

THE NATIONAL EXAMINATIONS COUNCIL OF TANZANIA



**CANDIDATES' ITEMS RESPONSE ANALYSIS
REPORT FOR THE CERTIFICATE OF SECONDARY
EDUCATION EXAMINATION (CSEE) 2017**

022 ENGLISH LANGUAGE

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TABLE OF CONTENTS

FOREWORD	iv
1.0 INTRODUCTION.....	1
2.0 ANALYSIS OF THE CANDIDATES' PERFORMANCE IN EACH QUESTION	2
2.1 Section A: Comprehension and Summary	2
2.1.1 Question 1: Multiple Choice and Short Answer Questions.....	2
2.1.2 Question 2: Summary Writing.	7
2.2 Section B: Patterns and Vocabulary	10
2.2.1 Question 3: The Use of Grammar	10
2.2.2 Question 4: Peoples' Jobs/Occupations	13
2.2.3 Question 5: The Use of Articles	16
2.2.4 Question 6: Identifying and Replacing Wrong Words	18
2.2.5 Question 7: The Use of Tenses.....	21
2.3 Section C: Language Use	24
2.3.1 Question 8: Re-arranging Jumbled Sentences into a Logical Sequence.....	24
2.3.2 Question 9: Matching Items	26
2.3.3 Question 10: Writing Skills.....	29
2.3.3.1 Question 10 A: Writing an Invitation Card	30
2.3.3.2 Question 10 B: Speech Writing.....	33
2.3.3.3 Question 10 C: Creative Writing.....	37
2.3.3.4 Question 10 D: Writing a Friendly Letter	41
2.4 Section D: Response to Reading	45
2.4.1 Question 11: Poem Analysis	45
2.4.2 Question 12: Poets' Portrayal of Leaders' Irresponsibility	55
2.4.3 Question 13: Analysing the Causes of Conflicts in Plays	62
2.4.4 Question 14: The Effectiveness of Figures of Speech in Presenting Messages	66
3.0 PERFORMANCE OF THE CANDIDATES IN EACH TOPIC	73
4.0 CONCLUSION	73
5.0 RECOMMENDATIONS	74
Appendces	75

FOREWORD

The Candidates' Item Response Analysis (CIRA) report on the performance of candidates in the English Language subject in the Certificate of Secondary Education Examination (CSEE) for 2017 has been prepared in order to provide feedback to educational administrators, school managers, teachers and other educational stakeholders about candidates' abilities in the English Language subject.

The analysis provided in this report is intended to contribute towards understanding of possible reasons behind the candidates' performance in the English Language subject examination. The report highlights the challenges faced by the candidates in answering questions correctly. These include: inability to identify the tasks of the questions, lack of knowledge of tenses and grammar, inadequate basic vocabulary for use in different contexts, inability to interpret and combine concepts in a comprehension passage and insufficient knowledge of the books in the *Response to Reading*. However, the analysis indicates that some of the candidates scored high marks because they were able to identify the tasks of the questions, they had adequate knowledge of tenses and grammatical rules, they had sufficient basic vocabulary for use in different contexts, they had sufficient knowledge of the books in *Response to Reading* and they were able to interpret and combine concepts in a comprehension passage.

The National Examinations Council of Tanzania (NECTA) expects that the feedback provided in this report will enable the educational administrators, school managers, teachers, and other stakeholders to identify proper measures to be taken in order to improve the teaching and learning of English Language in secondary schools. This will eventually improve the candidates' performance in future examinations administered by the Council.

The Council will highly appreciate comments and suggestions from students, teachers, school quality assurers, curriculum developers and any other educational stakeholders that can be used in improving future CSEE CIRA reports.

Finally, the Council would like to thank the examination officers, examiners and all people who participated in preparing and analysing the data used in this report. The Council equally thanks all who participated in the printing of this report.



Dr. Charles E. Msonde
EXECUTIVE SECRETARY

1.0 INTRODUCTION

This report is an analysis of the performance of candidates, who sat for the Form Four National Examination (CSEE) in the English Language subject in November, 2017. The analysis indicates strengths and weaknesses of the candidates during the answering of questions. The focus of the analysis was on well-performed questions, those with average performance and those with poor performance. The analysis also focused on the questions which were avoided by most of the candidates.

The English Language Examination for CSEE 2017 tested the candidates' competences in *Comprehension* and *Summary, Patterns and Vocabulary, Language Use* and *Response to Reading*. The English Language paper had four sections A, B, C and D, with a total of 14 questions. Section A had 2 compulsory questions. Question 1 had 5 marks and question 2 had 5 marks, making a total of 10 marks. Section B had 5 compulsory questions, each carrying 4 marks, making a total of twenty (20) marks. Section C had 3 questions, out of which question 8 and 9 were compulsory, while question 10 had optional items A, B, C and D, and the candidates were instructed to answer one question. Questions 8 and 9 carried 5 marks each, while each item in question 10 carried 10 marks, making a total of thirty (30) marks. Section D had 3 questions, and the candidates were instructed to answer two questions. Each question carried 20 marks, making a total of forty (40) marks. All questions were set based on the English Language Syllabus for Secondary Schools, Form I to IV of 2010.

The analysis of the candidates' performance in individual items is presented by indicating the percentages of those who attempted the question and those who scored various marks. The focus is on the percentages of students with high marks, average marks and low marks. Extracts of responses from the candidates' scripts have been presented to show how they responded in view of the demands of each item.

Three categories of performance have been used in the analysis of the candidates' performance in each topic. The performance from 65 to 100 percent is categorised as *good*, from 30 to 64 percent is *average*, and from 0 to 29 percent is *weak*. Three colours have been used to represent the performances: *green* indicates good performance, *yellow* indicates average performance, while *red* denotes weak performance. The whole analysis is based on the average percentages of the candidates who scored an average

of 30 percent and above, of the marks allotted to the question. The candidates' performance per topic is shown in Appendices A and B.

The candidates who sat for the CSEE in English Language Examination in November 2017 were 317,626, out of which 156,887 were girls and 160,739 were boys. Among the candidates who sat for the examination, 67.86 percent passed with different grades, as shown in Table 1.

Table 1: Candidates' Grades in CSEE 2017 in English Language Examination

Grade	A	B	C	D	F
% of candidates	1.27	5.69	30.42	30.49	32.12

The results indicate that the CSEE 2017 English Language performance has increased by 3.95 percent when compared to 2016 where 64.27 percent of 355,805 candidates passed with different grades, as shown in Table 2.

Table 2: Candidates' Grades in CSEE 2016 in the English Language Examination

Grade	A	B	C	D	F
% of candidates	1.57	6.69	28.49	27.52	35.73

2.0 ANALYSIS OF THE CANDIDATES' PERFORMANCE IN EACH QUESTION

2.1 Section A: Comprehension and Summary

There were two compulsory questions in this section, each carrying 5 marks, making a total of 10 marks in this section.

2.1.1 Question1: Multiple Choice and Short Answer Questions

This question had parts (a) and (b). The candidates were required to read a given passage and answer the given questions. The question tested reading and comprehension skills. The questions were:

- (a) Choose the most correct answer from among the given alternatives and write its letter in the answer booklet provided.
 - (i) What happened when Kulwa and Dotto said goodbye to each others?
A Their lives became miserable.

- B They parted each one to his own destination.
 - C They went somewhere to open a shop.
 - D They were sad to be separated.
 - E They went to serve Chief's palace.
- (ii) Kulwa won more favour from the customers than his colleagues around because
- A his price was reasonable.
 - B his workshop was along the road.
 - C he was cheerful to his customers.
 - D he kept promises to his customers.
 - E of using genuine leather materials.
- (iii) Who brought the information that the Lilanda Chief wanted to invade Lulindi village?
- A Dotto's brother
 - B Lilanda villagers
 - C Lilanda chief
 - D Lulindi villagers
 - E Chief's spies
- (iv) When did Dotto return from Lilanda village?
- A On the second day
 - B On the third day
 - C On the fourth day
 - D On the fifth day
 - E On the seventh day
- (b) Complete the following sentences by using the right information from the passage.
- (i) A person with Dotto's Characters and attitude may be called _____.
 - (ii) Two people born together, nearly the same time and from the same mother are called _____.
 - (iii) Kulwa was involved in the business of _____.

