given animate qualities.

In item (ii), the candidates who chose incorrect alternatives lacked knowledge of the types of drama. They thus failed to note that a play that makes a person sad after reading it is a tragedy. Hence, the correct response was ‘E’. The candidates, who opted for ‘A’, soliloquy, did not know that it is a dramatic technique where a character speaks his or her thoughts while alone on the stage. These candidates might have thought that the act of being alone related to sadness. That is, a person who is happy cannot be alone. Those who chose ‘B’, comedy, were not aware that it is a type of drama which intends to amuse or make people happy. They were not aware that a comedy is the opposite of a tragedy. The candidates who chose ‘C’, play could not realize that both a drama and a play are synonyms. This means that a play is not a type of drama but it is the drama itself though in a written or script form. Lastly, those who chose ‘D’, melodrama, did not know that it is a drama/play that is full of exciting events and in which the characters and emotions seem too exaggerated to be real. Therefore, these candidates were unaware that exciting events express happiness rather than sadness. Due to lack of knowledge about the types of drama, such candidates just guessed this response.

In item (iii), the candidates who got zero in this question lacked understanding of the functions of literature in the society. For example, those who opted for ‘A’, educating were unaware that one of the functions of literature is to educate the society about different issues such as being a useful person to the society. Similarly, the candidates who selected ‘B’, critising, lacked the knowledge that literature is used to criticise evil or unacceptable practices such as theft and laziness in the society. On top of that, the candidates who chose alternative ‘C’, rectifying, did not understand that literature serves to rectify or correct some wrong doings done in the society for the purpose of shaping people to become useful members in the society. Lastly, alternative ‘E’, recreation was incorrect response since recreation deals with entertaining people. Hence, one of the roles of literature is to entertain people through different genres such as songs, comedy and short stories.

In item (iv), the candidates were required to show their understanding of the type of stories. They were supposed to describe a legend as one of the types of story about memorable events and heroic deeds of people in the community. The candidates who chose ‘A’, were unaware that a story with an unknown
author originally passed from one generation to another is referred to as a folk tale. The candidates who chose ‘B’ lacked the knowledge that a story told to teach a moral lesson where characters are animals, is a fable. These candidates might have been influenced by the aspect of moral lesson in that legends also have moral lessons. The candidates, who opted for ‘D’, did not know that a story that explains the origin of cultural groups or phenomena of the universe is referred to as a myth. These candidates might have been influenced by the word origin in the sense that memorable events and heroic people have their origins. Similarly, the candidates who opted for ‘E’, might have been influenced by the fact that as monsters leave memories of fear, they are then related to heroic characters.

In item (v), the distinguishing feature of a tragedy was ‘E’, unhappy ending. The candidates who chose ‘A’, antagonistic character fail to realise that the failure of an antagonistic character does not create an unhappy ending but makes the audience happy because antagonistic character usually opposes the protagonist character who intends to bring positive changes in the society. The candidates who opted for ‘B’, all characters die, related death with unhappiness forgetting that there are stories with evil characters, and when they die, they create a happy ending in the story. For the case of the candidates who opted for ‘C’, the main character must be an animal, were not aware that the main character being an animal does not make a story being a tragedy. Similarly, alternative ‘D’, the main character is a hero does not guarantee the story to end sadly. This is because the main character can be a hero with a sad or happy ending.

In item (vi), the correct response for a technique used to plot events in a story where the last event may be at the beginning is known as ‘B’, flash back. Some of the candidates however selected ‘A’, mixed order which is not used as a literary technique. The candidates who chose this option might have been influenced by the word ‘mixed’, hence thinking that the fact that events are plotted from the last to the beginning shows that they are mixed together. The candidates who opted for ‘C’, narrator style lacked knowledge on the techniques used to plot events in a story. They did not know that a narrator style is also known as point of view which entails about the angle in which the story is told such as when the story teller uses either first, second or third persons to tell the story. Some other candidates who selected ‘D’, foreshadowing style were unaware that it is a style used to hint events which will happen later in the story. Lastly, the candidates who chose ‘E’, first person point of view, did not know that a point of view does not deal with the
arrangement of events in a literary work, instead it is a style of narrating events where the narrator uses ‘I’ or ‘We’ to narrate the story as in “When I was young, I wished I was old, now I wish I was what I was when I wished I was old”

In item (vii), the correct response for the use of the word garden in the verse *that school is a garden of ideas* was ‘C’, symbol. The candidates who opted for ‘A’, simile thought that garden is being compared to a school. They also lacked the knowledge that similes do compare things with the use of some conjunctions such as like, as. For example, *that school is like a garden of ideas*. The candidates who opted for ‘B’, satire were unaware that garden, in the verse is not used as a mocking word that makes someone appear foolish or incompetent. Moreover, the candidates who selected ‘D’, sarcasm were unaware that the word garden in the verse does not inflict pain by using what is being felt as sarcasm is supposed to do. Lastly, response ‘E’, synecdoche, was incorrect because it is a word or phrase in which a part of something is used to represent a whole or vice versa. These candidates might have been influenced by the structuring of the words in that a garden of ideas represents a school or, a school is represented in the garden of ideas.

In item (viii) ‘B’, allusion was selected as the best alternative for a technique used when referring to a literary work from history of an important person for more clarification. However the candidates who chose ‘A’, flashback did not know that it is a technique used to arrange events in a story where the last event may be placed at the beginning of the story. These candidates might have been influenced by the word back in the sense that history deals with past events. The candidates who chose ‘C’, foreshadowing, were also influenced by the meaning of the prefix fore which means before. Hence, with the presence of the phrase; *from history of an important person*, suggested something that had happened in the past. In fact, these candidates lacked the knowledge that foreshadowing is a technique of hinting events, hence predicting what events will appear next. The candidates who selected ‘D’, coincidence just guessed it due to lack of understanding that the word does not relate to any technique in literary work, hence it was a wrong choice. Lastly, the candidates who opted for ‘E’, satire, lacked the knowledge of what an allusion means, hence they illogically guessed the response.

In item (ix), the correct response for an element of literature belonging to form was ‘D’, plot. The candidates who selected alternatives ‘A’, theme, ‘B’, message, ‘C’, conflict and ‘E’, philosophy lacked the knowledge of what form
as an element of literature constitutes of. Basically, *form* deals with the superstructure of a literary work through which *content* is carried out. It includes elements such as *plot* which deals with how events are arranged in a literary work. For example, events can be arranged starting with a person’s adulthood life followed by death and ending with childhood life. Some other elements of form are setting, language use, characterisation and title. On the other hand, *content* deals with what is being presented or portrayed in a work of art. It includes *theme*, which is the central idea presented by the artist and *message*, which refers to lessons that one get from a work of art. In addition, *conflict* is also an element of content which deals with the misunderstandings prevailed in a literary work due to differences in ideas over an issue. Moreover, *philosophy* is a belief or ideology of the artist over the issue being presented, while relevance deals with the relationship existing between what is portrayed in an artistic work and what actually takes place in the real world.

In item (x), the alternative ‘A’, *shoes and school*, and ‘C’, *light and height* were correct responses for pairs of words which were examples of assonance because assonance means a repetition of similar vowel sounds occurring in consecutive vowels in a poem. However, the candidates who opted for ‘B’, *Kelly and Cooked*, ‘D’, *take and fix* and ‘E’, *birds and heads* could not realise that there was no repetition of similar vowel sounds in such words.

Generally, due to lack of relevant knowledge about the tested literary terms in this question, some candidates opted to guess the responses. For example, one of the candidates opted for letter “A” as a response for all the 10 tested items. This candidate managed to correctly choose only item (x). Another candidate guessed with a particular pattern by first choosing response “A” for items (i) - (iii), then followed by response “B” for items (iv) - (v). For items (vi.-. (vii), the candidate repeated letter “A”. The candidate ended by selecting letters “C”, “B” and “D” as responses for items (viii), (ix) and (x) respectively. In order to prove that the candidates lacked understanding of the asked concepts, those who opted for “A” in item (ii) did not understand that a *soliloquy* is a situation where a character speaks to himself/herself or expresses his/her feelings while alone on the stage. They also lacked the knowledge that a *soliloquy* is not a type of drama. Similarly, in item (ix), the candidates who selected alternatives “A”, “B” “C”, and “E”, lacked the knowledge that *theme, message, conflict* and *philosophy* are elements which belong to content; hence the correct response was “D” because *plot* is an element of form as it deals with the arrangement of events in a literary work. Extract 1.3 presents a sample of a poor response in question 1.
Extract 1.3 is a sample of an incorrect response.

2.1.2 Question 2: Matching Item
The candidates were required to match the descriptions in List A with their corresponding type of character in List B by writing the letter of the correct response. The following were the descriptions and the type of characters to be matched:

<table>
<thead>
<tr>
<th>List A</th>
<th>List B</th>
</tr>
</thead>
<tbody>
<tr>
<td>(i) A person in a work of art with different qualities or behavior.</td>
<td>A  dynamic character</td>
</tr>
<tr>
<td>(ii) A person in a work of art who never changes his perspective or values.</td>
<td>B  heroic character</td>
</tr>
<tr>
<td>(iii) A person in a work of art who changes his perspective or values.</td>
<td>C  flat character</td>
</tr>
<tr>
<td>(iv) A person in a work of art who has only one or two qualities.</td>
<td>D  round character</td>
</tr>
<tr>
<td>(v) A person in a work of art whose role is to help to understand the main character.</td>
<td>E  static character</td>
</tr>
<tr>
<td></td>
<td>F  subordinate character</td>
</tr>
<tr>
<td></td>
<td>G  background character</td>
</tr>
</tbody>
</table>
This question aimed to test the candidates’ knowledge of types of characters as used in different literary works.

