



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) 2025**

ENGLISH LANGUAGE



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FOREWORD

The National Examinations Council of Tanzania (NECTA) presents the Candidates' Item Response Analysis (CIRA) for the Certificate of Secondary Education Examination (CSEE), conducted in November 2025. This summative evaluation report provides feedback to all educational stakeholders on the factors that affected the candidates' performance in the English Language subject.

The report highlights their performance on each question from the topics in which they were tested. Analysis shows that the candidates with good performance on different questions demonstrated competence and knowledge of different areas. These areas include Listening and Understanding Simple Texts, Expressing Personal and Group Routines, Writing Formal Letters, Expressing Opinions, Writing Using Appropriate Language, Content and Style, Reading Information from Different Sources, Asking for Services, Speaking Using Appropriate Language, Content and Style, Expressing On-going Activities, Expressing Future Plans, Listening to Various Simple Oral Texts, Expressing Oneself, Writing Cards and Messages, and Interpreting Literary Works. However, some candidates did not perform well on various questions due to a lack of competence and knowledge of different topics. These candidates had difficulty understanding of the demands of the questions and expressing themselves in English.

NECTA expects that all educational stakeholders will use the feedback and recommendations provided in this report to improve teaching and learning, as well as candidates' performance in future examinations administered by the Council. The Council also appreciates the support and contributions of various individuals to the preparation of this report.



Prof. Said Ally Mohamed
EXECUTIVE SECRETARY

1.0 INTRODUCTION

This Candidates' Item Response Analysis (CIRA) presents candidates' performance in the English Language subject in the Certificate of Secondary Education Examination (CSEE), conducted in November 2025. The examination was set for both school and private candidates, following the 2005 English Language syllabus and the 2022 English Language subject examination format.

The analysis was done on each question and item. It indicates the requirement of each question, the expected responses from the candidates and sample responses from their scripts. The analysed questions were set from various topics focusing on competencies such as *Listening and Understanding Simple Texts; Giving Descriptions; Writing Formal Letters; Expressing Opinions; Writing Using Appropriate Language, Content and Style; Reading Information from Different Sources; Speaking Using Appropriate Language; Content and Style; Expressing On-going Activities; Expressing Future Plans; Listening to Various Simple Oral Texts; Expressing Oneself; Writing Cards and Messages; and Reading and Interpreting Literary Works.*

Section A comprised Questions 1 and 2. Question 1 weighed 10 marks and Question 2 weighed 6 marks, making a total of 16 marks. Section B comprised Questions 3, 4, 5, 6, 7 and 8; each question carried nine (9) marks, making a total of 54 marks. Section C consisted of Questions 9, 10 and 11. Each question carried 15 marks, making a total of 30 marks. The candidates were instructed to answer two (2) questions.

The number of candidates who sat for the English Language examination in November 2025 was 555,442. Among them, 440,588 (79.48%) passed with different grades. In contrast, 517,329 candidates sat for the examination in 2024. Among them, 393,064 (76.09%) passed with different grades, as Table 1 indicates.

Table 1: Candidates' Pass Grades in the 2024 and 2025 English Language CSEE

Year	2024					2025				
Grades	A	B	C	D	F	A	B	C	D	F
Per cent	3.39	6.75	31.15	34.83	23.88	4.83	7.92	29.87	36.86	20.52

Table 1 indicates that the performance in the English Language examination in 2025 was better than in 2024 because it increased by 3.39 per cent.

The analysis was done based on the following three categories: First, the candidates who performed well on different questions and the reasons that contributed to their good performance; second, the candidates who scored average marks and the reasons for their performance and lastly, the candidates whose performance was weak and the reasons for their performance. Their performance levels are categorised in Table 2.

Table 2: Performance Level 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 2 indicates that A is the highest performance grade in the English Language subject and the lowest grade is F. However, performance levels are categorised into five grades. The performance is presented statistically based on three categories, namely *Good*, *Average* and *Weak*.

Good performance ranges from 65 to 100 per cent; it is represented by the green colour. Average performance ranges from 30 to 64 per cent; it is represented by the yellow colour. Weak performance ranges from 0 to 29 per cent and it is represented by the red colour. The candidates' performance on each topic is summarised in the appendix.

2.0 ANALYSIS OF CANDIDATES' RESPONSES TO EACH QUESTION

2.1 SECTION A: Multiple Choice and Matching Item Questions

This section comprised two (2) compulsory questions. Question 1 consisted of ten (10) multiple-choice items, which carried ten (10) marks. Question 2 consisted of six (6) matching items, which carried six (6) marks, making a total of 16 marks for both questions.

2.1.1 Question 1: Multiple-Choice Question

This question required the candidates to choose the most correct response from the five given alternatives by writing its letter in the answer booklet provided. The question tested their ability to use English in *Listening to and Understanding Simple Texts*; *Writing Cards and Messages*; *Dictionary Use*; *Expressing Personal and Group Routine Habits*; *Expressing Likes and Dislikes*; *Talking about Past Activities/Events*; *Expressing Opinions and Feelings*; *Asking for Services* and *Expressing Oneself*.

A total of 555,442 candidates (100%) attempted the question. Among them, 96,858 (17.44%) scored 7–10 marks, representing good performance; 276,524 (49.78%) scored 3–6 marks, representing average performance; and 182,060 (32.78%) scored 0–2 marks, representing weak performance. Among those with weak performance, 29,740 (5.35%) scored 0. Their general performance on this question was good, since 373,382 (67.22%) scored 3–10 marks. Their overall performance on the question is summarised in Figure 1.

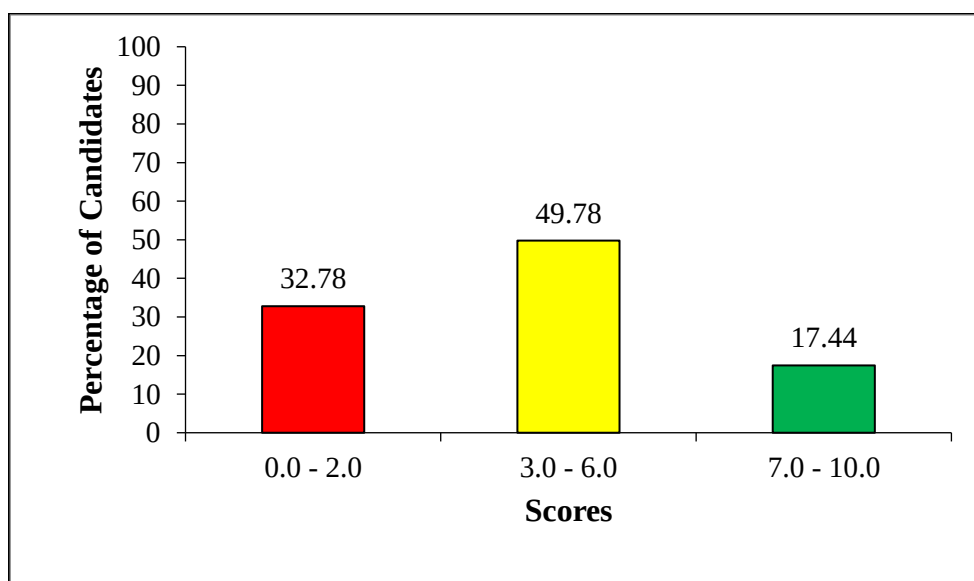


Figure 1: *Candidates' Performance on Question 1*

Candidates with good performance on this question scored 7–10 marks. This variation was determined by the correctness of their answers. Those who scored 10 marks read and obtained the correct meaning from the given alternatives. Hence, they correctly answered the questions in all items. These

candidates had adequate knowledge of the topics in which they were assessed. The majority of the candidates who scored average marks (3 to 6) had partial knowledge about the topics; hence, they provided few correct responses. Therefore, they failed to score full marks. Some candidates also scored 0–2 marks. These had inadequate knowledge of the subject matter. Some of them left the items unanswered, while others guessed the answers. The following part analyses their responses to items (i)–(x).

The following part analyses the candidates' performance on items (i) to (x) of Question 1.

Item (i) asked:

Your friend asks you to write his personal information at the back of his diary. What is the suitable term for such information?

A *References*

B *Autobiography*

C *Bibliography*

D *Abstract*

E *Biography*

The item required the candidates to demonstrate their competence in writing using appropriate language content and style; it tested candidates' understanding of the application of creative writing in language.

The candidates who chose the correct alternative E, *Biography*, understood that a biography refers to personal information or life details about a person, usually written by someone else. They knew that writing someone's personal information (even briefly, like at the back of a diary) fits the idea of a biographical note. They focused on whose life is being described (the friend, written by another person).

However, some candidates selected incorrect options. Those who chose option A *reference* were wrong. They confused reference lists with personal information. References are sources consulted, not details about a person. Those who chose option B, *Autobiography*, were wrong because the term refers to a story of a person's life written by that person. Their choice shows partial understanding of the subject matter. The candidates who opted for C, *Bibliography*, were also wrong since the term means a list of books or articles about a particular subject or by a particular author. Their misconception might be caused by vocabulary confusion, particularly due to the partial spelling similarity between *biography* and *bibliography*. Likewise, those who selected option D, *Abstract*, were wrong because an abstract is a summary of a research

work, not personal information. The term *abstract* refers to something that is based on general ideas and not any particular real person, thing, or situation.

Item (ii) asked:

Which of the following is the correct expression?

- A *I am as tall as him*
- B *I am as tall with him*
- C *I am as tall like him*
- D *I am tall as like him*
- E *I am tall as he*

The item required the candidates to demonstrate their competence in using conjunctions.

The correct answer was A, *I am as tall as him*. The candidates who chose this alternative demonstrated their understanding of the correct use of correlative conjunctions ...*as*....*as*..., which is normally used as a comparative structure between two entities with similar quality. Candidates who chose option B, *I am as tall with him* were wrong because they confused comparison and association. The word *with* does not function in comparative expressions of equality.

Those who opted for C, *I am as tall like him* were also wrong. The candidates mixed the two structures within the same sentence where rules of grammar do not allow them to co-occur in a single sentence. Moreover, the candidates who chose option D, *I am tall as like him*, were wrong because they used two conjunctions in the same position, which is grammatically wrong. The candidates demonstrated a poor grasp of comparison patterns.

Similarly, those who selected alternative E, *I am tall as he*, were wrong since the phrase was syntactically incorrect for two main reasons: first, it missed a part of conjunction at the initial position of an adjective *tall* and second, the pronoun *he* was placed at the wrong position of the phrase since it is grammatically used as a pronoun of a subject and not a pronoun of an object in the sentence or phrase. Accordingly, the sentence has an incomplete comparative structure.

Item (iii) asked:

“I have been playing for five hours.” What would be the correct statement if the event was completed at the moment of speaking?

- A *I have playing for five hours*
- B *I had played for five hours*
- C *I played for five hours*
- D *I play for five hours*
- E *I plays for five hours*

The item required the candidates to demonstrate their ability and competence in applying correct tenses to communicate information accurately.

The correct answer was C, *I played for five hours*. Candidates who selected this option correctly chose the simple past tense, which is used for actions that started and finished in the past. They recognised that the time expression *for five hours* can work with the simple past when the activity is over. The candidates who chose item A, *I have playing for five hours*, were wrong because the present perfect tense requires a past participle, not a present participle. The item lacks verb agreement, where *have* corresponds with *been* + (verb+ing) or *have* + (verb +past participle).

Option B, *I had played for five hours*, was incorrect as it is the past perfect tense. It is used when an action happened before another action in the past, which is not mentioned here. Similarly, option D, *I play for five hours*, was also incorrect because it is in the simple present tense. It suggests a habitual or general action, not a completed one.

The candidates who chose item E, *I plays for five hours*, were also wrong because the option has a subject–verb agreement error. The verb *plays* is used with *he/she/it*, not *I*. It also wrongly uses the simple present tense.

Item (iv) stated:

The cards expressing sympathy for the demise of somebody are referred to as

- A *Best wishes cards*
- B *Condolence cards*
- C *Invitation cards*
- D *Sadness cards*
- E *Ceremonial cards*

The item required the candidates to demonstrate their competence in distinguishing various types of cards; it tested their understanding of various contexts in which different types of cards can be used.

The candidates who opted for B, *Condolence cards*, were correct because they knew the specific term used for expressing sympathy after someone's death. They understood that the word *condolence* directly refers to expressing sorrow and sympathy for someone's loss. They were familiar with the common social and functional vocabulary used in such communication settings.

The candidates who chose option A, *best wishes cards*, expressed their misunderstanding of the emotional context. Best wishes cards are used for happy occasions such as birthdays or celebrations. Similarly, those who opted for C, *invitation cards*, expressed functional confusion. Invitations are meant to request someone's presence at an event, not to express sympathy. They are commonly used when one wishes to summon people to celebrate at a certain official or social occasion, such as a wedding, birthday, graduation and inauguration.

Furthermore, candidates who chose option D, *Sadness cards*, were also wrong because such cards are used when one wants to share unhappy information.

Lastly, candidates who chose option E, *Ceremonial cards*, were also wrong since these cards are sent to call people for celebration on both formal and traditional ceremonies. The term *ceremonial cards* is general and does not specifically refer to sympathy for death.

Item (v) stated:

The following are the uses of the dictionary, except:

- A *Identifying the usage of a given word*
- B *Knowing how a word is pronounced*
- C *Understanding the correct spelling of a word*
- D *Showing the number of words of a language*
- E *Understanding the meaning of the given word*

The item required candidates to demonstrate their competence in dictionary use; it assessed their ability to identify the item which is not among the usage of a dictionary.

The candidates who correctly answered this item opted for D, *Showing the number of words of a language*. These candidates understood the primary functions of a dictionary. They knew that dictionaries are used for showing meaning, spelling, pronunciation and usage, but not for counting all the words in a language. They identified the exception as required by the question. These candidates demonstrated strong comprehension of reference tools and understood the word *except*.

