



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



**CANDIDATES' ITEM RESPONSE ANALYSIS
REPORT ON THE CERTIFICATE OF SECONDARY
EDUCATION EXAMINATION (CSEE) 2021**

ENGLISH LANGUAGE



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Published by:

The National Examinations Council of Tanzania,
P. O. Box 2624,
Dar Es Salaam, Tanzania.

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FOREWORD

This Candidates' Items Response Analysis (CIRA) is based on the Form Four English Language National Examination which was conducted in November 2021. The Form Four National Examination (CSEE) is a summative evaluation which intends to provide feedback to all education stakeholders on the factors which contributed to the candidates' performance in the English Language subject.

This analysis shows clearly the factors for the candidates' performance in the English Language subject. The candidates with high performance had adequate knowledge of tenses and grammatical rules, sufficient basic vocabulary for use in different contexts, ability to interpret and combine concepts as well as to analyse and interpret literary works. However, the candidates with low performance faced some difficulties in answering the questions. These included failure to interpret the questions and insufficient knowledge of the concepts tested.

The National Examinations Council of Tanzania expects that all teachers, school managers, school quality assurers, educational administrators and other educational stakeholders will use the feedback provided and recommendations suggested in this report to improve teaching and learning among students as well as candidates' performance in the future examinations administered by the Council.

The Council appreciates the contributions of everyone who participated in the preparation of this report.



Dr. Charles E. Msonde
EXECUTIVE SECRETARY

1.0 INTRODUCTION

The report presents a comprehensive analysis of the candidates' performance in the English Language subject for the Certificate of Secondary School Examination (CSEE) which was conducted in November 2021. The English Language subject examination for both School and Private candidates was set in accordance with the 2005 English Language Subject Syllabus and the 2019 English Language subject examination format.

The examination tested the candidates' competences in *Writing a Variety of Texts; Talking about One's Family; Reading and Interpreting Literary Works; Writing Using Appropriate Language, Content and Style; and Talking about Past Events/Activities.*

Moreover, it tested their competencies in *Reading for Information from Different Sources; Asking for Services; Using Appropriate Language, Content and Style in Speaking, Writing Application Letters and Talking about Events.*

Section A consisted of Questions 1 and 2. Question 1 carried 10 marks and Question 2 carried 5 marks, making a total of 15 marks for the whole section. Section B consisted of Questions 3, 4, 5, 6, 7 and 8. Questions 3 and 4 weighed four (4) marks each, while Questions 5, 6, 7 and 8 weighed eight (8) marks each. The total marks for the whole section was 40. Section C comprised Questions 9, 10, 11 and 12. Each question carried 15 marks, making a total of 40 marks for the whole section.

The candidates' performance on each question is presented by indicating the task of each question, the expected responses, how the candidates responded and the explanations on the candidates' responses. Sample responses extracted from the candidates' scripts have been presented to show how the candidates addressed the demand of each item. Moreover, the levels of performance have been categorised, as shown in Table 1.

Table 1: The Levels of Performance in the English Language Subject

Range of Marks	Grade	Remarks
75 - 100	A	Excellent
65 - 74	B	Very Good
45 - 64	C	Good
30 - 44	D	Satisfactory
0 - 29	F	Fail

Table 1 shows that the highest level of performance in the English Language subject is Grade A, while the lowest level is F. Although the performance levels are categorised into five grades, as seen in Table 1, the presentation of performance statistics is based on three categories, namely *Good*, *Average* and *Weak*.

Based on the percentage of scores, good performance ranged from 65 to 100 per cent, and it is represented by green colour. Average performance ranges from 30 to 64 per cent, and it is represented by yellow colour. Furthermore, weak performance ranges from 0 to 29 per cent, and it is represented by red colour. The candidates' performance on each topic is summarised in an Appendix.

The number of candidates who sat for the English Language examination in November 2021 was 487,541. Among them, 323,719 (66.84%) passed with different grades. In contrast, 435,447 candidates sat for the examination in 2020. Among them, 320,272 (73.55%) passed with different grades, as shown in Table 2.

Table 2: Candidates' Pass Grades in CSEE 2020 and 2021, English Language National Examination

Year	2021					2020				
Grades	A	B	C	D	F	A	B	C	D	F
Per cent	1.2	2.5	19	44.1	33.2	7.10	9.42	28.03	29.01	26.44

Table 2 shows that the performance in the English Language examination in 2020 was better than in 2021. The performance was decreased by 6.72 per cent in 2021.

2.0 ANALYSIS OF THE CANDIDATES' PERFORMANCE PER QUESTION

2.1 Section A: Multiple Choice and Matching Items

This section consisted of two (2) compulsory questions. Question 1 comprised ten (10) multiple choice items, which carried 10 marks. Question 2 comprised five (5) matching items, which carried five (5) marks, making a total of twenty (20) marks for the section.

2.1.1 Question 1: Multiple Choice

The candidates were instructed to choose the most correct response from the given alternatives and write its letter beside the item number in the answer booklet provided. The question tested their appropriate use of the English Language in the areas of *Reading a Variety of Texts; Expressing Opinions and Feelings; Interpreting Literary Works; Talking about Past Events/Activities; Writing a Variety of Texts; Speaking Using Appropriate Language, Content and Style* and *Writing Using Appropriate Language, Content and Style*.

This question was attempted by 487,541 (100%) candidates. Among them 197,186 (40.4%) scored from 0 to 3 marks, which is weak performance. Moreover, 231,221 (47.4%) scored from 4 to 6 marks, indicating average performance. Furthermore, 59,134 (4.9%) candidates scored from 7 to 10 marks, which is good performance. Their general performance on this question was average, because 52.3 per cent of the candidates scored from 4 to 10 marks. The candidates' performance on this question is summarised in Figure 1.

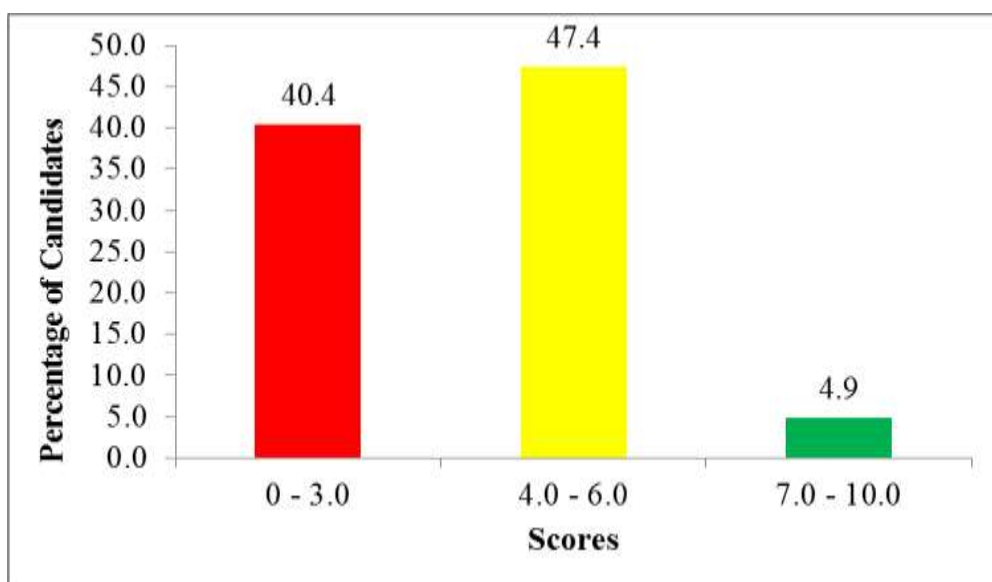


Figure 1: *Candidates' Performance on Question 1*

The analysis in item (i)-(x) is as follows:

Item (i) asked:

- (i) Which statement is the possible condition of the expression "If I had lost my job, I would have gone abroad?"
- A If I lost my job, I will go abroad.
 - B If I had lose my job, I would go abroad.
 - C If I lose my job, I will go abroad.
 - D If I lost my job, I would go abroad.
 - E If I had lose my job, I will go abroad.

In item (i), the candidates were required to demonstrate knowledge of the correct use of *conditional sentences*. Conditional sentences express factors or hypothetical situations and their consequences. They consist of two parts: the main clause and the If-clause. The If-clause expresses a condition, whose main clause becomes true or would have become true in the past. There are three types of conditional sentences. The first is Type I (the real condition) whereby sentences are used to express situations in which the outcome is likely to happen in the future. For example, *If you rest, you will feel better*.

Moreover, Type II (an unreal condition) expresses outcomes that are completely unrealistic or will not likely to happen in the future. The sentence *If I inherited a billion dollars, I would travel to the moon* serves as an example to the Type II condition.

Furthermore, Type III (an unreal condition in the past) is used to show that the present circumstance would have been different if something different had

happened in the past. This can be exemplified by the sentence, *If you had told me you needed a ride, I would have left earlier.*

Therefore, the candidates were supposed to be accustomed to using the types as well as the structure of conditional sentences in order to choose the correct answer. To achieve this, they were required to know that the condition in the stem of the question is in the third type (*If I had lost my job, I would have gone abroad*). Consequently, they could change the third condition in the stem of the question to the required possible condition, which is Type I. Thus, the correct response was C, *If I lose my job, I will go abroad*. The candidates who chose alternative C were knowledgeable about and skilled in changing the Type III condition to Type I (which is a possible condition).

They were also knowledgeable about the form of the third type of conditional sentences. This type which is formed by the structure *If + had + past participle (in if-clause) + would and/or have + past participle (in main clause)*. Additionally, they were aware that an answer should be conditional sentence Type I, because it uses the Simple Past Tense in the *if – clause* and the Simple Future in the *main clause* to express the likely outcome. Besides, it is made by the possible condition.

On the contrary, the candidates who selected other alternatives lacked knowledge of the conditional sentences. Those who chose A, *If I lost my job, I will go abroad* did not realise that the alternative was impossible. This is because the main verb of the dependent clause is in the *simple past*, while the main verb of the independent clause was in the simple future. Therefore, there was no grammatical relationship between these two parts.

Furthermore, those who selected B, *If I had lose my job, I would go abroad* were unaware that this alternative was impossible because the dependent clause was ungrammatical. This is because an auxiliary verb *had* must be followed by the past participle form of a verb instead of simple present (lose).

Likewise, those who chose alternative D, *If I lost my job, I would go abroad* did not realise that this alternative was impossible to be the correct answer. This is because the sentence is in Condition Type II while the possibility of the correct answer must be in Conditional Type I.

Further analysis shows that the candidates who selected E, *If I had lose my job, I will go abroad* did not know that the condition in the stem required a change to another form which would be in Condition Sentence Type I. The question stated that somebody would go abroad only if he/she lost her job

lost but he/she had not lost the job. Therefore, she/he would not go abroad. So, the possible condition of the expression '*If I had lost my job, I would have gone abroad*' was '*If I lose my job, I will go abroad*'.

Item (ii) stated:

(ii) *You hear someone saying "She was my friend, wasn't she?" Why did the speaker use the tag question?*

- A to confirm information*
- B to seek information*
- C to show positivity and negativity*
- D to express feelings*
- E to show repeated auxiliary verbs*

Item (ii) required the candidates to demonstrate their knowledge of using question tags in expressions. A tag question is formed by appending a short interrogative structure to a declarative sentence or command, often inviting confirmation or assent. A question tag has two parts; *a statement* and *tag*. The former gives an expression of complete information and the latter confirms the information given. It is a rule that a sentence and question tag must be in the same tense. Additionally, if a sentence is positive, the question tag must be negative, and vice versa. Moreover, always use pronouns in question tags.

The candidates who chose *A, to confirm information*, which was correct, were knowledgeable about the function of the question tag. They were aware that the question tag aimed to confirm information in the given statement.

Conversely, those who selected *B, to seek the information*, were not aware that the information was already known in the statement before the tag. Likewise, those who chose *C, to show positivity and negativity*, did not know that positivity and negativity in the question tag depended on the statement and nature of the question. Yet, it is not the reason for the speaker to use the tag question. Furthermore, those who selected *D, to express feelings*, had inadequate knowledge of question tags because expressing feeling is not a major function of question tags.

Further analysis shows that, the candidates who chose *E, to show repeated of auxiliary verbs* were unaware of the rules and functions of auxiliary verbs in statements. They did not know that auxiliary verbs appear in both *statements* and *tags*. They were attracted by the presence of the verb *was* in both the statement and tag.

Item (iii) asked:

(iii) Which statement is the past perfect of 'No sooner did we leave the house than it began to rain'?

- A No sooner we did leave the house than it began to rain.
- B No sooner we had leave the house than it began to rain.
- C No sooner had we left the house than it begun to rain.
- D No sooner we had leave the house than it begun to rain.
- E No sooner had we left the house than it began to rain.

Item (iii) tested the candidates' ability to use correlative conjunctions particularly 'no sooner than'. This conjunction is used to convey that the second event mentioned happens immediately after the first. It is often used with the past perfect and usually followed by 'than' to denote simultaneous actions. For example, "She had no sooner spoken than the telephone rang." Therefore, the candidates who chose E, *No sooner had we left the house than it began to rain*, were right.

However, those who opted for A, *No sooner we did leave the house than it began to rain*, were wrong. This is because the expression 'No sooner we did leave the house' is ungrammatical. For the grammatical expression in this context, then the tense ought to be past perfect rather than simple past.

The candidates who chose alternative B, *No sooner we had leave the house than it began to rain*, were also wrong. The structure 'we had leave' is ungrammatically constructed. Thus, it makes the whole expression ungrammatical.

Moreover, the candidates who opted for C, *No sooner had we left the house than it begun to rain*, were wrong. The alternative was incorrect because the expression was supposed to be formed with the conjunction *than*. On top of that, the use of the verb 'begun' which is the past participle was inappropriate. Instead the simple past 'began' was supposed to be used.

Additionally, the analysis shows that some candidates selected D, *No sooner we had leave the house than it begun to rain*. This alternative was incorrect because the phrase 'had leave' is ungrammatical; the auxiliary *had* requires a past participle verb and not a simple verb.

Item (iv) stated:

(iv) *Your friend once said, 'The man was sank in the river but it was the boat which was drowned in the same river'. You realised the sentence was incorrect. What was he correctly supposed to say?*

- A *The man sank but the boat drowns in the same river*
- B *The man was drowned but the boat sank in the same river*
- C *The boat drowned but the man sinks in the same river*
- D *The boat drowns but the man sinks in the same river*
- E *The boat was drowned but the man sank in the same river.*

Item (iv) tested the candidates' ability to use English Language patterns and vocabulary. From the alternatives, the candidates were supposed to understand the meaning and uses of words *sank* and *drowned*. The word *sank* is the past tense of *sink* which means to go down the surface of the river, especially for an object like a boat or ship. Drowned is past tense of *drown* which means to die because one has been underwater for too long, and one cannot breathe.

Option B, *The man was drowned but the boat sank in the same river*, was correct. The candidates who chose this answer understood that a man can be *drowned* in the river and a boat can *sink*. However, the vice versa cannot be true.

Conversely, those who selected A, *The man sank but the boat drowns in the same river*, failed to understand the proper use of the words *sink* and *drown*. A man does not *sink* but drowns in the river, and a boat does not *drown* but *sinks*. Moreover, those who chose C, *the boat drowned but the man sinks in the same river*, were wrong. A boat cannot be drowned and man cannot sink. Besides, there was no concord (tense and number relationship) in the main verbs of the alternative.

Likewise, those who opted for D, *The boat was drowned but the man sank in the same river*, selected an incorrect alternative. Although the tense was correct, the expression was semantically incorrect. Furthermore, option E, *The boat was drowned but the man sank in the same river*, was incorrect because it was not semantically correct that the boat drowned and the man sank.

Item (v) asked:

- (v) *You have been asked to participate in debate with a topic “African countries should stop from receiving grants from abroad.” As a participant, how do you name the topic under discussion?*
- | | | |
|-----------------|-------------------|-----------------|
| <i>A Agenda</i> | <i>B Program</i> | <i>C Motion</i> |
| <i>D Issue</i> | <i>E Argument</i> | |

Item (v) tested the candidates’ ability to understand the components of a debate. The candidates who chose *C, motion*, knew how debates are conducted. The alternative was the correct answer because the title of a debate is known as a *motion*.

In contrast, the candidates who selected *A, agenda*, did not know that an agenda is a list of items to be discussed at a meeting, contrary to the motion which is a topic to discuss in the debating session. Moreover, those who chose *B, program* were unaware that a *program* is a set of instructions in code that controls the functions of a computer. It is also a set of related measures or activities with a particular long-term aim. Therefore, a program is contrary to the motion, which is a topic under discussion in a debate session.

The candidates who wrongly selected *D, issue*, did not know that an issue is not a topic under discussion in a debate. It is a matter to be discussed by people in a conversation and not a specific term, contrary to motion. A motion denotes a specific topic of discussion in a debating session.

Furthermore, those who selected *E, argument*, did not know that an argument is the conversation or discussion in which two or more people disagree often angrily to win a disagreement. It is contrary to the motion as described above.

Item (vi) was as follows:

- (vi) *When do you use salutations “Dear Sir/madam” in application letters?*
- | |
|---|
| <i>A When the recipient is your family member.</i> |
| <i>B If you do not know the recipient.</i> |
| <i>C If you know the recipient.</i> |
| <i>D When the recipient is in the same town.</i> |
| <i>E When the recipient is in a different town.</i> |

Item (vi) tested the candidates’ knowledge of the components of an application letter, particularly the use of salutations ‘Dear sir/madam’. The correct answer to this item was *B, If you do not know the recipient*. The

candidates correctly chose B knew that ‘Dear Sir/madam’ is used when the writer does not know the recipient.

Conversely, those who selected A, *when the recipient is your family member* were wrong. They did not know that an application letter should always be formal even though the recipient is a family member. Otherwise, one should write a friendly letter.

Similarly, the alternative C, *If you know the recipient* was incorrect. The candidates who opted for C did not know that one has to follow the convention, even if the recipient is one’s relative.

