



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



THE CANDIDATES' ITEM RESPONSE ANALYSIS REPORT ON THE CERTIFICATE OF SECONDARY EDUCATION EXAMINATION (CSEE) 2025

LITERATURE IN ENGLISH



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024 LITERATURE IN ENGLISH

Published by:

National Examinations Council of Tanzania,

P.O. Box 2624,

Dar es Salaam, Tanzania.

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FOREWORD

The National Examinations Council of Tanzania (NECTA) is delighted to present the Candidates' Items Response Analysis (CIRA) report for the Certificate of Secondary Education Examination (CSEE), which was done in November 2025. This report provides an in-depth evaluation for education administrators, school managers, teachers, future candidates and other education stakeholders to reflect on candidates' performance in the Literature in English subject examination and to take appropriate action for upcoming examinations. Moreover, there were candidates whose responses to the examination items were partial. The performance of such candidates was categorized as average because they demonstrated a moderate quality of their responses.

Additionally, this report shows that there were candidates who got low scores in different questions and their overall subject performance was consequently unsatisfactory. The performance of such candidates was categorized as weak, following their inability to exhibit the expected competence.

The National Examinations Council of Tanzania (NECTA) expects that all education stakeholders will use the suggestions and recommendations made in this report to improve the teaching and learning of the Literature in English subject for the improvement of performance in the future.

In a special way, NECTA would like to thank education stakeholders and all people who participated in the preparation of this report in their different capacities.



Prof. Said Ally Mohamed
EXECUTIVE SECRETARY

1.0 INTRODUCTION

This report provides an analysis of the performance of candidates who sat for the Literature in English subject in the Certificate of Secondary Education Examination (CSEE), which was conducted in November 2025. The Literature in English examination was set in accordance with the new examination format issued by NECTA in February 2022, which aims to evaluate candidates' competence and ability to apply the knowledge gained in the classroom to real-life situations. As stipulated in the format, the Literature in English examination was organised into three (3) sections: A, B and C, comprising a total of eleven (11) questions.

Section A consisted of two compulsory objective questions: Question 1 and Question 2. Question 1 carried ten (10) marks, while Question 2 carried six (06) marks. Section B consisted of six (06) short answer questions: Questions 3, 4, 5, 6, 7 and 8. Each question in this section was worth nine (9) marks, making a total of 54 marks for the section. Candidates were required to answer all questions in this section. Section C consisted of three questions, namely Questions 9, 10 and 11. Candidates were required to answer only two questions, each worth fifteen (15) marks. Thus, Section C had a total of 30 marks.

This report provides a detailed analysis supported by figures and extracts based on candidates' performance on each question. The analysis illustrates performance percentages in three categories, namely good (65–100%), average (30–64%) and weak (0–29%). In the figures, three colours have been used to clarify the performance analysis, whereby green indicates good performance, yellow stands for average performance and red indicates weak performance. The analysis of performance on all questions is accompanied by extracts that illustrate how candidates responded to different items with respect to the three categories of performance.

A total of 147,416 candidates sat for the CSEE 2025 Literature in English examination. Among them, 136,027 candidates, equivalent to 92.57 per cent, passed the examination at different grades. This indicates that performance was better in 2025 compared to 2024, when

86.23 per cent of candidates passed at different grades, as shown in Table 1.

Table 1: Candidates’ Pass Grades in CSEE 2025 and 2024

Year	Sat	Passed (%)	Grades				
			A	B	C	D	F
2024	124,124	86.23	3,101	10,024	52,459	41,252	17,066
2025	147,416	92.57	4,907	15,480	74,391	41,249	10,912

Source: NECTA Statistics Book, Page 6, CSEE (2025)

Table 1 shows that in 2025, performance increased by 6.34 per cent, as more candidates passed at different grades.

2.0 ANALYSIS OF CANDIDATES’ PERFORMANCE ON EACH QUESTION

2.1 SECTION A: Multiple Choice and Matching Items

This section consisted of two compulsory objective questions, namely Questions 1 and 2. Question 1 was a multiple choice question consisting of ten (10) items. Each item carried one (1) mark, making a total of ten (10) marks.

Question 2 was a matching-items question consisting of six (06) items, with each item worth one (1) mark. The question carried a total of six (06) marks. Thus, Section A comprised a total of sixteen (16) marks.

2.1.1 Question 1: Introduction to Literature

This question was set to evaluate candidates’ ability to remember, apply, analyse and evaluate the competencies acquired while studying the Literature in English subject. Candidates were required to choose the correct answer from the given alternatives and write its letter beside the item number in the answer booklet provided. The question comprised ten (10) items numbered (i)–(x). Each item had five

alternatives lettered A–E. Among the five alternatives, one was the correct answer, while the rest were distractors.

This question was attempted by 147,416 (100%) candidates. 13,742 (9.32%), candidates scored from 7 to 10 marks indicating good performance. Moreover, 96,487 (65.45%) candidates scored from 3 to 6 marks, which was categorised as average performance. Lastly, 37,187 (25.23%) candidates scored from 0 to 2 marks and their performance was categorised as weak.

The overall performance on this question was good because 110,229 (74.77%) candidates scored between 3 and 10 marks. Figure 1 illustrates the general performance of candidates on Question 1.

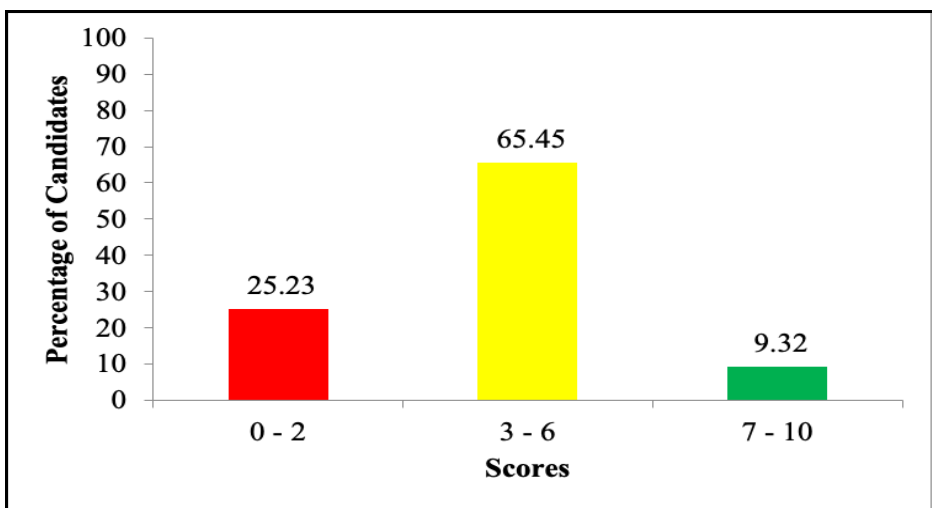


Figure 1: *Candidates' Performance on Question 1*

Item (i) tested candidates' knowledge of the meaning and use of various literary concepts that serve as the foundation for the study of literature. The question was as follows:

Which word denotes a cultural or religious custom that does not allow people to do, use or talk about certain things?

- A Litotes B Barbarism C Taboo
D Enjambment E Euphemism

Choice C, *Taboo*, was the correct answer for the item. Candidates who chose this alternative demonstrated knowledge that taboos are socially forbidden expressions or behaviours because they are considered offensive or may cause harm once committed. These candidates understood that some things are socially permissible, while others are impermissible. Candidates who responded correctly to this item showed a good understanding of the literary concepts covered under the competence of *Introduction to Literature*.

Choice A, *Litotes*, was incorrect because it is a literary device that denotes the negation of an affirmative statement, usually for emphasis. Candidates who chose this option were considered not to be familiar with its meaning and how it is used in literary works.

As for choice B, *Barbarism*, it was also an incorrect response because it refers to the use of words or expressions borrowed from different languages other than the language used in the whole work of art. Candidates who chose it did not understand that barbarism is not related to any social restriction; rather, it is a literary device primarily used by writers for disguising meaning or conveying an idea indirectly.

Additionally, choice D, *Enjambment*, was an incorrect option for this item. Candidates who chose it did not understand that enjambment is a poetic device in which a verse or line continues beyond the end of one line and runs into the next without a pause or punctuation, creating a sense of flow or momentum. It is a common device used in poetry to enhance rhythm and continuity. Candidates who selected this option were considered not to have sufficient knowledge of the various poetic devices and terminologies used in poetry.

As regards choice E, *Euphemism*, it was also an incorrect alternative because it involves the use of pleasant expressions to replace or soften unpleasant ones. Candidates who chose it lacked an understanding that taboo and euphemism are opposites of each other.

Item (ii) assessed the candidates' knowledge of the important components to be considered when composing a story. It tested the

candidates' ability to compose different types of stories, fictitious or non-fictitious. The item was stated as follows:

*When composing a story, the following should be considered **except**:*

- A *Setting* B *Characters* C *Point of view*
D *Stage directions* E *Simple plot*

Choice D, *Stage direction*, was the correct option because it is not among the components of a story. This narrative technique is commonly used in plays (drama), not in prose. Candidates who chose it were knowledgeable about the various components of a story. They showed that they had enough exposure to different literary works. They knew that setting, characters, plot and point of view are among the components to be considered when composing a story.

Choice A, *Setting*, was not the correct alternative. Candidates who chose it did not understand that setting is important in a story, as it draws the audience's imagination into the real world of the incidents in the story. It helps the audience imagine that what is narrated in the story could actually happen in society.

Choice B, *Characters*, was not the correct choice because stories or narratives often contain characters. These characters convey messages and ideas intended to reach the audience through the story. They also perform roles that make a story interesting and relevant to real life situations.

Choice C, *Point of view*, was similarly an incorrect response because stories are often narrated from a perspective that helps readers visualize what is presented. It involves the use of personal pronouns such as I, she, it, he, they, you and we, which help the audience identify the speaking or acting person in the story.

Choice E, *Simple plot*, was not the correct choice because, in composing a story, a simple plot can easily expose the conflict in the story. Candidates who chose it were not knowledgeable about the fact

that a simple plot shows how the story unfolds, thus developing the interest of the audience.

In item (iii), candidates were asked to identify the stage of plot in which conflicts in the work of art come to their logical conclusion. The item was meant to assess candidates' knowledge of the stages of plot development in a work of art. The question was stated as follows.

Identify the stage of plot development where conflicts in the work of art come to their logical conclusion.

- | | | |
|---------------------|---------------------|-------------------------|
| <i>A Climax</i> | <i>B Denouement</i> | <i>C Falling action</i> |
| <i>D Exposition</i> | <i>E Crisis</i> | |

For this item, choice B, *Denouement*, was the correct response. Candidates who chose this option were knowledgeable about all the stages of plot in a work of art. The candidates knew that a story is told by following clear stages which ultimately reveal the conflict presented in a story. Such stages are exposition, rising action, climax, falling action and denouement or resolution. Denouement is the stage in which a story is concluded. It is at this stage where the opposing forces arrive to a solution where the loser or winner is revealed.

Choice A, *Climax*, was not the right choice for this item. The candidates who chose it lacked understanding that climax is an important part in the story which demonstrates a critical moment in the story. It attracts the attention of the audience because it presents to them the most interesting part of conflict or story. Those who chose it were not knowledgeable that climax has nothing to do with the ending of the story rather it is the peak of the story's plot.

Choice C, *Falling action*, was also an incorrect choice. Candidates who chose it did not understand that the falling action is the fourth stage of plot development where incidents or conflicts in the story begin to slow down or become less complicated. It is revealed when characters begin to compromise with their unfavourable situations and circumstances.

Yet, choice D, *Exposition*, was an incorrect choice for the item. Candidates who opted for it lacked the understanding that in the exposition stage the background information about the story is revealed. The candidates who selected it were not knowledgeable that it is at this stage of plot where the setting, characters and the hint for the conflict in the story are revealed.

Moreover, choice E, *Crisis*, was an incorrect choice because crisis is a stage in the work of art where the hero or heroine faces danger or tragedy. The candidates who opted for this choice failed to realize that at the crisis stage, the antagonist and protagonist are involved in a serious disagreement such that resolution is needed.

In item (iv), the candidates were required to identify the literary device that best fits for the given expression. The item aimed at assessing candidates' mastery of literary devices. The question read as follows:

Which literary device does the expression "Nothing that is not theirs" represent?

A *Litotes*

B *Hyperbole*

C *Metaphor*

D *Synecdoche*

E *Antithesis*

Choice A, *Litotes*, was the correct response for this item. Candidates who chose it demonstrated good mastery of literary devices. The candidates were deemed to have knowledge that *litotes* means negation of an affirmative statement usually to emphasize an idea. Such candidates understood that in the expression *Nothing that is not theirs* the words *nothing* and *not* are used to negate an affirmative statement *everything is theirs* which intensifies that everything belongs to them.

Choice B, *Hyperbole*, was not a correct option because it does not describe the given expression in the item. Candidates who selected it were not knowledgeable that *hyperbole* entails the exaggeration of facts to make an idea or thought sound serious than it really is.

Additionally, choice C, *Metaphor*, was not the correct answer for this item. Candidates who selected it did not have sufficient knowledge of

literary devices. They were not aware that a metaphor compares two dissimilar things without using a conjunction. Candidates who chose this alternative did not realise that, in the expression “*Nothing that is not theirs,*” no entities were being compared.

Choice D, *Synecdoche*, was an incorrect alternative because it denotes a word or phrase in which a part of something is used to represent a whole or a whole for the part. Candidates who chose it did not understand the meaning and use of synecdoche.

Finally, choice E, *Antithesis*, was not a correct option because it involves the juxtaposition of contrasting or opposing ideas for emphasis. It highlights the contrast between two things in order to emphasize their differences or add depth to a work. The candidates who selected that item did not understand the meaning and uses of the given literary device.

In item (v), the candidates were required to name the category in which the play, *The Trials of Brother Jero* by Wole Soyinka falls. The item assessed candidates’ ability to classify or categorise plays. The item read as follows:

In what category of drama does the play, ‘The Trials of Brother Jero’ by Wole Soyinka fall?

- | | | |
|--------------|--------------------|----------|
| A Tragedy | B Tragedy-comedy | C Comedy |
| D Melo-drama | E Historical drama | |

Choice B, *Tragedy-comedy*, was the correct choice for the item because such kinds of plays present both comic and serious events and actions to the audience. Candidates who selected this option were aware that the play, *The Trials of Brother Jero*, contains elements of comedy and tragedy. That response was regarded as demonstrating the candidates’ awareness that Amope’s speech and Brother Jero’s downfall evoke laughter and sadness, respectively. With that in mind, the candidates succeeded in identifying the type of play.

Choice A, *Tragedy*, was incorrect for the item because it refers to serious events that evoke sorrow to the audience. Candidates who opted for this alternative demonstrated their lack of knowledge about the meaning and features of tragic plays; they might not have read the given play and, consequently, they did not understand the nature of events presented in the play or they might have read the play but did not understand it well to the extent of being able to classify it.

Choice C, *Comedy*, was also an incorrect choice for the item because it presents comic or funny events intended to make the audience laugh. Candidates who opted for it were not knowledgeable about the meaning and features of comic plays. They also demonstrated that they did not understand the given play.

Choice D, *Melo-drama*, was an incorrect option for the item because such types of plays present exciting events in which characters and emotions are too exaggerated to be real. The excitement is accompanied by slow music that plays in the background as events continue unfolding. The candidates who selected this option were not familiar with the given type of play.

Finally, choice E, *Historical drama*, was not the correct choice for the item because such plays are usually set in the past and present historical events and characters with varying degrees of fiction. Candidates who chose this option had no understanding of the concept of historical drama and its defining characteristics.

In item (vi), the candidates were required to identify an expression which does not reflect the significance of reading literary works. The item assessed candidates' knowledge about the significance of reading literary works. The question was framed as follows:

Which one among the following does not reflect the significance of reading literary works?

- A *It is part of refreshment.*
- B *It is the best word builder of language mastery.*
- C *It is a source of income.*
- D *It helps one learn about the society.*
- E *It improves the thinking capacity of a person.*

The correct option for this item was choice C, '*It is the source of income*'. Candidates who chose this option understood that people do not get money by merely reading literary works. They rather gain money by writing or creating works of art.

Choice A, *It is part of refreshment*, was not a correct option for this item because people read literary works for enjoyment. The candidates who chose this alternative had a wide understanding that works such as poems, novels and plays refresh the mind of those who read them.

Regarding choice B, *It is the best word builder of language mastery*, it was incorrect because it is one of the statements that shows the significance of reading works of art. People improve their language skills by reading literary works. Candidates who selected this option understood that aspects such as pronunciation, reading speed, vocabulary and fluency improve as a result of reading numerous literary works.

Option D, *It helps one learn about society*, was a wrong choice because it is one of the statements that shows the significance of reading literary works. People learn more about their societies when they read a variety of works of art because such works reflect society. Consequently, regular readers of literary works gain a better understanding of their societies. Issues such as corruption, poverty and cultural practices are depicted in works of art. Candidates who selected this alternative did not realise that literature is a mirror of society.

Finally, choice E, *It improves the thinking capacity of a person*, was also not a correct choice because it is also among things that show the

significance of reading literary works. People gain insights through reading a variety of literary works. The ideas and issues that readers come across with in those works challenge their minds and finally their thinking grows. Candidates who chose this option were knowledgeable that reading works of art improves the thinking capacity of the people involved.

In item (vii), candidates were required to identify an expression that does not represent the characteristics of poetry. The item aimed at assessing students' understanding of the nature and characteristics of poetry. It read as follows:

Which one of the following is not a characteristic of poetry?