Candidates who opted for A, *Identifying the usage of a given word*, were incorrect. They overlooked the common dictionary features, as the option is a valid use of a dictionary (e.g. parts of speech, example sentences). Similarly, those who chose option B, *Knowing how the word is pronounced*, did not know standard dictionary content. Dictionaries provide phonetic transcriptions and sometimes audio pronunciation. This option reflects correct dictionary usage.

Option C, *Understanding the correct spelling of a word*, was also incorrect because it is one of the most basic purposes of a dictionary. Choosing this option suggests weak familiarity with reference materials, indicating a conceptual error.

Furthermore, candidates who chose option E, *Understanding the meaning of the given word*, were also wrong because the option is a core function of the dictionary. Hence, their selection of this option suggests that they guessed or misread the question and failed to pay attention to the word *except*.

Item (vi) stated:

Fidelis likes neither fish nor beef. This statement implies that

- A *Fidelis likes fish but dislikes beef*
- B *Fidelis likes both beef and fish*
- C *Fidelis dislikes fish but likes beef*
- D *Fidelis dislikes beef but likes fish*
- E *Fidelis dislikes both fish and beef*

The item required candidates to demonstrate their understanding of the general knowledge of *likes and dislikes* in relation to correlative conjunctions as applied in the clause *Fidelis likes neither fish nor beef*, whereby *neither...nor* is used to show that neither of the two options is preferable. The

item tested the candidates' competence in expressing their preferences in their social life by using likes and dislikes.

The correct answer was E, *Fidelis dislikes both fish and beef*. The candidates who selected this correct item demonstrated a good understanding of logical meaning in English structures and negative constructions. They correctly interpreted the correlative conjunction *neither ... nor*. They also knew that *neither ... nor* expresses two negative choices at the same time. They translated the sentence accurately into its implied meaning.

Candidates who opted for A, *Fidelis likes fish but dislikes beef*, misinterpreted correlative conjunctions since the option reverses the meaning of *neither ... nor*. It treats *neither* as if it applies to only one option. Option B, *Fidelis likes both beef and fish*, was incorrect since this option expresses a logical reversal of the intended meaning. It shows a complete misunderstanding of the structure because *both...and...* is a correlative conjunction indicating that Fidelis likes both options (*beef and fish*), which contrasts with the conjunction *neither.... nor*.

Candidates who opted for item C, *Fidelis dislikes fish but likes beef*, expressed a partial understanding of the concept, as the structure clearly excludes both items. The option assigns mixed preferences, which contradict *neither ... nor*. Option D, *Fidelis dislikes beef but likes fish*, was incorrect for the same reason that the conjunction *but* contrasts the two options; that is, beef is not preferred by Fidelis. This splits the meaning instead of applying it to both items.

Item (vii) stated:

In the sentence "He is always shouting at his wife." The action of shouting takes place:

- A *Now and then*
- B *Only at the time of speaking*
- C *Over a longer period of time*
- D *In a near future*
- E *In a near past*

This item required the candidates to demonstrate competence and ability in the use of tenses when expressing habitual actions.

The correct answer was A, *Now and then*. The candidates who chose this answer were knowledgeable about the use of the present continuous tense. They understood that the action is done habitually, as proved by the presence of an adverb of frequency (*always*) and the present continuous verbs (*is* and *shouting*). They interpreted the sentence as describing a long-term pattern of behaviour, not a single event.

Candidates who chose item B, *Only at the time of speaking*, were wrong since the phrase refers only to the current moment; therefore, candidates revealed their incompetence when they did not comprehend the role played by the adverb *always* in the phrase. This reflects a narrow view of the present continuous. In this sentence, the tense is used for repeated behaviour, not just an action happening right now. Similarly, candidates who opted for item C, *Over a long period of time*, were also wrong since the option signifies that the action ended after happening for a long period of time.

Option D, *In a near future*, was also incorrect since there is no future marker in the sentence. Present continuous can indicate future time, but only with a clear future context. Likewise, the candidates who chose option E, *In a near past*, were wrong because the item expressed tense confusion. The sentence is clearly in the present tense, not the past.

Item (viii) asked:

*The following sentences express future plans **except**:*

- A *The president is addressing the nation tonight*
- B *I am going to drive to work today*
- C *They read both documents*
- D *I will be at work on that time*
- E *I might visit Serengeti if it does not rain heavily*

The item required candidates to demonstrate their understanding of expressing future plans; the provided item tested the candidates' knowledge and ability to identify the expression which does not talk about future plans.

Candidates who opted for the correct answer C, *They read both documents*, had a clear understanding of verb tense and the instruction word *except*. They recognised that the answer is in the simple past tense. The sentence refers to

a completed action, not a future plan. They correctly identified it as the exception among sentences expressing future meaning.

Option A, *The president is addressing the nation tonight* was incorrect. This option uses the present continuous with a future time marker (*tonight*). The option correctly expresses a planned future event, which is contrary to the requirement of the question due to the word *except*. The candidates who chose option B, *I am going to drive to work today*, were wrong because they misunderstood future constructions. The option uses the “going to” future, indicating a prior plan or intention. Moreover, candidates who opted for D, *I will be at work on that time*, were wrong because the item refers to the future. The presence of the auxiliary verb *will + be* shows that the action is going to happen later.

Similarly, candidates who opted for E, *I might visit Serengeti if it does not rain heavily*, were also wrong because of the modal auxiliary verb *might*, which shows a possibility of something happening in the near future if a certain condition is fulfilled.

Item (ix) asked:

When the school closes, Zuhura will visit her paternal uncle who lives at Ikwiriri. What does the term ‘paternal uncle’ mean?

- A *Her aunt’s husband*
- B *Her father’s brother*
- C *Her uncle from aunt’s father*
- D *Her mother’s brother*
- E *Her uncle from aunt’s mother*

The item required the candidates to demonstrate their knowledge of family relationships; it tested their understanding of the position of individual members of the family in relation to their blood ties and what they call one another according to their age and sex in the family.

The candidates who opted for the correct answer B, *Her father’s brother*, demonstrated strong vocabulary knowledge, especially of family and kinship terms. They understood the meaning of the term *paternal*, which relates to the father’s side of the family. They correctly identified a paternal uncle as the

brother of one's father and distinguished between paternal (father's side) and maternal (mother's side).

The candidates who opted for A, *Her aunt's husband*, had a partial understanding of family relationships. The option describes an uncle by marriage, where it ignores the keyword *paternal Aunt's husband* could be anyone who marries someone's aunt, but not connected to a father's side. Candidates who opted for C, *Her uncle from aunt's father*, was wrong because the item presented a conceptual confusion about family lineage terms.

Option D, *Her mother's brother*, confused paternal and maternal. This option is a maternal uncle, not a paternal one. The candidates who opted for E, *Her uncle from aunt's mother*, demonstrated guessing/misunderstanding kinship terms. This option is also ill-defined and does not correctly describe a family relationship.

Item (x) asked:

When you write an official letter, you do not write the name of the writer in the writer's address. Why is it so?

- A *It normally appears at the bottom*
- B *It is not part of official information*
- C *It is not part of the letter*
- D *It confuses the addressee*
- E *It is too long to fit in the address*

The item required candidates to demonstrate their knowledge of the given expressions, particularly in writing official letters. In particular, the item tested their knowledge of the conventions and layout of formal letters.

The correct answer was A, *It normally appears at the bottom*. Candidates who answered this item correctly demonstrated good familiarity with formal writing layout and conventions. They understood the standard format of an official (formal) letter; for instance, they knew that the writer's name is placed after the signature at the bottom, not in the writer's address. They applied knowledge of letter-writing conventions, not relying on personal opinion.

The candidates who opted for B, *It is not part of official information*, were wrong due to a misunderstanding of formal letter-writing conventions. The

writer's name is official information; however, it is positioned at the bottom of the letter rather than in the writer's address.

Candidates who opted for C, *It is not part of the letter*, were wrong because of their conceptual misunderstanding. In contrast, the writer's name is an essential part of an official letter.

Option D, *It confuses the addressee*, was also incorrect since there is no confusion caused. This option shows that these candidates relied on guessing rather than knowledge to answer the question. Moreover, the candidates who opted for E, *It is too long to fit in the address*, were also wrong as they lacked logical reasoning. Length has nothing to do with letter format. Likewise, their answer signals that they guessed.

2.1.2 Question 2: Matching Items

This question had six (6) expression items in **List A** and eight (8) corresponding alternatives in **List B**. The question required the candidates to match the expressions involving auxiliary verbs given in **List A** against their corresponding functions stated in **List B** by writing the letter of the correct response beside the item number in the answer booklet provided. The question tested the candidates' knowledge of and competence in and speaking using appropriate language content and style, precisely concentrating on the expressions of auxiliary verbs.

The matching items were as follows:

<i>LIST A</i>	<i>LIST B</i>
(i) <i>May I go out?</i>	A <i>Express determination</i>
(ii) <i>Can he play football?</i>	B <i>Express option</i>
(iii) <i>He might be right.</i>	C <i>Express obligations</i>
(iv) <i>I can solve the problem.</i>	D <i>Ask for permission</i>
(v) <i>You must stay here.</i>	E <i>Express movement</i>
(vi) <i>I will die for my country.</i>	F <i>Show option</i>
	G <i>Express uncertainty</i>
	H <i>Express ability</i>

A total of 555,442 candidates (100%) attempted the question. Among them, 93,550 (16.84%) scored 4–6 marks, representing good performance; 296,112 (53.31%) scored 2–3 marks, representing average performance; and 165,780

(29.85%) scored 0–1 mark, representing weak performance. Among those with weak performance, 49164 (8.85%) scored 0. Their general performance on this question was good, since 389,662 (70.15%) scored 2–6 marks. Their overall performance on the question is summarised in Figure 2.

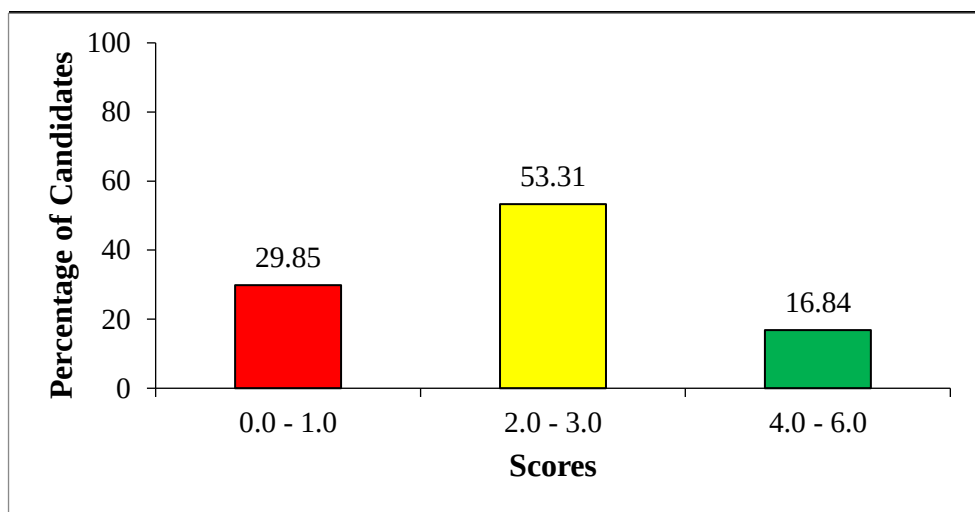


Figure 2: *Candidates' Performance on Question 2*

Candidates who correctly matched the items demonstrated a good understanding of the functions of modal verbs in context. They distinguished between permission (*may*), ability (*can*), obligation (*must*), uncertainty (*might*) and determination (*will*). These candidates focused on the intended meaning of each sentence rather than the verb form alone, indicating solid grammatical awareness and good interpretive skills.

For instance, Item (i), *May I go out?*, was correctly matched with D *ask for permission*. These candidates identified “may” as a polite modal verb used to request permission, especially in formal contexts.

In contrast, the candidates who wrongly matched item (i) with A, B, C, E, F, G and H lacked adequate knowledge of the appropriate context and style of using auxiliary verbs to make a request or seek permission. The incorrect items opted have different meanings: Item A, *Express determination*, refers to the quality that makes someone continue trying to do something even when it seems difficult. Item B, *Express option*, means having the freedom to choose something because of having different alternatives. Item C, *Express obligations*; meaning a state where someone is forced out of their will to do

something whether is pleased with it or not; there is no room for a personal choice. Item E, *Express movement*, refers to an act of making a motion of a body from one place to another for personal reasons. Moreover, Item F, *show option*, means to reveal alternatives before someone with their own freedom to decide what they can do as their preference. Item G, *Express uncertainty* means to have doubt that may result in hesitation by someone over an action or decision. Furthermore, Item H, *Express ability*, refers to a level of skill or intelligence someone has to undertake a certain course of action or decision.

Item (ii): *Can he play football?* was correctly matched with the corresponding alternatives D (*Ask for permission*) and H (*Express ability*). The candidates who matched this item correctly understood how auxiliary verbs are used appropriately to obtain information and, at the same time, to seek permission depending on the context and style of communication. This response shows their awareness of language use beyond literal meaning.

Conversely, candidates who incorrectly matched the item with alternatives A, B, C, E, F and G showed inadequate knowledge of the appropriate context and style for using auxiliary verbs. They did not know how to use modal verbs in requesting information or seeking permission.

Item (iii), *He might be right*, was correctly matched with G (*Express uncertainty*). Candidates who chose this alternative demonstrated a sound understanding of language use, recognising that the auxiliary verb *might* expresses doubt or uncertainty about something that may be right or wrong.

Conversely, the candidates who selected alternatives A, B, C, D, E, F and H showed inadequate competence in using appropriate language content and style. They failed to identify the correct context in which *might* is used to convey uncertainty.