The candidates who chose alternatives D and E which are *when the recipient is in the same town* and *when the recipient is in a different town* respectively, were wrong chose. The type of salutation to be used in an application letter does not regard whether the recipient is in one’s own city or another. The recipient can be anywhere.

Item (vii) stated:

(vii) *Your teacher asks you to compose a fictional story by using literary devices and skills. Which among the following is the literary name for the composed story?*

- | | | |
|-------------------------------|--------------------------------|---------------------------|
| A <i>Biography writing</i> | B <i>Argumentative writing</i> | C <i>Creative writing</i> |
| D <i>Non-creative writing</i> | E <i>Autobiography writing</i> | |

Item (vii) required the candidates to identify the literary name among the given list that is used for a composed fictional story. The question aimed at testing their ability to understand the types of writings.

Option C, *creative writing* was the correct answer. Those who selected it were aware that creative writing is a type of writing which is characterised by literary devices and skills. Conversely, those who chose A, *biography writing*, were not aware that a biography is type of writing in which a person expresses the life history of somebody else. Yet it does not involve literary devices and skills.

Further analysis shows that the candidates who opted for B, *argumentative writing*, did not know that argumentative writing is the conversation or discussion in which two or more people disagree often angrily to win an argument. Likewise, those who chose D, *non-creative writing*, were not aware that non-creative type of writing does not use literary devices.

Furthermore, those who chose *E, autobiography writing*, did not know that the autobiography type of writing expresses the life history of a person written by him/her. Nevertheless, it does not involve literary devices and skills, while creative writing is characterised by literary devices and skills.

Item (viii) was as follows:

(viii) *James and Ally were arguing on the importance of education. James said 'I think education is of no significance to all human beings.' What does James' argument based on?*

A Fact

B Wisdom

C Suggestion

D Opinion

E Observation

Item (viii) required the candidates to differentiate a fact from an opinion and other concepts in the alternatives given. The question tested their ability to differentiate the concepts.

The correct alternative was *D, opinion*. Therefore, the candidates who selected option *D* were aware that an opinion is a statement that is based on an individual's ideas and views. On the other hand, those who chose *A, fact*, were not aware that a fact is a true statement which does not change with personal ideas or views. A fact can be proved with evidence.

Moreover, those who selected *B, wisdom*, failed to know that wisdom is not among of forms of argument but is the ability to make sensible decisions and give good advice. Therefore, it differs from opinions.

Likewise, those who picked *C, suggestion*, were not aware that it is not among the forms of argument. A suggestion is an idea or plan that you mention for somebody else to think about. Furthermore, those who chose *E, observation* did not know that observation is an act or process of closely monitoring something for a period of time, especially for learning.

Item (ix) asked:

- (ix) Which list of elements is in the correct order of occurrence when you are writing a Curriculum Vitae (CV)?
- A Work experience, Referees, Hobbies, Personal details, Educational background
 - B Educational background, Work experience, Personal details, Referees, Hobbies.
 - C Hobbies, Educational background, Personal details, Work experience, Referees
 - D Work experience, Educational background, Referees, Hobbies, Personal details
 - E Personal details, Educational background, Work experience, Hobbies, referees.

Item (ix) tested the candidates' ability to outline the correct item order of the curriculum vitae (CV). The correct answer was *E, personal details, educational background, work experience, hobbies, referees*. The candidates who selected this item were knowledgeable about the correct items order in Curriculum Vitae.

Conversely, those who chose *A, Work experience, referees, hobbies, personal details, educational background* were wrong. They were not aware that work experience cannot be the first on the list. Likewise, those who chose *B, Educational background, work experience, personal details referees, hobbies* did not know that someone's educational background cannot precede other elements on the list.

Additionally, those who selected *C, Hobbies, educational background, personal details, work experience, referees*, and *D, work experience, educational back ground, referee, hobbies, personal details* did not know that someone's hobbies and work experience cannot be the first elements on the list.

Item (x) was:

- (x) Suppose you have been asked by your teacher to give a speech about a certain topic prior to make preparation. How do we call such improvised speech?
- A Classroom speeches B Impromptu speeches C Formal speeches
 - D Public speeches E Ceremonial speeches

Item (x) tested the candidates' knowledge of a variety of speeches. The correct response was *B, Impromptu speeches*. The candidates who chose it

were knowledgeable about the characteristics of an impromptu speech in which a person delivers without predetermination or preparation. Hence, option *B*, *Impromptu speeches*, was the correct answer.

The candidates who opted for *A*, *classroom speeches*, chose an incorrect answer. They were not aware that classroom's speech is delivered in the classroom. Yet the speech must be prepared contrary to unprepared one.

Similarly, the candidates who selected *C*, *formal speeches*, did not know that a formal speech is general. It is an official speech for formal matters; therefore, one should prepare and rehearse it before delivering it.

Additionally, those who chose *D*, *public speeches*, were not aware that public speeches are prepared and they are general. Moreover, those who chose *E*, *ceremonial speeches*, were not aware that ceremonial speeches are delivered in particular prepared ceremonies, and the speaker is prepared. The candidates who scored high marks on this question provided the correct responses, as shown in Extract 1.1.

1.	QUESTION	I	II	III	IV	V	VI	VII	VIII	IX	X	
	ANSWERS.	C	A	E	B	C	B	C	D	E	B	

Extract 1.1: A Sample of the Correct Responses to Question 1

Conversely, the candidates who had inadequate knowledge of the concepts and grammatical issues on Question 1 failed to select the correct responses to any of the items, as shown in Extract 1.2.

01	i	ii	iii	iv	v	vi	vii	viii	ix	x
	B	D	B	C	B	C	D	E	D	D

Extract 1.2: A Sample of the Incorrect Responses to Question 1

Extract 1.2 shows that the candidate lacked knowledge and application skills which could lead to the choice of the correct responses to items (i) – (x) of the Question number 1. Therefore, the candidate scored 0 on this question.

2.1.2 Question 2: Matching Items

In this question, the candidates were instructed to match each sentence in List A with its appropriate tense in List B by writing the correct letter beside the corresponding item number in the answer booklet(s) provided. The question tested the candidates' knowledge of tenses. List A comprised five (5)

statements which describe events (sentences). List B comprised seven (7) responses from which the candidates were to match with the descriptions.

The matching items were as follows:

List A		List B	
(i)	I declare this exhibition open.	A	Future Progressive
(ii)	Juma has not been home since he was a boy.	B	Past Progressive
(iii)	Our new football coach is speaking to my brother.	C	Present Progressive
(iv)	I never met my grandparents.	D	Simple Future
(v)	She was wondering if you could give her a lift.	E	Present Perfect
		F	Simple Past
		G	Simple Present
		H	Future Perfect

The question was attempted by 487,541 (100%) candidates. Among them 306,500 (62.9%) scored from 0 to 1 mark; 111,869 (23.0%) scored from 2 to 3 marks and 69,145 (14.2%) scored from 4 to 5 marks. Among the candidates with weak performance, 170,411 (35%) scored 0. The general performance of the candidates on the question was average, considering that 37.2 per cent of the candidates scored an average of 30 per cent and above of all the marks allotted to the question. The candidates' performance is summarised in Figure 2.

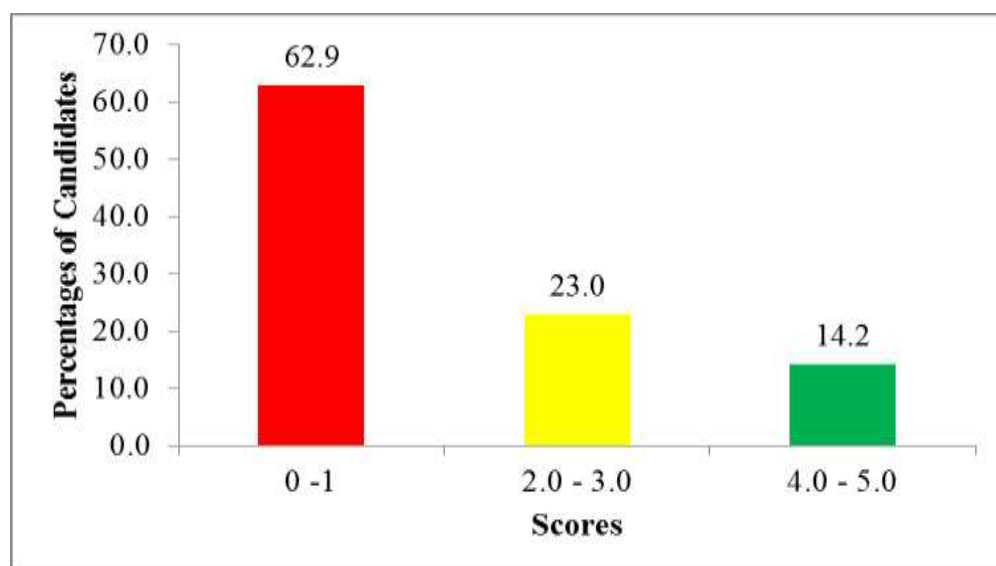


Figure 2 : *Candidates' Performance on Question 2*

The candidates with a good performance on this question were 14.2 per cent. They scored from 4 to 5 marks. Those who scored 4 marks matched the sentences in List A with 4 correct tenses in List B, but they failed to do so in one of the five items. The candidates who correctly matched all five sentences with their tenses had adequate knowledge of the grammatical rules and structures of the English language.

Item (i), *I declare this exhibition open*, required the candidates to match with G, *Simple Present*. This correct response is the *Simple Present Tense* because the object is made by the pronoun 'I' followed by the main verb 'declare' in infinitive form. Therefore, following the English Language grammar, when a pronoun is in first person singular and is followed by an infinitive form of the main verb, the tense of the particular expression should be in the *Simple Present*. Thus, the candidates who correctly matched this item were knowledgeable about the form of the *Simple Present Tense*.

Conversely, those who selected other premises were unaware of the forms of the simple present. Those who chose A, *future progressive* were wrong. Their response was incorrect because the *future progressive* is made by *will + be + ing* verb. This is contrary to the simple present which is made by *subject* (singular or plural) + *the infinitive* form of the main verb; for example, I/we/they go and he/she/Jane goes.

Moreover, those who matched with B, *Past Progressive*, selected an incorrect answer. This is because *past progressive* is made by an auxiliary verb *was/were* + main verb in the 'ing' form, such as *was/were going*. Additionally, option C, *present progressive*, was incorrect. This is because the *Present Progressive* form is made by auxiliary verb *am/is/are* + *ing* form of verb. For example, he is going/we are dancing/ I am listening. Likewise, those who matched it with D were wrong because *Simple Future* is made by auxiliary verb *will* + *the infinitive* form of a verb (will go).

Furthermore, those who matched with E, were wrong since, the *Present Perfect tense* is made by auxiliary verb *has/have* + the *present participle* of main verb. Additionally, those who matched it with F were unaware of the structure of the *Simple Past Tense*, which is made by past form of the main verb. Similarly, those who matched it with H, were wrong because *Future Perfect* is made by auxiliary *will/shall* + *have* + the *past participle*; for example, I shall have gone.

In item (ii), *Juma has not been home since he was a boy*, was correctly matched with E, present perfect. The premise is in *present perfect tense* because it is made by auxiliary verb *has* + past participle *been*. Thus, the

correct response to premise (ii) was E. Therefore, the candidates who matched correctly this item had an adequate knowledge of the form of the *Present Perfect Tense*.

Conversely, those who chose other alternatives were not knowledgeable about the form of the *Present Perfect Tense* as follows:

Those who matched it with A, *Future Progressive* were wrong. This is because the tense is made by auxiliary verb *will + be + the ing* form of a verb; for example, *He will be going to school*. It is contrary to the *Present Perfect Tense* which is made by auxiliary verb (*has/have*) + past participle (been).

Additionally, those who chose B, were wrong because the *Past Progressive Tense* is made by auxiliary verb *was* + the main verb in *ing* form. Likewise, those who selected C, were unaware that *Present Progressive* is made by an auxiliary verb (*am/is/are*) + *the ing* form of verb.

Moreover, those who selected D, were wrong because the *Simple Future* is made by auxiliary verb *will* + the infinitive form of a verb. In contrast, the *Present Perfect Tense* is made by auxiliary verb (*has/have*) + past participle (been). Similarly, the candidates who matched with F did not know that *the Simple Past Tense* is made by the past form of the main verb.

Further analysis shows that the candidates who wrongly selected G did not know that the *Simple Present Tense* is made by *pronoun/noun + the infinitive* form of a verb. They were unaware that the *Present Perfect Tense* is made by auxiliary verb (*has/have*) + past participle (been). Likewise, the candidates who selected H, were wrong because *Future Perfect Time* is made by auxiliary verbs *will/shall + have + past participle*.

Item (iii), *our new football coach is speaking to my brother* was correctly matched with C, *Present Progressive*. The candidates who correctly matched this item were knowledgeable about the form of the *Present Progressive Tense* which is formed by an auxiliary verb *is/are* + the *ing* form of the main verb. Thus, the phrase *is speaking* which is formed by an auxiliary *is* + verb *speak* which is inflected by the *ing* form, qualifies the sentence as the *Present Progressive Tense*.

In contrast, other candidates chose other alternatives. These candidates were not aware of the form of the *Present Progressive Tense* as follows:

The candidates who chose A, *Future Progressive* were wrong. This is because the future progressive is formed by an auxiliary verb *will + be + the*

ing form of a verb. As noted above, the correct answer was the Present Progressive Tense. Moreover, those who chose B did not know that the *Past Progressive Tense* is made by an auxiliary verb *was/were* + the *-ing* form of the main verb.

The option D, was also an incorrect answer because the *Simple Future Tense* is made by auxiliary verb *will* + *the infinitive* form of the verb. Likewise, those who chose E, were unaware that the *Present Perfect Tense* is made by auxiliary verb *has/have* + the *present participle* form of the main verb. Additionally, those who selected F were wrong as they were unaware that the *Simple Past Tense* is made by the past form of the main verb.

Furthermore, those who selected G, were wrong because the *Simple Present Tense* is made by a *pronoun/noun* + *the infinitive* form of a verb. Similarly, those who chose H did not know that the *future perfect time*, not the *Present Progressive Tense*, which is made by auxiliary *will/shall* + *have* + *past participle*.

Item (iv), *I never met my grandparents* was correctly matched with F, *Simple Past*. The *Simple Past Tense* is made by the past form of the main verb. Therefore, those who correctly matched the item with F, had adequate knowledge of the form of the *Simple Past Tense*.

Conversely, the candidates who matched it with other alternatives were not knowledgeable about the form of the *Simple Past Tense*. For example, those who matched it with A, *Future Progressive*, chose an incorrect answer. They did not know that *Future Progressive Tense* is made by auxiliary verb *will* + *be* + *the ing* form of a verb. This is contrary to simple past which is made by past form of main verb.

Those who matched it with B, did not know that the *Past Progressive Tense* is made by auxiliary verb *was/were* + the main verb in the *ing* form. Moreover, those who matched it with D, did not know that the *Simple Future Tense* is made by auxiliary verb *will* + *the infinitive* form of a verb.

Furthermore, the candidates who matched it with E, *present perfect* were wrong because the Present Perfect Tense is made by auxiliary verb *has/have* + *the present participle* form of main verb.

Another incorrect matching was G, *simple present* because the Simple Present Tense is formed by a *pronoun/noun* + *the infinitive* form of a verb. Furthermore, those who matched it with H, were wrong because the *future perfect time* is formed by auxiliary *will/shall* + *have* + *past participle*.

Item (v), *she was wondering if you could give her a lift*, is in the *Past Progressive Tense* since it is made by an *auxiliary verb (was)* + *the ing* form of the main verb (*wondering*). Thus, the correct response to the premise (v) was B, past progressive. Therefore, the candidates who correctly matched this item had an adequate knowledge of the form of the *Past Progressive Tense*.

In contrast, those who matched it with other alternatives were not knowledgeable about the form of the *Past Progressive Tense*. For example, those who matched it with A, *Future Progressive Tense* were wrong. They did not know that the Future Progressive Tense is made by *auxiliary verb will + be + ing* form of a verb. Those who matched it with C, were also wrong. They failed to differentiate the *Past Progressive Tense* from the *Present Progressive Tense*. The latter is made by auxiliary verb *am/is/are* + the *-ing* form of verb while the former is made by auxiliary verb *was/were* + the main verb in *ing* form.

Further analysis shows that the candidates who matched it with D, were unaware that the *Simple Future Time* is made by auxiliary verb *will* + the infinitive form of a verb. They did not know that the correct answer was the Past Progressive Tense which is formed by auxiliary verbs *was/were* + the main verb inflected with *ing*. Likewise, those who selected E, were wrong. They chose the answer *Present Perfect*; nevertheless, it is made by auxiliary verb *has/have* + *the present participle* of the main verb.

Moreover, those who matched it with F, did not know that the *Simple Past Tense* is made by past form of the main verb. Likewise, those who matched it with G, were wrong because the *Simple Present Tense* is formed by a *pronoun/noun* + *infinite* form of a verb. Additionally, the candidates who matched it with H, were wrong. The *future perfect* is formed by auxiliary *will/shall* + *have* + *past participle*. Those with good performance on this question provided correct responses, as shown in Extract 2.1.

09.	I	II	III	IV	V	
	G	E	C	F	B	

Extract 2.1: A Sample of the Correct Responses to Question 2

Further analysis indicates that 23.0 per cent of the candidates scored from 2 to 3 marks because they were unfamiliar with some of the tenses. This resulted in the provision of correct responses to only 2 out of 5 items. This indicates that they had partial knowledge of tenses.

Conversely, 136,089 (1%) candidates scored 1 mark on this question. They managed to match only one sentence in List A with an appropriate tense in List B. Hence, they failed to match other sentences with their correct tenses. On the contrary, 170,411 (35.0%) candidates scored 0 as they failed to match correctly the descriptions in List A with tenses in List B. Extract 2.2 is a sample of the correct response to the question.

2.	I	II	III	IV	V	
	D.	C	F	B	A	

Extract 2.2: A Sample of Incorrect Response to Question 2

In Extract 2.2, the candidate lacked knowledge of the tenses in the English Language. Therefore; he/she incorrectly matched the items in the question.