The question was attempted by 71262 candidates which is 99.9 per cent of the candidates and their performance was Average because 26723 candidates equal to 37.5 per cent scored marks that ranged from 2 to 3. Moreover, 10903 candidates which is 15.3 per cent of the candidates score marks ranged from 4 to 5 and their performance was good, lastly, 33636 candidates equivalent to 47.2 per cent of the candidates obtained marks ranging from 0 to 1 hence they performed poorly. Detailed performance of the candidates is illustrated in Figure 2.

![Pie Chart]

**Figure 2:** The Performance of the Candidates in Question 2.

The analysis of the candidates’ responses reveals that the candidates with good performance exhibited adequate knowledge of the types of characters because they were able to choose the relevant given descriptions as used in literary works. These candidates, for item (i), *a person in a work of art with different qualities or behavior*, matched it with letter ‘D’ since a round character possesses different qualities or behavior. In item (ii), *a person in a work of art who never changes his perspective or values*, the candidates matched it with letter “E” since a static character is the character that remains unchanged throughout the work of art. In item (iii), *a person in a work of art who changes his perspective or values*, the candidates matched it with letter “A” because a dynamic character is a type of character in the work of art that changes his/ her perspective or values.
Moreover, for item (iv), *a person in a work of art who has only one or two qualities*, the candidates matched it with letter “C” because a flat character possesses only one or two qualities. In the last item (v), *a person in a work of art whose role is to help to understand the main character*, the candidates chose “F” because a subordinate character in a work of art plays a role of helping the audiences to understand the main character. Extract 2.1 is a sample of a good response from a script of a candidate:

<table>
<thead>
<tr>
<th>2</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
</tr>
</thead>
</table>

**Extract 2.1 is a sample of a correct response.**

On the other hand, the candidates with average performance responded correctly to some of the given items. They showed moderate understanding about the types of characters. For example one of the candidates, for item (iv), chose “D”, round character while the reality is that a round character has different qualities. Another candidate chose “B”, heroic character for item (v) without knowing that a subordinate character has a role of helping the audience to understand the main character. Extract 2.2 provides a sample of a response by a candidate who scored average marks.

<table>
<thead>
<tr>
<th>2</th>
<th>D</th>
<th>E</th>
<th>A</th>
<th>B</th>
</tr>
</thead>
</table>

**Extract 2.2 is a sample of an average response.**
Further analysis indicates that the candidates with poor performance in this question had inadequate knowledge about characterisation in the work of art. For example, one of the candidates in this category chose “A”, *dynamic character*, for item (i), *a person in a work of art with different qualities or behavior* while such a description matched with “D”, *round character*. Similarly, the choice “A” was to match with item (iii) in that such is a character who changes his perspectives or values. Extract 2.3 shows a sample of a poor response from one of the candidates.

<table>
<thead>
<tr>
<th>P</th>
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</tr>
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<tr>
<td>1.0</td>
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<tr>
<td>1.1</td>
<td>E</td>
</tr>
<tr>
<td>1.2</td>
<td>B</td>
</tr>
<tr>
<td>1.3</td>
<td>D</td>
</tr>
</tbody>
</table>

*Extract 2.3 is a sample of an incorrect response.*

### 2.2 SECTION B

This section consisted of four questions, each carries 10 marks. The candidates were required to answer all the questions which weighed a total of 40 marks.

#### 2.2.1 Question 3: Briefly explaining the differences between the given literary terms.

In this question, the candidates were instructed to explain the differences between the following five pairs of literary items:

(a) *Novel and Novella*
(b) *Flashback and Foreshadowing*
(c) *Character and Characterization*
(d) *Poem and Poetry*
(e) *Irony and Satire*

The question was attempted by 70001 candidates which is 98.2 per cent of the candidates and their performance was good because 8960 candidates which is 12.8 per cent scored marks that ranged from 7 to 10 Moreover, 36681 which is 52.4 per cent of the candidates score
marks ranged from 3 to 6 therefore they performed average, Lastly, 24360 candidates equivalent to 34.8 per cent of the candidates obtained marks ranging from 0 to 2 hence they performed poorly. Detailed performance of the candidates is illustrated in Figure 3.

![Figure 3: The Performance of the Candidates in Question 3.](image)

The analysis of the candidates’ responses indicates that the candidates with good performance had adequate knowledge of the given literary terms. These candidates, for item (i), differentiated a novel from a novella as a long prose fiction narrative containing characters and actions portrayed in the form of a plot and a short prose fiction narrative with all characteristics of a novel respectively. Therefore, the difference lies in their length, where a novel is longer than a novella. In item (ii), they referred to flashback as what had happened at an earlier time in the plot which later is narrated in a story to complete the plot while foreshadowing was explained as the use of clues to hint an event that will occur later in the plot. Hence, the difference is that flashback refers to the past events while foreshadowing predicts the future events. Similarly, in item (iii), they explained a character as a person, animal or object used to present some behavior in a literary work while characterisation was explained as a process of revealing the personality of a character in a work of art. In item (iv), while a poem was explained as a piece of writing arranged in verses and stanza form,
poetry means an art of writing poems. Lastly, in item (v), irony and satire were differentiated as the opposite of what is being said and the art of exposing wickedness by mocking it respectively. A sample of a good response from a candidate is presented in Extract 3.1.

<table>
<thead>
<tr>
<th>3a</th>
<th>Novel and novella</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Novel is an extended fiction prose narrative of a considerable length in which characters and actions reflect social realities.</td>
</tr>
<tr>
<td></td>
<td>Novella is a story shorter than a novel expressing social realities.</td>
</tr>
<tr>
<td></td>
<td>Flashback and foreshadowing. Flashback is a technique that is used to plot the events in a story where the last events may be at the beginning.</td>
</tr>
<tr>
<td></td>
<td>while</td>
</tr>
</tbody>
</table>
3 b/ Foreshadowing is a technique which involves predicting of the future trends in a work of literature.

a/ Character and characterization.

Character is a person or thing given a specific role to play in the work of art.

Characterization is the process of assigning characters with different roles to play in the society.

b/ Poem and poetry.

Poem is a form of literature that uses figures of speech and poetic devices to express feelings and emotions about a certain topic.

Poetry is a metrical composition.

c/ Irony and satire.

Irony are statements which carry an opposite meaning to what is actualized.

Satire is a literary manner that blends humour and pain.

Extract 3.1 is a sample of a correct response.
On the side of the candidates with average performance, they were able to only differentiate some of the literary terms and hence scored average marks. Extract 3.2 presents a sample of a response by a candidate with average performance.

Extract 3.2 is a sample of an average performance response.
Further analysis of the candidates’ responses reveals that the candidates who performed poorly in this question showed poor understanding of the given literary terms. Hence, they were unable to differentiate them as required. In addition to that, some of their responses lacked connection to the terms being described. For example, in item (b), one of the candidates wrote that: *flashback: are characters who are sense the people to their society while foreshadowing: are character character who are introducing the other characters.* This candidate, apart from lacking the knowledge of the relevant literary terms, he/she also lacked language ability to express the concepts in the English language that makes sense. Similarly, in item (e), another candidate explained the incorrect uses of terms irony and satire as that of *being used in non-fictionous and increasing the world* respectively. The candidate overlooked the key task of the question which was to differentiate the two terms. Extract 3.3 is a sample of a poor response.

<table>
<thead>
<tr>
<th>(c) Character</th>
<th>This was the main character in the literary work. Example was the leader but...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Characterisation</td>
<td>This was the all characters speak in the life easy work.</td>
</tr>
</tbody>
</table>

| (d) Poem | This was the which was found in the poem or the situation or verse which include people drama and poetry. This was the rhythmic line in the literary work. |

| Irony | This was the theme who was found or jucing figure of speech in a literary work but satire | This was the situation who was type of speech in a literary work. |

**Extract 3.3** shows a sample of a poor response.
2.2.2 Question 4: Reading a poem and answering the questions about it.

In this question the candidates were instructed to read the poem titled Nozizwe and answer the questions that followed after it. The question tested the candidate ability to interpret the poem.

**NOZIZWE**
*You were to be the centre of our dream*
*To give life to all that is abandoned.*
*You were to heal the wound*
*To restore the bones that were broken*
*But you betrayed us!*
*You chose a lover from the enemy*
*You paraded him before us like a sin,*
*You led your clans to the gallows,*
*You shouted our secrets before the little strangers*
*You mocked the sacred heads of our elders*
*You parleyed heir grey hair before the children*
*Their lips that hold the ancient truths were sealed.*
*By their sunken eyes your body was cursed*
*The moving river shall swallow it!*

**Questions**

(a) Why was the expectation of being "the centre of our dream" so important to the people in the poem?

(b) How did the person in the poem betray his people?

(c) In what ways did the person in the poem disrespect the elders?

(d) Find a pair of words in verse 5 which alliterate; briefly explain why they alliterate.

