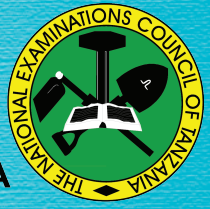




THE UNITED REPUBLIC OF TANZANIA
MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY
NATIONAL EXAMINATIONS COUNCIL OF TANZANIA



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

ENGLISH LANGUAGE



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Published by:

The National Examinations Council of Tanzania

P.O. Box 2624

Dar es Salaam, Tanzania.

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TABLE OF CONTENTS

FOREWORD	1-iv
1.0 INTRODUCTION	1
2.0 ANALYSIS OF CANDIDATES' RESPONSES TO EACH QUESTION IN ENGLISH LANGUAGE 1	2
2.1 SECTION A: Short-Answer Questions	2
2.1.1 Question 1: Characteristic Features of Human Language	2
2.1.2 Question 2: Morpheme -s and Meanings of the Given Prefixes.....	9
2.1.3 Question 3: Orthographic Interpretation of Transcribed Words and Syllabic Structures of Given Words	17
2.1.4 Question 4: Challenges Faced by Translators when Translating	23
2.2 SECTION B: Essay Questions	30
2.2.1 Question 5: Development of Kiswahili as a Lingua Franca in Tanzania	30
2.2.2 Question 6: Writing an expository essay	40
2.2.3 Question 7: Factors Affecting Effective Listening.....	47
2.2.4 Question 8: Differences between Extensive and Intensive Reading	56
3.0 ANALYSIS OF CANDIDATES' RESPONSES TO EACH QUESTION IN ENGLISH LANGUAGE 2	65
3.1 SECTION A: Short-Answer Questions	65
3.1.1 Question 1: Distinguishing the Given Literary Terms	65
3.1.2 Question 2: Features of a Play	73
3.1.3 Question 3: Reasons for Variation in Language Use	77
3.1.4 Question 4: Reading a Poem and Answering Subsequent Questions.....	83
3.2 SECTION B: Essay Questions	91
3.2.1 Question 5: The use of Symbols in Plays	91
3.2.2 Question 6: The Role of Women in Society.....	98
3.2.3 Question 7: Relating Portrayed Problems to Contemporary Societies.....	106
3.2.4 Question 8: Conflicts caused by corrupt people in authority	115
4.0 ANALYSIS OF THE CANDIDATES' PERFORMANCE PER TOPIC	129
5.0 CONCLUSION	129
6.0 RECOMMENDATIONS.....	130
Appendix: Summarised Candidates' Performance per Topic in ACSEE 2025	132

FOREWORD

The Advanced Certificate of Secondary Education Examination (ACSEE) constitutes the final assessment for candidates completing two years of Advanced Secondary Education in Tanzania. It functions as a key instrument for evaluating the effectiveness of the national education system and pedagogical approaches by assessing the extent to which learners have attained the prescribed educational objectives.

The Candidates' Item Response Analysis (CIRA) report on the English Language subject in the 2025 ACSEE has been compiled to provide comprehensive feedback to stakeholders across the education sector regarding candidates' performance. This report seeks to explain the underlying factors contributing to both successful and unsatisfactory outcomes in English Language. It identifies elements associated with commendable performance, including candidates' ability to comprehend and respond appropriately to the examination questions and their strong command of subject-specific concepts and principles. Conversely, substandard performance has been attributed to candidates' misinterpretation of question demands and limited subject mastery. Those with average performance generally demonstrated a moderate understanding of the content but lacked the depth and clarity required for detailed explanations.

The National Examinations Council of Tanzania (NECTA) anticipates that the findings and recommendations contained in this report will inform and enhance the efforts of heads of schools, teachers, students, education administrators, quality assurance personnel, and other education stakeholders in strengthening the teaching and learning of English Language in secondary schools. This, in turn, is expected to contribute to improved performance in future examinations.

The Council wishes to extend its sincere appreciation to all individuals and institutions whose contributions facilitated the preparation of this report.



Prof. Said Ally Mohamed

EXECUTIVE SECRETARY

1.0 INTRODUCTION

This report presents an evaluation of candidates' performance in the English Language subject during the May 2025 administration of the Advanced Certificate of Secondary Education Examination (ACSEE). The examination was administered in alignment with the 2010 English Language syllabus and the English Language Examination Format issued in July 2019.

The examination consisted of two papers: 122/1 English Language 1 and 122/2 English Language 2. Each paper comprised eight questions, distributed across Sections A and B. Section A featured four compulsory questions, each carrying 10 marks, making a total of 40 marks. Section B also included four questions and required the candidates to answer three; two of which were compulsory. Each question in this section was worth 20 marks, amounting to 60 marks.

This report provides a detailed analysis of candidates' performance on each question, highlighting the specific demands of each item, the expected responses, actual responses provided by candidates, and an explanation of the factors influencing their performance. Representative extracts from candidates' scripts are included to illustrate typical responses.

Performance in Section A is assessed according to the percentage of candidates who attained good marks (from 6.0 to 10.0), average marks (from 3.5 to 5.5), and weak marks (from 0.0 to 3.0). In Section B, performance is classified as good (from 12.0 to 20.0 marks), average (from 7.0 to 11.5 marks), and weak (from 0 to 6.5 marks).

Furthermore, candidates' performance across various topics is evaluated using similar categories, namely good (from 60 to 100 per cent, denoted in green), average (from 35 to 59 per cent, denoted in yellow), and weak (from 0 to 34 per cent, denoted in red). A comprehensive summary of performance by topic is provided in the Appendix.

2.0 ANALYSIS OF CANDIDATES' RESPONSES TO EACH QUESTION IN ENGLISH LANGUAGE 1

2.1 SECTION A: Short-Answer Questions

This section consisted of four questions. Each question carried 10 marks, making a total of 40 marks. The question required the candidates to answer all the questions in this section.

2.1.1 Question 1: Characteristic Features of Human Language

The question required candidates to explain, with relevant examples, how specific features of human language, namely learnability, productivity, displacement, interchangeability, and duality of patterning, differ from those found in animal communication systems.

The primary objective of the question was to assess the candidates' understanding of the unique properties of human language and how these properties set it apart from animal communication. For instance, learnability means that human language is not inherited biologically, but it is acquired through exposure to the surrounding linguistic environment. In contrast, animal communication is innate. Animals are born with the ability to communicate using predetermined signals such as sounds, movements, smell, and touch. While there is limited evidence suggesting that some animals, like parrots, can imitate sounds from other species, such instances are generally regarded as mimicry rather than genuine language acquisition.

Concerning productivity, human language is inherently generative and creative. It allows speakers to produce an infinite number of novel sentences and understand utterances they have never previously encountered. Conversely, animal communication is highly limited in scope. Animals typically possess a fixed repertoire of communicative signals that cannot be expanded. For example, a male grasshopper is restricted to approximately six distinct signals, which cannot be increased or modified.

Displacement in human language refers to the capacity to communicate about events or objects that are not present in the immediate time or space, such as past or future occurrences, or hypothetical and imaginary situations. This contrasts with animal communication, which is restricted to the immediate context. For example, a monkey may produce an alarm call to signal immediate danger, but it cannot refer to a threat that occurred previously or one that is

anticipated in the future. Similarly, a chimpanzee cannot communicate that it was not feeling well the previous day.

The concept of interchangeability in human language denotes the ability of all language users to both send and receive messages. In a conversation, individuals can alternate roles as speaker and listener. This reciprocity is absent in animal communication systems, which are generally characterised by individual expression of basic states such as hunger, fear, or pain, without the capacity for reciprocal exchange or idea-sharing.

Finally, duality in human language refers to its structural organisation into two levels, namely meaningless elements and meaningful units. A limited set of meaningless sounds (phonemes) can be combined systematically to form meaningful units (words). For example, the phonemes /t/, /o/, /p/, and /s/ can be arranged to produce words such as *spot*, *tops*, *opts*, and *pots*. Animal communication, on the other hand, lacks this property, as there is no evidence that it combines meaningless elements into meaningful units.

The question was attempted by 40,514 candidates (100%). Of these, 17,046 (42.07%) scored from 6 to 10 marks; 11,329 (27.93%) scored from 3.5 to 5.5 marks; and 12,139 (30.00%) scored from 0 to 3 marks. Analysis shows that the candidates' overall performance on this question was good because 28,375 (70.00%) scored from 3.5 to 10 marks. Their performance on this question is summarised in Figure 1.

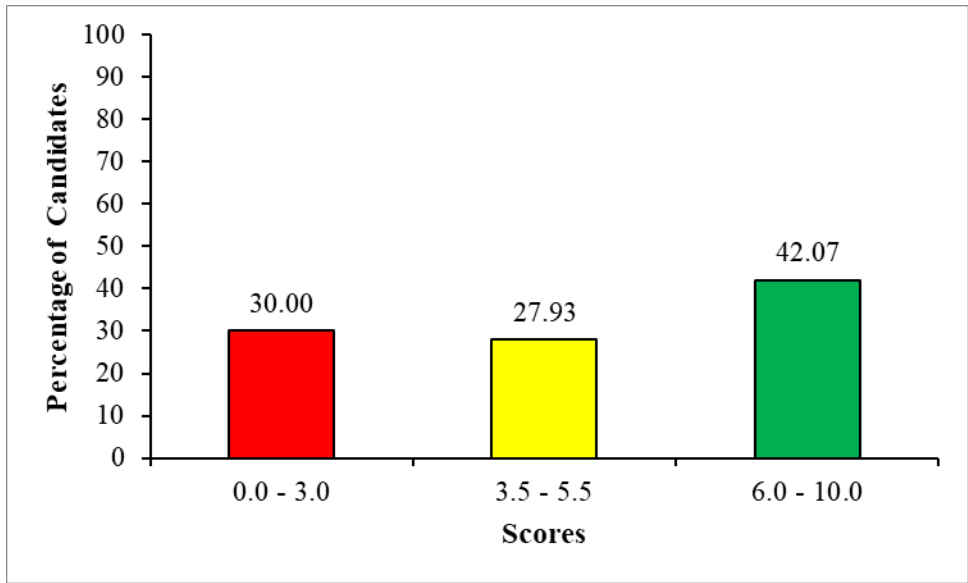


Figure 1: *Candidates' Performance on Question 1*

Candidates who attained high marks on this question demonstrated a strong understanding of the specified features of human language and how they contrast with animal communication. They managed to clearly define each feature and effectively explained the differences using appropriate examples. Extract 1.1 presents a sample response from a candidate who accurately explained and distinguished the characteristic features of human language from those of animal communication, supported by relevant examples.

1. a) Learnability.

This is a characteristic of language (human) implying that language is not inherited or that an individual is born with a certain language. This implies that human language is learnt or is transmitted to an individual because it carries culture of a society. For example when a child is born she is taught how to name different objects and various people greetings and many others unlike to animals who inherit their communication like barking dog.

b) Productivity.

Human language has a characteristic of creating of new words. For example through different process like borrowing, affixation, euphemism and many other ways. Creating of new words in a language is very important because it will help the language to grow and becomes rich in vocabularies. Unlike animals in which their communication is content.

c) Displacement.

Human language has a characteristic of displacement whereby it allows human beings to talk about the future, past, abstract words for example God and so many others while animal communication can not communicate about the past rather only about the current situation. For example if the dog barks is about a thief seen at a current and not about past or future.

d) Interchangeability.

This is a characteristic of human language whereby it gives room to human being to exchange ideas and giving out response for example

A: hello

B: hi

A: how are you

1 of B lam fine.	
A have a nice day.	
This quite different to human communication whereby	
it does not involve the use of exchanging or response in	
terms of conversation.	
e) Duality of patterning	
is the characteristic of language which allows the existence	
of simultaneous sounds that when combined together they	
bring a meaningful word. for example /k/, /n/, /t/ are	
sounds that when are combined together they bring	
a meaningful word cat. whereas in human communication	
there is no use of simultaneous existence of sounds.	

Extract 1.1: A sample response from a candidate who scored a high mark on Question 1

In Extract 1.1, the candidate exhibited a solid understanding of the specified characteristic features of human language and how they differ from animal communication. The response was well-organised, with each concept explained in a reasonably accurate and sequential manner. The candidate employed clear and simple language that, to a considerable extent, conformed to grammatical rules. The examples provided were appropriate and relevant.

Moreover, candidates who attained average scores on this question struggled to explain and differentiate some of the characteristic features of human language from those of animal communication. Some of them failed to support their explanations with relevant examples, which resulted in average performance. Extract 1.2 presents a response from a candidate who insufficiently compared the specified features of human language.

01:	<p>① Learnability</p> <p>- This refers to the characteristic features of language where human language is learned and not natural, it is learned in institutions such as schools unlike animal communication where it is acquired and not learned. For example a person learns language in schools while monkey can not.</p>	
	<p>② Productivity</p> <p>⇒ This characteristic feature of human language enables human language to produce more words such as table, chair and others while due to some factors while animal communication can not produce more new means of communication.</p>	
	<p>③ Displacement</p> <p>- Refers to the feature of human language where language is able to talk about past, present and future time;</p> <p>Example</p> <p style="padding-left: 40px;">I bought a car (past)</p> <p style="padding-left: 40px;">I buy a car (present)</p> <p style="padding-left: 40px;">I will buy a car (future)</p> <p>Animal communication can not have such characteristics.</p>	
	<p>④ Interchangeability</p> <p>Refers to the feature of human language where when communicate they interchange their ideas by giving a space as someone talk and other listen</p>	

Extract 1.2: A sample response from a candidate who scored an average mark on Question 1

In Extract 1.2, the candidate demonstrated a moderate understanding of the specified features of human language and their distinction from animal communication. While the candidate accurately defined the characteristics of human language, they were unable to effectively explain how these features differ from animal communication. Additionally, some of the examples provided were inappropriate.

Furthermore, the candidates with poor performance on this question were generally unable to explain accurately the given features of human language or distinguish them from animal communication. This suggests a lack of both conceptual understanding and subject knowledge. These candidates often provided unclear, irrelevant or incorrect examples and, in some cases, incoherent or meaningless explanations. Such performance reflects limited competence in the subject area and a low level of proficiency in the English language. Extract 1.3 illustrates a response from a candidate who demonstrated limited understanding in Question 1.

01.	a) learnability; Is the process of word formation and communicative resources of economy of word formation of arbitrariness and Metalinguistics competence Example Kiswahili and language -
	b) Productivity; Is the language process of communicative resources of social stratification of word knowledge ment of process Affixation of language contact
	c) Displacement; Is the language of word process of communication of sentence of Kiswahili language Example I want to go toilet. Mataka kuwenda chooni. human language of productivity of formation
	d) Interchange ability; Is the language of knowledge ment of grammatical language and communicative resource of arbitrariness of language
	e) Duality of patterning; Is the language of words of processing knowledge of duality in language in the directive language Example blackboard, tallman. All so are communicative of social services of developing English language of socio-political economics of language in developing countries of language resources.

Extract 1.3: A sample response from a candidate who performed poorly on Question 1

In Extract 1.2, the candidate's explanation of the concepts lacked clarity and coherence. This candidate combined English words in ways that did not form meaningful or grammatically correct sentences. Terms from unrelated topics, such as word formation and introduction to language, were used together without a logical connection. The response reflected limited understanding of the subject matter and low proficiency in English.

2.1.2 Question 2: Morpheme -s and Meanings of the Given Prefixes

The question was divided into two parts: (a) and (b). Part (a) required the candidates to explain five grammatical functions of the morpheme -s and support them with appropriate examples. Part (b) asked them to provide the meanings of the given English prefixes and construct meaningful sentences for each. The question assessed the candidates' knowledge and understanding of affix usage.

The question was answered by 40,514 candidates (100%). Of these, 19,474 (48.07%) scored from 6 to 10 marks; 16,486 (40.69%) scored from 3.5 to 5.5 marks; and 4,554 (11.24%) scored from 0 to 3 marks. Analysis shows that the candidates' overall performance on this question was good since 35,960 (88.76%) scored from 3.5 to 10 marks. Their performance is summarised in Figure 2.

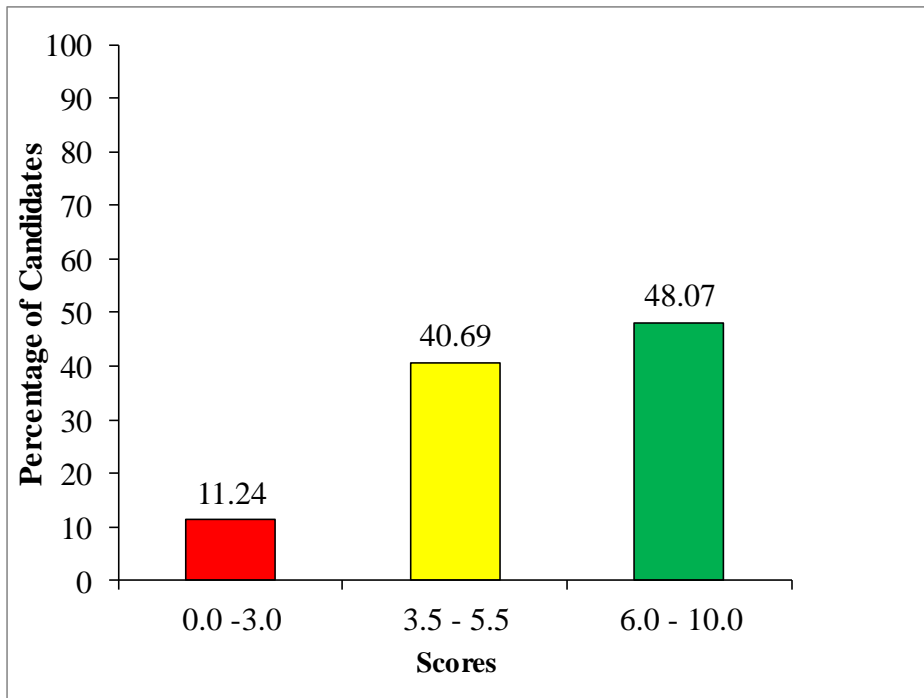


Figure 2: *Candidates' Performance on Question 2*

The candidates who scored high marks in Part (a) of this question demonstrated adequate knowledge of the uses of the grammatical morpheme *-s*. They explained the uses and composed meaningful sentences as follows:

- (i) It is used with the verb to mark the Simple Present Tense, third person singular. For example: He looks tired.
- (ii) It is used with nouns and pronouns to mark the plural form. For example, these books are mine.
- (iii) It is used with nouns and pronouns to mark possessive or genitive cases. For example, that is John's house.
- (iv) It is used with nouns and pronouns to mark the plural possessive case. For example, the students' food is ready.
- (v) It is used to indicate contraction or a contracted form. For example, let's (let us) go home, he's (he is) from home.
- (vi) It is used in surname plurals. For example, the Johns are coming.
- (vii) It is used in plural forms of acronyms and/or abbreviations. For example, CDs, MPs, etc.

Extract 2.1 is a sampled response from a candidate who provided correct responses to part (a) of this question.

2a) Grammatical functions of morpheme.
i) Plural Marker for Nouns. This is perhaps the most common function of "-s". It is used to indicate that there is more than one of the noun. eg. cat becomes cats. book becomes books.
ii) Third - Person Singular Present Tense verb marker In simple present tense the "-s" is added to the base form of the most verbs when the subject is a third - person singular noun or pronoun. <He She it eg. It rains frequently in April.
iii) Possessive marker for Nouns (Singular) The combination of "-s" (apostrophe + s) is used to indicate possession. Eg. Cat's toy, Tuna's car
iv) Possessive Marker for Plural Nouns Ending in "-s" possession is usually indicated by adding only an apostrophe. Example :- Girls' team, the Smiths' house.
v) Contraction of "is" or "has" Example (is) : The book's (book is) interesting. Example (has) : She's (she has) finished her work.

Extract 2.1: A sample response from a candidate who scored highly on Question 2 in Part (a)

In Extract 2.1, the candidate provided accurate explanations of the grammatical functions of the morpheme -s and supported them with appropriate examples, which resulted in high scores.

On the other hand, candidates who scored averagely on this question demonstrated limited understanding of the functions of the inflectional

morpheme *-s*. They failed to consistently support their explanations with relevant examples. Their responses reflected only a partial grasp of the required concepts. Extract 2.2 is illustrative.

2(a)	How is the morpheme "s" grammatical functions	
	i) To show possession. This means that this morpheme 's' show possession on the names of a person	
	Example Juma's goes to school. Anna's went to the market.	
	ii) To show plurality of the words. Also this morphemes show the plural of a words.	
	Example. Books, teachers, girls	
	iii) To show simple presents. Also this morphemes show the words used in present times.	
	Example. Ally talks with her mother	
	iv) To show superlatives. Also this show some which is superlatives. Example He walks to school.	
Q.	v) To show the highest. Means that the 's' morphemes show the some big. Example tallest man in the world.	

Extract 2.2: A sample response from a candidate who scored an average mark on Question 2 (a)

In Extract 2.2, the candidate mistakenly explained the functions of other inflectional morphemes, such as the superlative marker *-est*, which does not relate to the inflectional morpheme *-s*, as required by the question.

Additionally, the candidates who performed poorly on this question were unable to explain the five grammatical functions of the morpheme *-s* in English, along with relevant examples. Some of these candidates demonstrated a lack of knowledge and understanding of the topic by leaving the question unanswered, while others misinterpreted the task and described general language functions such as emotive, phatic, expressive, or declarative functions, rather than focusing on the morpheme *-s*. Similarly, those who addressed the required

functions often provided incorrect or irrelevant examples. Some candidates also confused inflectional morphemes with stress patterns or derivational morphemes, providing explanations such as changing word class, altering meaning, indicating part of speech, or expressing emphasis. Extract 2.3 features a response from a candidate whose weak performance reflected insufficient knowledge of the functions of inflectional morphemes.

02	a/ Morpheme "s"	
	Morpheme "s" is used to show the Plural of something example classes /boys girls	
	Five gramatical function of the morpheme.	
	i/ Attitude function	
	ii/ Emotive function	
	iii/ Phatic function	
	iv/ Expressive function	
	v/ Deducative function	

Extract 2.3: A sample response from a candidate who responded poorly to Question 2(a)

In Extract 2.3, the candidate failed to address the demands of the question. This candidate listed the functions of human language, which were irrelevant to the expected answers.

Part (b) required the candidates to write the meanings of the given prefixes and to compose meaningful sentences for each. The given prefixes were *mis-*, *anti-*, *semi-*, *super-* and *pseudo-*. Thus, the candidates were required to respond as follows:

- (i) *mis-* means wrongly, badly or astray
Sentence: Many landlords **m**istreat their tenants.
- (ii) *anti-* means against or preventing
Sentence: My laptop needs an **ant**ivirus for online protection.
- (iii) *semi-* means half or partly
Sentence: They are sitting in a **sem**icircle
- (iv) *super-* means more than, above, over or of great size or quality.

Sentence: John is a **superstar** in football.

(v) *Pseudo-* means false, imitation or pretended.

Sentence: They have presented pseudo-scientific research.

In Part (b), the candidates who scored high demonstrated a clear understanding of the meanings of the given prefixes and the ability to construct meaningful sentences using each one. Their awareness of the distinction between prefixes and suffixes contributed to their correct interpretation of and responses to the question, as Extract 2.4 shows.

Qn 2(b) i	Mis-	Meaning: Wrongly, Incorrectly, bad
		Sentence: I misunderstood the instructions and completed the task incorrectly.
	ii) Anti-	Meaning: against, opposed to
		Sentence: The government implemented anti-corruption measures to promote transparency.
	iii) Semi-	Meaning: half, partly
		Sentence: The semi-final match was very competitive.
	iv) Super-	Meaning: Above, over, beyond, very extremely
		Sentence: The athlete displayed superhuman strength during the competition.
	v) Pseudo-	Meaning: false, fake, not genuine
		Sentence: The detective identified the pseudo-document as a forgery.