2.2 SECTION B: Short Answer Questions

This section consisted of six (6) compulsory questions: 3, 4, 5, 6, 7 and 8. Questions 3 and 4 weighed 4 marks each while questions 5, 6, 7 and 8 weighed 8 marks each. The whole section therefore, had a total of 40 marks.

2.2.1 Question 3: Making Reservation

The question required the candidates to make reservations using the telephone for their journey from Dar e salaam to Dodoma. They were supposed to write answers using the given question guides. The question tested the candidates' ability to make reservations through the telephone. The question was as follows:

3. Assume that you want to travel from Dar es Salaam to Dodoma. How would you make a reservation for your journey using telephone? Write your answers using the given question guides in (i) - (iv).

- (i) How would you introduce yourself?*
- (ii) How would you give the message?*
- (iii) How would ask for the bus fare?*
- (iv) How would you ask for the reporting time?*

The question was attempted by 487,541 (100%) candidates, out of which 354,816 (72.8%) scored from 0 to 1 mark; 55,462 (11.4%) scored 2 marks and 77,263 (15.8%) scored from 3 to 4 marks. Among the candidates with weak performance, 276,353 (56.7%) scored 0. The candidates' general performance on the question was average, considering that 37.2 per cent

of the candidates scored an average of 30 per cent and above all the marks allotted to the question. The performance of the candidates is summarised in Figure 3.

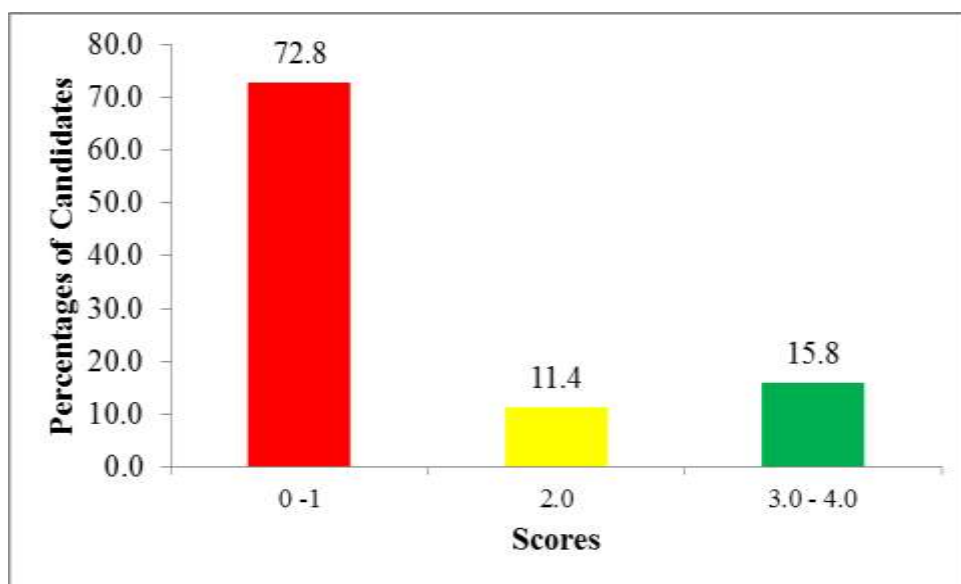


Figure 3: *Candidates' Performance on Question 3*

Analysis indicates that 354,816 (72.8%) candidates who scored from 0 to 1 mark lacked adequate skills in making reservations by phone. They failed to introduce themselves in responding to item guide (i), *how would you introduce yourself?* For example, one of them wrote *yourself is introducing my aunt*. Another one responded by writing *yes introduce yourself*. Hence, the candidates lacked adequate knowledge and skills about self-introduction in the English Language.

Moreover, the candidates provided incorrect responses to item (ii), *how would you give the message?* They lacked skills in delivering the message in making a reservation. Some candidates copied the guiding questions as responses. Other candidates wrote elements of a *memorandum*, which are *from*, *to*, *date*, *message* and *signature*, without filling anything to those elements. Additionally, others wrote ungrammatical sentences. For example, one of them wrote *I would give the message to information the telephone*. The failure to deliver the message appropriately could be attributed to insufficient vocabulary and poor proficiency in the English Language. Therefore, they constructed ungrammatical sentences.

Further analysis indicates that the candidates failed to respond correctly to item guide (iii), *how would you ask for the bus fare?* In this item, the candidates were supposed to ask for the bus fare. For example, *how much*

is the fare? However, these candidates failed to respond as required. Yet, other candidates wrote incorrect responses. For instance, one of them wrote, *Give the money to bus conductor*. Another candidate wrote *my father to give me the bus fare*. Besides, there were candidates who listed the bus company names and the fare for example, one of them wrote *Abood bus company is 8000/= to Dodoma*. Another candidate wrote *the fare of Ngorika bus to 15,000/=*. The candidates in this group did not address the requirement of the question.

Furthermore, the candidates failed to address appropriately item (iv), *how would you ask for the reporting time?* The candidates were required to ask for the reporting time from the reservation made. The analysis shows that they had insufficient knowledge of expressing themselves in the English language. For example, one candidate wrote, *to write time which object received*. Another one wrote, *my time is reporting ask*. Extracts 3.1 and 3.2 are illustration.

3	I Yourself is introducing my Aunt.	
ii	I have message it to the telephone	
iii	You reducing against me lot bus fare	
iv	I checked that reporting the mes time	

Extract 3.1: A Sample of the Incorrect Response to Question 3

In Extract 3.1, the candidate used ungrammatical sentences in all items. He/she failed to make a reservation by telephone. Extract 3.2 shows another misconception from one of these candidates.

3	Telephone message:	
	From: George Aron	
	To: Abudi office	
	Date: 15/11/2021	
	Telephone number: 0754 969294	
	message: Good morning	

Extract 3.2: A Sample of an Incorrect Response to Question 3

In Extract 3.2, the candidate wrote a telephone message instead of making a reservation, contrary to the requirement of the question.

Conversely, the candidates who scored high marks in this question (15.8%) demonstrated the ability to make reservations by telephone. Higher marks ranged from 3 to 4 marks. The candidates who scored 3 marks on this question correctly made reservations by using 3 out of 4 of the guidelines provided. Those who scored 4 marks correctly responded following the guidelines and created meaningful conversations.

Analysis shows that the candidates with good performance were able to introduce themselves. A self-introduction should contain one's name and key facts that will help the speaker make an impression on the person they are speaking to. Therefore, in responding to item (i), *how would you introduce yourself*, they correctly made self-introductions. For example, one of the self-introductions was *Hello! I am Max from Dar es Salaam; I hope that is Abood Bus Service.*

Moreover, the candidates responded correctly to item (ii), *how would you give the message?* Those who did well in this item understood and correctly responded according to the demand of the question. They delivered messages to reserve seats in a bus from Dar es Salaam to Dodoma. For example, one of the message was *I would like to reserve a seat from Dar es salaam to Dodoma next week, can I have a seat reserved for me?*

Additionally, item (iii) asked, *how would you ask for the bus fare?* These candidates item responded correctly to the item in this item. The candidates who correctly understood the demand of the question asked for the bus fare as required. Examples of the responses are *Excuse me, can I know the fare for my journey?* and *How much is the fare?*

Furthermore, the candidates answered correctly item (iv), *How would you ask for the reporting time?* They understood the demand of question and responded correctly by asking time to report. Examples of the questions are *at what time should I report at the Bus stop? What is the reporting time?* as illustrated in Extract 3.3.

8	i. Hello, greetings to you. My name is Mwanaidi Ally, a resident of Tete District in Dar-es-salaam.	
	ii. I would like to make a reservation for a journey from Dar-es-salaam city to Dodoma, in your bus company. The journey will be on 17 th December, 2021.	
	iii. Thank you so much. How much is the bus fare from Dar-es-salaam to Dodoma?	
	iv. At what time am I supposed to be at the bus stop?	

Extract 3.3: A Sample of the Correct Response to Question 3

Extract 3.3 shows that the candidate correctly made a reservation by using a telephone. The candidate correctly introduced himself/herself by using appropriate expressions in item (i). The candidate then made a reservation appropriately including providing sufficient information like the date of the journey in item (ii). Furthermore, the candidate correctly asked for the bus fare from Dar es Salaam to Dodoma as required in item (iii). Lastly, he/she correctly asked for the reporting time in item (iv).

Further analysis shows that, 55,462 (11.4%) candidates who scored average marks managed to construct 2 sentences to make reservations following the logical sequence. However, these candidates failed to complete making reservations per the guidelines since they had insufficient knowledge of making reservations.

2.2.2 QUESTION 4: Using Prefixes and Suffixes to Change Meaning

The candidates were instructed to change the meaning of words in items (i) - (iv) by adding a *prefix* or *suffix* according to the instructions given in each item. The question tested the candidates' knowledge of vocabulary.

The question was attempted by 487,541 (100%) candidates, out of which 478,106 (98 %) scored from 0 to 1 mark; 8,699 (1.8%) scored 2 marks and 736 (0.2%) scored from 3 to 4 marks. Among those with weak performance, 454,289 (93.2%) scored 0. The general performance of the candidates in the question was weak, considering that only 2 per cent of the candidates scored an average of 30 per cent or above of the marks

allotted to the question. The performance of the candidates is summarised in Table 3.

Table 3: Candidates' Performance on Question 4

Scores	Number of candidates	Percentage
0 - 1	478,106	98
2	8,699	1.8
3 - 4	736	0.2

The question was as follows:

Change the meaning of words in item (i)-(iv) by adding a prefix or suffix according to instructions given after each.

- (i) *'refine' to mean 'a place of activity'*
- (ii) *'fire' to mean 'wrongly or astray'*
- (iii) *'mud' to mean 'covered with'*
- (iv) *'check' to mean 'in opposition to or against'*

Analysis shows that 478,106 (98%) candidates with weak performance were not knowledgeable about the use of prefixes and suffixes. Therefore, they provided incorrect responses. For example, in item (i), some of them added a suffix – *ed* at the end of the word *refine* instead of a suffix – *ry*. Other candidates also added the suffix –*s* to form *refines*. Yet, others defined the word *refine*, contrary to the requirement of the question. For example, one of them wrongly defined it as *a place where industry is found*. Another candidate defined it as *an action of refining*.

Moreover, the candidates incorrectly answered item (ii). Some of them provided incorrect suffixes and prefixes. For example, the word *fire* was inflected by the suffix – *ment* to have the word *firement*. The word *firement* was an incorrect English word. The candidates were instructed to add a suffix which changes the word *fire* to mean *wrongly or astray*. Additionally, some of them underlined the word *fire* as a response while others skipped the item.

In item (iii), the candidates manifested their inability to comprehend the appropriate suffix or prefix for the word 'mud' to mean 'covered with mud'. Thus, some of them separated the word by using dash (-) to have mu-d, m-ud and m-u-d. Evidently, they lacked knowledge of prefixes and suffixes. Other candidates also added the suffix – *ism* to form the word *muddism*. Others added the prefix *in-* to have the word *inmud*, contrary to

the requirement of the question. Further analysis shows that some of them constructed sentences by using the word *mud* instead of adding the suffix *-y*.

Furthermore, the candidates incorrectly responded to item (iv). The word ‘check’ required them to add a prefix to mean ‘in opposition to or against’. However, they incorrectly answered it. Some of these candidates added the suffix *-ing* to form *checking*, while others added the prefix *in-* to form *incheck*. Other candidates added ‘not’ to have a word ‘not check’. Likewise, other candidates constructed sentences by using the word *check* contrary to the requirement of the question. Extracts 4.1 and 4.2 are examples of such responses to Question 4.

4.	(i) The refine	
	(ii) A fire.	
	(iii) A mud.	
	(iv) The check	

Extract 4.1: A Sample of the Incorrect Response to Question 4

Extract 4.1 shows that the candidate incorrectly wrote definite and indefinite articles before the provided words. The articles *the* and *a* were used contrary to the requirement of the question.

4		
i	refine a place of activity to mean	
ii	Wrongly or stray fire to mean.	
iii	Covered with mud to mean	
iv	to check in opposition to or against to mean.	

Extract 4.2: A Sample of Incorrect Response to Question 4

In Extract 4.2, the candidate wrongly re-arranged the words in the question by writing the phrase *to mean* at the end of each sentence. This candidate lacked knowledge of prefixes and suffixes in the English language.

Further analysis shows that the 8,699 candidates (1.8%) who scored average marks managed to add 2 out of 4 prefixes or suffixes. This indicates that they had some knowledge of using prefixes and suffixes for different contexts.

Conversely, the 736 candidates (0.2%) with good performance managed to change the meaning of words by adding a prefix or a suffix appropriately.

In item (i), they were aware that the -ry suffix forms nouns. The suffix indicates a place of business or some other activity, such as, bakery and brewery. It also shows a class or collection of things, such as cutlery and greenery. Additionally, it indicates qualities or actions collectively, for example snobbery and trickery. Therefore, they managed to change the meaning of the word *refine* to mean ‘a place of activity’ by adding the suffix -ry to form a word *refinery*.

In item (ii), they provided the correct answer, which was *misfire*. These candidates had adequate knowledge of English prefixes. They were aware that the meaning of the word *fire* can be changed to mean ‘wrongly or astray’ by adding the prefix mis-. Once added to the root/stem of a word, this prefix changes the word to mean wrongly, mistake or false. For example, the prefix mis- can be added to words fortune, conception and adventure to form *misfortune*, *misconception* and *misadventure*, respectively. Hence, the candidates correctly changed the word fire to misfire, as required by the question.

Moreover, the candidates correctly answered item (iii). They were aware that the suffix -y in the English language is attached to adjectives to mean “characterized by or inclined to” the substance or action of the word or stem to which the suffix is attached. For example, the words to which this suffix has been attached are juicy, grouchy and dreamy. The candidates were required to change the word *mud* by using suffix -y to mean ‘covered with mud’. Therefore, they correctly changed the word *mud* to *muddy* because they had adequate knowledge of suffixes in the English language.

Furthermore, the candidates correctly addressed item (iv). The word *check* was to be added with prefix *counter-* to mean “in opposition to or against”. Analysis shows that the candidates correctly changed the word *check* to *counter check*, following the requirement of the question. Extract 4.3 is illustrative.

4 (i)	refinery	
(ii)	misfire	
(iii)	muddy	
(iv)	countercheck	

Extract 4.3: A Sample of Incorrect Response to Question 4

2.2.3 QUESTION 5: Constructing Sentences to Show Actions

This question required the candidates to construct 4 sentences to show actions by using the given guidelines. The question tested their ability to construct sentences by using tenses.

The question was as follows:

Construct one sentence to show actions by using each of the given guidelines.

- (i) *An action that was frequently repeated in the past.*
- (ii) *Two actions which are in progress at the moment of speaking.*
- (iii) *An action that was in progress in the past.*
- (iv) *Two actions which were in progress at the same time in the past.*

The question was attempted by 487,541 (100%) candidates. Among them, 430,621 (88.3 %) scored from 0 to 2 marks; 24,676 (5.1%) scored from 3 to 5 marks and 32,244 (6.6%) scored from 6 to 8 marks. Among the candidates with weak performance, 387,332 (79.4%) scored 0. The general performance of the candidates on the question was weak, considering that 11.7% scored an average of 30% or above of the marks allotted to the question. The performance of the candidates is summarised in Figure 4.

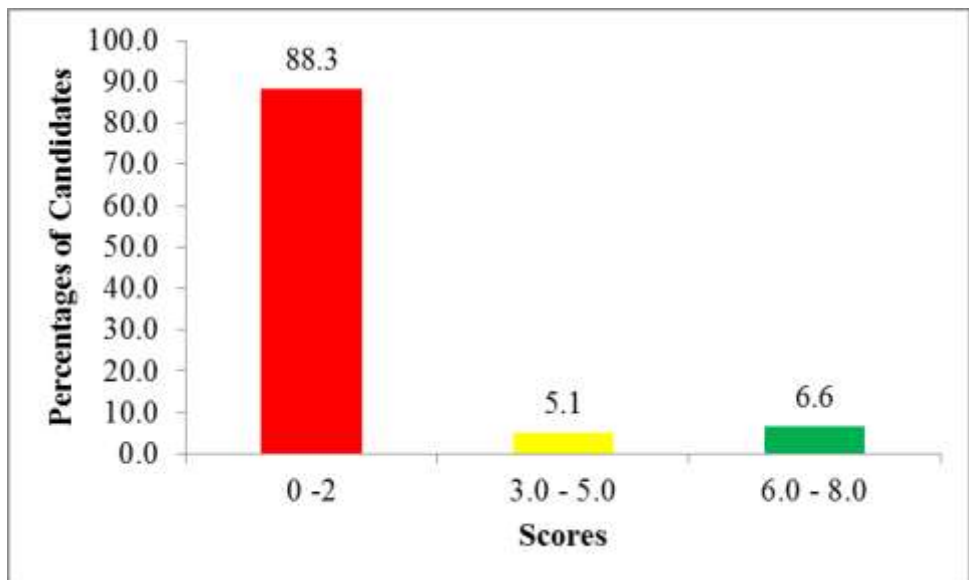


Figure 4: *Candidates' Performance on Question 5*

The analysis reveals that 430,621 (88.3%) candidates with weak performance on this question exhibited several weaknesses. Those who

scored 2 marks had limited knowledge of how different tenses are expressed in sentences. However, they correctly constructed 1 out of the 4 sentences required. Moreover, those who scored 0 had inadequate skills in showing actions by using appropriate tenses. Consequently, they failed to provide correct responses to any of the items.

Item (i) required the candidate to construct a sentence which shows an action that was frequently repeated in the past. The action must be the *Past Perfect Progressive Tense* to signify a frequently repeated action in the past. The tense is formed with auxiliary¹ verbs *had + been* and the *-ing* form of a verb. Therefore, to construct grammatically correct sentences, the candidates were supposed to use the structure *had + been + ing*. For example, *He had been stealing in the shop*. Additionally, the sentence can include an adverb of time; for example *Angela had been phoning Ali every night for the past seven days*.