(e) Briefly explain how relevant the poem is to the Tanzanian society.

The question was attempted by 65,749 candidates which is 92.2 per cent of the candidates and their performance was average because 30,179 candidates which is 45.9 per cent scored marks that ranged from 3 to 6. Moreover, 6,509 candidates equivalent to 9.9 per cent of the candidates got marks that ranged from 7 to 10 therefore they performed good. Lastly, 29,061 candidates which is 44.2 per cent of the candidates obtained marks ranging from 0 to 2 hence they
performed poorly. Detailed performance of the candidates is illustrated in Figure 4.

![Figure 4: The Performance of the Candidates In Question 4.]

The analysis of the candidates’ responses reveals that the candidates with good performance demonstrated sufficient knowledge in reading and interpreting the given poem. These candidates exhibited a good understanding of the key issues found in the poem such as alliteration and relevance of the poem. As a result, they were able to provide correct responses.

For item (a), *Why was the expectation of being "the centre of our dream" so important to the people in the poem*, they gave the reason that *because it would heal the wound and restore the broken bones.*

In item (b), *how did the person in the poem betray his people?* They responded that, *he betrayed them by siding with the enemies and exposing their secrets to the strangers.*
In item (c), *in what ways did the person in the poem disrespect the elders?* They explained that, the person in the poem disrespected the elders by mocking them.

Moreover, in item (d), *find a pair of words in verse 5 which alliterate; briefly explain why they alliterate*, the candidates identified *but* and *betrayed* as words which alliterate because both begin with identical consonant sound /b/.

Lastly, in item (e), *briefly explain how relevant the poem is to the Tanzanian society*, they explained that, the poem is relevant to Tanzanian society since there are people who have betrayed the trust or expectations of their own people. There are also some people who disrespect the elders and expose the secrets of their groups to strangers. A sample of a good response from a candidate is presented in Extract 4.1.
4. (a) This expectation of being "at the centre of our dream" so important to the people in the poem this—
because person means the someone who would—
give the society several aids and protecting
them from their enemy.

(b) person in the poem betray his people by—
choosing lower from their enemy who
become or the source of problem to the people

(c) person in the poem disrespect the elders
by mocked the sacred head s of their
elders

(d) The word that alliterate are But and
Betrayed This because of the repetition
of similar consonant at initial of words
this for similar content are B, and B

(e) poem is relevant to Tanzanian Society.
This because of the possible themes that appeared—
from the poem which are Betrayed even in the
Tanzanian society these some who tend to—
become betray of their people love affair
This also make poem relevant to Tanzanian
society as even in Tanzanian the situation
of love affair is common practiced.

Extract 4.1 is a sample of a correct response.
On the other hand, the candidates with average performance exhibited reasonable level of understanding the poem and interpreting it. These candidates were able to provide correct responses to some of the items from the given poem. For example, in answering item (e) *Briefly explain how relevant the poem is to the Tanzanian society,* one of the candidates stated that, even in our society there are people that they depend in a single person especially in economic base and other social way they are very relevant to Tanzanian society. Extract 4.2 presents a sample of a response from a candidate with average performance.

Extract 4.2 is a sample of an average response.
Further analysis indicates that candidates who performed poorly in this question misconceived the question leading to provision of incorrect responses in all items. An example of an incorrect response provided by the candidate item (e), *briefly explain how relevant the poem is to the Tanzanian society was; relevant poem this poem at with whose at here leader in make to bones sunken at social society where poet. Besides, such a response lacked grammatical correctness. Other incorrect responses were for items (b) where one of the candidates wrote; *is betrayal his people and item and the persona disrespect the elders because* for item (c). Extract 4.3 is a sample of a candidate’s poor response.

```
1. (a) This in because

(b) He betray his people

(c) The persona disrespect the elders because
```

*Extract 4.3 is a sample of an incorrect response*

### 2.2.3 Question 5: Differentiating literary terms with examples.

In this question, the candidates were required to differentiate the following five pairs of literary terms by providing relevant examples:

- **a)** Sarcasm and Satire
- **b)** Paradox and Irony
- **c)** Tone and Mood
- **d)** Poet and Persona
- **e)** Linking and parallelism.

The question was attempted by 64,863 candidates which is 91.0 per cent of the candidates and their performance was weak since 46,247 candidates which is 71.3 per cent scored marks that ranged from 0 to 2, however, 1,297 candidates equal to 2 per cent of the candidates obtained marks that ranged from 7 to 10 hence they performed good.
Lastly, 17,318 candidates which is 26.7 per cent of the candidates obtained marks ranging from 3 to 6, therefore they performed averagely. Detailed performance of the candidates is illustrated in Figure 5.

![Figure 5: The Performance of the Candidates in Question 5.]

The analysis indicates that the candidates with good performance were able to differentiate the given literary terms with relevant examples. In item (a), they explained that *sarcasm* is an expression intended to inflict pain by using the opposite of what is being felt such as *you are very clever, you got 10 per cent in Mathematics*. They explained that *satire* is an act of mocking people to make them appear ridiculous in order to show how foolish they are. For example, the poem *Eat more* by Joe Corrie is a satiric slogan. In item (b), they defined a paradox as a logically contradictory statement but it is interpretable in a way that makes sense. For example, the statement *you can save money by spending it* is a paradox. A paradox is differentiated from irony in that it is a statement whose meaning is the opposite to what is expressed in order to amuse people such as calling your enemy *My good friend*.

In item (c), the candidates defined tone as the writer’s attitude towards his/her subject. Complaints or condemnations are examples of a tone. On the other hand, mood is a feeling that a literary writer conveys to the readers. Examples of moods are sadness and happiness. In item (d), the candidates defined a *poet* as an artist who composes poems. For
example, Marjorie Macgoye is the poet of the poem A freedom Song. These candidates also defined a persona as a speaker or the voice that is heard in reciting a poem. The voice can be identified as being the voice of a woman, man or the humiliated person. Lastly, in item (e), the candidates stated that linking is a word or phrase at the end of one line in a poem and is repeated at the beginning of the next. The major function of linking is to emphasize a theme. To the side of parallelism, they stated that it is the immediate repetition of a statement in different words with identical or very similar meaning. The major function of parallelism is to give extra emphasis to the items arranged in the parallel structures. Extract 5.1 is sample of a good response from a script of the candidate.

Extract 5:1 is a sample of a correct response.
The candidates with average performance were able to differentiate some of the given items. Others could differentiate them but failed to provide relevant examples to validate their responses as required. Extract 5:2 provides a sample of a response by a candidate who scored average marks.

Sarcasm and Satire

Sarcasm is the statement that criticizes someone. Example: Juma is a shortest student in the class but my headmaster calls her the tallest. While satire is the statement which stands for humorous some body in a given society example that she is a good student.

b) Paradox and Irony

Paradox is the situation in which the narrator rich at the top example. The narrator rich at the message. Home and conflict while irony is the opposite of what we say in a given society example eat more but the slogan say and going opposite.

c) Tone and mood

Tone is the personal state of mind. Example of tone is sad and happy while mood is the group state of mind. Example sad, hungry and happy.

d) Poet and personal

Poet: This are the person who compose poem. Example of the poem of set more. The poet of this poem is Joe corrie while personal is the person who speaking in the poem. Example in the poem corrie boy on swing those who speaking is boy.
Moreover, the candidates with poor performance lacked knowledge of the given terms since they failed to provide clear distinctions of the pairs of the terms given. The following were some of the poor responses given. In item (a), the candidates failed to distinguish between sarcasm and satire. For example, one of the candidates wrote that sarcasm is the omission of words while satire is a figure of speech which provides solution to the problems. Another candidate distinguished them by stating that sarcasm is the process that introduced the words while satire has its uses in the trading of work. In item (b), the candidates who failed this item could not distinguish between a paradox and an irony. Some of the poor responses for paradox were; a paradox is a figure of speech which is used to show a word which is not repeated in the whole poem and that it is the expression in which meaning of symbols can go through language in words. While irony, one of the candidates responded that, irony is the expression of realities of opposite of the poem and the other wrote that it is a figure of speech used to show all the images in the whole poem. Yet, there was a candidate who did not make any distinction of the two terms instead the candidate wrote that irony and paradox means to the paradox and irony technology country. In item (c), the candidates could not distinguish between a tone and mood. Another candidate provided a response that tone is the attitude of the meaning of words in the language while mood is the name to confuse human beings. Another candidate just wrote that tone and mood refers to the sarcasm to the tone and mood in society. Similarly, in item (d), they failed to distinguish between a poet and a persona. For example, one of the candidates wrote that poet is the composition in the poem while persona is the person who is in the story. In item (e), for linking, one of

<table>
<thead>
<tr>
<th>linking and parallelism</th>
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</thead>
<tbody>
<tr>
<td>linking is the comparison of the thing in a literary work by using conjunction or punctuation example; while parallelism is the opposite of the parallel without using punctuation and conjunction example.</td>
</tr>
</tbody>
</table>

Extract 5.2 is a sample of an average response.
the candidates wrote that it is the **omission of name** in the literary work while parallelism is **the kind of words in the literary work in the performed on the stage**. Another candidate wrote that linking is **the situation of comparing between two things** in the literary work while parallelism is **the situation of linking two or more things in literary work**. In addition, another candidate answer the same item wrote that linking is the main idea in the work of art. Such a candidate failed to note that the main idea in a work of art is a theme. A sample of an incorrect response is presented in Extract 5.3

<table>
<thead>
<tr>
<th>Assume you are writing a story in form of a diary</th>
</tr>
</thead>
<tbody>
<tr>
<td>give, what name will people call you once you,</td>
</tr>
<tr>
<td>complete writing the story? Monologue.</td>
</tr>
</tbody>
</table>

**Sarcasm.** Is the process that introduced the word, "while satire: Are the uses that in include in the thing in the work."