- A The speaker in a poem is the persona.*
- B Poetry employs language economy.*
- C In poetry, lines and verses are grouped to form stanzas.*
- D Poetry consists of musical features.*
- E It involves capitalisation at the beginning of each line.*

Choice E, *It involves capitalisation at the beginning of each line*, was the correct option because it is not among the characteristics of poetry. The candidate who chose it had sufficient knowledge about the characteristics of poetry. These candidates realised that the expression '*It involves capitalisation at the beginning of each line*' is not a characteristic of poetry.

Choice A, *The speaker in a poem is the persona*, was not a correct option because that is one of the characteristics of poetry. Unlike other literary works, poems hardly employ many characters. Instead, the character who speaks in a poem is technically referred to as persona. He or she is represented either by name, pronoun I or he/she is simply recoverable through the context created by the poem.

As regards choice B, *Poetry employs language economy*, it was also an incorrect option for the item because it is as well a true feature of poetry. When composing poems, poets employ few words to portray a

huge content. That is because poets use diction carefully to communicate their messages to the audiences efficiently.

Regarding choice C, *In poetry, lines and verses are grouped to form stanzas*, it was not a correct option because it is also among the characteristics of poetry. The basic unit of a poem is a line or verse. Unlike other works of art, poems are written and arranged in the form of verses and stanzas.

Additionally, choice D, *Poetry consists of musical features*, was not a correct option because it is as well a true feature of poetry. Candidates who chose it had no knowledge about the characteristics of poetry. Poems contain musical features because they are meant to be recited. The features such as rhyme, assonance, consonance, alliteration and rhythm, add musicality to the poems.

In item (viii), the candidates were required to uncover the correct meaning of the phrase *flash-forward*. The item measured candidates' competences in defining a literary device *flash-forward*. The question read:

How can 'flash-forward' be correctly defined?

- A *It is the arrangement of incidents in a hierarchical order from the beginning to the end.*
- B *It is the arrangement of incidents in which the first incident in the story becomes the last and the last becomes the first.*
- C *It is the arrangement in which incidents occur in a sequence.*
- D *It is the arrangement in which a signal of what will happen next is shown at the beginning of the story.*
- E *It is a sudden jump of unnecessary incidents in the story.*

The correct choice was E, *It is a sudden jump of unnecessary incidents in the story*, because in such kind of narration the unnecessary incidents in the story are skipped to give priority to the important ones. Writers do so to avoid boredom to the readers and grasp the readers' attention.

Candidates who chose this option were knowledgeable about different kinds of plot narrations in works of art.

As for choice A, *It is the arrangement of incidents in a hierarchical order from the beginning to the end*, it was an incorrect option because such kind of narration is called chronological narration or straight forward technique of narrating stories. Candidates who chose this option were regarded to have been not knowledgeable about the different narrative techniques in works of art.

Those who picked choice B, *It is the arrangement of incidents in which the first incident in the story becomes the last and the last becomes the first*, were wrong because the correct name of this type of narration is mixed narration. Candidates who chose this option were not aware of this category of narration in which events are jumbled leading to disturbance of the serial order of the story.

Choice C, *It is the arrangement, in which incidents occur in a sequence*, was also not a suitable option because such kind of narration is called plot which entails chronological flow of events in works of arts. It is worth noting that candidates who chose it were not conversant with the kinds of narration techniques applied in works of literature to be able to differentiate them.

As for choice D, *It is the arrangement, in which a signal of what will happen next is shown at the beginning of the story*, the option was an incorrect response because this kind of narration is called foreshadowing, as it gives a hint or a clue of what will happen next in the story. It was interpreted that candidates who chose this alternative lacked knowledge on the different narrative techniques used in literary works.

In item (ix), the candidates were required to identify an expression which does not qualify to be a function of stage direction. This item measured candidates' knowledge on the use of stage direction in literary works. The question read as follows:

*The following are the functions of stage directions in a play **except**;*

- A Expressing the mood of a character in the play.*
- B Revealing the setting of the play.*
- C Describing the scene of the events in the play.*
- D Guiding characters on what to do at each scene of a play.*
- E Revealing what will happen at the end of a play.*

The correct response for this item was choice E, *Revealing what will happen at the end of a play*, because the functions of stage directions do not include revealing what will happen at the end of the story. Rather, the functions of stage directions include expressing the mood of characters in a play and revealing the setting of the play. Candidates who chose this option were knowledgeable about stage directions and their functions in plays and were therefore able to identify the irrelevant function.

Since stage directions are used to express characters' feelings or emotions, choice A, *Expressing the mood of a character in the play*, was incorrect. Such feelings indicate the emotional state of characters. For instance, laughter indicates happy mood and crying suggests sadness or sorrow.

Regarding choice B, *Revealing the setting of the play*, the option was not correct because stage directions provide clues about where events are taking place in a play. In this sense, stage directions indicate the specific setting of a particular episode or incident in a play. For instance, expressions such as *hot sun*, *darkness* and *sitting room* in stage directions suggest that events are taking place in the afternoon, at night or at home, respectively. Candidates who opted for this response did not have the required mastery of the functions of stage directions.

Since choice C, *Describing the scene of the events in the play*, is a correct function of stage direction, it was an incorrect option. For further illustration, some descriptions in plays reveal the place where the events take place such as forest, garden, bedroom, hospital and school. Candidates who chose this alternative lacked some knowledge about the functions of stage directions.

It was not correct to pick choice D, *Guiding characters on what to do at each scene of a play*, because one of the functions of stage directions is to guide actors during the performance of plays. Stage directions instruct the characters on what to do and how to do it. For instance, some stage directions instruct actors to smile, cry, laugh or fight depending on the intended message. Candidates who chose this option lacked understanding of the functions of stage directions.

In item (x), the candidates were required to state the use of rhetorical questions in literary works. The item assessed the candidates' understanding of various uses of rhetorical questions. The question read as follows:

Why is a rhetorical question used in literature?

- A *Testing whether someone understands*
- B *Communicating artistically the fact that the question is obvious.*
- C *Showing that some characters are not serious in listening to others*
- D *Seeking clarification*
- E *Communicating the arrogance of the speaker*

Choice B, *Communicating artistically the fact that the question is obvious*, was the correct choice because rhetorical questions are those whose answers are obvious. They do not need a reply; rather they are used for emphatic purposes. Candidates who chose this option understood the meaning and use of rhetorical questions in works of art.

Choice A, *Testing whether someone understands*, was an incorrect option because rhetorical questions are not meant to test whether someone understands. Rather, they are used to make emphasis on a particular issue in the work of art. Ordinary questions are those ones used to test whether someone understands or not. Candidates who opted for this choice were not knowledgeable enough about the meaning and use of rhetorical questions. Also, they could not differentiate between ordinary questions and artistic questions.

Regarding choice C, *Showing that some characters are not serious in listening to others*, it was not correct because rhetorical questions are not used as a means of communication or conversation. They are

intended to show something beyond what is stated. Candidates who picked this as a response did not realize that rhetorical questions are not used to facilitate conversation between one person and another.

Yet, choice D, *Seeking clarification*, was an incorrect answer because rhetorical questions do not require responses. Such questions do not seek for reply from the audience hence clarification is not the aim of rhetorical questions.

Concerning choice E, *Communicating the arrogance of the speaker*, the option was not correct because artists use rhetorical questions to express the seriousness of something or to emphasize a point. A speaker's arrogance can be communicated through other means of expression. Candidates who chose this option did not demonstrate an understanding of the meaning and use of literary devices, particularly rhetorical questions.

Candidates who scored high marks on this question demonstrated a good mastery of the literary devices, concepts and theories covered in this subject. Moreover, they demonstrated critical thinking skills that enabled them to make rational judgments on literary devices, assumptions and propositions. Thus, they were able to choose the correct alternatives from a list of distractors in all items of this question. They scored between 7 and 10 out of 10 marks. Extract 1.1 presents a sample of responses from a candidate who scored high marks on Question 1.

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

Extract 1.1: A Sample of Correct Responses to Question 1

The analysis reveals that there were other candidates who got average marks on this question. Such candidates demonstrated average mastery of the competences on basic concepts of literature. Such candidates scored between 3 and 6 out of 10 marks. These candidates managed to

choose some correct responses in the first question. This is illustrated in Extract 1.2.

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

Extract 1.2: A Sample Response from Candidates with Average Performance on Question 1

There were also candidates who showed inadequate knowledge of the literary concepts in some of the items tested in this question. Such candidates failed to choose the correct alternatives from the given distractors for most items leading to their poor performance on this question. It is observed in the analysis that the candidates’ failure on this question was caused by lack of remembering, applying, analysing and evaluating literary concepts. They scored 0 to 2 out of 10 marks. Extract 1.3 shows a sample response from a candidate who responded incorrectly to all items of the question.

01	i	ii	iii	iv	v	vi	vii	viii	ix	x
	A	F	C	B	B	C	C	A	B	A

Extract 1.3: A Sample of Incorrect Responses to Question 1

2.1.2 Question 2: Oral Literature

This question required the candidates to match the description of oral literature forms on List A, numbered (i) – (vi), with their corresponding literary terms on List B, lettered (A – H), by writing the letter of each correct response beside the corresponding item number in the answer booklet(s) provided. The question read as follows:

*Match the descriptions of oral literature forms on **List A** with the corresponding literary terms on **List B** by writing the letter of the correct response beside the corresponding item number in the answer booklet provided.*

List A	List B
(i) <i>The mysteries in which the challengers pose a question and the respondents provide solutions.</i>	A <i>Legends</i> B <i>Proverbs</i> C <i>Folktales</i> D <i>Chants</i> E <i>Myths</i> F <i>Riddles</i> G <i>Saying</i> H <i>Fables</i>
(ii) <i>Short expressions that advise or emphasize a particular code of conduct in societies.</i>	
(iii) <i>Stories that talk about how different things originated such as why animals live the way they do.</i>	
(iv) <i>Some stories that are true and sometimes there are indicators which show the way things happen as they are narrated.</i>	
(v) <i>Stories that end with an explanation of why things happen the way they do.</i>	
(vi) <i>Prayer songs that are sung for religious purposes.</i>	

This question was answered by 147,416 (100%) of the candidates. The candidates who scored 4 to 6 marks were 38,181 (25.90%) which was a marker of good performance. Similarly, 64,541 candidates (43.78%) scored 2 to 3 marks which was categorized as average performance. In addition, 44,694 candidates scored 0 to 1 marks constituting 30.32 per cent. Their performance was categorized as weak.

Based on the analysis, the general performance on this question was good as 102,722 candidates (69.68%) scored 2 to 6 marks. Figure 2 shows the general performance of the candidates on Question 2.

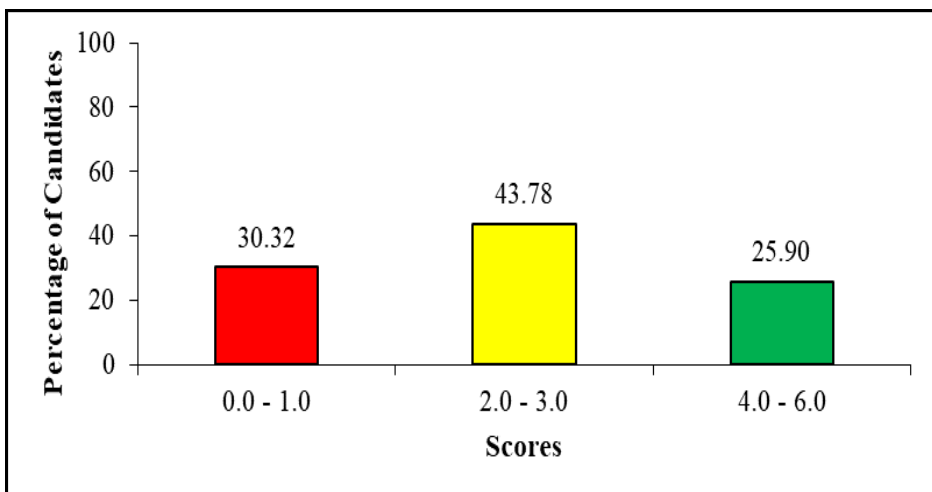


Figure 2: *Candidates' Performance on Question 2*

The candidates who matched correctly the descriptions of the forms of oral literature on List A with their corresponding literary terms on List B demonstrated mastery of the required competences in the genres of oral literature. These candidates had good understanding of the various genres of oral literature and the features that define them. Generally, the candidates who got high marks on this question had a good mastery of oral literature in which the tested genres are covered. Their responses were as described below.

Item (i), *The mysteries in which the challengers pose a question and the respondents provide solutions* was matched with letter F, *Riddles*, because riddles are used to challenge the audience as they demand answers to clever questions. Candidates who responded correctly on this item understood that riddles are puzzling questions which test the cleverness of the audience.

Item (ii), *Short expressions that advise or emphasize a particular code of conduct in societies* was matched with alternative B, *Proverb*. This is because proverbs shape people's behaviours by spreading wisdom and understanding how to live well in society. The candidates who matched this item correctly were deemed to have been knowledgeable about the fact that proverbs are short wise sayings that intend to impart wisdom

and experience to people. Also, the analysis shows that such candidates were familiar with various proverbs which are relevant to real life.

Furthermore, item (iii), *Stories that talk about how different things originated such as why animals live the way they do* was matched with E, *Myths*. This was the correct answer for this item because myths give explanation on how things came into existence on the universe. By choosing it, the candidates demonstrated sufficient knowledge on the genres of oral literature.

Item (iv), *Some stories that are true and sometimes there are indicators which show the way things happen as they are narrated* was matched with letter A, *Legends*. This choice was correct because legends are stories from ancient times about people and events that may be true or untrue. Candidates who matched this item correctly demonstrated competences on genres of oral literature and the characteristics that differentiate them.

Moreover, in item (v), *Stories that end with an explanation of why things happen the way they do* was matched with letter C, *Folktales* because folktales refer to a very old traditional story from a particular place that was originally passed on to people in a spoken form. Candidates who matched this item correctly had good knowledge of different kinds of oral literature.

Also, item (vi), *Prayer songs that are sung for religious purposes* was matched with letter D, *Chants*. This choice was correct because chants are indeed prayer songs using a few words or notes that are repeated many times. Candidates who responded correctly to this item had knowledge about existence of religious and cultural practices. They also demonstrated good understanding of the genres of oral literature in which chants are included.

Generally, candidates who scored high marks on this question were competent on different genres or aspects of oral narratives. They had good understanding of oral narration and the roles they perform in society. These candidates also proved to have some exposure to oral

narrations which they had garnered from their surroundings such as home, school, internet; and interaction with other people in the society as well as reading. The candidate scored 4 to 6 out of 6 marks. Extract 2.1 presents a sample of responses from the candidate who scored high marks on this question.

Q.	i	ii	iii	iv	v	vi	
	F	B	E	A	C	D	

Extract 2.1: A Sample of Correct Responses to Question 2

There were also candidates who scored average marks on this question. These candidates showed average understanding and familiarisation with the different genres of oral literature and the contexts in which they are narrated. This made them to match a few pairs correctly and others incorrectly. They scored 1.5 to 3.5 out of 6 marks.

Q.	i	ii	iii	iv	v	vi	
	B	F	H	A	C	D	

Extract 2.2: A Sample of Average-Performance Responses on Question 2

Additionally, the candidates who scored low marks on this question lacked adequate knowledge and competence in the different forms of oral literature. They showed lack of exposure to oral interactions in their real settings. Consequently, these candidates failed to match correctly the given descriptions of the forms of oral literature on List A with their corresponding literary terms on List B. The candidates scored 0 to 1 marks and the performance was categorized as poor. Extract 2.3 shows a sample of incorrect responses to this question.

Q.	i	ii	iii	iv	v	vi	
	D	G	H	C	E	B	

Extract 2.3: A Sample of Incorrect Responses to Question 2

2.2 SECTION B: Short Answer Questions

This section had six compulsory questions, namely questions 3, 4, 5, 6, 7 and 8. Each question carried 9 marks, making a total of 54 marks on the section.

2.2.1 Question 3: Written Literature

This question required candidates to justify the given quotations based on the rules of composing poems. The question had six items lettered (a) – (f). Each item was worth 1.5 marks, making 9 marks for the whole question. The question was set to assess the candidates' knowledge on the rules and principles of composing poems. The question stated as follows.

When composing a poem there are some rules that are unique. Justify this quotation based on the given rules in (a) - (f).

- (a) *Poetry uses language economically.*
- (b) *The classification of poems into modern and traditional poems does not depend on time.*
- (c) *Poets are allowed to violate grammatical rules when composing poems.*
- (d) *The basic unit of a poem is a line.*
- (e) *In closed verse poems, a refrain plays an important role.*
- (f) *The tone of a poet may affect the mood of a reader.*

In item (a), *Poetry uses language economically*, the required response was that poetry uses language economically in the sense that it uses few words to present poetic messages. It is possible for one word in a poem to communicate a message which could take paragraphs in other works of literature (for example, in prose narrative). Words, in creating a poem, are selected carefully to say less but mean more. This is made possible by the use of figures of speech in which words have multiple meanings as they are open to interpretations based on the context in which they appear. Other devices which help to make poems economical in terms of language use include contracted forms and ellipsis.

In item (b), *The classification of poems into modern and traditional poems does not depend on time*, the expected response was that the classification of poems into modern and traditional categories does not depend on time. They depend on observance of rules. On the other hand, traditional poems strictly follow rules of composing poems about a certain message. Modern poems are not strict on rules, they rather allow freedom of the poet to express his or her feelings.

In item (c), *Poets are allowed to violate grammatical rules when composing poems*, the candidates were supposed to respond that poets can violate the rules of language when writing poems. This privilege is given to poets/poetess to manipulate/violate rules of grammar to achieve their poetic end. It can be done in order to communicate a certain message or to meet certain poetic requirements or demands such as, to achieve rhyme, balance the rhythm and simplify the singing or recitation of the poem. This violation is intentional and artistic.