Item (iv), *I can solve the problem*, was correctly matched with H (*Express ability*). Those who chose this alternative demonstrated adequate understanding of the auxiliary verb *can* as an expression of ability or capability. Their responses reflected a correct interpretation of language use in expressing competence.

On the other hand, candidates who matched the item with alternatives A, B, C, D, E, F and G demonstrated insufficient knowledge of the functional use

of auxiliary verbs. They failed to distinguish between *ability* and other meanings, such as *permission* or *option*, indicating weakness in using language contextually.

Item (v), *You must stay here*, was correctly matched with C (*Express obligations*). The candidates who correctly matched these entries understood that the auxiliary verb *must* can be used to express strong obligation or necessity. This answer demonstrated the candidates' proper knowledge of appropriate language content and style in expressing obligations.

The candidates who selected alternatives A, B, D, E, F, G and H did not adequately understand the expressive force of the auxiliary verb *must*. Their responses indicated confusion between obligation and other meanings, such as determination or future intention.

Item (vi), *I will die for my country*, states the quality that makes someone continue trying to do something even when it seems difficult. Furthermore, it expresses one's devotion and commitment to undertake an action without being forced. The candidates who correctly matched the item with A, *Express determination*, demonstrated adequate understanding that the auxiliary verb *will* can express strong determination or firm resolve, not merely future time. This showed awareness of expressive language use in spoken communication.

In contrast, the candidates who matched the item with alternatives B, C, D, E, F, G and H failed to recognise the intended meaning of *will* in the given context. Their responses suggest a limited understanding of how auxiliary verbs convey attitude and determination. Extract 2.1 illustrates a sample response by the candidates who matched all six items correctly and Extract 2.2 is illustrative of the incorrect responses.

02	LIST A	I	II	III	IV	V	VI
	LIST B	D	H	G	H	C	A

Extract 2.1: A Sample of Correct Responses to Question 2

In Extract 2.1, the candidate had adequate knowledge of expressing auxiliary verbs.

02.	LJHA	i	ii	iii	iv	v	vi
	UJRB	H	G	B	A	C	F

Extract 2.2: A Sample of Incorrect Responses to Question 2

In Extract 2.2, the candidate failed to match the items since he/she lacked knowledge of expressing auxiliary verbs.

2.2 SECTION B: Short Answer Questions

This section comprised six (6) compulsory questions: 3, 4, 5, 6, 7 and 8, each weighing nine (9) marks, making a total of 54 marks in this section.

2.2.1 Question 3: Reading for Comprehension (Jumbled Sentences)

The question required the candidates to demonstrate comprehensive competence in reading, comprehension and making a good organisation of ideas from the given jumbled sentences by arranging them in a sequential order to produce a logical and meaningful paragraph. This question tested their ability to read and comprehend information from the given sentences.

The question stated:

Rearrange the following jumbled sentences to make a meaningful paragraph by writing the corresponding letter in the answer booklet provided. Use the following format for your answers

Sentence number	1	2	3	4	5	6
Letter						

- A Then, we were called to line up and allowed to start.
- B The day came and we all gathered for the event.
- C My heart started beating after that information since it was my first time.
- D Surprisingly, I was the first person to touch the finishing line.
- E While we were running, the spectators were shouting, but I did not hear my name.
- F One day, my name was mentioned to participate in the international marathon.

A total of 555,405 candidates (100%) attempted the question. Among them, 355,876 (64.07%) scored 6–9 marks, representing good performance; 112,632 (20.28%) scored 3–5.5 marks, representing average performance; and 86,897 (15.65%) scored 0–2.5 marks, representing weak performance. Among those with weak performance, 27,231 (4.9%) scored 0. Their general performance on this question was good, since 468,508 (84.35%) scored 3–9 marks. Their overall performance on the question is summarised in Figure 3.

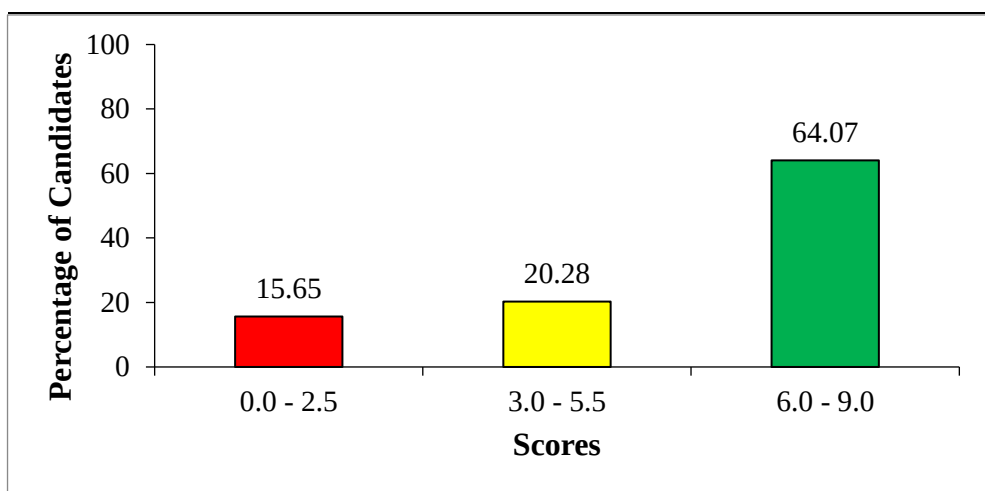


Figure 3: *Candidates' Performance on Question 3*

The candidates who arranged the sentences logically into a meaningful paragraph proved to be proficient in reading comprehension, sequencing and logical organisation.

These candidates demonstrated a good understanding of narrative flow. They correctly recognised the sequence of events from introduction, preparation, action, to conclusion. Hence, they managed to identify temporal and causal relationships (e.g., being chosen → the event day → preparation → running → finishing). Moreover, they had adequate knowledge of how to ensure coherence and cohesion. As a consequence, they logically linked the ideas into meaningful paragraphs.

In particular, they correctly arranged letter F, *One day, my name was mentioned to participate in the International Marathon*, as the first sentence, because of the introductory phrase *one day...* which initially stated the fact that it was the beginning of a paragraph. Letter C, *My heart started beating after that information since it was my first time*, was correctly arranged as the

second sentence, because the sentence moves the story to the day of the marathon.

Letter B, *The day came and we all gathered for the event*, was correctly arranged as number 3 because the sentence shows the narrator's reaction to being selected. Letter A, *Then, we were called to line up and allowed to start*, was correctly arranged as sentence number 4 because the phrase *allowed to start* which alludes to the word *event*. This implies that the event in the 3rd sentence was the one referred to in the 4th sentence. It also describes the preparation before the race begins.

Letter E, *While we were running, the spectators were shouting, but I did not hear my name*, was correctly arranged as number 5. The candidates connected the information from the 3rd and 4th sentences, recognising that the *event allowed to start* was the *running* as revealed in letter E. This created a logical flow of events. It also adds action and context during the race.

Letter D, *Surprisingly, I was the first person to touch the finishing line*, was correctly arranged as number 6. The candidates knew that in marathon running, the final point is technically called *the finishing line*. Hence, they precisely arranged the sentence to be the final event as it concludes the paragraph with the outcome, bringing a meaningful paragraph, as follows:

One day, my name was mentioned to participate in the international marathon. My heart started beating after that information since it was my first time. The day came and we all gathered for the event. Then, we were called to line up and allowed to start. While we were running, the spectators were shouting, but I did not hear my name. Surprisingly, I was the first person to touch the finishing line. Extract 3.1 is worth considering.

3.	Sentence number	1	2	3	4	5	6	.
	Letter	F	C	B	A	E	D	.

Extract 3.1: A Sample of Correct Responses to Question 3

In Extract 3.1, the candidate correctly arranged the sentences logically, demonstrating competence in reading comprehension and sequencing.

Conversely, the candidates who failed to arrange the sentences correctly demonstrated incompetence in reading for comprehension. They arranged events out of their correct order; for instance, they mentioned the finishing line before the start of the race. They did not consider temporal clues, such as *the day came* or *one day and* ignored sequence signals. These candidates focused on individual sentence meaning rather than the overall story structure, producing incoherent paragraphs. Some candidates demonstrated poor proficiency in the English language. As a consequence, most of them failed to understand the requirements of the question. Extract 3.2 is illustrative.

	sentencenumber	1	2	3	4	5	6
	Letter	One	Two	Three	four	Five	SIX

Extract 3.2: A Sample of Incorrect Responses to Question 3

In Extract 3.2, the candidate failed to understand the requirements of the question and wrote the given numbers in words.

2.2.2 Question 4: Writing Cards and Messages

The question required the candidates to study and complete the missing information in the Birthday Invitation Card by choosing the correct item among the given alternatives in the box and filling in the blank spaces (i)–(vi) to make the card meaningful and complete. This question tested how the candidates could apply their knowledge of writing cards and messages.

The question stated:

Study the invitation card provided and complete it by choosing the correct answer from the given alternatives and write it beside the item number in the answer booklet provided.

4:30 pm to 10:30, RSVP, Birthday party, Green Star Hall, Rose, Wedding Ceremony, Mobile Number 0711000543
--

BIRTHDAY INVITATION

The family of Mr and Mrs Majengo has a great pleasure to invite you Miss (i)_____ to the (ii)_____ of their beloved son, Paul. The event will be held at (iii)_____ starting from (iv)_____.

Your presence will be highly appreciated.

(v)_____

Mrs Majengo:(vi)_____

A total of 555,442 candidates (100%) attempted the question. Among them, 500,258 (90.07%) scored 6–9 marks, representing good performance; 45,668 (8.22%) scored 3–5.5 marks, representing average performance; and 9,479 (1.71%) scored 0–2.5 marks, representing weak performance. Among those with weak performance, 2,351 (0.42%) scored 0. Their general performance on this question was good, since 545,926 (98.29%) scored 3–9 marks. Figure 4 summarises their overall performance on this question.

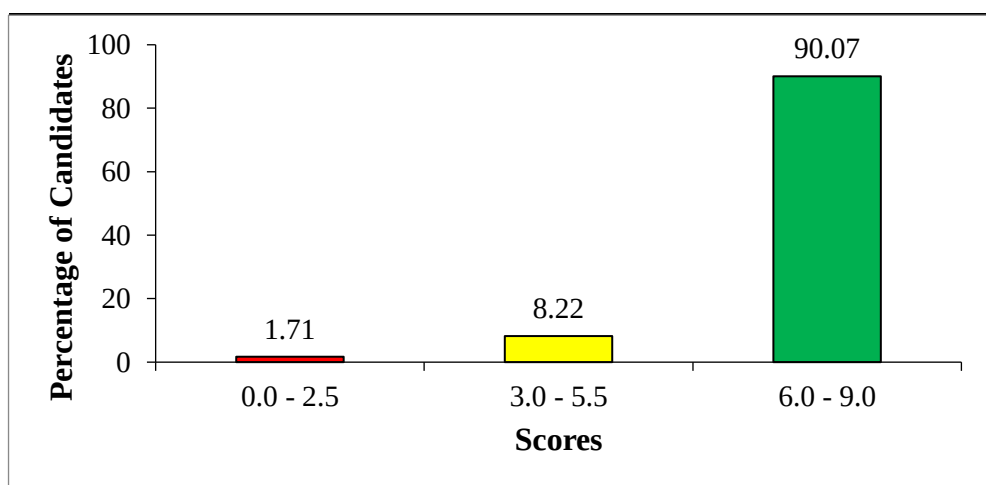


Figure 4: *Candidates' Performance on Question 4*

The candidates who correctly answered this question demonstrated adequate mastery of reading comprehension, attention to detail and appropriate language use in real-life contexts. They were also knowledgeable about formal invitation conventions, including the sequence of key information: invitee's name, type of event, venue, time, RSVP and contact details. These candidates demonstrated the ability to select contextually appropriate language for each blank. They are aware of practical communication needs, such as including contact details for confirmation.

In item (i), the candidates correctly filled in the name *Rose* as the first item in the card; they demonstrated a good understanding of writing cards and messages. They knew that the inviter's name in the invitation card must be followed by the invitee's name and they used the knowledge to choose *Rose* as the correct answer.

In item (ii), the candidates filled the blank space with the correct alternative *Birthday party*. These candidates understood that the invitee's name must be followed by the type of event or the purpose of the invitation. They demonstrated adequate mastery of writing cards and invitation messages.

In item (iii), the candidates filled in the blank space with the correct alternative *Green Star Hall*, which was preceded by the clause *the event will be held at*, mentioning the name of a place where the event would be held. The use of the preposition *at* gave the candidates a clue to their selection of the answer (*Green Star Hall*), among other given alternatives. On the contrary, some candidates filled in the blank space with an incorrect alternative.

In item iv, the candidates who filled the blank space with the correct alternative *4:30 pm to 10:30 pm* knew that the occasion must have a specific time and the construction '*starting from*' clearly indicated the time at which the event would be held.

In item (v), the candidates who filled the blank space with the correct alternative '*RSVP*' were knowledgeable that, at the end of the invitation card, there must be an instructional acronym *RSVP*, which shows contacts through which the invitees could reply concerning the invitation acceptance, excuse or rejection.

In item (vi), the candidates who filled the blank space with *Mobile Number 0711000543* were correct because they knew that a proper invitation card must have the inviter's/host's contact number. Accordingly, they managed to choose an alternative *Mobile Number 0711000543* and filled it in the specific blank space. They demonstrated mastery and adequate knowledge of *writing cards and messages*. Extract 4.1 is illustrative.

A	i) Rose	
	ii) Birthday party	
	iii) Green Star Hall	
	iv) 4:30pm to 10:30pm	
	v) RSVP	
	vi) Mobile Number 0711000543	

Extract 4.1: A Sample of Correct Responses to Question 4

In Extract 4.1, the candidate had an adequate knowledge of formal invitation conventions, including the sequence of key information.