**Paradox.** Is the process and in which that to guide and improve through. While irony: Are the kind in which that shall and although and to introduce for the well and to image.

**Tone.** Is the wording that to improve and included and believed, and in literary work:

**Mood.** Are the effect in the work or art in which the introduced mood.
Extract 5.3 is a sample of an incorrect response.

2.2.4 Question 6: Providing the relevant literary terms being described by the given characteristics.

In this question, the candidates were instructed to provide the relevant literary term being described by each of the given characteristics. The following were the given characteristics:

(a) Andunje is the shortest student in the class but our headmaster calls her the tallest.
(b) Last night, my grandmother told me a short story about a rabbit and a hyena. She told me the story teaches that I should not be greedy.

(c) Our literature teacher narrated a story to us about a person who first got married in 2000, died in 2015 and was born in 1970.

(d) Assume you are writing a story in form of a dialogue. What name will people call you once you complete writing the story?
(e) You and your friends were watching a performance. At the end of the performance you ended up laughing and became very happy.

The question was attempted by 64,955 candidates which is 91.1 per cent of the candidates. The performance of the question was average because 25,982 candidates which is 40.0 per cent of the candidates scored marks that ranged from 3 to 6. Moreover, 7,015 candidates which is 10.8 per cent of the candidates score marks that ranged from 7 to 10 hence they performed good. Lastly, 31,958 candidates equivalent to 49.2 per cent of the candidates obtained marks ranging from 0 to 2 therefore they performed poorly. Detailed performance of the candidates is illustrated in Figure 6.

![Figure 6: The Performance of the Candidates in Question 6.](image)

The candidates with good performance showed mastery of knowledge in identifying relevant literary terms being described by the given characteristics. For example, for (a), Andunje is the shortest student in the class but our headmaster calls her the tallest, they wrote “irony” while for (b), Last night, my grandmother told me a short story about a rabbit and a hyena. She told me the story teaches that I should not be greedy; they wrote “fable.” For (c), our literature teacher narrated a story to us about a person who first got married in 2000, died in 2015
and was born in 1970 they wrote “flashback.” In item (d), assume you are writing a story in form of a dialogue. What name will people call you once you complete writing the story?, they wrote “playwright.” Likewise, in item (e), you and your friends were watching a performance. At the end of the performance you ended up laughing and became very happy, they wrote “comedy.” Extract 6.1 is a sample of a correct response from a script of a candidate.

Extract 6.1 is a sample of a correct response.

The candidates with average performance demonstrated moderate understanding about the literary terms described by the given characteristics. These candidates were able to provide correct terms for some of the characteristics and could not get other right. For example, some of them provided the term “legend” for (b), Last night, my grandmother told me a short story about a rabbit and a hyena. She told me the story teaches that I should not be greedy instead of “fable.” Extract 6.2 exemplifies the case in point.

Extract 6.2 is an average response.
Furthermore, the candidates with poor performance lacked knowledge of which literary terms could best be described by the given characteristics. For example, for item (a), some of the candidates provided irrelevant terms such as *assonance*, *hyperbole*, *heroic character* and *form* and *content*. Other candidates, in item (b), responded *personification*, *simile* and *subordinate character*. Yet, there was a candidate who wrote *falk table*, which is quite an irrelevant term in literature.

Another unexpected response was observed in item (c) where a candidate provided the term *mixual acid* which has got no meaning in literature. Other irrelevant responses for item (c) were *barbarism*, *narrative literature*, *dynamic character* and *novel*.

A peculiar irrelevant response was provided in item (d) where the candidate wrote names of people, *Zainabu and Zena* to refer to a person who writes plays. Other irrelevant terms provided were *myth*, *static character* and *narrative*. Irrelevant literary terms were provided by the candidates in item (e) too. These responses were *irony*, *tragedy*, *subordinate character*, *novel* and *fable*. Based on these irrelevant responses, it is evident that these candidates lacked knowledge of the terms used to describe the given characteristics, hence they just attempted to guess any terms that came to their mind. Extracts 6.3 (a), 6.3 (b) and 6.3 (c) illustrate the irrelevant responses provided by the candidates in this question.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>Assonance</td>
</tr>
<tr>
<td>b</td>
<td><em>personificaton</em></td>
</tr>
<tr>
<td>c</td>
<td><em>Narrative literature</em></td>
</tr>
<tr>
<td>d</td>
<td><em>Zainabu and Zena</em></td>
</tr>
<tr>
<td>e</td>
<td><em>Novel</em></td>
</tr>
</tbody>
</table>

**Extract 6.3 (a) is an incorrect response.**
Extract 6.3 (b) is a sample of an incorrect response.

2.3
SECTION C
This section consisted of four questions with a total of 45 marks, where each question comprised of 15 marks. The candidate was required to attempt three questions by answering question 9 and 10; and choosing one question from either question 7 or 8.

2.3.1 Question 7: Giving advice to two main characters from two novels for their betterment in life.
In this question, the candidates were required to give three points of advice for each of the two main characters one from each of the two novels had read. The following was the question asked to the candidates:

If you were given a chance to advise two main characters from any two novels read under this programme, what advice would you give for their betterment in life? Give three points from each novel.

This question was attempted by 48,461 candidates which is 68 per cent of the candidates. The performance of the question shows that it was
average since 16,671 candidates equal to 34.4 per cent of the candidates scored marks that ranged from 5 to 9. Nevertheless, 5,573 candidates which is 11.5 per cent of the candidates scored marks that ranged from 10 to 15 hence they performed good. Lastly, 26,217 candidates equivalent to 54.1 per cent of the candidates obtained marks ranging from 0 to 4. They therefore performed poorly. Detailed performance of the candidates is illustrated in Figure 7.

![Figure 7: The Performance of the Candidates in Question 7.](image)

The analysis of the candidates’ responses indicates that those with good performance understood the question well and had good understanding of the novels they used as references. These candidates, therefore, managed to identify the problems facing the main characters and then to advise them accordingly in order to achieve better life. For example, the candidates who used a novel *Houseboy* written by Ferdinand Oyono, used Toundi as the main character. The candidates advised him not to continue working as a houseboy since the work has not helped him to change his life standard due to low payment he receives. They also advised Toundi not to run away from his father’s brutality since running away from problems is not a way to solve them. They suggested that Toundi could face the problem by consulting elders to resolve it. The candidates also mentioned that Toundi was not supposed to be satisfied with his ability to read and write as taught by the white man, instead, he was supposed to continue learning since
education could have helped him to know how to avoid exploitation and humiliation and create a better life.

In the novel, *The Old Man and the Medal*, the candidates chose Meka as the main character. Meka did not involve his wife, Kelera in decision making about issues that affected their family. For example, he surrendered a piece of land to the whites without seeking his wife’s consent. However, in the end, the whites betrayed him. Another advice given to Meka was that he should have not despaired after losing his land, but he could have struggled to mobilise people to fight against oppression of the white men. The candidates also advised Meka not to trust everyone he meets as he did to the white people.

For the case of the candidates who used the novel, *A Walk in the Night* authored by Alex La Guma, the candidates used Michael Adonis as the main character. The candidates advised Michael Adonis to be patient when facing difficult situations. This is because his impatience leads him to kill Uncle Doughty. The candidates also advised Michael Adonis to avoid loneliness by having a family. This is due to the fact that despite his old age, he has no plan to marry. Moreover, they advised the character not to be a revengeful person. This is because after he was sacked from his job, he became so revengeful to the extent that he killed innocent people such as Uncle Doughty.

Lastly, the candidates who used *The Concubine* by Elechi Amadi, chose Madume as the main character in this novel. They noted that Madume is lazy and escapes responsibilities like repairing the roof of his house. This makes him being disrespected by his wife and other people. The candidates, therefore, advised him to be a hard-working man. They also advised Madume not to be greedy like his behaviour of using force to get land from his neighbours. They also explained that Madume was very violent to his children and wife. Violence made his children and wife run away from him. He remained alone, and due to loneliness, he ended up committing suicide. They therefore, advised Madume to stay with his family peacefully. Extract 7.1 is a sample of a good response.
Characters are participants in any literary work of art. Characters can be animals, trees, ghosts, gods, angels and they are given characteristics of human beings in their participations and also they can be human beings. By using two novels "THE HOUSEBOY" written by Ferdinand Oyono and "THE CONJURE WIFE" written by Elechi Amadi and set in Nigeria, published in 1969 show the advice to the main characters. Starting with the novel "THE CONJURE WIFE" main characters were Thoun and Madume.

First I advice Thouna that she does not support to up about the death of her husband. In the novel we see that Thouna's husband was dead due to the conflicts between he and Madume and his wife crying everyday, so Thouna should keep quite with about the death of her husband.