Extract 2.4: A sample response from a candidate with good scores on Question 2(b)

In Extract 2.4, the candidate accurately provided the meaning of each given prefix and composed a meaningful sentence. As a result, the candidate attained good performance.

Conversely, the candidates who scored average marks in Part (b) of this question demonstrated limited understanding of English prefixes. Some of these candidates were unable to define certain prefixes, while others struggled to construct meaningful sentences using the prefixes. Extract 2.5 presents a response from a candidate whose performance in this section was average.

(b) i/	Mis -	
	Meaning: Not, lack of something	
	Sentence: There is misunderstanding bet between peter and Mwajuma.	
2(b) ii/	Anti-	
	Meaning: fight / killing of	
	Sentence: Antibiotic is important thing	
iii/	Semi-	
	Meaning: A half	
	Sentence: Semi desert is very danger for life.	
iv/	Super -	
	Meaning: quality of something	
	Sentence: Nand's supermarket is found in Kariakoo.	
v/	Pseudo -	
	Meaning: Wrong	
	Sentence: pseudo listening is very harmful for the listener.	

Extract 2.5: A sample response from a candidate who scored an average mark on Question 2(b)

Extract 2.5 presents a response from a candidate who provided incorrect meanings for some prefixes, such as *super-* and *pseudo-*, although the examples given were appropriate.

Candidates who scored poorly on this question were generally unable to provide accurate meanings for the given prefixes or to construct meaningful sentences using them. Their responses reflected a limited understanding of affixes. This was evident in instances where some candidates assigned the

same meaning to all the prefixes and supported their answers with incorrect, ungrammatical, or irrelevant examples. Extract 2.6 illustrates such a response.

2a)	<p>1) To Show gender for example Zando I dislike in towns</p> <p>2) To Show</p>	
2b)	<p>1) Mis- Meaning: Not, the opposite or reverse of, a part separated Sentence: I misunderstand oral students</p> <p>2) Anti- Meaning: The opposite or reverse of a part or separated Sentence: There are student Anti Socialisms in class.</p> <p>3) Semi- Meaning: The opposite reverse of a part or separated Sentence: There teachers was Semina in the academic issuer.</p> <p>4) Super- Meaning: the opposite reverse of a part or separated Sentence: Shani was Superature of the market.</p> <p>5) Pseudo-</p>	

Extract 2.6: A sample response from candidates who scored low on Question 2(b)

Extract 2.6 shows a candidate's response in which the same irrelevant meaning was assigned to all prefixes. The candidate assumed that all prefixes had the same meaning.

2.1.3 Question 3: Orthographic Interpretation of Transcribed Words and Syllabic Structures of Given Words

This question had two parts: (a) and (b). Part (a) required candidates to write the transcribed words in standard orthography, while Part (b) asked them to identify the syllabic structure of each given word. The question aimed to assess candidates' knowledge of pronunciation.

The question was attempted by 40,514 candidates (100%). Of these, 6,737 candidates (16.63%) scored between 6 and 10 marks; 11,178 (27.59%) scored between 3.5 and 5.5 marks; and 22,599 (55.78%) scored between 0 and 3 marks. The analysis indicates that overall performance on this question was average, as 17,915 candidates (44.22%) scored between 3.5 and 10 marks. A summary of the performance is presented in Figure 3.

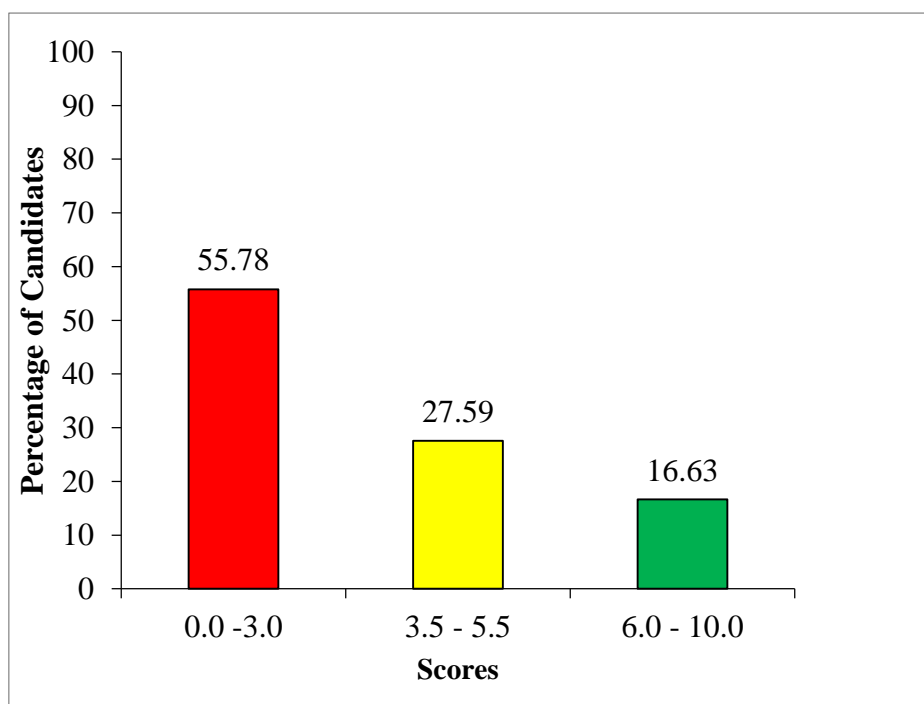


Figure 3: *Candidates' Performance on Question 3*

In Part (a), the candidates were instructed to write the transcribed words into ordinary orthography. The transcribed words were:

- (i) /nju:məʊniə/ → pneumonia
- (ii) /kræmps/ → cramps
- (iii) /kwɒʃi:ɔ:kɔ:/ → kwashiorkor
- (iv) /tɒnsələɪtɪs/ → tonsillitis

(v) /tu:θeɪk/ → toothache

The candidates who scored high marks in Part (a) of this question demonstrated their knowledge and skills in transcription by responding accurately. Extract 3.1 presents a strong response from one of these candidates.

08.	The ordinary orthography of the transcribed words is as follows:-	
i.	/nju:məʊniə/ - Pneumonia.	
ii.	/kræmps/ - Cramps.	
iii.	/kwɔ:ʃi:kɔ:/ - Kwashiorkor.	
iv.	/tɒnsəlaɪtɪs/ - Tonsillitis.	
v.	/tu:θeɪk/ - Toothache.	

Extract 3.1: A sample response from a candidate who responded correctly to Question 3(a)

In Extract 3.1, the candidate successfully converted the transcribed words into standard orthography, thereby earning high marks.

However, the candidates who scored moderately on this question showed a limited understanding of transcription. While some transcribed words were correctly rendered in standard orthography, others were misspelt. Extract 3.2 presents a sample response from a candidate who performed averagely.

3 a)	/nju:məʊniə/ - pneumonia	
i)	/kræmps/ - Cramps	
ii)	/kwɔ:ʃi:kɔ:/ - kwashickor	
iii)	/tɒnsəlaɪtɪs/ tonselaitis	
iv)	/tu:θeɪk/ - toothache	

Extract 3.2: A sample response from a candidate who scored an average mark on Question 3(a)

Extract 3.2 presents a candidate's response in which some words, such as kwashiorkor and tonsillitis, were misspelt.

Candidates who performed poorly on this question showed a lack of knowledge and understanding of transcription. Many were unable to convert the transcribed words into standard orthography due to limited familiarity with the topic. Even among those who managed to transcribe some words correctly, spelling errors revealed their lack of competence. For instance, numerous candidates failed to spell words such as pneumonia, kwashiorkor, and tonsillitis correctly. In fact, tonsillitis proved particularly challenging for most. Additionally, some candidates demonstrated a poor grasp of pronunciation; for example, failing to recognise that pneumonia begins with the /p/ sound or that sounds like /u:/ and /ei/ can be represented by letter combinations, as in the word toothache. Extract 3.3 presents a sample response from a candidate who gave such answers to Question 3.

3a)	i) pneumonia	00
	ii) cups	00
	iii) kwashakor	00
	iv) Translation	00
	v) to think	00

Extract 3.3: A sample response from a candidate who scored low on Question 3(a)

In Extract 3.3, the candidate demonstrated insufficient knowledge and understanding of transcription. He/she failed to write the transcribed words in standard orthography.

In Part (b), the candidates were expected to write the syllabic structure of the given words. These words were strings, blooms, streams, twelfth, and judge; hence:

- (i) Strings → CCCVCC
- (ii) Blooms → CCVCC
- (iii) Streams → CCCVCC
- (iv) Twelfth → CCVCCC

(v) Judge → CVC

Candidates who scored high marks in Part (b) of this question showed a clear understanding of syllable structure. They recognised that a syllable consists of a single vowel and either a single consonant or a cluster of consonants. This understanding enabled them to accurately identify the structure of the given syllables. Extract 3.4 presents a sample response from a candidate who demonstrated this ability in Question 3.

3. b)	i) strings = CCCVCC	
	ii) Blooml = CCVCC	
	iii) streams = CCGVCC	
	iv) Twelfth = CCVCCC	
	v) Judge = CVC	

Extract 3.4: A sample response from a candidate who scored well on Question 3(b)

In Extract 3.4, the candidate correctly identified the syllable structure, thereby earning high marks.

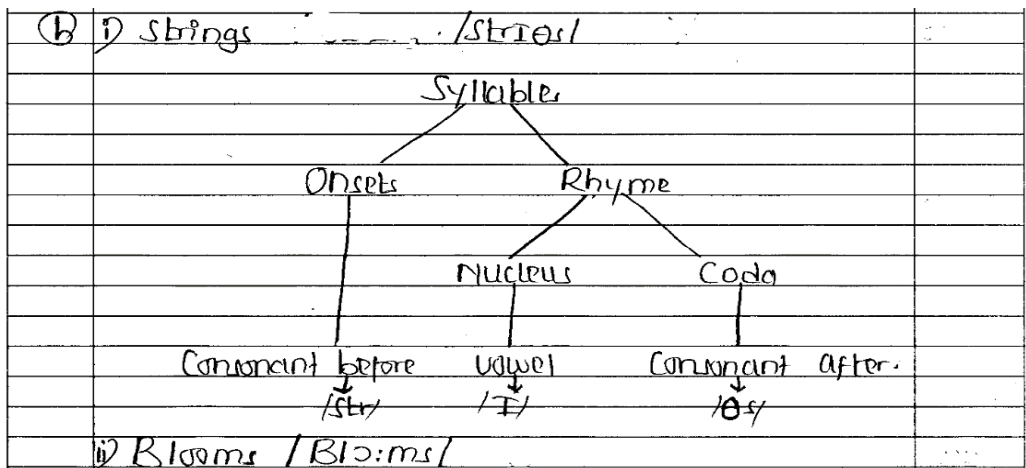
In contrast, candidates who scored moderately on this question demonstrated a partial understanding of syllable structure. Some failed to accurately represent all the sounds within specific syllables. They often identified the number of syllables and vowels based on how the words appear in writing, rather than how they are pronounced. Additionally, some struggled to distinguish between long and short vowel sounds. Extract 3.5 presents a sample response from a candidate who performed at an average level.

	b) i) CCCVCC	
	ii) CCVCC	
	iii) CCGVCC	
	iv) CVCCC	
	v) CVCV	

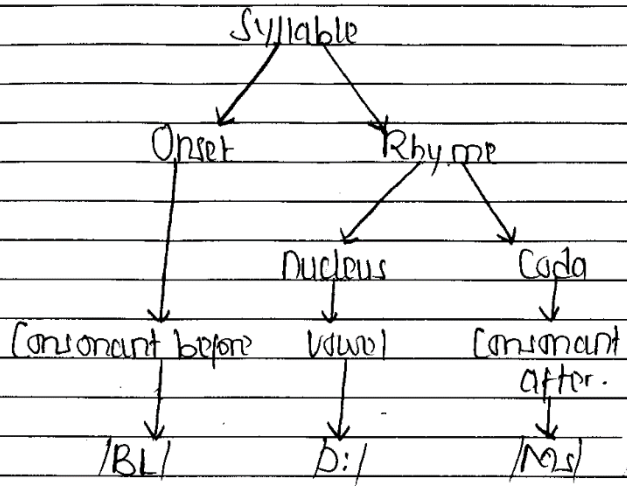
Extract 3.5: A sample response from a candidate who scored an average mark on Question 3(b)

In Extract 3.5, the candidate earned average marks due to a partial understanding of syllabic structure, as some items were not accurately analysed.

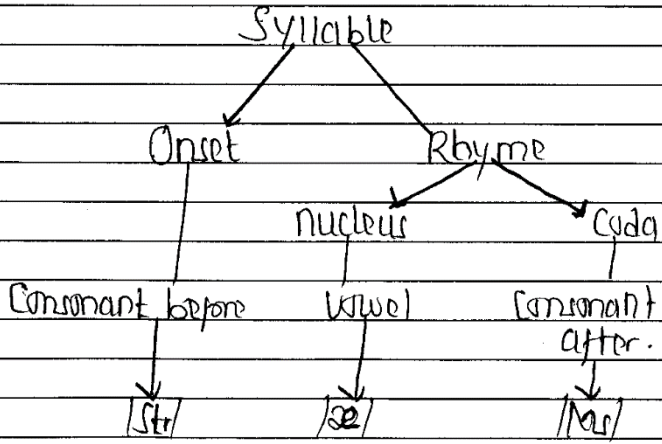
Additionally, candidates who performed poorly failed to correctly identify the syllable structures of the given words. Some attempted to break the words into syllabic components using tree diagrams that separated onset and rhyme, and further divided the rhyme into nucleus and coda. However, many did not understand that each syllable contains only one vowel sound, not multiple vowels as they appear in spelling. For example, they failed to recognise that vowel combinations such as 'oo' in tooth and 'ea' in streams correspond to the long vowel sounds /u:/ and /i:/, and should be transcribed as CCVCC and CCCVCC, not CCVVCC and CCCVVCC. Furthermore, some candidates overlooked the presence of silent letters in words like strings and twelfth, leading them to incorrectly add extra consonants after the vowel sound. Extract 3.6 illustrates a response from a candidate who performed poorly in this aspect.

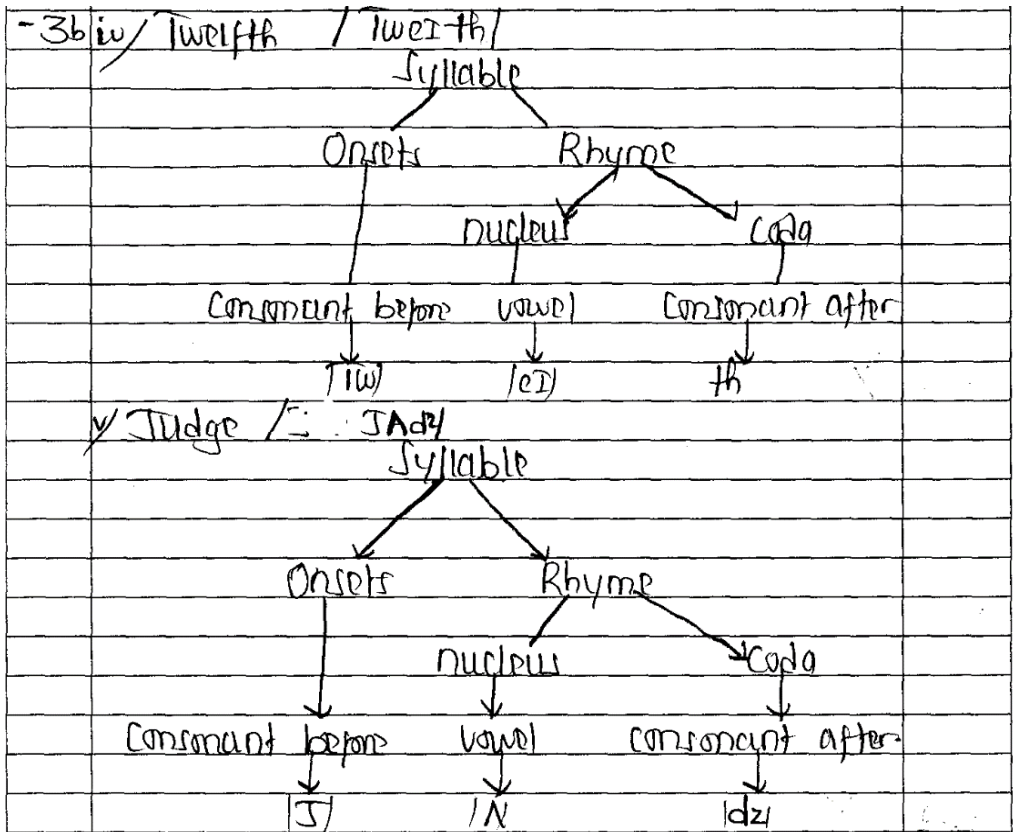


3b-ii



iii Streams / Straemes





Extract 3.6: A sample response from a candidate who responded poorly to Question 3 (b).

Extract 3.6 is a response from a candidate who did not understand the requirements of the question. He/she described the parts of a syllable using a tree diagram instead of identifying the syllable structure.

2.1.4 Question 4: Challenges Faced by Translators when Translating

The question asked candidates to explain the challenges a translator may encounter when translating specific language elements, namely idioms, proverbs, proper names, technical terms, and terms related to inventions and discoveries. Furthermore, they were required to suggest appropriate solutions to these challenges.

The main objective was to assess the candidates' understanding of how to translate these linguistic elements and their ability to propose effective strategies for overcoming translation difficulties. The expected responses were as follows:

- (a) Idioms: Idioms are expressions whose meanings cannot be derived from the literal interpretation of the individual words. When encountering idioms, a translator should either use a figurative expression in the target language that conveys the same meaning or find equivalent wording that captures the intended message. For instance, the idiom “*to face the music*” means “*to accept the consequences of one’s actions.*” Understanding each word individually will not reveal the idiomatic meaning.
- (b) Proverbs: Proverbs are brief, commonly known expressions that convey general truths or advice. They are challenging to translate because their literal wording often differs from their intended meaning. To handle this, a translator should use a proverb in the target language that conveys an equivalent idea. For example, the English proverb “*don’t cry over spilt milk*” corresponds to the Swahili proverb “*maji yakimwagika hayazoleki.*” Likewise, “*beggars can’t be choosers*” is equivalent to “*maskini hade ki.*”
- (c) Proper Names: Proper names refer to specific people, places, or things. These can be difficult to translate, especially when cultural or linguistic conventions differ. Generally, proper nouns like *Mbeya*, *Dodoma*, or *Juma* remain unchanged. However, some proper names have accepted equivalents in the target language, such as *Germany* (*Ujerumani*), *John* (*Yohana*), or *Turkey* (*Uturuki*), and can therefore be translated accordingly.
- (d) Technical Terms: These are specialised words used in particular fields of study or professions, such as *photosynthesis*, *protagonist*, or *refraction*. Translating these terms requires subject-specific knowledge, and without such a background, a translator may face difficulties. In such cases, the translator can adapt the term by altering its spelling and pronunciation to fit the target language; for example, *computer*, *bibliography*, and *biology* become *kompyuta*, *bibliografia*, and *biolojia* in Swahili.
- (e) Inventions and Discoveries: These include newly created or discovered items and concepts that often introduce unfamiliar terms into a language. Examples like *Instagram*, *aspirin*, and *nylon* represent such innovations. Translators may choose to leave these terms as they are, borrow them directly, or slightly modify their spelling and pronunciation to suit the target language.

The question was attempted by 40,514 candidates (100%). Of these, 5,380 (13.28%) scored from 6 to 10 marks; 12,024 (29.68%) scored from 3.5 to 5.5 marks; and 23,110 (57.04%) scored from 0 to 3 marks. Analysis shows that the candidates’ overall performance on this question was average

since 5,380 (42.96%) scored from 3.5 to 10 marks. Their performance is summarised in Figure 4.

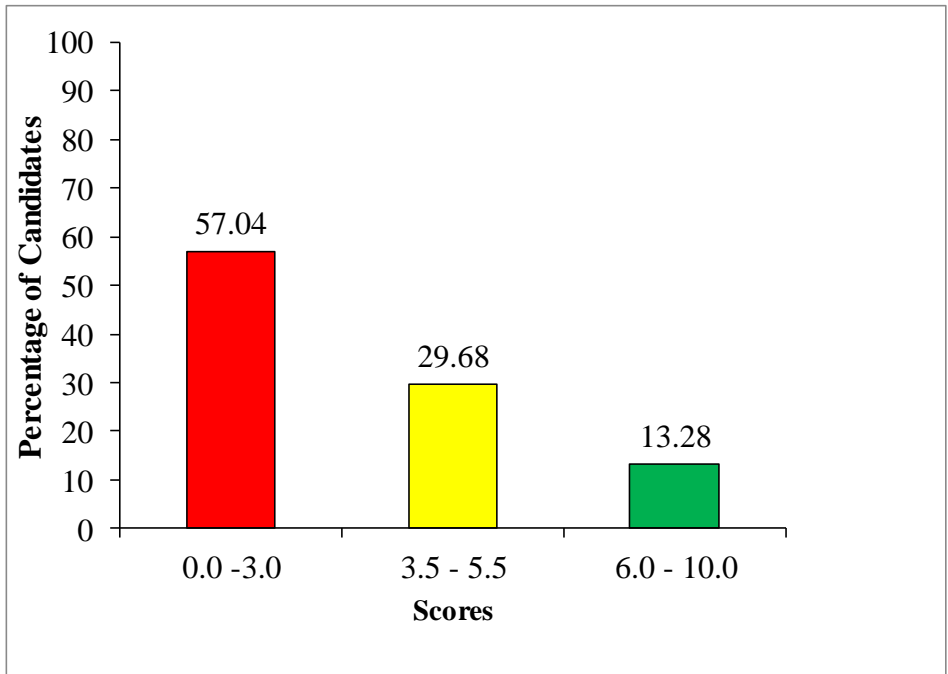


Figure 4: *Candidates' Performance on Question 4*

Candidates who scored highly on this question demonstrated a strong understanding of the challenges translators encounter when dealing with different language elements, as well as effective strategies to address those challenges. Extract 4.1 provides a sample response from a candidate who accurately described these translation difficulties and suggested appropriate solutions, supported by relevant examples.

04. (a) Idioms.

- Refer to the words or expressions whose meaning is different from the original text.
A translator faces challenges in translating idioms as he or she lacks proper words or equal words to match the idiom of the source language text.

For instance; - He kicked the bucket (SL)
- Amegariki (TL)

- A way to deal with; A translator looks for a word that is equivalent in meaning with the idiom.

(b) Proverbs:

- Refers to the expressions that have two parts in which the first part is a question while the second part is the answer. They are used to give lessons and criticize.

A translator faces challenges when translating proverbs as he or she may not translate the words as how they are.

for example; - Mfoto wa nyoka ni nyoka (SL)
- Like father like son (TL)

- A way to deal with; To look for an equivalent expression that nearly resembles the source language text.