Analysis shows that the candidates who failed to address this item did not understand the correct form of the *Past Perfect Progressive Tense*. Some of these candidates constructed sentences which showed completed actions in the past. For instance, one of them wrote, *My father had written a letter*. These candidates were unaware that auxiliary *had + ed/en pp* leads to a construction of a completed action in the past.

Moreover, another group of candidates formed sentences which show actions which began before something else had happened. This was evident through the structures *was + ing + conjunctions* like *when, just* or *while*. Thus, the sentence like *we were playing football when the teacher came* was evident. Another example from these candidates was *I met my friend when I was living in Mbeya*. The challenge to these candidates was not the construction of grammatical sentences rather it was creating sentences which show frequently repeated actions in the past.

Furthermore, analysis reveals that some candidates constructed sentences which showed present habitual actions. The candidates used the Simple Present Tense to construct the sentences. For example, *she plays netball every day*. Likewise, other candidates constructed sentences which showed continuous (progressive) actions. For example, *John is cleaning the car*. The candidates in this category formed sentences with the auxiliary verb

¹ An auxiliary verb is a verb that adds functional or grammatical meaning to the clause in which it occurs, so as to express tense, aspect, modality, voice and emphasis. Auxiliary verbs usually accompany an infinitive verb or a participle, which respectively provide the main semantic content of the clause. An auxiliary verb helps the main verb and is also called a "helping verb."

is/are + ing. Another example sentence by these candidates was *They are eating some food*.

Further analysis shows that some candidates who copied the guideline for the item and used it as answers while others skipped the item. Additionally, some of the candidates analysed the guidelines by indicating words into classes for example, *an* = article, *repeated* = verb and *in* = preposition, contrary to the requirement of the question.

Item (ii) required the candidates to construct sentence which show two actions in progress at the moment of speaking. Two actions in progress at the moment of speaking denote the application of the Present Progressive Tense. This tense is formed with the verb to be *is /are/am* + the *ing* participle. For example, *He is talking to a stranger*, and *she is cooking some food*. From the examples provided, two actions are *talking* and *cooking*. Both actions are inflected with the *-ing* participle to signify continuity of actions. To add more, the verbs *talking* and *cooking* are preceded by the auxiliary verb *is*, which is in the Present Tense. Moreover, auxiliary verbs which form the Present Progressive Tense can be plural *are* or singular *is*.

The candidates who failed on this item lacked adequate knowledge of the Present Progressive Tense. They constructed sentences which did not show two actions which were in progress at the moment of speaking. Some candidates created sentences that expressed habits or general truths. For examples *the sun sets in the west*; *John plays football every day* and *Water boils at 100°*. The created sentences are in the Simple Present Tense and not in the Present Progressive Tense as instructed. The candidates in this category managed to construct grammatically correct sentences. However, they failed to address to the requirement of the question.

Moreover, some of the candidates made sentences which showed actions that had started and finished at a specific time in the past. The actions were formed using the Simple Past Tense. This tense also shows that one is talking about something that has already happened. One can also use the simple past in a sentence without specifying a time, but it must have previously been made clear that the speaker is referring to a finished period. Therefore, the candidates who used the simple present tense lacked this knowledge. They constructed sentences such as *Jane washed her clothes*; *Mariam cooked some food* and *He walked home*.

Furthermore, some candidates made sentences that express actions that started at some time in the past and were still continuing at the present

moment of speaking. In forming these actions, one often uses the present perfect tense. The words *for* (with a length or period of time) and *since* (with a specific starting time) are usually used with the present perfect tense. For example, one candidate wrote, *He has lived in Tanga for five years*. Other examples are *she has completed her homework*; *they have eaten my food* and *my father has cut down the tree*.

Another weakness exposed by the candidates with weak performance on this item was lack of knowledge of English tenses and grammar. They constructed ungrammatical expressions, such as *in progress repeated at wrongly the action*. Moreover, some of them copied instructions from other questions as responses. This also showed their lack of knowledge of tenses. Additionally, some of them skipped item (ii) because they did not comprehend it.

Item (iii) required them to construct sentences which show *an action that was in progress in the past*. An action that was continuing in the past is in the Past Progressive Tense. The tense is formed with auxiliary verb *was/were* + the *ing* participle. For example, *Ahmed was playing football last week*. Therefore, the candidates were required to have the knowledge of how the Past Progressive Tense is formed so as to construct the sentences as instructed.

Analysis shows that the candidates who failed to address this item were not conversant with the form of the Past Progressive Tense. They made sentences which did not show that were continuing in the past actions. Some of these candidates made sentences in the Simple Past Tense. They did not know that the tense is used to talk about events, actions or situations which occurred in the past and were then finished. Similarly, the tense is used for actions that started and finished at a specific time in the past. It is also possible to use the simple past in a sentence without specifying the time, but it must have previously been made clear that the speaker is referring to a finished period. Therefore, due to the lack of this knowledge the candidates made sentences such as *We arrived at school*; *She kicked the ball* and *They smiled at me*.

Likewise, some candidates made sentences by using the present progressive tense. They were unaware that the tense is used when we talk about something which is happening now (actions happening at the moment of speaking). It is also called the present continuous tense. The

present progressive is formed with the verb BE² followed by the present participle. This is the structure: Subject + BE + (verb + ing). Therefore, the candidates made sentences like *Peter is reading a book*; *She is listening to the radio* and *They are playing football*.

Furthermore, some candidates made sentences by using the past perfect tense. The tense is formed by the structure *had* + the *past participle* of the main verb. The candidates created sentences such as *We had eaten some food*; *Kapipi had seen it before* and *It had rained heavily last night*. Those sentences are examples of many others these candidates created. Hence, they lacked knowledge of the past progressive tense in English.

Moreover, other candidates made sentences which showed future/expected actions, instead of actions which were in progress in the past. They used the auxiliary verbs *will/shall* and the verb phrase *going-to* in their sentences. These candidates made sentences which denote future time, such as *we shall pass our examinations*; *I am going to be a politician* and *We will eat our food in the evening*.

Further analysis shows that some candidates constructed sentences which express habits or general truths using the simple present tense. For example, *Janet smokes cigarettes* (shows habit) and *The sun rises in the east* (general truth). These candidates lacked skills in forming sentences which show actions which were in progress in the past.

Similarly, there were candidates who skipped the item while others wrote ungrammatical sentences. Examples of the ungrammatical construction are *at arrived Magomeni he is very happy*; *an action is parent for past sentence* and *you are sentences to my progress guidelines*. This is because these candidates lacked knowledge about English tenses.

Item (iv) required the candidates to construct sentences which show *two actions which were in progress at the same time in the past*. Hence, it required them to use the past progressive tense. This tense is formed with auxiliary verb *was/were* + the *ing* participle.

Consequently, the candidates were supposed to have the knowledge of forming the Past Progressive Tense in order to construct the sentences. Examples sentences showing two past progressive actions are *James was*

² Verb 'BE' is used to describe or tell us the condition of people, things, places and ideas. For example, they could tell us the subject's age, nationality, job or other traits. To-be verbs are **am**, **are** **is**, **was**, **were**, **been** and **being**.

working in the garden while listening to the radio; They were playing volleyball and Aisha was cooking some food and She was sweeping the floor while He was cleaning the windows. In the first sentence, the two actions are *working* and *listening*. In the second sentence the actions are *playing* and *cooking* while in the third sentence, the actions are *sweeping* and *cleaning*. All these actions (main verbs) are preceded by auxiliary verbs ‘was’ and ‘were’ to reflect the structure of the past progressive tense which shows a past continuous action.

Analysis shows that the candidates who failed to construct the sentences following the instructions demonstrated weaknesses. Some candidates made sentences by using the simple past tense. Examples of the created sentences are *she washed her clothes; Mwakifamba drove a car and Jane wrote a letter.* Although, they managed to make grammatical sentences, they did not adhere to the requirement of the item. Therefore, they failed to attain marks on this item. They failed to make sentences which show two actions in progress in the past. They were obliged to construct sentences which are formed with auxiliary verb *was/were* + the *ing* participle.

Moreover, analysis shows that another cause of incorrect responses these candidates was their failure to understand the requirement of item (iv). Evidently, they used the Present Progressive Tense instead of the required past progressive tense. The latter is formed with the verb BE followed by a present participle, illustrated as Subject + BE + (verb + ing). Therefore, the candidates constructed sentences such as *Students are singing songs; Yanga is playing against Simba and They are searching for it.*

Furthermore, another misconception observed from the candidates’ responses is in their use of the Past Perfect Tense. This tense is formed by the structure *had* + the *past participle* of the main verb. The tense is used to show an action that is complete, finished or perfected. Nevertheless, the candidates used the tense to respond item (iv) instead of using the past perfect tense, as required.

Additionally, analysis revealed that some candidates made sentences by using the Simple Present Tense. They wrongly made sentences such as *Juma plays football every day; She washes her dishes and They worship to God every day.* These candidates were not aware that the sentences they created showed habits not two past progressive actions.

Another group of candidates who failed to address this item made sentences which expressed future time contrary to the instruction. They used auxiliary verbs *will/shall* and the phrase *going-to* in their sentences.

These candidates made sentences which signify future time, such as *We shall sing to the Lord; I will play football in the evening* and *Ali is going to break it*.

Further analysis indicates that some candidates copied the item, while others copied the instruction of the question as their response. A few of them skipped the item. Evidently, they lacked of knowledge and skills in expressing the Past Progressive Tense. Extract 5.1 is illustrative.

5		
i	Dah! young baby is a very happy.	
ii	Headmaster is speaking some of students	
iii	Ali arrive at magomeni he is very quickly.	
iv	Students are celebrating in a graduation at 6:00 am and he is very happy	

Extract 5.1: A Sample of Incorrect Responses to Question 5

In Extract 5.1, the candidate failed to construct sentences showing different actions as required, hence he/she wrote ungrammatical sentences.

On the contrary, the 6.6 per cent of the candidates with good performance on this question scored from 6 to 8 marks. Those who scored 6 marks managed to construct 3 correct sentences following the provided guidelines. Those who scored 8 marks correctly constructed all the sentences required. These candidates made sentences showing actions that were frequently repeated in the past in item (i). They used the past perfect progressive tense to accomplish this task.

Moreover, in item (ii), they constructed sentences expressing two actions which were in progress at the moment of speaking. They were aware that, to achieve the task, they had to use the Present Progressive Tense. Furthermore, in item (iii), they correctly constructed sentences showing actions that were in progress in the past. They used the past progressive tense to accomplish the task. In item (iv), they created sentences showing two actions which were in progress at the same time in the past. They were aware that, to make sentences as instructed, they had to use the past progressive tense as shown in Extract 5.2.

5	(i) Johnson had been bullying his classmates every day last month.	
	(ii) I am reading a book while my sister is washing the dishes.	
	(iii) I was studying how to fly aircraft.	
	(iv) I was singing while Jack was playing a piano.	

Extract 5.2: A Sample of Correct response to Question 5

2.2.4 QUESTION 6: Re-writing Sentences in Possessive Case

The candidates were required to rewrite the given sentences to show possessive case. The sentences were as follows:

- (i) *That is a foot length.*
- (ii) *We saw the butcher shop.*
- (iii) *A student at Tegeta Girls Secondary School.*
- (iv) *She works at Ladies beauty salon.*
- (v) *Please do it, for goodness sake!*
- (vi) *I hate a duty call.*
- (vii) *He was the president at teachers trade union.*
- (viii) *It is a day match.*

The question tested the candidates' ability to express ownership.

All the 487,541 (100%) candidates attempted the question. Among them, 473,417 (97.1 %) scored from 0 to 2 marks; 7,340 (1.5%) scored from 3 to 5 marks and 6,784 (1.4%) scored from 6 to 8 marks. Of the candidates with weak performance, 467,011 (95.8%) scored 0. The candidates' general performance on the question was weak, since only 2.9 per cent scored an average of 30 per cent or above all the marks allotted to the question. The overall performance of the candidates on this question is summarised in Figure 5.

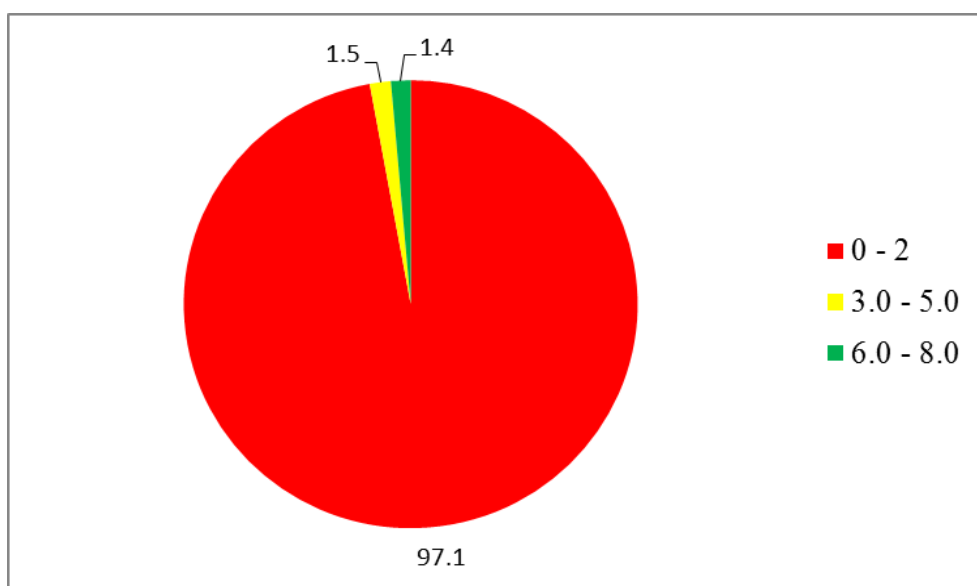


Figure 5: Percentages of the Candidates' Performance on Question 6

Analysis shows that 97.1 per cent of the candidates whose performance was weak failed to show the possessive case from the given sentences. Item (i) required the candidates to add the *S genitive*³ to the word *foot* to signify possessive case in the sentence. Therefore, the correct answer was *That is a foot's length*.

Analysis shows that some candidates incorrectly attached the *s genitive* to words such as *length* while others attached it to the demonstrative *that*. Therefore, they created ungrammatical sentences. Examples include *That is a foot lengths* and *Thats is a foot length*. These responses are contrary to the requirement of the question.

Additionally, analysis shows that other candidates changed some words in the given sentence by pluralising them. The pluralised words were *foot* to *feet* and *length* to *lengths*. Therefore, the created sentences were; *That is feet length*; *That is feet lengths*; *That are feet lengths* and *That is foot lengths*. These candidates lacked knowledge of possessive case of nouns in the English language. Hence, they resort scored 0.

Moreover, other candidates changed the given sentence into questions. They formed questions by adding the question mark. Hence, the sentence

³ The *s-genitive* is used to express a possessive relation between two objects. For example, the sentence: 'This is my friend's book', expresses the idea that a book belongs to your friend.

read; *Is that a foot length?* Yet, other candidates skipped the item because they lacked knowledge of the possessive case.

Item (ii) required the candidates to place an apostrophe (') before the *s* *genitive* after the word *butcher* to indicate possession in the sentence. Thus, the sentence should read, *We saw the butcher's shop*. The candidates who failed to address this item did not understand the proper place to put the possessive (*s*). There were also candidates who re-arranged the occurrence of the words in the sentence. Examples of the re-arranged words are *we saw the shop butcher; the butcher shop we saw* and *we the butcher shop*. This is contrary to the demand of the question; they were supposed to show the possessive case.

Moreover, the candidates misplaced the apostrophe. Some candidates placed the apostrophe on the word *saw*, while others placed it on the word *shop*. Therefore, they created ungrammatical sentences such as *we saw's the butcher shop* and *we saw the butcher shop's*. Furthermore, other candidates copied the sentence as their responses, while others skipped the item.

Item (iii) contained the sentence *A student at Tegeta Girls Secondary School*. In this item, the possessive case was supposed to be indicated on the word *girls*. Accordingly, an apostrophe had to be attached to *s* for plurality. Therefore, the correct sentence was *A student at Tegeta Girls' Secondary School*.

Analysis shows that the candidates who failed to address this item demonstrated several weaknesses. Some candidates changed the sentence into negative. Examples are *A student is not at Tegeta Girls Secondary School*; *A girl does not study at Tegeta Secondary School* and *She is not a girl at Tegeta Secondary School*. These candidates misinterpreted the requirement of the question. Hence, they formed negative sentences instead of indicating possessive case.

Other candidates misplaced the apostrophe. They attached the apostrophe to words *student*, *Tegeta* and *school*. Yet, others placed the apostrophe on the word *shop*. Thus, they created ungrammatical sentences such as *we saw's the butcher shop* and *we saw the butcher shop's*.

In item (iv), the apostrophe was supposed to be at the end of word *ladies*, without adding the letter *s* so as to mark possession. Thus, the sentence should read, *She works at Ladies' beauty salon*. The possessive case for plural nouns ending with letter *s* such as *boys*, *workers* and *teachers* are not

inflected with 's'. Those nouns are attached only with apostrophes to mark possession.

Analysis shows that candidates who failed to answer this item did not know how to indicate possession in plural nouns that end with an *s*. Therefore, the candidates who performed poorly on this item manifested several weaknesses. For example, some of them changed the tense of the sentence in the item to the Past and Present Progressive. Thus, the created sentences were *She worked at Ladies salon* and *she is working at Ladies salon*, which is contrary to the requirement of the question.

Moreover, other candidates inappropriately attached letter *s* and the apostrophe to the words *beauty* and *salon*. These candidates lacked knowledge that the words *beauty* and *salon* are inflected to mark possession based on the context of the sentence. They made sentences such as *she works at Ladies beauty's salon* and *she works at Ladies beauty salon's*.