Second one, I would advise Thouna that she should fight for her right. The conflict between Madume and her husband is about land. Madume was said that the land belong to him, but the land was belonged to Thouna and she raise the conflict which the source of death of Thouna. So I would advise Thouna to fight for her right about land because Madume still says that the land is belonged to him.

Third I would advise Madume about stopping discriminate people. Still Thouna is dead but the issue and conflict about land still stands and go. Madume always goes to the Thouna house and tell her that the land belong to him, so my advice is that Madume should supports to stop discriminate people in their society and see that always female are same person and the land was have crops and Thouna knows that the crops belong to her husband and she always take crops on because she knows they are belong to them but Madume says that the crops belong to him, so Thouna should stop that and find out his land and plants different crops.
advise main characters Toudi and Father Vandermayor.

First, I advise Toudi to fight for his right.

In the novel, Toudi is exploited, humiliated, but he keep quite, so I advise him that he should fight for his right because these French people they are humiliation people especially Father Vandermayor humiliate Toudi due to its colour and exploit him.

Second, I advise Toudi that to be aware for these French people. In the novel we see Toudi exploited, humiliated in different aspects and Madame away telling he that she is the lady and at the end the House boy was proved away (killed), so I advice Toudi to be aware with these Frenchman because they are not good to live with them.

Third, I advise Father Vandermayor that humiliation is not good. So in the novel we see Father Vandermayor humiliate Toudi due to its colour and giving him used clothes, so it’s not true to humiliate others.

Generally, People or characters who do bad things should stop in order to have better life but if they continue the betterment decrease in their lives.
He should go back to his family and beg his father for forgiveness; forgiveness means sorry asking. The Church should go back to its origin because where he lives he is treated worse. No body cares about him. As concern about him and his birth. So he goes to his family, they will be coming about him. Where he lives is not a suitable place for him. By using the novel of "Old man and the Model," the following are advice given to the main character, who is Meka.

He should beware. Meka should understand the people who he is living with especially the whites. The people who come in their society who are French by nationality, they pretend as if they are acting good to Meka while they are not. They follow their self interest. They do not care about Meka because the best him when they found him in the French street during the night hour.

The should follow his culture, culture means the totality way of life of people in a given area. Meka has or his totality way of life is traditional. Traditional culture includes the drinking of local beers and belief in gods. Meka has betrayed his culture by following the white culture which is said to be modern culture. He has stopped using local beers and he has been converted to Christianity. He has to follow his origin and not to follow the other culture. This culture led him to being betrayed by the whites.

He should also face his benefit side. Meka has owned his land to the whites so as they build a church. He has also sacrificed his only two sons that he has to go and fight in a battle between the Africans and the French. And lastly his two sons died because they were kept at the leading point of the battle. Inspite of all
Moreover, the candidates with poor performance demonstrated several weaknesses. Some candidates mixed the characters in the novels with those found in the plays. For example, one of the candidates used Lankule as the main character in the novel The Old Man and the Medal while he is a character in the play, The Lion and The Jewel. This might have been influenced by the wording structure of the title of the books.

Some candidates used novels which are not recommended in Literature in English. For example, one of the candidates used Passed Like a Shadow and Unanswered Cries used in English Language. Some other candidates used the novels such as Girls at War and Meeting in the Dark which are currently not recommended as per the Certificate of Secondary Education Examination Format issued by NECTA in February, 2019. There were also candidates who used two characters from one novel instead of one main character as instructed in the question and other candidates just picked any character without considering that the question focused on the main character. For example, the candidates who used Houseboy used Fr. Gilbert and Ekweme’s mother and Madame Suzy as the main characters while the reality is that Toundi is the main character in this novel.

There were also candidates who discussed themes instead of giving the advice to the main characters. For example, one of the candidates discussed themes such as betrayal and ignorance. This means that the candidates did not understand the requirement of the question.
Moreover, other candidates identified and described the characters in the novel instead of identifying the main characters and advising them basing on their behaviour. For example, in the Concubine, one candidate identified and characterised two characters who are Father Gilbert and Toundi while in the Houseboy, the candidate used Ihouma and Ekweume. Extracts 7.2 (a), (b) and (c) provide samples of response which were awarded low marks.
Cultural inferiority: This is due to when some society gets cultural inferiority. Example in this novel, a novel is one among of characters get cultural inferiority in relation or the meaning of culture is the today way of people life in a given area at a given time.

Brutality: This is seen when some character like meka they brutally in our society and then they advice their betterment in life.

Betrayal: Is the process where by some one betrayed another the issue of betrayal has been portrayed when Clara betrayed her meka.

Generally: In this two novel old man and old man house by the two main characters found meka they give betterment in life. like Betrayal I cultural inferiority, hypocrisy, so this is not good in our society so the government should educate people on how to advice their betterment in life.

Extract 7.2 (a) is a sample of an incorrect response.
If you were given a chance to advise two main characters from any two novels read under this program, what advice would you give for their betterment in life? I have three points from each novel.

By starting the novel first were used called CONCUBINE written by ELECH ANADIA. A second character is HOUSEBOY written by Fred NABO OHONYO.

Start by CONCUBINE written by ELECH AMAD to discuss the character who advises and betterment in life.

1. THOUAH: THW is a main character for the book CONCUBINE was to advice the society. Worst good behaviour was not speaking any time.

   Thouah maintained the care of family.

   Shown that in the book was to care family because the husband was dead and was not to prostitute and was true love for the husband and child was to live in the society was to go and better person.

   ENUWEME: This the character in the book of CONCUBINE was go and was to live so for mother children and father was to actively called bunking and comforting cooperation because THOUHA after the husband was dead ENUWEME was going to help THOUHA activities for house was to live so going to build the house! And ENUWEME was to the person who contain the care because was over the parents and wife called Ahurule.
Second novel called House Boy written by
FREDRICK OYONO, was to choose main charac-
ter and to advice the betterment of one's life.
FATHER GILBERT. This is the father was re-
praising in the church of roman catholic yet
strangery people was true love for foundi and
father was not segregation oppression and expla-
nation so was good person was European.
Father was to family care; because ward-
to care foundi was he not taking parental care
was to going and to sit for father gilbert was
true love for foundi is father.

Foudi. Foudi was the character who was
living with father gilbert and was to the fa-
ther was dead. Foudi was going to the comme-
ndants to houseboy and was to contain
and was working hard in seriously madame
wife of commandant was to betrayal mother
band and going for prison death. death waste
contain the betrayal. Foudi and was to say
that Foudi was going and was going to pris-
ons spader to oppression humiliation and Foudi
and saw that it's father gilbert was to dead go-
d me was be dead, first this is second one.
Foudi was to going in hospital and Foudi going home
After take medicine was dead in home.
Therefore, this is the main character were the
we and discuss for betterment of the life-like
foundi father gilbert and foundi was good
person for the needs.

Extract 7.2 (b) is a sample of an incorrect response.
If you were given a chance to advise two main characters from any two novels read under this programme, what advice would you give for the betterment of life? I give three points from each one.

By starting the novel first were used called CONCUBINE written by ELECH AMANIA and second character is HOUSEBOY written by FRED WABU WABU.

Start by CONCUBINE written by ELECHAM to discuss the character who advised and betterment in life.

THOUANE: This is a main character portrayed in the novel. The main advice was to advice the society; work hard, good behaviour was not speaking any time. Thouane was maintain the care of family. It shows that in the book was to care family because the husband was dead and was not a prostitute and was true love for the husband and child was to love. In the society was to good and better person.

Ekwueme: Thou the character in the book of concubine was good son and was to truly do for mother children and father was to activity called hunting and commuters cooperated because e. Thouane after the husband was dead. Ekwueme was going to help Thouane activity for house was bad as was going to build the house. And Ekwueme was to the person who remain the care because was care the parents and wife called Ahurule.
Extract 7.2 (c) is a sample of an incorrect response.

2.3.2 Question 8: Ways through which hypocrisy hinders Africans’ efforts in building a good future

The candidates were required to explain how hypocrisy hinders Africans' efforts in building the future by making reference to two novels. Candidates were instructed to give three points from each. The following was the question asked.

How does hypocrisy hinder Africans in their efforts to build a good future? Give three points from each of the two novels you have read under this programme.
This question was attempted by 52,323 candidates which is 73.4 per cent of the candidates. The performance of the question was average since 17,528 candidates which is 33.5 per cent scored marks that ranged from 5 to 9. However, 3,401 candidates equal to 6.5 per cent of the candidates ranged from 10 to 15 marks hence they had good performance. Lastly, 31,394 candidates which is 60 per cent of the candidates obtained marks ranging from 0 to 4 therefore they performed poorly. Detailed performance of the candidates is illustrated in Figure 7.

![Pie Chart](image)

**Figure 1: The Summary of the Candidates’ Performance in Question 8**

The analysis of the candidates’ responses exhibits that, those with good performance understood well the requirement of the question. They also had good understanding of the recommended novels. Basing on their good understanding of the novels, and the requirements of the question, the candidates succeeded to provide an attractive introduction where the key words were precisely defined. Furthermore, the candidates maintained logical flow of ideas in the main body and relevant conclusion was provided.