...024	(c) Proper names:	
	- Refer to the names of people, places, or even abstract things like God, angels.	
	A translator may face challenges while translating the proper names as he or she leaves the names the way they are in the source language. For example;	
	- I went to Mbeya. (TL)	
	- Nilikwenda Mbeya. (SL)	
	The word Mbeya has been left untranslated.	
	Thus, a way to deal with proper names is to leave them in their source language or in the original language.	
	(d) Technical terms:	
	- Refer to the words that emerge from scientific activities.	
	A translator faces challenges as there are no equivalent words or vocabularies for the source language words, thus the translator uses different borrowed words to translate.	
	For example; Mass - Tungamo	
	Weight - Usito.	
	A way to deal with, Use of loan translation in which the source language borrows new words from other languages so as to make equivalence in translation.	
...024	(e) Inventions and discoveries:	
	- Refer to the activities that involve the insertion of new things into a particular field, these also involve scientific processes.	
	A translator faces challenges when translating the words from inventions and discoveries as he or she lacks equivalent vocabularies thus may use borrowed words as well.	
	For example; Newton - Newton	
	A way to deal with is to leave the word in its source language due to lack of an equivalent vocabularies for the terms.	

Extract 4.1: A sample response from a candidate who scored highly on Question 4

On the other hand, candidates who achieved average scores on this question did not adequately explain the challenges translators face when translating the given language elements, nor did they provide sufficient solutions. Some struggled to define certain linguistic elements correctly, while others gave incorrect or unrelated examples. Extract 4.2 presents a response from a candidate who performed at an average level.

<p>4c Idioms:</p>	<p>refers to sayings that need to have a brief explanation to convey the correct meaning. Example: "The evidence was in white and black - it was written in words." Translators face a challenge of translating idioms since not every word from the source language has a correct explanation in the target language. To overcome this challenge, translators are advised to find words or idioms that don't align with the ones in the target language. Example: Cat and dog life - macha ya paka na panya.</p>
<p>① Proverbs:</p>	<p>these refer to old wise sayings that consist of two parts within a sentence. Translators also face challenges in translating proverbs due to the fact that proverbs in English and other languages are difficult to translate to the target language. The solution in this translation is to look for proverbs in the target language that are relevant to the ones in the source language. Example: Many cooks spoil the broth - Wapishi wengi kuharibu mchuzi.</p>

③	Proper names	
<p>these are names of people, places, towns or even cities. Most translators face a huge challenge, especially when translating proper nouns from the source text.</p>		
<p>The solution to this problem is leaving the proper name in the target text as it is without translating it even though it can be translated to the target text. Example: If a person is named John in Kiswahili language it remains as John and not translated to Johana.</p>		
④	Technical terms:	
<p>these refer to official names of either organizations or companies. Most technical terms from the source text cannot be translated to the target language. The solution for translating technical terms is finding relevant words of the term that do not lose its meaning. Example: Tanzania National Electricity Supplying company TANESCO - Shirika la umeme la taifa.</p>		
⑤	Inventions and discoveries	
<p>These are words that are made from various ideas. They are also known as coinage system words. Such words are usually not translated hence the meaning they convey remains as it is. Example of such words are Facebook, Twitter, Instagram, and many more.</p>		

Extract 4.2: A sample response from a candidate who scored an average mark on Question 4

In Extract 4.2, the candidate displayed a moderate understanding of translation challenges. The explanations provided for the given terms were limited, and some translation challenges were inaccurately presented.

Moreover, candidates who performed poorly on this question were unable to describe the challenges translators face when translating the specified language elements. Many lacked a clear understanding of the demands of the question. Some gave definitions without mentioning any translation challenges and provided inappropriate examples. Extract 4.3 displays a response from a candidate who gave a weak answer to Question 4.

4	c/ Proper names is the process where by translator to translate the other words	
	eg example The end of day	
	d/ Technical terms is the process which make the meaningful which translate the word	
	example: like father like a son	
	e/ Inventions and discoveries is the process which use the word that use by the translator to use the translation	
	example The merchant of venice	

Extract 4.3: A sample response from a candidate who responded poorly to Question 1

In Extract 4.3, the candidate gave explanations lacking clarity and relevance, reflecting a poor understanding of the translation subject matter. The responses provided were unrelated to any of the items in the question.

2.2 SECTION B: Essay Questions

This section consisted of four questions. It required the candidates to answer three questions. Two of them were compulsory. Each question was worth 20 marks.

2.2.1 Question 5: Development of Kiswahili as a Lingua Franca in Tanzania

The question required candidates to explain, using examples, the factors that have contributed to the rise of Kiswahili as a lingua franca in Tanzania. It aimed to assess their knowledge and understanding of the elements that have promoted the spread of Kiswahili in the country. Candidates were expected to mention factors such as inter-ethnic marriages, migration, growing industrialisation and urbanisation, access to education, employment opportunities, political support and government language policies, the declining use of indigenous languages, the role of religious institutions, and Kiswahili's function as a common medium of communication.

The question was attempted by 40,514 candidates (100%); of whom, 20,713 (51.13%) scored from 12 to 20 marks; 16,470 (40.65%) scored from 7 to 11.5 marks; and 3,331 (8.22%) scored from 0 to 6.5 marks. Analysis shows that the candidates' overall performance on this question was good, since 37,183 (91.78%) of the candidates scored from 7 to 20 marks. Their performance is summarised in Figure 5.

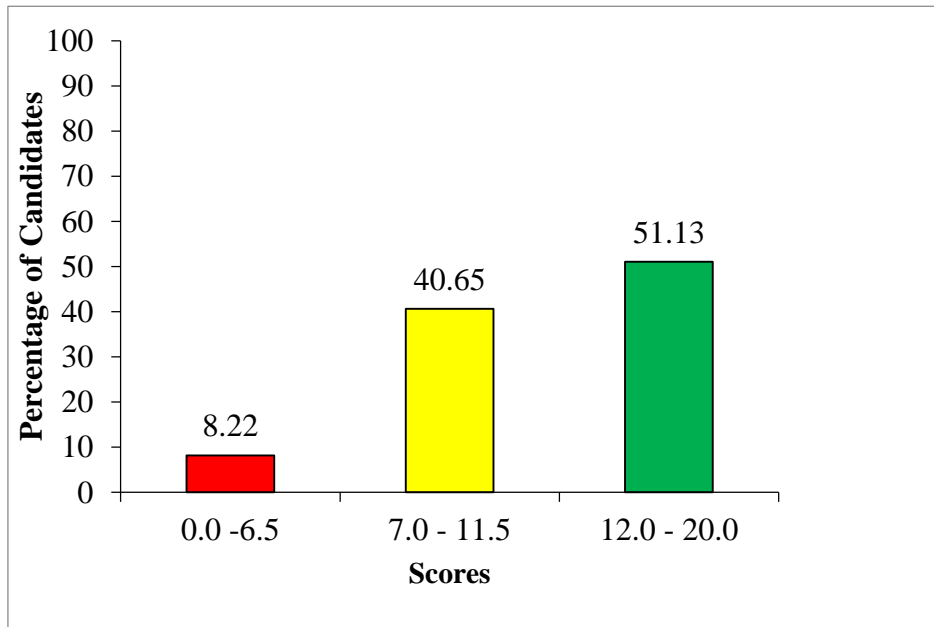


Figure 5: *Candidates' Performance on Question 5*

Candidates who performed well on this question showed a solid understanding of the term *lingua franca*. They successfully explained the factors that promoted the development of Kiswahili as a *lingua franca* in Tanzania. Their essays were well structured, comprising an introduction, main body, and conclusion. In the introduction, they defined the term *lingua franca*; in the main body, they discussed the contributing factors to Kiswahili's growth in that role; and in the conclusion, they summarised their main points. Extract 5.1 illustrates a sample response from a candidate who effectively explained the factors that contributed to Kiswahili becoming a *lingua franca* in Tanzania.

05	<p>Mass media, this is the factor that have facilitated the development of Kiswahili as lingua franca in Tanzania due to the use of mass social media through use of Kiswahili language example TV, TBC, UIV things that provided in such as - morals, teaching may led to the development of - Kiswahili as lingua franca in Tanzania.</p>
	<p>Political matters, this is the factor that facilitated the development of Kiswahili as lingua franca in Tanzania. example in duration of election candidate use Kiswahili language to propose their policies also in the area that they found spread new vocabularies such as baraza la mawazini to the local areas led to the growth of Kiswahili as lingua franca of Tanzania.</p>
	<p>Trade activities, this is another factor that facilitated the development of Kiswahili as lingua franca in Tanzania such as when local people - encourage engaging in the use of local goods manufacturing of goods through use of vocabularies, command language this may led to the development of Kiswahili example NUNUA HAPA BORA KWA DHA YAHO may convince the sellers in Swahili language that led to the development of language.</p>
	<p>Migration, this is factor that - facilitate the development of Kiswahili language as lingua franca in Tanzania due to the use of common language which is Kiswahili while moving from different areas in order to facilitate communication example Sukuma person can able well to speak with Nyeramba person and understand each other through use of Kiswahili language.</p>

05.	<p>High number of speakers, this is the factor that facilitated to the development of Kiswahili as lingua franca in Tanzania due to the higher number of speakers in Tanzania where by most of the Tanzanian Kiswahili language is the native and second language which may led to the development of Kiswahili example in urban area children and some adult use Kiswahili as their first language so this may led to the development of Kiswahili.</p> <p>Generally, Kiswahili language has very important language to the Tanzanian due to the facilitate communication, unify people - express the culture of Tanzania also it is a national identity so this is very crucial to the member of the Tanzania as lingua franca.</p>
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Extract 5.1: A sample response from a candidate who responded correctly to Question 5

In Extract 5.1, the candidate presented a well-structured essay with clearly organised paragraphs. He/she accurately explained the factors contributing to the development of Kiswahili as a lingua franca in Tanzania, providing relevant examples.

In contrast, candidates who scored average marks on this question showed limited understanding of the factors behind Kiswahili's growth as a lingua franca. Some of these candidates mentioned fewer points than required, while others listed the appropriate number of points but did not explain them effectively, largely due to their inadequate proficiency in English. Extract 5.2 is illustrative.

5 Kiswahili language: It is the language which is used within the many of parts of East Africa, including within the country of Tanzania in which it is regarded as the national language and also it is the mother tongue among the people of Tanzania also, it is the language which is Lingua Franca as it is used to unify the people in Tanzania who come from different as within the country of Tanzania there is the presence of tribes more than 120 to be the lingua franca there are some different factors which leads to the development of Kiswahili language as follows.

The Education factor: one among of the factor which makes the language of Swahili to be the lingua franca within in the country, it is due to the role by the education activities, as Kiswahili language has been declared to be used in education level, for example, in primary level there is the use of English Swahili language apart from other language. Therefore, it is one among of the factors that lead to the development of Kiswahili language as the lingua franca.

The Political factor: another factor also, which leads to the development of Kiswahili language as the lingua franca within the country, it is due to the political factor, it means that the Kiswahili language tends to be developed as the lingua franca through the extent of politics, it is because through the

Political: The Swahili used in various forums and circumstances. For example, the use of Swahili in political gatherings and various international forums/assemblies. Therefore, it leads to the growth of Swahili language as the lingua franca.

Mass Media: apart from other factors, another factor that has led to the development of Swahili language as the lingua-franca within a country of Tanzania, it is due to the role played by the mass media, for example, radio, television, phones, towards broadcasting and insisting on the use of the Swahili language within the country of Tanzania among the Tanzanians in their daily communication, therefore, it is one among the factors which push the development of Swahili language as the lingua franca within the country of Tanzania.

The government Policy: another factor also which led to the development of Swahili language as the lingua franca, it is through the government policy. The policy from the government of Tanzania insisted on the use of the Swahili language as the language of communication among the people of Tanzania. Whereas in their daily communication, according to the Government Policy of Tanzania on the use of Swahili language, it does not discourage the use of other languages, such as the Vernacular languages, as well as the English language. Therefore, the government policy of Tanzania, it is one among the factors that lead to the development of Swahili language as the lingua franca in Tanzania.

5

Migration. Migration, it refers to as the movement of people from one place to another, under the influence of various factors which may either be positive or negative factors. For those positive factors which leads to the migration of people are such as employment opportunities, security, but the negative factors that influence the migration of people are such as wars, political instabilities, natural calamities, hunger. The migration, it is one among of the factors which stimulated the development of Kswahili language, as the movement of people who have the different linguistic backgrounds.

Religious factor, another factor also that facilitated the development of Swahili language as the lingua franca within the country of Tanzania. It is due to the religious factor, the various religious teachings which took place from different mosques and churches, they largely facilitated the development of Swahili language, since many worshippers accumulated in order to listen those religious teachings which were provided through the Kswahili language. Therefore it led to the development of Kswahili language as the lingua franca.

Technology factor, another factor also, which led to the development of the language of Swahili as the lingua-franca within the country of Tanzania. It is due to the technology factor, when there within the country of Tanzania, there is the presence on the

5 development of science and technology, The Kiswahili tends to grow up fast as the lingua franca in Tanzania. Therefore it simplifies the communication among the people of Tanzania in their daily life.

The Economic factors, another Major factor which led to the development of Kiswahili language as the lingua franca, within the Country of Tanzania it is the development of various economic factors, which found within the Country Tanzania. Therefore the economic factors, it is one among the factors which pushes the development of Kiswahili language as the language of communication among the Tanzanians in their daily life. These economic activities, which led to the growth of Kiswahili language are such as; Trade, Tourism, Agricultural activities, Mining.

In generally, The Kiswahili language to be used as the language of communication within the Country of Tanzania has contributed with the presence of various factors which led to the development of it and to be come the Lingua Franca, within the Country of Tanzania.

Extract 5.2: A sample response from a candidate who scored an average mark on Question 5

In Extract 5.2, the candidate scored an average mark due to limited explanations, grammatical mistakes, and a lack of clear examples.

Further analysis shows that candidates who performed poorly on this question were unable to explain the factors that contributed to the development of Kiswahili as a lingua franca in Tanzania. Instead, some focused on the functions of Kiswahili within the country, such as its use in education, primary courts, and as a subject across various educational levels. Others discussed aspects related to Kiswahili as an international language, including its number of speakers, geographical spread, and the presence in global media. Additionally, some candidates wrote about the importance of language in general, such as its role in expressing culture, fostering national identity, and

facilitating communication. Extract 5.3 presents a sample of a weak response to Question 5.

5	<p>lingua-franca: is the process of using common language that everyone can understand you during talking in different variation also with the same geographic condition.</p> <p>The following are factors that have facilitated the development of Kiswahili as a lingua-franca in Tanzania.</p> <p>Kiswahili used as national language: In our country, we have more than 120 tribes with their different language used as medium of communication and understanding each others but most of Tanzania used Kiswahili language as national language which symbolized many Africa Tanzania through using of Kiswahili language example: In Tanzania most of people are bantu's cause the vowels, vocabularies are the same also in 'pronunciation'.</p> <p>Used as 'medium of communication': Kiswahili language has been used as communicative system where by many of Tanzania members have been using Kiswahili as way of communication and many people they have been understanding it and used so that everyone to understand each others. example Kiswahili is used in parliaments, mass medias also in courts.</p> <p>Used as identification in our country: The Kiswahili language has been used in our country as identification which you can know this is belongs to Tanzania through the ways he/she speaking example in our freedom torch it has written "Uhuru na umoja" this identifying our language</p>	
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5	<p>Used as the second language: Kiswahili in Tanzania has been used as the second language which has been used widely in Tanzania than the first language. Example in Tanzania their tribes like Sukuma, Chagga, Pare and Masai all this are speaking their own language and they are found in the same geographical area. But when they meet each other they do speak Kiswahili.</p>	
	<p>Used in teaching in primary education and as subject in secondary education. Kiswahili has been used as subject and teaching in primary education through this help to developing our language and world wide known by different people.</p>	
	<p>Used as technological language. Kiswahili has been used as technological language with different vocabularies and pronunciation, which can help many people to using different vocabularies with different wing of it. Example: the scientific word "Runinga" which mean television in English.</p>	
	<p>Used most by young generation. The young generation prefer more wing of Kiswahili language than their first language which make Kiswahili growing very faster than the first language and the world influence many people to use it during speaking or narrating stories. Example of new vocabularies like "kusha" which means stop something.</p>	
	<p>Rich in vocabularies: Kiswahili language has many vocabularies which have been great every day and this influence alot of children to use it when talking.</p>	

Generally: The Swahili language has been used also as the teaching purpose in different country and has grown very widely and used by many people in the country. Also through cultural, tourism, trade has help to spread the Swahili language.

Extract 5.3: A sample response from a candidate who performed poorly on Question 6

In Extract 5.3, the candidate focused on the importance and functions of language rather than addressing the factors that contributed to the development of Kiswahili as a lingua franca in Tanzania. Additionally, the explanations provided were inadequate, leading to a low score on the question.

2.2.2 Question 6: Writing an expository essay

The question required candidates to compose an expository essay titled *Effects of Early Pregnancy*. It aimed to assess their essay writing skills, particularly their ability to present ideas in a clear and organised manner. Candidates were expected to structure their essays into three parts: introduction, main body, and conclusion. In the introduction, they were to define early pregnancy and highlight some of its causes, such as poverty, cultural practices, peer influence, and unprotected sex. The main body was expected to discuss the consequences of early pregnancy, including depression, mood swings, premature delivery, psychological challenges, maternal mortality, poor academic achievement, school dropouts, economic strain, family burden, the rise of street children, and social stigma. The conclusion was expected to offer suggestions for preventing early pregnancy and to summarise the key points discussed.

The question was answered by 40,511 candidates (99.99%); of whom, 28,015 (69.15%) scored from 12 to 20 marks; 11,862 (29.28%) scored from 7 to 11.5 marks; and 634 (1.57%) scored from 0 to 6.5 marks. Analysis shows that the candidates' overall performance on this question was good, as 39,877 (98.43%) scored from 7 to 20 marks. Their performance is summarised in Figure 6.

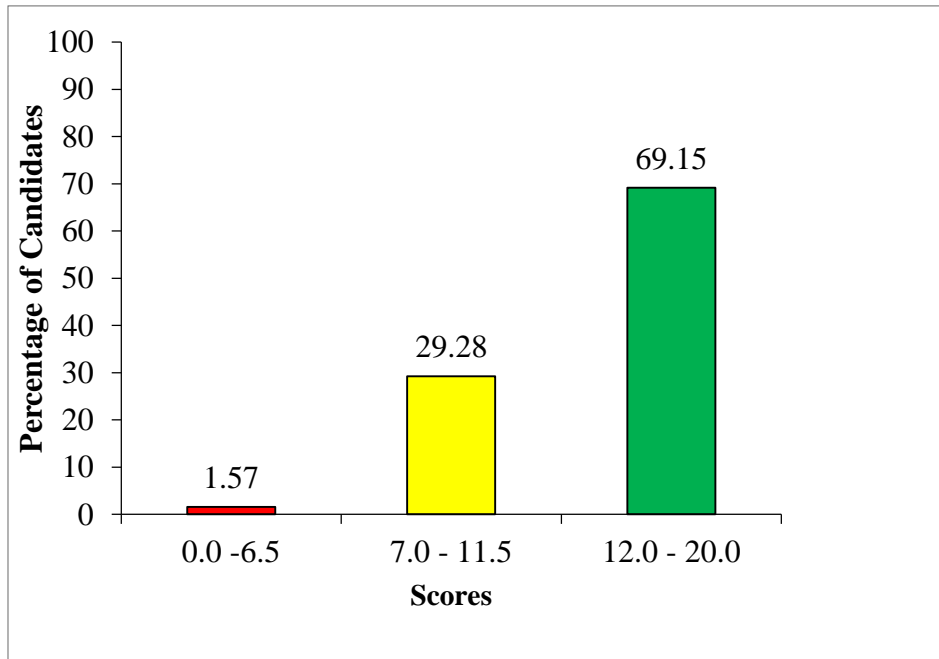


Figure 6: *Candidates' Performance on Question 6*

Candidates who performed well on this question demonstrated a strong understanding of essay writing. Their essays were properly structured into three sections: introduction, main body, and conclusion. In the introduction, they clearly defined early pregnancy as the central concept, while in the main body, they accurately discussed its effects. They concluded their essays by summarising their main ideas. Extract 6.1 features a sample response from a candidate who effectively explained the impact of early pregnancy on both the family and the wider community.

6.

EFFECTS OF EARLY PREGNANCY

Early pregnancy, refers to the situation in which a young and unmaturing girl receives or conceives pregnancy. It is normally traced as pregnancies before the age of 18 years old are said to be early pregnancies. Currently this has been a contemporary issue in which young girls not only below the age of 18 years but also all girls considered as student are put under this group when they get pregnancies. The following are the effects of early pregnancy:-

Failure to meet intended dreams and goals; when a young girl gets pregnancy automatically her future especially on what she had planned as dreams for instance in career or even life style are being shut down immediately. **EXAMPLE:** when a young girl in form four gets pregnant she is not going to finish up with her studies any more hence this leads to failure of goals or dreams achievement in life.

Leads to dependence ratio increase; this happens from the family level up to the government level where by a young girl when gets pregnant, she obviously have no where to go rather than at home. In those homes she adds up the family's budget as a pregnant woman needs a lot of care but also the born baby will raise the needs. Hence this creates dependence as a young girl cannot work to be paid as it is considered against the law.

Poor parental care; the young girl who has got pregnant cannot manage to take good care of her child. This is because she was also still a child and she hasn't finished childhood period and she hasn't matured enough to hold a child up to its growth. This has led to development of poor and weak immuned children but also deaths of

6 young children. EXAMPLE; a born baby may suffer from pneumonia due to failure of her young mother to cover him/her due to lack of knowledge.

Deaths and diseases; early pregnancies have highly led to early deaths especially during the period of delivering, where by most of girls die to excessive bleeding that is caused by immature organs. Also early pregnancies contribute to permanent diseases EXAMPLE: Fistula to the young girls due to the problems in delivery. This leads to increase in costs of health treatments and so on. Hence this also is an effect of early pregnancy.

Loss of value and respect; girls who get early pregnancies always face devalue and their respects are normally demolished. This is because most of the members in the society will consider the girl as a prostitute, a young girl who isn't settled hence even men who want to marry do not prefer girls or women who have already bear children. EXAMPLE: early pregnancies may lead to being given harsh words which devalues the person from the society or even at the family level.

Increase of street children; street children are those who have been abandoned by their mothers in streets. EXAMPLE: regions like Mwanza, Dar es Salaam and Arusha have high rate of street children due to the failure of mothers to keep the children or bare the children due to fear or poor preparations which lead to the unwanted pregnancies. Hence such mothers tend to have hatred towards such children and hence they dump them in streets leading to street children.

Increase in unlawful activities; particularly abortions: Abortion refers to the removal of a fetus from the uterus. It is the destruction of pregnancy. Abortion

6.	<p>is an illegal and unlawful activity. Young girls who perform abortion is due to early pregnancies which are unwanted also they are caused with fear and need to keep on with other activities. EXAMPLE: Girls in universities are highly engaged in abortions, hence committing crimes in the society but also according to God's nature.</p> <p>Leads to discrimination and stigmatization; in some areas in which young girls are getting pregnancies at a young age they are normally discriminated and stigmatized from the family level as they are considered to be a source of shame but also at the society level they are considered as the immoral people. Hence early pregnancies lead to discrimination.</p> <p>Conclusively; young girls who are not ready for bearing or having children should stay away and abstain sex and if impossible safe sex should be done that is by the use of contraceptives but also condoms so as to avoid unnecessary pregnancies but also the only way is to abstain as pregnancies may be controlled but diseases may not be controlled, hence leading to other problems.</p>	
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Extract 6.1: A sample response from a candidate who responded correctly to Question 6

In Extract 6.1, the candidate presented a well-organised essay with clearly structured paragraphs and effectively explained the effects of early pregnancy. Furthermore, candidates who scored average marks on this question displayed a limited understanding of the topic. While some were able to address all the required points, their responses contained grammatical errors; others provided fewer points than expected. Extract 6.2 illustrates a sample response from a candidate who attained an average score.