The question was attempted by 98.83 percent of the candidates, of which 11.12 percent scored from 3.5 to 5 marks, 51.97 percent scored from 1.5 to 3 marks, while 36.91 percent scored from 0 to 1 mark. The overall performance of the candidates in the question was therefore average, since

63.09 percent of the candidates scored from 1.5 to 5 marks. The overall candidates' performance in the question is summarised in Figure 1.

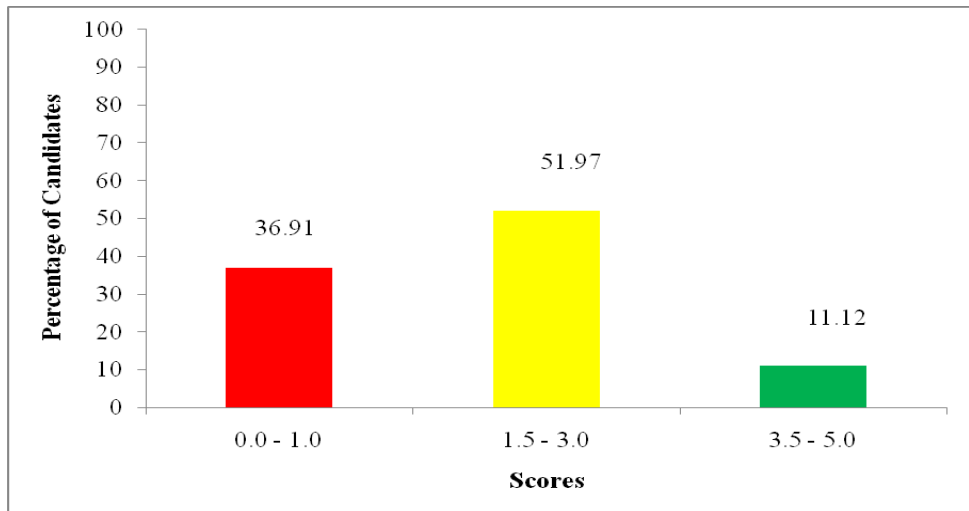


Figure 1: Percentages of the Candidates' Performance in Question 1.

The analysis of the candidates' responses indicates that 51.97 of the candidates with average scores were able to answer correctly some of the multiple choice items and short answer questions but failed to provide correct responses to other items. There were candidates who correctly answered two items in part (a), while others incorrectly answered two items in part (b). It was further noted that many candidates in this category were able to answer items (ii) and (iii) in part (a), and items (ii) and (iii) in part (b). These responses suggest that the candidates had partial reading comprehension skills. Extract 1.1 presents the case.

Extract 1.1

1-	q59 b	
	is A	
	is B	
	is E	
	✓	
	b)	
	i) Kulwa	
	ii) Twins	
	iii) Of workshop and being customer	

Extract 1.1: A response by a candidate who correctly answered item (iv) in part (a) and item (ii) in part (b).

Further analysis shows that 5.81 percent of the candidates who scored 0 did not comprehend the passage, as they chose incorrect responses in part (a). For example, in answering item (i), one of the candidates selected the incorrect response E, *They went to serve chief's palace* instead of B, *They parted each one to his own destination*. This suggests that the candidate did not realise that the information that Dotto served in the chief's palace only refers to Dotto, not to both Kulwa and Dotto. Another candidate chose the incorrect response B, *His work shop was along the road* in item (ii), without realising that the shop being along the road was not a reason that made Kulwa win more favour from the customer. Another candidate chose the incorrect response A, *Dotto's brother* since he/she was confused with the information in which Kulwa told Dotto to go and report to chief good news about peace. Extract 1.2 presents this case.

Extract 1.2

i	E	
ii	B	
iii	A	
iv	D	

Extract 1.2: A response by a candidate who failed to respond correctly to any item in part (a).

Furthermore, in answering part (b), some of the candidates failed to complete the given sentences with correct information from the passage due to the following reasons. Some of the candidates misinterpreted the questions, as they identified words which related to the questions but they were not correct responses. For example, one of the candidates provided the following words: (i) *Kulwa*, (ii) *Kulwa and Dotto* and (iii) *Deceiving the chiefs*. Other candidates just picked some words from the passage which did not relate to the questions. For example, one of the candidates provided the following words: (i) *twenty*, (ii) *chief* and (iii) *tpars*. Another candidate wrote the following: (i) *chief spies* instead of "a good advisor", (ii) *hungry and sick* instead of "twins" and (iii) *customers shoes* instead of "making shoes." There were also a few candidates who just copied the items and left them unanswered, as shown in Extract 1.3.

Extract 1.3

1. (i)	A person with Dotto's characters and attitude may be called	
(ii)	Two people born together, nearly the same time and from the same mother are called Kulwa and Dotto.	
(iii)	Kulwa was involved in the business of	

Extract 1.3 is a response by a candidate who copied the questions in item (i) and (iii) but left them unanswered.

On the other hand, the analysis shows that 11.12 percent of the candidates who scored high marks in the question provided correct responses to the multiple choice and short answer items. In answering item (a) (i), the candidates selected the correct response B, *They parted each one to his own destination* because they were able to identify this information in the fourth sentence of the second paragraph. In item (ii) they chose response A, *his prices were reasonable*, since this information is found in the third sentence of the second paragraph. In item (iii) they chose response E, *Chief's spies* because the information is found in the first sentence of the third paragraph and, in item (iv) they selected the correct response E, *On the seventh day* which is found in the last paragraph. These responses suggest that the candidates comprehended the passage and were able to relate the given questions with the correct information obtained from the passage.

In answering part (b), the candidates were able to complete the given sentences with correct information from the passage. In item (i), they completed the sentence with the information *an advisor*, which they found in the fourth sentence of the third paragraph. In item (ii), they completed the sentence with the word *twins* which they found in the first sentence of the first paragraph. In item (iii), they completed the sentence with the information *making shoes*, which they found in the second sentence of the second paragraph. The sentences with correct answers read as follows:

- (i) A person with Dotto's characters and attitude may be called an *advisor/ a peace maker*.
- (ii) Two people born together nearly the same time and from the same mother are called *twins*.
- (iii) Kulwa was involved in the business of *making shoes/shoe-making*.

These responses indicate that the candidates had sufficient reading comprehension skills. This enabled them to recognise the correct information from the passage and hence respond correctly to all items. Extract 1.4 is a sample of a good response by one of the candidates.

Extract 1.4

1.	a)	i	ii	iii	iv		
		B	A	E	E		
	b) i/ A peace maker						
	ii/ Twins						
	iii/ shoe-making						

Extract 1.4: A response by a candidate who correctly answered the multiple choice and short answer items in part (a) and (b).

2.1.2 Question 2: Summary Writing

In this question, the candidates were given a short passage on urbanisation and industrialisation to read and summarise into a paragraph of five sentences. The question tested the candidates' ability to identify the main ideas presented in the passage and summarise them into five sentences.

The question was attempted by 85.93 percent, out of which 86.00 percent scored from 0 to 1 mark, 12.54 percent scored from 1.5 to 3 marks, while 1.46 percent scored from 3.5 to 5 marks. The general performance of the candidates in the question was weak, as only 14 percent scored from 1.5 to 5 marks. The overall candidates' performance in the question is summarised in Figure 2.