In item (d), *The basic unit of a poem is a line*, the anticipated response from candidates was that the basic unit of a poem in poetry is a line. A line is a row of words or a single word that stands as a single sentence in a verse of a poem. It is also called a verse. A line is a basic unit because poems are written in line/verse form. Lines are arranged in a pattern that forms an idea. For example, combining two or more lines results in a stanza; and a combination of two or more stanzas forms a poem. In short, a poem cannot exist without lines.

In item (e), *In closed verse poems, refrain plays an important role*, the correct answer was that refrain, as an aspect of a poem, is important especially in traditional/closed forms of poems where it serves two purposes; an emphatic purpose and a musical one. Normally, the repetition it achieves engages the audience to note or understand the message emphasized.

In item (f), *The tone of a poet may affect the mood of a reader*, the expected response was that *tone* is the attitude or feeling that the

poet/poetess has when composing a poem. The feelings of the poet or poetess can affect or influence the feeling or response of readers. It can be a happy one, sad, disappointed, sarcastic, or angry tone among others. If the poet/poetess uses a sad tone in his/her poem, the reader too can become sad towards the subject matter being represented in the poem. However, it depends on what message he/she wants to convey to the readers. The message communicated through the language employed by the poet/poetess may produce a certain feeling or state of mind in the reader.

The question was attempted by 147,416 (100%) of the candidates. Out of them, 8,383 (5.69%) scored 6.5 to 9 marks which was indicative of good performance. Moreover, 30,564 (20.73%) scored 3 to 6 marks which was average performance. On the other hand, 108,469 candidates (73.58%) scored 0 to 2.5 marks and their performance was categorised as weak. The general performance on this question was weak since 38,947 candidates (26.42%) scored 3 to 9 marks. Figure 3 presents the general performance of the candidates on Question 3.

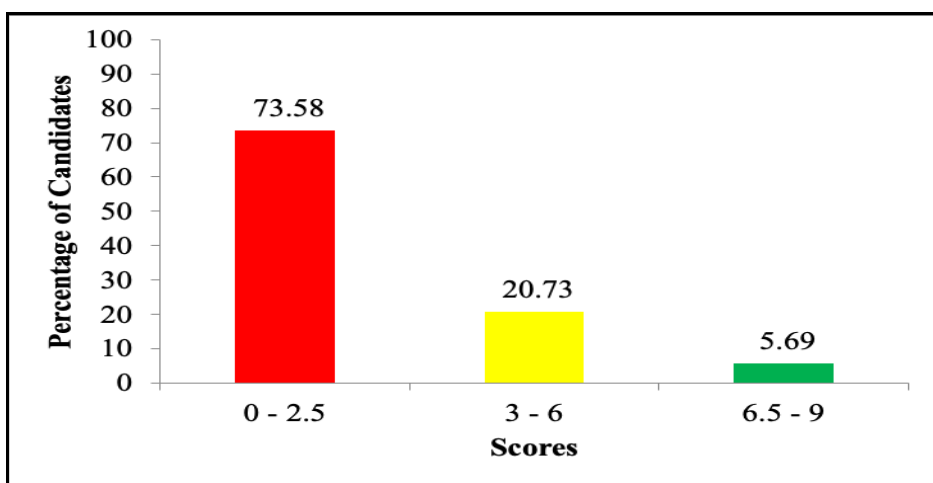


Figure 3: *Candidates' Performance on Question 3*

The candidates who performed well on this question proved to have acquired the necessary competences about the rules and principles of composing poems. The candidates were also familiar with the features of poetry, which make it unique from other genres of written literature.

These candidates scored 6.5 to 9 out of 9 marks. The candidates' performance was categorized to have been good in this analysis. Extract 3.1 provides a sample, which shows the candidates who scored high marks on this question. The sample shows that the candidate responded correctly by justifying the given rules that poets and poetesses ought to abide by when composing poems.

3a)	In poem, language is used economically meaning few words used in a poem are able to convey a larger meaning and this is because poem express strong feelings hence when composing a poem, strong feelings should be expressed by using few words arranged in verses and stanzas.	
b)	When composing a poem it is important to observe the use of rules in a modern poem or a traditional poem. A modern poem does not have many rules but traditional poem includes having a regular rhyming scheme, capitalization of each letter at the beginning and the same length of verses.	
c)	Poems are different from other genres like magazines and this is due to the freedom a poet has to violate grammatical rules which is termed as poetic license hence when composing a poem, a poet can use poetic license example "Specially when I work nights" instead of "Especially".	
d)	To make a poem it requires a collection of stanzas whereby stanzas are groups of line or even one line can be a stanza, termed as a verse hence to compose a poem, a verse is composed and different verses make a stanza which makes a poem.	

3 e)	A closed verse poem is a traditional poem and among the rules of composing and classifying a traditional poem from modern, is the repetition of the last verse in each stanza which is collectively known as refrain and mostly the refrain hold so many emotions of the poet or persona example "Attieno yo!"	
f)	When composing a poem it is important to know how the tone of the poet will be able to affect the mood of a reader this is why poets should use strong emotions and reveal how they feel towards the subject of the poem to make their poem emotional appealing for a readers' mood to change.	

Extract 3.1: A Sample of Correct Responses to Question 3

Similarly, in this question, there were candidates whose scores were average. They scored 3 to 6 out of 9 marks. This performance was categorised as average. Such candidates demonstrated partial knowledge about poetry. They justified few rules of poetry and failed to defend some. Besides, the justifications of such candidates lacked examples from relevant poems to support their responses. Extract 3.2 illustrates the candidates' responses from the candidates who had average performance on this question. The candidates responded correctly to some items and partially to others, as they could not justify their argument by drawing evidence from relevant poems.

3.	o, poetry uses language economically ~~because~~ This means it should use few words and simple words.	100
	by This means when using Traditional poem; It should follow all the traditional ways of making poem. and when using Modern poem; It does not follow the traditional rules of making poem.	0
	e, poet are allowed to violate grammatical rules when composing poems in order to bring a special effect and attract the readers.	
	d, The basic unit of a poem is a line, because line/verso is a combination of stanza of which when we get stanza we get a poem through combination of many lines.	
	e, A refrain plays an important role in closed verse, poem in order to show emphasize in a ~~grammatical~~ rhythmic way.	
	t, The Tone of the poet may affect the ~~re~~ the mood of a reader because when the tone of the poet may be is sad and mood of the reader will be sad also.	

Extract 3.2: A Sample of Average-Performance Responses on Question 3

On the contrary, there were candidates who responded weakly on this question. They scored 0 to 2.5 out of 9 marks. These candidates lacked the required competences on poetry particularly on the rules and

characteristics of composing poems. They failed to justify how the given rules of poetry are applicable in composing poems and ended up giving irrelevant responses. Some candidates, for example, wrote the roles of poetry in society. Others explained poetic devices while others gave the classification of poetry. Generally, candidates who failed in this question were not only unfamiliar with the rules of composing poems but also the basic poetic terms such as verse, stanza, diction, poetic licence, tone, mood, etc. A sample response shows a candidate who wrote irrelevant responses and mentioned incorrect features of poetry. This is illustrated in Extract 3.3.

03	DENGAROW A DISEASE	
	All animals in a dengarow disease in the world	
	When a people is a die	
	people a die lack of basic need	
	poverty poverty is dengarow a disease	
	Question	
	a) Imaginary language	
	b) The classification of poem is traditional poem	
	c) To see does take line and stanza	
	d) The basic unit of line is 4 lines.	
	e) because to get the sound or choise raw	
	f) lamenting	
	mood to affect is Unhappily.	

Extract 3.3: A Sample of Incorrect Responses to Question 3

2.2.2 Question 4: Appreciating and Analysing Poetry

The question aimed at assessing the candidates' ability to read, comprehend and interpret a variety of poems. The question read as follows:

Read the following poem and answer the questions that follow:

*Africa my Africa
Africa of proud warriors in ancestral savannah
Africa of whom my grandmother sings
On the bank of the distant river
I have never known you
But your blood flows in my veins*

*Your beautiful black blood that irrigate the fields
The blood of your sweat
The sweat of your work
The work of your slavery
The slavery of your children
Africa tell me Africa*

*Is this your back that is bent?
This black that breaks under the weight of humiliation
This black trembling with red scars
And saying yes to die whip under the midday sun
But a grave voice answers me
Impetuous son that tree young and strong
That tree there*

*In splendid loneliness amidst whit and faded flowers
That is Africa your Africa
That grows again patiently obstinately
And its fruits gradually acquire
The bitter test of liberty*

Questions

- (a) What is the poem about?*
- (b) What type of poem is this? Give a reason.*
- (c) With examples, briefly explain two literary devices used in the poem.*
- (d) What message do you get from this poem?*

- (e) *Identify two possible themes from the poem.*
- (f) *Briefly explain the relevance of the poem to society.*

Candidates were required to read and understand the given poem and answer the given questions. Candidates were expected to respond as follows.

Item (a), *What is the poem about?* The correct response was that the poem is about Africa. The poem describes Africa as a blessed continent with natural and human resources. However, its people are suffering as they do not benefit from those resources.

In item (b), *What type of poem is this? Give a reason,* the expected response was that, the type of poem is lyric because it expresses inner feelings of the persona about Africa. It is short and brief, focusing on only one emotion, –pity. The poem pities African leaders for failing to utilize the available resources to bring about development.

As for item (c), *With examples, briefly explain two literary devices used in the poem,* the candidates were expected to respond that, the two literary devices used in the poem are personification as Africa has been given the attributes of human beings, for example, ‘*your back is bent, your beautiful black blood*’ to communicate the feelings of pain and suffering Africans during colonialism.’ Anaphora is another device that has been used as in the first three lines in the first stanza to emphasize the poet’s focal point, which is Africa. This has been used purposely for emphasis about Africa and its tragedies. However, other relevant devices drawn from the poem were considered.

Item (d), *What message do you get from this poem?* Candidates had to state, among other relevant messages, that Africans should unite to fight against poverty and colonial oppressions.

Regarding item (e), *Identify two possible themes from the poem,* the correct response was that one of two possible themes in this poem was to do with the effects of colonialism. This is evidenced in the third stanza where the poem talks about bent black, red scars and whip. It is

vivid that Africans were tortured. Patriotism is another theme to be extracted from the poem as the persona expresses his/her love for Africa. The persona believes that Africa is blessed with many resources that need to benefit all Africans. Other relevant themes drawn from the poem were considered.

In item (f), *Briefly explain the relevance of the poem to society*, in this item candidates were required to state briefly the applicability of the given poem in the real world. For instance, they had to hint that, the poem is relevant to Africa because the issues that unfold in the poem are very valid in Africa even today. One of the enemies of Africa is dependence. Therefore, the people of Africa should unite in rebuilding Africa through proper utilisation of the available resources.

This question was attempted by 147,416 (100%) of the candidates. Out of them, 70,913 (48.10%) scored 6.5 to 9 marks, which was categorized as good performance. Besides, 61,819 (41.94%) candidates scored 3 to 6 marks which was categorised as average performance. Then, 14,684 (9.96%) candidates scored 0 to 2.5 marks and their performance was categorized as weak. The overall performance on this question was good because 132,732 (90.04%) candidates scored 3 to 9 marks. Detailed information on the performance of candidates on this question is shown in Figure 4.

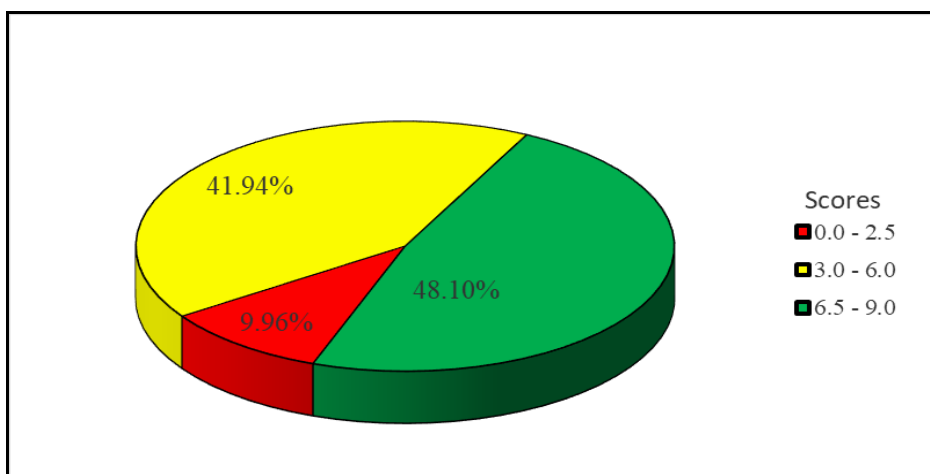


Figure 4: *Candidates' Performance on Question 4*

Generally, the candidates who obtained high marks on this question were deemed to have been competent in the topic *Reading and appreciating poems*. They demonstrated good mastery of the techniques and the steps involved in criticising a poem. They were knowledgeable on aspects of title, mood, tone, form and content of the poem which are the important aspects to consider when analysing a poem. The responses of such candidates were supported by correct and relevant quotations from the given poem. This made them score high marks. They scored 6.5 to 9 out of 9 marks. Analysis reveals that the candidates understood the question well and had good flow of ideas in their explanations. Extract 4.1 shows a sample of the candidates who responded correctly to this question.

		use only
4	a. The poem is about Africans who are against humiliation and fight against colonialism so as they can get their freedom b. Type of poem is Modern poem because it does not follow the traditional procedures of poem c. Literary devices used in the poem i. Hyperbole Is an act whereby the truth is ~~exx~~ exaggerated for greater emphasis example from the poem is "your beautiful black blood that irrigate the fields" ii. personification Is an act of giving a human traits or characteristics to a non-human example from the poem is "But a grave voice answers me" d. The message from the poem is We should fight against colonialism so as we can attain our freedom and being free from colonial threats and domination e. Themes found are i. Sacrifice We should sacrifice ourselves so as we can get our freedom	
4	e. this is shown in the poem when the poet says " your beautiful black blood that irrigate the fields" ii. Unity so as to attain freedom we must unite, so as we can get power of going against colonialism hence attaining freedom f. The poem is relevance in our society since it ~~reve~~ reveals the ~~rea~~ relat reveals the realities taking place in the poem including sacrifice, unity together with cooperation.	

Extract 4.1: A Sample of Correct Responses to Question 4

There were also candidates who had average scores on this question. They demonstrated some knowledge of poetry analysis as they provided the required responses even though they did not explicitly justify their responses by referring to the given poem. Some of the candidates in this category identified themes from the poem but failed to extract poetic devices from the given poem. There were those who stated the relevance of the poem but failed to state what it was about. Among them, 41.94 per cent scored 3 to 6 out of 9 marks. In Extract 4.2, are presented responses that the candidate who had average performance provided.

04. a/	The poem is about a people is proud his/her country Africa and loves Africa that is a patriotic.	
b/	Type of poem is modern poem; because it has free verses and It does not follow rules of poem.	
c/ i/	Anadiplosis.	
	→ It is the figure of speech that repetition of words at the end in verse to begin in verse to a stanza.	

INDEX NUMBER.....		use only
04.	c/ i/. Example in this poem is ; "The blood of your sweat" The sweat of your work "The work of your slavery"	
	ii/. Anaphora. → Is the figure of speech that repetition of words at the begin of two verses in a stanza. Example in this poem is ; "This black that breaks under the weight of humiliation, This black trembling with red scars"	
	d/. The message is ~~Patriotic~~ Patriotism is a source of peace and security in the country.	
	e/ i/. Humiliation. When persona says; "Is this your back that is bent?" This black that breaks under the weight of humiliation"	
	ii/. Patriotism. When persona says; "But your blood flows in my veins Your beautiful black blood that irrigate the fields"	
	f/ The relevance of the poem to society is In the society there have some people which are patriotic and they already died because of our country ~~because~~ due to they loves Africa..	

Extract 4.2: A Sample of Average-Performance Responses on Question 4

Analysis further shows that there were candidates with poor performance on this question. Such candidates scored 0 to 2.5 out of 9 marks. Candidates in this category failed to read and understand the given poem. They also lacked important skills and knowledge required in criticising poems. Analysis of their responses shows that their English language mastery was not as effective as required in understanding the poem. This limited them from responding correctly to the question items. Some candidates in this category wrote figures of speech from other poems apart from those used in the given poem. There are also candidates who mentioned irrelevant poetic expressions which were not related to the given poem. Furthermore, most candidates who responded incorrectly copied any words from the given poem and filled them directly in the answer booklet provided.

Extract 4.3 presents a sample of responses from a candidate who responded incorrectly by copying verses from the given poem.

		use only
04 a)	MY AFRICA MY AFRICA	
b)	Africa of proud But your blood flows in my veins.	
c)	is Your beautiful black blood that irrigate the field	
d)	the slavery of your children	
e)	that is Africa your Africa.	
f)	Africa and saying yes to the whip under the midday sun.	
g)	The sweat of your work The slavery of your children.	

Extract 4.3: A Sample of Incorrect Responses to Question 4

2.2.3 Question 5: Introduction to Literature

The question was set to assess candidates' knowledge about different literary devices and their application in various readings and contexts. The question stated as follows:

Define and state the use of each of the following literary devices:

- (a) *Symbolism*
- (b) *Imagery*
- (c) *Personification*
- (d) *Alliteration*
- (e) *Sarcasm*
- (f) *Hyperbole*

The question was attempted by 147,416 (100%) candidates. Among them, 15,674 (10.63%) scored 6.5 to 9 marks in this question. This performance was categorised as good. Besides, 89,318 (60.59%) scored 3 to 6 marks which was categorized as average performance. Then, 42,424 (28.78%) scored 0 to 2.5 marks and their performance was weak. The overall performance on this question was good because 104,992 candidates (71.22%) scored 3 to 9 marks. Figure 5 illustrates the performance of the candidates on this question.