In contrast, some candidates with weak performance on this question faced difficulties in sequencing information logically and in interpreting functional text. Some of these candidates misplaced information; for example, they wrote the name of the venue in the blank for the invitee's name or swapped the time with RSVP. Some candidates omitted essential information, such as RSVP or the mobile number, showing a limited understanding of invitation card conventions. Others chose contextually inappropriate alternatives, demonstrating weak comprehension of formal writing. Moreover, some did not understand the requirements of the question due to poor proficiency in the English language; hence, they left the item unanswered. Extract 4.2 presents such incorrect responses.

	ii) Green Star Hall Rose	
	ii) Birthday party	
	iii) Wedding ceremony	
	iv) Mobile number 0711000543	
	v) 4:30 pm to 10:30 pm	
	vi) RSVP	

Extract 4.2: A Sample of Incorrect Responses to Question 4

In Extract 4.2, the candidate had a poor understanding of formal invitation conventions, including the sequence of key information.

2.2.3 Question 5: Giving Descriptions

This question required the candidates to construct nine meaningful, grammatical sentences using the given vocabulary (*Round, Black, Energetic, Pretty, Tall, Attractive, Shapeless, Kind* and *New*) to describe the *quality of objects or human beings*. The question tested their ability to make meaningful sentences using the given adjectives to describe the quality of objects or human beings.

The question stated:

*Construct nine grammatical and meaningful sentences that express the **quality of object/human beings** using the vocabulary items in (i)–(ix).*

- (i) *Round*
- (ii) *Black*
- (iii) *Energetic*
- (iv) *Pretty*
- (v) *Tall*
- (vi) *Attractive*
- (vii) *Shapeless*
- (viii) *Kind*
- (ix) *New*

A total of 555,442 candidates (100%) attempted the question. Among them, 167,064 (30.08%) scored 6–9 marks, representing good performance; 145,474 (26.19%) scored 3–5.5 marks, representing average performance; and 242,867 (43.73%) scored 0–2.5 marks, representing weak performance. Among those with weak performance, 129,032 (23.23%) scored 0. Their general performance on this question was average, since 312,538 (56.27%) scored 3–9 marks. Their overall performance on the question is summarised in Figure 5.

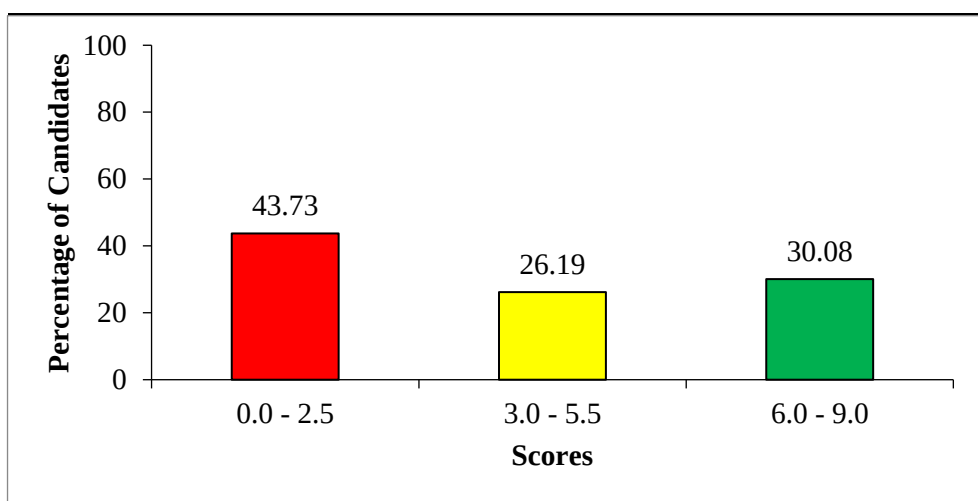


Figure 5: *Candidates' Performance on Question 5*

The candidates who answered this question correctly demonstrated an adequate mastery of vocabulary usage, basic grammar and sentence construction skills. These candidates constructed nine complete and grammatical sentences and used each vocabulary item appropriately to describe the quality of an object or a human being.

Moreover, they showed a good understanding of adjectives and their function in sentences and maintained proper sentence structure, including subject, verb and correct word order.

In item (i), *Round*, the candidates who answered correctly constructed grammatical and meaningful sentences using the word *round* to show an object which has a circular shape or appearance. They knew that the adjective used to describe nouns in a sentence.

In item (ii), *Black* was correctly used to describe an object or human being having a quality of a dark colour or having no light.

In item (iii), *Energetic* was used to describe a person, animal, or other creature with a lot of energy.

In item (iv), *Pretty* was used to describe things, people and places that are pleasant, attractive and impressive to look at or listen to.

In item (v), *Tall* was used in a sentence to describe objects, animals, buildings and human beings with greater than average height.

In item (vi), *Attractive* was used to describe things with features that make them seem interesting and worth having, also pleasant to look at.

Item (vii), *Shapeless* was used to describe objects, things or humans without definite shape or clear structure.

In item (viii), *Kind* was used to express people who are friendly, caring, helpful and considerate towards others.

In item (ix), *New* was used to describe things that have not existed before, recently made, invented or introduced. Extract 5.1 is illustrative of the correct responses.

5	i. That is a round plate	
	ii. Muvajuma's sister has a black watch in her pocket.	
	iii. My brother is a very energetic boy.	
	iv. Ester was a very pretty girl.	
	v. She walked beside a very tall man.	
	vi. Juma is the most attractive boy in the class.	
	vii. She picked a shapeless stone on the road.	
	viii. I met a kind woman on the way.	
	ix. James wore new clothes on the wedding ceremony.	

Extract 5.1: A Sample of Correct Responses to Question 5

In Extract 5.1, the candidate demonstrated a good grasp of vocabulary usage, basic grammar and sentence construction skills.

In contrast, the candidates with weak performance on this question failed to construct grammatical and meaningful sentences. Some of these candidates used the vocabulary items out of context or incorrectly (e.g., adjectives as nouns). Some of them wrote phrases instead of full sentences and made frequent grammatical errors that affected meaning. Other candidates repeated the same vocabulary item or omitted some items, while others used the words without clearly describing the quality, as shown in Extract 5.2.

5. (i) Round	=	Roundedness
(ii) Black	=	black colour
(iii) Energetic	=	energetics
(iv) ~~pet~~ pretty	=	pretest
(v) Tall	=	tallest
(vi) Attractive	=	attractives
(vii) shapeless	=	shaptest
(viii) kind	=	kinds
(ix) new	=	news

Extract 5.2: A Sample of Incorrect Responses to Question 5

In Extract 5.2, the candidate lacked adequate knowledge of applying vocabulary to construct meaningful sentences in context.

2.2.4 Question 6: Re-writing Sentences

The question required the candidates to rewrite the given incorrect sentences into correct ones. It tested their grammatical competence in structuring correct sentences in the English language.

The question stated:

The following sentences are incorrect. Rewrite them correctly.

- (i) *The students were playing soccer yesterday. Aren't they.*
- (ii) *Although the headmaster offered the trip to Ngorongoro but the student refused to go.*
- (iii) *You can see I am busy right now. Do not west my time.*
- (iv) *I must go to the farm despite of the rain.*
- (v) *That is the man which came here yesterday.*
- (vi) *My friend is to weak too run 15 km.*
- (vii) *My sister was singing while I danced.*
- (viii) *We planned to travel on ship.*
- (ix) *I usually sleep on bed.*

A total of 555,442 candidates (100%) attempted the question. Among them, 75,103 (13.52%) scored 6–9 marks, representing good performance; 145,807 (26.25%) scored 3–5.5 marks, representing average performance; and 334,532 (60.23%) scored 0–2.5 marks, representing weak performance. Among those with weak performance, 159,064 (28.64%) scored 0. Their general performance on this question was average, since 220,910 (39.77%) scored 3–9 marks. Their overall performance on the question is summarised in Figure 6.

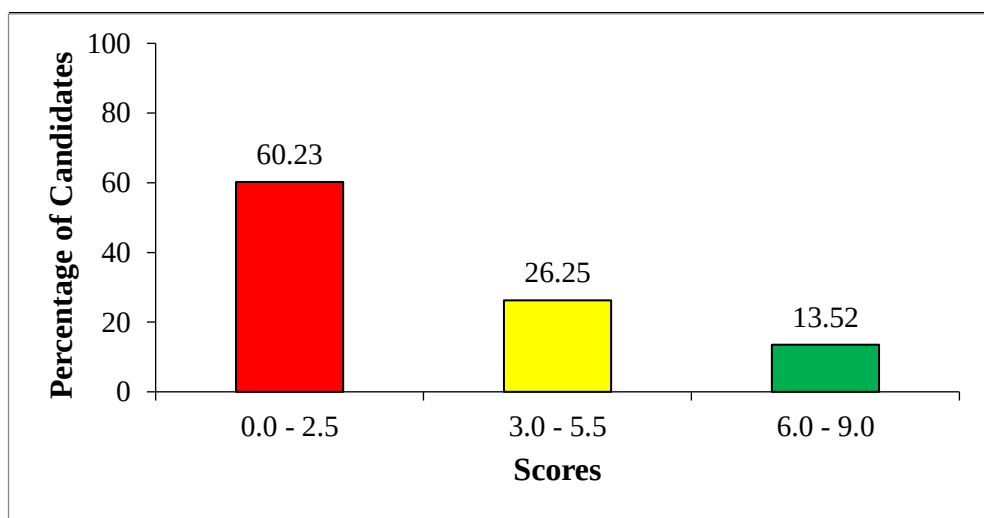


Figure 6: *Candidates' Performance on Question 6*

The candidates who answered this question correctly demonstrated a strong understanding of basic grammar rules, sentence structure and common English usage errors.

In item (i), *The students were playing soccer yesterday. Aren't they*, the candidates applied the correct rules of tag questions. They understood that the question tag was incorrect in the given sentence because the independent clause was in the past tense but the question tag was in the present tense and it did not have a question mark. Hence, they rewrote the sentence correctly as *The students were playing soccer yesterday. Weren't they?*

In item (ii), *Although the headmaster offered the trip to Ngorongoro but the student refused to go*, the students who correctly addressed it managed to distinguish between paired conjunctions and avoid double connectors. They knew that the conjunction *although* does not coexist with the conjunction *but* in the same clause; as a result, they substituted the word *but* with a comma (,) to correct it. That is, *Although the headmaster offered the trip to Ngorongoro, the student refused to go*. Furthermore, some of these candidates knew that the conjunction *although* could be omitted in the sentence, leaving a single conjunction *but* and attaining the correctness of the sentence. That is, *The headmaster offered the trip to Ngorongoro, but the student refused to go*.

In item (iii), the candidates corrected the sentence *You can see I am busy right now. Do not west my time*, as *You can see I am busy right now. Do not waste my time*. The candidates were competent enough to discover that the sentence was incorrect because the word *west* needed to be replaced with *waste*. They understood that the word *west* refers to a direction, while *waste* means using something carelessly or unnecessarily so that it is lost or depleted. They demonstrated their competence and adequate mastery of the differences between the two words with similar pronunciation.

In item (iv), the candidates re-wrote the sentence *I must go to the farm despite of the rain*, correctly as *I must go to the farm despite the rain*. The candidates demonstrated adequate knowledge of using the conjunction *despite*; that is, it is not followed by the preposition *of*. Hence, they deleted the preposition *of* and rewrote the sentence correctly.

In item (v), candidates who rewrote the sentence *That is the man which came here yesterday* correctly demonstrated their sufficient knowledge of using

relative pronouns. They noticed that the relative pronoun *which* was used inappropriately to refer to a human being. Therefore, they replaced it with the appropriate pronoun *who*, which was needed to refer to the main in the given construction. They rewrote the sentence correctly as *That is the man who came here yesterday*.

In item (vi), the sentence *My friend is to weak too run 15 km* was correctly rewritten as *My friend is too weak to run 15 km*. The candidates knew that the words *to* and *too* were wrongly used in the sentence. They demonstrated their competence in using these elements by rewriting the sentence correctly.

In item (vii), the candidates who correctly rewrote the sentence *My sister was singing while I danced*, understood that the sentence was in the past continuous tense, expressing two different actions which were ongoing at the same time by two different people. The candidates corrected the part of the sentence that expressed the simple past *I danced* and re-wrote the sentence correctly as *My sister was singing while I was dancing*. These candidates demonstrated adequate mastery of the past tense by using them consistently.

In item (viii), the candidates who correctly rewrote the sentence *We planned to travel on ship* as *We planned to travel by ship* had an adequate knowledge of using the preposition in the English language. In particular, the candidates substituted *on* with *by* in the given sentence. These candidates knew that the preposition *on* is used to show a position covering, touching or forming part of a surface and the preposition *by* is used to show a means or manner through which a certain object is moved from one place to another.

In item (ix), candidates were required to correct the sentence *I usually sleep on bed*. Those who answered correctly demonstrated an understanding of the appropriate use of prepositions in English. The original sentence was incorrect because the preposition *on* is not used with *bed* in the given context. In English, *sleep in bed* describes being within the space of the bed for the purpose of sleeping. Therefore, candidates correctly replaced *on* with *in* and rewrote the sentence as *I usually sleep in bed*. Extract 6.1 shows an example of correct responses provided by the candidates.

6.	
(i)	The student ~~s~~ were playing soccer yesterday, weren't they?
(ii)	Although the headmaster offered a trip to Ngorongoro, the student refused to go.
(iii)	You can see I am busy right now. Do not waste my time.
(iv)	I must go to the farm despite the rain.
(v)	That is the man who came here yesterday
(vi)	My friend is too weak to run 15 km
(vii)	My sister was singing while I was dancing.
(viii)	We planned to travel by ship.
(ix)	I usually sleep in bed.

Extract 6.1: A Sample of Correct Responses to Question 6

In Extract 6.1, the candidate demonstrated a strong understanding of basic grammar rules, sentence structure and common English usage errors.