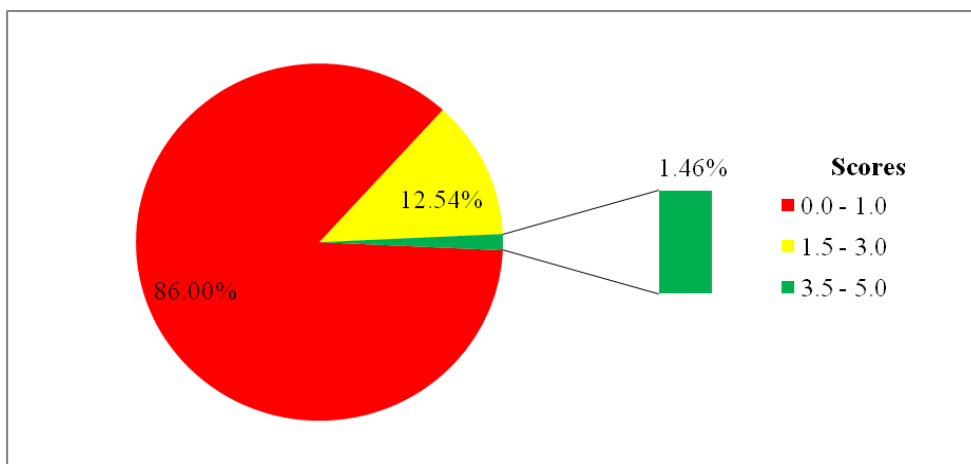


Figure 1: Percentages of the Candidates' Performance in Question 2.

The analysis shows that 86.00 percent of the candidates who scored from 0 to 1 mark failed to follow the principles of summary writing. Those who scored 1 mark were able to provide one correct sentence, while others were incorrect. Some of the candidates who scored 0 numbered the sentences contrary to summary writing principles. Others failed to use correct grammar, spellings, appropriate vocabulary and proper punctuation marks. Extract 2.1 is a sample of a poor response by one of the candidates.

Extract 2.1

2.		
i	The vast majority of men through history have lived close to land	
ii	Beginning in the nineteenth century however urbanisation	
iii	In south America and Europe about one third of the population live in cities of at least 100,000	
iv	Only Asia and Africa remain overwhelmingly.	
v	Today there is accelerated pace of urbanisation with its accompanying, technolog changes	

Extract 2.1: A response by a candidate who numbered the sentences.

There were also candidates who tried to summarise the short passage into a certain number of words contrary to the demands of the question. For example, one of the candidates tried to summarise the passage into 90 words, as shown in Extract 2.2.

Extract 2.2

2.	<u>THE URBANISATION AND ITS EFFECTS</u>	
	The history tells us that past men and tribes lived in rural areas which had little life changes. By the nineteenth century, as a result of industrialisation, urbanisation grew rapidly. For example, As per now most of North American, South American, European and Australian live in cities contrary to Africans and Asians who live in villages. In these days urbanisation is grown very rapidly bringing technological changes which destruct culture and political stability. One example is India whose cast system of thousand years ago is being broken.	
	WORDS 90	

Extract 2.2: A response by a candidate who tried to summarise the short passage in 90 words.

Further analysis indicates that 12.54 percent of the candidates who scored from 1.5 to 3 marks were able to provide two or three correct sentences, while the rest were incorrect. This suggests that they had partial summary writing skills. Extract 2.3 is a sample of a response by a candidate who scored average marks in the question.

Extract 2.3

2	<u>SUMMARISE</u>	
	The vast of majority of men through history lived close to the land in rural villages. By now, more than half of the population of North America and half of the population of Australia and New Zealand live in cities of least 100,000 people. Only Asia and Africa remain overwhelmingly rural. The speed with which urbanisation is now taking place stands in sharp contrast to the very gradual development of cities. Industrialisation taking place in India is helping break down the cast system.	

Extract 2.3: A response by a candidate who provided a summary with a few correct sentences, thus scoring average marks.

The candidates with high marks in this question scored from 3.5 to 5 marks depending on the appropriateness of the sentences in the summary. Those who scored 5 marks were able to identify main ideas from the given passage and summarise it in five sentences forming a single meaningful paragraph. These candidates demonstrated a good mastery of English

Language, which enabled them to use their own words with a good flow of ideas and proper punctuation marks, as seen in Extract 2.4.

Extract 2.4

2.	Life has changed from the way of living in the past. Due to industrial revolution people have shifted from rural areas to urban areas. The countries which are developed such as Australia and Europe there is growth of cities. But in developing country like Africa people still live in rural areas. Due to urbanisation there are many effects caused by it such as destroying ancient traditions.
----	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Extract 2.4: A response by a candidate who summarised the passage in five well-constructed and meaningful sentences.

2.2 Section B: Patterns and Vocabulary

This section had five compulsory questions, each carrying 4 marks, thus making a total of 20 marks.

2.2.1 Question 3: The Use of Grammar

In this question, the candidates were required to re-write the following sentences according to the instructions given after each.

- "Why do you waste your time?" My mother said to me (Rewrite into indirect speech)
- He is concentrating in mathematics. He does not want to fail. (Rewrite using: so that)
- The secretary was busy with files; she could not type our letter. (Begin with: Being busy _____)
- An American shot the film last year. (Rewrite into passive)

The question tested the correct use of: (a) direct and indirect speech, (b) conjunction *so that* to express purpose, (c) the present participle *being* to express a reason or cause and (d) active and passive voice.

The question was attempted by 96.39 percent of the candidates, out of which 94.69 percent scored from 0 to 1 mark, 3.94 percent scored from 1.5 to 2 marks, while 1.37 percent scored from 3 to 4 marks. The overall performance of the candidates in the question was therefore weak, since only 5.31 percent scored from 1.5 to 4 marks. Figure 2 summarises the candidates' performance in the question.

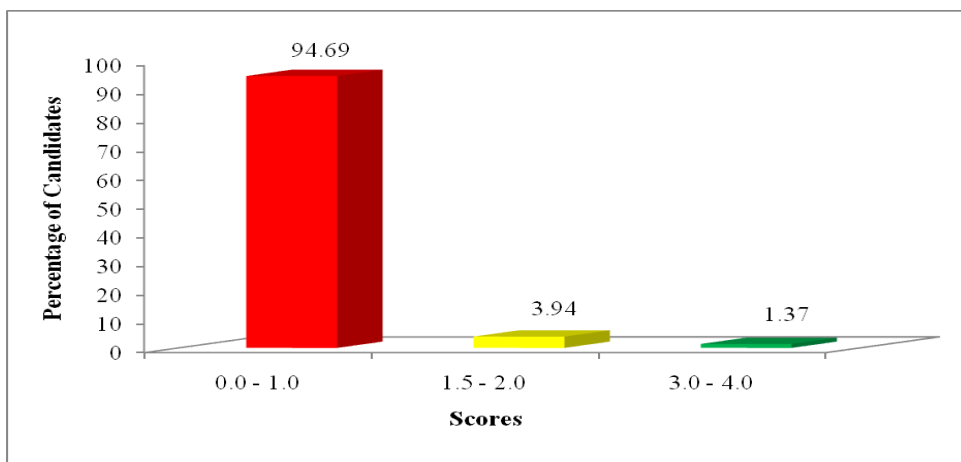


Figure 3: Percentages of the Candidates' Performance in Question 3.