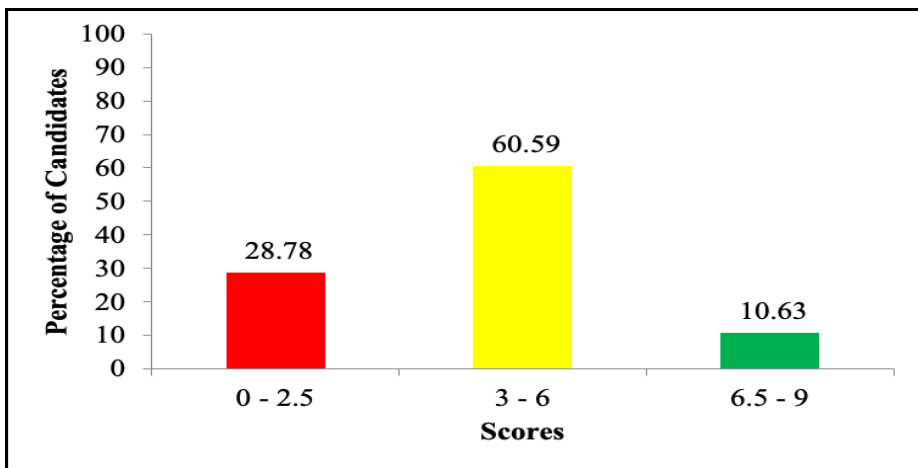


Figure 5: *Candidates' Performance on Question 5*

The candidates were supposed to respond to this question by defining each of the given literary devices and state the use of each in literary writing or daily speech. The correct definitions and uses of each device are provided below:

For item (a), *Symbolism*, is defined as the use of a concept, object or a person to represent something else. Symbolism is used in literary works when the artist wants to emphasize some issues that exist in society. Symbolism actively involves the audience/readers of literary works who read/observe critically to get the meaning of the symbols used. In so doing, they understand a literary work which uses symbolism.

As for item (b), *Imagery*, is defined as the use of language to evoke feelings or emotions that create a mental image of what is portrayed. Imagery is important in literary works because it makes a literary work interesting to read or watch.

As for item (c), *Personification*, it is an act of giving animals, ideas, abstractions or inanimate objects human characteristics or feelings. It is used to evoke emotions, add humour and explain complex ideas.

For item (d), *Alliteration*, is defined as the use of the same consonant sound(s) at the beginning of consecutive words in a line. Alliteration is used by artists for musical effect in a poem.

In relation to item (e), *Sarcasm*, is defined as the way of saying something to mean the opposite with the intention of showing that one is annoyed. It is used to criticize some people on a certain issue.

In item (f), *Hyperbole*, is defined as an act of elevating/exaggerating the significance of the subject matter for artistic effect, that is, stating something as having a bigger magnitude than it really is. Hyperbole is used when an artist wants to intensify a situation.

The candidates who provided correct definitions to the literary devices assessed demonstrated their competences in mastering the basic literary concepts, figures of speech in particular. The candidates scored 6.5 to 9

out of 9 marks. Extract 5.1 presents a sample of good responses to this question.

		use only
05.	a) <u>Symbolism</u> - Refers to the literary device that involves the representation of something in the literary work. Example: In the play of THE LION AND THE JEWEL the jewel represents precious thing / beautiful. USE: → It is used to represent or show representation of something in the literary work.	
	b) <u>Imagery</u> - This is the mental picture created by the reader of any literary work. Example: In the poem of Africa "The yell of a woman" (Auditory Imagery) USE: → It is used to create mental picture hence creates beauty in the literary work.	
	c) <u>Personification</u> - Refers to the act of giving the animal / other object the characteristics of the human beings. Example: - The Trees clapped happily - The mountains weeped. USE: - Used to animate animals and show the aesthetic of the literary work.	

Number	SUBJECT NAME.....	INDEX NUMBER.....	Examiners' use only
5	d) Alliteration		
	- Refers to the repetition of the same consonant sounds at the beginning of every word in a verse.		
	Example; in the poem of Building the Nation "Cold bell bear with small talk."		
	<u>USES:</u>		
	used to create musical tone through the rhyming.		
	e) Sarcasm		
	→ This is the bitter cutting speech that is said to someone.		
	Example: Student: Sir I don't understand Teacher: Well, I didn't expect you to.		
	<u>USES:</u>		
	- This is used to create ridicule and provoking the changes (emphasis)		
	f) Hyperbole.		
	→ This refers to the act of exaggerating a piece of information.		
	Example: - Millions of people attended wedding		
	<u>USES:</u>		
	- Used to create beauty / aesthetic in the literary work.		

Extract 5.1: A Sample of Correct Responses to Question 5

There were also candidates who got average scores on this question. They managed to define and state the uses of some literary devices and failed to conceptualise others. This made them respond correctly to some items and incorrectly to other items. Yet other candidates

managed to define the given literary devices but failed to state their uses. A sample of the candidate's responses shown in Extract 5.1 illustrates how candidates, who had average performance, defined a few literary devices correctly and correctly stated some of their uses.

		use only
5	a) Symbolism, is the figures of speech in which one object or thing represent or standing for something else Example, Sunrise represent the beginning of the struggle. b) Imagery, is the figure of speech which appear to readers five organs sense example organic image, objective image, sound image. c) personification, is the representation in which of the inanimate objects or abstract ideas as a human being or living things example the mountain cries. It is used to give the non-living things the characteristics of living things. d) Alliteration, is the repetition of initial consonant sounds of two or more words near by a line of a poem, it used for making emphasize e) Sarcasm, is the bitter cutting speech of someone feeling to the wound of some one feeling. It is used to express the feeling of someone or person. f) Hyperbole, is the figure of speech in which the truth is exaggerated for emphasis. It is used to mark the emphasis to the truth.	

Extract 5.2: A Sample of Average-Performance Responses on Question 5

Nevertheless, there were candidates who failed to correctly respond to this question as they got 0 to 2.5 out of 9 marks. Such candidates lacked understanding of the meaning and use of various literary devices tested in this question. These candidates failed to correctly conceptualise the given literary devices and their functions. For instance, some candidates stated that *symbolism* is used to symbolize literary devices. Others stated that *imagery* is used to measure literary devices. Similarly, there are candidates who wrote incorrect definitions of the given literary concepts due to lack of the required competence in the topic on *Introduction to Literature*, particularly literary devices. Extract 5.3 below provides a sample of a response from a candidate who responded incorrectly to all items of the question.

5a)	symbolism	
	this are words which used to symbolize the literary devices for the example Jewel this is beautiful girl in the village.	
b)	Imagery	
	this is the fiction which it is used to imagery things.	
c)	personification	
	this are literal devices which the person they should say to the person for example do as I say and not follow my words	
d)	Alliteration	
	this are the words which they turning, turn, the words for example Fifty Fifty she may lie	
e)	Sarcasm	
	this is the words which can seen to the devices of the words of casting.	
f)	Hyperbole	
	this are the words which they not saying the truth for example "as the boy flies with an empty plate"	

Extract 5.3: A Sample of Poor-Performance Responses on Question

2.2.4 Question 6: Oral Literature

This question aimed at evaluating candidates' knowledge gained from the study of oral literature. Specifically, the question aimed at measuring candidates' knowledge about the genres of oral literature based on the characteristics that differentiate them from one another. The question read as follows.

Briefly differentiate the following oral literature terms:

- (a) *Dirges and chants*
- (b) *Riddles and idioms*
- (c) *Jokes and anecdotes*
- (d) *Lullaby and legends*
- (e) *Tongue twisters and epics*
- (f) *Myth and folktales*

A total of 147,416 (100%) candidates attempted this question, where 19,405 (13.16%) scored 6.5 to 9 marks. This performance was categorised as good. Besides, 45,326 (30.75%) candidates scored 3 to 6 marks, which constituted average performance. Then, 82,685 (56.09%) scored 0 to 2.5 marks. This performance was categorised as weak. The general performance on this question was average because, 64,731 candidates (43.91%) scored 3 to 9 marks. Figure 6 demonstrates the performance of candidates on this question.

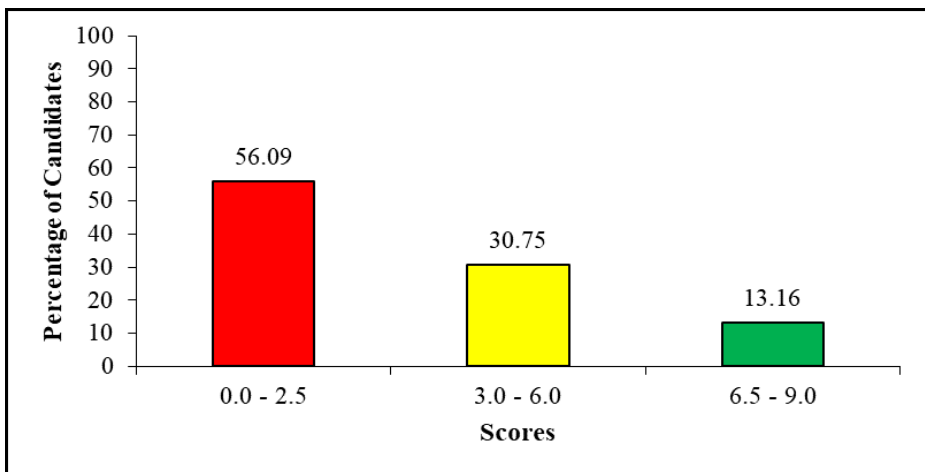


Figure 6: *Candidates' Performance on Question 6*

In this question, candidates were required to use the knowledge obtained from the study of oral literature to briefly differentiate the given oral literature terms. The candidates' responses were expected to be as suggested below:

In item (a), *Dirge and chants*, are different because dirges are songs sung during funeral ceremonies, such as burials, memorials or other post-burial ceremonies whereas *chants* are prayer songs sung for religious purposes.

In item (b), *Riddles and idioms*, are different because, riddles are puzzling questions or statements intended for listeners to reveal the hidden meaning, whereas *idioms* are expressions whose meanings differ from the words constituting them.

In item (c), *Jokes and anecdotes*, candidates were required to state the difference between the two terms which are; *jokes* display humour whose words in narratives or dialogues intend to make the audience laugh, whereas *anecdotes* are short interesting or amusing stories about real people or events.

As for item (d), *Lullaby and legends*, candidates were supposed to state that a *lullaby* is a soothing song, poem or piece of music, that is usually sung to make a baby sleep, to calm a baby down when he/she is crying, or instil in a child some morals, whereas *legends* are narratives about memorable historical events (such as ethnic wars, famines and human migration) and people. A lullaby is a song or poem while a legend is a story (narrative).

Item (e), *Tongue twisters and epics*, are different because, *tongue twisters* are sentences or phrases which are difficult to articulate/pronounce quickly because of the sequences of nearly similar sounds, whereas *epics* are long stories often told in verse forms involving heroes and gods.

In item (f), *Myth and folktales* are different because *myths* are narratives which attempt to explain the origin of the natural phenomenon such as death, delivered in a serious tone and involves powerful supernatural beings, whereas *folktales* are popular short narratives handed down from one generation to another by word of mouth.

Generally, candidates who had good performance on this question demonstrated to have mastered well the elements of oral narratives. These candidates showed good exposure to oral narratives. They also understood the roles of each of the given oral narratives. They were also familiar with the characters and themes embedded in each oral narrative. The candidates scored 6.5 to 9 out of 9 marks. The following is a sample of the correct responses as presented in Extract 6.1.

6.	(a) Dirges, these are mourning songs sung for the dead people. Dirges are normally sung in funerals. For instance: A dirge called "Ghost". KHUE Chants, these are prayer songs that are sung for religious purposes. Chants can be sung in churches or religious meetings. For instance: A chant called "Mighty God" sung in churches.
	(b) Riddles, these are the questions challenged to respondents so as to provide an answer for it. They can be used to test somebody's cleverness. For instance: A riddle which states "My house has no door - an egg". KHUE Idioms, these are the words created but they mean totally different from what is said. Idioms can need one to think so as to solve an idiom. For instance: An idiom which states "Hitting around the bush - meaning not going straight to the point."
	(c) Jokes, these are funny words said to people and can make them laugh without causing any conflict. They are mostly said to people who are used to each other. For instance; One can tell a friend "You are too thin to pass through a needle's hole".

G.	(c)	KIHILE
	Anecdotes, these are short amusing stories about real people in the certain societies. They can contain magical traits in them. For example: "Ruwindomagele" is an anecdote among the Luo whereby Ruwindomagele used an abnormal potion.	
	(d) Lullaby, this is a soothing song that can put a child to sleep. A lullaby is normally sung at a small voice and speed to make a child easily sleep. For instance: A mother sings "Row your boat" to make a child sleep.	
		KIHILE
	Legends, These are stories which speak about famous people who are believed to have done wonders in the society at the past. They mostly speak of heroes and heroines. For instance: The Legend of Chief Wabwira.	
	(e) Tongue-twisters, These are words which are having fluency in pronunciation and the words placed are having almost the same pronunciation. They can help one to improve his/her fluency. For example: Ice cream, ice cream, ice all ice cream for ice cream!	
		UKHILE
	Epic, this are poems sung about important people who have done wonderful things in the society. Epics speak of such advantageous things done by such people.	

6	(e) for example: An epic about Mwal. Julius Kambarage Nyawere.	
	(f) Myth, these are stories which explain about the origin of something in the society. These are said to be religious stories.	
	For example: A story explaining why a giraffe has a long neck and not short.	
	KHILL	
	Folktales, these are stories passed from one generation to another and they educate about an important thing about life of people.	
	For instance: A story about the hyena who lost two parties is passed down various generations.	

Extract 6.1: A Sample of Correct Responses to Question 6

There were also candidates who had average performance on this question. Such candidates demonstrated average knowledge about the given oral narratives. They managed to differentiate some oral literary terms but failed to distinguish some pairs of the given literary terms. They scored 3 to 6 out of 9 marks. A sample of responses from a candidate who had average performance is shown in Extract 6.2.

06.	(a.) Dirges are sorrowful songs sung during burial ceremony for the deceased person while Chants are the proper songs that are sung during religious sessions and workshops on other hand Dirge comforts the family of the deceased person.	
	(b.) Riddles are puzzling questions that are asked to test the cleverness of a person who wants to know while Idioms are clauses which uses words opposite to the implied meaning.	
	(c.) Jokes are funny and humorous sayings among people that arouse laughter to lighten while anecdotes are short amusing and interesting stories that have one clear character example stories of Haro and Hyena.	
	(d.) Lullaby are songs that are sung to babies so as to soothe them to get asleep while legends are stories of historical events that may be true and perhaps of supernatural powers showing the way things happen as they are narrated.	
	(e.) Tongue twisters are paragraphs or clauses arranged words in series with close similar pronunciation that are used to challenge the speed of a speaker while epics are long narrative poems talking greatest man and women in the society.	
	(f.) Myths are stories that take about how different things originated example how animals live the way they do while folk tales are stories that talks about ^{native} origin of different thing hence called Etymology, and ending with explanations of why things happens the way they do.	

Extract 6.2: A Sample of Average-Performance Responses on Question 6

On the other hand, candidates whose performance was poor failed to demonstrate their understanding of the meaning and differentiating the given genres of oral literature. These candidates scored 0 to 2.5 out of 9 marks. Due to lack of knowledge on the genres of oral literature, these candidates failed to differentiate *dirge* from *Chants*, *riddles* from *idioms*, *jokes* from *anecdotes*, *lullaby* from *legends*, *tongue twisters* from *epics* and *myth* from *folktales*. They thus ended upon mentioning irrelevant literary expressions while others wrote figures of speech which are not related to the study of oral literature.

Generally, candidates with poor performance on this question had low mastery and understanding on the genres of oral literature. They were not knowledgeable on what the tested genres of oral literature mean and how they relate or differ from one another. A sample of the incorrect responses on this question is presented in Extract 6.3 below. On the extract the candidate wrote sentences which are not related to the study of literature.

	use only
a. (a) Lirges: is the stories that consists the songs of the childrens to sleep while chants: is the songs sung ~~when the baby are sleeping~~ ^{that} that are for religious purpose.	
(b) Riddles: are the sentences which are not clear to eat its meaning while Idioms: are the statement that the people may be used for drawing at school.	
(c) Jokes: This are the situation of someone asking while the answer have while Anecdotes: refers to the short stories that a person characteris to be talking about.	
(d) Lullaby: This are the sentences that has been talking about background story of someone or some society. while Legend: are the sentences that have no the its clear meaning.	
(e) Tongue twisters: refers to the act of the voice to give the name through the action of the voice. while Folklore: are the short stories that have been shown that are not understood.	

Extract 6.3: A Sample of Incorrect Responses to Question 6

2.2.5 Question 7: Oral Literature

The question aimed at testing candidates' knowledge and application of oral literature in society. It meant to assess the candidate's awareness of the ability of people to interact with each other in society through the various genres of oral literature. The question stated as follows:

Each of the situations in (a) – (f), can be addressed by using an appropriate genre of oral literature. Identify the genres and state how effective they are in addressing the respective situations.