In contrast, candidates who answered this question incorrectly failed to understand the basic grammar rules, sentence structure and common English usage errors. Some of them had poor proficiency in the English language, so they did not understand the requirements of the question. Some of them wrote the given sentences as answers without correcting the errors in the sentences. Other candidates rewrote the sentences inappropriately and others skipped the question. Extract 6.2 is an example from one of these candidates.

6.	i) The students were playing soccer yesterday. Aren't they.	
	- The students were playing soccer yesterday	
	ii)	
	- The headmaster offered the trip to Ngorongoro, although the student refused to go.	
	iii) You can see I am busy right now. Do not waste my time	
	- Now you have see,	
	- I am busy right now you have see. Do not waste my time.	
	iv) I must go to the farm despite of the rain	
	- Go to the farm despite of the rain	
	v) That is the man which came here yesterday	
	- The man who came here	
	vi)	
	- My friend is too weak to run 15km	
	vii)	
	- My sister was danced while singing	
	viii) - We planned travel on ship	
	ix)	
	- I sleep on bed.	

Extract 6.2: A Sample of Candidate's Incorrect Responses to Question 6

In Extract 6.2, the candidate demonstrated poor understanding of basic grammar rules, sentence structure and common English usage errors.

2.2.5 Question 7: Writing Using Appropriate Language, Content and Style

This question required the candidates to construct one meaningful and grammatical sentence for each of the given structures. The question assessed their ability to demonstrate competence in using structural patterns to construct meaningful and grammatical sentences.

The question asked:

Construct one meaningful, grammatical sentence for each of the following structures.

- (i) *both ... and*
- (ii) *neither ... nor*
- (iii) *either ... or*
- (iv) *not only ... but also*
- (v) *prefer ... to*
- (vi) *whether ... or*

A total of 555,442 candidates (100%) attempted the question. Among them, 170,563 (30.71%) scored 6–9 marks, representing good performance; 151,196 (27.22%) scored 3–5.5 marks, representing average performance; and 233,683 (42.07%) scored 0–2.5 marks, representing weak performance. Among those with weak performance, 136,225 (24.53%) scored 0. Their general performance on this question was average, since 321,759 (57.93%) scored 3–9 marks. Their overall performance on the question is summarised in Figure 7.

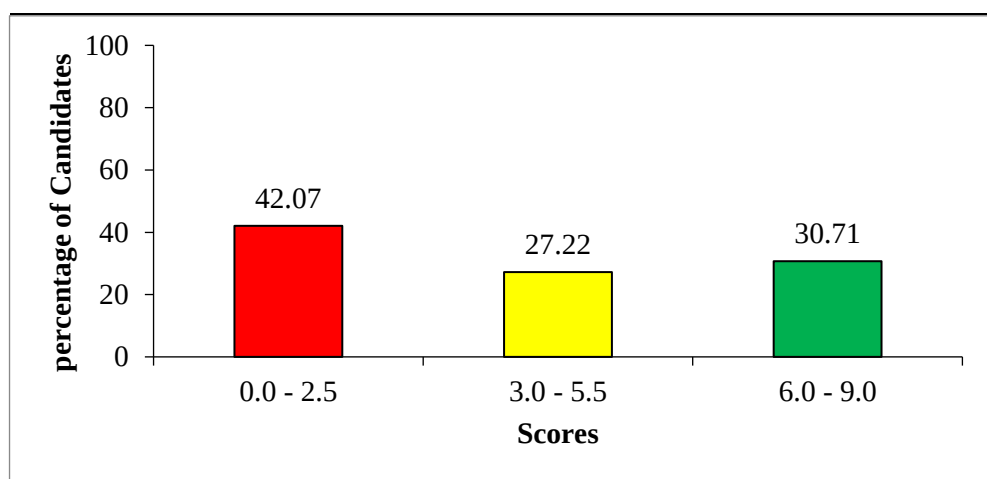


Figure 7: *Candidates' Performance on Question 7*

The candidates with good performance on the question had adequate skills in observing correct sentence structure, using coordinating and correlative conjunctions and ensuring grammatical accuracy in written English.

Item (i) required the candidates to construct meaningful sentences using the structure *both...and*. The candidates who constructed correct sentences in this item were knowledgeable about the proper use of the correlative conjunction *both...and*. They knew that the conjunction *both...and* is used to join two equal ideas (words, phrases or clauses), signalling proper parallelism in this paired structure.

In item (ii), the candidates were required to construct meaningful sentences using the structure *Neither.... nor*. The candidates who constructed correct sentences using this structure understood that the conjunction *neither...nor* is used to express negation of two items, ideas or actions. The candidates knew that one can use the conjunction to reject or disagree and they applied correct verb agreement.

Item (iii) required the candidates to construct meaningful sentences using the structure *Either...or*. The candidates who managed to construct correct sentences understood that the conjunction is used to express two options in a sentence in which only one of them is possible. These candidates demonstrated the ability to express two choices based on their preference.

In item (iv), the candidates were required to construct meaningful sentences using the structure *Not only... but also*. Those who managed to construct correct sentences using the conjunction *Not only...but also* were knowledgeable that the conjunction is used to add extra information and to emphasise that two qualities, actions, or ideas are true, with the second one often being more important or surprising.

In item(v), the candidates were required to construct meaningful sentences using the structure *Prefer...to*. Those who correctly used this structure demonstrated adequate knowledge that *prefer... to* shows comparative preferences by someone over two given choices or items. Therefore, it shows choice or liking, meaning that one thing is liked more than another.

Item (vi) required the candidates to construct meaningful sentences using the structure *Whether... or*. Those who constructed grammatically correct and

meaningful sentences understood that the correlative conjunction *whether... or* is used to express doubt, choice, or uncertainty between two alternatives. It is common in indirect questions and statements. Extract 7.1 illustrates the correct responses.

7. i)	Both Ladslaws and Godson are coming for Christmas
ii)	Juma eats <u>neither</u> rice <u>nor</u> chicken
iii)	You can <u>either</u> go with Philip <u>or</u> Anne
iv)	Not only does Rosette cook but also clean
v)	I prefer pork to beef
vi)	Whether you like it <u>or</u> not, you will go to boarding school

Extract 7.1: A Sample of Correct Responses to Question 7

In Extract 7.1, the candidate demonstrated a good command of sentence structure, coordinating and correlative conjunctions and overall grammatical accuracy in written English.

In contrast, candidates with poor performance on this question lacked adequate knowledge of sentence structure, coordinating and correlating conjunctions and poor grammatical accuracy. Some of these candidates failed to maintain parallel grammatical forms and others used incorrect verb agreement, especially with *neither...nor*. Moreover, some candidates wrote fragments instead of complete sentences and others skipped the questions, signaling their poor proficiency in the English language. These candidates did not understand the requirements of the question, as illustrated in Extract 7.2.

7. i)	the both sleep and bed
ii)	Neither the man which nor came here yesterday
iii)	Either planned to travel or ship
iv)	I must not only farm but also despite of the ruin
v)	Prefer singing to while danced
vi)	Whether the chase or have seen

Extract 7.2: A Sample of Incorrect Responses to Question 7

In Extract 7.2, the candidate demonstrated a poor command of sentence structure, coordinating and correlative conjunctions and overall grammatical accuracy in written English.

2.2.6 Question 8: Speaking Using Appropriate Language, Content and Style

The question required the candidates to fill in the blanks with the correct forms of either *say* or *tell* to make the given sentences meaningful. The question tested their competence in communicating information using appropriate language.

The question stated:

Fill in the blanks with either say or tell to complete the following sentences.

- (i) Ali _____ goodbye to me and left.
- (ii) Please _____ us about your holiday. Did you have a nice time?
- (iii) Don't just stand there! _____ something.
- (iv) Please _____ everyone about our journey.
- (v) Fatuma _____ me that he was fed up with his job.
- (vi) Never _____ it again! They will chase you away.
- (vii) Don't _____ anybody what you have seen.
- (viii) Did she _____ you what happened.
- (ix) My sister couldn't help me. She _____ me to ask Janeth.

A total of 555,442 candidates (100%) attempted the question. Among them, 487,384 (87.75%) scored 6–9 marks, representing good performance; 63,477 (11.43%) scored 3–5.5 marks, representing average performance; and 4,581 (0.82%) scored 0–2.5 marks, representing weak performance. Among those with weak performance, 1,378 (0.25%) scored 0. Their general performance on this question was good, since 550,861 (99.18%) scored 3–9 marks. Their overall performance on the question is summarised in Figure 8.

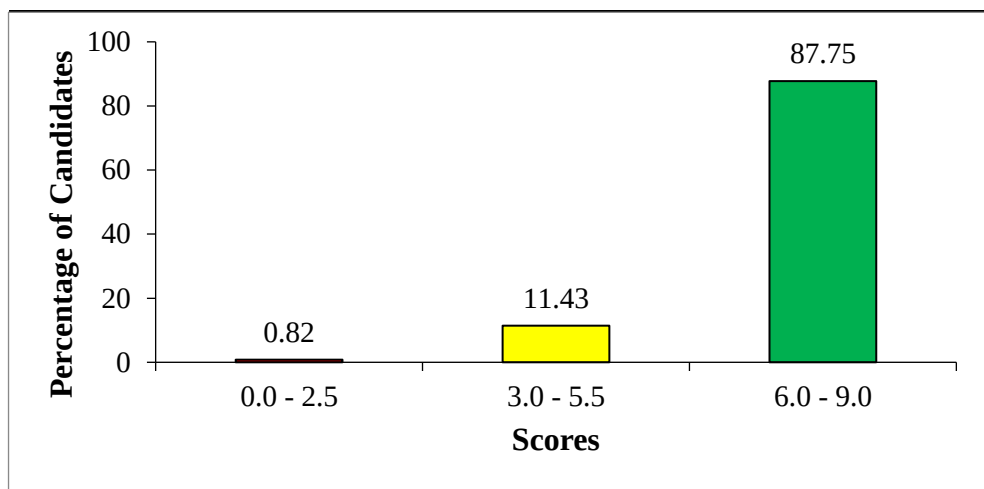


Figure 8: *Candidates' Performance on Question 8*

The candidates who answered the question correctly had a good command of verb–object relationships, vocabulary usage and sentence completion skills. They also demonstrated a good understanding of reported speech structures. These candidates distinguished between *say* and *tell* based on the presence or absence of an object. They could correctly use *tell* usually with an object and *say* when no indirect object is mentioned, for example, *say goodbye* and *say something*.

Moreover, they correctly used *tell* when followed by a person or pronoun, for example *tell me*, *tell us* and *tell everybody*. They managed to apply the correct tense forms (said, told) and identify common expressions and fixed collocations. For example, *say goodbye*, *tell the truth* and *tell someone to do something*. Extract 8.1 is worth considering.

8. i/	Ali <u>said</u> goodbye to me and left.
ii/	Please <u>tell</u> us about your holiday. Did you have a nice time?
iii/	Don't just stand there! <u>Say</u> something.
iv/	Please <u>tell</u> everyone about your journey.
v/	Fatuma <u>told</u> me that he was fed up with his job.
vi/	Never <u>say</u> it again! They will chase you away.
vii/	Don't <u>tell</u> anybody what you have seen.
viii/	Did she <u>tell</u> you what happened?
ix/	My sister couldn't help me. she <u>told</u> me to ask Janet.

Extract 8.1: A Sample of Correct Responses to Question 8

In Extract 8.1, the candidate demonstrated a good command of verb-object relationships, vocabulary usage and sentence completion skills.

Conversely, candidates with poor performance on this question faced difficulty in identifying when object are needed, recognising fixed expressions and using the correct tense. These candidates did not know that *tell* usually requires an object (someone to be told something), while *say* does not. Some of these candidates use the base form of verbs instead of the past tense and others overlooked the sentence structures, hence provided the wrong answers, as shown in Extract 8.2.

8.i)	Ali <u>tell</u> goodbye to me and left
ii)	Please ~~say~~ us about your holiday. Did you have a nice time?
iii)	Don't just stand there! <u>Tell</u> something.
iv)	Please <u>say</u> everyone about your journey.
v)	Fatuma <u>say</u> me that he was fed up with his job.
vi)	Never <u>tell</u> it again! They will chase you away.
vii)	Don't <u>say</u> anybody what you have seen.
viii)	Did she <u>say</u> you what happened?
ix)	My sister couldn't help me, she <u>say</u> me to ask Jameth.

Extract 8.2: A Sample of Incorrect Responses to Question 8

Extract 8.2 indicates that the candidate lacked sufficient understanding of verb-object relationships, accurate vocabulary usage and principles of sentence completion in written English.

2.3 SECTION C: ESSAY QUESTIONS

This section consisted of three (3) questions: 9, 10 and 11. The candidates were instructed to answer two (2) questions in this section. Each question was worth 15 marks, making a total of 30 marks.

2.3.1 Question 9: Reading and Interpreting Poems

The question required the candidates to distinguish between the language used in poems and that of normal conversation. They were expected to describe poetic devices or figurative language commonly found in poems and explain how their implied meanings differ from their ordinary, literal meanings.

The question stated:

The language of poems is quite different from the language of normal conversation. Verify this statement using two poems you have read in this section. Give three points from each poem.

A total of 270,489 candidates (100%) attempted the question. Among them, 47,453 (17.54%) scored 10–15 marks, representing good performance; 67,300 (24.88%) scored 4.5–9.5 marks, representing average performance; and 155,736 (57.58%) scored 0–4 marks, representing weak performance. Among those with weak performance, 102,463 (37.88%) scored 0. Their general performance on this question was average, since 114,753 (42.42%) scored 4.5–15 marks. Their overall performance on the question is summarised in Figure 9.