The analysis shows that 80.20 percent of the candidates who scored 0 in the question failed to re-write the sentences as instructed because they had poor knowledge of the tested grammar. For example, in answering item (a), one of the candidates provided the sentence: *My mother said to me why do I waste her time* instead of *My mother asked me why I wasted my time*. This candidate did not realise that in re-writing a sentence into an indirect speech, pronouns change. Therefore, the possessive pronoun *your* was to be changed to *my*. Similarly, in part (b) the candidate provided the sentence: *He is concentrating in mathematics so that he does not want to fail* instead of *He is concentrating in mathematics so that he does not fail*. This candidate did not realise that the phrase *want to* was not supposed to be used in the context where the conjunction *...so... that...* had been used. In item (c) the candidate provided the sentence: *The secretary was being busy with files she could not type our letter* instead of *Being busy with files, the secretary could not type our letter*. This candidate did not realise that the grammatical structure *was busy with files* expresses the reason for the secretary not typing the letter, synonymous to *being busy with files/because she was busy with files/since she was busy with files* or *as she was busy with files*. Extract 3.1 and 3.2 present the case in point.

Extract 3.1

3	my mother said to me why do I waste her time	
b)	He is concestrating in mathematics <u>so that</u> he don't does not want to fail	
c)	The secretary was <u>being</u> busy with files she could not type our letter busy	

Extract 3.1: A response by a candidate who failed to re-write the sentences according to the given instructions after each.

Extract 3.2

3	my mother said to me by have following in revolution this will said the so. news nearby the the day you have will day he but. and to my have his it. have the his way in to have mother said the following day this make and to wish you could. diminishing where down the two mother said the following to by in have make the mother said to me by the have in returned you have day mother said.	
---	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

Extract 3.2: A response by a candidate who failed to re-write the sentences according to the given instructions after each.

Further analysis shows that 3.94 percent of the candidates with average scores were able to re-write two sentences. It was observed that many candidates in this category were able to re-write the sentences in item (c) and (d). This suggests that they were competent in the use of the passive voice and the present participle verb form *being* to express a reason or cause as an alternative to *because/as/since* clause. Extract 3.3 is a sample of a response by a candidate who scored average marks.

Extract 3.3

3.	(a) My mother said to me that why I wasted my time	
	(b) He is concentrating on Mathematics so that he won't fail.	
	(c) Being busy with file ^{the} secretary could not type our letter	
	(d) The film was shot by A ^{an} American last year	

Extract 3.3: A response by a candidate who was able to re-write the sentences in item (c) and (d) as instructed.

On the contrary, 1.37 percent of the candidates with high marks in this question were able to re-write the sentences correctly. This indicates that they were competent in the tested grammatical structures. Extract 3.4 is a sample of a good response by one of the candidates.

Extract 3.4

3.	Re-writing the sentences.	
	(a) My mother asked me why I wasted my time.	
	(b) He is concentrating in Mathematics so that he does not fail.	
	(c) Being busy with the files, the secretary could not type our letter.	
	(d) The film was shot by An American last year.	

Extract 3.4: A response by the candidate who was able to re-write sentences according to the instructions given after each.

2.2.2 Question 4: Peoples' Jobs/Occupations

In this question, the candidates were required to use the given words to complete the given expressions in part (a) to (d).

Words: **chef, tailor, airhost, secretary, student, manager and customer**

- (a) A person whose job is to make clothes like suits for an individual customer is called_____.
- (b) A male flight attendant is called_____.
- (c) A person that buys something from a shop or business is called_____.
- (d) A person whose profession is to cook in the hotel or restaurant is called_____.

The question tested the candidates' knowledge of the vocabulary used to name different people in their daily life activities.

The question was attempted by 99.75 percent of the candidates, out of which 58.50 percent scored from 3 to 4 marks, 18.75 percent scored from 1.5 to 2.5 marks, while 22.75 percent scored from 0 to 1. The overall performance of the candidates in the question was good, considering that 77.25 percent of the candidates scored from 1.5 to 4 marks. Figure 2 summarises the candidates' performance in the question.

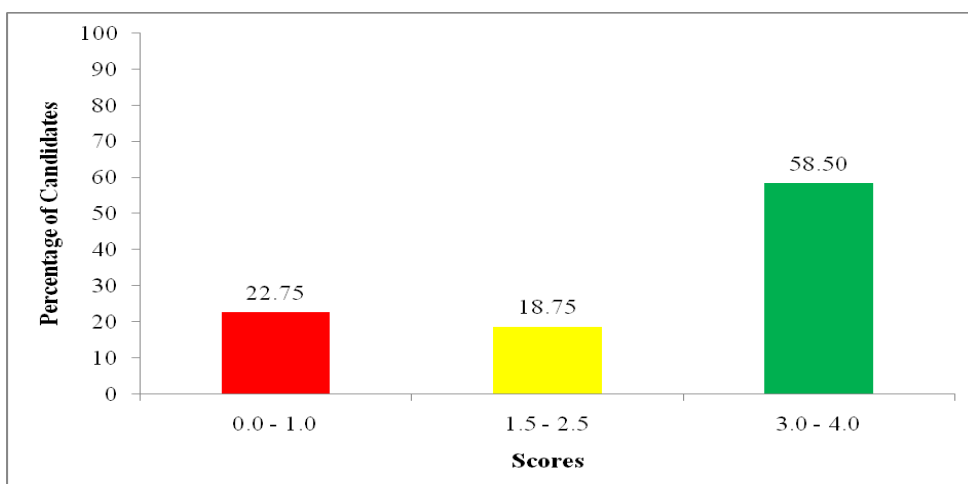


Figure 4: Percentages of the Candidates' Performance in Question 4.

The analysis of the candidates' responses indicates that 58.5 percent of the candidates who scored high marks in the question were able to match the expressions describing people's day to day activities with the vocabulary used to name different people in their daily life activities. In item (a), they realised that a person whose job is to make clothes like suits is a *tailor*. In item (b), they realised that a male flight attendant is an *airhost*. In item (c), they realised that a person who buys something from a shop or business is a *customer*. In item (d), they realised that a person whose profession is to cook in the hotel or restaurant is a *chef*. These responses indicate that the candidates had adequate knowledge of the tested vocabularies. Extract 4.1 is a sample of a good response by one of the candidates.

Extract 4.1

4. a) tailor	
b) air host	
c) Customer.	
d) Chef.	

Extract 4.1: A response by a candidate who correctly used the given words to complete the given expressions.

Furthermore, 18.75 percent of the candidates who scored from 1.5 to 2.5 marks were able to complete two expressions with correct words. This is an indication that they had partial knowledge of the tested vocabulary items. For example, in item (a) one of the candidates wrote *airhost* instead of *tailor*. The candidate did not know that an airhost is a male attendant in a flight, not a person who makes clothes. In item (b), the candidate wrote *student* instead of *airhost*. This shows that the candidate did not know that the word *student* implies a person who goes to school for education/academic gain, not a male attendant in flight. However, the candidate used correct words in items (c) *customer* and (d) *chef* because he/she knew their meaning and uses. Extract 2.2 is a sample of a response by a candidate who scored average marks.

Extract 4.2

4	a) airhost	
	b) Student	
	c) Customer	
	d) chef	

Extract 4.2: A response by a candidate who correctly answered items (c) and (d), thus scoring average marks.

On the contrary, 22.75 percent of the candidates who scored low marks, including 0 failed to understand the meaning and correct use of the given words and hence failed to complete the given expressions. For example, in answering item (a), one of the candidates used the word *secretary* which refers to a person who works in an office typing letters, keeping records and answering telephone calls, not a person who makes clothes. In item (b), he/she used the word *chef* which implies a person who cooks in the hotel or restaurant, not a male flight attendant. In item (c), the candidate used the word *manager* which implies a person who leads an organisation, industry or shop, not a person who buys something from the shop. In item (d), he/she used the word *customer* which implies a person who buys something from the shop, not a person who cooks some food in the hotel or restaurant. Extract 4.3 presents the case in point.

Extract 4.3

4.	(a) Secretary	
	(b) Chef	
	(c) Manager	
	(d) Customer	

Extract 4.3: A response by a candidate who used incorrect words which do not relate with the given expressions.

2.2.3 Question 5: The Use of Articles

In this question, the candidates were instructed to fill in the blank spaces with appropriate articles where necessary. The question tested the correct use of articles in given contexts.