6 young children. EXAMPLE; a born baby may suffer from pneumonia due to failure of her young mother to cover him/her due to lack of knowledge.

Deaths and diseases; early pregnancies have highly led to early deaths especially during the period of delivering, where by most of girls die to excessive bleeding that is caused by immature organs. Also early pregnancies contribute to permanent diseases EXAMPLE: Fistula to the young girls due to the problems in delivery. This leads to increase in costs of health treatments and so on. Hence this also is an effect of early pregnancy.

Loss of value and respect; girls who get early pregnancies always face devalue and their respects are normally demolished. This is because most of the members in the society will consider the girl as a prostitute, a young girl who isn't settled hence even men who want to marry don't prefer girls or women who have already bear children. EXAMPLE: early pregnancies may lead to being given harsh words which devalues the person from the society or even at the family level.

Increase of street children; street children are those who have been abandoned by their mothers in streets. EXAMPLE: regions like Mwanza, Dar es Salaam and Arusha have high rate of street children due to the failure of mothers to keep the children or bare the children due to fear or poor preparations which lead to the unwanted pregnancies. Hence such mothers tend to have hatred towards such children and hence they dump them in streets leading to street children.

Increase in unlawful activities; particularly abortions: Abortion refers to the removal of a fetus from the uterus. It is the destruction of pregnancy. Abortion

6.	<p>is an illegal and unlawful activity. Young girls who perform abortion is due to early pregnancies which are unwanted also they are caused with fear and need to keep on with other activities. EXAMPLE: Girls in universities are highly engaged in abortions, hence committing crimes in the society but also according to God's nature.</p> <p>leads to discrimination and stigmatization; in some areas in which young girls are getting pregnancies at a young age they are normally discriminated and stigmatized from the family level as they are considered to be a source of shame but also at the society level they are considered as the immoral people. Hence early pregnancies lead to discrimination.</p> <p>Conclusively; young girls who are not ready for bearing or having children should stay away and abstain sex and if impossible safe sex should be done that is by the use of contraceptives but also condoms so as to avoid unnecessary pregnancies but also the only way to abstain as pregnancies may be controlled but diseases may not be controlled hence leading to other problems.</p>
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Extract 6.2: A sample response from a candidate who scored an average mark on Question 6

In Extract 6.2, the candidate scored an average mark due to inadequate explanations of the effects of early pregnancy.

Further analysis indicates that candidates who scored low marks struggled to write a proper expository essay on the topic *Effects of Early Pregnancy*. Some focused on the causes of early pregnancy, such as peer pressure, harmful cultural practices, lack of education, sexual abuse, and poverty. Others concentrated on possible solutions, including enforcing punishments, promoting the use of contraceptives, encouraging abstinence, and discouraging early marriages. Extract 6.3 presents a sample response from a candidate who performed poorly on Question 6.

6	<p>It should be stopped because it can cause the low level of education. through the early pregnancy it can cause those child to be have the low level of education through to stop the education in young period when she is pregnancy does not go to school and it can affect the future of that child because it have the pregnancy.</p> <p>It should be stopped because it can cause the forced marriage. through the early pregnancy it can cause the forced married for girl because of born child the member of family it can be emphasised to married into different family for the parent to solving that problem to be married for anybody.</p> <p>Generally, for early pregnancy it is the bad thing which is not good into the family because it can affect many child into the country and it can lead to the under development to the country but it can help to stopped for making the law by the government.</p>	
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Extract 6.3: A sample response from a candidate who performed poorly on Question 6

In Extract 6.3, the candidate focused solely on strategies to avoid early pregnancy and thus scored low on the question.

2.2.3 Question 7: Factors Affecting Effective Listening

The question asked candidates to explain the factors that can influence students' ability to listen effectively. It aimed to assess their skills in understanding public announcements. Candidates were expected to structure their essays into three parts: introduction, main body, and conclusion. In the

introduction, they were to define the terms *listening* and *effective listening* as key concepts. The main body was expected to cover factors such as physical noise, distractions, speed of speech, timing, selective listening, closed-mindedness, boredom, daydreaming, speech and expression difficulties, message complexity, physical impairments, and the speaker's appearance. In the conclusion, candidates were to suggest ways to enhance effective listening and to summarise their main points.

Candidates who performed well on this question demonstrated a strong understanding of listening to public announcements. They provided detailed explanations of the factors that influence students' ability to listen effectively. Their essays were well structured into three sections: introduction, main body, and conclusion. In the introduction, they thoroughly explained the concept of *effective listening* as the key term, while in the main body, they accurately discussed the factors affecting effective listening. They concluded by summarising their ideas on how to improve effective listening.

The question was attempted by 38,689 candidates (95.50%), of whom 22,929 (59.26%) scored between 12 and 20 marks; 13,536 (34.99%) scored between 7 and 11.5 marks; and 2,224 (5.75%) scored between 0 and 6.5 marks. The analysis shows that the candidates' overall performance on this question was good, as 36,465 (94.25%) of them scored between 7 and 20 marks. Their performance is summarised in Figure 7.

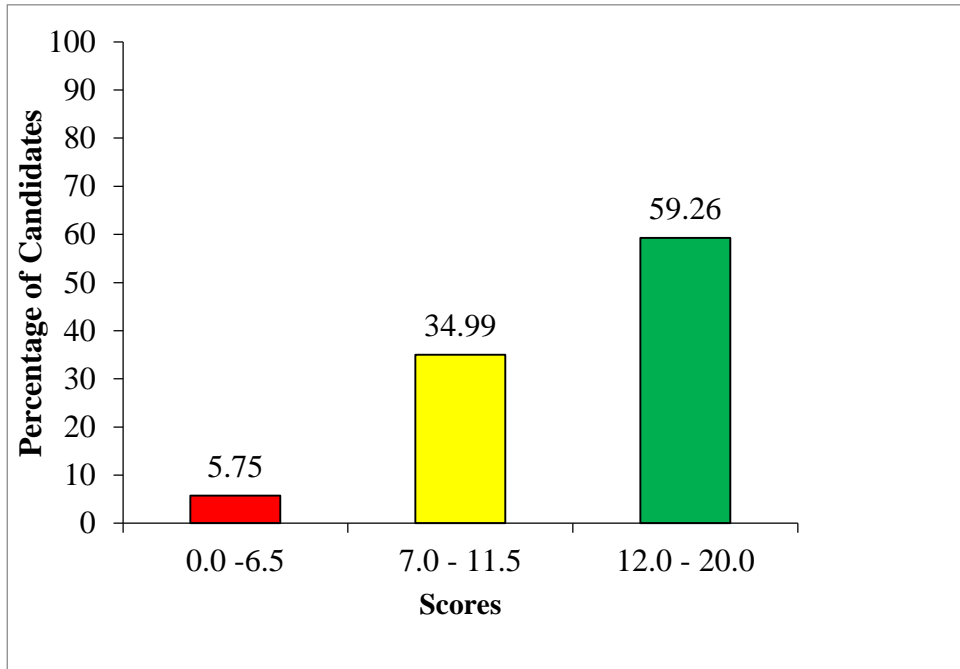


Figure 7: *Candidates' Performance on Question 7*

Candidates who performed well on this question demonstrated a good understanding of listening to public announcements. They managed to provide detailed factors that can affect students' ability to listen effectively. These candidates organised their essays into three parts: introduction, main body, and conclusion. In the introduction, they elaborated on the concept of *effective listening* as the key term, while in the main body, they correctly discussed the factors affecting effective listening. They concluded their essays by summarising their views on ways to improve effective listening. Extract 7.1 presents a sample response from a candidate who correctly elaborated on the factors affecting effective listening to public announcements.

	Effective listening refers to the process	
7	in which a person concentrates, focuses and is highly attentive to what is being spoken or presented orally or verbally by the speaker. At times students or any other people do not listen attentively but at times they do listen attentively and it is due to several factors.	
	The following are the factors which can affect students' ability to listen effectively to public announcements.	
	Language barrier. This refers to the state in which the listener is not familiar with the language used by the speaker. Therefore, he or she fails to understand what the speaker is saying or the information that is given out. At times it might be the whole language not being familiar and at times it might be some words which are not familiar to the listener thus hindering effective listening.	
	Content barrier. This occurs when the topic to be covered by the speaker is too easy or too difficult. This makes the listener bored and tired of listening to it and this is a hindrance to effective listening. Too easy a topic will make one to ignore it while too hard or difficult will make one stop listening to what is being said because of failure to understand.	
	Psychological barrier. A student might be having stress, fear or anxiety and this hinders effective listening because one can not easily concentrate while other things	

are taking over in his or her mind. For a person to listen effectively, he or she must have a clear mind. A person with stress, fear and anxiety can not listen well / effectively.

Physical disabilities. If a student has physical disabilities like failure to hear well or ear problems, he or she will fail to listen effectively because of the inability of him or her to hear well what is said or rendered by the speaker. At times distraction like noise can as well be a barrier to effective listening thus a person will fail to know the intended information.

Judging the speaker. When a student has the behaviour of judging the speaker, he or she will fail to listen effectively because he will consider the small mistakes that will be done by the speaker while the important points or information will not be considered by him or her thus, a hindrance to effective listening. For example when a listener focuses on words pronounced wrongly by the speaker will not listen effectively.

Pseudo listening. This refers to the state in which a person pretends to be listening but in actual sense he or she is not listening. One might even be nodding his or her head to agree or disagree with the speaker's point or might even look at the speaker directly in the eyes but in actual sense he or she is not listening. This a hindrance to effective listening.

7	<p> Glazing over. This refers to the act of one's mind being elsewhere and thinking about other unrelated issues apart from listening to what is being presented. In this, the listener does not listen at all and he or she shows openly that he or she is not listening because his or her mind is far away from where he/she is. He/she is just physically present but mentally far away thus hindering effective listening. </p> <p> Boredom. At times listeners get tired and bored thus they fail to listen effectively. This is why a speaker is often supposed to choose a topic which will not make listeners tired or bored so as to ensure effective listening of the listeners. A speaker should choose an interesting story. </p> <p> Therefore, one can listen effectively by avoiding all the factors that affect students' ability to listen effectively to public announcements and by taking notes because this enhances concentration, focus as well as attention of someone or listener. </p>
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Extract 7.1: A sample response from a candidate who responded correctly to Question 7

In Extract 7.1, the candidate structured the essay well, with clear paragraphs, and provided a detailed explanation of the factors affecting effective listening.

Conversely, candidates who scored average marks demonstrated only a partial understanding of the factors influencing students' ability to listen effectively to public announcements. Some candidates mentioned fewer points than required, while others covered all the necessary points but made several grammatical errors. Additionally, some candidates listed the required points but failed to explain them adequately due to limited English proficiency, as Extract 7.2 presents.

171	<p>listening refers to the ability of paying attention to what someone says about, Example listening to public announcement which also requires more attention and maintain eye contacts as a listener. The following are the factors that can affect student's ability to listen to public announcement:</p> <p>Mental or psychological barriers; Example memory lapse and slip of the tongue this affects student's ability to listen to public announcement because once when a student have a problem of memory lapse he or she can not listen effectively compared to those who are mentally fit.</p> <p>Physical or environmental barriers; This includes physical noise and music. Because when he or she has desire to listen to the public announcement while there is this barrier he can not listen effectively which means he can fail to listen.</p> <p>Linguistic barriers such as difficult vocabulary; As a person can not listen well when the speaker uses difficult vocabulary because he or she must consume time to discuss the vocabulary so as to know its meaning well and continue listening.</p> <p>Content barriers; this also includes pronunciation of words different to how they are spelt because once when the speaker should fail to speak or to pronounce words from how they are spelled the listener</p>
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7.	may be affected	
	Perceptual barriers; This involves the use of past tenses which are not used to this generation this occur when the speaker uses words which are not allowed today in our real life situation because the students may fail to understand it in deep.	
	Semantic barriers such as limited vocabulary and consonants. This occur when students fail to understand the meaning of those limited vocabulary and consonants which concerned with public announcement so students required, to understand different limited vocabulary and consonants with their meanings.	
	Psychological barrier, this affects students ability to listen effectively because a competent student is the one who should leave everything such as change of the topic which may cause failure to listen attentively.	
	Cultural barriers like judge the speaker. This faces students when the desire to listen to public announcement because use people from different geographical location speaks while their audience judge them.	
	Generally, listening will make you to become a good public speaker, you will become a good leader and become a better friend to the others.	

Extract 7.2: A sample response of a candidate who scored an average mark on Question 7

Extract 7.2 shows a candidate's response that contained insufficient explanations and grammatical errors.

Furthermore, candidates who scored low marks on this question misunderstood its requirements. Instead of discussing the factors that affect students' ability to listen effectively to public announcements, they focused on strategies for becoming an effective listener. These strategies included

maintaining eye contact, taking notes, avoiding premature judgments, having a willingness to listen, asking questions, and staying physically and mentally alert. Extract 7.3 provides an example of incorrect responses to Question 7.

07	<p>Effectively listening; be the situation where by people are taking attention (focused) and considered of what is talking about.</p>	
	<p>The following are the factors that affect students' ability to listen effectively to public announcements which are:</p>	
	<p>To know the main idea; in effectively listening in order to be able of what is talking about should to know the main idea of the topic discussed because it can help to know the concepts</p>	
	<p>Note taking; in order to reviewing that topic discussed it need to take summary of what people are talking about also this is better to take key concepts of the topic</p>	
	<p>Proper way of sitting; you should avoid stress, interaction and all things that can be a source of losing concentration and sit in a proper way in order to know the key concepts in the topic</p>	
	<p>Ask question; during or after end of the topic you may ask question on the site you don't understand in order to get short explanation of the topic and to get well understood also you may take notes or summarizing on what you learn</p>	
	<p>Avoid interaction; when you listen you must find the properly way of sitting in order to avoid interaction of people also to avoid noise during topic discussed this can make effectively listening.</p>	

07	Avoid stress; you must be free of mind during public announcements because you may listen and understand what people are taking about a specific topic also to take attention when people are speaking
	Reviewing; after end of the topic you must to review that points provided by the speaker during that time time can make effectively listening and also this take attention to the people because it may know effectively
	Take attention; people should check your position and make silence in order to understand the topic discussed and it be discussed on that time also it can help in reviewing because you can remember all key concepts
	Finally; a student's and a teacher or public speaker should make a good relationship between them in order that when he or she speaks another can listen him properly and gain what the topic is about

Extract 7.3: A sample response from a candidate who performed poorly on Question 7

In Extract 7.3, the candidate discussed the strategies of being an effective listener instead of the factors affecting effective listening.

2.2.4 Question 8: Differences between Extensive and Intensive Reading

The candidates were asked to distinguish between extensive and intensive reading, which are key concepts in reading skills. This question aimed to assess their understanding of different reading approaches, specifically reading for leisure versus reading for study. In their introductory paragraphs, the candidates were expected to define the terms *extensive* and *intensive* reading before outlining five differences between them in the main body of the essay.

The expected distinctions included the following:

- (a) In terms of purpose, extensive reading involves reading many books for enjoyment, whereas intensive reading requires reading a text thoroughly to gain a deep understanding.
- (b) Extensive reading is done for fun, entertainment, and pleasure, while intensive reading focuses on grasping the literal meaning of the text.
- (c) Extensive reading is supplementary and mainly concerned with the overall content, whereas intensive reading is comprehensive and emphasises detailed comprehension.
- (d) Extensive reading typically involves materials such as journals, novels, newspapers, and magazines, while intensive reading centres on closely reading specific texts.
- (e) Extensive reading enhances reading speed and fluency, whereas intensive reading develops critical thinking, analytical skills, vocabulary, and overall reading proficiency.
- (f) Finally, during extensive reading, readers are not expected to consult a dictionary for every unfamiliar word, but in intensive reading, using a dictionary to understand unfamiliar words is necessary.

The question was attempted by 1,828 candidates (4.51%); of whom, 937 (51.26%) scored from 12 to 20 marks; 617 (33.75%) scored from 7 to 11.5 marks; and 274 (14.99%) scored from 0 to 6.5 marks. Analysis shows that the candidates' overall performance on this question was good since 1,554 (85.01%) scored from 7 to 20 marks. Their performance is summarised in Figure 8.

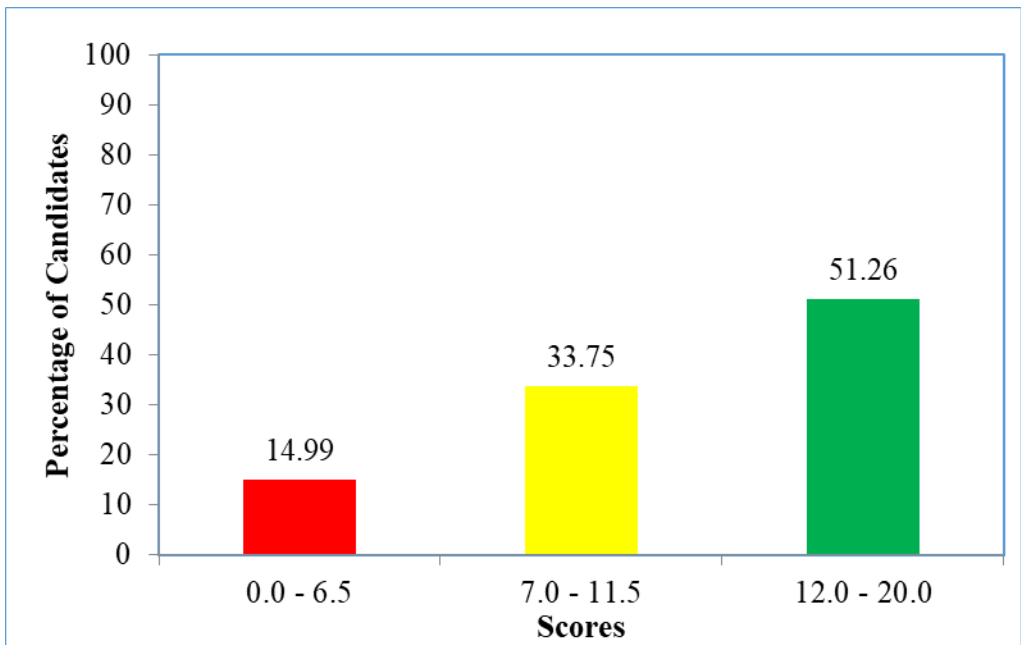


Figure 8: *Candidates' Performance on Question 8*

The candidates with good performance on this question demonstrated knowledge and understanding of reading skills, which enabled them to differentiate between extensive reading and intensive reading correctly. Extract 8.1 is a sample response from a candidate who correctly differentiated between the two concepts.

8.

Reading is the process of communicating. Also is the process of passing through written document to get a specific idea and understand. There are many types of reading critical reading, extensive reading, skimming, scanning and intensive reading. And I will distinguish two types which are reading extensively and reading intensively. Because they differ exactly.

The following are the differences between extensive reading and intensive reading;

Extensive reading is the type of reading where by a person reads for pleasure or leisure. For example reading story books at night before sleeping while Intensive reading is the type of reading where by a reader reads in order to remember and understand. For example: Reading subject notes.

Extensive reading is the type of reading which does not need a lot of materials to read because it is just for leisure few story books are enough while intensive reading is the type of reading that needs a lot of materials that are enough which will accomplish the reading aim of understanding and remember what is being read.

Extensive reading is not costfull because many story books are not costful and also they are found in libraries freely by lending some money to the librarians is not allowed but they borrow and return while intensive reading they have many costs because many Field books are costful when someone want to buy the books he or she should have enough money to buy herself or himself all books that she or he want.

Extensive reading is not for serious matters it is just for enjoyment because the type of reading is just

8.	Intensive reading involve note taking and note making whereby the reader while reading he or she must have a pen and note book in order to outline the main points as he or she continue reading to which it could help his or her to acquire the purpose knowledge.
	In extensive reading the reader do not show the brief of what he or she is reading, that is why it is said as the type of reading for enjoyment, WHILE Intensive reading involves the brief of what has been read, that is to say the reader show brief what is he or she reading.
	Generally, there are also different types of reading some are scanning, skimming and critical reading. Hence there are strategies thus are used to be followed during intensive and critical reading such include; be active as read, set your objectives, outline main points as you continue reading and be ready physically and mentally.

Extract 8.1: A sample of the correct responses to Question 8

In Extract 8.1, the candidate defined the key terms and differentiated them accordingly. He/she presented four correct points in their respective paragraphs.

Furthermore, analysis reveals that some candidates who scored average marks on this question failed to clearly distinguish between extensive and intensive reading. Several candidates gave vague explanations when attempting to differentiate the terms. Additionally, some focused their explanations on only one of the terms rather than comparing both. Extract 8.2 presents a sample response from a candidate who achieved an average performance on this question.

8.	<p>Extensive reading and intensive reading are both types of readings that used in our daily life. There are other types of reading. Reading is the process of seeing something written in a surface like paper, blackboard, wall or timber. The following are the differences between intensive reading and extensive reading.</p> <p>Extensive reading it is just for pleasure purpose, people read extensively so as they can refresh their minds and remove tiredness while intensive reading is for increasing knowledge or academic purpose, people read intensively so that they can get answers of what that may be asked in the exams or class. Intensive reading involves reasoning and judgement.</p> <p>In extensive reading people reads novels, magazines, autobiography in which many of them consist of entertainment, celebrities, lifestyles, music and food, this are according to hobbies of people while in intensive reading people read subject books like for Geography, History, Economics and language. this books are useful for increasing knowledge that it may be used in class or or scientific research.</p> <p>In extensive reading there is no involving of concentration approach details this is to say that the reader does not concentrate much on what he/she is reading while in intensive reading there is concentration approach details the reader concentrate much on what he/she is reading and noting some important points so that to ensure the knowledge is increased and also in subjects to perform well or in classes.</p> <p>Extensive reading is an extra curriculum activity, what the readers reads out of their time of work just for refreshing mind after coming from work or job while intensive reading is one of the plans in the curriculum or timetable. Example for students they have to go to libraries for finding more materials subject wise so that they can increase their knowledge which will help them in their exams.</p>	
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8.	<p>Generally reading is very important to our daily life as it increase for our knowledge on different sectors like in science, agriculture, space, electricity and many more also it helps to refresh up our minds after finishing daily duties like work and studying.</p>	
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Extract 8.2: A sample response from a candidate who scored an average mark on Question 8

In Extract 8.2, the candidate showed a partial understanding of the differences between extensive and intensive reading. Some explanations were inadequate. For instance, the candidate struggled to explain how a reader could quickly locate specific information within a text. These shortcomings contributed to the candidate's average score on the question.

Moreover, candidates who scored low marks demonstrated a lack of knowledge about extensive and intensive reading. Some failed to define the key terms and therefore could not distinguish between them. Others mistakenly described similarities instead of differences, as required. Additionally, some confused the meanings of the two terms, defining extensive reading as intensive and vice versa. In some cases, candidates' responses were irrelevant and contradicted the concepts altogether. Extract 8.3 provides a sample response from this category.

8. Distinguish extensive from intensive reading, giving four points.

Reading; Is the skill to understand ideas to present the word. Also the extensive from intensive reading is skill to understand the reach of the word. The following are the distinguish of extensive and intensive of reading in which are the reading in which are.

Be archive as you read; The extensive reading from the read to produced people to read the quick survey of the read but intensive read to want full to understand and the reading of the book. So intensive reading to produce the people to be archive as you read in the book of intensive reading.