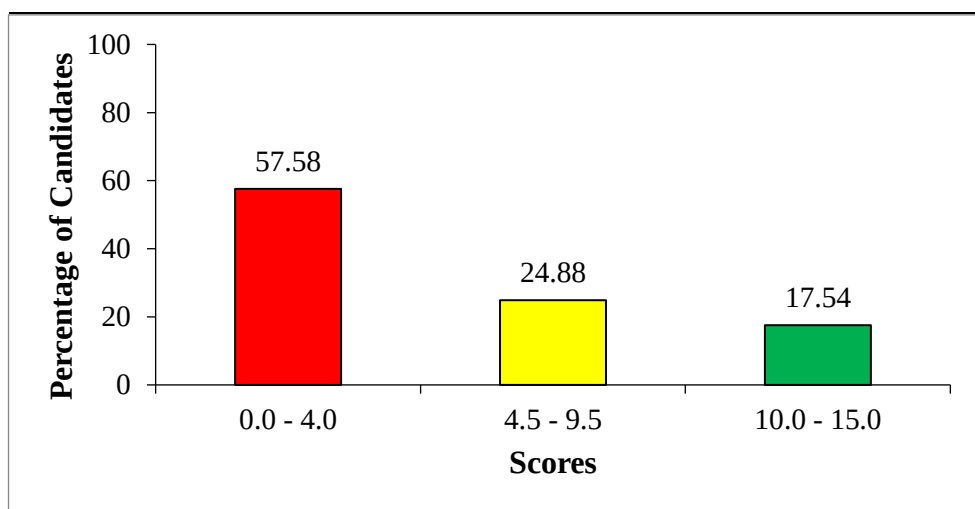


Figure 9: *Candidates' Performance on Question 9*

The candidates with good performance on this question demonstrated their knowledge of the differences between the language used in poems and the language used in normal conversation by using different figures of speech as used in different poems. They had a clear understanding of poetic language. They explained how poems use figurative language such as similes, metaphors, symbolism and imagery, which is different from the direct language used in everyday conversation.

Similarly, they used relevant textual references. These candidates correctly cited examples of repetition, rhyme, personification, or unusual word order to

support their points. These candidates had well-organised responses. Their answers were logically arranged, clearly separating points from Poem One and Poem Two, with each poem having three distinct and explained points. In their introduction parts, the candidates wrote the meanings of key words, including *poem* and *language*. Then, they introduced two poems of their choice, studied under this section. In the main body, the candidates provided a total of six points, three from each poem, as follows:

The poet has used *irony* to show recognition of reality different from appearance example the title “Building the nation” is ironic since the poem talks of irresponsible leaders like the Ps. Also, the Ps calls his driver a friend, while in real sense he does not care about him. The poet has used *sarcasm* as a figure of speech that uses a bitter word to inflict pain. The poet portrays the PS’s luxurious menu to inflict pain to those leaders who misuse public money. *Sarcasm* in this poem has been used to criticise leaders who pretend to be working for the nation while doing nothing productive. *They sell lunch meeting*. The poet has also used *symbolism*, as a figure of speech that use words that stand for something else. In the poem, stomach ulcers symbolise poverty, classes, injustice, or a warning that something is wrong in the nation. For example, the driver suffers from stomach ulcers because he cannot afford to buy food. Moreover, the poet has used *hyperbole*, a figure of speech that shows the exaggeration of facts. For example, the menu that the PS ate has been exaggerated to show a high rate of extravagance.

In addition, the poet has used *alliteration*, which refers to the repetition of similar consonant sounds at the beginning of a word or a stressed syllable, as the persona says: *I attended to the matters of the state, highly delicate diplomatic duties you know*. The sound /d/ in the word delicate, diplomatic and duties has been repeated for rhythmical/musical purposes. Likewise, the poet has used *rhyme schemes*; the rhyme scheme of the poem selected is irregular because there is no repetition of identical sound at the end of a line. Furthermore, the poet has also used *barbarism*, as a figure of speech that borrows words from another language, for instance, “*Mwananchi*” is a Swahili word which means *citizen*. Also, the poet has used *an acronym* as a figure of speech to shorten word forms such as Ps for Permanent Secretary.

Moreover, the candidate who used the poem “Hollow Heads” by Jwani Mwaikusa, showed the figure of speech used by the poet in the poem, such as the use of repetition to show the emphatic role. Words such as *torture*,

emptiness and *they fight* have been used more than once to show emphasis. The persona is urging people to fight because they are tortured. Also, the poet employed the use of synecdoche, which refers to a figure of speech in which a part of something is mentioned to represent the whole thing. Example, “hollow heads torture me”. To mean uneducated leaders are burden and trouble to the citizens. Furthermore, the poet has also used irony as the persona calls his enemies friends. As it is seen in the third stanza, he says, “All right, my friends, it’s a battle and I will fight it.” This aims to reveal the persona’s mental and emotional suffering as a result of being surrounded by illiterate leaders.

Additionally, candidates who used the poem “The Awful Dentist” by Jwani Mwaikusa showed the figurative devices used by the poet. For example, the poet employs hyperbole to exaggerate events for emphasis. The description of the dentist pulling out not only decaying teeth but also strong ones from the jaw of their mouth, making heaps of useless teeth. The statement is exaggerated to emphasize selfishness and irresponsibility of the leaders. Additionally, the poet uses quotation marks, for example, “our teeth shall all be right!” to reflect the illusion the people had when the dentist graduated. Also, the poet has used parallelism, which refers to sentences with the same structure. It is used to show a rhythmic pattern. For instance, the persona says: “and he started to work, prompt and immediate... and he started working on their jaws”. In addition, the poet has also employed repetition, which refers to the act of using the same word, phrase or sentence with the specific reason either to show emphasis or to warn. They used the repeated phrase “heaps and heaps of teeth” to emphasise the massive scale of destruction caused by the dentist, as Extract 9.1 illustrates.

9.	Language is a verbal or non-verbal way of communicating or sharing information from one person to another. Language of normal conversation is the use of ordinary words to communicate with others. It is true that the language used in poems is quite different from the language of normal conversation since it involves the use of poetic devices which make the language used to be unique and beautiful. The poems to be used are ^{THE} DYING CHILD by Freeman Peter Lwamba from Summons and A FREEDOM SONG by Marjorie Oludhe Macgoye from Growing Up With Poetry. By starting with The Dying Child, below is how the language used in poems is quite different from the language of normal conversation; Presence of symbolism. Symbolism is the use of words to represent something else. This is quite different from the language used in a normal conversation since people normally use straight forward words that carry a clear and evident meaning without referring to something else. This is seen in the poem; "Twitch, As the boy, Fights with flies, Over the empty plate." The empty plate has been used to represent poverty which in a normal conversation would be said directly. In our society there are a lot of people who are poor just like the boy and his mother for example beggars on the streets. Presence of metaphor. Metaphor is a figure of speech which is used to show direct comparison of two dissimilar things with the same characteristics, without using conjunctions. This is a different way that gives poems uniqueness compared to language used in a normal
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9. conversation since people cannot be compared directly with other things. It is seen in the third stanza of the poem;
"As he wriggles,
Prisoner,
Of his unproportioned body."

The boy here is directly compared to a prisoner due to his excessive suffering caused by his poor health. In our society there are a lot of people who are terribly sick such as those in hospitals to the point that their suffering can be compared to that of a prisoner just like the boy.

Existence of hyperbole: Hyperbole is a figure of speech which involves extreme exaggeration of something. It is different from the language used in a normal conversation since it gives something a more amplified quality than it really is. This is seen in the third stanza.
"And younger than young."

This has been used to exaggerate on the boy's condition so as to give emphasis, while in normal conversation there would be no need to exaggerate the situation. In our society there are a lot of children suffering from malnutrition hence making them to deteriorate just like the boy. By using the poem A Freedom Song, the following is how the language used in poems differs from the one of normal conversation;

Presence of simile: Simile is a figure of speech which shows an indirect comparison of two dissimilar things with similar characteristics by the use of conjunction such as "like" or "as - - as". This shows a difference from the language used in normal conversation since things which are completely different but only share some similar characteristics are compared while in a normal conversation at least the things or people must be similar in order to

9.	be compared. simile is seen in the poem of A Freedom Song in the third stanza;
	"Atieno sly and jealous, Bad example to the kids, since she minds them like a schoolgirl,"
	The word like has been used to compare Atieno with other schoolgirls this has been used to show the need for formal education and how Atieno yearned for it. In our society it is important that girls like Atieno are taken to school and not neglected like Atieno.
	Presence of Satire. This is a figure of speech which used ironic and sarcastic remarks to condemn the bad behaviour of somebody. This has been shown in the last stanza of "a Freedom Song":
	"Atieno soon replaced, Meat and sugar more than all, She ate in such a narrow life, Were lavished on her funeral, Atieno's gone to glory, Atieno up."
	Here Atieno's uncle is condemned for how he poorly treated Atieno during her life yet he is being a hypocrite pretending to have provided her with all the luxuries of life. This is different from the language used in normal conversation since people would normally condemn each other directly or say the wrongs of someone directly but poems use ironic and sarcastic remarks like those above. In our society there are a lot of people like Atieno's uncle who mistreat their relatives especially in families where one or both parents have died for example some extended families in Dar-es-salaam.

9.	Presence of imagery: Imagery is a figure of speech which uses language to create pictures in the mind of the reader. Imagery is seen to be a different way of communication compared to the language used in a normal conversation because it utilizes the senses of an individual to produce pictures in their minds about a particular event. It is seen in the first stanza: "Atieno washes dishes, Atieno plucks the chicken, Atieno gets up early, Beds her sacks down at the kitchen, Atieno eight years old, Atieno ye." This gives a picture of the labour that Atieno is put through at such a young age. In our society there are some children especially in urban areas who work and are exploited at such a young age just like Atieno. In a nut-shell, poems use a sort of language which is of course different from that which is used in a normal conversation in order to not only portray the important messages to the society but also to pull the attention of the reader, to beautify the literary work as well as to enhance understanding of the reader in order to fulfil the purpose of the poem in the society.
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Extract 9.1: A Sample of Correct Responses to Question 9

In Extract 9.1, the candidate demonstrated a clear understanding of poetic language.

Conversely, candidates with poor performance on this question failed to use poems from the section. Some of these candidates mentioned poems that were not studied; others referred to poetry in general without referring to specific poems, which did not meet the demands of the question. In addition, some of them gave fewer or unclear points. These candidates failed to give three clear points from each poem, or they repeated the same idea in different words, showing limited understanding.

Moreover, some candidates confused poetry with prose or conversation. These candidates described the themes or story of the poems instead of

focusing on language differences, while others used examples from normal conversation rather than poetic language.

Furthermore, other candidates poorly explained their points. A number of responses merely listed poetic devices without explaining how they make poetic language different from everyday speech. Extract 9.2 shows an incorrect response to the question.

9. Literature is the work of arts which provided by the author of a particular society, so as to can educate peoples of something according to the reading of various poems, we can see the poems of "songs of lawino" and the poems of "Summons" we can see on how the poem is quite different from language of normal conversation.

By starting with poem of "Songs of lawino", the following are the position shown through women in the society.

One among of the position shown to the poem of "songs of lawino" is caring the family, one among of the position of women in the poems of songs of lawino which women shown in caring the family that women make sure they children to get their basic needs such as shelter, food and education among their children thus leads love among the family member.

One among of the position of women in the "poem of songs of lawino" is good counsellor, one among of the position of women in the poems of songs of lawino that women they make sure they promote good counsellor among they member family especially for their children that they make sure they promote unity among their children in order to relate good cooperation among themselves.

9.	One among of the position of women of songs of lawino is traditionalist, one among of the position of women with songs of lawino show on how women in the society are being traditionalist among of various member family among the people. A part from the poem of 'songs of lawino', The following are the position of women to the poem of 'summons', One among of the position of women of summons is a prostitute, one among of the position of women of the poems of summons that women portray yeel as a prostitute in a particular community of the people thus leads some many women be engaging in bad behaviour for example such as early marriage, female genital mutilation, and pre-marital sex among the community. One among of the position of women of poems of summons is exploiter, one among of the position of women to the poems of songs of lawino which shown that women portrayed as exploiter among of the people of various community. One among of the position of women to the poems of summons means women portrayed as a betrayer, one among of the position of women in the society that shown as a betrayer among their member family thus leads conflict and leads in family deterioration.
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Extract 9.2: A Sample of Incorrect Responses to Question 9

In Extract 9.2, the candidate demonstrated an inadequate understanding of poetic language.

2.3.2 Question 10: Reading and Interpreting Plays

The question required the candidates to demonstrate the truth that Africans are conscious with liberated minds by referring to any two plays of their choice read under this question and give three points from each play. This question tested their ability to identify and discuss characters portrayed by the playwrights as being aware of various aspects of their lives.

Question 10 asked:

The African society is gifted with highly conscious people with liberated minds. Show the truth of this statement with reference to two plays you have read in this section. Give three points from each play.

A total of 431,049 candidates (100%) attempted the question. Among them, 53,034 (12.30%) scored 10–15 marks, representing good performance; 94,214 (21.86%) scored 4.5–9.5 marks, representing average performance; and 283,801 (65.84%) scored 0–4 marks, representing weak performance. Among those with weak performance, 112,276 (26.05%) scored 0. Their general performance on this question was average, since 147,248 (34.16%) scored 4.5–15 marks. Their overall performance on the question is summarised in Figure 10.