- (a) I need to buy _____ orange.
- (b) Kilimanjaro is _____ highest mountain in Africa.
- (c) Our president was once _____ member of parliament.
- (d) Will you lend me _____ book I saw you reading yesterday?

The question was attempted by 98.82 percent of the candidates, of which 37.03 percent scored from 0 to 1 mark, 26.25 percent scored from 1.5 to 2.5 marks, while 36.72 percent scored from 3 to 4 marks. The general performance of the candidates in the question was therefore average, since 62.97 percent scored from 1.5 to 4 marks. Figure 2 summarises the candidates' performance in the question.

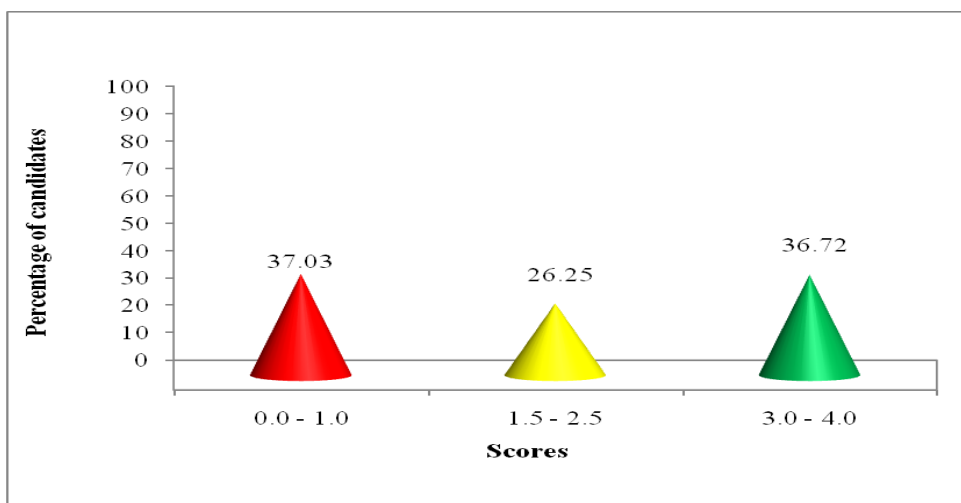


Figure 5: The Percentages of the Candidates' Performance in Question 5.

The analysis indicates that 36.72 percent of the candidates who scored high marks were able to fill in the blank spaces with correct articles. This indicates that they had knowledge of the uses of articles in the contexts given. They realised that item (a) required an indefinite article *an* because the word *orange* begins with a vowel sound /ɒ/. They realised that item (b) required a definite article *the* because superlative adjectives are usually preceded by definite articles. They realised that item (c) required an indefinite article *a* because a person's job, such as *Member of Parliament*, *doctor*, *carpenter* is usually preceded by an indefinite article *a*. That is, they knew that an indefinite article *a* is used to say a job someone does. Finally, they realised that item (d) required a definite article *the* because a noun *book* is a specific thing in the sense that it is known between the speakers. Extract 5.3 shows a sample of a good response by one of the candidates.

Extract 5.3

5.	a) an	
	b) the	
	c) a	
	d) the	

Extract 5.3: A response by a candidate who filled in the blank spaces with correct articles.

Further analysis shows that 26.25 percent of the candidates with average marks were able to respond correctly to two items. It was noted that many of them responded correctly to items (a) *an* because they knew that *an* is used to refer to a noun in singular form when the noun begins with a vowel sound. The candidate also provided a correct response *the* in item (b) since they knew that the definite article *the* is used with the superlative degree of an adjective. Extract 5.1 presents the case in point.

Extract 5.1

5.	a) I need to buy <u>an</u> orange.	
	b) Kilimanjaro is <u>the</u> highest mountain in Africa.	
	c) Our President was once <u>a</u> member of Parliament.	
	d) Will you lend me <u>a</u> book I saw you reading yesterday?	

Extract 5.2: A response by a candidate who correctly responded to item (a) and (b), thus scoring average marks.

Further analysis shows that 37.03 percent of the candidates who scored low marks, including 0 did not have adequate competence in the use of articles in the contexts of the sentences given. For example, in answering item (a), one of the candidates used the word *than* without realising that it is a conjunction; hence, it cannot be used as an article. In item (b) the candidate used the word *very* without realising that it is a modifier; hence, it cannot be used as an article to show superlative degree. In item (c) the candidate used the word *once* without realising that it is an adverb meaning one *time*; hence, it cannot be used in the context of the given sentence. In item (d) the candidate used the word *my* without realising that it is a possessive adjective; hence, it cannot be used in the context of the given sentence. Extract 5.2 presents the case in point.

Extract 5.2

5(a) I need to by than orage .	
(b) Kilimanjaro is very highest Mountain in Africa .	
(c) Our president was once form member of parliament .	
(d) Will you lend me my book I saw you reading yesterday?	

Extract 5.2: A response by a candidate who provided irrelevant answers.

2.2.4 Question 6: Identifying and Replacing Wrong Words

In this question, the candidates were required to identify a wrong word in each of the following sentences and then replace it with the right word.

- (a) Our grandmother had a long bed which had not been shaved for years.
- (b) The headmaster's car is packed under the tree.
- (c) My son hut his leg when he was running.
- (d) Chausiku is a very reach woman. She owns one of the five stars. hotels.

The question tested the correct use of different vocabulary. Each correct answer was awarded 1 mark, making a total of 4 marks.

The question was attempted by 95.25 percent of the candidates, out of which 55.60 percent scored from 0 to 1 mark, 28.33 percent scored from 1.5 to 2.5 marks, while 16.07 percent scored from 3 to 4 marks. The general performance of the candidates in the question was therefore average, since 44.37 percent scored from 1.5 to 4 marks. Figure 2 summarises the candidates' performance in the question.

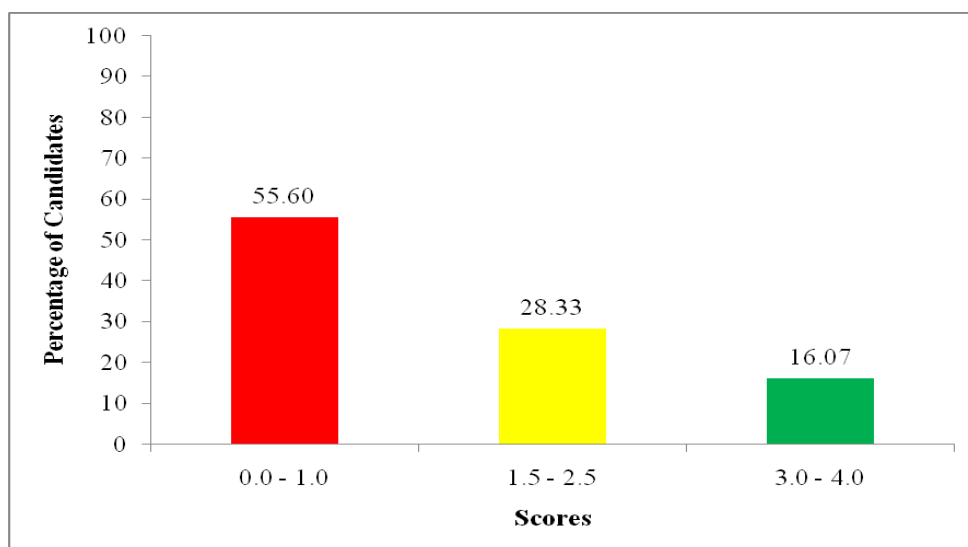


Figure 6: Percentages of the Candidates' Performance in Question 6.