Physical preparation; Also the extensive reading to produced the read as to understand the reach of skill ideas to present the word of the reading. So intensive reading to produced the physical preparation of the read by the people.

Make connection; Due to the extensive reading to read of quick survey to read of the people to produced to make connection as you read in your book. but intensive reading as to read as a make connection to want understand to read of the intensive reading of your book to present the reach of the word.

Set your objective; Also the intensive reading to read to want to understand the reach by the book. So people to read to understand the Set your objective in your word of reading. So intensive reading as a skill to understand the present the reach of the word in the society to produced the read.

8	<p>Predict of some question; Also the reading the skill to want to understand the idea to present the people of the word to produce the predict of some question of the reader intensive reading of the people to want to understand the very well of the reader by the book of the people.</p> <p>Planning reading; Also the reader to produce the of people to planning the reader as to read the book to want to understand the present the word of the book to increasing the planning by the people to intensive reading by planning reading in the word by the people in reading.</p> <p>All in All; A path from that the extensive reading from intensive reading to produce the planning reading, Make connection, Predict some question and Set your objective of the reading.</p>
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Extract 8.3: A sample response from a candidate who scored poorly on Question 8

In Extract 8.3, the candidate lacked knowledge of extensive and intensive reading and, therefore, provided an irrelevant response. He/she discussed strategies for becoming an effective reader instead.

3.0 ANALYSIS OF CANDIDATES' RESPONSES TO EACH QUESTION IN ENGLISH LANGUAGE 2

3.1 SECTION A: Short-Answer Questions

This section consisted of four questions. Each question carried ten (10) marks, making a total of forty (40) marks. The candidates were required to answer all four questions.

3.1.1 Question 1: Distinguishing the Given Literary Terms

The candidates were instructed to distinguish the literary terms given in pairs. The question tested their ability to distinguish the given literary terms, which were (i) Tone and mood, (ii) Quatrain and couplet, (iii) Octave and sestet, (iv) Consonance and assonance, and (v) Alliteration and anadiplosis.

The question was answered by 40,511 candidates (99.99%); of whom, 7,438 (18.36%) scored from 6 to 10 marks; 8,833 (21.84%) scored from 3.5 to 5.5 marks; and 24,240 (59.80%) scored from 0 to 3 marks. Analysis shows that the candidates' overall performance on this question was average since 16,271 (40.20%) scored from 3.5 to 10 marks. Their performance is summarised in Figure 9.

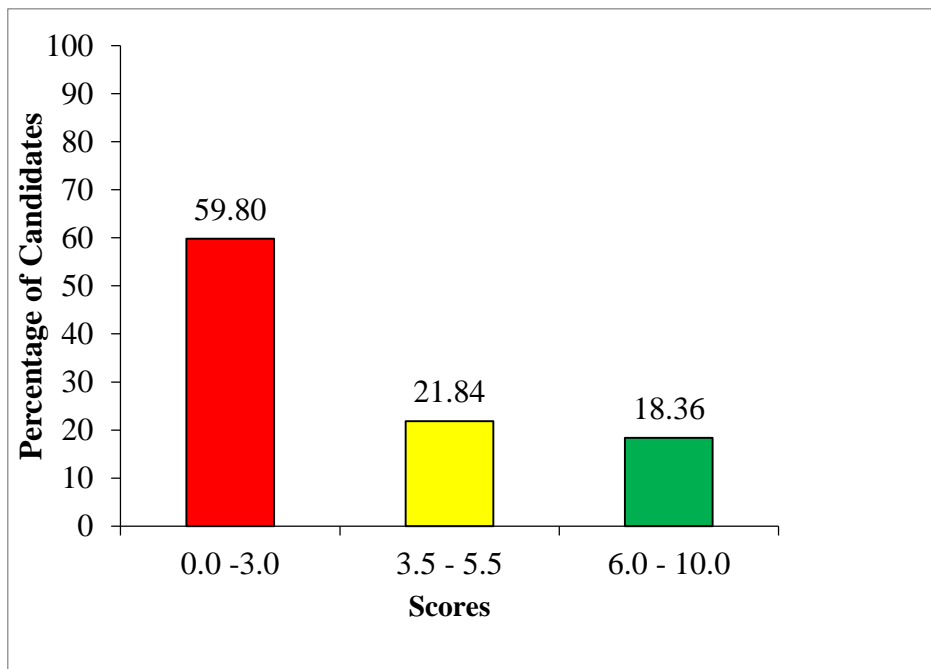


Figure 9: *Candidates' Performance on Question 1*

Analysis indicates that the candidates who answered this question correctly demonstrated a strong understanding of literary concepts. Their knowledge enabled them to clearly differentiate between the provided pairs of literary terms in the following ways:

For item (i), the candidates managed to distinguish *tone* from *mood*. They explained that tone refers to the poet's attitude toward the subject, which may be expressed as angry, joyful, serious, or fearful. It can also be described through language use, such as being ironic, satirical, or sarcastic. On the other hand, mood is the emotional response evoked in the reader, such as sadness, happiness, anger, or sympathy.

In item (ii), the candidates accurately distinguished between a *quatrain* and a *couplet*. They noted that a quatrain is a type of stanza or poem consisting of four lines, often forming part of a longer poem, while a couplet is composed of stanzas that contain only two lines.

In item (iii), the terms *sestet* and *octave* were differentiated as follows: A sestet refers to the second part of a sonnet, typically made up of six lines, whereas an octave is the first part of a sonnet and consists of eight lines.

In item (iv), the candidates clarified the difference between *consonance* and *assonance*. Consonance was defined as the repetition of identical consonant sounds, especially at the ends of stressed words in a line; for example, in the phrase "take your pack," the /k/ sound is repeated. In contrast, assonance involves the repetition of vowel sounds within a line, such as the /ei/ sound in "pay say."

Likewise, in item (v), the distinction between *alliteration* and *anadiplosis* was well articulated. Alliteration refers to the repetition of the same consonant sounds at the beginning of closely placed or stressed words in a line, as illustrated in the phrase "More fish, more beef, more bread!" where the /b/ sound is repeated. Anadiplosis, on the other hand, involves repeating the last word or phrase of one line at the beginning of the next. This can be seen in the stanza:

*"To you mother Africa
Africa is my continent
My continent I love"*

In general, candidates who scored highly on this question showed a clear grasp of fundamental literary terms by accurately identifying the distinctions between each pair, as demonstrated in Extract 9.1.

↑	(v) Alliteration and anadiplosis.	
—	- Alliteration refers to the repetition of same consonant sound at the beginning of two or more words in a verse. For example two topple	
	DHSLE	
	Anadiplosis refers to	
	the use of the last word in a verse to become	
	the first word in the next. For example	
	"The blood of your sweat	
	The sweat of your work"	

Extract 9.1a: A sample response from a candidate who scored highly on Question 1

1. i) Tone and Mood.

Tone refers to the person's attitude while reading or displaying the literary work to the audience, whereas the tone can be sorrowful, disappointing, happy, joyful, or sad. ~~etc~~

WHILE

Mood refers to the reader's attitude or the atmosphere created by the reader while reading the literary work, as the atmosphere of the reader can either be sorrowful, sad, happy and others.

ii) Quatrain and couplet.

Quatrain refers to the type of a poem which is composed of four verses or lines per stanza. example, 'YOUR PAIN'

WHILE

Couplet this refers to the poem which is composed of two verses or lines per stanza as for example 'Eat more' and others.

iii) Octave and Sestet.

Octave refers to the poem which is composed of eight (8) verses or lines per stanza as for example 'LOST BEAUTY'

WHILE

Sestet this refers to the poem which is composed of six (6) lines or verses

1.	per stanza as foreexample; 'BUILDING THE NATION'
	?
	iv) Consonance and Assonance. Consonance refers to repetition of the same consonant sounds at the end of words in the verse or line. as an as foreexample - Hicke, Like Mike WHILE
	Assonance refers to the repetition of the similar vowel sounds between the consonant sounds in a word. as foreexample; knife life time
	v.) Alliteration and Anadiplosis Alliteration refers to the repetition of the consonant sounds at the beginning of consecutive words in a verse / line in a stanza. foreexample; "diplomatic duties", "yet more my pair" WHILE.
	Anadiplosis refers to the repetition of the same word used in the last verse and beginning as a first word in the second ^{verse of the same stanza} stanza. as foreexample; The Blood of your sweat sweat of your work work of your slavery"

Extract 9.1b: A sample response from a candidate who scored highly on Question 1

In Extract 9.1, the candidate successfully distinguished all the given pairs of literary terms across the question items, demonstrating a solid understanding of fundamental literary concepts.

Additionally, some candidates attained average scores on this question due to a partial grasp of basic literary principles. They accurately distinguished some pairs of terms but provided incorrect explanations for others. For instance, several candidates correctly identified the distinction in item (iii) and offered accurate explanations for at least one pair of terms in items (i), (ii), and (iv).

However, they were unable to differentiate the terms presented in item (v). This is illustrated in Extract 9.2.

01.	(i) Tone is the feeling that the author or depictor when writing a work of art but mood it is not feeling that the author or depictor when writing a work of art
	(ii) Quatrain is the poem stanza in a poem with four (4) verses (lines) while the Couplet has five lines
	(iii) octave is the stanza with eight lines while, sestet has six lines
	(iv) Consonance is the repetition of identical consonant to the end of consecutive Example Kid to bed, while Assonance is the repetition words of same identical vowels at the consecutive words.
	(v) Anadiplosis is the repetition in which the last word of line to come the first in the next stanza Example blood our work

Extract 9.2: A sample response from the candidate who scored an average mark on Question 1

In Extract 9.2, the candidate successfully distinguished the pair of terms in item (iii). Similarly, the candidate provided a correct explanation for one term in each of the pairs in items (i), (ii), and (iv), but was unable to differentiate the terms in item (v). Overall, candidates who attained average marks on this question demonstrated a moderate understanding of basic literary concepts, which contributed to their average performance.

Conversely, candidates who performed poorly on this question failed to distinguish the given pairs of literary terms. This group demonstrated limited

understanding of the subtopic on basic literary concepts, which led to inaccurate explanations.

In item (i), some candidates confused *tone* with *rhythm*, describing tone as the musical pitch or intonation in the reader's voice, and incorrectly defined *mood* as the poet's attitude. Others mistakenly interpreted tone as a person's emotional state and mood as a feeling dependent on expression.

In item (ii), the distinction between *quatrain* and *couplet* was poorly understood, largely due to a lack of familiarity with poetic forms. Instead of basing their explanations on the number of lines, candidates focused on stanzas. For instance, one defined a quatrain as a poem with three stanzas, while others described it as a form composed of multiple lines or words. *Couplet* was incorrectly described as consisting of four stanzas with three lines each.

In item (iii), many candidates failed to differentiate between the two parts of a sonnet—*octave* and *sestet*—due to unfamiliarity with sonnet structure. Instead of identifying the *octave* as the first eight lines and the *sestet* as the final six lines, some candidates reversed the order or gave inaccurate definitions, with a few even referring to the sestet as lines in a 'verse.'

In item (iv), candidates struggled to distinguish between sound devices such as *consonance* and *assonance*, reflecting inadequate knowledge of poetic sound features. For example, some candidates confused *consonance* with *alliteration*, defining it as the repetition of consonant sounds at the beginning or end of a literary work.

Finally, in item (v), many candidates gave incorrect definitions due to a limited understanding of poetic sound devices. *Alliteration* was mistakenly defined as the repetition of sound letters at the beginning of a literary work or the repetition of entire words within a verse. *Anadiplosis* was misunderstood as the repetition of both the first and last letters in a poem. These misconceptions are illustrated in Extract 9.3.

Q1.	<p>i: Tone and Mood: Tone refer to feeling of emotions of a person in a poem either happy, or sad WHILE Moods: refers to the depending of expression feeling either Unhappy or showing sadness.</p>
	<p>ii: Consonance and Assonance: Consonance and Assonance: Consonance refers to as repetition of consonant let sounds at the end or beging of a literary work: WHILE Assonance: repetition of Vowel sounds at the end or beinging of a literary work: Example: <u>R</u>oses are <u>R</u>ed (Vowels).</p>
	<p>iii: Alliteration and Anadiplosis: Alliteration: Refers to the repetition of sound letters at the beiging of a literary work. WHILE Anadiplosis: Repetition of first and last initial sound letters in a literary work! Example: In <u>EAT</u> <u>MORE</u> Alliteration is seen: <u>S</u>logan <u>S</u>ays.</p>
	<p>Octave and Sestet: Octave: are refered to eight lines of Verses and in a literary work: WHILE Sestet Refers to as lines in a verse.</p>
	<p>Quatrain and Couplet: Quatrain refers to a literary form thq contains more than one line/words WHILE Couplet: Compries of of three lines.</p>

Extract 9.3: A sample response from a candidate who performed poorly on Question 1

In Extract 9.3, the candidate failed to distinguish the given literary terms across all items, indicating a lack of knowledge regarding the pairs presented.

3.1.2 Question 2: Features of a Play

This question instructed the candidates to briefly explain five features of a play as a work of art. This question was set to assess candidates' knowledge of plays.

The question was attempted by 40,513 candidates (99.99%); of whom, 20,857 (51.48%) scored from 6 to 10 marks; 12,926 (31.91%) scored from 3.5 to 5.5 marks; and 6,730 (16.61%) scored from 0 to 3 marks. Analysis shows that the candidates' overall performance on this question was good, as 33,783 (83.39%) scored from 3.5 to 10 marks. Their performance is summarised in Figure 10.

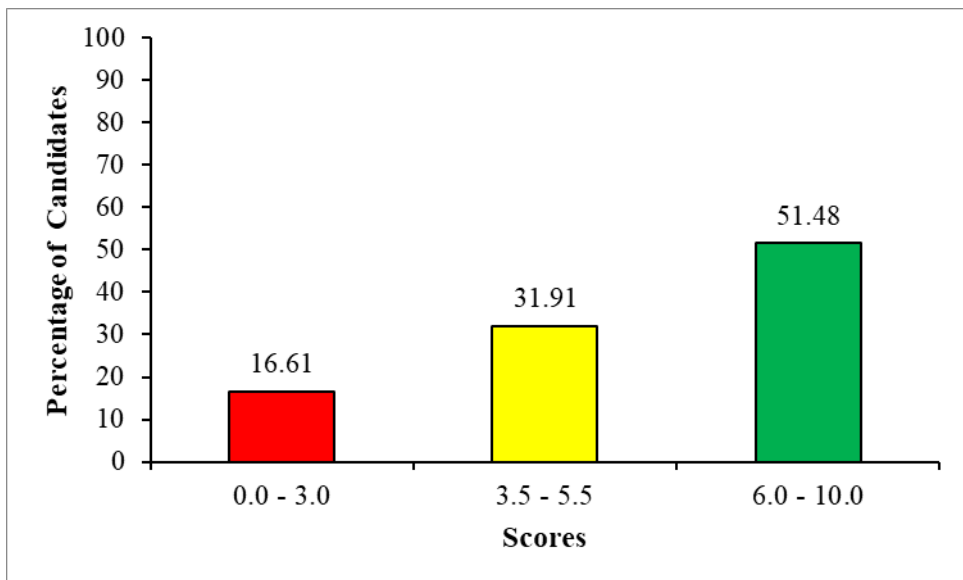


Figure 10: *Candidates' Performance on Question 2*

The candidates who answered this question correctly and scored high marks demonstrated strong competence in literary works, particularly in the genre of drama. They clearly described five key features of plays, including the use of dialogue, stage directions, and visual elements such as props and costumes. They also noted that plays are structured into scenes and acts. Furthermore, they explained that plays are intended for stage performance rather than for individual reading. These responses reflected a solid understanding of literary works, especially dramatic texts, as Extract 10.1 shows.

2	<p>(i) A play is divided into scenes and acts. - The first is that a play has two units. An act which is the smallest unit and several acts combine to form a scene. For example Scene 2 Act 3. This is different to poem which is divided into verse and stanza and novels chapters.</p> <p>(ii) A play has stage directions. - Stage directions refer to words incorporated into a play with the purpose of making the reader feel like they are viewing the actual performance. These are written in brackets and they help the reader to know exactly what is going on.</p> <p>(iii) A play is full action. - Players are to have many things to do with them and so there is to be the presence of various and many things which are taking part at once and can be controlled at all rates.</p>	
2	<p>(iv) A play has strong visual elements and this is written for the purpose of being acted on stage. - A play has to have various strong visual elements which can control it and that helps the various elements to make it to be well acted and to help to combine various stages on which could be done by them.</p> <p>(v) Plays are written in dialogue form. - Also plays are written in the format of two or more people speaking to each other in turn. Different to the other prose such as novel and poem written in Point of view.</p>	

Extract 10.1: A sample response from a candidate who scored well on Question 2

In addition, some candidates scored average marks on this question, which reflected their limited understanding and partial competence in literary works, particularly in drama. While a few features of plays were correctly explained, others were inaccurately described, resulting in average performance. For instance, one candidate correctly explained the features in items (i) and (v) but incorrectly explained items (ii), (iii), and (iv). Extract 10.2 presents a sample of such average-level responses.

02	<p>i/ Stage of direction: ↳ the place when the work of arts their doing their do have special stage and all work of arts their same.</p> <p>ii/ Monology and diology: ↳ the situations of speak of with your parten or yourself so have situation to explain what you thinking about it. eg diology Section: iii calvin Hellow</p> <p>iii/ Certain. ↳ the poem of have a six line. these was modern poem to explain in the stanza.</p> <p>iv/ setting. ↳ the situation of follow and make good things to understanding their saying and what to say.</p> <p>v/ act and scene ↳ the art of work was create to send message in their society and to support with their work of arts.</p>
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Extract 10.2: A sample response from a candidate who scored an average mark on Question 2

However, analysis reveals that some candidates performed poorly on this question. Their low scores were mainly due to a lack of adequate knowledge about literary works, particularly plays. For instance, some candidates mistakenly listed the functions of literature, such as educating society, criticising societal issues, promoting language development, and preserving culture, as features of plays. These responses reflected their limited understanding of the question's requirements.

Additionally, some candidates confused the general characteristics of literature with features of plays. They mentioned elements such as depicting social realities, having form and content, using characters, applying artistic language, and employing various styles. They wrongly considered these to be specific to plays.

Furthermore, other candidates outlined the five stages of plot development: exposition, rising action, climax, falling action, and resolution, instead of identifying the actual features of plays as per the question. Some candidates also described features of novels, such as being written in prose, using chapters, involving characters, employing setting, and presenting detailed narratives. These features do not align with the focus on drama. Extract 10.3 is illustrative.

02	i) Play has the use of characters. Characters are the people or non-human acting the events to reveal themes to the society. Example: Odili in A man of the people.
	ii) The use of setting. Play as the work of art it uses setting the place where events are takes place Example: School setting, Hotel setting so as to reflect the social realities.
	iii) Play uses language artistically. Language use in plays depends on the writers style so as to provide a message to the society. Example: Imagery, Hyperboles and Similes.
	iv) The use of style. Play is the work art since it has the use of different styles Example: Dialogue
02	and the use letters, songs, personal styles and foreshadowing so as to make the work different with other works.
	v) Play uses form Form is the arrangement of events in a literary work, Play has the use of form artistically to arrange the events Example: straight forward form.

Extract 10.3: A sample response from a candidate who performed poorly on Question 2 (a)

3.1.3 Question 3: Reasons for Variation in Language Use

This question required the candidates to explain the causes of variation in language use. The question tested their knowledge of stylistics, especially language variation.

The question was attempted by 40,513 candidates (99.99%); of whom, 30,389 (75.00%) scored from 6 to 10 marks; 8,533 (21.07%) scored from 3.5 to 5.5 marks; and 1,591 (3.93%) scored from 0 to 3 marks. Analysis shows that their overall performance on this question was good since 38,922 (96.07%) scored from 3.5 to 10 marks. Figure 11 summarises their performance.

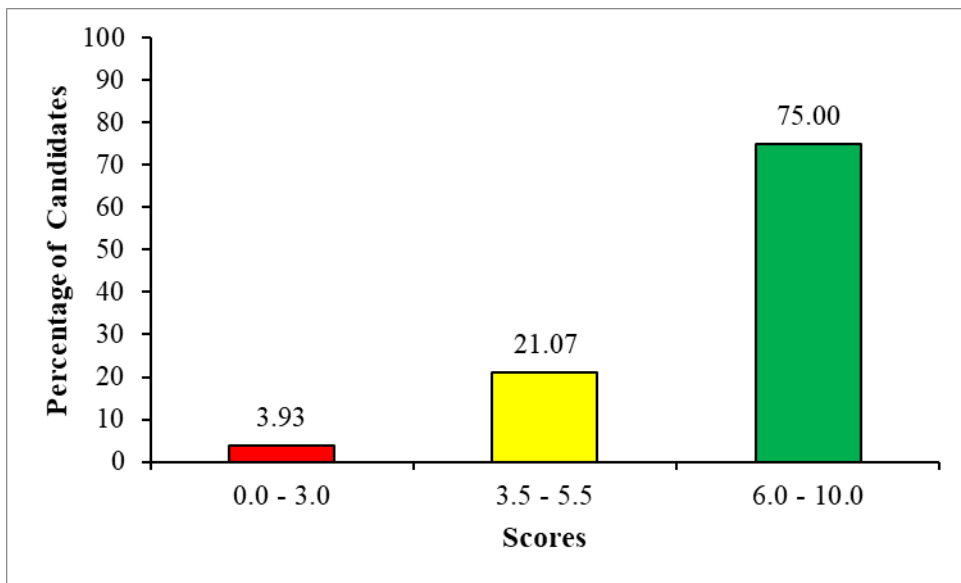


Figure 11: *Candidates' Performance on Question 3*

Analysis indicates that candidates who answered this question correctly demonstrated a strong understanding of stylistics, particularly concerning language variation. Their solid grasp of the topic enabled them to accurately explain the factors contributing to differences in language use.

Candidates who attained high marks on this question successfully identified and explained five key factors influencing language variation.

Firstly, they discussed geographical factors. They explained that natural features such as mountains, rivers, and valleys can act as physical barriers, isolating communities and influencing the development of specific vocabulary in their environment.

Second, they identified time as a factor. As time progresses and new generations emerge, societal changes and technological advancements result in the emergence of new terms while some older ones fall out of use, thereby altering language use over time.

Third, Social stratification was discussed. Candidates noted that language use varies among members of different social or biological groups, such as workers and leaders, older and younger people, and men and women.

Fourth, the role of occupations and professions was emphasised. Individuals working in the same field often adopt specialised language relevant to their profession. For instance, the word *cell* holds different meanings in contexts such as law, biology, physics, and politics.

Lastly, gender or sex was mentioned as a contributing factor. Candidates explained that men and women tend to use language differently. For instance, women are often perceived as more polite in mixed-gender interactions and are likely to use more courteous expressions such as *would*, *could*, and *may*, whereas men are described as more direct or impolite in their speech in similar contexts. Extract 11.1 is an example of good responses to this question.

3.	Factor which explains the language variation include	
i.	Place of origin (User's place of origin).	
	People from different parts use language different.	
	EXAMPLE: English speaker from USA and Britain differ	
	In their ways of using English such as in	
	pronunciation	
	Words BrE AmE	
	Term /tɜ:m/ te /tɜ:rm/	
	car /kɑ: / /kɑ:r/	
	To the Britain sound /r/ is omitted while for	
	Americans it pronounced.	
ii.	User's age.	
	Age also cause language to vary from now and then	
	EXAMPLE: When youth speak involve use of alot of	
	slangs and colloquialism but when a youth	
	speaks to an elder he/she will involve formal	
	language hence causing variations.	