In the main body, the candidates presented the ways hypocrisy hinders Africans in their efforts to build a good future. For example, the candidates who used the novel, *Houseboy* written by Ferdinand Oyono, used *father Gilbert* as a hypocrite character who pretended to love Toundi as he kept him in the mission and assigning him with many
domestic chores without payment. Therefore, father Gilbert’s hypocrisy hindered Toundi’s efforts to build his good future.

Furthermore, the candidates demonstrated the way church leaders practiced hypocrisy. The leaders used religion as an umbrella to hide their evil deeds. For example, father Gilbert preached about love, while he acted contrary to what he preached. He exploited Toundi by not paying him, as a result, Toundi’s efforts to change his future positively were hindered.

Father Gilbert’s hypocrisy hindered Africans efforts to build a good future as he confined Toundi and other people for many hours at the mission in the name of love. The candidates explained that the hours spent by Toundi at the mission would have been spent into other productive activities to build the future of the African societies.

The candidates also stated the way brutality which was extended by father Vander Mayer to Africans damaged the spirit of working hard and created fear among Africans and thus failure to build a good future.

In the novel, *The Old Man and the Medal*, the candidates showed that the whites pretended to love Meka who sacrificed his land and sons to fight in the war in exchange of a worthless medal. Despite the hospitality of Meka bestowed to the whites, he ended being betrayed, his land ruined, hence failed to build his good future. The candidates also, provided an example of hypocrisy of the Chief Commissioner of the Frenchmen when he turned down Meka’s invitation to celebrate the medal award by hypocritically saying that he would eat the goats in thoughts. Extracts 8:1(a) and (b) are samples of good responses.
Hypocrisy refers to the behaviour of pretension where one pretends to be good in front of his fellow people while he is not. This behaviour is not essential in any way towards the building of African development. But instead it just hinder the Africans in their efforts to build a good future. This can be further explained by using the novels of THE HOUSEBOY and THE OLD MAN AND THE MEDAL, both written by Ferdinand Oyono.

By using the novel of THE HOUSEBOY written by Ferdinand Oyono, the following is how hypocrisy has hindered Africans in their efforts to build a good future:

Hypocrisy brings about exploitation. From the novel we see that the French colonialists were hypocrites to the black natives. They preached about things of which
they did not implement. As a result, it was so easy for the
Frenchmen to exploit the Africans for their personal
needs. For instance, Toundi was exploited by Madame Suzy since
his salary was half reduced by a half. Some to the society, through
hypocrite leaders, exploitation in Africa is at an intense level.

Hypocrisy results to oppression: From the novel, we see that the agricultural engineer, Magnol and Robert, the
commandant were all hypocrites to Toundi, the humble boy whereas
when Magnol’s money was stolen, they sent Toundi to the
prison believing he took part in the theft act. In Prison, Toundi
is strongly humiliated and beaten up by the constables whereas
he flees and dies in Gabon. Some to the society due to hy-
poncy, most innocent lives are being oppressed in Africa.

Hypocrisy brings about false expeditions and accusations.
From the novel, Toundi is falsely accused by the comman-
dant and Magnol due to Sophie’s hypocrisy. This occur-
when Sophie steals Magnol’s money and Toundi is falsely
accused to be involved in the theft act. As a result, he is
taken to prison where he is appeared and later flees Gabon.
Some to the society due to hypocrisy, most peoples
rights are not adhered to and are violated.

Furthermore, by using the novel of THE OLD MAN
AND THE MEDAL written by the same author, Ferdinand
Oyono, the following is how hypocrisy hinders Africans in
their efforts to build a good future.

Hypocrisy results to betrayal: From the novel we see that the French colonials are hypocrites to Meka, the
old man. Meka believes that, the Whites are friends to
him as they offer him a medal of appreciation to his deeds.
But he is later betrayed when he gets lost in the White’s
residence where he is tortured and oppressed like any other
Black man. Some to the society, hypocrisy has made the Africans
Extract 8.1 (a) is a sample of a correct response.
8. Hypocrisy is a form of pretense. To have a moral standard that you do not have. Hypocrisy is relevant to our present society as people betray one another. Hypocrisy has hindered Africans in their efforts to build a good future. This can be revealed by using two novels which are THE HOUSEBOY together with THE THIRD MAN AND THE MEAL both written by Ferdinand Oyono.

By starting with the novel of THE HOUSEBOY both written by Ferdinand Oyono, the following are various forms of hypocrisy that hindered the efforts of African in building a good future:

Toudi era is betrayed by the church officials. The church officials like Father Gilbert and Father Vandermeier didn't live what they taught. They tortured Toudi by beating, and torturing him like a petty animal. Also, they made Toudi to believe that they were friends to them but in reality, they were enemies. These hypocrisy hindered Toudi's efforts in building a good future.

Toudi was betrayed by the Commandant and Madame Sanyi. In the novel, this can be seen that Toudi was betrayed by Commandant and Madame...
8. mesety: when although he had done so much for them. He was betrayed by Madame Sury because of telling the Commandant the truth of what happened between Madame Sury and M. Moreau. This led to a conflict between Commandant and Madame Sury. This hypocrisy hindered Toussaint's efforts to build a good future.

Toussaint was betrayed by the coercive forces. The coercive forces which were under Bullet behaved towards Toussaint by beating and humiliating him with no reason. They beat him and tortured him until his ribs got broken without any evidence that he was the one who stole Magnol's money. Hence this hypocrisy has hindered Toussaint's efforts to build a good future.

Furthermore, by using the novel of THE OLD MAN AND THE SEA, written by Ernest Hemingway, the following are various forms of hypocrisy or betrayal that hindered the efforts of Africans in building a good future:

Meka was betrayed by French colonialism:

In the novel we can see that Meka gave up his land and his hoarder when they were fighting for the Second World War and died during that war for just a medal. The French only appreciated all the valuable offerings with just a valueless medal. This kind of hypocrisy done by the French has hindered Meka's efforts in building a good future.

Meka was betrayed by Christianity religion:

In the novel we can see that Meka was betrayed by Christianity religion since the religion advocated for equality among all races while the whites were not
Extract 8:1 (b) is a sample of a correct response.

On the other hands, the candidates with average performance showed moderate ability in explaining the ways through which hypocrisy hindered the Africans efforts to build good future. These candidates, for example, in some of their paragraphs explained irrelevant response as they cited the hypocrisy of Madame to her husband commandant as she pretended to love her husband while in fact she practiced infidelity. Furthermore, the candidates with poor performance had several reasons for their failure. For example, there were candidates who made wrong choice of the relevant novels with appropriate content related to hypocrisy. One of the candidates for example, used the novel, The Concubine to explain the way hypocrisy hindered Africans’ efforts to build a good future while the truth is that this novel lacks suitable material to comply with the requirement of the question. In addition to that, some candidates used novels such as Girls at War which is not
recommended to be used as a reference in this subject. Moreover, there were candidates who discussed mere themes without touching hypocrisy which was the key issue in the question. Extract 8.3 (a) and (b) are samples of incorrect responses.

Library is the means of imaginative and spiritually elevated the society became need the literature was a tool which could be able for the community. Educated the society needs the community and the society. The following are the opinions which were in the society and to educated: "House Boy" by "Amade K" and "The Concubine" by "Amade E". The following are the point which is needed to educated the society.

Explaination: This was the one who can improve the hypocrisy and to educate the country and the society. The education of the country and to promote the country which to educated and to educated in the community which can do this country and the society. The society is the country. The country needs the education of the country and the education.

Substitution, when the country can teach the country and will be able for the country who is the community need to education which is in the country and within the country educated the community and will be able for the country. They need the country and instead the society when the country can promote the country. When the country can teach the country, the community. In the country, when the country can be able for the country who can improve for technique can be able for the country and the improve the country and development of the country which the country and that country and improve the country and educated the society due to improvement of the country.
Beggary, this was the situation, the opening ceremony was held in a hallowed place. When the society can educate due to the practice, it is the country and the society due to the diversity. The education is the country and the society, due to education, it is the country which benefits the poorest. The countries.

Betrayed, when the same people continue to neglect the country and is educated from the league. Go and provided the countries which can be able to the countries when can be provided from the food and education when countries can be educated and provided due to education. It is the same body produced the community and provided due to education and countries. The country and is educated from the community and the society.

Polygamy, when the style of the same body, can be able due to the country which is educated the society and provided due to the diversity. The society can be able to the countries which is educated and provided due to the education. It is mainly when the society, can be able due to the country and the society. The country and the society.

Generally, was the people can be able for the countries and to be educated. Practice is the countries, due to the diversity. The countries and to be educated.
Hypocrisy is the misuse of power. It is true that hypocrisy hinder Africans in their efforts to build a good future. By using the novel of THE CONCURINE by Elechi Amadi and the novel of UZURU AM IN WAR by Chinua Achebe we show how hypocrisy hinder Africans in their efforts to build a good future.

Starting with the novel of THE CONCURINE by Elechi Amadi:

SUICIDE: Suicide Madame Suicide himself below because of fear, jealousy and isolation.

and also due to dispute over the piece of land
This hinder the Apsdens in their efforts to build a good future.
Polygamy: Wajimba have many wives. His wives are Kewnu and Alepali. So this hinder Africans in their efforts to build a good future.

Payment of bride price: Force price is the amount of money paid by the bridegroom. Madame say when his daughter married he brought a lot of money. And this hinder Agpa in their efforts to build a good future.