The analysis shows that 55.60 percent of the candidates who scored from 0 to 1 mark failed to identify and replace the wrong words in the given sentences. This suggests that the candidates either failed to understand the requirement of the question or they did not know the meaning of words in the given sentences. Consequently, some of the candidates identified the wrong words but changed the structure of the given sentences. Others copied the sentences without identifying the wrong words or replacing those wrong words as they were required. For example, one of the candidates copied the same sentences in question 6 (a), (b), (c), and (d) instead of identifying wrong words and replacing them with the correct ones. Extract 6.1 presents the case in point.

Extract 6.1

6	(a) Our grandfather had a long <i>bed</i> which had not been shaved for years.	
	(b) The headmaster's car is packed Under the tree	
	(c) My son <i>hut</i> his leg when he was running.	
	(d) Chausiku is a very <i>reach</i> woman. She owns one of the five stars hotel.	

Extract 6.1: A response by a candidate who just copied sentences from the questions asked.

Further analysis shows that some of the candidates were able to identify some wrong words but failed to replace them with the correct ones. Others identified the wrong words but failed to replace them with one or two correct words, leading them to score average marks. For example, one of the candidates realised that the word *hut* was wrong and hence replaced it with the correct word *hurt* in item (c). In item (d), the candidate replaced the word *reach* with the correct word *rich* without identifying it as a wrong word. Extract 6.2 presents the case in point.

Extract 6.2

6	a) Our grandfather had a long <i>breed</i> which had not been shaved for years.	
	b) The headmaster's car <i>packed</i> under the tree.	
	c) My son <i>hurt</i> his leg when he was running.	
	d) Chausiku is a very <i>rich</i> woman. She owns one of the five stars hotel.	

Extract 6.2: A response by a candidate who replaced the wrong words in items (c) and (d) without identifying wrong words.

However, 16.07 percent of the candidates who scored high marks were able to identify and replace the wrong words with the right ones in the given sentences. In item (a), they replaced the word *bed* with the word *beard*. In item (b), they replaced the word *packed* with the word *parked*. In item (c), they replaced the word *hut* with the word *hurt*. In item (d), they replaced the word *reach* with the word *rich*. This shows that they knew the meaning and the uses of vocabulary items in the given sentences. Extract 6.3 is a sample of good response by one of the candidates.

Extract 6.3

06.	a) Wrong word; bed.	
	Correct word; beard.	
	b) Wrong word; packed.	
	Correct word; parked.	
	c) Wrong word; lunt.	
	Correct word; hurt.	
	d) Wrong word; reach	
	Correct word; rich	

Extract 6.3: A response by a candidate who correctly identified the wrong words and provided the correct words.

2.2.5 Question 7: The Use of Tenses

In this question, the candidates were instructed to study Linas time table that was given and then compose four grammatically correct sentences. The question tested the correct use of the simple present tense.

Activities	Time
wake up	5:00 am
take a bath	6:00 am
go to school	7:00 am
do school activities	8:00 am - 12:00
return back home	1:30 pm

For example: Lina wakes up at 5:00 pm.

- (a) _____
- (b) _____
- (c) _____
- (d) _____

The question was attempted by 98.91 percent of the candidates, out of which 69.71 percent scored from 0 to 1 mark, 10.59 percent scored from 1.5 to 2.5, while 19.70 percent scored from 3 to 4 marks. The general performance of the candidates in the question was therefore average, since 30.29 percent scored from 1.5 to 4 marks. Figure 7 summarises the candidates' performance in the question.

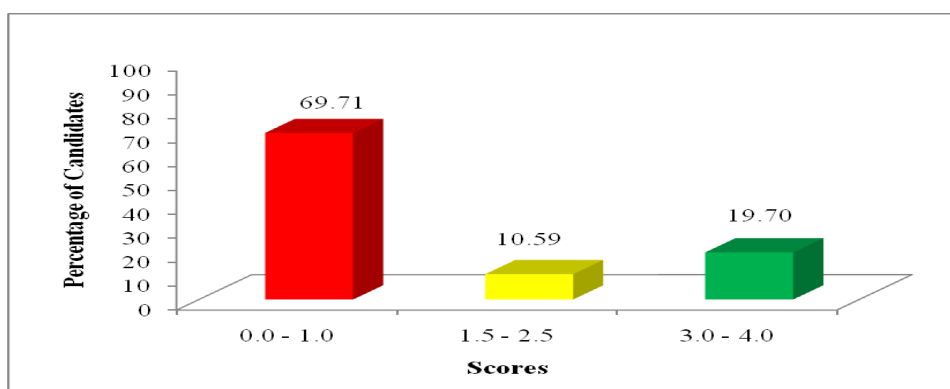


Figure 7: Percentages of the Candidates' Performance in Question 7.

The analysis of candidates' responses shows that 19.70 percent of the candidates who scored high marks in the question were able to construct four grammatical sentences using the simple present tense, third person singular to show Lina' daily routine. These candidates were able to change the verbs (a) *take* (b) *go* (c) *do* and (d) *return* into *takes*, *goes*, *does* and *returns*, respectively. This indicates that they were conversant in using the simple present tense, third person singular to express daily routine. Extract 7.1 is a sample of such a response by one of the candidates.

Extract 7.1

07.	a) Lina takes bath at 6:00 am.	
	b) Lina goes to school at 7:00 am.	
	c) Lina does school activities from 8:00am to 12:00pm.	
	d) Lina returns back home at 1:30 pm.	

Extract 7.1: A response by a candidate who proved his/her competence by composing grammatically correct sentences.

Moreover, 10.59 percent of the candidates who scored from 1.5 to 2.5 marks were able to compose one or two correct sentences but failed to do the same for the rest and hence scored average marks. This is an indication that the candidates had partial knowledge in using the simple present tense. As a result, they failed to change all the verbs into their correct -s form. For example, one of the candidates provided the sentence: (d) *Lina returned back home at 1:30 pm* instead of *Lina returns back home at 1:30*

pm. The candidates were not also conversant in other grammatical aspects such as the correct use of prepositions of time. For example, one of the candidates provided the sentence: (c) *Lina does school activities at 8:00 am - 12:00 pm* instead of *Lina does school activities from 8:00 am - 12:00 pm*. Extract 7.2 presents the case in point.

Extract 7.2

7.	a) Lina takes a bath at 6:00 am	
	b) Lina goes to school at 7:00 am	
	c) Lina does school activities at 8:00 ^a am - 12:00 pm	
	d) Lina returned back at home at 1:30 pm.	

Extract 7.2: A response by a candidate who correctly composed two grammatical sentences.

Further analysis shows that 69.71 percent of the candidates who scored low marks, including 0 failed to compose any grammatical sentences, since they did not know how to use the simple present tense, third person singular to express daily routine. For example, one of the candidates responded as follows:

- (a) *Then take a bath at 6.00 am*, (b) *After that go to school at 7.00 am*,
(c) *Then Lina do shool activities*, (d) *After that return back home*.

These sentences show that the candidate did not know that in forming sentences using simple present tense, third person singular, a regular verb in the base form changes to -s form, implying that it should end with -s, -es or -ies. Therefore, the verbs (a) *take* (b) *go* (c) *do* and (d) *return* in Lina's time table change to *takes*, *goes*, *does* and *returns*, respectively. Extract 7.3 is a sample of a poor response by one of the candidates.

Extract 7.3

7.	(a) then take a bath at 6:00 am	
	(b) After that go to school at 7:00 am	
	(c) then the lina do shool activities at 8:00 am	
	(d) After that return back home at 1:30 pm.	

Extract 7.3: A response by a candidate who failed to compose any grammatical sentences using the simple present tense.

2.3 Section C: Language Use

This section consisted of three questions 8, 9 and 10. Questions 8 and 9 were compulsory and they carried 05 marks each. Question 10 had four alternative questions whereby a candidate was required to answer 2 alternatives, each carrying 10 marks, making a total of 20 marks.