Additionally, some of the candidates misinterpreted the requirement of the question. These candidates wrote responses that did not address the demand of the question. For example, some candidates supplied tag questions to the sentence, such as *does she?* *Doesn't she?* *Don't she?* Other candidates underlined the words *she* and *at*, whereas some of the candidates underlined the words *ladies*, *beauty* and *salon*. The candidates were instructed to re-write the given sentences in the possessive case using an apostrophe and not underlining the words.

In item (v) contained the sentence *Please do it, for goodness sake!* In this item an apostrophe was supposed to be attached at the end the of the word *goodness* to indicate possession. The word *goodness* ends with letters 'ss'. Thus, to mark possession one needs to attach only an apostrophe without adding another 's'. Therefore, the sentence was supposed to be re written as *Please do it, for goodness' sake!*

The candidates who failed to answer this item demonstrated some challenges. For example, some of the candidates added letter *s* after the words *do*, *it* and *sake*. Therefore, the re-written sentences read as *please do it, for goodness sakes*; *please does it, for goodness sake* and *please do its for goodness sake*. The created sentences did not follow the rules of the English language, especially concerning marking possession on the words ending with letters 'ss'.

Another group of the candidates misinterpreted the requirement of the question. These candidates removed some letters from the word *goodness*. For example, some of them removed the letter *s* while others removed both *ss*. Yet, there were those who removed the suffix *-ness*. The re-written sentences after the removal of the mentioned letters were *please do it, for goodnes sake*; *please do it, for goodness sake* and *please do it for good sake*. These candidates removed the letters as a way of expressing possession as opposed to the requirement of the question.

Further analysis shows that the candidates wrongly reproduced the same sentence as given in the item. Some of them did so by capitalising all words, whereas others capitalised some words. However, they did not attach the apostrophe to mark possession, as required by the question. Examples of the created sentences were *PLEASE DO IT, FOR GOODNESS SAKE!*; *Please DO it, for GOODNESS sake!*; *PLEASE do IT, for goodness sake!*

Another reason for the failure of the candidates to address this item was overgeneralisation of possessive case marking. In the English language, most nouns are inflected with an apostrophe preceded by letter *s* to show possession. For example, the nouns *boy*, *girl* and *president* follow the mentioned rule. Therefore, to mark possession in those nouns one should attach an apostrophe followed by letter *s* to form *boy's*, *girl's* and *president's*. Consequently, the candidates generalized the rule to all words intending to mark possession, as they attached an apostrophe and 's' to the word *goodness*. After being re-written, the sentence read, *please do it, for goodness's sake!*

Item (vi) contained the sentence *I hate a duty call*. In this item, an apostrophe was supposed to be attached at the end of the word *duty* followed by letter *s* to mark possession. The correct sentence showing possession after being attached with an apostrophe was *I hate duty's call*.

Analysis shows that the candidates who failed to address this item did not understand the requirement of item (vi). These candidates wrote responses that were contrary to the demands of the item. For example, some candidates supplied tag questions to the sentence such as *isn't it?*, *doesn't?* and *didn't they?* Another misconception was seen among the candidates who added question marks, while others added exclamation marks at the end of the given sentence. Hence, they wrongly wrote sentences such as *I hate duty's call?* and *I hate duty's call!*

Moreover, others incorrectly attached an apostrophe to the words *hate* and *call*. They were knowledgeable about the possessive case, but they failed to appropriately attach the apostrophe and letter *s* to mark possession. Thus, they wrongly wrote sentences such as *I hate duty call's* and *I hate's duty call*. Furthermore, another group of candidates attached letter *s* to the words *hate*, *duty* and *call* without an apostrophe. Therefore, they constructed sentences such as *I hates duty call*; *I hate dutys call* and *I hate duty calls*.

Item (vii) contained the sentence *He was the president at teachers trade union*. The item required the candidates to rewrite the sentence correctly to show possessive case. Accordingly, the word *teachers* had to be attached with an apostrophe for the sentence to read *He was the president at teachers' trade union*.

Those who failed to address this item exhibited some weaknesses. One of the demonstrated weaknesses was a lack of skills in attaching apostrophes to words. Evidently, some of the candidates inappropriately attached apostrophes and letter *s* to the words *president*, *union* and *trade*. Thus, the created ill-formed sentences were *He was the president's at teachers trade union*; *He was the president at teachers trade's union* and *He was the president at teachers trade union's*. These candidates were knowledgeable about apostrophes, but they failed to attach them appropriately according to the context of the given sentence.

Another reason for the failure of some candidates to provide the correct answer was their lack of knowledge of apostrophes. This was evident through the candidates whose responses were incorrectly attached with 's'. The candidates provided incorrect answer as they added letter 's' to words *president*, *trade* and *union* so as mark plurality. Thus, they aimed at making the sentence plural instead of marking possession. Examples of the created sentences after addition of *s* were *He was the presidents at teachers trade union*; *He was the presidents at teachers trade unions* and *He was the president at teachers trades unions*.

Additionally, most candidates failed because they misinterpreted the requirement of the question. These candidates changed the given sentence into negative using negation markers, namely *not* and *never*. Hence, they created negative sentences, instead of marking possession. Examples of the wrongly created sentences were *He was not the president at teachers trade union* and *He was never the president at teachers union*.

Furthermore, another group of the candidates changed the tense of the sentence in item (vii). Some of them changed it to present progressive,

while others changed it to the future time. Examples of these candidates' sentences were *He is the president at teachers trade union* and *He will be the president at teachers trade union*.

In item (viii) contained the sentence *It is a day match*. In this item, an apostrophe was supposed to be at the end of the word *day* to mark possession. The correct sentence, after attaching an apostrophe and letter *s* should read, *It is a day's match*. However, this was not the response by some candidates. They provided answers contrary to the instruction. Several reasons led to their failure. These are described in more detail below.

Failure to understand the demand of the question was one of the reasons for the candidates' failure to address this item. Consequently, some of the candidates changed the tense to the past, whereas others changed it to the future time. Thus, they created sentences that were contrary to the instruction provided. Examples of the sentences were *It was a day match*; *It had been a day match* and *It will be a day match*.

Further analysis shows that some of the candidates had knowledge of apostrophe. However; they failed to attach the apostrophe to the correct word. Evidently, they incorrectly attached an apostrophe and *s* to the word *match*. Consequently, they created ill-formed sentences instead of rewriting the given sentence to show possession. For example, *It is a day match's* was formed by these candidates due to the misplacement of the apostrophe.

Additionally, there were candidates who added *s* to different words of the given sentence. They added *s* to words *it*, *day* and *match*, contrary to the instruction of the question. Examples of the created sentences were *Its is a day match*; *it is a days match* and *it is a day matchs*. These candidates had limited knowledge of showing possessive case by using an apostrophe. Extract 6.1 is illustrative.

6.	i) That is a foot length, it is hers.	
	ii) We saw his butcher shop	
	iii) She is a student at Tegeta girls secondary school.	
	iv) She works at ladies beauty salon, it is hers	
	v) Please do it for goodness sake!	
	vi) She hates duty calls.	
	vii) He was the president at teachers trade union.	
	viii) It's a day match.	

Extract 6.1: A Sample of Incorrect Response to Question 6

Extract 6.1 shows that the candidate failed to attach an apostrophe to any of the sentences as instructed. The candidate, alternatively, added possessive pronouns to items (i), (ii) and (iv) while reproducing the same sentences in the rest of the items.

Conversely, those with good performance were 6,784 (1.4%). These candidates correctly rewrote all sentences using apostrophes to show the possessive case as Extract 6.2 shows.

06	i) That is a foot's length	
	ii) We saw the butcher's shop	
	iii) A student at Togeta Girls' Secondary school.	
	iv) She works at Ladies' beauty salon.	
	v) Please do it for goodness' sake!	
	vi) I have a duty's call	
	vii) He was the president of teachers' trade union.	
	viii) It is a day's match	

Extract 6.2: A Sample of Correct Responses to Question 6

Extract 6.2 shows that the candidate demonstrated adequate knowledge of possessive cases by using apostrophes. The candidate correctly rewrote all sentences by marking an apostrophe so as to show possessive case as instructed.

2.2.5 QUESTION 7: Reporting Dialogue

The candidates were required to report the dialogue as Janet in (i) and as Ali in (ii) in a single paragraph. The question tested the candidates' ability to construct sentences in reported speech. It was as follows:

Consider the following dialogue between Ali and Janet and then answer the questions that follow.

Ali: *Hello, Janet, where are you going?*

Janet: *I'm going to the playground to watch a football match.*

Ali: *(laughing) I'm going to the bus stop to receive my brother who is coming from Pemba.*

Janet: *Then you must hurry up.*

Questions:

- (i) *Imagine that you were Janet; report the dialogue to another person in a single paragraph.*

- (ii) *Assume you were Ali; report the above dialogue to another person in a single paragraph.*

All the 487,541 (100%) candidates attempted the question. Among them 470,988 (96.6%) scored from 0 to 2 marks; 9,225 (1.9%) scored from 3 to 5 marks and 7,328 (1.5%) scored from 6 to 8 marks. Of the candidates with weak performance 459,124 (94.2%) scored 0. Their general performance on the question was weak, considering that only 3.4 per cent of the candidates scored an average of 30 per cent or above of the marks allotted to the question. Figure 6 shows the candidates' overall performance on this question.

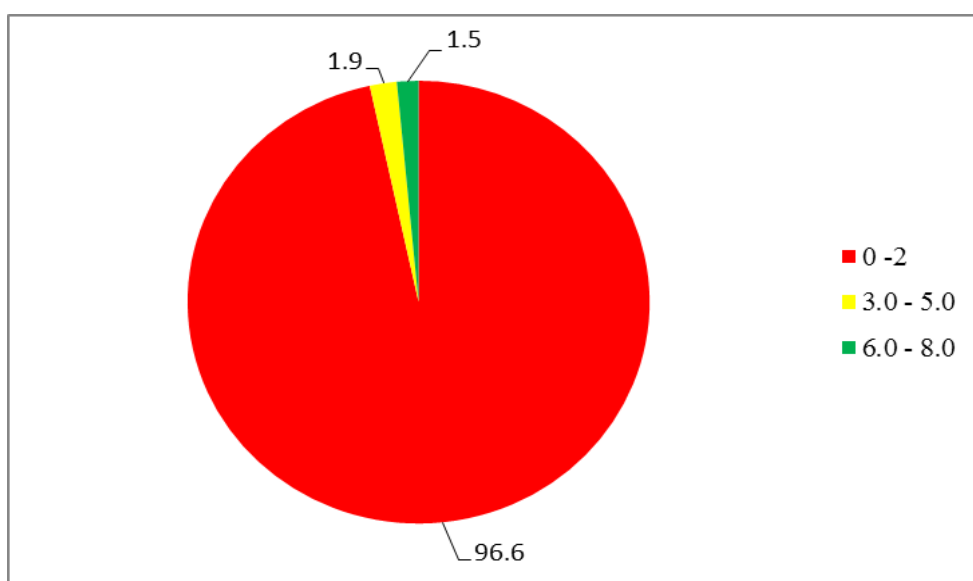


Figure 6: *Percentages of the Candidates' Performance on Question 7*

Analysis indicates that 96.6 per cent of the candidates whose performance was weak failed to report the given dialogue as instructed due to various reasons.

The lack of knowledge of the reported speech contributed to these candidates' poor performance. Consequently, they did not address the questions asked. Item (i) asked the candidate to imagine that he/she were Janet and then to report the dialogue to another person in a single paragraph. Item (ii) required the candidates to report the dialogue to another person in a single paragraph by imaging that they were Ali.

To report correctly the given dialogue as Janet, the candidate was required to use the Simple Past Tense and the Past Progressive Tense. The Simple Past Tense is shown by the verbs *asked*, *replied* and *told*. Likewise, the Past Progressive Tense is found from the verb phrases *was going* and *was*

coming, respectively. To report correctly as Ali, the candidate was required to use the Simple Past Tense and the Past Progressive Tense. The Simple Past Tense is shown by the verbs *greeted*, *asked*, *replied* and *told*. Likewise, the Past Progressive Tense is indicated in the verb phrases *was going* and *was coming*, respectively.

Therefore, reported speech was supposed to be as follows;

- (i) *Ali asked me where I was going. I replied that I was going to the playground to watch a football match. He told me that he was going to the bus stop to receive his brother who was coming from Pemba. Then I asked him to hurry up.*
- (ii) *I greeted Janet and asked her where she was going. She replied that she was going to the playground to watch a football match. I told her that I was going to the bus stop to receive my brother who was coming from Pemba. She asked me to hurry up.*

However, some candidates reported using the Present Progressive Tense instead of the Simple Past Tense and the Past Progressive Tense. Thus, to the first sentence, they responded *Ali is asking me where I am going now*, instead of *Ali asked me where I was going*. Then, to the second and third sentences, they reproduced the sentences as used in the dialogue. All sentences conformed to the Present Progressive Tense. To the last sentence, they responded, *you are hurrying up* instead of *then I asked him to hurry up*.

Failure to understand the requirement of the question also contributed to some of the candidates' poor performance on the question. Hence, they created wrong dialogues. For example one of them responded as follows:

John: How are you?
Peter: I am fine
John: What do you like?
Peter: I like Yanga Sports Club.

Further analysis indicates that the candidates lacked knowledge of the appropriate tense for reporting events. For instance, some of these candidates changed all the sentences provided to the future time. They used modals such as *will* and *shall*. For example, *Hello, Janet, where will you go? I will go to the playground to watch a football match; I shall go to the bus stop to receive my brother who is coming from Pemba and you will hurry up.*

Furthermore, some of the candidates skipped both items while others copied the dialogue as their response. These candidates failed to report the given dialogue as instructed. Extract 7.1 illustrates this scenario.

7 (i)	Hello! I need to go to the playground to watch the match which will commence at 5pm in the evening today.
7 (ii)	Hey! if you want to watch the match you should make sure you are not late but for me I am going to the bus stop to receive my young brother who is coming from Pemba.

Extract 7.1: A Sample of the Incorrect Response to Question 7

In Extract 7.1, the candidate manifested a lack of knowledge of the reported speech. Therefore, he/she provided incorrect responses.

Conversely, 7,328 (1.5%) candidates who performed well on this item understood how the direct speech changes into indirect speech or reported speech. They managed correctly changed the Present Progressive Tense to the Past Progressive Tense as shown in Extract 7.2

07 (i)	Ali asked me where was I going, I told him that I was going to the playground to watch a football match then he laughed and told me that he was going to the bus stop to receive his brother who was coming from Pemba then I told him to hurry up.
07 (ii)	I asked Janet where was she going, she told me that she was going to the playground to watch a football match then I laughed and told her that I was going to the bus stop to receive my brother who was coming from Pemba and finally she told me to hurry up.

Extract 7.2: A Sample of the Correct Responses to Question 7

2.2.6 Question 8: The Use of Prepositions

The question instructed the candidates to construct one sentence by using prepositions for each of the functions given in items (i) - (iv).

The question was as follows:

Construct one sentence by using prepositions expressing each of the following functions.

- (i) *Stating relationship between people.*
- (ii) *Meaning 'higher than' something.*
- (iii) *Denoting speed of an object.*
- (iv) *Signifying possession.*

The question tested the candidates' ability to construct sentences with appropriate prepositions.

All the 487,541 (100%) candidates attempted the question. Among them, 476,467 (97.7%) scored from 0 to 2 marks; 7,328 (1.5%) scored from 3 to 5 marks and 3,746 (0.8%) scored from 6 to 8 marks. Of the candidates with weak performance, 452,228 (92.8%) scored 0. Their general performance on the question was weak; only 2.3 per cent of the candidates scored an average of 30 per cent or above of the marks allotted to the question. Their overall performance on this question is summarised in Figure 7.

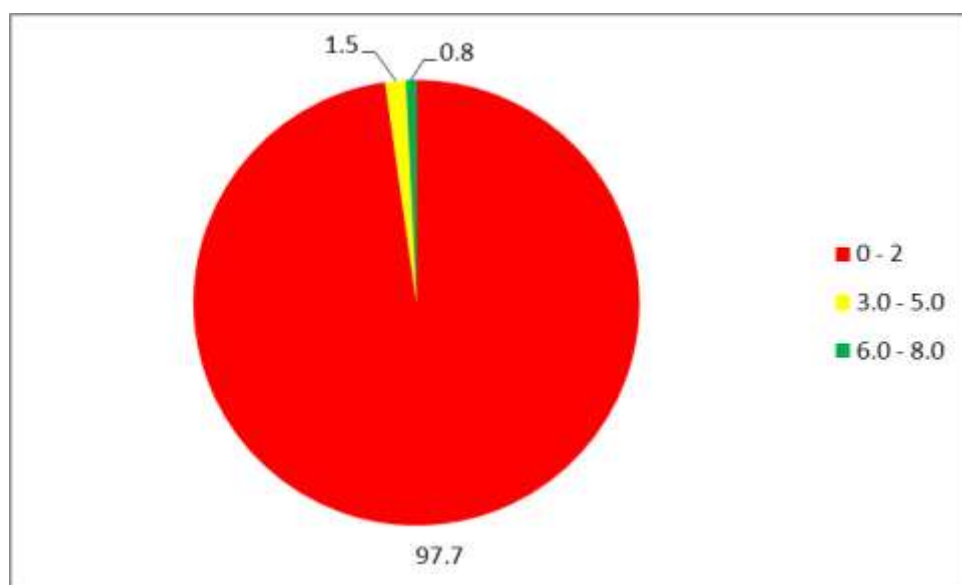


Figure 7: *Percentages of the Candidates' Performance on Question 8*

Analysis indicates that 476,467 (97.7%) candidates with weak performance failed to construct sentences using correct prepositions due to various reasons. They were not knowledgeable about the use of prepositions for various functions.

Item (i) required the candidates to construct sentences using a preposition⁴ which states relationship between people. The prepositions *to*, *with* and *of* could have been used to address the question. To achieve the task, the candidates were required to contextualize the prepositions. Example sentences are *John is related to Mariam* and *I live with my parents*.

However, the candidates who failed to address this question did not understand the proper use of prepositions which state relationships. Some candidates stated family relationships without using prepositions. For example, one candidate wrote *the relationship between Aisha and Flora is that they are mother and daughter*. Another candidate wrote *Paulo has relationship that is his girlfriend Winifrida*.