Also from the novel of UZURU AM IN WAR we show how hypocrisy hinder Africans in their efforts to build a good future:

Unemployment: In Owem women are not allowed to join in the Night's army. Gladys is employed at the Checkpoint but women are not allowed. This hinder Africans in their efforts to build a good future.

Civil war: Also civil war in Owem Village they lead people to death and this hinder Africans in their efforts to build a good future.

Gender discrimination: In this book women are not allowed to join in the army, so this hinder Africans in their efforts to build a good future.

Hence: This book is relevant in our society because of themes like Civil war, Suicide, Polygamy and bride price.

Extract 8.3 (b) is a sample of an incorrect response.
2.3.3 Question 9: Showing the ways in which form is helpful in portraying the intended message with a reference to two poems

In this question, the candidates were instructed to support the statement on the ways through which form is of importance in delivering a message. This question was supposed to be attempted by all candidates. The question was:

In three points show how form is helpful in giving out the message intended. Support your answers with two poems

The question was attempted by 59,799 candidates which is 83.9 per cent of the candidates. The performance of the question was: weak since 44,909 candidates equivalent to 75.1 per cent scored marks ranging from 0 to 4 However, 10,285 candidates equal to 17.2 per cent of the candidates ranged from 5 to 9 marks therefore they performed average lastly, 4,605 candidates which is 7.7 per cent of the candidates had a performance ranging from 10 to 15 which was good. Further note shows that about 17 per cent of the candidates did not attend this question due to the fact that most of the candidates find more difficulties in answering questions about the form. The performance of the candidates in this question is illustrated in Figure 9.

![Figure 9: The Candidates’ Performance in Question 9.](image-url)
The analysis displays that the candidates with good performance
demonstrated an outstanding knowledge about form and its roles in
delivering the intended messages to the audiences. Furthermore, the
candidates provided an introduction where they defined key words
*form and message*. These candidates presented also logical points
supported with relevant examples from two poems.

For the candidates who used a poem titled *Building the nation*,
identified *satire* as an element of form used to deliver the message.
Persona satirizes PS who pretended to build the nation, when he said
that “*upon which he said with seriousness that amused more than
annoyed me*” With this satire, the message is that hypocrite leaders like
the PS should not be entertained as they pretend to be good to the
citizens so as to maintain their position.

Irony has been also used as an element of form to deliver the intended
message. The title of the poem *building the nation* is ironical as the
content is presented in an opposite way. The person who regarded
himself as a national builder in fact he destroys the nation by misusing
the public funds for personal gains.

*Your Pain* is another poem opted by some of the candidates. For
example, the use of *personification* where words such as *scars will
remember the whip*, *eyes shall speak* and *blood shall irrigate*. The
message is, people should struggle so as to attain justice from any form
of injustice in the society.

Furthermore, the candidates used imagery as an element of form to
deliver the intended message. Imagery appeals to people’s feelings and
emotions and create mental picture. For example, words and phrases
like, *scars shall, blood, whip and pain* arouse feelings of humiliation
and torture. This imagery gives the message that struggle for freedom
is not an easy job.

Yet other candidates used symbolism as an element of form. The
candidates identified words like blood to symbolize sacrifice. This
symbol presents the message that people should not be afraid of death
in order for them to be free from torture and other forms of
humiliation. Extract 9.1 provides a sample of the good response from a
script of a candidate.
Form in the superstructure of literary work.

In form we look at language use, character, style, and setting which were the pillars of form, by using two poems, one called "Freedom Song" written by Malcolm X, and "Eat More" written by Joe Cash. The following are the points being in the language use, terms of figure of speech which were helpful in giving out the message intended. Starting with the poem "Freedom Song" as follows:

Symbolism. This is the figure of speech in which some thing stands and represent/symbolize something else. This is the among of the things which is helpful in giving out the message intended. In the poem Freedom Song we symbolism of child labour in the first stanza of the poem.

Poetry says:

"Atieno washes dishes,
Atieno plucks a kichen,
Atieno wakes up early
But her suck done in the chicken
Atieno eight years old,
Atieno ya!"

In this the intended message is child labour is not good to be practiced. Here we see the child hair of eight years done big work of washing dishes, even in our societies there is the practice of child labour employment.

Simile: This is the figure of speech which combines two or more dissimilar things using comparison. The intended message here is "people/God gran must be responsible if the children have
We see Uncle Atheno is not responsible as he did not send Atheno to school.

Poet says:

"Now my wife has gone to study
Atheno is less free.
Since she mind them like a school girl
Atheno yo!"

In the above verse, the word "life" is used to show the conjunction which combines two things. Even in our community, many parents are irresponsible in regards to the requirement of their children.

Rhetorical question: This is the figure of speech which someone is asking a question which has an answer well known in this time. The intended message is people or parent must be responsible to tell their child the moral value. In the poem Uncle Atheno was not responsible in telling Atheno the moral value.

Poet says:

"Willows need so much attention
All the more when I walk at night
That girl I spent took time at the market
Who will teach her what is right?"

In the stanza above, we see the question: "Who will tell her what is right?" is in the rhetorical question which called by uncle Atheno. Even in our societies, many parents are irresponsible to their children.

Apart from the poem "Freedom Fight Ink" written by the Marime, "Dutro Macayo; the poem "Eat More" written by Poet also have points which show how firm is helpful in giving out..."
9. the Message Intended as follow:

Personification. This is the figure of speech in which the thing which is not human being is given the characteristics of being a human being. In the poem "Eat More" the Slogan has given the characteristics to say, while the intended message is to emphasize people to eat balanced diet the poet say in the first stanza:

"Eat More Food, the Slogan Say,  
More fish, More beef, More bread,  
but I'm an unemployment pay.  
Third years now and wed."

Here the slogan was emphasizing people to eat balanced diet without considering the economy of that people and making the proper condition for the people so as to get that diet.

Symbolism. This is the figure of speech in which some thing is stand to Symbolize all other things else. In the poem "Eat More" Beef, fish, bread represent symbolize people of high class whose have the ability to afford balanced diet. While bread grass" symbolize people of low class (poor people) who were not able to get balanced diet. The poet say on the first and second stanza, in first stanza the poet show the rich people who were able to get balanced diet in the second stanza the poet show the people who were not able to get balanced diet. The intended message here is government should consider the life of the people when announcing some thing, also government should provide employment to their members in order to fight against poverty.
Extract 9:1 is a sample of a correct response.

The candidates with average performance showed reasonable ability in explaining the ways through which form is useful to deliver the intended message. These candidates, for example, explained elements of form such as title, style, without linking such elements with messages. Moreover, some of the candidates were able to explain about the simplicity of the language and figures of speech without making a link to messages. Moreover, the candidates with poor performance had several weaknesses. There were candidates who failed to understand the requirements of the questions. There were also candidates who used poems which are not recommended in the new format of 2019. It was also noted that, some of the candidates explained themes and messages without making any link to the form. Extracts 9.3 (a) and (b) are samples of such incorrect responses.
Extract 9.3 (a) is a sample of an incorrect response.
9. Message is a lesson that someone gets after reading a literary work. By using the poem "Eat More" by Ke Corrie and in "Selected Poetry" by Institute of Education and "The Home of the Brave" by Denis Burdus in the book of "Selected Poetry" written by Institute of Education, we can show how form is helpful in giving the message intended.

By dwelling with the poem of "Eat More" the following is message:

People should know importance of eating a balanced diet. In this poem, people do not know the importance of eating balanced diet. That's why the government told them to eat a balanced diet. This is portrayed at the first stanza where one and two which he says:

"Eat more fruits! the slogan say,"

"More fish, more bear, meat bear."

People should find employment instead of blaming the government. Also, people should find them to find employment opportunity instead of being blaming the government. This is shown in stanza one where he says:

"But I'm not in unemployment anymore!"

Unemployment make people to lack a balanced diet. Also, many people are not employed so this make them to lack enough food for balanced diet. This is portrayed at stanza one at the third and fourth verse when he says:

"But I'm in unemployment, more say."

My third year back, and we'll.

Also by using the poem of "The-
In this poem we see America is a developed nation but it exist problems like massacre. This is portrayed at the first stanza when he says:

"The home of the brave,
And the land of the free,
by massacre."

Any freedom without boundary is dangerous. Also we see in this poem American people have freedom that's why they engaging in different things which are not good. This is portrayed at the second stanza more one and two when he says:

"The land of liberty
And freedom of choice."

Classes is bad because it cause inequality. Also due to the classes there are classes in the society which make people to be unequal. This is portrayed at the second stanza at the seventh and sixth section when he says:

"The land of plenty
And quality education
for people of quality."

Therefore, message is very important in the society because it lead changes in the society.

Extract 9.3 (b) is a sample of an incorrect response.
2.3.4 Question 10: Supporting the statement that "Misunderstandings in several African societies were the results of the introduction of new ideas brought about by education".

In this question, the candidates were instructed to support the statement that misunderstandings in African societies were caused by the introduction of new ideas brought about by education. The candidates were required to support the statement by referring to two given Plays. This was the compulsory question.