2.3.1 Question 8: Re-arranging Jumbled Sentences into a Logical Sequence

There were five jumbled sentences in this question and the candidates were instructed to re-arrange them in a logical sequence to come up with a meaningful paragraph by writing the corresponding letter in the answer booklets. The question tested the candidates' ability to relate events in a logical manner. The sentences were:

- A. *He was born in 1973, in Karumekenge village.*
- B. *He finished his first degree in 1997.*
- C. *He started his primary education in 1980.*
- D. *Since 1998, he is working with the family company.*
- E. *The first born in our family is Yoshia.*

The question was attempted by 99.46 percent of the candidates, out of which 79.42 percent scored from 3.5 to 5 marks, 10.30 percent scored from 1.5 to 3 marks, while 10.28 percent scored from 0 to 1 mark. The general performance of the candidates in the question was therefore good, since 89.72 percent scored from 1.5 to 5 marks. Figure 8 summarises the candidates' performance in the question.

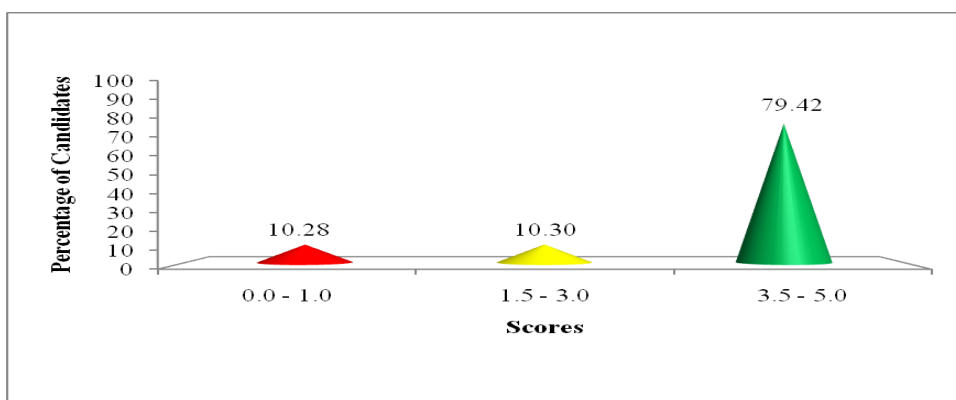


Figure 8: Percentages of the Candidates' Performance in Question 8.

The analysis of the candidates' responses indicates that 79.42 percent of the candidates who scored high marks were able to use the sequence markers to identify the first sentence to the last one. They recognised the sentence E, *The first born in our family is Yoshia* to be the first sentence

because it introduces the main idea in the paragraph which is Yoshia's historical background indicated by the name Yoshia. They recognised the sentence A, *He was born in 1973, in Karumekenge Village* to be the second sentence since it shows the year in which Yoshia was born. They identified the sentence C, *He started primary education in 1980* to be the third since they realised that a person could not take the first degree without getting primary education. They identified the sentence B, *He finished his first degree* to be the fourth sentence since they realised that after completing primary education, a person could go to the university level. Finally, they recognised the sentence D, *Since 1998, he is working with the family company* to be the last sentence because it concludes the whole information in the paragraph, as marked by the year 1998. Extract 8.1 is a sample of a good response by one of the candidates.

Extract 8.1

8	Sentence Number	1	2	3	4	5
	Letter	E	A	C	B	D

Extract 8.1: A response by a candidate who correctly re-arranged the jumbled sentences into a logical sequence.

Further analysis shows that 10.30 percent of the candidates who scored from 1.5 to 3 marks were able to identify and re-arrange two or three sentences out of five sentences and, therefore, scored average marks. This suggests that they did not use well the sequence markers to identify the first sentence to the last one. For example, one of the candidates was able to identify the sequential order of sentences (ii), (iv), and (v) but failed to identify the sequential order of sentences (i) and (ii). This candidate did not understand that since the main idea in this paragraph is Yoshia's historical background, the name Yoshia should appear in the first sentence as it introduces the person in reference and hence the first sentence was supposed to be E, *The first born in our family is Yoshia* and not sentence A, *He was born in 1973, in Karumekenge Village* which was supposed to be the second sentence. Extract 8.2 presents the case in point.

Extract 8.2

8	sentence number	1	2	3	4	5	
	Letter	A	E	C	B	D	

Extract 8.2: A response by a candidate who correctly re-arranged the sentences (iii), (iv) and (v).

Conversely, 10.2 percent of the candidates who scored from 0 to 1 mark failed to re-arrange the jumbled sentences in a logical sequence, probably due to the poor command of English Language. This barred them from effectively using the sequence markers to identify the first sentence to the last one. For example, one of the candidates picked the sentence D, *Since 1998, he is working with the company family* to be the first sentence instead of the correct response E, *The first born in our family is Yoshia*. This suggests that he/she did not realise that the first sentence was supposed to introduce the main idea in the paragraph which is Yoshia's historical background and hence should bear the person's name in reference. The candidate also provided a response which was not clearly written whether it was A or D showing that he was just guessing. Moreover, he/she chose the sentence B, *He finished his first degree in 1998* to be the third sentence instead of C, *He started his primary education in 1980* without realising that Yoshia could not complete the first degree without first getting primary education. The candidate selected sentence E, *The first born in our family is Yoshia* as the fourth sentence instead of B, *He completed his first degree in 1997*. Finally, he/she chose the sentence A, *He was born in 1973, in Karumekenge Village* to be the last sentence instead of D, *Since 1998 he is working with the family company* which is a conclusive sentence. Extract 8.3 presents the case in point.

Extract 8.3

8	Sequence number	i	ii	iii	iv		
	Letter	D	A	B	E	A	

Extract 8.3: A response by a candidate who failed to re-arrange the jumbled sentences in a logical sequence.

2.3.2 Question 9: Matching Items

In this question, the candidates were instructed to match expressions in list A with the words in list B by writing the correct letter beside the item number in the answer booklets. List A had five expressions denoting places where people get services. List B consisted of seven names of places from which the candidates were to choose. The question tested the candidates' knowledge of basic vocabulary used in daily life.

List A	List B
(i) A place which is used to cook some food.	A. market
(ii) A place where you sleep in the night.	B. hospital
(iii) A place where you can buy food stuff.	C. kitchen
(iv) A place where people buy and drink alcohol.	D. school
(v) A place where people get treatment.	E. office
	F. bed room
	G. bar

The question was attempted by 99.73 percent of the candidates, out of which 90.62 percent scored from 3.5 to 5 marks, 7.11 percent scored from 1.5 to 3 marks, while only 2.27 percent scored from 0 to 1 mark. The general performance of the candidates in the question was therefore good, considering that 97.73 percent scored from 1.5 to 5 marks. Figure 9 summarises the candidates' performance in the question.

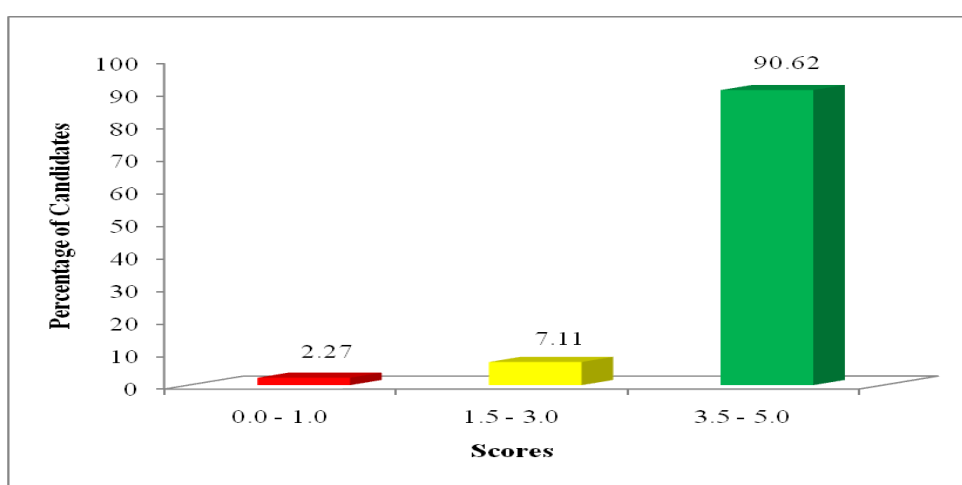


Figure 9: Percentages of the Candidates' Performance in Question 9.