- (a) *Explaining the reason why snakes have no legs while millipedes have too many legs.*
- (b) *A new learner of a language wants to improve his/her fluency in pronunciation.*
- (c) *Helping a person who fails to concentrate on reading verses from religious books.*
- (d) *Consoling the sorrowful and lamenting bereaved.*
- (e) *Calming down a tired, angry and uncomfortable baby whose mother needs a break.*
- (f) *Someone wants to identify a clever child who knows many societies related things.*

The question was attempted by 147,416 (100%) candidates. Out of them, 2,929 (1.99%) candidates scored 6.5 to 9 marks. This performance was categorised as good. In addition, 39,910 (27.07%) candidates scored 3 to 6 out of 9 marks, the performance, which was categorised as average. The least performance involved 104,577 (70.94%) candidates who scored 0 to 2.5 marks. It was categorised as weak. The total performance on this question was weak because only 42,839 (29.06%) candidates scored 3 to 9 marks. Figure 7 summarises the performance of the candidates on this question.

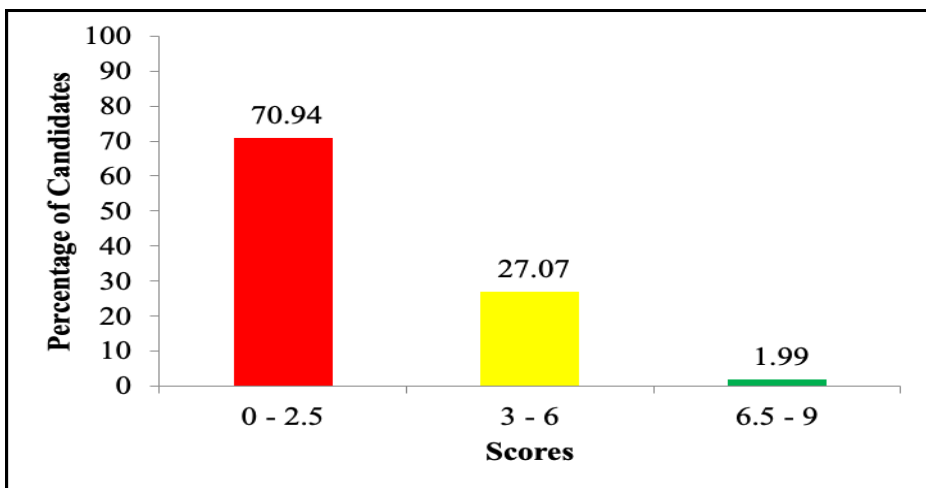


Figure 7: *Candidates' Performance on Question 7*

In this question, candidates were required to identify the genre of oral literature and state its effectiveness in addressing respective situations. The question assessed candidates' knowledge about the nature and usefulness of oral literature in real life situations.

In item (a), *Explaining the reason why snakes have no legs while millipedes have too many legs*, candidates who were correct responded that *Myth is a narrative that attempts to explain the origin of the natural phenomenon or heroic figure*. These candidates knew that myths trace the origin of a problem or situation of people, places and events or phenomena.

Item (b), *A new learner of a language wants to improve his/her fluency in pronunciation*, candidates who were correct stated *tongue twister* as an effective genre to be used. These candidates were knowledgeable that a tongue twister is a sentence or phrase whose sequences of nearly similar sounds make them difficult to articulate/pronounce quickly, hence the learner familiarises with the words and becomes fluent in the process. They were familiar that tongue twisters help in improving language learning.

Item (c), *Helping a person who fails to concentrate on reading verses from religious books*, candidates with high marks stated *chants* as an

effective genre in a given situation. The candidates who got this item correctly were knowledgeable that chants are prayer songs sung for religious purposes that can make the singer/listener concentrate on the message expressed. They knew that singing songs convey messages to the audience much more quickly than reading verses or chapters from Holy books.

In item (d), *Consoling the sorrowful and lamenting bereaved*, the candidates' expected response was *Dirges*. Candidates who scored this item correctly knew that dirges are songs that are sung during funeral ceremonies such as burials, memorials, or other post-burial ceremonies. They can console the bereaved in addition to praising the deceased.

In item (e), *Calming down a tired, angry and uncomfortable baby whose mother needs a break*, the candidates' expected response was *Lullabies*. Candidates who scored this item demonstrated that they were familiar that lullabies are poems or songs that are sung to soothe a baby, hence making the baby sleep, calm and stop crying.

In item (f), *Someone wants to identify a clever child who knows many society-related things*, the expected response to this item was *Riddles*. The candidates who scored this item demonstrated their knowledge that *riddles* are puzzling questions or statements aimed to make a person think before revealing the hidden meanings, hence making it easy to know who is cleverer than the other.

Analysis shows that there were candidates who scored high marks because they supplied correct genres of oral literature to the given situations. The candidates in this category scored 6.5 to 9 out of 9 marks. These candidates demonstrated sufficient competence on the uses and roles of oral narratives. They knew that oral literature educates, entertains, improves language, warns, consoles, criticises and influences society.

		use only
6.	(e) Tongue twisters involves pronunciation of words that are confusing whereby they are pronounced very fast to create enjoyment. For example "The black bad bag was carried by a black bad dog". While Epics are long stories that involve character of high position in an adventure. For example; "Martin Luther" is an epic. (f) Myth are stories that explain how different things originated. For example "The story of a snake and Muli-pede" while folktales are stories that end with an explanation of why things happen the way they do. For example; The stories about different natural phenomena.	
7.	(a) Myth; whereby they are effective in explaining the origin of something or origin of different things. For example; The story of "Snake and Muli-pede" explains why snakes have no legs while mullipedes have too many legs. (b) Tongue twisters; Whereby they are effective since they involve pronunciation of more difficult words very fast which helps to improve fluency in pronunciation. (c) Chants; Since they are songs sung during religious ceremonies whereby they help to make people active and help a person to concentrate reading verses from religious books.	

		Use only
7.	(d) <u>Düges</u> ; Since they are songs sung during burial and funeral ceremonies they are effective in soothing and comforting sorrowful bereaved by words of encouragement and hope which help to console the bereaved ~~Example~~ ; "Kixeyela".	0 1/2
	(e) <u>Lullaby</u> ; They are effective in consoling a tired, angry and uncomfortable baby by making the baby stop crying through its rhythm and tone and finally make the baby sleep and mother can get a brake. "The Little baby" is an example of lullaby.	0 1/2
	(f) <u>Riddles</u> ; They are effective in identifying a clever child since they involve puzzling questions which tests the cleverness of those wishing to solve them Eg. My house has no door - Egg	0 1/2
8.	(i) <u>They carry non-factual information</u> ; Novels, plays, poems and short stories mostly give non-factual information which means information not based on fact For example; "Ballad of the Land Lord" the information in the poem are non-factual.	0 1/2
	(ii) <u>They use imaginary characters</u> ; The characters used in plays, novels, poems and short stories are imaginary characters meaning that they are not real For example; "Brother Jero" does not exist but there are people who carry his traits in the society.	0 1/2

Extract 7.1: A Sample of Correct Responses to Question 7

However, some candidates responded correctly to some items and incorrectly to some few items. Such candidates scored 3 to 6 out of 9 marks. These candidates had partial knowledge on some elements of oral literature genres. The partial knowledge they had enabled them to identify a few genres that fit to the given situation. For instance, one candidate identified *Tongue twisters*, *dirge*, *lullaby* and *riddles* as effective genres of oral literature for the situations described in items (b), (d), (e) and (f) respectively, but failed to supply correct genres in items (a) and (c), as justified in Extract 7.2.

7	a) Fables.		
7.	b) Tongue twister		
	c) Proverbs.		
	d) Dirge		
	e) Lullaby.		
	f) Riddles.		

Extract 7.2: A Sample of Average-Performance Responses on Question 7

The analysis further indicates that there were candidates who performed poorly on this question. They scored 0 to 2.5 marks. These candidates failed to identify the genres of oral literature that best fit the given descriptions. The failure of such candidates can be attributed to lack of mastery of the basic concepts and terminologies of oral literature. Some wrote the terminologies not related to oral literature while others responded by mentioning the figures of speech used in literature. Some candidates outlined the stages of plot development which are exposition, rising action, climax, falling action and resolution. Generally, candidates with poor performance on this question lacked

the anticipated competences and understanding of the meaning, nature and effectiveness of the different genres of oral literature in real-life contexts. Extract 7.3 below presents a sample of incorrect responses from a candidate who mentioned the forms of oral literature and provided incorrect explanations, which were irrelevant responses to the question.

7.	a) Short form	
	-It is express the originated of different thing such as why animals live the way they do.	
	b) Oral narrative	
	-It is difficult in ~~prode~~ pronunciation, which design to be used in sport and games.	
	c) Oral poetry	
	-It is express an poetry, which can be Sung such as dirge song, sacred song.	
7.	d) oral narrative	
	-It is effective in which can be make expression which general tell truth.	
	e) Oral poetry	
	-It is make effective in which can be Sung due to the purpose on something.	
	f) Short forms	
	-It is short expression which involve or need short answer in which due to difficult to describe.	

Extract 7.3: A Sample of Poor-Performance Responses on Question 7

2.2.6 Question 8: Written Literature

This question tested candidates' knowledge about the forms or types, features and effectiveness of literary writing. It aimed at evaluating candidates' ability to classify and differentiate fictitious materials from non-fictitious one with regard to their nature or characteristics. The question read as follows:

Why novels, plays, poems and short stories are categorized as fiction? Briefly explain by giving six points.

This question was answered by 147,416 (100%) of the candidates. The data show that 10,793 (7.32%) scored 6.5 to 9 marks. This performance was good. Additionally, 54,026 (36.65%) scored 3 to 6 marks, which was categorised as average performance. On the other hand, 82,597 (56.03%) scored 0 to 2.5 marks, falling into the weak performance category. The performance of this question was average as 64,819 candidates (43.97%) scored 3 to 9 marks. Figure 8 further illustrates the performance of candidates on this question.

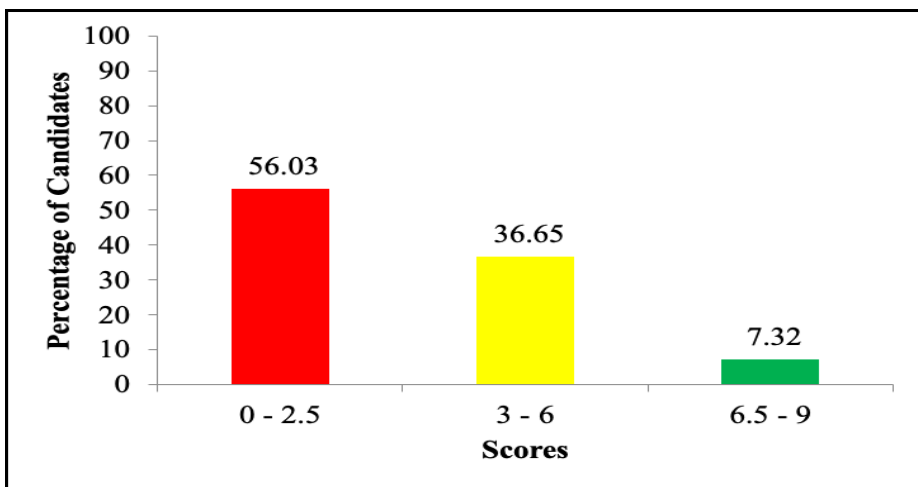


Figure 8: *Candidates' Performance on Question 8*

This question required candidates to give a brief explanation on the distinctive features of fictitious works. Candidates were specifically required to give reasons why literary works such as novels, plays,

poems and short stories are termed as fiction. The candidates were expected to respond by stating the general features of fiction, which cut across novels, plays, poems and short stories. The reasons for the categorisation were as follows.

The use of imagination: Novels, plays, poems and short stories are fictional because they use narratives created through imagination.

Subjectivity: Novels, plays, poems and short stories are fictional because they are a kind of subjective writing based on the imagination of the writer.

The language used: Novels, plays, poems and short stories are fictional because they use plenty of figures of speech, whereas history, biology and chemistry books as well as biographies are non-fictional because they use common core language.

The time of events and incidents: Novels, plays, poems and short stories are fictional because they use imaginary time of events and incidents. The time in literary works are the outcome of the writers' imagination.

The nature of characters: Novels, plays, short stories and poems are fictional because they use imaginary characters to reflect some elements of reality about a certain society. Characters are not real people who can be geographically or physically reached.

The diction: Novels, plays, poems and short stories are fictional because they deliberately use no restricted diction in grammar.

The report shows that there were candidates who scored high marks on this question. They scored 6.5 to 9 out of 9 marks. This performance was categorised as good. Candidates who responded correctly to this question applied their knowledge on the distinctive features of fictitious works to justify their responses. They demonstrated sufficient knowledge on fiction and non-fiction materials. In addition, these candidates demonstrated deep understanding of the distinctive

characteristics of the genres of written literature which basically fall into the category of fiction. They knew that fictitious materials are based on the author's creativity, skills and imagination of the world in which he/she lives. A sample of correct responses is presented in Extract 8.1.

		use only
8.	Novels, plays, poems and short stories are categorised as fiction because: i) They use imaginary characters and characterization. This means that the characters that they use aren't real characters. They are all characters who are created by the author or artists. Forexample: Lakunle and Sidi are all imaginary characters, they are not real. ii) They employ creative style. The techniques that they use, like monologue, dialogue, they are all creative, based on the creativity of the author or artist making their works to become different and not real. Forexample: Most plays employ dialogue style and novels employ monologue style. iii) They employ ~~ere~~ imaginative setting. The place where the events occur and the time are all imaginary, they are not real. Forexample: In The Lion and The Jewel Ilujinle village and the time it took place were all imaginary and they were not realistic.	

8. iv)	The arrangement of events and incidents involved is all imaginary since the events aren't real.
	The events taking place in those works of art are not real because it only happens that the artists create those events to match with what happens in the society.
v)	The title of the literary works are imaginative and not real.
	The artists and authors usually come up with those titles by themselves in thought that they match with the content of the literary work.
	For example! The title of the play, "THE DILEMMA OF A GHOST" isn't a real title. Instead it is made basing on the imagination of the author.
vi)	The language is used creatively and in an aesthetic way.
	In novels, poems and plays, the language is also used creatively specifically for literary works so as to make the work beautiful.
	For example! Figures of speech like similes, hyperboles, imagery are used in various literary works.

Extract 8.1: A Sample of Correct Responses to Question 8

Furthermore, there were candidates who had average performance on the same question. This was because they had average understanding of the genres of literature. Therefore, they responded correctly to some items and incorrectly to others. They scored 3 to 6 out of 9 marks, which was categorised as average performance. A sample of the responses from a candidate who had average performance is illustrated in Extract 8.2.

08.	① <u>Because it involves imaginative characters.</u>	
	- This works of arts are categories as fiction because they involve imaginative characters.	
	② <u>Because they involves imaginative settings.</u>	
	- This works of arts are fiction because they involve imaginative settings.	
	③ <u>Because use much figures of speech</u>	
	- This works of arts are fiction because have many figures of speech.	
	④ <u>Because they have imaginative Titles</u>	
	- This works of art are fiction because they involve imaginative titles.	
	⑤ <u>Because they are ungrammatical.</u>	
	- This works of arts are categories' as fiction because they are ungrammatical.	
	⑥ <u>Because they use complex language.</u>	
	- This works of arts are categorised as fiction because they use complex language make it hard to be understood.	

Extract 8.2: A Sample of Average-Performance Responses on Question 8

There were also candidates who performed poorly. They failed to give reasons why novels, plays, short stories and poems are classified as fiction. As a result, they scored 0 to 2.5 out of 9 marks. Analysis shows

that these candidates were not familiar with the distinguishing characteristics of the types of literary writing, namely fiction and non-fiction. They thus failed to recognise that the novels, plays, poems and short stories fall into the category of fiction based on their characteristics such as the imaginative power, artistic use of language, use of personified and non-personified characters as well as the use of unrealistic setting. Additionally, candidates with low marks on this question were not competent in the categorisation of the types and forms of genres of written literature which are actually plays, novels, short stories and poems. Due to lack of knowledge on written literature, some candidates produced irrelevant points to the question, some being functions of literature such as language development, exposing unknown issues and educating society. A sample of responses from a candidate who responded incorrectly on this question is shown in Extract 8.3.

		use only
5.	→ Because it help to transport ideas to the society - to the people to help ment some among of the people and o the some to the people some other of the people some other also the different and the spreading of the people some other all to the people help ment some among + the people help ment of the people and o the all to the people some among. → Because to development good relationship to the function of literature in the society. The some among of the people to the people some other all to the people some all to the people some the people to the the people and other all to the people some among + the people some other also the some other society help ment and o the all to the people some all to the some and development - also some all to the people in a → used to development of the language of the oral literature in the society. some among of the people some among of the people some among of the people some to the people and o the all to the people some other society present also among the some to the people some other society help ment to the good relationship among of the people some among + the people some all to the people some and o the all to the people some and o the all to the people to the people and o the all to the people some among. → Because it help to Educate people in the society : the some among of the people to help ment o the the people some other help ment to the people some among of the people help ment.	

89.	only the people some other to themselves and then to the people some other to the people and the also the people some other help ment with people some other also the people and the also the	
	2. Because it help to get them within true of life to the society eg. book. play DILEMA of THE GHOST is education.	
	some among of the people some among of the pe ople to and other some among of the people some some among to the people some among of the people some and the and the also the people some and the also of the people help ment of to the people and other all people some also the society of the people some also the people some the people and other also people some other also the people some other to the people some other also the people the people and other also the some among of the people	
	3. It help to in the society to preventive and avoiding of the bad ~~and~~ evils in the some society to the people some among of the people some the people some also the people some to the peop and other some among of the people some other to the people and other also the people some one ng of the people some and do the to the people some among of the people some among of the people and other to the some among of the people	

Extract 8.3: A Sample of Incorrect Responses to Question 8

2.3 SECTION C: Essay Type Questions

The section consisted of three (3) essay-type questions. These were questions 9, 10 and 11. The candidates were required to attempt only two (2) questions. Each question was worth 15 marks, totalling 30 marks in section C. The responses in this section were supposed to be supported with reference to the recommended readings listed underneath.