3.	iii. subject matter The topic being discussed also causes language variation. EXAMPLE: In class when students are discussing about listening skills, their language is more serious compared when the same students are speaking of games and sports. hence variation.
	iv. User's social membership class. Refer to the stratification happening in the society. Where by there are various classes of non-educated with those whom are educated, the upper and lower class. All these vary in language use. EXAMPLE: The educated are likely to use words such as "addition" while non-educated may use "more" but all mean the same thing. hence causing variation.
	v. User's sex Sex is a biological difference between a man and a woman. Men and women differ in their ways of using language. EXAMPLE: Women tend to use high pitch but also usually have pleasant words such as may you assist me a pen? while men have low pitch with commands such as give me that pen. Therefore leading to variation in language use.

Extract 11.1: A sample response from a candidate who responded correctly to Question 3

In Extract 11.1, the candidate explained correctly the factors which cause variation in language use.

In addition, candidates who scored average marks on this question displayed a partial understanding of literary stylistics, particularly regarding language variation. Although they attempted to explain the factors influencing language variation, their responses lacked sufficient detail and clarity to fully support those points, as illustrated in Extract 11.2.

3 i.	Province / Medium, this is one among of the factors for the language variation which mean that the way Medium at which a language is transformed for through the determination of their activities like oral Method or written Method led to vary of language.
ii.	Setting, this is another factor for language variation which mean that the way the language and places which is formed can led to language variation at different places.
iii.	Tenor / Status, this is another factor which led for language variation as tenor / status which is clearly facilitated to the occurrence of abilities into well done situation.
iv.	Modality, this is another factor for language variation which mean the Modality of the way through the way of achieving their demands by the people who living at different places.
v.	Time, this is another factor which affect the language variation into which mean the existed through the way time can change the ability of defending language variation.

Extract 11.2: A sample response from a candidate who responded averagely to Question 3

In Extract 11.2, the candidate attempted to explain factors which cause variation in language use but failed to provide sufficient explanations.

Furthermore, candidates who performed poorly on this question demonstrated limited knowledge of literary stylistics, particularly in the area of language variation. Consequently, they were unable to correctly explain the factors contributing to variation in language use. Some provided irrelevant responses, such as register and style, mistaking these as causes of language variation simply because they are forms of variation themselves.

Other candidates misinterpreted the concept by listing types of fields of discourse such as advertising, science, religion, law, and sports as factors, rather than recognising that the *field of discourse* itself influences language use. Additionally, some candidates mentioned population (demographic factors) and slang as causes of language variation, which were inaccurate in this context.

Some candidates listed factors without providing any explanations, while others left certain items unanswered. In addition, several responses reflected a misunderstanding of the topic, with candidates citing types of language competence, such as phonology, morphology, syntax, semantics, and graphology, as if they were causes of language variation. Others incorrectly identified language styles (e.g., frozen, formal, consultative, casual, and intimate) or figures of speech as contributing factors, which did not align with the questions' requirements, as Extract 11.3 illustrates.

Any play 'It is characterised by showing the movement of the characters during the presentation of work of art to the audience because it is performed on the stage.

2. Factors for the language Variation.

(a) Phonology

It is the study of sound system of speech whereby a language vary after another during pronunciation of a word so it bring different language variety due to the speech sounds.

(b) Morphology

It deals with the formation of words, the words are formed differently other people use the AmE but also other use BrE so this leads to language variety.

(c) Syntax

This causes language variety because words are from different grammar, this happens during the pronunciation, the grammatical can be of the AmE and BrE this brings different to language variety.

(d) Semantics

This can be called the study of meanings, this is whereby a word has more than one meaning this brings contractions to pronunciation and hence lead to language variety.

(e) Graphology

This also brings language variation it is because of graphological features within words hence it brings contractions and lead to the language variations.

Extract 11.3: A sample response from a candidate who performed poorly on Question 3

In Extract 11.3, the candidate discussed language styles and competencies instead of the factors that cause variation in language use.

3.1.4 Question 4: Reading a Poem and Answering Subsequent Questions

The candidates were instructed to read the given poem and respond to the subsequent questions. The poem and the questions are given hereunder:

Lost Beauty: By Jwani Mwaikusa

*There are only white women around:
Awful fakes of white females
Reflecting an awful mass of ugliness:
And I want a lady
To mount the rostrum with
And declare to the world:
Black is beautiful
Yes,
I want a black beauty queen
With ebony thighs and huge hips
With skin sweating blackness
And a face dark as the night
And bare breasts bouncing
Vigour and energy.
But my eyes, oh my eyes!
They don't see anything black:
It's only white skins and masks
Flashing past and slashing,
Destroying my sight so
I can't get what I want
I cry and sing to them
The inbred tune of our people
I shouted to them in the black tongue
But no black sister hears me:
Only white masks I see.
I turn and weep upon myself
And then, only then I realise:
I am not black either.*

Questions

- (a) Briefly explain two possible themes found in this poem.
- (b) Provide four examples of artistic devices used in the poem.
- (c) What is the tone of the poem? Give a reason for your answer.
- (d) What message do you get from the poem?
- (e) How is the poem relevant to your contemporary society?

The question was set to assess the candidates' ability to read, understand and interpret poems.

The question was attempted by 40,513 candidates (99.99%); of whom, 26,218 (64.72%) scored from 6 to 10 marks; 9,795 (24.18%) scored from 3.5 to 5.5 marks; and 4,500 (11.10%) scored from 0 to 3 marks. Analysis shows that the candidates' overall performance on this question was good since 36,013 (88.90%) scored from 3.5 to 10 marks. Their performance is summarised in Figure 12.

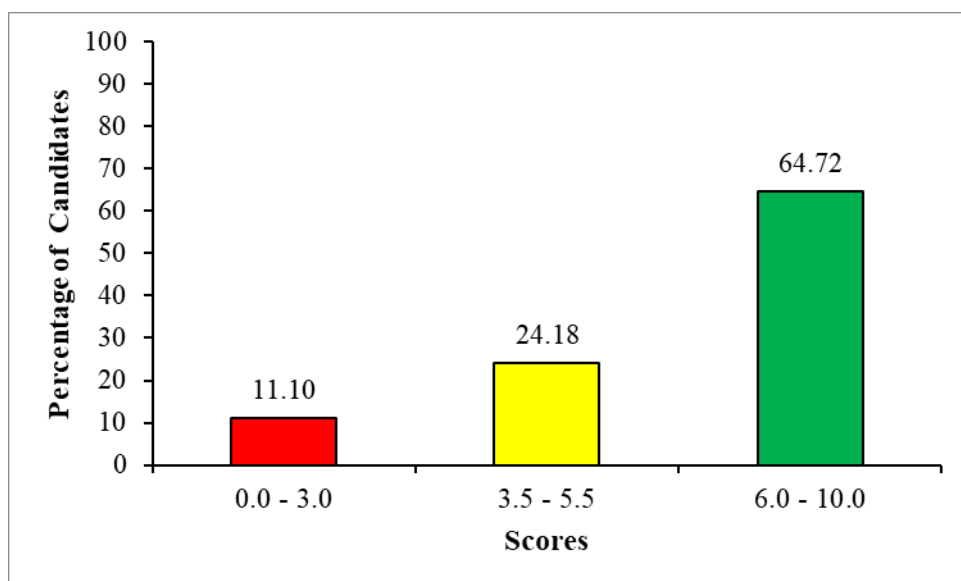


Figure 12: Candidates' Performance on Question 4

Candidates who scored highly on this question demonstrated a solid understanding of poetry analysis and interpretation. They read the poem and responded appropriately to each item as follows:

In item (i), they identified key themes in the poem, including *cultural alienation*, *patriotism*, and *loss of hope*. They explained how the poem portrays cultural alienation by showing how some Africans alter their appearance to resemble white people, as reflected in verses 15 to 17:

But my eyes, oh my eyes!
They don't see anything black:
It's only white skins and masks

They also discussed the theme of patriotism, showing that the persona expresses love for Africa and pride in the black identity, as illustrated in the line *Black is beautiful*.

In item (ii), candidates accurately identified four artistic devices, namely hyperbole, satire, simile, imagery, and repetition, as used in the poem.

- **Hyperbole** appears in exaggerated descriptions of beauty, for example:

*With skin sweating blackness
And a face dark as the night*

- **Satire** is used to criticise Africans who reject their own identity, as in *It's only white skins and masks*.
- **Simile** is evident in the comparison: *And a face dark as the night*
- **Imagery** is used vividly to portray African beauty, such as in

*I want a black beauty queen
With ebony thighs and huge hips*

In item (iii), candidates identified the *tone* of the poem as satirical, as it mocks Africans who try to adopt a white identity and culture, believing it as superior to their own.

In item (iv), they presented various *messages* conveyed by the poem. A key message was that Africans should embrace and be proud of their cultural identity instead of abandoning it. This is evident in lines like

*I want a black beauty queen
With ebony thighs and huge hips
With skin sweating blackness
And a face dark as the night
And bare breasts bouncing
Vigour and energy.*

In **item (v)**, the candidates related the poem's *relevance* to their current society. They pointed out that, even today, some Africans continue to value European

culture over their own, often ignoring the negative consequences of this cultural shift. Extract 12.1 exemplifies correct responses to the question.

4.	(i) Possible themes found in the poem:	
	i) Betrayal.	
	Betrayal is shown in the poem since the poet says that shows that people have betrayed their cultures and have adopted new cultures and even the poet has betrayed his culture when he says.	
	"And then, only then I realise I am not black either"	
	ii) Westernization-	
	Westernization is shown since the people have changed their skin tones and colour from the white ^{black} colour to the black white colour as seen when the poet says:	
	"There are only white women around Awful fakes of white females"	
	(ii) Artistic devices used in the poem.	
	a) Imagery.	
	This refers to the creation of the mental picture that appeals to the five senses. In the poem imagery is seen when the poet says:	
	"With ebony things and huge hips With skin sweating blackness And a face dark as the night And bare breasts bouncing"	

4. ii)	
b) Symbolism	
This refers to the literary device that involves the use of something concrete to represent something abstract like an idea. The poet has shown symbolism when he says:	
"Only white masks I see"	
white masks represents the fake and artificial things that people apply to change their colours.	
c) Simile.	
This refers to the literary device that compares two unlike things with the use of conjunctions. This is shown in poem when the poet says,	
"And a face as dark as the night"	

4. Cii)	
The tone of the poem is sad because the poet is disappointed by the African people who are not proud of their colour and end up changing it to white as he says.	
"But my eyes, oh my eyes!	
They don't see anything black	
It's only white skins and masks".	

4. Cii)	
The message I get from the poem is that we should black is beautiful and we should be proud of our skin tone and the black African skin colour.	
The poem is relevant in our contemporary society since most people who are black tend to change their skin colour from black to white and due to the presence of whitening skin products in different shops.	

Extract 12.1: A sample of correct responses to Question 4

In Extract 12.1, the candidate correctly answered all parts of the question, using clear and relevant evidence from the poem to support their responses.

Additionally, candidates who scored average marks demonstrated only a partial understanding of poem analysis and interpretation. While they responded correctly to some items, they were unable to justify their answers strongly. For instance, some managed to identify one theme in the poem but overlooked others. Although many mentioned artistic devices and provided

examples, they struggled to explain the overall message of the poem or its relevance to contemporary society. Others presented correct points but did not refer directly to the poem’s content. Extract 12.2 illustrates a typical example of such average responses to Question 4.

04	iii. the tone of the poem is sadness as a person lamenting about his situation faced him;	
	iv. No better thing come without struggling	
	v. The poem is relevant to our society because it talk about challenges we face every day in our real life situation	

Extract 12.2: A sample response from a candidate who scored an average mark on Question 4

In Extract 12.2, the candidate addressed items (ii), (iii), and (c) correctly but failed to identify the message in item (iv). Additionally, the candidate did not accurately explain the relevance of the poem in item (v), resulting in an average score.

Conversely, candidates who performed poorly on this question lacked clear understanding of poetry and the skills required for analysing poems. As a result, their responses were largely irrelevant and did not address the demands of the question.

For item (i), these candidates were unable to comprehend the poem, which hindered them from identifying and explaining the two intended themes. Instead of mentioning themes like *cultural alienation* and *patriotism*, they cited unrelated themes such as *poverty*, *class differences*, *irresponsibility*, *racism*, *exploitation*, *humiliation*, and *oppression*.

In item (ii), the candidates demonstrated limited knowledge of artistic devices, which led them to provide incorrect or mismatched examples. For instance, some referred to “Black is beautiful” as a simile, “It’s white skins and masks” as a simile, “Flashing past and slashing” as anaphora, and “I want a black beauty queen” as personification. Others simply listed devices such as simile, alliteration, symbolism, irony, and punctuation without offering textual evidence from the poem.

Regarding item (iii), the candidates failed to identify the tone of the poem accurately. Rather than describing it as satirical, highlighting the poet's critique of Africans abandoning their cultural identity, they employed inappropriate terms such as "happy" and "sympathetic".

In item (iv), they were unable to convey the poem's central message. For instance, some incorrectly suggested that it addresses exploitation as a cause of underdevelopment or cautions against exploiting others, interpretations that do not align with the poem's actual content.

In item (v), many candidates failed to demonstrate the poem's relevance to contemporary society, largely due to their limited understanding of its themes. For example, some linked the poem to issues such as class divisions or social exploitation, rather than to its primary concern: cultural alienation. Extract 12.3 is an incorrect response from a candidate with poor performance on Question 4.

4C	<p>Ⓐ Exploitation and humiliation as the poem says. "I want aback beauty queen" with oblong things and huge hips And bare breasts bouncing"</p>
	<p>Ⓑ poverty and torture Because the man use the power to found the women who want and that women have no anything,</p>
11	<p>Ⓐ simile Ⓑ Alliteration Ⓒ symbolism Ⓓ Irony Ⓔ punctuation mark</p>
111	<p>Ⓐ The tone of the poem is sympathy and sadness to the lost beauty women who was been exploited by the societies</p>
111	<p>Ⓐ The message I get from the poem we should not exploit the people who are found in the soc eties and they should be given there right and we should avoid the humiliation and torture to people found in societies.</p>
111	<p>Ⓐ The poem is relevant to the societies yes? be cause there are some people who have such kind of behaviour to the societies so they should avoid</p>
04	<p>Ⓐ Such kind of behaviour and other people exploit the other due to the behaviour that they have in the societies and up know day s that behaviour is been practiced in the societies.</p>

Extract 12.3: A sample of incorrect responses to Question 4

In Extract 12.3, the candidate did not respond correctly to any of the items, owing to a lack of knowledge of interpreting poems and poetry in general.

3.2 SECTION B: Essay Questions

The section comprised four (4) questions, each weighing twenty (20) marks. It required the candidates to answer three (3) questions. Questions 5 and 7 were compulsory. The total marks for this section were sixty (60).

3.2.1 Question 5: The use of Symbols in Plays

The question required the candidates to analyse the use of symbols in two plays of their choice. It tested their ability to identify symbols in literary works using two relevant plays and to provide four points from each play.

The question was attempted by 40,512 candidates (99.95%); of whom, 25,993 (64.16%) scored from 12 to 20 marks; 11,893 (29.36%) scored from 7 to 11.5 marks; and 2,626 (6.48%) scored from 0 to 6.5 marks. Analysis shows that the candidates' overall performance on this question was good since 37,886 (93.52%) scored from 7 to 20 marks. Their performance is summarised in Figure 13.

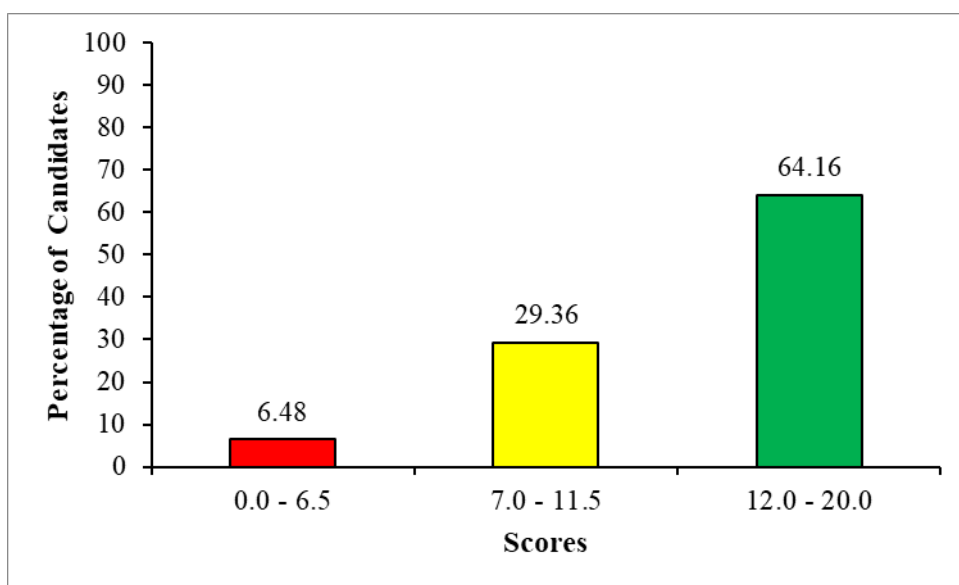


Figure 13: Candidates' Performance on Question 5

Candidates who performed well on this question began their essays by defining the term *symbol* and specified two literary works they would discuss. They described symbols as objects that represent ideas, emotions, or concepts beyond their literal meanings.

In the body of their essays, they effectively illustrated how symbols are used in plays to express deeper meanings and feelings. For instance, those who referred

to *Betrayal in the City* by Francis Imbuga highlighted symbols such as the image of a man in handcuffs, representing a lack of freedom in Kafira. They also explained that the coins placed on Adika's grave symbolise the dehumanisation of society, where material wealth is valued more than human life. Mulili's broken English was interpreted as a symbol of the unqualified and illiterate leaders holding positions of power in Kafira.

When discussing *I Will Marry When I Want* by Ngũgĩ wa Thiong'o and Ngũgĩ wa Mĩriĩ, the candidates identified the trumpet as a symbol calling for unity among people to confront societal challenges. The Christian wedding was seen as a symbol of cultural alienation, reflecting how Africans adopt foreign customs at the cost of their own traditions. Additionally, Gathoni's early pregnancy was interpreted as a symbol of moral decay resulting from the influence of modern culture. Extract 13.1 illustrates a strong response to this question.

	SECTION B.	
5.	<p>Symbols refer to the techniques used to represent various objects in the literary work. Symbols used in the literary work are the ones that are mostly used to represent something. By using the play "Enemy of the people" by Henrik Ibsen and the play "I will Marry when I want" by Ngugi wa Thiongo and Ngugi wa Mĩriĩ to show the use of symbols used in the play. To start with the play "Enemy of the people" by Henrik Ibsen to validate the statement.</p> <p>The use of spa bath, polluted spa bath to symbolize the evils of the specific society. Spa bath is used as the symbol in the play. Doctor Stockmann discovered the polluted spa bath to destroy the evils of the society. Spa bath used in the play is mostly used to reveal the evils done by the various leaders in the specific society. Example shown by the evils done by Peter Stockmann hence shown by Doctor Stockmann.</p> <p>The use of article to symbolize the truth of the evils of the leaders. Article is a symbol that is used by Doctor Stockmann to reveal the truth of the leaders in his society. The article is written by Doctor Stockmann but could not be revealed since Peter Stockmann bribed the editors who are Hovstad, Billing and Aslaksen hence they could not print the truth of the society of the leaders hence the article is used as</p>	

5.	a symbol to promote awareness of the people in the society.
	The use of editors office. to symbolize the freedom of press to the citizens Editors office is responsible of providing the direct details to the citizens. Editors office in the play shows editors who are Billing, Hovstad and Aclaksen whereby each had some responsibilities to conduct in the editors office. for example Hovstad is responsible of editing the information for various aware ness to the society. Editors office provided awareness but due to some corruption issues the information is not provided directly.
	The use of hat and stick is used to symbolize the power and authority of the leaders. The leaders used hat and stick to authorize their power in different ways. Hat stipulated the power of a certain leader in the society while the stick stipulated the authority of a certain leader in the society. Hat and stick mostly are common hence used by various leaders of the society. The hat and stick is mostly the evidence of power of the society of a certain state. By the use of the play "I will marry when I want" by "Ngugi wa Thiong'o and Ngugi wa Mirii"
	The use of title deed to symbolize ownership and possession. Title deed is owned by the Kiguunda family which is provided to the Ko's family due

5.	to the state of the family of the Kiguunda's family therefore the title deed was owned and sold to Kioi since the life status of Kioi was lavish life and very rich hence Kiguundas family decided to sell the title deed to the Kioi's family.
	The use of farm labour land to symbolize exploitation of workers in the farm. Farm land was present in the play since the workers such as Kiguunda is exploited through various ways such as long working hours, exploitation through low payment of wages. Farm land make the society not to attain their needs and their family needs such as food shelter and clothes that make the people to enjoy their basic needs and rights.
	The use of wedding dress to show the symbol or symbolize freedom from exploitation. Wedding dress is used by Wajeci to tell Gathoni that if she wants to get married she is ready to go and wear a wedding dress. Gathoni gets involved into relationship issues whereby she gets pregnancy from John Muhuni after going with her to Mombasa. Gathoni comes back home pregnant at the end John Muhuni denies the pregnancy and jilts Gathoni Hence Gathoni is betrayed by John Muhuni.
	The use of stones and gun. symbolizes solidarity and fighting for freedom as the use of the gun. Gun is used by the exploited as they were being

5.	exploited by the leaders or labour farmers. The stones were used by the people so as to prove the sign of solidarity and peace which is done by various workers in that society. The stones were also used to fight for their solidarity.
	Conclusively, the symbols used in the play include hat and stick, editors office, article, polluted spa bath. Also the symbols used include title deed which provide various messages in the society and provide different message to the reader.

Extract 13.1: A sample of the correct responses to Question 5

In Extract 13.1, the candidate effectively employed symbols drawn from the recommended plays to highlight various societal issues. These ideas are essential in promoting positive change within the community.

In contrast, some candidates attained average scores because they demonstrated limited understanding of how symbols function in plays. Their responses lacked detailed explanations and adequate support from the prescribed texts. Extract 13.2 presents an example of average responses.

5.	<p>corruption, commercial and others</p> <p>The Doctor Stockman symbolizes, this stand for the revolutions in the socialist res. The mayor of the state Peter Stockman uses corrupt, irresponsible and betrayal.</p> <p>Apart from that the farming are symbolize from the "Betrayal in the city" by Francis Dambaga.</p> <p>The use of hair shaving of the Boss this stand for symbolize the Boss want stay on power, hence he grey the hair for the symbolize he want the power. The Boss means he is -</p> <p>The use of Juspes Adica and Regina. This characters symbolize the revolutions and awareness, whereby Juspes sacrificed by KAPF mission for the independence of Kafirua also the Adica sacrificed his life by organized demonstration at Kafirua University.</p> <p>The use of the boss expensive cars and houses outside the country. This cars and houses and also his burn millions of money this symbolize the boss corruption and embezzlement.</p> <p>Therefore, the symbolism in the books stand for the something when by this book the learner will be the expensive of funds further own gain.</p>
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Extract 13.2: A sample response from a candidate who scored an average mark on Question 5

In contrast, candidates who performed poorly on this question failed to demonstrate an understanding of how symbols are used in the two selected

plays. They were unable to identify appropriate symbols that convey underlying ideas. While some mentioned symbols, they could not explain the abstract concepts the symbols represented. Others mistakenly treated themes such as betrayal, corruption, poverty, misuse of public funds, conflict, and allusion as symbols, which did not align with the question's demands.