Others constructed sentences which did not state relationships between people but between inanimate objects. Examples are *a car is in the garage*; *a book is on the table*; *the bus was at the bus stop*.

Item (ii) required them to construct sentences using prepositions to mean ‘higher than’ something. In this item, the candidates could use the prepositions *above* or *over* to fulfil the requirement of the question. For example, *the hydrogen balloon rose above the clouds*.

The candidates who failed to address this item did not understand the proper use of the prepositions which state meaning higher than something. Some of these candidates used comparative and superlative forms of adjectives instead of prepositions. Examples given were: *Juma is taller than Joseph*; *Tiger is the fastest animal* and *Mwanakombo is the youngest girl*.

Moreover, other candidates made sentences with prepositions that did not address the requirement of the question. Some of them used prepositions of time, such as *at*, *on*, *in*. Examples sentences are: *I will see you at night*; *my birthday is on January*; *the world cup was held in 2018*. Others constructed sentences using prepositions of place: For instance, *I saw it at the front desk*; *I put the money in my wallet* and *we spent an evening at home*. Furthermore, some of them copied the instructions as their responses whereas others skipped the item.

Item (iii) asked the candidates to construct a sentence using prepositions which denote the speed of an object. For example, *the car runs at 80 km*

⁴ A preposition is a word or group of words used before a noun, pronoun, or noun phrase to show direction, time, place, location, spatial relationships, or to introduce an object.

per hour; the motorcycle runs with high speed; the engine runs on dangerous speed.

However, some candidates constructed sentences with prepositions which do not show the speed of an object. Some of them used prepositions of time such as *at*, *on* and *in* whilst others used prepositions of place. Therefore, they made sentences such as *We were eating some food in the evening; She visits her friends at Christmas* and *We usually go to church on Sunday.*

Another group of the candidates who failed to address this item made sentences which did not contain prepositions. For example, one of them wrote *we saw a lady walking as slow as a chameleon.* The sentence was grammatically correctly, but it lacked a preposition that denotes speed.

Item (iv) tasked them to construct sentences using prepositions that signify possession. The candidates could use the prepositions *of* and *with* to signify possession. Essentially, such prepositions must be in the sentences that suggest possession. For example, *the factory of our company is now operating* and *the woman with long hair is my sister.*

Analysis shows that the candidates who failed to address this item did not know the proper use of prepositions that signify possession. For example, one candidate wrote *the pen on the table is mine.* This sentence does not have a preposition indicating possession. Yet, the word *mine* in that sentence is a *possessive pronoun* and not a *preposition*.

Moreover, analysis shows that other candidates used prepositions which did not signify possession. For example, *She is looking at me: we were eating with her* and *Abdallah is sitting on a chair.* All the sentences by these candidates have prepositions but they did not signify possession. Extracts 8.1 and 8.2 show the responses of candidates who failed to compose sentences by using prepositions as instructed.

Q.1	The stating relationship between people	
ii	meaning to higher to something	
iii	Denoting to speed of an object	
iv	The signifying possession	

Extract 8.1: A Sample of the Incorrect Responses to Question 8

In Extract 8.1, the candidate lacked knowledge of prepositions and their functions. Hence, he/she copied the task as responses.

8. i.	Beside Juma, Rose is also my best friend.
ii.	The book is on top the of the table.
iii.	The car in the tunnel is the fastest.
iv.	The pen on table is mine.

Extract 8.2: A Sample of the Incorrect Responses to Question 8

In Extract 8.2, the candidate demonstrated inadequate knowledge of prepositions. Accordingly, he/she could not construct sentences using the prepositions as required.

In contrast, 3,746 (0.8%) candidates correctly constructed sentences using the prepositions as required. These candidates were knowledgeable about prepositions and their functions in different contexts as illustrated in Extract 8.3.

8. i.	She is married to Juma.
ii.	The explosion was intense that it went over the atmosphere.
iii.	The car was travelling at a speed of forty kilometres per hour.
iv.	The purse belongs to my mother.

Extract 8.3: A Sample of the Correct Responses to Question 8

2.3 SECTION C: Essay Questions

This section consisted of four (4) questions: 9, 10, 11, and 12. The candidates were instructed to answer only three (3) questions. Each question weighed 15 marks. The whole section had a total of 40 marks.

2.3.1 QUESTION 9: Composing a two Stanza Poem

This question demanded the candidates to compose a two-stanza poem with four verses each and identify the literary devices used. The devices were metaphor, personification, simile, hyperbole, persona, refrain and barbarism. These are described below:

- (i) *Metaphor: The direct comparison of unlikely objects/things without using conjunctions*
- (ii) *Personification: The attribution of human traits to non-human beings for artistic effect or intended message*
- (iii) *Simile: The comparison of unlikely objects/things by using conjunctions like as ...as, such as, like, as if*
- (iv) *Hyperbole: The exaggeration of facts or realities e.g. I ate a million of rice plates at the ceremony*
- (v) *Persona: The character who speaks in a poem to deliver a certain message*
- (vi) *Refrain: The repetition of a verse at the end of each stanza in a poem*
- (vii) *Barbarism: The use of a word from a different language as the main text language for artistic reasons*

The question tested the candidates' literary creativity and analytical skills and it was as follows:

You have attended lessons on creative writing by using literary devices. Compose a two stanzas poem with four verses each and identify the following literary devices from the poem you have composed.

- (i) *Metaphor*
- (ii) *Personification*
- (iii) *Simile*
- (iv) *Hyperbole*
- (v) *Persona*
- (vi) *Refrain*
- (vii) *Barbarism*

The question was attempted by 151,091 (31%) candidates. Among them, 123,307 (81.6%) scored from 0 to 4.5 marks; 8,567 (5.7%) scored from 5 to 9.5 marks and 19,217 (12.7%) scored from 10 to 15 marks. Of the candidates with weak performance, 121,035 (80.1%) scored 0. Their general performance on the question was weak; only 19.8 per cent of the candidates scored an average of 30 per cent or above of the marks allocated to the question. Their overall performance on this question is summarised in Figure 8.

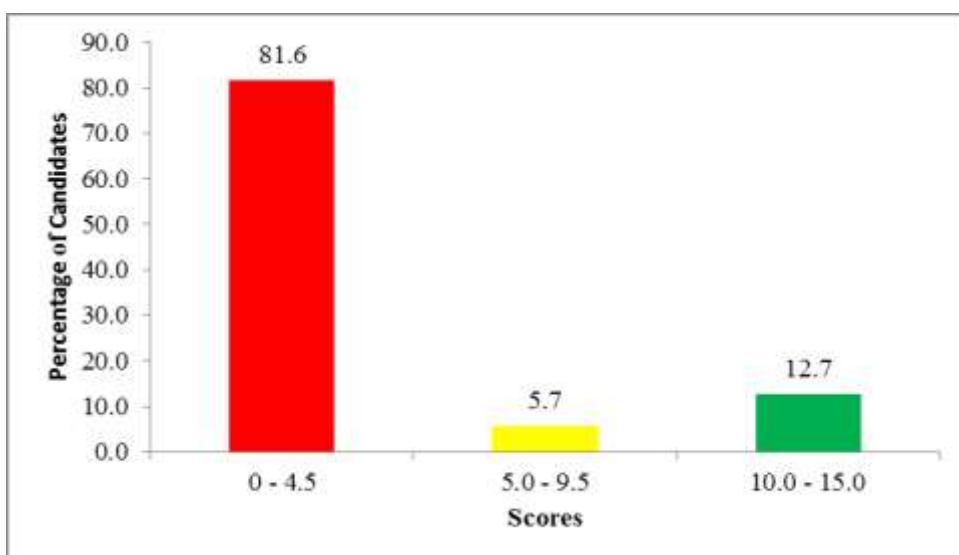


Figure 8: Percentages of the Candidates' Performance on Question 9

Analysis shows that 121,035 (80.1%) candidates with poor performance on this question failed to compose two-stanza poems as instructed. Moreover, they exhibited insufficient knowledge of the literary devices required by the question. Some of these candidates did not compose a poem, but they defined the literary devices. Yet, the definitions were wrong. Besides, they were not required by the question. For example one of the candidates defined metaphor as *the book of literature in which characters are doing actions only*. Another candidate defined personification as *the literary devices through which actions are similar*.

Moreover, other candidates failed to compose a poem but reproduced poems by other poets. They reproduced poems such as *Eat more* by Joe Corrie, *Building the Nation* by Henry Barlow and *You are lost* by Isaac Mruma. These candidates did not understand the demands of the question. Therefore, instead of creating (composing) a poem, they reproduced poems by other poets.

Poor proficiency in the English language was also an obstacle facing some of the candidates. These candidates composed poems in Kiswahili. For example, one of them wrote:

*Maisha ni magumu
Bila hata ya kulaumu
Nasubiri siku ya Hukumu
Naweka hii yangu kalamu*

Others reproduced poems Kiswahili poems. They failed to compose poems in the English language. Yet, others reproduced the famous Kiswahili poem ‘Kama Mnataka Mali Mtayapata Shambani’ as follows:

*Karudi Baba mmoja, toka safari ya mbali
Kavimba yote mapaja, na kutetemeka mwili
Watoto wake wakaja, ili kumtaka hali
Wakataka na kauli, iwafae maishani.*

*Akatamka mgonjwa, ninaumwa kweli kweli
Hata kama nikichanjwa, haitoki homa kali
roho naona yachinjwa, kifo kimenikabili,
kama mwataka kauli, semani niseme nini.*

These candidates, nevertheless, failed to identify the literary devices from the reproduced poems.

Further analysis indicates that some of the candidates misinterpreted the requirement of the question. They wrote messages and themes of various poems by other poets. These candidates could neither create their own poems nor identify the literary devices. Alternatively, they chose prose works other than poems of which to write the messages and themes. The works used by these candidates were *This Time Tomorrow* by Ngugi wa Thiong’o, *Passed like a Shadow* by Bernard Mapalala, *Three Suitors one Husband* by Oyono Mbia and *Unanswered Cries* by Osman Conteh. Extract 9.1 shows the response by a candidate who failed to compose a poem and identify the literary devices.

9.	<p>i) Metaphor is the poem how to this formation to reducing the poem how to showing information the stanza for example of the stanza Life and Death. This was the mother and Child how to asking the mother the you don't die this how to showing that the material in the life.</p> <p>ii) Personification is total way of the maintainable how to formation work ing it was making for life and Death how to showing that walking to around the formation to the village, asking the brother look the formation 1 to look that informal tech too to reducing making formation.</p> <p>iii) Simile it was maintain to formation it was look the stanza walking to do how to many stanza.</p> <p>iv) Hyperbole it was readable for the stanza it was making in arounded for material in the stanza.</p> <p>v) It was the people look at the poem of stanza to showing that formation making the character.</p> <p>vi) It was making for the stanza to show that walking to do that material how to walking the making to show the crop cultivation in the nation to show the material.</p> <p>vii) It was making that information how to showing that material to reducing for crop cultivation from the simile and metaphor.</p>
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Extract 9.1: A sample of the Incorrect Responses to Question 9

In Extract 9.1 the candidate failed to compose a poem and identify the literary devices. Therefore, he/she incorrectly defined the literary devices. These responses demonstrate their poor mastery of the English language.

In contrast, 19,217 (12.7%) candidates with good performance correctly composed poems. They also identified the literary devices the poems contained. For example, one candidate in item (i) created a *Metaphor*, *your mind is weapon*. In this verse the metaphor presented by an auxiliary verb ‘is’ to explain that his mind is not a weapon, but it is compared to a weapon.

In item (ii), personification was written by one of the candidates as *her beauty screams to the world*. In this verse, personification was presented by the phrase ‘beauty screams’. In reality, beauty cannot scream. Therefore, personification arose by giving the abstract noun *beauty* a trait of human beings.

Likewise, these candidates succeeded in creating and identifying *similes* in item (iii). Examples of the similes they composed were *just like a flower that everyone adores*. From this verse the simile presented by a correlative conjunction ‘like’ to explain that something was adored in the same manner of the flower is adored.

In item (iv), a *hyperbole* was created by one of the candidates as *she told me a million times*. In this verse, the hyperbole exaggerated the fact of telling. That is, in real sense, one hardly tell someone else something a million times, rather it is only a few times. Additionally, in item (v), the *persona* was well identified by the candidates in this category as *persona was the character who speaks in a poem*.

Furthermore, the candidates employed *refrain* in the poems to respond to item (vi). One of the refrains these candidates used was *and ready to face the struggles of life*. According to the poet, the refrain aimed at emphasizing the continuation of life struggle. In item (vii), *Barbarism* was identified by the candidates who correctly created poems. These candidates indicated barbarism in one of the verses. One candidate wrote in his/her poem ‘you were like a warrior Baba’. In this verse, barbarism is presented by the Kiswahili word ‘baba’. Extract 9.2 is illustrative.

	THE SUCCESS TO COME.	
1.	As I am a "mwana funzi", The jewel of my father's house, Studying till my eyes came out, Now I am glad to finish.	
2.	Being happy like never before, Time walking to push me forward, And at last this is my reward, Now I am glad to finish.	
i)	Metaphor.	
	Stanza 1, verse 2 "The jewel of my father's house" joining words without the use of conjunction.	
9. ii)	Personification	
	Giving quality of a person to something or an animal. Stanza 2, verse 2 "Time walking to push me forward". In reality, time does not walk.	
iii)	Simile	
	The use of conjunctions such as "as...as" or "like". Stanza 2, verse 1. "Being happy like never before"	
iv)	Hyperbole.	
	To exaggerate an event or action. Stanza 1 verse 3 "Studying till my eyes come out". It is impossible for it to occur.	
v)	Persona.	
	Is the one who talks in the poem. The persona in the poem is a school leaver.	
vi)	Refrain	
	It is the chorus or the last words in the poem's stanza (last verse) In the poem it is "Now I am glad to finish"	

Extract 9.2: A Sample of the Correct Responses to Question 9

2.3.2 Question 10: Showing how Poets Use Devices to Deliver Messages

The candidates were required to use two poems to show how poets use poetic devices to deliver their message to society. The question was as follows:

“Poets/poetess uses poetic sound devices to convey messages to society.” Using two poems which are prescribed under this section validate this statement by giving three points in each.

The question aimed tested the candidates’ abilities to use various poetic techniques to convey messages.

A total of 393,570 (80.7%) candidates attempted the question. Among them, 383,387 (97.4%) scored from 0 to 4.5 marks; 8,571 (2.2%) scored from 5 to 9.5 marks and 1,612 (0.4%) scored from 10 to 15 marks. Of the candidates with weak performance, 242,144 (61.5%) scored 0. Their general performance on the question was weak since 19.8 per cent of the candidates scored an average of 30 per cent or above of the marks allotted to the question. Their overall performance on this question is summarised in Figure 9.

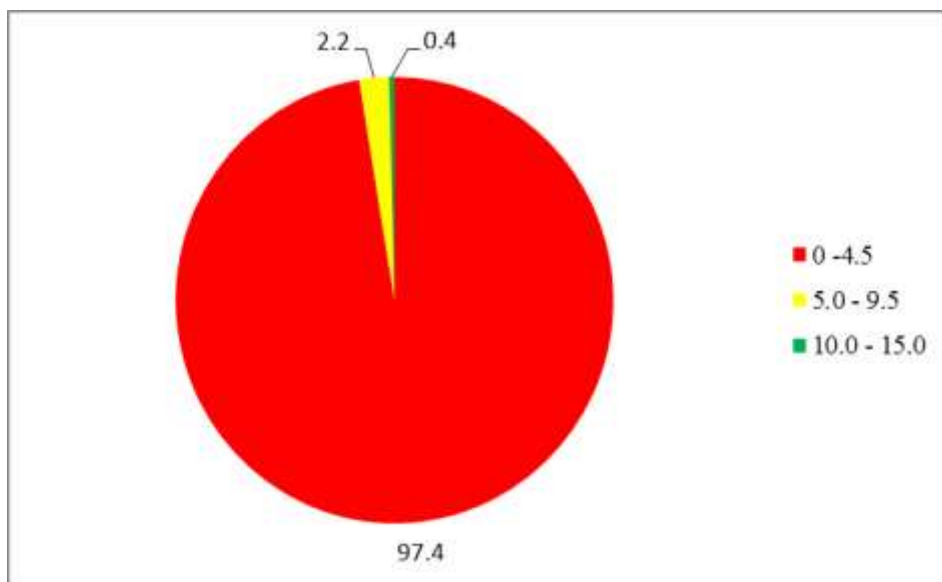


Figure 9: Percentages of the Candidates’ Performance on Question 10

Analysis indicates that 383,387 (97.4%) candidates with weak performance manifested several weaknesses. Some of them misinterpreted the requirement of the question. For example, some

candidates used novels to write messages which are found in them instead of poems. They cited novels such as *Passed Like a Shadow* written by Mapalala, *Unanswered Cries* authored by Conteh, and *Weep Not Child* written by Ngugi wa Thiong'o. These candidates were supposed to cite poems and explain the sound poetic devices such as *Alliteration*, *Reiteration*, *Consonance*, *Onomatopoeia* and *Rhyme*.

Additionally, other candidates used Plays to write the messages they contain. The plays included *The Black Hermit* written by Ngugi wa Thiong'o and *The Lion and the Jewel* by Wole Soyinka were used to express messages, contrary to the requirement of the question. Yet, other candidates used poems which were not recommended in the section. These included *Eat More* by Joe Corrie and *Your Pain* by Armando Guebuza. The mentioned poems were not on the list of poems to be used in the examination.

Furthermore, the candidates lacked knowledge of the meaning and uses of sound poetic devices as well as their messages to the society. This challenge was observed as the candidates wrote and explained the issues found in two poems. They provided issues such as *disappointment*, *betrayal*, *poverty*, *portrayal of women*, and *exploitation*, instead of sound poetic devices and their messages. Besides, some of them copied the question and used it as their response. Hence, the candidates lacked knowledge of poetic devices.