LIST OF READINGS

Plays

The Lion and the Jewel – Soyinka, W.
The Trials of Brother Jero – Soyinka, W.
The Dilemma of a Ghost – Aidoo, A.A.
The Government Inspector – Gogol, N.

Novels

A Walk in the Night and Other Stories – Guma, A.
Houseboy – Oyono, F.
The Old Man and the Medal – Oyono, F.
The Concubine – Amadi, E.

Poetry

Selected Poems – Tanzania Institute of Education
Growing up with Poetry – David Rubadiri

2.3.1 Question 9: Appreciating and Analysing Novels and Short Stories

This question tested candidates' knowledge of novels. It required the candidates to make reference to any two recommended novels under this section to explain the causes of conflicts in society. They were required to provide three (3) points from each novel. The question stated as follows:

By making reference to two novels you have read in this course, explain the causes of conflicts in a society by providing three points from each novel.

This question was attempted by 143,390 (97.27%) of the candidates. A total of 79,501 (55.45%) scored 9.5 to 15 marks, which was good performance. Furthermore, 49,273 (34.36%) scored 4.5 to 9 marks, which was categorised as average performance. However, 14,616 (10.19%) scored 0 to 4 marks, the performance, which was weak. The general performance on the question was good because 128,774 candidates (89.81%) scored 4.5 to 15 marks. The performance of the candidates on this question is illustrated in Figure 9.

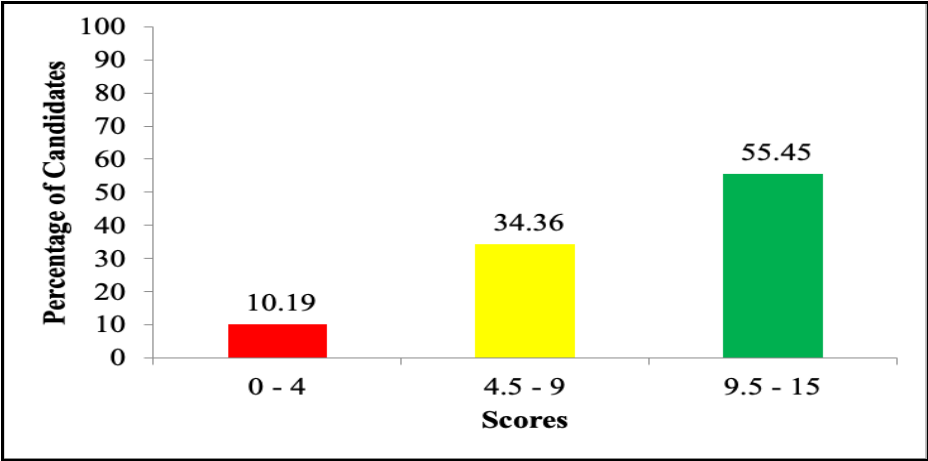


Figure 9: *Candidates’ Performance on Question 9*

This analysis denotes that there were candidates who scored high marks on this question. Specifically, they scored 9.5 to 15 out of 15 marks. Thus, the analysis categorised this to have been good performance. These candidates understood the question and demonstrated good mastery of the topic on *Reading and appreciating novels* by identifying the roots of conflicts that prevail in society.

The candidates were also competent and knowledgeable about the effects that such conflicts may have in society. In addition, these candidates showed their mastery of the topic by relating the conflicts presented in novels to real life situation. They also demonstrated their knowledge by making reference to relevant novels that best reflect sources of the conflicts being asked. Furthermore, these candidates introduced their

essays by defining *conflict* as a struggle or force that occurs within or between two or more characters in a work of art. They stated that literary writers use characters to present the conflicts or struggles aimed to, among other reasons, teach a lesson to the audience. When characters act against one another or come across a challenging situation, conflicts arise.

In ***House Boy*** by Ferdinand Oyono, the suggested causes of conflicts among others were as follows.

Coveting things belonging to others: The fight/contest for sugar lumps given by Fr Gilbert causes a conflict between Toundi and Tinati. In the novel, Toundi fights with Tinati for the mere lumps of sugar. Due to that fight, Tinati's arm is twisted. Consequently, Toundi's father and Tinati's father also get into conflict. This shows that a small thing could result in a big conflict if not handled properly.

Protest against unfavourable situation: Toundi's protest against the punishment by his father causes a conflict between him and his father Ondoua. In the novel, Toundi is in conflict with his father because he does not want to be beaten anymore. He protests against his father who has been beating him without any cause. This conflict causes Toundi to run away from home and go to live with Father Gilbert as a house boy. This suggests that when injustices prevail conflicts become inevitable.

Betrayal/infidelity: It is betrayal/infidelity that causes a conflict between Madame Suzy and the Commandant, her husband. Madame and the Commandant are in a conflict because Madame Suzy is having sexual relationship with another man, betraying her husband. This makes the Commandant furious with both, Madame and Toundi. That suggests that marital infidelity ultimately leads to conflicts when it is discovered.

Suspicion about something being wrong: In the novel, this causes a conflict between Toundi and Madame Suzy, the commandant's wife. Madame is angry. She hates Toundi and blames him with the belief that it is he who has exposed her affair with the Prison Director to her

husband. That mere suspicion tarnishes the relationship between Toundi and Madame, causing Toundi to be constantly reprimanded even for just slight mistakes.

Humiliation: This happens when the agricultural engineer introduces Sophie to fellow White men as his house girl and not a girlfriend. Sophie develops hatred against the agricultural engineer because she feels humiliated. That suggests that a conflict is likely to happen when someone feels to have been humiliated.

In *The Old Man and the Medal* by Ferdinand Oyono, the suggested causes of conflicts are as follows.

Adverse effects of private decisions: The death of Meka and Kelara's two sons causes a conflict between Meka and Kelara. Meka, Kelara's husband, offers his own children to the French to fight for their country's war. He does that just to express his gratitude and loyalty to the whites. He does not even inform his wife of his decision. Upon realization of her husband's blunder, Kelara weeps bitterly and blames Meka for giving away her children in exchange for a medal. She even regrets for marrying a useless man like Meka. This shows that family decisions ought to be participatory.

Maltreatment: The delay for presentation of a medal to Meka causes Meka's personal conflict. On the 14th of July, a day that Meka expects his Medal from the chief of the whites from Dangan, he is kept under the hot sun waiting for it. While Meka burns under the scorching sun, white men rest under the shade. This disturbs Meka's mind a great deal as he does not know what to do. He is in conflict as to whether he should leave or stay till he gets the medal.

Oppression: The conflict between Meka and the police officers results from the strict rules set by the whites against Africans. Meka is in a conflict with two constables who arrest and torture him. He tries to introduce himself but the police officers keep on beating him up. This

suggests that when someone is oppressed, he/she will automatically be in conflict with the oppressor.

Grief: The death of Kelara's children causes her internal conflict. Kelara is very disappointed and hopeless for the loss of her children. She weeps helplessly blaming her husband for the death of her children. Consequently, she sees life to be meaningless to her.

In ***The Concubine*** by Elechi Amadi, the following are some of the suggested causes of conflicts:

Injustice: This causes a conflict between Madume and Emenike. In the novel, Madume is presented to be a bully. He grabs Emenike's land. This causes a conflict between him and Emenike leading to a physical fight between the two characters.

Love: Love causes a conflict between Madume and Ihuoma. Madume is one of the men who are interested in marrying Ihuoma. He tries several times to convince her to accept him as a lover but Ihuoma keeps on refusing. This situation angers Madume. As a result, he starts hating Ihuoma, hence the conflict between them. That suggests that failed love attempt may lead to conflicts if not properly handled.

Death: The death of Emenike causes a conflict within Ihuoma. Emenike is Ihuoma's husband. He dies leaving Ihuoma a widow. Ihuoma is torn by the death of Emenike. She sees her future to be doomed without her husband. She faces personal conflict as she does not know what to do next after her husband leaves her with children and a large compound. She says, "*Kaka, what will I do. Oh what will I do? How can I look after the whole compound, young as I am? Is there no way to bring back my lord? Chei! chei! chei!*" That suggests that death of the loved one especially husbands or wives may pose a conflict regarding what to including whether to marry again.

Early childhood betrothal: This traditional practice causes a conflict between Ekwueme and Ahurole. Ekwueme and Ahurole become husband and wife after they were betrothed to each other by parents of

both sides since their early childhood. Ahurole is engaged when she is only eight days old and Ekwueme is five years. After a couple of years' marriage as adults, endless conflicts consume their marriage making it fail to work. Ekwueme no longer loves Ahurole as all his love is for Ihuoma. The conflict between the two intensifies because Ahurole was not Ekwueme's choice for a wife. It is rather his parents who chose her for him. When the conflict persists, Ahurole resorts to administering a love potion to make Ekwueme love her. This generally suggests that unwilling marital engagement will cause conflicts.

In the end, candidates who excelled in this question concluded their essays by giving different comments deemed relevant on how the different sources of conflicts can be avoided in society. They also made a reflection on how such conflicts can be resolved in the real life situation. Therefore, the candidates who scored high marks on this question demonstrated not only enough knowledge of appreciating novels but also good understanding of the different issues that happen in their lives and society. Extract 9.1 illustrates by providing a sample of correct responses from a candidate on this question.

9	Conflicts are misunderstandings between two or more people. Different authors of literary works have managed to show different sources of conflicts in the society. He or she has shown this by using two novels which are "HOUSEBOY" written by Oyano F and "THE CONCUBINE" written by Amadi E. I will start with the novel of "HOUSEBOY" to show different sources of conflicts. Poverty: This is the condition in which one is not able to obtain his or her basic needs. It is seen from Toundi when was fighting for a bag of sugar which was being served by the whites. This brought a conflict between Toundi and his father. It is also seen in our today's societies how poverty brings conflicts. Prostitution: This is the behaviour of a woman to sleep with many men. This was seen from madam Suzi who was the commandant's wife, where by she betrayed her husband and slept with another man. This caused conflicts between the commandant and madam Suzi. Also in today's societies most women with this behaviour cause conflicts. Exploitation: This is the act of not treating other people well. It caused conflicts between Toundi's mother and father. When Toundi's father could beat Toundi. This is also seen in our today's societies whereby most people are being exploited.	
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Q.	These were the causes of conflicts that Oyano F has analysed in the novel of "HOUSEBOY" let us see from Amadi E. Betrayal : This is the act of going against the agreements between two or more people. Betrayal caused conflicts between Ahulole and Ekweme where by Ekweme betrayed Ahulole and loved Ihuoma. It is also seen from the present societies how people are betrayed. Jelousy : This caused conflicts between the sea King and Ihuoma's husband. Where by he gave out a curse that any man who will love Ihuoma will be dying. It is also seen in the present societies how people get into a fight because of Jelousy. Polygamy : This is the tendency in which a man possesses more than one wife. This is seen from Madume where by it caused conflicts between Emenike and Madume in which Madume wanted Ihuoma as his wife. It is also seen in our todays' societies where people fight for wives. Generally the government has to provide education to different soociety members on the bad practices which causes conflicts in the society.
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Extract 9.1: A Sample of Correct Responses to Question 9

There were also candidates who scored average marks on the question. They scored 4.5 to 9 out of 15 marks. Such candidates explained the causes of conflicts but did not thoroughly state the characters involved in such conflicts. Other candidates also showed correct conflicts without indicating the source. Other candidates showed some correct sources of conflicts but did not relate them with real life situation in

society. Extract 9.2 below presents a sample of responses from a candidate who had average performance on this question.

		use only
q.	Conflict refers to misunderstanding among people in a literary work. And this is resulted from some reasons that may be a great cause of conflict in our community society by using the Novel THE HOUSE BOY by OYONO and THE OLIVIAN AND THE MEDAL by OYONO. Sources of conflict are revealed as follows, by starting with THE HOUSE BOY, this is shown as follows. Mistreatment. For example this caused the conflict between Toundi and his father as the father of Toundi mistreated much Toundi as a result Toundi is deciding to go a live to the father's vanguard and father's that were found in the place where Toundi lived as a result he did not return back again due to the fear of his father. Infidelity in marriage. For instance this caused conflict between Madame Suzy and commandant as the commandant had a message that his wife has done infidelity to him by not trusting him and having sex with another man instead of trusting the marriage of the two couples trusting to each other in the family. Betrayal. This caused conflict between Sophie and Agricultural Engineer as when the Agricultural Engineer has the white ladies don't want Eulalie to be his lover but after they have went away he turns back and have communication with Eulalie as his own lovely woman.	

9.	A part from that, Also in the book THE OLD MAN AND THE MEDAL this is shown as. Hypocrisy. this caused the conflict between the old man and the police Attendants of the street as they tortured him until he got some pains, and even got into prison and then after he came out of it and continued his daily living life as may be well revealed in some extent of living. Betrayal. this also cause the conflict between Africans and white people as we can see that white men did not want black people to have good success to their living life as it resulted from the social condition of life capability as people were not able to manage their lives properly. Mistreatment. For instance this caused conflict between the old man and the street police as they beated him at high extent as are resulted to conflict Among them within the living conditions and thus led to available Enmity between the black people and the white men in a living community. Generally we have seen the sources of conflicts among the people, so I advise the community society to maintain good stability and unity among living society as may be well Addressed in our daily related social and community.	Use only
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Extract 9.2: A Sample of Average Performance Responses to Question 9

Furthermore, there were candidates who performed poorly on this question. Their poor performance was noted in their misconception of the question and lack of the expected competence on reading and appreciating novels. Such candidates scored 0 to 4 out of 15 marks. The analysis reveals that some candidates used novels which are not recommended. For instance, they used *Passed Like a Shadow* and *Unanswered Cries*. Other candidates discussed the effects of conflict instead of root causes of conflicts in society. Extract 9.3 presents a sample of responses from a candidate who discussed the effects of conflicts instead of presenting the causes of conflict in the selected novels.

09.	Conflicts - Is the mis-understanding between people or or more and this makes people to be underdeveloped. By using two novels which are "HOUSEBOY" by Oyone, F. and "THE OLD MAN AND THE MEDAL" by Oyone, F. In order to show causes for the conflicts in a society. By start with the novel called "HOUSEBOY" In order to show causes for the conflicts. Conflict cause Exploitation; From the novel you can see conflict between Commandant and Toundi when Toundi push a glass down and this makes Commandant to be with angry and not to give Toundi anything while do all work. Conflict cause Prostitution; From the novel you can see Madame suzy and Toundi Commandant having conflict because of Toundi known all truth about Madame suzy by sleep with Agricultural Engineering after her husband travel long time. Conflict cause Corruption; From the novel you can see a conflict between Madame suzy and Toundi this makes Toundi to go police by known all truth of Madame suzy and Madame suzy corrupt to police by paying money. The following is another novel which called "THE OLD MAN AND THE MEDAL" In order to show the causes of conflict. Conflict cause Classes; From the novel you can see conflict between Meka and White's people this is when Meka who lives without his medal so when White's people come refuses to eat - their food because are the so poor. Conflict cause betrayal; From the novel conflict between Meka and White's people this is when many time are go without Meka to get	
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	his Medal and this makes White's people wants	
	to betrays Meka so as to give another chance	
	in order to gives his.	
	Conflict cause Drunkardness; From the novel	
	you can see White's people takes Meka and	
	to go to the place so as to enjoy but White's	
	people wants Meka to drink alcohol more so as	
	to takes their Medal in another time so conflict	
	lead to be a drunkard.	
	Therefore, Even to the society there are people	
	every time they have conflict with other people	
	which are not good in the society so people	
	should be carefully in order to avoid conflict	
	which can be upon to the people in the society	
	so people should to be responsibility in order to	
	avoid these things	

Extract 9.3: A Sample of Incorrect Responses to Question 9

2.3.2 Question 10: Appreciating and Analysing Plays

The question was set to evaluate candidates' ability to use the knowledge obtained from reading and appreciating plays to show the challenges that people encounter in their lives and how they ought to overcome them. The question required candidates to provide three points from each play. It read as follows:

Society is full of challenges that need solutions. By using two plays you have read in this course, suggest solutions to the problems that face the society. Give three points from each play.

The question was attempted by 144,621 (98.10%) of the candidates; whereby 81,069 (56.06%) of them scored 9.5 to 15 marks which was

categorised as good performance. Furthermore, 48,534 (33.56%) candidates had average performance as they scored 4.5 to 9 marks. On the other hand, 15,018 (10.38%) candidates scored 0 to 4 marks, which was categorised as weak performance. The general performance on the question was good, as 129,603 (89.62%) candidates scored 4.5 to 15 marks. The performance of the candidates on this question is illustrated in Figure 10 below.

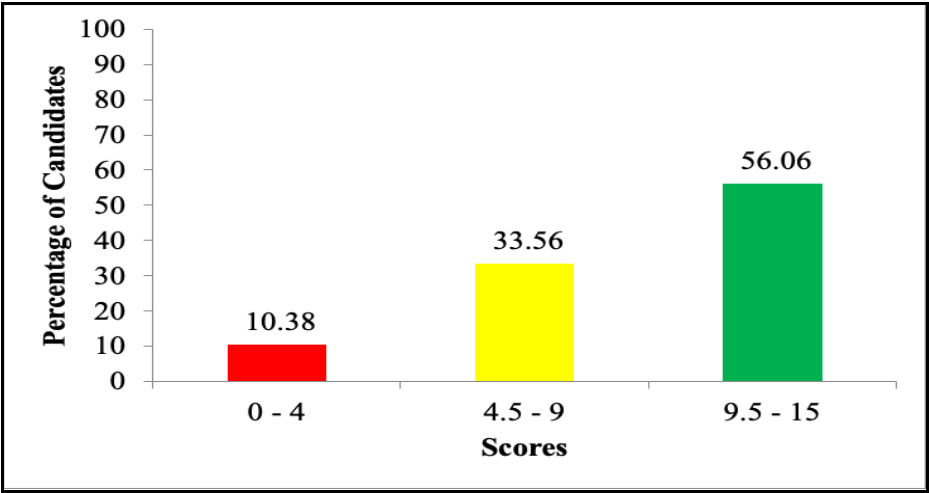


Figure 10: *Candidates' Performance on Question 10*

There were candidates whose responses were correct on this question. Their scores were equally high. They scored 10 to 15 marks. Hence, their performance was categorised as good. These candidates understood the question and consequently responded correctly by exposing the challenges, which people face in their daily endeavours. Such candidates went further by suggesting relevant solutions to such challenges. The responses of such candidates were supported by relevant examples from the readings they made reference to.