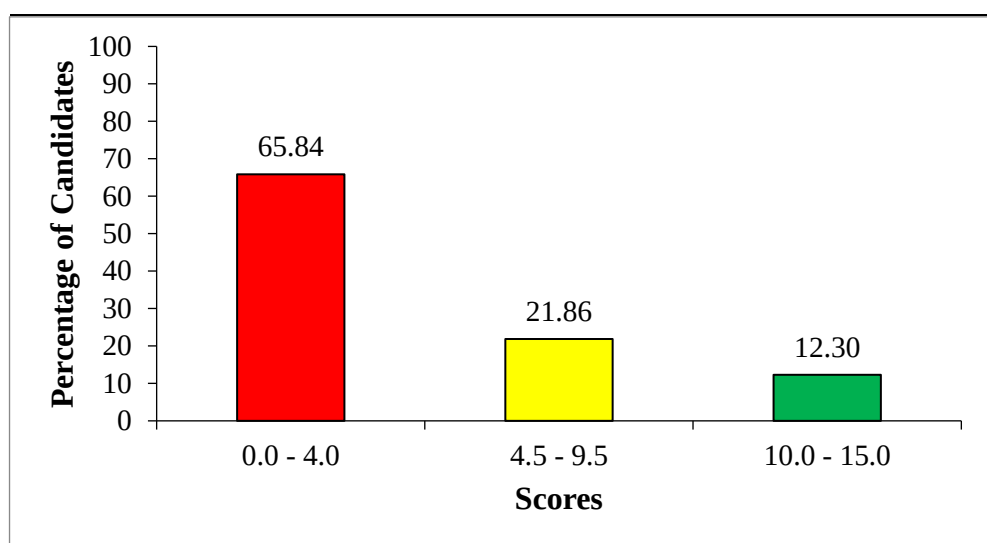


Figure 10: *Candidates' Performance on Question 10.*

Candidates who answered this question correctly demonstrated that African society has conscious and liberated minds by making relevant references to two plays studied in the section and giving three well-explained points from each play. Their answers signalled that these candidates had a clear understanding of the plays. Accordingly, they correctly explained how African characters question injustice, challenge oppression and make independent decisions instead of blindly following tradition or authority.

Similarly, the candidates had relevant examples of liberated thinking because from each play, they gave examples of characters standing up against colonialism, dictatorship, or unfair leadership; women or young people challenging restrictive traditions; and communities uniting to fight exploitation or corruption.

Moreover, they had a good mastery of organisation and balance. They clearly separated the discussion of the first and second plays, giving three distinct points from each play, all linked directly to the idea of consciousness and liberated minds. The correct response to the question was evidenced as follows:

In the introductory part, candidates defined key terms or gave their prior knowledge about a question. Some candidates defined liberated minds, conscious people and gave their brief understanding about African society. Then, they introduce the two plays they used as references for their responses.

In the main body, the candidates demonstrated their knowledge about the question by showing characters who were gifted with liberated minds, or issues that were seen to be liberating. The following is an example: From the play *“Three Suitors One Husband”* by Guillaume Oyono Mbida, *Juliette, as an educated girl is aware that a woman is responsible for her marital life*. She refused to let her family decide on a man to marry. She therefore stands firm to fight for a woman’s freedom of choice and self-expression. She is against the traditional ways of life that undermine women. Also, *Oko Kouma, Juliette’s cousin is aware that women have the right to speak about their own lives*. As an educated fellow, he wants Juliette to have the freedom to decide for her future. He convinces his family that Oko is the right suitor, is well educated compared to the other suitors. Moreover, *Oko is aware of the value of women in society*. As an educated fellow, he is fighting for women’s rights and is against the traditions which undermine women. Furthermore, *it is*

portrayed that Sanga-titi, the witch-doctor, is a liar. He deceives people that, through his magic power, he will help to find the person who stole money from Juliette's father. In the end, the villagers realise that he is not of help, so they chased him away.

In the other play "*The Black Hermit*" by Ngugi wa Thiong'o, the playwright reveals the awareness of people using the characters. *People are aware of the unfair government.* The new government of Kenya after independence seems to perpetuate colonial rule. People are still paying taxes whereas social services like schools and hospitals are not available. People do not have the land they fought for. The land has been taken by white settlers. Also, *the pastor is aware that Remi's education is not meant to help him alone.* It is meant to help his fellow villagers as well. He therefore wants Remi to come back to the village to help her mother and the villagers. He also wants to take part in pastoral activities. The pastor believes that Remi's education gave room for Satan to tempt him to run away his village. In addition, *Omange, Remi's friend is aware of racism, tribalism and religious factions which have increased since independence.* Education has enabled him to realise that it not independence that must get rid of social segregation, but rather the educated people in an independent country. He is aware that leaders who were supporters of the Africanist Party are now encouraging tribalism. Furthermore, Omange conscientises the young people not to run away from their village, but to show how education opened their minds to be conscious of traditional values that should not be encouraged, for example marrying a widow.

In conclusion, the candidates correctly described the important roles played by characters in eradicating outdated traditions and customs that may undermine the welfare of society. Extract 10.1 is illustrative.

10.	Conscious means being aware, hence conscious people are those who are fully aware of something that is taking place along with its outcomes. Liberated minds are those that are free from external control. The society is a group of people living in the same area. It is true that the African society is gifted with highly conscious people with liberated minds. The two plays to be used are THREE SUITORS, ONE HUSBAND written by Guillaume Oyono Mbida whose setting is in Mvoutessi village in Cameroon and THE BLACK HERMIT written by Ngugi wa Thiong'o whose setting is in Kenya. By starting with The Black Hermit below is how various people were conscious with liberated minds. Remi was conscious about the impact of the Christianity on the Kenyans. Christianity is the religion introduced by the white who went to Kenya during the period of colonialism. Remi was fully aware that it had brought more harm than good to the Africans since it caused disunity among them. For example Ngome was alienated from the society after he adopted Christianity. In our society there are a lot of people who are also aware of the disunity brought by different religions that even leads to civil wars just like Remi. Tane is conscious and liberated about how all human beings are equal. Tane is very well aware that she has rights when she wanted to get married to Remi and move with him to the village, he denied because of her race but Tane was aware and made Remi know that all human beings are equal despite their tribe and race. In our society there are some people who are aware of their rights just like Tane and are willing to fight for them like people who go to courts to file various cases.
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10.	Nyobi is conscious that she is betraying her faith; by allowing the elder to use traditional medicine to bring Remi back. Due to Nyobi's great need to see her son, she was desperate so she allowed the elder to use traditional medicine to bring Remi back despite knowing and being fully aware that her faith as a christian does not allow her to do so. In our society there are alot of people who do wrong or commit sins while being fully aware of their actions and impacts just like Nyobi. For example people who steal in towns while being fully educated that it is wrong. By using the play of Three Suitors; One Husband, the following are how various people who were conscious and had liberated minds; Juliette was conscious of her rights. Juliette was fully aware that she had the freedom to choose her own spouse despite her family's efforts to force her to get married to one of the suitors either Ndi, Mbia or Tchotgen. She was still firm in getting married to Oko despite he's poverty. This is because her mind was liberated from the outdated traditions of imposing large amount of brideprice on men. In our society there are some few girls like Juliette who opt to get married without bride price and that too with the grooms of their choice especially in urban areas like Dar-es-salaam. Kouma was conscious of Sangatiti's exploitation. Exploitation means using someone for personal gain or benefit. This was priorly portrayed by Sangatiti who tries to exploit Atangana's family by asking for payment even before he helps them find the stolen money but, Kouma who is Juliette's cousin manages to expose the evils of the witchdoctor Sangatiti since he is aware that he is a thief.
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10.	liar and a scoundrel who was just trying to exploit them. In our society there are a lot of people whose minds have been liberated and they are aware of the tricks of witchdoctors especially in areas with educated people like Kauma. Juliette is conscious about the importance of formal education. Formal education involves the skills and knowledge imparted on individuals through specialized institutions such as schools, universities. Juliette is aware that formal education is important and hence she studied well and passed with good grades and she is also not against Oke completing his studies first since they love each other. In our society there are also people whose minds are liberated and they are well familiar with the importance of acquiring formal education from institutions such as schools and universities just like Juliette. Conclusively, it is important for the Africans to be conscious and aware and liberate themselves from negative aspects of the society such as widow inheritance, oppression of women, superstitious beliefs in order for Africa to get rid of things that block their development. Hence promote peace, unity and cooperation as well as social cohesion of people in the society.
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Extract 10.1: A Sample of Correct Responses to Question 10

In Extract 10.1, the candidate demonstrated the ability to analyse literary works, particularly plays.

Conversely, some candidates answered this question incorrectly; they demonstrated poor or incorrect reference to texts. Some of these candidates mentioned plays not studied in the section, mixed events from different plays, or failed to mention any play at all. Other candidates provided a narration instead of an analysis. Many responses retold the storylines of the plays without explaining how the actions of characters showed consciousness or liberated thinking.

Moreover, some candidates provided insufficient or repeated points. These candidates failed to give three points from each play, while others mentioned the same idea in different words. Some candidates also misinterpreted the statement; as a result, they focused on describing how African traditions are old-fashioned or oppressive, instead of showing how Africans challenge and rethink such systems, as Extract 10.2 illustrates.

10.	Themes, is the ideas of the play wright in the society to take in the life rally work and people to contrary conflict in the society and people to behave good in the society is any around of the envi- ronment of the people in the play of Three suitors: One Husband wright O. mbia years 1994, Eyre Methuen and in the play of The Lion and the Jewel play wright Wole Soyinka years 1963 pu- blisher OUP play wright is take themes first is the play of Three Suitors: One Husband Ignorancy, is the play of the th- ree suitors one husband play wright is take ignorance in the society and to support con- flict in the society and because people in the society is not enjoy life in the society because of ignorancy is take place in the country play wright is said? "Ignorancy is take place in the play of the three suitors one hu- sband" And is the source of the conflict in the society of the people in the society because is the support society is not development because people is love badly principle in the life of the people in the society and to support poverty in the society to take place in the life of the people in the society
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10

Wife beating, is the take place in the play of the three suitors one husband and to support conflict in the family and women is not enjoy life in the society of the people and to support women they and behave badly is the society of the people in the society play Wright is said?

"father of Julieth is the wife beating of the wife"
And to support my mother of the Julieth is do not enjoy life in the society because father of Julieth is the source of the conflict in the life of the people in the society

Superstition, is the take place in the play of the three suitors of the one husband in the life of the people because people in the play is the support superstition in the life of the people play Wright is said?

"My father of Julieth is the support superstition"
And end of the day superstition is not and to support poverty in the society and family of the Julieth and source of the conflict in the family of the father and Mother of Julieth in the life of the people in the society is any around in the life of the people in the society is any around in the play of three suitors one husband

10	Second Play is The Lion and the Jewel Polygamy, is the theme is the take place in the play of the lion and the Jewel because Baloka is the love polygamy in the life of the people and to support conflict in the family to improve in the life of the people. play wright is said? "Baloka is the polygamy in the society And in the life of the people from to day people do not love polygamy in the society because Polygamy is the support conflict in the life of the people True love, in the life of the people in the book or play of The Lion and the Jewel true love is take place between of Lantukule and Side and play wright is said in the play of the lion and the Jewel play wright is said? "I love Lantukule I love you Side" And because Lantukule is love Side and to support conflict in the play because Lantukule is love Side and Baloka is love Side and because Conflict in the play Poverty, is the take place in the play of the lion and the Jewel in the life of the people and character is the "Side" Side is the poverty and
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Extract 10.2: A Sample of Incorrect Responses to Question 10

In Extract 10.2, the candidate demonstrated a poor command of the English language. Consequently, this candidate failed to understand the requirements of the question.

2.3.3 Question 11: Reading and Interpreting Novels

The question required candidates to show that mistreating others is morally bad. The question tested their ability to interpret characters' mistreating behaviours that upset other characters, as portrayed in two novels of their choice that they read under this section.

The question stated:

Mistreating others is morally bad because it makes them upset. With reference to two novels, explain the truth of this assertion. Give three points from each novel.

A total of 409,343 candidates (100%) attempted the question. Among them, 59,579 (14.55%) scored 10–15 marks, representing good performance; 92,754 (22.66%) scored 4.5–9.5 marks, representing average performance; and 257,010 (62.79%) scored 0–4 marks, representing weak performance. Among those with weak performance, 78,056 (19.07%) scored 0. Their general performance on this question was average, since 152,333 (37.21%) scored 4.5–15 marks. Their overall performance on the question is summarised in Figure 11.

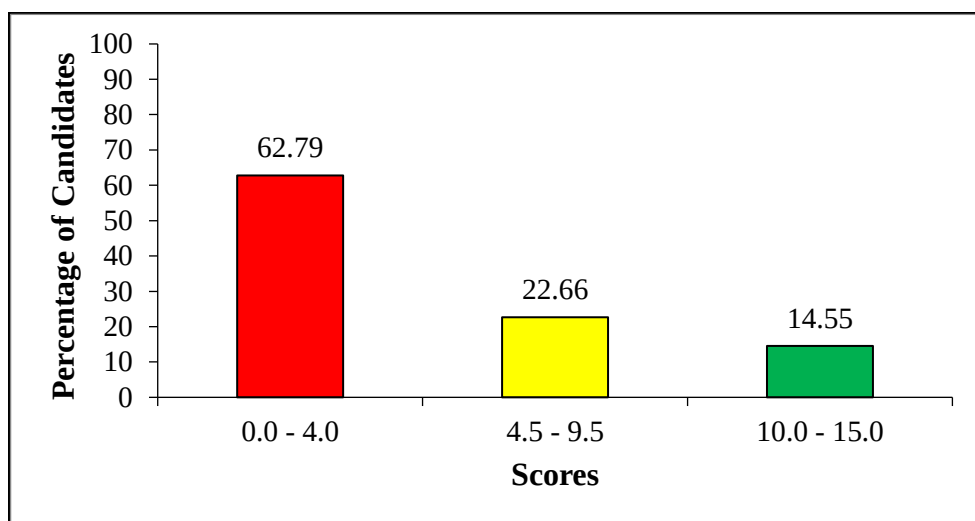


Figure 11: *Candidates' Performance on Question 11.*

Analysis shows that the candidates who answered this question correctly demonstrated a clear understanding of the moral issue. These candidates

explained how acts such as oppression, discrimination, exploitation, or abuse can lead to pain, fear, humiliation and anger among victims. They also used relevant and accurate textual references from each novel; the candidates gave clear examples of characters who were mistreated and showed the effects, such as loss of dignity and self-worth, emotional distress, resentment, or rebellion, breakdown of relationships and social harmony. These candidates also logically organised their ideas; they clearly structured their strong responses, described the acts in the two novels separately and presented three distinct points from each novel. All points were clearly linked to the assertion, as follows:

In the introductory part, the candidates gave the meanings of key terms, such as mistreatment and upset, or provided a brief understanding of the question. Example: a person may become upset because of different malpractices which have been done to him or her. Since members of society are supposed to live in harmony, mistreatment is morally unacceptable. Various novelists have portrayed members of various societies being upset by mistreatment from others.