The question was attempted by 64,897 candidates which is 91.0% percent of the candidates. The performance of the question was average since 20,767 candidates which is 32.0 percent of the candidates scored marks ranging from 5 to 9, however, 4,543 candidates’ equivalent to 7.0 per cent of the candidates scored from 10 to 15 which were good. Lastly, 39,587 candidates which is 61.0 per cent of the candidates obtained marks ranged from 0 to 4 they therefore performed poor. However 9 per cent of the candidates had never attempted this question because they did not understand the task of the question. The performance of the candidates in this question is illustrated in Figure 10.

![Figure 10: The Candidates’ Performance in Question 10.](image)

The analysis of the candidates’ responses shows that the candidates who scored high marks were able to use relevant examples from the
plays given to support the statement that Misunderstandings in African societies were a result of the introduction of the new ideas brought about by education. For example, from the play *The Lion and the Jewel*, the candidates used the character *Lankule* as a person who got western education. After getting western education, he began despising his culture and wanted to change some cultural practices such as paying bride price as a requirement for a man to marry a woman, hence misunderstandings with his people.

In the play *The Dilemma of the Ghost*, these candidates used the character *Ato* to prove that education brought about misunderstandings. They showed that *Ato*, a Ghanaian graduate from the United States of America came into conflicts with his people because his education caused him to reject some cultural practices such as the parents choosing a spouse for their sons. Extract 10.1 is a sample of a correct response.
Education means knowledge transfer from one person to another. Misunderstandings between people results to conflict. It is true that "Misunderstandings in several African societies were as a result of the introduction of new ideas brought about by education".

By a According to the play of "The Lion and the Jew" by Kwei Quartey and "The Sibma of a Ghost" by Aba Ano Akoabo they have both support this statement. By beginning with the play of "The lion and the Jew" the following are supports of the statement.

It lead to conflict between lakunle and sidi. Lakunle has obtained western education. This made him being against the payment of bride price. Bride price is the money or gifts given to woman's side. Lakunle loves sidi and wants to marry her but sidi just needed to be saved by bride price and lakunle is against the payment of bride price. This leads to conflict between lakunle and sidi. This is because lakunle has got western education which tells him that the payment of bride price is like buying a woman.

It lead to conflict between lakunle and Baroka (the chief). This happens because lakunle is against polygamy and Baroka is a polygamist. A polygamist is a person who has more than one wife. Baroka has more than five (5) wives but he still wants sidi. Lakunle tries to advise sidi not to agree on getting married to Baroka because of his attitude of polygamy. This is because Lakunle has known the effects of polygamy.

It lead to conflict between lakunle and his village members. This happens during the traditional dance season. Lakunle rejects to dance the traditional song he proclaims that it is time wasting. This is because lakunle has got
| 10. Western education and is aware on the time management so as to practice the development matters like working in different work rather than wasting time in dancing, the traditional song. By using the play of “Dilma of i Eshat” the following are the misunderstandings caused by education.

Conflict between Ato and his people, this is seen when Ato is coming back from his studied in America and he comes with an African American girl called Tchalie. This lead to conflict because Ato’s people practices tribalism. Tribalism is the art of respecting and marrying the girl or man from the same tribe. Ato is now against with his people because he no longer practices tribalism because he is educated.

Conflict between Ato and his grandmother, this is shown when Ato’s grandmother is near to her and she asks Ato, what she will go to tell the ghost of what he has done by marrying a girl from the foreign society. But Ato did this or married Tchalie because he does not believe in superstition and ghost. This is the result of education which he has acquired from western countries.

Conflict between Tchalie and Ato’s people, this is due to traditional beliefs and dressing mode. Tchalie is a westernized girl, she does not believe in traditional beliefs and customs. This results in conflict hence the Ato’s people need her to perform what they do but she cannot do it due to the education she got.

Therefore, the knowledge obtained from education lead to conflict but also development if used as it has been obtained.

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**Extract 10.1** is a sample of a correct response.

Lastly, the candidates who performed poorly in this question had different reasons for their poor performance. Some of the candidates did not show the misunderstandings resulted from new ideas brought
about by education. These candidates only showed the conflicts between the characters in the plays. For example, they showed conflict between Sidi and Baroka. Other candidates, apart from showing conflicts between characters, they used only one play to show the conflicts. There were also candidates who discussed themes found in the play. For example, they identified themes like polygamy, betrayal and ignorance without stating anything about the conflicts resulted from new ideas due to education. Furthermore, some of the candidates’ responses had spelling and grammatical errors. Extract 10.2 is a sample of an incorrect response.

Extract 10.2

Play is the literary composition or any length
Ordinarily written to be performed by actors who
Impersonate the character speak in dialogue and
Conduct appropriata by action. Misunderstanding arise
To the conflicts between two or more people in the
society by using two play to show the Misundersta
nding in the play THE LION AND THE JEWEL by
Woli Soyinka and THE DILEMMA OF A GHOST by
Christina Ama Ata Aidoo.

By starting with the first play THE LION AND THE
JEWEL. The following are Misunderstanding Occured inside
the play:

The Misunderstanding between Lakunte and Sidi:
This was the misunderstanding which caused by tetrap
which occurred when lakunte refused to pay bride price to
Sidi by believing that bride price is not good when
you pay bride price is like a buying woman. Through the
that got misunderstanding between themselves at the fort uni
married by Baroka.

The misunderstanding between lakunte and his
students; this misunderstanding occurred when lakunte
refuses to complete his responsibility of teaching student.
by bawing or of fail back in order to marry her. This
Occur when sidi pass through lakunte’s school from
fetching water and she used then lakunte follow her.
instead of continue to teach student, through this mis
understanding which brought new ideas by education.

Also Misunderstanding between Baroka and:
Sidi; this misunderstanding when he want to
marry sidi without paying bride price. This Orrs who
Baroka follow sidi by sent message to sadika that -
3.0 CANDIDATES’ PERFORMANCE IN EACH SECTION

The general performance of the candidates in 024 Literature in English in the Certificate of Secondary Education Examination 2019 was average with 61.54 per cent. The analysis in this section shows that the candidates’ performance in section A with multiple choice questions was good which suggests that the candidates had adequate knowledge in the tested areas. Moreover, they showed average performance on matching related items in question 2. In section B, with short answer questions, the performance of the candidates was average because 50.12 per cent of the candidates scored an average of 30 marks and above. This shows that the candidates had good knowledge of short answer questions. Lastly, in section C with essay-type questions, the candidates’ performance was 37.45 per cent. This shows that the candidates understood the questions relatively well.

The 2019 results can hardly be compared with the 2018 results based on the basis of the performance per topic due to the change of the examination format. The 2018 examination was organised into four
sections under specific topics. Section A: Theories of Literature, Section B: Plays, Section C: Novels and Short Stories and Section D: Poetry. On the other hand, the 2019 examination was organised into three sections on the basis of the nature of competence intended to be assessed. Therefore, Section A consisted of multiple choice questions. And matching item while Section B was composed of short answer questions and lastly is section C which was consisted of essay type questions and they intended to measure the candidates’ ability to analyse issues. Therefore, detailed performance of the candidates in each section is shown in Table 3.

Table 3: Percentage of candidates’ performance in each section.

<table>
<thead>
<tr>
<th>S/N</th>
<th>Sections</th>
<th>No. of Questions</th>
<th>Percentage of Candidates who got the Average of 30 Percent and/or Above</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>A</td>
<td>2</td>
<td>72.9</td>
<td>Good</td>
</tr>
<tr>
<td>2.</td>
<td>B</td>
<td>4</td>
<td>50.12</td>
<td>Average</td>
</tr>
<tr>
<td>3.</td>
<td>C</td>
<td>4</td>
<td>37.45</td>
<td>Average</td>
</tr>
</tbody>
</table>

4.0 CONCLUSION

The analysis of the candidates’ performance in the 024 Literature in English in 2019 has shown that it was average. The performance in each section has shown that the candidates had 72.9 per cent in section A while in section B, the performance was 50.12 per cent and in section C, the performance was 37.45 per cent.

Further analysis of the performance in each question shows that the candidates had good performance in question 1 and 3 and average performance in question 2, 4, 6, 7, 8 and 10 respectively. However, the candidates performed poorly in question 5 and 9.

The analysis has noted there were candidates who wrote their responses in a clear language. They also showed a good mastery of the competences which were tested. However, some of the candidates
lacked knowledge and skills in reading and writing. It was also evident that some candidates’ ability to understand clearly the requirements of some questions is low so they need some improvement.

5.0 RECOMMENDATIONS
In order to improve the performance of the candidates in 024 Literature in English in the future, the following recommendations need to be taken into account.

(a) Some of the candidates answered the questions in Section C using the un-recommended references. These references, such as *Girls at War* and *Secret Life*, were used in the previous examination format. This is an indication that some teachers are unaware of what they have to teach while the students do not know what they have to learn. It is therefore recommended that teachers have to make a follow up and implement all changes that are done in the examination format by the respective authority on time.

(b) From the candidates’ responses, it was evident that the candidates failed to correctly answer questions related to form as a key element of literature. The teachers are, therefore, advised to effective teach it with the same weight as content.

(c) Some of the candidates performed poorly the examination because they did not understand the tasks of the questions. Consequently, their responses did not match with the demand of the questions. This means that their ability to understand English was low. Hence, it is suggested that the using of English language in schools should be given a priority to teachers and students in order for the candidates to employ good writing and understanding skills when writing their responses.