They started their essays by defining term *challenges* as difficulties people face. These challenges are such as betrayal, poor leadership, exploitation, bride price, ignorance and poverty. Some conceived the term *solution* as a means of solving or dealing with a problem or dealing with a difficult situation. The candidates also stated the titles of

the relevant plays used to attempt the question. At the end of their responses, such candidates provided relevant conclusions which appealed to the focus of the question.

In ***The Lion and the Jewel*** by Wole Soyinka, the following solutions were expected.

Bride price should be abolished as it is an obstacle to many marriages. Bride price is the money or something valuable that is given to a woman's family to initiate marriage. In the play, no marriage between Sidi and Lakunle can take place because Lakunle refuses to pay bride price. He considers it as a sign of reducing a woman to a tradable object.

Furthermore, polygamy and promiscuity should be discouraged because they oppress women. Whereas polygamy is a state of a man having more than one wife, promiscuity is a behaviour of having more than one sexual partner. In the play, Baroka is polygamous as well as promiscuous. He has two wives and he wants Sidi to be his third wife. He also has concubines. Sidi says, *"Every woman who has supped with him one night becomes his wife or concubine."* Sadiku, Baroka's wife, suffers from Baroka's mischievous deeds but she cannot confront him because she is a woman and tradition cannot allow her to challenge him.

Education should be used to fight against ignorance and other forms of oppression. Education plays a very important role in fighting against ignorance in society. Being educated, Lakunle tries to empower women. He even wishes to establish classes where old people, like Sadiku, a 72-year-old woman, can go and study. Also, education enables Lakunle to fight for women's rights like abolishing bride price, polygamy and all other traditions that oppress women.

Additionally, leaders should be responsible for bringing about development in society. Development is supposed to be brought about by leaders who are active in leadership. For example, in the play, Baroka as the chief of Ilujinle village is irresponsible. His village is underdeveloped because Baroka is an irresponsible and corrupt leader. He corrupts the surveyor by giving him a wad of pound notes and kola nuts.

In *The Trials of brother Jero* by Wole Soyinka, the following can be suggested.

Religious leaders should use religion to serve people and not for their own benefits. Many religious leaders use religion to blind people. They exploit them and make them believe that they can solve their problems while they cannot. For example, Brother Jero uses religion to exploit his worshippers whom he treats as customers. He is a debtor. He refuses to pay Amope, the money he owes her, under the umbrella of being a man of God. The narrator says: “...*I know they are dissatisfied because I keep them dissatisfied. Once they are full, they won't come again*” to communicate the idea of keeping on exploiting his parishioners.

Women should be satisfied with their husbands' jobs and earnings to avoid conflicts in marriages. For example, Amope complains that her husband does not have a good paying job and she asks him to look for another job. She says, “... *A chief messenger in the local government- do you call that work? Your old school friends are now ministers riding long cars...Am I to go my grave as the wife of the chief messenger?*” This communicates Amope's disrespect to her husband, Chume, because of his job.

The government should make fair judgement and be just to people. There are people, who offences but the government does not take measures against them. For example, Brother Jero sends the police to arrest Chume claiming that the latter has threatened to kill him. Chume says, “*Na today a go finish you!*” Readers know that Chume is an innocent character and he has threatened Brother Jero out of anger after realising that Brother Jero is a false prophet, who uses religion for personal gain.

We should be trustworthy and grateful in our lives. Betrayal seems to be one of the hindrances that make people to lack trust from others. People betray each other for different reasons. For example, in the play, Brother Jero betrays Old Prophet by driving him out of the compound for the reason that he has overstayed, contrary to their former agreement. This betrayal brings about conflict and hatred between Brother Jero and Old Prophet.

In *Dilemma of a Ghost* by Ama Ata Aidoo, the following solutions could be suggested.

People should respect cultural differences as there is no culture that is superior to others. Every culture has its significance for the people who practise it. However, there are some cultural practices that need to be modified for communicating some stereotypical elements such as oppressing women. For example, in the play, Eulalie thinks that American culture is superior to African culture. She calls Ato's people savages, bastards, uncivilized and narrow minded. She also hates their food in favour of American foodstuffs. The play suggests that the idea of good or bad culture is a matter of perspective. It states that every culture has its own function wisdom and its blind spots. In this context, the play suggests there should be respect among people by tolerating cultural differences.

Education, wisdom and patience should be used to overcome challenges in society. In the play, Ato is educated but he fails to reconcile between Eulalie, his wife and his people. He also fails to defend Eulalie before his family when they want to subject her to African traditions by washing her belly thinking that she cannot conceive. Ato was supposed to tell them that they (Ato and Eulalie) have adopted family planning, but he keeps quiet. Ato also fails to convince Eulalie about what is expected of her as a wife in his family. He slaps her for disrespecting his culture. In this context, the play demonstrates that Ato does not use well his education to overcome the challenges existing in his society.

Additionally, parents should not make decisions over their children's marriage. Interference in marriage can bring about problems in the society. For example, Esikom, Ato's mother, chooses a girl for Ato to marry and she sells a sheep to get money for the bride price without Ato's consent. Esikom is disappointed seeing Ato coming back home from America with an African-American wife. Doing so makes the family perceive him as arrogant and disrespectful of his culture. Ato appears to have defied his mother's wishes.

We should fulfill our promises to avoid betraying others. Betrayal breaks people's hearts and trust. For example, Ato betrays Eulalie by slapping her and forcing her to behave the way his people do. He says

“When in Rome, do as the Romans do.” He promised her that everything would be okay in Africa and that the differences between them do not matter. Ato says: “Eulalie Rush and Ato Yawson shall be free to love each other, eh?” In this context, Ato has betrayed his wife, Eulalie.

Generally, candidates who performed well on this question demonstrated good mastery of play analysis and awareness of their societies. Their good understanding of their surroundings enabled them to explore and come up with appropriate solutions to the challenges found. A sample of correct responses to this question is given in Extract 10.1.

10.	Challenges are the problems faced by people. Solutions are the ~~and~~ ways of preventing the outcomes caused by challenges. Solutions help to prevent challenges in the society. From the plays, "The Trials of Brother Jero" by Wole Soyinka and "The Lion and The Jewel" by Wole Soyinka, solutions to different problems have been conveyed. Starting with "The Trials of Brother Jero", the following are the solutions to problems face in the society: People should stop misusing their power for personal interests. Brother Jero was known to be a faithful prophet and this made him lie and deceive different people mostly his listeners for money. We are shown how he uses his religious power as an excuse not to pay the debt he owes to Amope which shows how irresponsible leaders can be in bringing development. Marriage partners should have better ways of solving problems. We are shown how Chume wanted to beat his wife due to her judgemental behaviour and how in the end brother Jero allowed him to beat his wife which is not ~~an~~ right since there are better ways of resolving conflicts in marriage especially by communication than beating. People should learn to not trust other people easily. We are shown how Chume is betrayed by Brother Jero after faithfully working as his assistant, this is because Chume trusted Brother Jero by judging his occupation and not personality whereby in the end Chume looked like a mad man when he tried to convince people that brother Jero is a liar and cheat. Ending with "The Lion and the Jewel", the following are the solutions to problems face in the society:	doc only
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10.	Women should not define their value through bride price. We are shown how Adi does not want to marry Lakuntle without her bride price being paid and that she decides to marry Banka because he gives a higher bride price which is bad because women are decreasing their value for dowry payment and are defined as sources of income. This will solve the issue of dowry payment. Corrupt leaders should be discouraged from the society. We are shown how Banka is a corrupt leader as he uses his wealth to bribe the railway constructor not to build a railway because he wants Ilungile to remain undeveloped and under his rule which shows irresponsibility. This will help to solve the issue of underdevelopment. Outdated customs like Polygamy and widow inheritance should be discouraged in the society. This is the act of having many wives and inheriting a widow to be a wife of the deceased relative. Sadiku was Banka's wife whom he inherited from his father chief Okiki and Banka had many wives and a concubine Araku, these customs treat women as instruments of leisure and such customs should be discouraged to prevent problems like diseases, family separations and conflicts. In conclusion, every problem in the society should be provided with a solution so that a reader gets to learn on how to avoid these issues related to our societies in real life. Preventing and solving such issues will create a better society that observes the morals and proper values of the African context.	
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Extract 10.1: A Sample of Correct Responses to Question 10

Some candidates had average performance on this question as they scored 4.5 to 9 out of 15. They explained challenges without suggesting solutions on how to address them. Other candidates suggested solutions without tracing the root causes of such challenges. Similarly, others discussed challenges but they could not provide relevant examples or evidence from the recommended plays. Such shortfalls made them provide responses that earned average marks. Extract 10.2 provides a sample of responses from a candidate who got average marks.

		use only
10	Challenges; These are problems or obstacles of which people face in the day to day life. Although people face challenges but there are some of the way of which people may use to solve the challenges by using two plays THE LION AND THE JEWEL by Wole Soyinka and THE DILEMMA OF A GHOSI by Ama Ata Aidoo am going to suggest the solution of the problems. By beginning with the play the lion and the jewel some solutions include. Fighting against poor leadership; This is one among the solution of the problem poor leadership that faces people in the society where by from the play we can see chief Baroka is not a good leader as he misuses his power and also he provided corruption to the people so as not to build the railway line something that undermines development. This problem is also relevant to our society as we have poor leadership so we should fight against it. Provision of education to the society; Also this is one among the solution of the illiteracy or ignorance problem as from the play ignorance and illiteracy is one among the most problem facing them as Sidi is illiteracy also chief Baroka is illiteracy so in order to overcome the challenge of ignorance education should be provided to the people in the society. Also this problem is relevant to the society so education should be provided. Promoting positive cultural values; This is also one among the solution of widow inheritance and also polygamy as it is one of the problems or challenge facing people from the play we can see chief Baroka practicing polygamy as he had many wives also he	

30.	practiced widow inheritance as he inherited <i>Adiki</i> from his father <i>Okiki</i> so these negative cultural values can be solved by promoting positive aspects of culture also this is relevant to the society.	
	Leaving apart the play of <i>THE LION AND THE JEWEL</i> to show the solution of some of the problems and challenges facing the society also there is the play <i>THE DILEMMA OF A GHOST</i> and going to show the solution of the problem as follows.	
	Fighting against poverty; This is one of the solution from the play the dilemma of a ghost of a challenge poverty. As from the play there is the problem of poverty where by it is seen when the <i>Afoyawon's</i> mother floor penetrates water so this indicates poverty as a challenge that faces <i>Ekikom</i> so can be solved by working hard and so on - This is relevant to our society.	
	Provision of formal education; This is also one of the solution of the problem of illiteracy where by the challenge of illiteracy faced a lot of people from the play as they have no education on the family planning and so on. so formal education should be provided to the people in the society. Also this is relevant to the society.	
	Discouraging tribalism; Also this is one among the solution of the problem of tribalism from the play as it is one among the challenges that faces people as we know that <i>Afoyawon's</i> family were against <i>Eulalie Rich</i> due to tribalism. So this should be discouraged.	
	Finally; These are among the solution from the plays <i>THE LION AND THE JEWEL</i> and <i>THE DILE</i>	

Extract 10.2: A Sample of Average-Performance Responses to Question 10

Furthermore, there were candidates who failed to respond correctly to this question. They scored between 0 and 4 out of 15 marks. This performance was categorized as poor. Candidates who fell into this category failed to apply the contents expressed in the recommended

plays to analyse the challenges that people encounter in societies and consequently suggested solutions to them. Such candidates lacked the understanding of both their society and the plays recommended. There are those who responded using novels instead of plays. Some stated various social, economic, political and cultural conflicts but they did not provide evidence using the characters in those plays. Others merely wrote themes from the plays instead of identifying the challenges. Extract 10.3 presents a sample of responses from a candidate who discussed conflicts instead of challenges prevailing in society and their solutions.

10	Conflicts; refer to the mis-understanding between two peoples or two groups. It is said that all challenges face the society need solution. We show or suggest the solution of problems by using two plays which are THE LION AND THE JEWEL by WOLE SOYINICA and TRIAL OF BROTHER JEROME by WOLE SOYINICA. by starting with THE LION AND THE JEWEL, the following are solution to different problems. Conflict between lakuntle and sidi is solved when Banka marry sidi; as lakuntle wants to marry sidi by sidi's begets and tell him that he should pay first Bride price and otherwise conflict and solved when Banka marry sidi. "sidi: "when the whole world know a madman of this kind" in page 27 Conflict between Atila and Banka solved when Atila escaped away after being rushed by Banka. Conflict between Banka and Atila solved when Atila escaped after being rushed by Banka.	
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Conflict between Banka and Fidi
solved when Banka marry Fidi. from
the play there is conflict between
Banka and Fidi as solved when
Banka marry Fidi after sleeping
with her

Also from the play of THE TRIAL
OF BROTHER JERO the following are
solutions of the conflict

Conflict between Amepo and fisher-
man solved when insulting harsh word
each other; A conflict between am-
pe and fisherman arise leads to con-
flict misunderstanding each other
as amepo told the fisherman that
his fish small and fisherman told
her it's her breast as she didn't follow
birth two weeks so solved like that.

Conflict between drum boy and
a girl; when Brother Jero is in the
church he see girls who is
chased by drum boy as that is conflict
between drum boy and a girl
and solved when a girl chased
away from a drum boy

Conflict between Brother Jero
and amepo solved when Brother
Jero hid; The conflict between
Brother Jero and amepo arise as
when the amepo sold velvet cap

	to brother and brother failed	
	to pay it to conflict, solved when	
	brother gave him himself	
	generally; Also I advise the	
	frisch that we should choose good	
	solution of a problem as not	
	each solution is suitable to the	
	conflict as other solution leads	
	to one's life lost	

Extract 10.3: A Sample of Incorrect Responses to Question 10

2.3.3 Question 11: Appreciating and Analysing Poetry

This question intended to test the candidates' competence on reading and interpreting poems and the use of knowledge gained to justify how classes in society have been portrayed as one of the major causes of oppression, exploitation and humiliation. The question required candidates to make reference to two given poems, namely *Building the nation* and *Your pain*, by providing three points from each poem. The question read as follows:

By using the poems "Building the Nation" by Henry Barlow and "Your Pain" by Armando Guebuza, justify the truth that the presence of classes in society has been portrayed as one of the major causes of oppression, exploitation and humiliation. Give three points from each poem.

The question was attempted by 6,821 (4.63%) of the candidates. Among them, 907 (13.30%) candidates scored 9.5 to 15 marks, which was indicative of good performance. Additionally, 1951 (28.60%) candidates scored 4.5 to 9; attaining average performance. The rest of the candidates, 3,963 (58.10%), performed weakly by scoring 0 to 4 marks. The performance on this question was generally average as

2,858 (41.90%) candidates scored 4.5 to 15 marks. Figure 11 presents the candidates' performance details on Question 11.

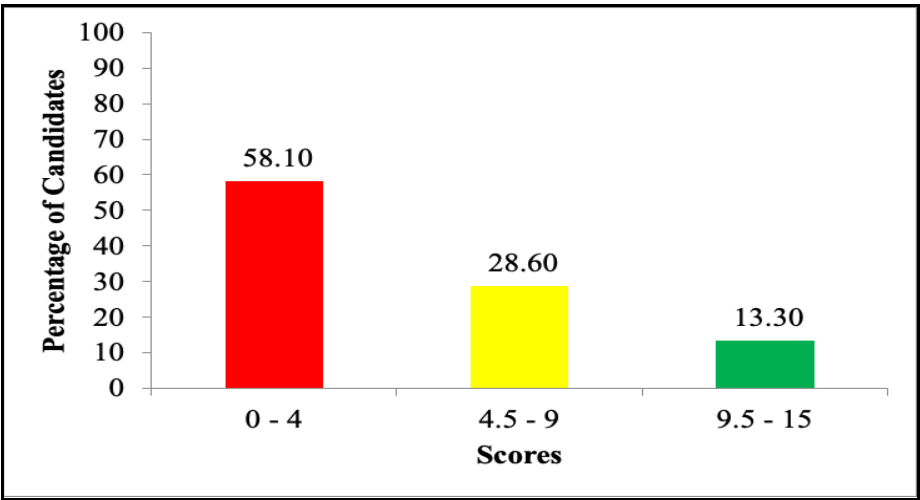


Figure 11: *Candidates' Performance on Question 11*

Candidates who scored high marks on the question were knowledgeable about the application of the poems they had read in the course in exposing society malpractices such as classes and their effects. Thus, they correctly discussed the consequences of classes in accelerating exploitation, oppression and humiliation using the two recommended poems. Precisely, this category of candidates demonstrated good academic essay writing skills as their essays had the introduction, the main body and the conclusion, which are the essential components of a good essay. Their responses adhered to the anticipated answers, citing appropriate poems as follows:

In the poem, ***Your Pain***, by Armando Guebuza, they are shown through the persona who presents two classes, namely the class of imperialists and that of indigenous people. As the poet sings “*Your strength, yet more my strength, shall overcome imperialism...*” it implies the presence of two classes, the oppressor and the oppressed.