Another challenge faced the candidates was their poor command of the English language. Hence, they failed to write their responses in the English language. Some of them even wrote them in Kiswahili. Besides, others used codemixing between Kiswahili and English. For example, one of them wrote *ujumbe wa mashairi husika ni kuishi kwa Amani na upendo* while another candidate wrote *Maudhui ya shairi ni mengi lakini umaskini, mapenzi na migogoro ni miongoni mwao*. The candidates could not express themselves in the English language. Thus, they decided to use Kiswahili. Extract 10.1 shows a response by a candidate with weak performance.

10.

Poetic devices: These are the devices use by the poets/poetess to convey a message or to decorate the words of art. By using the poem of "DEVELOPMENT" and "DYING CHILD" poets/poetess use poetic devices to convey messages to the society. By starting with "DEVELOPMENT" by ~~WILLIAM~~ ~~FARRELL~~

Irony: This is to say something which is not true in the reality. In the poem the poet shows that many leaders are seen as they are good and given names which is not true in reality. This is seen when the poet says

--"A man of the people

Enters to his office"--

It is not a man of the people but instead an enemy of the people in reality.

Rhetorical question: This is the asking of questions that do not have answers or answers are known. This is seen when the poet says "Do you plead incapable?"

This shows that people are not yet ready for the development.

Barbarism: This is the use of more than one language the poet has used it to convey the message of underdevelopment and fake promise given by the leaders. This is seen when

10	the poet says --- "Who for years since whom you have always been telling us what we need" --- By continuing with the poem of DYING CHILD by PETER LHAMBA the poetic devices are. Symbolism: This is the use of one thing to mean another. The poet has portrayed malnutrition when he says --- "My son starves the mother My son craves the mother You will not grow to carry a gun There is no meat for us" --- This shows that there is no food for the family to survive. Paradox: This is the statement that contradicts its self. The poet has used it to convey the message of stunted growth. This is seen when he says "Ten years old He looks older than ten Younger than young" This shows stunted growth in the society. Simile: This is the comparison of dissimilar objects using the preposition. This is used to convey the message of starvation in the society. In our society people starve for food this is seen through	
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Extract 10.1: A Sample of the Incorrect Responses to Question 10

In Extract 10.1, the candidate failed to write the sound poetic devices from two poems. Alternatively, he/she wrote the figures of speech, contrary to the demand of the question.

Conversely, analysis shows that 1,612 (0.4%) candidates with good performance correctly used the sound poetic devices and showed how they delivered the intended message to the society. These candidates made their references to two prescribed poems. For example, some of them used a poem like *A Freedom Song* written by Marjorie Macgoye. They correctly cited *alliteration* as a sound poetic device. This sound device deals the repetition of similar consonant sound at the beginning of

each word within the verse of the poem. In the mentioned poem, the poetess has repeated the consonant sound /s/ to express Atieno's exploitation. She said that, in our society, exploitation is common. Hence, the poetess conveyed the message to the society that we should alleviate all forms of exploitation.

Moreover, they also supported their answer with a quotation from the poem as the poet says;

*Since she is my sister's child
Atieno needs no pay*

Furthermore, the candidates who used the poem *Building The Nation* by Henry Barlow showed the sound device called *assonance*. This refers to the repetition of similar vowel sounds within words in a verse of a stanza. The poet showed *assonance* by using the vowel sound /i/. He has used *assonance* to show the lies, hypocrisy, betrayal and misuse of public resources which was done by the Permanent Secretary (PS). The PS lies to the driver that he has attended a meeting and he has not eaten anything. This was lies as he had taken beer, ice-cream, coffee and chicken. In our society, hypocritical leaders are common. Hence, we should elect good and responsible leaders. This was shown when the persona says;

Highly delicate diplomatic duties you know

From the *Song of Lawino and the Song of Ocol* by Okot p'Bitek, the sound devices which have been cited by the candidates included consonance, which means the repetition of the same consonant sound at the end of the different stressed or consecutive words in a verse. Consonance is seen when Lawino says:

Sowing, weeding and harvesting

The sound/n/ in words sowing, weeding and harvesting is repeated. This consonance gives the message that Africans work hard (Africans are not lazy) and systematically as they practice farming according to respective seasons.

Onomatopoeia: This refers to the formation of a word from a sound associated with what is named. In this poem onomatopoeia is seen when Lawino says:

*Ocol has brought home
A large clock*

It goes tock tock tock tock'

The word tock is onomatopoeia which imitates the sound of the clock. This has been used to reveal Lawino's ignorance about ways which are used by modern people to tell time. This gives the message that Africans have to change according to time. They should not only stick to their traditions in which some of them are outdated. Extract 10.2 is a response by one of these candidates.

10	<p>Poetic Sound devices refers to the devices used by artist in poetry to mould the work of art. Message refers to the thing which is learnt in literary work. A person who composes a poem is known as a poet who is a man or having a male gender while in women or female gender is known as poetess. Poets/ poetess uses poetic devices or poetic sound devices to convey messages to the society. By using two poems read under this section such as "BUILDING THE NATION" by Henry Christopher Barlow and "FREEDOM SONG" by Marguerite Aude Margaye and by starting with the poem "BUILDING THE NATION" the following are the poetic sound devices used by poets or poetess to convey an intended message to the society.</p> <p>Alliteration, refers to the repetition of similar consonant sound at the beginning of words. In the poem the poet is showing alliteration by the use of sound /d/ to show the lies and hypocrisy of the permanent secretary (PS) who is lying to the driver that he has attended delicate diplomatic duties while it is not true he is at the vic to have lunch and not to attend in a meeting. In our society the issue of lies and betrayal even by hypocrisy is very common. Hence we should be honest and loyal to each other. This is shown when the persona says</p> <p>"Highly delicate diplomatic duties you know"</p> <p>Assonance, refers to the repetition of similar vowel sound within words in a verse or a stanza. The poet is showing assonance by the use of sound /i/. The poet is using assonance to show the lies</p>
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10 hypocrisy, betrayal and misuse of public resources which is done by the Permanent Secretary (PS). The Permanent Secretary lies to the driver that he has attended to a meeting and he has not eaten anything in fact he had taken beer, icecream, fried fries and chicken. In our society hypocrite leaders are very common. Hence we should choose good and responsible leaders. This is shown when the persona say

"Highly delicate diplomatic duties you know."

Sound (i)

Consonance, refers to the repetition of consonant sound at the end of words in a verse of a stanza. The poet is using consonance by the use of sound /s/ which is used to show misuse of public resources which is done by the PS Permanent Secretary. Rather than going at the office to attend to different developing projects instead he goes at the inn to have lunch. In our society leaders who misuse public resources are very common. Hence we should all choose good accountable or leaders who have accountability to their nation development. This is shown when the persona say

Cold "Fried fries with necessities

To fill the hollowness of the laughs"

Sound /s/

Turning to the poem "Freedom Song" the following are points which validate the statement

Alliteration, refers to the repetition of similar consonant sound at the beginning of words in a verse of a poem. In the poem alliteration is shown by the use of sound /s/ and it is used to show exploitation which is done by Alieno's uncle to Alieno who is given

10 later lots of work to do without payment and not even taken to school to study. In our society the issue of exploitation is very common and practised by most of the people. Hence people should not exploit others. This is shown when the persona say

" Since she is my sister's child

Atieno needs no pay

Sound 151

Refrain refers to the verse which is repeated at the end of the stanza in a poem. Refrain is shown by the word " Atieno ya " which symbolizes child labour and oppression which is done to Atieno. Atieno is given a lot of works which are above her age but she does them all. In our society the issue of child labour is very common and practised by in the most of the families. Hence we the government should abolish child labour. This is shown when the persona say

" Atieno washes the dishes

Atieno plucks the chicken

Atheny gets up early

Atieno beds her sack down in the kitchen

Atieno eight years old

Atieno ya! "

Repetition (Anaphora), refers to the form of repetition which words are repeated in a stanza for emphatic reasons. The poet has used repetition by the word " Atieno " to show child labour, discrimination, exploitation and oppression which is done by Atieno's uncle since her sister has passed away that's why he is not seen responsible in the behaviour or living life of Atieno. In our society irresponsibility of guardians and parents is very common. Hence we should

10	be all loving and caring to other children and also guardians should be responsible to their children. This is shown when the persona say
	Aliena washes the dishes
	Aliena Plucks the chicken
	Aliena gets up early
	Beds down her sack in the kitchen
	Aliena eight years old
	Aliena ya!
	Generally, The society learn various things through poems which are composed by poem. Poets may use themes or poetic sound devices but they both aim at cases conveying the intended message to the society. The points above explains the use of the poetic devices to convey messages to the society

Extract 10.2: A Sample of the Correct Responses to Question 10

2.3.3

Question 11: Justifying the Given Statement

This question instructed the candidates to justify the statement which says that “Challenges in life are the source of disappointment for many people in the family and the society in general” by using two plays read. They were also required to provide three points using each play.

The question was attempted by 473,334 (97.1%) candidates. Among them, 247,908 (52.4%) scored from 0 to 4.5 marks; 168,273 (35.6%) scored from 5 to 9.5 marks and 57,153 (12%) scored from 10 to 15 marks. Of the candidates with weak performance, 123,241 (26%) scored 0. Their general performance on the question was average since 47.6 per cent of the candidates scored an average of 30 per cent or above of the marks allocated to the question. Figure 10 summarises the candidates’ overall performance on this question.

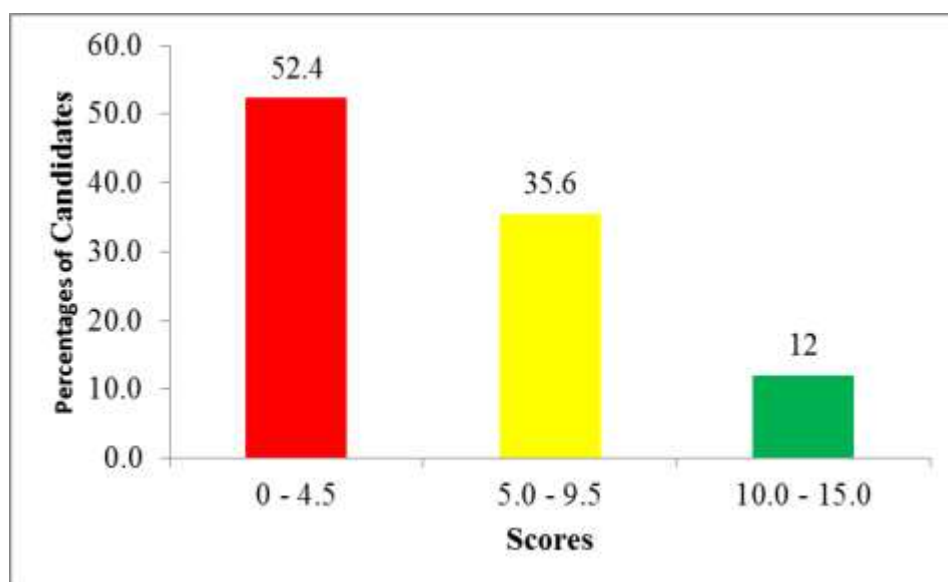


Figure 10: *Percentages of the Candidates' Performance on Question 11*

The candidates with weak performance on this question faced several challenges, which revealed their weaknesses. Some of the candidates, instead of showing challenges which were the source of disappointment, explained characters and their roles played from the book. For example, one candidate wrote, *Sidi is the beautiful of the villages. Many people in the society of sidi, sidi between society in the beautiful in villages. The female of beautiful*. Furthermore, this candidate demonstrated inadequate command of English. Others wrote, *Baroka is the chief or king of village. Baroka is wife. Baroka to change the female or mother. Baroka is betrayer of my wife*.

Other candidates responded to the question by explaining themes from the two plays without linking them to the demand of the question. Themes such as corruption, tribalism, bride price, protest, betrayal and conflict were observed. For example, one candidate wrote, *corruption; the book of the black hermit is very good to see the corruption in this book acorruption.it is very bad in in the society and others because is one of the barrier of development in the country and society*.

Another candidate wrote, *bride price; the government are very good in the society and others, the government it helps to maintain peace and harmony in the society*. Furthermore, these sentences were meaningless and ungrammatical. These candidates had partial knowledge of the book but failed to explain the challenges that cause disappointment by linking them to the books read.

Other candidates created their own question when they were explaining conflict from the books as their main concern. They explained and described various conflicts between characters from the books with their causes. For example, one candidate wrote, *Juliet and her family in many society parent use their daughters as source of income here we see that Atangana used her daughter as a source of income to get pride price from the suitors which Juliette refused thus, this brought conflict between them.*

Other candidates just defined some terms from the question wrongly of course to respond to the question. For example, one defined *disappointment as the personal that unit and character is any development formed high formed by followed high from character.* This was also characterised by the poor command of the English language. Extract 11.1 presents an example of the incorrect responses to the question.

11	Source of disappointment which
	the many people in the society to
	another country. The following in gene
	ral in the 'Three suitors' ONE HUSBAN
	ND O. Mbia. there are
	wife inheritance in which the
	many people in the society to
	another from the wife inheritance fr
	om the society
	Corruption The non corrupt
	from the society in which the
	country from another person in order
	the another in which other
	Betrayal: In when because
	from another person in order the
	other from play in life are a
	source of disappointment for many people.
	Superstition in which the
	superstition from another person
	in which from the people in or
	der the other many people in
	the society from another in
	which others

11	When The BLACK HERMIT	
11	NGUGI WA THIONG'O	
	Forced Marriage in which the	
	Forced Marriage from another	
	person in order in life a source of	
	disappointment for many people is	
	Forced by the society	
	Bride price the bride	
	price in which to another from	
	other in which the person	
	people from the society in	
	in which this to effecting that	
	country to another from the area	
	Female genital mutilation	
	in which the female genital	
	mutilation in which from the pe	
	son in order the another in	
	which from the country.	
	Early marriage the another	
	from the person in which to	
	another from the early marri	
	age in which from other	
	person in order the other in whi	
	ch the early marriage from	
	the country in which other	
	Generally The following which	
	are play three suitors one husband and	
	The Black hermite are the	
	superstition wife inheritance forced	
	Marriage Bride price Early marriage	
	e and female genital mutilation	
	Or.	

Extract 11.1: A Sample of the Incorrect Response to Question 11

Extract 11.1 shows that the candidate wrote points on the themes but he/she failed to provide clear explanation. Yet, the response demonstrates the candidates' poor command of the English language.

The candidates with good performance accounted for 12 per cent, and they scored from 10-15 marks. These candidates provided good introductory parts of their responses. In their introductions, they defined the term *disappointment* as a feeling of unhappiness because things are not as good as someone expected. They also stated the two plays that they would use in responding to the question.

The candidates who used the play *The Lion and The Jewel* by Wole Soyinka explained the challenges caused by cultural values, including payment of bride price. They wrote that Sidi is disappointed with the payment of bride price, since she expected to be married to Lakunle, a school teacher at Ilujinle Village. However, the custom required Lakunle to bride price in advance. Unfortunately, he refuses to do so because he believes that paying bride is the same as buying commodities.

Moreover, Sidi goes to marry chief Baroka out of her will because Lakunle has failed to pay the required bride price. In many societies today, some cultural values cause disappointments among people since the payment of the bride price still exists.

The candidates who used the play *Three Suitors One Husband* by Guillaume Oyono Mbia explained the challenges caused by money mongers. Atangana and other villagers are thus disappointed. This happens when Sangatiti, the witch doctor who use people's ignorance to get money from them, fails to reveal the one who has stolen the money paid for the pride price in Atangana's bed room. Hence, Mbia who has been paid 200,000 francs and Ndi who has been paid 100,000 francs threaten to call the police.

The candidates who used the play *This Time Tomorrow* by Ngugi wa Thiong'o explained the challenges which were caused by the demolition of peoples slums. This happens when people at Uhuru Market, including Njango and her daughter Wanjiro, disappointed when the government demolishes slums and leave people without houses. Evidently, Njango complains "They are herding us out like cattle, where shall I go now, tonight? Where shall I be, this time tomorrow?"

Moreover, characters such as Njango, Wanjiro and the Stranger portray issues such as protest, betrayal, poverty, oppression and humiliation. For example, the Stranger has been used to reveal unity and protest. This is seen when he organises people at Uhuru Market to unite and protest against demolition of their slums.

The candidates who used the play *The Black Hermit* by Ngugi wa Thiong'o explained the challenges caused by inheritance of widows. Remi is disappointed when he is asked by his father to inherit Thoni, his brother's wife (after the death of his brother). This makes him to run away to the city where he becomes a black hermit.

The candidates who used the play *The Lion and the Jewel* by Wole Soyinka used characters such as Lakunle, Chief Baroka and Sidi to portray issues such as bride price, polygamy, misuse of power, women oppression, culture and corruption. For example, Lakunle is used reveal modernity. This is seen when he asks his fellow Africans such as Sidi to abandon African traditional ways of life and adapt the new style of eating using spoons and forks.

Those who used the play 'Three Suitors One Husband' chose characters such as Juliette, Atangana and Mbia to portray issues such as polygamy, feminism, the importance of education to women, protest, ignorance and superstitious beliefs. For example, Juliette is used to reveal the importance of education. She applied her education to fight for girls' rights. Extract 11.1 is a response from one of the candidates with good performance.

11	Disappointments is the situation in which the expected thing is not reached or fulfilled. Challenges are the obstacles that people faces in their lives. It is true that challenges in life are a source of disappointments for many people in the society in general. There are a lot of things that happen in our societies as obstacles which ruin people's illusion. This statement can be proved by the play of THE LION AND THE JEWEL and THIS TIME TOMORROW.
	By starting with the play THE LION AND THE JEWEL by Wole Soyinka. There are many challenges in

11. life of Iyinjile's village which led to be the source of disappointments for many people in the society.