Additionally, some candidates discussed the general purpose of symbolism rather than analysing specific examples from the plays, offering incorrect explanations such as symbolism being used to show class divisions, unity, struggle, exploitation, revolution, or desire. Their responses also reflected a limited grasp of the prescribed plays, resulting in incorrect answers. For instance, one candidate referred to symbols from novels instead of plays, citing examples such as Azoge's stick, the bus, Nanga's village, and Nanga's house, all drawn from *A Man of the People* by Chinua Achebe. Extract 13.3 presents a response representative of this group.

5.	<p>Second law used to symbolize second government; where by this second law was fighting against the corruption in the society but still there was some of the people who were corrupt that led to underdevelopment.</p> <p>By finishing with the book of An enemy of the people the following are the symbols.</p> <p>Coin used to symbolize poor people; This has been shown in the book where by people who were not having good life used a coin that they could develop their life even in our society their some of the people who are not having the good life at all.</p> <p>Cedis used to symbolize rich people; this is because in the book of An enemy of the people there was people who were having good life that supported them to develop different types of food that they wanted and then have the development by themselves. even in our society there is the use of cedis.</p> <p>Nanga's village used to symbolize poverty, where by the people of the village of Nanga they did not have the good life where by for example the house that nanga was sleeping with her sister was not good because was allowing water to pass and due to that this symbolize poverty of the people. x</p> <p>At nanga's house used to symbolize corruption and betrayal; this is because in the house of nanga elise the went to and have the sex with other boy that he betrayed the nanga and also elise provided the sexual</p>
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5.	<p>corruption so people should avoid corruption and betrayal because its the source of conflict among the people</p> <p>Generally, in order to have the development in all aspects of life people should work hard by developing even agriculture production in order to have the development of capital also people should avoid corruption and betrayal because its the source of underdevelopment in all aspects of life.</p>
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Extract 13.3: A sample response from a candidate who performed poorly on Question 5

In Extract 13.3, the candidate was unable to identify symbols from plays; instead, he/she used symbols from novels *A Man of the People* and *The Beautiful Ones Are Not Yet Born*.

3.2.2 Question 6: The Role of Women in Society

The candidates were required to justify the statement that “without women, the welfare of the society would be at stake”. The candidates were instructed to use two plays and provide four points to justify the given statement. The question was set to test their knowledge of identifying the roles played by women in two plays of their choice.

The question was attempted by 34,033 candidates (84.00%); of whom, 26,908 (79.07%) scored from 12 to 20 marks; 6,386 (18.76%) scored from 7 to 11.5 marks; and 739 (2.17%) scored from 0 to 6.5 marks. Analysis shows that the candidates’ overall performance on this question was good since 33,294 (97.83%) scored from 7 to 20 marks. Their performance is summarised in Figure 14.

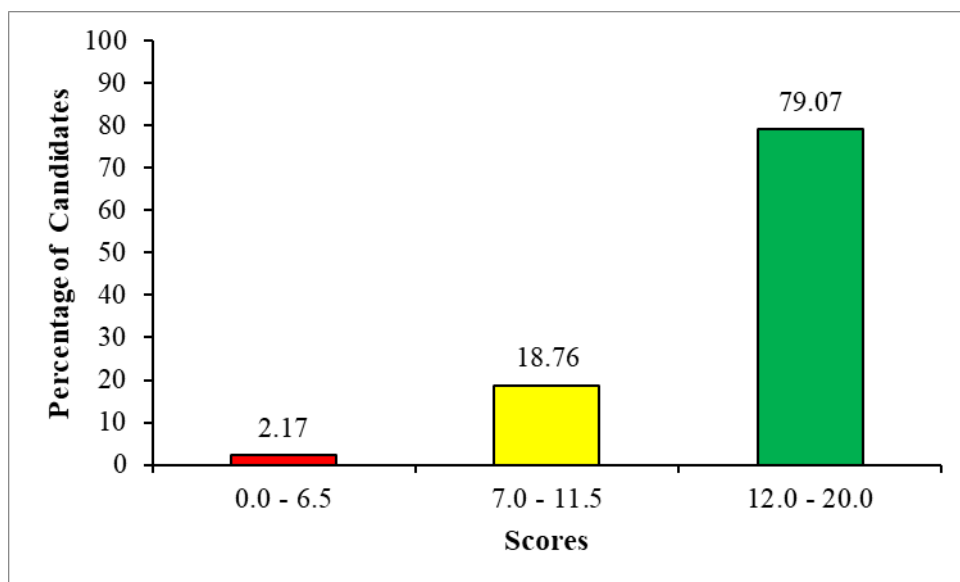


Figure 14: Candidates’ Performance on Question 6

Candidates who correctly addressed this question began their essays by clearly defining key terms. For instance, they explained *social welfare* as the general well-being of the society and specified the literary works they used to respond to the question.

In the main body, they referred to plays such as *Betrayal in the City* by Francis Imbuga, *An Enemy of the People* by Henrik Ibsen, *I Will Marry When I Want* by Ngũgĩ wa Thiong'o and Ngũgĩ wa Mĩriĩ, and *Lwanda Magere* by Okoiti Omtatah to demonstrate the significant role women play in promoting the welfare of both the family and the broader community. In these plays, the candidates highlighted various contributions made by women, including supporting their husbands in different responsibilities, offering advice to both their spouses and other community members, caring for their families, maintaining peace in society, and preserving African cultural values. They explained how these contributions help enhance social wellbeing, as Extract 14.1 shows.

6.	<p>women, the welfare of societies would be at stake. To start with I WILL MARRY WHEN I WANT.</p>	
	<p>Women are portrayed as courageous. In the play, Jezebel is seen courageous when she came out with a gun for the purpose of defending Kioi from Kiguunda who was holding a sword directing it towards Kioi. Jezebel was very courageous that she fired a gun and Kiguunda and Wangeeci left but the fired gun did not hurt anyone. Without Jezebel, Kioi would have been attacked by Kiguunda who was holding a sword so women are very important.</p>	
	<p>Women are portrayed as charismatic. In the play, Jezebel is charismatic because she believes in Christianity thus she is a Christ believer. The charismatic nature of women represents the good hearted and good minded women who know their full duties and roles in the society thus perform them as they should be. In the society, charismatic women help to improve the welfare of the societies and people live well with charismatic women.</p>	
	<p>Women are portrayed as hardworkers. Wangeeci is portrayed as a hardworker because she is seen cooking the food for the visitors, cleaning the house and ensuring that everything is at the right place or it is actually where it should be. Unlike Nathani Wangeeci's daughter, Wangeeci is hardworking. Wangeeci being hardworking proves that</p>	

without women the welfare of the society would be at stake.

6- Women are portrayed as good family care takers. Wangechi is portrayed as a family care taker because she cooks food for the family for them to eat and gain energy to live and work more. She is also a good family care taker because she ensures that the house is clean and everything is where it is supposed to be. This proves that without women, the welfare of the society would be at stake.

By using the play of AN ENEMY OF THE PEOPLE, the following proves that without women, the welfare of the society would be at stake.

Women are portrayed as true lovers. Katherine (Mrs. Stockmann) and Petra are shown as true lovers because they supported Dr. Stockmann with the whole heart even when everyone turned against him, they still stood by him and supported him. Katherine is a true lover to her husband and children as well. Petra is a true lover to his father Dr. Stockmann. This gave Dr. Stockmann courage and comfort.

Women are portrayed as good advisors. Katherine advised Dr. Stockmann that if he has to publish the article and reveal the truth about the polluted spa bath, he should know that he will lose his job but if he is ready then he should just reveal the truth to the public about the polluted spa

6.	<p>bath. Dr. Stockmann decided to reveal the truth about the polluted water bath and lost his job and it was all okay to his side as long as the truth is revealed.</p>	
	<p>Women are portrayed as people responsible for shaping behaviours of children. In the play, Katherine (Mrs. Stockmann) is responsible for shaping the behaviours of Morten, Eilif and Petra who are her children. She taught them good morals and all decided to support their father in the reveal of the polluted water bath. None of them betrayed their father. This shows that women are responsible for shaping the behaviour of children.</p>	
	<p>Women are portrayed as peace keepers. Katherine, at first was not supporting Dr. Stockmann to reveal about the polluted water bath but when everyone turned against Dr. Stockmann, she decided to support her husband by agreeing with him on revealing about the polluted water bath because that is what Dr. Stockmann wanted. He kept peace in Dr. Stockmann by him knowing that at least his wife supports him.</p>	
	<p>Conclusively, women play a very big role in the welfare of the society and they should not be downgraded at all. Women also play different roles such as being teachers, being lawyers, being parents or child bearers and many other beneficial roles.</p>	

Extract 14.1: A sample of correct responses to Question 6

The analysis also indicates that candidates who scored average marks demonstrated a limited understanding of plays. Most of them described the roles of women but failed to clearly explain how those roles contribute to the well-being of society. Extract 14.2 provides an example of a response from one of these candidates.

6 It is true women are the important of welfare of societies because there are some sectors in which women should portrayed for written. but women must be speak in any literary of work and does not continued because without women there is a no development in our family. there are two types of plays such as "I WILL MARRY WHEN I WANT" written by "NGUAIWA THIONG'O AND NGUAIWA MIRII" and "AN ENEMY OF THE PEOPLE" written by "HENRIK IBSEN" I will started to the "AN ENEMY OF THE PEOPLE" there are some reasons which show women are important in the societies. such as:

The welfare of women in patriotism, for instance Petra are the women in which are loved those countries in true love because we fought against some bad thing example in those societies like corruption, irresponsibility and we like our job for teaching in a student. In the societies there are people like Petra who are patriotism.

The welfare of women in revolutionist, for instance Katherine were supported Akt stockman for the issue of against Spaabath because were need revolutionary in any sectors example there are some people does not revolutionary.

6 For foughted those things who are bad li
 He peter stockman are the bad peop
 le in a play

The welfare of women in true
 love, Example Petra is the good teache
 r and is a loved our work. and Kath
 erine we need some family who have
 a happy is a mother who like burf
 amily and our husband but in a
 society there are women like Katheri
 ne who loved Family.

The welfare of women in hard
 worker, Example petra we find work
 in 12 hour and Katherine is a mo
 ther house who worked some work
 in a Country a house in our family
 must be care any job like cooking,
 washing a clother. so in the societies
 there are women like Katherine
 Not only but also there are pe women
 welfare societies in "I WILL MARRY W
 HEN I WANT" such as.

The welfare of women in hu
 miliated, For instance the Gathoni are
 the women who are true love for John
 mhuni but were are believed when
 we can geted the pregnancy must be
 marriad but the end of the day the
 John mhuni was humiliated. so in the
 societies when there are women hum
 illiated like Gathon so must be foughted
 humiliated.

6	The welfare of the women in	
	laziness, for instance Johnhuni who can	
	promised we can married Gathon, and	
	Gathon, is a women who is laziness there	
	are some time mother we are some	
	work who are find but Gathon, were	
	washing your body and Comb my hair	
	for out for enjoyed. Also in the societies	
	there are people like Gathon	
	The welfare of women in true	
love, Example Gathon are the woman		
who are the true love in your fiance be		
cause to pregnant but the fiance was		
refute also women was portrayed like		
a true love without betrayal. So in the		
societies there are women like Gathon		
The welfare of women in illiterate		
people, for instance Gathon are the woman		
in which can not get educated be		
cause the boy does not a money forced		
educated Gathon, because Gathon, is		
people who live in poor life. So in the		
societies there are people like Gath		
on, who does not illiteracy people.		
However, from a part those woman		
are very important in our society		
so another people must be re		

Extract 14.2: A sample response from the candidate with average performance on Question 6

In Extract 14.2, the candidate explained the roles of women without showing how they contribute to the welfare of society.

Conversely, some candidates scored poorly on this question due to their failure to demonstrate how the roles played by women contribute to societal well-being. A number of them confused the roles of women with their societal positions and, instead of focusing on women's contributions, explained how women are negatively depicted in society. These candidates described female characters as betrayers, hypocrites, inferior beings, lacking independence, disobedient, and irresponsible.

Additionally, some candidates referred to novels rather than plays, revealing an inadequate understanding of the subtopic on drama. Extract 14.3 provides an example of a response from one of these candidates.

06. of the women from different society, through this point it show the fact that without women the welfare of society would be at the stake.

Women portrayed as people who have no true love, Example Wanda Magell's wife she has no true love to her husband thus why caused the loss of power of Wanda Magell who was helping all society member to escape from the enemies, so due to the lack of true love to women cause underdevelopment of the people of Wanda Magell's wife - so due to that it show the fact that without the women the society member would be at the stake.

by finishing with An enemy of the people

Women portrayed as weak people, Example Catheline was fearing the way her husband was struggling to ensure that there is revolution but her wife was fearing due to that it led underdevelopment of Japan country so due to this point it show that it is fact that without women the welfare of society would be at the stake.

Women portrayed as betrayal, for example Catheline betrayed her father and started to support her husband, through which caused underdevelopment and failure of her father program. due to that it show the truth of development that without women the welfare of the society would be at the stake due to it obstacles which are caused by the women even in the our society women like that are present should be no followed

06.	<p>Women portrayed as hypocrite, example Catheline who pretend as the lover her father much but at the end of the day she show hypocrite to her father by refusing to support her father things which disappointed him and make him to fail, so due to that we show the fact of statement that without women the welfare of society would be at the stake.</p> <p>Women portrayed as disappointed, for example Catheline, disappointed her father by refusing to support him things which caused the failure of Catheline father to his program, due to that it should be the statement which say that without women the welfare of society would be at the stake due to be evil which are doing by the women in the society.</p> <p>In generally, despite of being having bad characteristics but also women have many good characteristics which are almost cause the development of the society example women portrayed as hard worker.</p>
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Extract 14.3: A sample response from a candidate who performed poorly on Question 6

In Extract 14.3, the candidate used novels instead of plays, hence responded irrelevantly.

3.2.3 Question 7: Relating Portrayed Problems to Contemporary Societies

The question required candidates to connect societal issues presented in two novels with those found in present-day communities. It aimed to assess their ability to relate the content of the novels to real-life situations in contemporary society. Candidates were expected to refer to four novels in total and identify four relevant points from each.

The question was attempted by 40,512 candidates (99.99%); of whom, 26,679 (65.86%) scored from 12 to 20 marks; 13,083 (32.29%) scored from 7 to 11.5 marks; and 750 (1.85%) scored from 0 to 6.5 marks. Analysis shows that the candidates' overall performance on this question was good since 39,762 (98.15%) scored from 7 to 20 marks. Their performance is summarised in Figure 15.

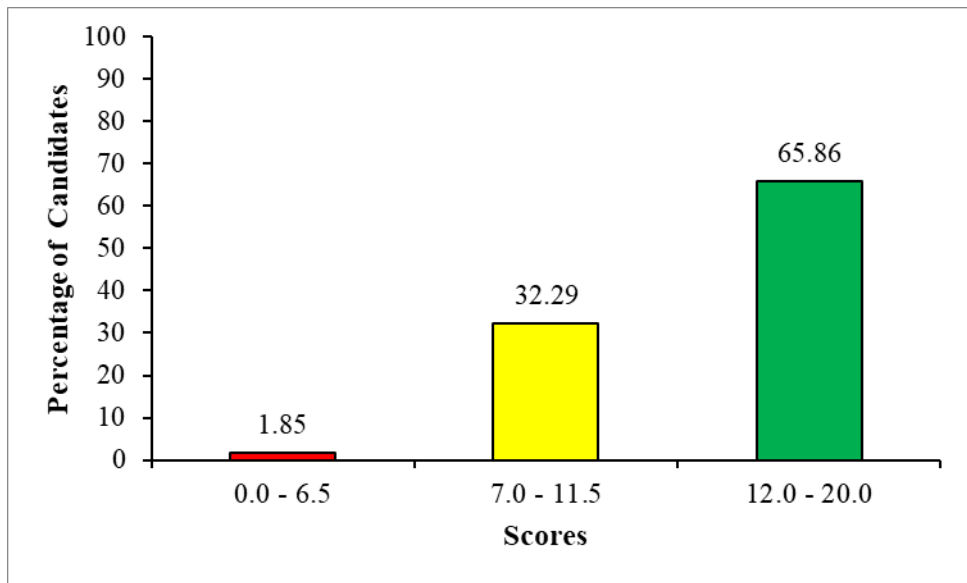


Figure 15: *Candidates' Performance on Question 7*

Candidates who scored high marks on this question began their essays by clearly defining key terms. For instance, they explained *problems* as challenges, difficulties, or obstacles faced by individuals in various societies. Then, they specified the relevant novels used to address the question.

In the main body, they referred to novels such as *A Man of the People* by Chinua Achebe and *The Beautiful Ones Are Not Yet Born* by Ayi Kwei Armah to demonstrate how the issues presented in the texts mirror those found in today's societies. These issues included disillusionment, corruption, poverty, immorality, betrayal, and cultural alienation. The candidates explained that, in modern societies, many leaders betray the public trust by engaging in immoral acts, corruption, irresponsibility, oppression, and the humiliation of others. Such challenges continue to contribute to poverty and widespread frustration among many Africans. Extract 15.1 provides an example of a high-quality response to Question 7.

Social realities refer to the things that human beings experience in their daily lives. The authors usually present the social realities because literature does not come from vacuum, it comes from the society we live in. Authors usually present the social realities because they want to improve the situation existing in the society so as to make the society a better place for living. By using *A MAN OF THE PEOPLE* and *THE BEAUTIFUL ONES ARE NOT YET BORN*, the following are the problems facing the society. To start with *A MAN OF THE PEOPLE*:

Corruption as shown in the novel is relevant to the society. In the novel, Chief Nanga is a corrupt leader and it is shown when he bribes Odili so that he can step down from the same post that Chief Nanga was contesting for so of being a minister. Also Chief Nanga bribes the article writer because if he does not, the article writer will write something bad about him. In our society, leaders like Chief Nanga are highly present and they lead to poverty and underdevelopment.

Hypocrisy as shown in the novel is relevant to the society. In the novel, Chief Nanga is seen as a hypocrite when he says that teaching is a very noble profession and he enjoyed being a teacher than being minister meanwhile he got rich after being a minister. He even tells Odili that if someone wants to make him a minister he should run

away, leaders like Chief Nanga who are hypocrites are present and some friends are as well hypocrites. Hypocrisy can lead to conflicts.

Betrayal as shown in the novel is relevant to the society. In the novel, Chief Nanga betrays his wife, Odili, his government and his culture. Odili betrays Elsie and Elsie betrays Odili and Ralph. Jean betrays John by sleeping with Odili. All these show that betrayal is among major problems in the society which need to be solved. In our societies, friends can betray a person, relatives and all trusted and untrusted people can as well betray. This should be eradicated because it can result to conflicts.

Womanization as shown in the novel is relevant to the society. In the novel, Chief Nanga is a womanizer because he sleeps with a lot of women apart from his wife for example he sleeps with Mrs. Akilo, Elsie and other university girls on expensive hotels during weekend. In the society, womanization is highly present among people of all age groups and it should be eradicated because it can result to spread of diseases like HIV/AIDS and STDs which can lead to death.

By using THE BEAUTIFUL ONES ARE NOT YET BORN, the following are the problems facing the society.

Irresponsibility as shown in the novel is relevant to the society. In the novel, the date is seen irresponsible because he

is found sleeping during the night instead of doing his job effectively. The irresponsibility is found in the man's office. In the society, irresponsibility is highly present among different people, it can either be students, teachers, parents or any other person but generally it retards the development process.

Embezzlement as shown in the novel is relevant to the society. Abednego Yamouh is an embezzler because he sells government petrol for his benefit and not for the benefit of the government. This retards development. In the society, embezzlers are found mostly in political aspects and many leaders misuse the public funds and public services for private gain. Embezzlement is caused by lack of transparency and accountability so people should observe those to avoid embezzlement.

Immorality as shown in the novel is relevant to the society. Sister Maanan and Koffi Billy are immoral because they smoke weed. Weed can lead to several health problems. In our society, immorality is mostly found among the youths and they are the ones who mostly engage themselves in smoking weed, drug taking as well as alcoholism which in turn results to moral decay and deteriorates the health of a person. People should adhere to having good morals because they help to shape moral conducts of people and set moral standards of the society and source of peace.

Poverty as shown in the novel is relevant to the society we live in. The man highly portrays poverty because his children walk bare footed because they do not have shoes, he sometimes does not have money for buying himself food. In short, he lived a miserable life because he did not participate in corruption. In the society, poverty is found in many areas and can be eradicated by through provision of employment and loans.

Therefore, the society we live in faces a lot of problems in which some can be eradicated but some can difficultly be eradicated. They are presented in the literatures so as to educate, criticize or console the society. Problems face everyone but there are solutions that can be made to solve the problems or reduce them so as to make the societies better places of living.

Extract 15.1: A sample of correct responses to Question 7

In Extract 15.1, the candidate demonstrated good mastery of novels by showing how various problems presented in the novels relate to contemporary societies.

Additionally, the analysis reveals that candidates who scored average marks displayed a limited understanding of novel analysis and interpretation. Accordingly, their responses lacked clear and adequate explanations grounded in the recommended novels. Some candidates managed to mention the problems highlighted by the authors but failed to link them effectively to specific societies. Others identified societal issues but did not support their points with evidence from the novels they had selected. Extract 15.2 presents a sample response from a candidate in this performance category.

7.	Problems, these are challenges that
7	a society face in daily life. For example
	poverty, class, betrayal, unemployment, oppre-
	ssion, humiliation and all other challenge
	s facing the society and challenged the
	development of the society. By the use of two
	novels which are "A MAN OF THE PEOPLE"
	by Chinua Achebe and a novel of "THE BEA-
	UTIFUL ONES ARE NOT YET BORN". By Ayi
	Kwame Amaah but by starting with the novel
	of "A Man Of The People". To relate the
	2 problems of societies as follows;
	The issue of betrayal, For example die
	of Nanga who betrays his people and al-
	so steal there is people who are betrayed
	to our society againsting agreements of
	the society and look their development;
	The issue of poverty, to our societie
	s poverty steal the problems, because of un-
	employment also unwork place to the people
	and to our novel we see Maxwell Kulamo
	who was poor and Ezekiel Samalu with
	5 wives and 25 childrens and failed to
	take them at school due to poverty.
	The issue of hypocrite, to our soci-
	eties there is existance of hypocrite people
	who agreed with all family member but
	they normally against with their agree- ments and cause misunderstandings in the so-
	cieties and failure of society development.
	The issue of corruption, For exam-
	ple chief Nanga who is the corrupt pers

7.	who uses public funds to own gain and
7	also to our societies there are those people who steal corrupt and facing the development to our society and wide affecting the development of the society.
	To another novel which are "The Beautiful Ones Are Not Yet" Born to relate the problems of societies as follows:-
	The issue of classes, for example the government leadership and citizens and also even up to date steal the existence of classes to our societies and normally affect the development to our societies and fail to reach goals.
	The issue of betrayal, the so is to go against agreements that two sides agreed each other and to our societies steal the problem of betrayal some people are against agreements that they agreed to them.
	The issue of hypocrite, to our societies hypocrite steal revealed more people normally act that they are equal and they have love to them but they normally against others and that cause some one failure and tends to the misunderstanding of two sides or more.
	The issue of corruption, corruption to our society steal the problems were people they look only their share and against agreements that they made among them and cause the misunderstanding.
	Conclusion, These two novels they normally reveal or show problems factors our societies and providing solutions on it.

Extract 15.2: A sample average response to Question 7

In Extract 15.2, the candidate identified problems presented in the novels but failed to demonstrate how these issues relate to contemporary societies.