The people in the persona's society are oppressed by the imperialists. The persona is calling upon them to join hands and fight against

imperialism for liberation. The persona says: “...*your pain, yet more my pain, shall suffocate oppression...*” This implies that the imperial power represented by the upper class, oppresses the lower class, the indigenous people.

The indigenous people are also exploited by imperialists. The persona says: “*your blood yet more my blood/shall irrigate victory*” to imply torture and different forms of exploitation the lower class is subjected to. The only means to get rid of the exploitative power, as the persona suggests, is to fight against the exploitative system.

The imperialists also humiliate the indigenous people by whipping them and causing scars on their bodies. The persona says, “... *your scars/ yet more my scars/shall be remembering the whip...*” to represent tortures and harassments the indigenous people go through. These scars, as the poem suggests, are signs of humiliation that the indigenous people persevere.

In the poem ***Building the Nation*** by Henry Barlow, the poet also depicts two classes in terms of political and the economic status represented by the Permanent Secretary (PS) and his driver through which inequality is shown. In the poem, the PS says “*Mwananchi I too had none*” to show that the PS has also not eaten like the driver. However, the reality on the ground is different. In stanza two the persona suggests that there is a political leader and the ordinary citizen (*Mwananchi*). In that stanza, the persona says “*two nation builders/arrived home this evening/with terrible stomach pains/the result of building the nation/different ways.*” These verses confirm the presence of two classes: the haves and the have-nots, showing unfairness of the system.

Oppression is shown when the PS does not care about his own driver. The PS goes to a luncheon at a grand hotel without inviting his driver. He later, sarcastically, asks his driver if he has had lunch. He says, “...*Did you have any lunch friend...?*” This is unfair treatment to the driver.

Hypocrisy is shown when the PS sarcastically tells the driver that he has been attending to highly delicate diplomatic duties, while the driver knows that he is coming from having a special lunch with friends. The PS believes that the driver cannot see through his lies.

Exploitation is shown when the PS uses the driver for personal gain while the driver is not given even a token in compensation of the time spent. The PS enjoys with his friends while the driver is waiting with no food. As a citizen, the driver has the right to a share of the national cake but the PS denies him his right. To expose that, the persona says

“Today I did my share/ I drove the Permanent Secretary to an important meeting/in fact the luncheon at the Vic...”

The driver feels that he has worked with no return from the PS, implying exploitation.

Generally, the candidates who scored high marks on this question had sufficient knowledge about the various social, political, economic and cultural vices as expressed in the recommended poems. They knew that classes in society have negative impacts such as exploitation, disunity, hatred, oppression and humiliation. Below is a sample of the responses to this question as illustrated in Extract 11.1.

11.	Oppression, exploitation and humiliation are bad aspects of the society that affect the livelihood of certain individuals. It is true that there are presence of classes in the society and they cause oppression, exploitation and humiliation. By using the poems BUILDING THE NATION by Henry Barlow and YOUR PAIN by Armando Guebara, some of the justifications are as follows. By starting with BUILDING THE NATION, the statement can be justified as follows. Presence of classes has caused oppression to the chauffeur. In the poem, the chauffeur is oppressed by the PS as he is made to work without having to have lunch. This is expressed as the persona says, "I replied looking straight ahead, Secretly smiling at his belated concern, That I had not, but was sliming!" In our society, people are oppressed at work places by being made to work non-stop with no break. Hence, Oppression has to cease so as to let people live freely in the society.	
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11.	Presence of classes causes exploitation to the chauffeur. In the poem, the PS exploits the chauffeur by making him drive him to places of luxury since he is a driver. It is evident as the persona says, "Today I did my share In building the nation, I drove the permanent Secretary to an important urgent function. In fact, to a luncheon at the Vic." In our society, some people in wealthy class exploit their drivers by not even paying them to drive them to various places. Hence, one must not exploit his/her fellow, but treat him/her justly and pay him/her according to their work done. Presence of classes causes humiliation to the chauffeur as he is humiliated to be just a driver and to have terrible stomach aches. In the poem, the chauffeur laments as the persona says, "I attended to matters of the state, Highly delicate diplomatic duties you know, And friend, it goes against my grain, Causes me stomach ulcers and what"	
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11.	In our society, some people are humiliated by being compared to a folly of a situation to their hard work. Hence, one must appreciate other's works and not involve or compare them to things of no sense. By finishing with YOUR PAIN, the statement can be justified as follows, Presence of classes cause oppression to civilians. The poem of your pain has revealed a class of oppressing power dominators who oppress civilians to an extent that they want to suffocate oppression. As the persona says, "Your pain, Yet more my pain, Shall suffocate oppression." In our society, people oppress their fellows so much that they wage a rift to go against them and get liberation. Thus, people must learn to live peacefully in the society and fairly so as to avoid oppression. Presence of classes cause exploitation to civilians. In the poem, the civilians are exploited to an extent that they want to revolt and gain liberty from	use only
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11.	such kind of exploitative approach. It is evident as the persona speaks about revolt, as he says, "Your eyes, Yet more my eyes, Will be speaking in revolt." In our society, some people do exploit others to an extent that people choose to revolt and to protect their resources and their lives. Hence, exploitation must be called off for the sake of peace and humanity. Presence of classes causes humiliation to the civilians. In the poem, the civilians are harshly beaten up by the oppressors and mainly because of their oppressive nature against the civilians. It is evident as the persona laments, "Your scars, Yet more my scars, Shall be remembering the whip." In the society, some people do humiliate their fellows by beating them up in public areas, lowering their self-respect and dignity. Hence, people should respect one another and value each other's self-respect since it is the only way to build up positive relationships with people.	
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11.	Generally, classes need to be avoided so as to create peace. Classes are unavoidable true, but it doesn't mean that it should give freedom to some people to cause problems and trouble in others lives. Hence, lives are considered and for that is in order to protect people from exploitation, oppression and humiliation as they are also human.	
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Extract 11.1: A Sample of Correct Responses to Question 11

On the other hand, candidates who scored average marks on this question had partial knowledge about the poems and had average understanding of the nature of classes found in society. They scored 4.5 to 9 out of 15 marks. The candidates used one poem to respond to the question and failed in the second. Others analysed classes without showing clearly how they lead people to sufferings such as exploitation, humiliation and oppression. Furthermore, some candidates who were in this category stated the challenges of classes but did not make correct reference or quotation from the given poems. Extract 11.2 is a sample of responses from a candidate who had average performance on this question.

11	Classes is the condition of existence of economic, socially and politically gaps in society where those of having class are called high class and those of not having are called low class where with reference to two poems which are BUILDING THE NATION by HENRY BARLOW and YOUR PAIN by ARLMANDO GUEBUZA. The following are the evidences which shows that the presence of classes in society has been a major cause of oppression, exploitation and humiliation in the society. By starting with BUILDING THE NATION, classes is a source of Natural resources embezzlements; some top leaders has been embezzles public funds with people of high class because Majority of low class is illiterate and no one could talk for them as a permanent secretary driver said. The Menu reflected its importance 200 beans with small talk And fried chickens with rice. Which shows there are some leaders spend public funds but low class like drivers are end up into stomach ulcers. Classes is a source of corruption; it is a condition of giving someone something in order to get some services which is not his/her rights and often is a right of another one where at the society especially in Tanzania corruption is common because there is existence of classes and no one cares on low class where poet says	use only
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11	Today I deal My share	
	In building the nation	
	I drove a permanent secretary	
	to an Important Urgent function	
	With luncheon to with VIC	
	which shows there are people who has been given	
	something in order to keep some governments secrets	
	and always these secrets is not good to low class	
	which lead to exploitation like P1 exploited his	
	driver by leave him without any meal over a day;	
	Class is a source of Human right abuse;	
	is a condition of treating some one against	
	human being rights where at the society human	
	right abuse is common because there is no any	
	efforts that has been putted by the government	
	to go against practices of human right abuse	
	where poet says	
	I drove a permanent secretary back home	
	He kept yawning at the back of the car	
	Then to keep awake, he asked	
	did you have any lunch friend?	
	I replied look straightly ahead	
	That I had not any It keep smile	
	I had not to and smile, you know	
	I attendend the Matter of the state	
	which shows high class has no any care to	
	low class because he shown betrayal to	
	his driver by lying him that he had no any	
	meal too but in fact he had Meal;	

11	By ending with 'Your PAIN';	
	classes is a source of Neo colonialism;	
	due to the Maximization of profit high class	
	has been introducing some wages which is	
	Unconducive to low class for example low crop	
	prices and low wages where poet encourages	
	people to be strength to overcome colonialism when	
	he says	
	Your strength	
	yet More My strength	
	shall overcome imperialism	
	which shows how people of low classes has been	
	fighting but Most of their fightings are non	
	profit due to humiliations from high class.	
	Classes can lead to pains and suffers	
	to the society; due to the existence of some rules	
	which has been favoured people in high class	
	but it continue to humiliate people in low class	
	because there is no one who can talk on behalf	
	of low class thus why people can do anything	
	toward low class but in fact low class are the main	
	agents of National development when poet says:	
	Your pains	
	yet More My pains	
	shall talk about Independence	
	which shows that people of low class are	
	struggling with all their blood but they	
	end in pains where they encourage themselves	
	to tolerate those pains because at the end of the	
	day it will result to Independence of their class.	

11	'Classes are the source of economic gaps.'	
	Economic gaps is the existence of poor and rich people within the same area where there might be economic gap between the poor people and rich people which can lead to humiliation because low class can not get profit from national taxes but only people of high class where it evidenced when poet says	
	My blood	
	yet More your blood	
	shall irrigate our Victory.	
	where it shows that they struggle to be respected by people of high class but they ends to the death but poets encourages people by talk to them that those blood will be sweat at the end where they will be respected due to their lost blood.	
	Generally, classes are inevitable in society due to unending political and economical systems of the nation but the solution of solving problems which resulted from those class is to follow law and regulation but also to ensure effective rule of law where even if a top leader could be found to the crimes he/she could be judged on what and why he did but if leaders are corrupts and no one to judge them corruption will not ends never	

Extract 11.2: A Sample of Average-Performance Responses to Question 11

Nevertheless, there were candidates who scored low marks on this question. They scored 0 to 4 out of 15 marks. This performance was categorised as weak. Candidates in that category were not competent in aspects of reading and appreciating poems. They lacked knowledge about the poems which were recommended in the question. Thus, they responded using different poems contrary to those recommended in the question.

Additionally, some candidates misunderstood the question and ended up providing incorrect responses. They responded using themes, messages and poetic devices presented in the given poems instead of justifying the manner in which classes lead to oppression, exploitation and humiliation. Extract 11.3 presents a sample of responses from a candidate who responded by discussing messages contrary to the instruction given in the question.

11.	By using two poem Which are 'Eet more a nd poem 'You are Lost' have seen the cau ses of oppression, exploitation and humiliation by starting with 'Eet more have the following point which tell the truth that the presence of classes in society has been portrayed by the follo wing point:	
	We should stop oppression in societies; Because Many people Who living in the societies their doing the oppression to the another people Which is not good to the people, so people We should stop oppression in the societies Who re people living in daily life.	(10)
	We should stop exploitation in societies; Because Many people Who living in the societies their doing the exploitation to the another people Which is not good to the people, so people We should stop exploitation in the societies Where people living in daily life.	(10)
	We should stop humiliation in societies; Because Many people Who living in the societies their doing the humiliation to the another people Which is not good to the people, so people We should stop humiliation in societies Who re people living in daily life.	(10)
	By using another poem Which are 'You are Lost' have seen the truth that the presence of classes in society has been portrayed by the following point:	
	We should stop colonialism in societies; Beco use Many people Who living in the societie s their doing the colonialism to another	

	people. ~~Who~~ Which is not good to the people, so people we should stop colonialism in the societies people living in daily life.	use only
	We should stop protest in societies. Because Many people Who living in the societies their doing the protest to another people Who living in the societies and is not good. So people We should stop p to protest another people in the societies. Where people living.	0.0
	We should stop betrayal in societies. Because Many people Who living in the societies their doing the protest to ~~and~~ and betrayal another people Who living in the societies Which is not good to the people. So people We should stop betrayal to another people in the societies in daily life.	0.0
	Therefore, The classes in the societies has been portrayed because is not good in the societies and people Who living in the societies in order to living Well without any classes Which facing in the societies in daily life.	0.0

Extract 11.3: A Sample of Incorrect Responses to Question 11

3.0 PERFORMANCE OF CANDIDATES IN EACH TOPIC

In the CSEE 2025 Literature in English examination, candidates were assessed in six (06) topics as stipulated in the syllabus. These were *Introduction to Literature*, *Oral Literature*, *Written Literature*, *Appreciating and Analysing Plays*, *Appreciating and Analysing Novels and Short Stories* and *Appreciating and Analysing Poetry*. Analysis of the candidates' performance in each topic indicates good performance in four topics.

The analysis shows that 89.81 per cent of candidates passed the topic *Appreciating and Analysing Novels and Short Stories*, which was tested in Question 9. Similarly, in the topic *Introduction to Literature*, which was tested in Questions 1 and 5, 73.00 per cent of the candidates passed. Additionally, 69.62 per cent of the candidates passed the topic *Appreciating and Analysing Plays*, which was tested in Question 10. It was also observed that 65.97 per cent of the candidates passed the topic *Appreciating and Analysing Poetry*, which was tested in Questions 4 and 11.

Furthermore, average performance was observed in two topics. Candidates who passed the topic *Oral Literature*, tested in Questions 2, 6 and 7, constituted 47.55 per cent. Lastly, 35.20 per cent of the candidates passed the topic *Written Literature*, which was tested in Questions 3 and 8.

4.0 CONCLUSION

Analysis of the candidates' performance in the 024 Literature in English subject in CSEE 2025 shows that the performance was good because 92.57 per cent of candidates passed the examination with grades A, B, C and D. Analysis of topic performance indicates that the topic *Appreciating and Analysing Novels and Short Stories* was performed well by 89.81 per cent of the candidates. However, the candidates had some difficulties in the topic *Written Literature*, since only 35.20 per cent of the candidates passed it. Moreover, the average performance (47.55%) in the topic *Oral Literature* signals some difficulties as well.

The analysis generally shows that there were candidates who performed well, as they wrote their responses using the language appropriately and managed to show good mastery of the competences that were tested. Their knowledge enabled them to comprehend the questions and they responded to them accordingly. However, responses to essay-type questions were a challenge to some candidates because they misinterpreted the questions. Due to their limited knowledge of the subject matter, some candidates attained only average performance.

Low English language proficiency also made some candidates fail to grasp what they were supposed to do in different questions. Consequently, they gave erroneous and ungrammatical responses to the questions they attempted. In this category, some candidates failed to present their ideas coherently even after they had read and understood the questions. Contrary to the norm, some candidates wrote their responses in Kiswahili instead of English. Thus, a lack of adequate subject content knowledge and the ability to express themselves correctly in clear, comprehensible English made some candidates provide incorrect responses to the items tested in this examination; hence, they scored low marks. The nature of the responses produced by different candidates in this examination proves that there are areas that need improvement in classroom instruction, as well as in how to respond to examination questions.

5.0 RECOMMENDATIONS

In order to improve the candidates' performance in the 024 Literature in English subject in the future, the following recommendations are worth making.

- (i) Based on the analysis of candidates' responses, it was noted that most candidates face challenges in comprehending the questions asked and in establishing a clear link between what they read in literary works and their everyday experiences in society. Therefore, teachers are advised to place emphasis on teaching the subject using student-centred methods through individual or group tasks that will engage the candidates more in the subject. Specifically, students should be assigned to read literary texts independently, recite and compose poems and act out plays. Such initiatives will equip them with ample language skills and enhance their understanding of the works read. This is recommended because the quality of the responses provided showed that the candidates had not fully mastered analytical skills related to various literary works.

- (ii) Teachers and school administrators are advised to encourage students to use the English language at all times while at school as a way of enhancing their proficiency in the language. Regular use of English will boost candidates' abilities, especially in the four language skills: reading, speaking, listening and writing, which appear to be lacking among some learners based on the responses observed in the extracts presented.
- (iii) Since some candidates made reference to literary readings that are not recommended for the Literature in English subject, teachers are advised to continuously inform students and insist that they should always use only the recommended plays, novels and poems when responding to questions in this subject.
- (iv) In order to improve students' competence in written literature, teachers are required to employ teaching strategies that develop critical reading, analytical, creative and performance skills. These strategies include guided discussions and the Socratic questioning approach, which involves asking open-ended questions and encouraging evidence-based responses. This practice enhances critical thinking and textual interpretation. Possession of these skills will enable candidates to perform better in future examinations.
- (v) To help students improve their competence in oral literature, teachers should use appropriate teaching and learning strategies. These strategies include performance-based learning, storytelling sessions, choral recitation and improvisation activities. They help students build confidence and oral expression, encourage reflection and self-improvement, make learning authentic and culturally relevant and develop creativity and quick thinking. Candidates with such skills will definitely apply them when responding to questions in this and other subjects.

Appendix A: Summary of the Candidates' Performance by Topic in the 2025 CSEE

S/N	Topics	Question Numbers	Percentages of Candidates who Scored 30% or Above	Remarks
1.	Appreciating and Analysing Novels and Short Stories	9	89.81	Good
2.	Introduction to Literature	1 & 5	73.00	Good
3.	Appreciating and Analysing Plays	10	69.62	Good
4.	Appreciating and Analysing Poetry	4 & 11	65.97	Good
5.	Oral Literature	2, 6 & 7	47.55	Average
6.	Written Literature	3 & 8	35.20	Average