In the main body, the candidates used two novels as references for the question. An example of the novel used was “Weep not Child” by Ngugi wa Thiong’o. Candidates cited characters being upset due to mistreatments as follows. Ngotho becomes upset when his piece of land is sold to Mr Howland. The situation discourages him because it is the only property he has. His land is sold when he is in the war fighting for the whites. Also, Njoroge becomes upset because he has been victimised for his brother’s crimes, something that leads to the end of his education. In addition, Mwihaki becomes upset because her boyfriend, Njoroge, has been victimised for his brother’s crimes; as a result, she becomes lonely. She is also upset because of suffering from alienation caused by the status of her parents.

Moreover, in the novel “Unanswered Cries” by Osman Conteh, Olabisi is upset because her mother, Makalay, forces her to undergo female circumcision. As a result, she decided to protest actively and escape to the city to join her father, Ade Jones. In addition, Makalay is upset because her daughter, Olabisi, does not want to accept the proposal of circumcision. Makalay keeps on complaining that her daughter has been ruined by her father’s bad behaviour. Furthermore, Oya Bangura is upset because her

fiancé, Ade Jones, is not faithful as he is involved in a love affair with another woman called Yamide.

Additionally, in the novel “The Spared” by S. Ndunguru, Professor David Chambakere becomes upset because his wife, Tsala, betrays him as she elopes with Mwampkati, a situation that frustrates him a lot. Hence, he starts to drink alcohol. Moreover, Gustar becomes upset because Mr Martin Wickman terminates him and his colleagues, Peter Lindberg and Goran Frisk, from work. This makes them take revenge by kidnapping Mr Wickman’s daughter. Also, Tom Nyirenda is upset because is terminated from the Ministry of Land and Environment by the president. The deal of terminating him is engineered by Peter Msokonde, who advises the president to punish Mr Tom.

Moreover, in the novel “Wreath for Fr Mayer” by S. Ndunguru. Mzee Musa becomes upset because of tortures and violation of human rights he suffers. As the police terrify him with guns and they torture him physically, the constable Muhagama pulls Mzee Musa’s hair and Mr Chowo twists his hand despite the truth that he is innocent. Also, Kalistus is upset because he receives a low salary from the fathers of the mission. Such a small amount of money makes him fail to sustain his needs. Because he has no alternative, he decides to continue working as a servant and hence becomes submissive. In addition, Fr. Moyo becomes upset because he tries to fight the cholera epidemic as he advises the villagers to be boiling drinking water. Conversely, he becomes frustrated by the economic status of the villagers, as they do not have proper utensils for boiling water. He keeps asking himself how the villagers could be clean while they don’t even have soap.

Lastly, in the novel “Passed Like a Shadow” by Bernard Mapalala. Abooki is annoyed and becomes unhappy when she is raped by John. She becomes upset as her health deteriorates. She is worried that she might have been infected with venereal diseases. Furthermore, Adyeri is mistreated by the school management. He is ultimately fired from St. Leo High School. This situation seriously ruins his mind. Extract 11.1 is an example of the correct responses to the question.

11.	Mistreatment is the act of treating other people in a bad way by doing bad actions to them. It is true that mistreating others is morally bad because it makes them upset since bad treatment can never seem to be good to anyone and so it is a very bad thing to them. This is why various novelist have undertaken the initiative of writing novels as literary works that clearly portray the negative impacts of mistreatment. This can be verified by using two novels which are 'Unanswered cries' by Osman Conteh and 'Passed Like a Shadow' by B. M. Mapalala. To begin with 'Unanswered cries' by Osman conteh, the following are the mistreatments that upset people; Mistreatment of a 10-year old girl at the Bondo camp made the girl cry and become upset. This happened at the Bondo camp at the girl was being forced to be circumcised. The circumcision caused the girl pain and grief and so this mistreatment ruined her life. This is relevant in the current societies as young girls are forced to do the things that they do not agree to for example early marriage and female genital mutilation that causes them to lose their peace of mind and body. Therefore, young girls should not be forced to do things that cause them pain.
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11.	Mistreatment of Olabisi by Makalay and Yah posseh caused Olabisi great grief. This happened when Makalay was forcing Olabisi to be circumcised and become accepted in the society. This caused great conflict between Olabisi and Makalay and she had to flee by herself to the Dad's house. Also, Yah posseh mistreated Olabisi since she was not circumcised. This is relevant to the society since cultural practices like Female Genital Mutilation (FGM) causes strifes between the children and the parents even leading to divorce. Cultural practices like FGM should be stopped. Mistreatment of Oyah by Ade Jones due to prostitution. In the novel, Oyah is seen to complain to Ade Jones about his many sexual partners. Also, Oyah is the one who provides for the family while Ade Jones has no decent work. This is mistreatment since a man cannot just sit and wait for a woman to provide. This is relevant to the current society as many young men fail to find needs for their family, this has led to the trend of them being married to rich ladies even those who are older than them. Therefore, men should make sure that they are responsible family members. On the other hand, Bernard Mapalala in his novel 'Passed Like a Shadow' has shown how mistreatment causes people to be upset as follows:-
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11	Mistreatment of Amoti by Adyeri causes Amoti to become upset and jealous. Adyeri mistreated Amoti by engaging in other sexual relationship apart from the marital relationship. Adyeri engages in relationship with Birungi which causes Amoti great grief and decides to accept the fact that her husband is promiscuous. In relevance to the society, many men are promiscuous these days, they are drunkards and matters of their own families they do not care about them as a result the poverty circle is accelerated in such families and diseases like HIV/AIDS spread fast. Therefore men should be faithful to their wives. Mistreatment of Abooki by John's act of raping her caused Abooki sadness and regret. This happened as John used the weakness of Abooki being poor and alone to help her and create good friend ship with her but for evil intentions. The end was terrible for Abooki as she was drugged with valium and John raped her. This was a serious mistreatment that affected Abooki's wellbeing. This is relevant to the society as kidnappers use good things like sweets to attract children, some use drugs like valium that affect the health of the targeted people and others use sweet words to trap people. Therefore, society members should not use people's weaknesses to hurt others.
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11	Mistreatment of Vicky by Adyen and Amoti caused Vicky to be upset. Vicky was the niece to Adyen and so she was part of the family. Despite this, she was treated as a housegirl and a source of income. For example when Vicky wanted to marry, Adyen interfered to settle the dowry that caused the man to call off the wedding. Also, Amoti did not treat Vicky very well. This is relevant to the society as some of the relatives are taken to live with their relatives but upon reaching they are made slaves and this affects their life. Therefore, relatives should love each other. Conclusively, people should learn how to treat each other well. Good treatment ensures that there is peace, love, harmony, respect and good communication among people. Moreover, good treatment helps to build high self esteem among people and enables them to be confident. Therefore, no matter the race, economic status, age and power everyone should be treated with respect in our societies. This is very crucial as it will develop a stable community where everyone is happy.
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Extract 11.1: A Sample of Correct Responses to Question 11

In Extract 11.1, the candidate demonstrated a good command of literary works, particularly novels.

In contrast, candidates who answered this question incorrectly failed to focus on the moral aspect. Instead, they narrated events from the novels without explaining why mistreatment is morally wrong or how it leads to emotional harm. Some of them used irrelevant or incorrect texts. Their responses referred to novels not prescribed in the section or confused events and characters from different texts.

Moreover, some candidates provided fewer than three points per novel, repeated ideas, or listed events without proper explanation. Yet, other candidates misinterpreted the assertion by focusing only on physical suffering and ignoring emotional upset, which was central to the assertion. Extract 11.2 illustrates an incorrect response to the question.

11.	Message is the lesson we get after reading the literary work. it true that mistreating other is morally bad because it makes them upset. by using two novel which are UNANSWERED CRIES by Olanmi Lanteh. and PASSED LIKE A SHADOW by Bernard Mapulala. I improve this statement by stating with the novel UNANSWERED CRIES by the following points It should defend the Female genital mutilation should stoped in the society because can cause conflict and led to spread of disease-like HIV. From the novel to the country or village of Ulabi's the bando camp is the place which young girls going to circumcised. this issue is not good in the society. The government should be making the law in order to prohibiting humiliation in the country. in the novel the person who write this novel said about humiliation in the country should stoped. The young girls humiliated by the bando camp humiliated young girls. In the society should be to stop the issue of Exploitation to the society. because can cause conflict among the member of the society. by finishing with the novel PASSED LIKE A SHADOW by the following points. The government should be to defend poor in the society through creating employment opportunitie to the people. in the novel to see the Family of adriew facing the problem of poverty. The government should make good ways to control the issue of Pandemic disease-like HIV. From the novel to see the Family of Vicky suffered pandemic disease except Abouk are not suffered tragic pandemic disease. the government should be makes good ways of controlled.
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	In the society but also government-
	should provide education to the people-
	in order to decrease the number of -
	illiterate people in the society. many people-
	from this novel are illiterate people. so -
	that government should provide good educa-
	tion to the people.
	When the people getting and educa-
	tion the problem is decrease in the society.
	so that government should provide ways-
	of controlling this problem facing the-
	society.

Extract 11.2: A Sample of Incorrect Responses to Question 11

In Extract 11.2, the candidate demonstrated a poor command of literary works, particularly novels.

3.0 PERFORMANCE OF THE CANDIDATES ON EACH TOPIC

The candidates were assessed in eleven (11) topics in the English Language subject in CSEE, 2025. These topics were *Giving Descriptions*; *Writing Formal Letters*; *Writing Using Appropriate Language, Content and Style*; *Reading Information from Different Sources*; *Reading for Comprehension*; *Speaking Using Appropriate Language, Content and Style*; *Expressing Ongoing Activities*; *Expressing Future Plans*; *Expressing Oneself*; *Writing Cards and Messages*; and *Reading and Interpreting Literary Works*.

The analysis of the candidates' performance on each topic reveals that the candidates had good performance on *Speaking using Appropriate Language, Content and Style* (99.18%) which was tested in Question 8, *Writing Cards and Messages* (98.29%), *Reading for Comprehension* (84.36%), *Speaking Using Appropriate Language, Content and Style* (70.15%) and *Listening to and Understanding Simple Texts*; *Expressing Opinions*; *Writing Cards and Messages*; *Dictionary Use*; *Expressing Personal and Group Routine Habits*; *Expressing Likes and Dislikes*; *Talking about Past Activities/Events*; *Expressing Opinions and Feelings*; *Asking for Services and Expressing Oneself* (67.22%), which were tested in Questions 4, 3, 2 and 1 respectively.

In addition, the candidates had average performance on *Writing Using Appropriate Language Content and Style* (57.93%), *Giving Descriptions* (56.27%), *Interpreting Poems* (42.42%), *Listening for Information from Different Sources* (39.77%), *Reading Literary Works* (37.21%) and *Interpreting Novels* (34.16%) from questions 7, 5, 9, 6, 11 and 10, respectively.

There were no candidates who performed poorly in any of the topics in which they were tested.

4.0 CONCLUSION

The candidates' general performance in the English Language subject in the CSEE 2025 was good. The candidates with good performance demonstrated sufficient knowledge of the tested topics and mastery of the English Language. Their knowledge enabled them to identify the requirements of the questions and respond accordingly. In contrast, some candidates had average performance due to moderate knowledge of the tested topics and mastery of the English language.

5.0 RECOMMENDATIONS

For candidates to improve their performance, this report recommends the following:

- (i) The topic *Reading and Interpreting Literary Works* should be taught and learned with greater emphasis on elements of form, particularly language, since the questions seemed to be challenging for most candidates.
- (ii) Teachers, parents, guardians and associations should motivate learners, prepare materials and organise various English language games and activities, including essay competitions, grammar games, debates, composition writing, poem citation and recitation competitions, interviews and speech delivery at district, regional and national levels, to help candidates improve their English proficiency.

- (iii) Grammar instruction and practice should be strengthened by emphasising tense usage, subject–verb agreement, possessives and sentence transformation through daily short drills and guided exercises.
- (iv) Teachers and school management should provide candidates with enough exercises, assignments, English practice, quizzes, tests and internal examinations with close supervision to equip them with knowledge of interpreting the demands of questions.
- (v) Enhance dialogue writing and functional communication by conducting role-plays on real-life situations such as booking services, asking for help and formal greetings. They should teach polite expressions, turn-taking and correct dialogue format.

APPENDIX**Summary of the Candidates' Performance per Topic in 2025 CSEE**

S/N	Topics	Question Numbers	Percentages of Candidates who Scored 30% and Above	Remarks
1.	Speaking Using Appropriate Language, Content and Style	8	99.18	Good
2.	Writing Cards and Messages	4	98.29	Good
3.	Reading for Comprehension	3	84.36	Good
4.	Speaking Using Appropriate Language, Content and Style	2	70.15	Good
5.	Listening to and Understanding Simple Texts; Expressing Opinions; Writing Cards and Messages; Dictionary Use; Expressing Personal and Group Routine Habits; Expressing Likes and Dislikes; Talking about Past Activities/Events; Expressing Opinions and Feelings; Asking for Services and Expressing Oneself	1	67.22	Good

6.	Writing Using Appropriate Language, Content and Style	7	57.93	Average
7.	Giving Descriptions	5	56.27	Average
8.	Interpreting Poems	9	42.42	Average
9.	Listening for Information from Different Sources	6	39.77	Average
10	Reading Literary Works	11	35.69	Average
		10		