Conversely, some candidates performed poorly on this question because they could not connect the problems highlighted by the authors to real-life situations in modern societies. Some simply discussed the issues found in the novels without linking them to present-day contexts, while others focused on societal problems without supporting their points with examples from the two selected novels. Additionally, some responses merely described general ideas without citing textual evidence. Overall, these candidates showed a poor understanding

of the question, resulting in inaccurate or irrelevant answers, as illustrated in Extract 15.3.

07. Problems:- Is the one of the challenges that have been done for mis understanding and to advise to live well in the society and to get the things from one place to another and the people you become and the people you got the things from the one things to another and the people to become from the things from one place to another. ~~The play of "AN ENEMY OF THE PEOPLE" written by Ibsen and the play "A MAN OF THE PEOPLE" written by Francis Ibsen and the people believe the one of the things are the;~~ ^{By using two plays}

Betrayal:- This are the one of the mistake that people have been support and one of them of person to betrayal and the people to believe and to understand well about the things and the people to believe and to be supported to understand the things and the person and the people to do understand and to know well in the society and to get the more information and to support well from one to another and the people to become from the betrayal to the others.

Corruption:- The people have been support the countries and relate the problems and the people to move and to understand about the corruption and the people to advise to live well and to support the things from one place to another and the people to advise to uncorrupt the people and the things from the scale here to live well and entertained.

Poverty:- The people who have a basic needs help or the people who does not have and the people support the things from one position to another and the people believe and to understand the things from the people and the people to avoid the things from the basic needs and to become the place that people does not having a clothes, food and shelter also the people believe the things to know well the society and to know well the society about poverty.

Immorality:- This help us to know well the science and technology and the people help us to know the things the period and the teacher to be awarded and to avoid the things from the period and to support the things about the Immorality and the people to do awarded from one place to another and the people to support to the things and the people who do not help us to know well and to advise the immorality of the things of the people from one to another.

Responsibility:- This help us the people to understand well and to believe the things from one place to another and the people to believe the responsibility of the thinker and the people to be awareness and strong because of the responsibility and the people do not understand the people who does not the people who made those and the people who make the problem and the problems of the people who needs and to be a responsibility of the people and to advise to know well the responsibility.

Hypocrisy:- The people help us to know well and to understand the things that person of the people to believe and to understand the things and to do the things from the people and also the some persons help us the people to support and to advise the people to a literature and the work of literature work and to advise well about the

Extract 15.3: A sample response from a candidate who responded poorly on Question 7

In Extract 15.3, the candidate analysed problems raised in novels without giving evidence from those novels, which is contrary to the demands of the question.

3.2.4 Question 8: Conflicts caused by corrupt people in authority

The question instructed the candidates to justify the statement that people in authority who do not play their roles effectively cause conflicts in their societies. The question required the candidates to make references from two poems and provide four points from each poem.

The question was attempted by 6,484 candidates (16.00%); of whom, 3,756 (57.93%) scored from 12 to 20 marks; 2,185 (33.70%) scored from 7 to 11.5 marks; and 543 (8.37%) scored from 0 to 6.5 marks. Analysis shows that the candidates' overall performance on this question was good since 5,941 (91.63%) scored from 7 to 20 marks. Their performance is summarised in Figure 16.

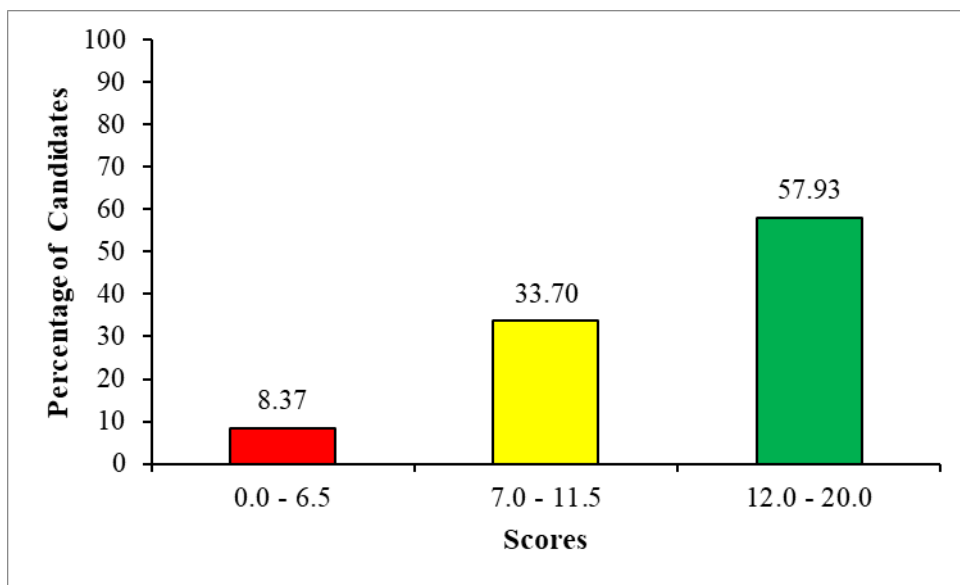


Figure 16: Candidates' Performance on Question 8

Candidates who performed well on this question structured their essays clearly, with an introduction, main body, and conclusion. In the introduction, they defined *conflict* as a form of misunderstanding, disagreement, clash, contradiction, quarrel, or confrontation between opposing sides. Similarly, some candidates explained the term *roles* as duties, responsibilities, or obligations expected to be fulfilled within the family or society. They also introduced two poems that served as reference points in addressing the question.

In the main body, candidates referred to poems such as *A Freedom Song* by Marjorie Oludhe Macgoye, *Building the Nation* by Henry Barlow, *Ballad of the Landlord* by Langston Hughes, and *Eat More* by Joe Corrie to illustrate how failure by those in power to carry out their responsibilities effectively leads to conflict within societies. They pointed out that when authorities neglect their duties, it results in poverty, oppression, humiliation, selfishness, early pregnancies, exploitation, and even death. As a result, affected

individuals often rise in opposition, which creates conflict within communities. Extract 16.1 presents an example of correct responses in this category.

08.	<p>Conflict is the Misunderstanding among two or More people. people cause conflict because of not playing the role effectively. By using two poems "BUILDING THE NATION" by Henry barlow and "FREEDOM SONG" by Marjolie Macgoy. The following are the roles which have not been played effectively and lead to causes of conflicts to their society. Starting by the poem of "BUILDING THE NATION."</p>
	<p>The problem of Corruption done by the P.s has caused Conflict between the p.s and the driver; This is revealed when the p.s use the public funds to enrich himself; It's seen from the 2nd stanza.</p>
	<p>"The Menu reflected its importance cold bell bear with fried chickens" This shows how the P.s Misuse the funds.</p>
	<p>The problem of Classes has led to Conflict between the upper class and lower class; The classes from the poem are shown when the p.s called the driver as "Mwananchi" to show different in terms. This is seen from the 4th stanza when the P.s says</p>
	<p>"Mwananchi I too had none I attended to Matters of state."</p>
	<p>The problem of Hypocrisy has led to cause Conflict in the society; From the poem we see the p.s was hypocrite instead of building the nation he was destroying the nation this can be seen from the</p>

08.	5 th stanza when the P.s says "Ah! as he continued yawning The pain we suffer in building the nation." The problem of selfishness has led to cause conflict in the society, This is seen when the P.s went to get launch in a hotel and leave his driver at the car an d then after being back he ask his driver if he has get launch. This is shown in the 3 rd stanza when the poet says. "Did you have launch friend I replied looking straight ahead." Ending by the poem of FRE EDOM SONG the following are the roles which have not been played effectively and cause conf licts. The problem of child labour is a cause of conflict in the society. From the poem its seen from how Atieno is being giv en heavy task instead of being sent to school. This is seen in the 1 st stanza. "Atieno wakes up early Atieno washes dishes Atieno flucks the chicken Bed has sacks down in the kitchen." The problem of Early pregna ncy Lead to conflicts. This is seen from a tieno who is still a young girl is in fami ly way while is supposed to be at school and study all these is because her uncle fails to educate her. This is seen when
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08.	the poet says. "Fifty fifty it May live Ending with post partum bleeding" Due to early pregnancy led to Atieno's death. The problem of irresponsibility has led to cause conflicts in the society; This is seen when Atieno's uncle fail to educate Atieno and teach her what is right and to be follow instead he asks who will teach Atieno what is right?. This can be seen from the 5 th stanza when the poet says. The girls spend too long at the Market Who will teach her what is right Atieno rising fourteen years Atieno 70! this shows how Atieno's uncle is irresponsible The problem of Exploitation has caused conflict in the society; This is seen when Atieno stays to her Aunt and works as a Labourer but still she is not being paid because she is the relative. This can be seen from the 3 rd stanza when the poet says. "Since she is My wife's relative Atieno needs no pay While she works My wife can sit" This shows how Atieno is being exploited instead of being taken at school. To sum up; From the poems Freedom Song and Building the nation teaches a Lesson that we should exploitation because
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08.	its against human rights also we get a Lesson that we should stop corruption because its a source of Underdevelopment.
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Extract 16.1: A sample of correct responses to Question 8

In Extract 16.1, the candidate effectively demonstrated how failure by individuals in authority to fulfil their responsibilities leads to conflict in various societies.

In contrast, some candidates gave moderate responses due to their limited understanding of poem analysis and interpretation. Hence, these candidates

focused on describing the injustices committed by those in power against the powerless, but they did not clearly show how such actions lead to societal conflict. Consequently, these candidates scored average marks. Extract 16.2 is illustrative.

8.	<p>Conflict; This refers to the misunderstanding between two or group of people in the society. Through out conflict is can be facilitated by bad leadership in the society where by people in the society compete into achieving their need. Through the following Poem are problems associated by bad authority which can lead to conflict in the society THE DYING CHILD written by Peter Lwemba and the poem YOUR PAIN written by Armando Luebuga, which explain the cause of people in authority:</p> <p>Poor living condition; This is the causes of conflict which is generated in the way that the government is not providing better social services in the society so as people can fight against bad living condition. Example when a person says</p> <p>"Thin leg Thin arm Twitchy As the boy grow fight with Mieu over the empty plate"</p> <p>Malnutrition; This is the problem which generated by lack of food in the society through out poor provision of social services like food water shelter. Most of the leaders under the government are not providing better social services for their citizen in the country. Example when says</p> <p>"He took older than ten "Ten years old He look older than ten And younger than young"</p> <p>Problems of poverty in the society; The</p>	
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<p>8</p>	<p>problem of poverty in the society is facilitated by lack of employment opportunity in the country which can help people to generate different income to sustain their living. Through poverty people are not able to get food material. Example we say's</p>
	<p>• My son enied the mother My son shouted the mother You shall not living to carry a gun there is no meet for add.</p>
	<p>Poor government in the society; This is the process in which a government is not protecting and ensuring protection of human right in the society which result into irresponsible leader on not fulfilling their responsibility. Example we see in the poem the boy faced harshment of life about poor living condition which lead to conflict</p>
	<p>• Mother shouted the boy When I will grow up will never carry a pen I will carry a gun</p>
	<p>Irresponsible leaders; This is the way in which leaders are not fulfilling their responsibility. This is one of the conflict in which bring people in the country to oppose on each other. From the poem we see the boy and his mother faced hardship of life due to irresponsible leader in the country</p>
	<p>Oppression and humiliation; This is when a person is exploited to the some extent that face the difficult in their life of living. From the poem we see that people through exploitation the lead to misunderstanding between him and the existence government which was the example in the poem when day.</p>

8	<p>"My eyes yet More your eyes shall overcome speak oppression Exploitation; This is the one of the causes of conflict in the country which it lead to under develop ment of economy of someone. From the poem people were able to unity and oppose from exploitation in the poem which bring about hardship of life Example from the poem when speaker says "My hands Yet more your hands shall be refted full" colonialism; This is the process in which a person is controlled and owned in which fall into one domination. From the poem we see that people were colonized to the extent that they lacked their rights in their living which bring them into conflict with the existing government. Example in the poem when a person says "My blood Yet more your blood shall irrigate victory" slavery; This is the process in which a person is put under dominion of someone in which used into production. From the poem we see that the existing government exploit the people through slavery where by people were denied their rights through that it lead to conflict. Example is when say "My veers Yet more your veers shall speak for revolt Generally; Different conflict in the country</p>
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8	<p>or government it facilitate and contribute for many problem in which lead to under development of the country and society. Example unemployment opportunity. So the government should pay attention for better living condition and fulfill their responsibility</p>
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Extract 16.2: A sample response from a candidate with an average mark on Question 8

In Extract 16.2, the candidate discussed how those in authority fail to fulfil their responsibilities effectively; however, they did not clearly explain how this failure contributes to conflict in different societies.

Some candidates also performed poorly on this question. These candidates did not address the demands of the question or demonstrate the required competencies. Instead of illustrating how those in power neglect their responsibilities and how the situation leads to societal conflict, candidates simply highlighted issues presented by various poets without connecting them to the requirements of the question.

Moreover, some candidates explained conflict using characters from plays rather than from the selected poems. For example, they discussed conflicts between Gathoni and her parents, Gathoni and John Muhuni, and between the families of Kigunda and Kioi from the *play I Will Marry When I Want*. From *An Enemy of the People*, they mentioned conflicts involving Dr Stockmann and Peter Stockmann, Mr Billing, and Mr Hovstad.

In the same question, some candidates failed to understand the meaning of the term roles and instead presented unrelated ideas as roles. For instance, they mistakenly referred to poverty, class differences, protest, unemployment, child labour, and irresponsibility as roles, rather than demonstrating how the failure of those in authority to carry out their duties effectively leads to conflict in society. A sample poor response is presented in Extract 16.3.

8	<p>Societies, is a group of people who staying at ones place and if it more than few and above it the societies of people due to the rights of the country. in societies there are roles which leads to ensure the conflict appeared to the countries. Societies due to this leads to show the body themself which the people in authority who do not play their roles and lead to the effectively conflicts. by using four poems such as EAT MORE by JOE KORRIE and FREEDOM SONGS by MARJORIE MARGROYE and also the DYING CHILD by FREEMAN PETER LUAMBA also the WONDERFUL SURGEON by the CHARLES MLOKA. through this shows the themes of people in authority the way they do not play their roles effectively this could lead to cause conflicts. to their societies by starting with poems as Eat more the role of Poverty; this cause conflicts when the societies has no all balanced diet. as the poetry says "the only one that would suit me Eat more blood Grass" this leads to show that not all who are capable for the balanced diet. so we should look and other side for those who were not able to have both balanced diets and the diet, through this may lead to arising conflict to of the societies.</p>	

8.	<p>The role of Classes; this shown on how there are people who are rich and poor but those who rich can't play its role for helping others that and need for both having balanced diets. Example the poetry say</p> <p>"Get more beer, more bread, more also say "the only one that would suit me Get more blood Grass"</p> <p>this is the classes may lead to cause conflict bt between rich and poor people so we should advocate bad the issue of classes in the society.</p> <p>The role of Protest; to be a person who just know that a person is unable and you are doing things for the purpose or make him or her difficult issues example a poetry say</p> <p>"the only one that would suit me Get more blood Grass"</p> <p>this is a protest thing because these societies must have unable people and these who are able so we should be careful with our friend to help them.</p> <p>The role of Unemployment; this shown that people are not employed but give them fast which can lead conflict to societies example</p> <p>"But I am an employment per third years now and used"</p> <p>so we should be in both sides when we are doing things so that all people may be easy to affordable it.</p>
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8	<p>The role following are the freedom song by the theme follows</p>
	<p>The role of child labour; this it makes conflict due to the way treated a child as a labour as no equality example "Attenu washer dishes" Attenu plucks the kitchen Attenu get up early Beds her suck down the kitchen..."</p> <p>through child labour this leads to show on how there are but conflict on the society so we should be careful to our child and give them education.</p>
	<p>The role of Humiliation and discrimination; this cause conflict because it brings for the bad impact to the society due to discriminate others. Example in poem "Attenu Beds her suck down the kitchen" this it's a conflict because how can a person sleep at the school while it's human being through this we educated that we should avoid against the Humiliate others.</p>
	<p>The role of irresponsibility; due to the Careless of the one who leads its gang and friends lead to take the responsible of the example "Attenu has a baby" this it's irresponsibly of the teacher thus why so through this we should be not aware to our clutter.</p>

The following is about dying child,
the cause of poverty; the
conflict is due to the bad things and
not understandable to have it. Example

My son shout the mother

Why you cross the mother

You will never live to carry upon

There is no meat for us"

through this leads to show that peoples are
not have or playing their respectively roles.
we should be against poverty

The cause of the irresponsibility;
through this peoples lead to failed for their life
as shown example

"my son shout the mother

you will never live to carry upon

There is no meat for us"

this shown irresponsibility of the mother

so left us take our responsibility accordingly,

the cause of Awareness; there to

this shown by the poets say

"mother shout the son

when I will grow up

(will) carry a gun

and not a pen"

The son shown that there are something
about he will fight for the good life by a gun
and not education so we should address
our friends and young to avoid awareness.

the cause of protest/ this

(to show by the poems that cause
conflict of the society example

8. Thereflowing an for Wondogwe
 Surgeon as following
 conflicts due to HIV/AIDS; the
 (quite) conflicts of the society due to the
 dangerous disease which people are faced with
 it as the surgeon did. Example:
 "I am affected HIV/AIDS
 and she rejected"
 But the surgeon did not understand this
 leads that he should be far away to eradicate
 this disease
 conflicts due to Awareness;
 He proves shows that the surgeon was
 still show the awareness to the difference
 Operation Example:
 "the surgeon was in for operation
 was on his tradition per day"
 this leads to dangerous issues so we should
 avoid being awareness so that we may
 be in good issues
 conflict due to the ignorance
 ignorance, through this lead to have conflict
 because there are people who ignored
 others as the surgeons sense that its
 knowing many things
 conflict due to the course of
 death, through the operations the surgeon
 shows that its affected much by operations
 and he died he saying to "dead now"
 (am told the surgeon) so we should be very
 tall with the issues that

8. There fore the societies
 faced many difficult issues due to this
 leads for the conflict of the people
 because of the badly issues which still
 controlled over the country, this the
 badly evils which contaminated to the
 country, how being influenced the societies,
 that must be solved the problem of conflicts.

Extract 16.3: A sample response from a candidate who responded poorly to Question 8

In Extract 16.3, the candidate presented general ideas and mistakenly treated them as roles, rather than demonstrating how the failure of individuals in

authority to fulfil their responsibilities effectively leads to conflict within society.

4.0 ANALYSIS OF THE CANDIDATES' PERFORMANCE PER TOPIC

A total of 6 topics were included in the English Language examination. Four topics were in 122/1 English Language 1, and two topics were in 122/2 English Language 2. The analysis of the candidates' performance on each topic in 122/1 English Language 1 shows that the topic *Word Formation* ranked first, with 88.76 per cent of the candidates performing well. The second topic was *Introduction to Language*, with 80.91 per cent. This was followed by the topic *Language Skills*, with 80.48 per cent. *Interpretation and Translation* ranked fourth, with the performance of 42.96 per cent.

The analysis of the candidates' performance in 122/2 English Language 2 indicates that the topic *Appreciating Literary Works* ranked first, on which the candidates had an average performance of 94.07 per cent. This topic was followed by *Literary Stylistics*, on which the candidates had an average performance of 73.22 per cent. The appendix summarises the candidates' performance in both 122/1 English Language 1 and 122/2 English Language 2 per topic for the year 2025.

5.0 CONCLUSION

The candidates' general performance in the subject was good because 40,410 (99.94%) of the 40,514 candidates who sat for the examination passed. This performance stemmed from the candidates' sufficient knowledge of the contents covered in the examination. They also addressed the requirements of the questions. Their good command of the English language enabled them to elaborate on their points clearly. These candidates demonstrated adequate written communication skills in English.

In 122/1 English Language 1, the candidates scored the highest marks on Question 6, from the topic *Language Skills*, with the average performance of 98.43 per cent. The lowest performance in this paper was on Question 4, from the topic *Interpretation and Translation*, with the average performance of 42.96 per cent. The factors for the average performance included a lack of exposure to real translation challenges since most students learn translation in theory without using it in real-world tasks. This situation limits their knowledge of

translation complexities. Another factor was the candidates' failure to understand the demand of the question. Accordingly, they responded wrongly.

Analysis shows that the highest performance in 122/2 English Language 2 was on Question 7 from the topic *Appreciating Literary Works*, with an average performance of 98.5 per cent. Question 1 from the topic *Literary Stylistics* was the least performed, with an average of 40.2 per cent. The factors for the failure included the candidates' inadequate knowledge of literary terms and failure to understand the demand of the question.

6.0 RECOMMENDATIONS

To improve candidates' performance in English Language in the future, this report recommends the following:

- (a) Among the factors which contributed to the poor performance of most candidates is the failure to understand the requirements of the questions. Therefore, teachers should guide the students to make regular reviews on competence-based questions. The practice will enhance students with the necessary skills in identifying the demands of the questions in examinations.
- (b) Students should be encouraged to read widely to improve their vocabulary and grammar. This will eventually enable them to widen their experiences and express their ideas more accurately.
- (c) Analysis observed challenges of candidates in answering questions on the topic of *Literary Stylistics*. Most candidates (59.8%) failed to interpret correctly and differentiate the given literary terms, leading to wrong answers. Thus, the candidates should be motivated to learn by doing regular quizzes, writing assignments and conducting class discussions about literary terms. Additionally, they have to be taught with contextual examples using short stories, poems and passages in which they can understand how literary terms are used.
- (d) Analysis indicates that candidates demonstrate low competence in transcribing English words. Therefore, teachers should encourage students to regularly practise transcribing commonly used English words and consult dictionaries to self-correct. This approach will help strengthen their overall English language skills, particularly in pronunciation.

- (e) Moreover, Question 8, which required the candidates to distinguish between intensive reading and extensive reading, was the most avoided. Only 1,828 candidates (4.51%) attempted the question. This avoidance is informative to the teaching and learning concerns. Teachers should be enabled to make teaching easier and more memorable so that the differences between the two reading approaches permanently stick in the students' mind. This can be done by using various techniques, including:
- (i) Real Life Analogies: For example: Studying a Tanzanian dish to learn the recipe (Intensive reading) versus enjoying a wedding ceremony buffet without stopping to note every ingredient (Extensive reading).
 - (ii) Visual Metaphors: The use of images which students are familiar with.
 - (iii) Memory Hook: The use of words or word particles that capture memory. For example: Micro (for intensive reading) and Macro (for extensive reading).
 - (iv) Taste Test Activities: Making students practically experience the reading approaches (Intensive and Extensive) prior to telling them the differences between the two approaches.
 - (v) Quick Diagnostic Questions: The use of a Question Check involving key entities such as Purpose, Text Length and Method.

Appendix: Summarised Candidates' Performance per Topic in ACSEE 2025

S/N	Topic	Question Number	Percentage of Candidates who Scored 30 per cent or above	Candidates' Performance per Topic	Remarks
1.	Appreciating Literary Works	4, 5, 6, 7 and 8 (Paper 2)	94.07	94.07	Good
2.	Word Formation	2 (Paper 1)	88.76	88.76	Good
3.	Introduction to Language	1 and 5 (Paper 1)	80.91	80.91	Good
4.	Language Skills	3, 6, 7 and 8 (Paper 1)	80.48	80.48	Good
5.	Literary Stylistics	1, 2 and 3 (Paper 2)	73.22	73.22	Good
6.	Interpretation and Translation	4 (Paper 1)	42.96	42.96	Average