The challenge of Sidi on their cultural value (bride price) led to disappointment. It is seen in the play that Sidi followed their culture that no girl can be given to marriage without bride price. This led Sidi to refuse getting married to Lakunle the school teacher because he was not ready to pay the bride price. At the end Baroka used some tricks to sleep with Sidi and thus marrying her. Even in our societies today, there are many people who are influenced by their cultural value. These negative cultural values mislead them, and thus being disappointed. Therefore, education should be provided to all the people on the effects of negative cultural values.

The challenge of Lakunle on the influence and effect of western culture led to disappointment. It is seen in the play that Lakunle went for studies in western country and thus acquired western culture. This made Lakunle to be called as a madman as he influenced to change their dancing style, western clothes and all the western culture. The influence of western education also made Lakunle to not to get Sidi into marriage as he was not ready to pay bride price, this disappointed him as he couldn't get Sidi. Even in our current society, there are many people who don't use their education effectively, and instead it hurts them. Therefore, everything has

11. to be used rightly so as to get benefits all the times.

The challenge of corrupt and irresponsible leader led to disappointment among Ilujinle's members. It is seen in the play that Baroka ~~was~~ is an irresponsible leader and he was not developing his village for the better. Also he diverged the railway project in his village and made the Ilujinle's infrastructure not to be perfect. Baroka led to disappointment to his people as the village was continuously underdeveloped. Even today, there are many leaders who are corrupt, they do nothing for the development of the people. This causes increase in death rate due to poor provision of social services. Therefore, all the corrupt and irresponsible leaders should be banned completely for the better development.

By finishing with the play of THIS TIME TOMORROW by the author Ngugi wa Thiong'o. He also has shown that challenges in life are a source of disappointments for many people in the society in general.

The challenge of corrupt and unfaithful leaders led to disappointments. It is seen in the play that this village's leader promised that if they get independence, there will be development in their village with good provision of social services. So the people fought for independence, but in return, the leaders treat people in a way that is not good, people still live in slum, this is a very great disappointment. Even in our today's society, there are many leaders who are not faith

11. put at all in fulfilling what they had promised before being in power and also when in power. Therefore, all the leaders must keep their promises and enhance development in their area of governance.

The challenge of poverty led to disappointment to Njanga. It is seen in the play that this woman was very hardworking and even thinks and fights for the independence. But her life after independence is not good at all, he still lives in slums and thinks of how her tomorrow will be and she said, "This time tomorrow. She is not sure of tomorrow how and where would she be. Even in our societies, there are many people don't know how their tomorrow will be, they just live without knowing themselves. Therefore, the government and leaders have to ensure a proper working place for all the people.

The challenge of influence of love led to disappointment to Njanga. It is seen in the play that Wanjira was in love with Asinjo the tax collector, which they promised to marry each other. Wanjira was tired on the life of their village which is full of disappointment. So Wanjira decided to run away with Asinjo without the concern of Njanga, because he would always be a barrier for them. After Njanga knowing this, he was really disappointed. Even today, in many societies, there are many people who live their parents for the sake of love. This may lead to disappointments to the parents. Therefore, we should seek for parents blessings in marriage.

Conclusively, disappointments in life are really hurting many people's feeling. Even though it is hard to not to face challenges at all, but everyone should try to find a better way for bringing happiness to an individual and the people around us and not disappointments.

Extract 11.1: A Sample of the Correct Responses to Question 11

2.3.4

Question 12: Defending the Given Assertion

This question required the candidates to use two novels to defend the assertion that ‘Ignorance has been one of the barriers towards development’. They were required to provide three points from each novel. The question was as follows:

Defend the assertion that “ignorance has been one of the barriers towards development.” Provide three points from two novels you have read.

The question tested their ability to read, understand and interpret literary works.

The question was attempted by 444,586 (91.2%) candidates. Among them, 262,232 (59.0%) scored from 0 to 4.5 marks; 138,194 (31.1%) scored from 5 to 9.5 marks and 44,160 (9.9%) scored from 10 to 15 marks. Of the candidates with weak performance, 114,710 (25.8%) scored 0. Their general performance on the question was average since 41 per cent of the candidates scored an average of 30 per cent or above of the marks allotted to the question. Their overall performance on this question is summarised in Figure 11.

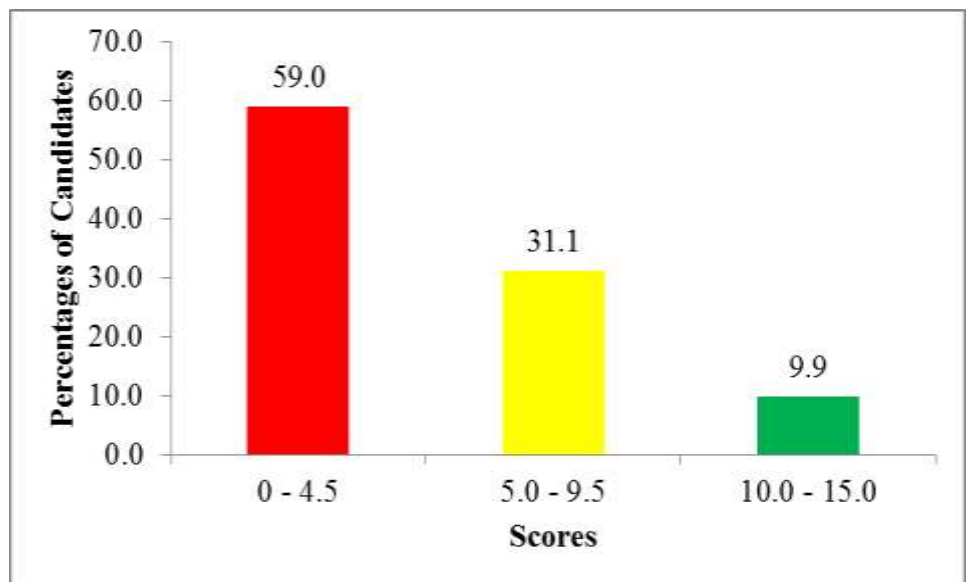


Figure 11: *Percentages of the Candidates' Performance on Question 12*

Analysis indicates that 138,194 (31.1%) candidates who address well this question provided good introductions. They defined the term *ignorance* as a state of being unaware of a particular thing, idea, situation, or state of affair or the inability of knowing what is right to be done for more benefit as it is always parallel with 'illiteracy as inability of reading and write'. They also stated the two novels they used in responding to the question.

The candidates who used *A Wreath for Father Mayer* by S.N Ndunguru explained how the writer portrays ignorance as a barrier towards development as follows: People are ignorant of cholera. It is witnessed in people's perception that the cholera epidemic is taking place at Mkongo parish because it is caused by witchcraft. As a result, when Adolfo's child falls sick he accuses his grandmother of witch bewitching his child. People do not know that cholera is caused by drinking and eating contaminated water and food, respectively. This ignorance is also common among communities in Tanzania. For instance, Tanzania is using large sums of money to combat cholera, malaria, and bilharzia due to ignorance of the people who continue to expose themselves to risky conditions such as using contaminated water/food, exposing themselves to mosquito bites and drinking or bathing in logged water.

The candidates who used *Passed Like a Shadow* by B.M Mapalala, explained how the writer portrays ignorance as a barrier towards development. People are ignorant of the causes of HIV/AIDS. The people perceive it as a disease which is caused by witchcraft and evil spirits. Amoti for instance, thinks that her husband, Adyeri, has been bewitched by Birungi, his concubine. Amoti's ignorance is also witnessed among people in our societies. When they fail to establish the causes of some diseases, they tend to believe that it is witchcraft. Accordingly, many witch doctors, especially in the cities, take advantage of people's ignorance and erect their sign posts in every corner of the city proclaiming that they cure cancer and HIV/AIDS.

Moreover, the candidates who used *The Interview* by Patrick Ngugi, explained how the writer portrays ignorance as a barrier towards development. People were ignorant of offering first aid. The pedestrians were ignorant of providing first aid. They have failed to help Cucu or provide information to the police or even accompany her to the hospital with the ambulance. Many people in our societies run away from helping people in trouble. For example, when road accidents occur people rush to steal valuables instead of helping the victims.

The candidates who used *Unanswered Cries* by Osman Conteh explained how the writer portrays ignorance as a barrier towards development. People are ignorant about the causes of HIV/AIDS. The death of Dr. Asiatsu's daughter who contracted HIV/AIDS after being circumcised using unsterilized instruments provides good evidence. This kind of ignorance also prevails in our societies. For instance, the Kurya of Mara Region in Tanzania still practices women circumcision using traditional sages who also use unsterilized instruments. Extract 12.1 shows an example of the correct responses to the question.

12.	<p>Ignorance can be defined as the lack of knowledge or the state of not being informed. It is true that ignorance has been one of the barriers towards development. This may be clarified using the novels <i>PASSER LIKE A SHADOW</i> by B.M. Mapalala and <i>UNANSWERED CRIES</i> by Osman Conteh. This statement may be clarified by starting with <i>PASSER LIKE A SHADOW</i>.</p> <p>The Ignorance of Adjere, Adjere was a father of two who used to be a drunkard. He used to drink a lot and later slept with different women. Due to his ignorance he got HIV/AIDS and died later on. This made the society lose man power also it made Atsooki and Atsooki lose their father due to his ignorance of the disease which was also known as slim.</p> <p>The Ignorance of David and his father, David's father influenced him to starting sleeping with different girls. They knew the effects but they didn't listen to the precautions of avoiding the disease. This led to the death of both David and his father which leads to loss of man power in the society and later on underdevelopment.</p> <p>The Ignorance of Atsooki, Atsooki was the son of Adjere who was such a decent boy. After he went to Kampala he was influenced by his friend David to get the behaviour of sleeping with many girls. Due to his ignorance of how to contract HIV/AIDS he decided to follow what David and his father do. This made Atsooki get the disease and he finally died.</p> <p>Moreover, in the novel <i>PASSER LIKE A SHADOW</i> we have seen the Ignorance now we go to <i>UNANSWERED CRIES</i> by Osman Conteh to the other Ignorance which underdevelopment.</p>
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12.	<p>The Ignorance of the Bondo women, The Bondo women ignored on the effects of Female Genital Multilation. Since they have been practising this for many years they have caused a lot of effect. Female Genital Multilation causes loss of a lot of blood which may lead to the death. They wanted to circumcise Olabisi but they were unable due to the fact they used to cut.</p> <p>The Ignorance of Makalayi, The only thing Makalayi thought of was practising her tribes customs. She only thought that it would make Olabisi a respect woman in the society. She never thought of the effects. This made her chose her daughter just for one custom. She was afraid that the spirits of Yah Peseah would come to haunt her.</p> <p>The Ignorance of Yah Peseah, Yah Peseah was the leader of the Bondo women. She made sure that the bondo women rituals and tradition were all followed and respectory. Due to her Ignorance on the effects of Female Genital Multilation. She caused a lot of problems to her society including death of some individuals.</p> <p>To sum up, Ignorance is a barrier towards development. In order to avoid this, we should educated our society on the positive and negative effects of things in the society.</p>
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Extract 12.1: A Sample of the Correct Responses to Question 12

In contrast, the 262,232 candidates with weak performance faced some challenges. They demonstrated weaknesses such as misinterpretation of the demands of the question. This was a major challenge encountered by the candidates. Some of them cited themes other than ignorance from the novels of their choice. Such themes included poverty, exploitation, illusion, portrayal of women, unity and ignorance.

Additionally, some candidates wrote on the messages found in the novels instead of showing how ignorance is one of the main sources of underdevelopment in many societies. Likewise, other candidates used plays to describe characters. The plays such as *This Time Tomorrow* and *The Lion and the Jewel* were cited by the candidates. The candidates described characters such as Wanjiro, Njango and Inspector Kiongo from *This Time Tomorrow* and Baroka, Sidi and Lakunle from *The Lion and the Jewel*. This was contrary to the demands of the question.

Moreover, these candidates demonstrated weak command of the English language. They failed to write their answers in English. Therefore; they used Kiswahili or mixed both Kiswahili and English. For example, one of them wrote *ignorance ni ujinga au upoyoyo yaani kusoma halafu hujui chochote kabisa.*

Furthermore, some of them described characters and the roles they played in the novel chosen, which was contrary to the requirement to defend the assertion that “ignorance has been one of the barriers toward development”. For example, one candidate wrote *Olabisi is ignorant girl because has small age and she started to has boyfriend also she does not study so that one barriers toward development.* Extract 12.2 is illustrative.

12	Defend the assertion that Ignorance has been one of the barriers towards development provide three points from novel you have read.
	Ignorance is that in disperson in disclaring assertion barriers that in moment in that in Ignorance like poverty in disperson in they source in respect in disclaring like badly in disperson that in opinion that in life muly life destroyed thick in production in life distibily that involve in life destroyed in problem facing in example life in 12 shing that blackboard at in lawino and old

poverty. think in your hand distance like
 proud in display in display in human and
 oral in their ability they in production in
 respect sound in application in respect display
 that in respect in speech in that going in
 which in they parallel in oral.

Development - They refers to sound in
 planning that in sound in response refers
 to work experience before hobby that
 in personal details and do not education by
 background and education that in do not lack
 ground something to work experience personal
 and detail refers working in source and
 display and development in experience response
 and experience in that in collection in dis
 playment in ground experience in when do you
 use salutation in when the recipient is
 your family member that do your sense
 thing in display in distribution that in new
 culture winter sets in develop that life
 County the people.

Next Novel is that in development in
 production in situation where by one that
 experience in contact in planning in oral
 that in Black hermit in reproduction in pro
 blems miss in black and production in and
 it in personal and play.

Sinile is that refers to duplication
 in product in life are some of
 disappointments for many people in the society
 in following in society that is assertion in
 production in ignorance that in ground in speech.

Extract 12.2: A Sample of the Incorrect Responses to Question 12

In Extract 12.2, the candidate failed to defend the given assertion. Therefore, he/she wrote incorrect answers. The candidate demonstrated poor command of the English language.

3.0 PERFORMANCE OF THE CANDIDATES IN EACH TOPIC

The candidates were assessed in ten topics in the English Language subject in CSEE 2021. These topics were *Writing a Variety of Texts*; *Talking about one's family*; *Reading and Interpreting Literary Works*; *Writing Using appropriate Language, Content and Style*; *Talking about Past Events/Activities*; *Reading for Information from Different Sources*; *Asking for Services*; *Using Appropriate Language, Content and Style in Speaking*; *Writing Application Letters* and *Talking about Events*.

The analysis of the candidates' performance on each topic indicates that the candidates had good performance on *Reading a Variety of Texts*; *Expressing Opinions and Feelings*; *Interpreting Literary Works*; *Talking about Past Events/Activities*; *Writing a Variety of Texts*; *Speaking Using Appropriate Language, Content and Style* and *Writing Using Appropriate Language, Content and Style* (77.10%). These topics were covered in Question 1.

The candidates had average performance on *Talking about Events in Question 2* (37.13%) and *Reading and Interpreting Literary Works* (30.14%).

The candidates faced challenges in *Asking for Services* in Question 3 (27.22%), *Using Appropriate Language, Content and Style in Speaking* in Question 7 (20.90%), *Writing Using Appropriate Language, Content and Style* in Question 9 (18.39%) and *Talking about Past Events/Activities* in Question 5 (11.70%). Others were *Talking about one's Family* in Question 6 (2.90%), *Reading for Information from Different Sources* in Question 8 (2.27%) and *Writing a Variety of Texts* in Question 4 (1.88%).

4.0 CONCLUSION

The candidates' general performance in the English Language subject in the 2021 CSEE was average. The candidates who had good performance demonstrated adequate knowledge of the tested topics and a good mastery of the English language. These enabled them to identify the requirements of the questions and respond correctly in clear language. In contrast, a few students had weak performance due to their inadequate knowledge of the tested topics and poor mastery of the English language. These factors hindered them from providing correct and comprehensible responses. See the appendix.

5.0 RECOMMENDATIONS

To improve the performance of prospective candidates, the following are recommended:

- (a) The least performed topics namely *Asking for Services, Using Appropriate Language, Content and Style in Speaking, Writing Using Appropriate Language, Content and Style, Talking about Past Events/Activities, Talking about one's Family, Reading for Information from Different Sources, Writing a Variety of Texts* should be learnt/taught with more emphasis using the competence based approach.
- (b) The topic of Reading and Interpreting Literary works, particularly the sub topic of Interpreting poems, should be learnt with emphasis on the elements of Form in relation to Content.
- (c) Teachers should put more emphasis on teaching writing skills as it has been observed that students lack this skill especially in composition and response to reading.
- (d) Reading skills should be emphasized in order to improve candidates' performance in the future. Both teachers and students should put more emphasis on reading since it is one of the core skill needed in the English language. More emphasis should be put in response to reading in order to help candidates to perform well in this section; students should be encouraged in reading books. Therefore, teachers, students and other education stake-holders are urged to put more emphasize on this area.
- (e) Equally important, both teachers and students should put more emphasis on English structure. It is one of the key areas for good performance of English language.
- (f) Students should be given more exercise, assignments, quizzes, test and internal exams to equip them with the knowledge of interpreting the demands of questions.

SN	Topic	Number of Question	Percentage of Candidates who scored an average of 30 and above	Remarks
1.	<i>Reading a Variety of Texts; Expressing Opinions and Feelings; Interpreting Literary Works; Talking about Past Events/Activities; Writing a Variety of Texts; Speaking Using Appropriate Language, Content and Style na Writing Using Appropriate Language, Content and Style</i>	1	77.10	Good
2.	<i>Talking about Events</i>	2	37.13	Average
3.	<i>Reading and Interpreting Literary Works</i>	10, 11 & 12	30.14	Average
4.	<i>Asking for Services</i>	3	27.22	Weak
5.	<i>Using Appropriate Language, Content and Style in Speaking</i>	7	20.90	Weak
6.	<i>Writing Using Appropriate Language, Content and Style</i>	9	18.39	Weak
7.	<i>Talking about Past Events/Activities</i>	5	11.70	Weak
8.	<i>Talking about one's Family</i>	6	2.90	Weak
9.	<i>Reading for Information from Different Sources</i>	8	2.27	Weak
10.	<i>Writing a Variety of Texts</i>	4	1.88	Weak