This was the highly performed question, since 90.62 percent of the candidates scored high marks. These candidates were familiar with the words used to name places commonly used in daily life. They were able to identify the words *kitchen*, *bedroom*, *market*, *bar* and *hospital* which are used to name places where different activities are performed. For example, one of the candidates matched item (i) *A place which is used to cook some food* with the letter C, *kitchen*. Moreover, he/she matched item (ii) *A place where you sleep in the night* with letter F, *bed room*. Furthermore, he/she matched item (iii) *A place where you can buy food stuff* with the letter A,

Market. Finally, he/she matched item (iv) *A place where people buy and drink alcohol* with the letter G, *bar*. Finally, they matched item (v) *A place where people get treatment* with the letter B, *hospital*. Extract 9.1 is a sample of a good response by one of the candidates.

Extract 9.1

9	Number	(i)	(ii)	(iii)	(iv)	(v)
	Letter	C	F	A	G	B

Extract 9.1: A response by a candidate who correctly matched items in list A with corresponding letters in list B.

Further analysis indicates that 7.11 percent of the candidates who scored from 1.5 to 3 marks were able to match two expressions in list A with their corresponding words in list B, thus scoring average marks. This suggests that they knew some of the vocabularies which are related to the things commonly used in day to day life. For example, one of the candidates matched item (i) *A place which is used to cook some food* with the letter C, *kitchen*. The candidate also matched item (ii) *A place where you sleep in the night* with the letter F, *bed room*. Extract 9.2 presents the case in point.

Extract 9.2

9	i	C	
	ii	F	
	iii	B	
	iv	A	
	v	E	

Extract 9.2: A response by a candidate who correctly matched items (i) and (ii) but missed the rest.

It was further noted that 2.27 percent of the candidates who performed poorly were not conversant with the vocabulary items and expressions provided in the two lists, probably due to the poor command of English Language. For example, one of the candidates matched item (i) *A place which is used to cook some food* with the letter D, *school*, without realising that a school is a place where people/children get education. The candidate also incorrectly matched item (ii) *A place where you sleep in the night* with the letter B, *hospital*, without realising that a hospital is a place where people get medical treatment. Moreover, he/she incorrectly matched item (iii) *A place where you can buy food stuff* with the letter C, *kitchen*, without realising that a kitchen is a place where food is cooked. Furthermore, he/she incorrectly matched item (iv) *A place where people buy and drink alcohol* with the letter A, *market*, without realising that a

market is a place where you can buy food stuff. Finally, he/she incorrectly matched item (v) *A place where people get treatment* with the letter G, *bar*, without realising that a bar is a place where people buy soft drinks and alcohol. Extract 9.3 is a sample of a poor response by one of the candidates.

Extract 9.3

number	i	ii	iii	iv	v	
letter	D	B	C	A	G	

Extract 9.3: A response by a candidate who failed to match vocabulary items in list B with corresponding expressions in list A.

2.3.3 Question 10: Writing Skills

This question had four alternatives A, B, C and D. The candidates were required to answer two questions from the given alternatives. Each alternative question carried 10 marks, making a total of twenty (20) marks.

The question was attempted by 94.96 percent of the candidates, out of which 14.88 percent scored from 13 to 20 marks, 49.61 percent scored from 6 to 12.5 marks, while 35.51 percent scored from 0 to 5.5 marks. The general performance of the candidates in the question was therefore good, since 64.49 percent scored an average performance of 30 percent and above, of the 20 marks allocated to the question. Figure 10 summarises the candidates' performance in the question.

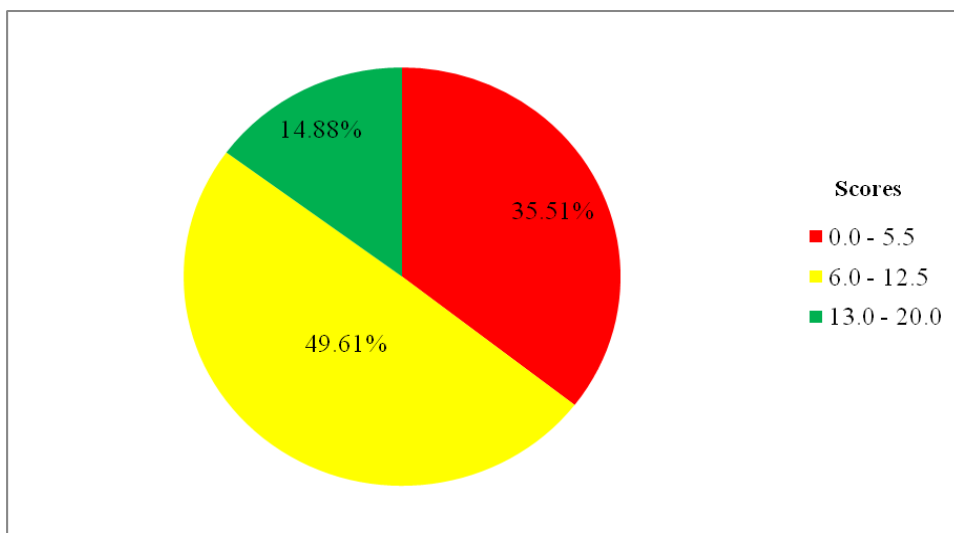


Figure: Percentages of the Candidates' Performance in Question 10.

2.3.3.1 Question 10 A: Writing an Invitation Card

This question had parts (a) and (b). In part (a), the candidates were asked to write an invitation card informing their two parents to attend the class party for their good performance in the examination. In part (b), they were required to outline the format of writing telephone messages for those who would call for excuse. The question tested the candidates' ability to write an invitation card and the telephone message format.

The analysis of the candidates' responses shows that 14.88 percent of the candidates with high marks were able to write an invitation card using all required elements. They comprised: *the title of the card, sender's name, receiver's name, purpose of the party, place where the party would be held, date of the party, time for the party, RSVP and contact address such as sender's address, sender's telephone number and sender's E-mail*. They also outlined the format of telephone message which comprised of the following: *sender's name receiver's name, time when the message was received, the message received and the signature of the one who received the message*. This indicates that they had sufficient skills of writing an invitation card as they knew the elements, format of an invitation card, and the format of a telephone message. Extract 10.1 is a sample of a good response by one of the candidates.

Extract 10.1

10 A.	
(a)	<div style="border: 1px solid black; padding: 10px;"><p style="text-align: center;"><u>AN INVITATION CARD</u></p><p>The school St Mary's Mazinde Juu is cordially inviting Parents / Mr. & Mrs. / Prof. / Sr. / Dr.</p><p style="text-align: center;"><u>FORM TWO</u></p><p>to the party or class party for good performance of our daughters, which will be done on Saturday 4th/November/2017 from 1:00pm to 8:00pm in the evening. The class party will take place in our school campus. You are warmly welcomed.</p><p>Contacts</p><p>The headmistress : 0765 432 145</p><p>The academic teacher: 0644 234 162</p></div>

Extract 10.1: A response by a candidate who correctly wrote an invitation card and the telephone message format.

Further analysis indicates that 49.61 percent of the candidates who scored average marks were not aware of all principles of writing an invitation card and telephone message format. For example, one of the candidates managed to write invitation card, the format and elements required but failed to outline the format of telephone message including: *sender's name of a message, receiver's name of a message, time when the message was received, the message received and the signature of the one who received the message*. Another candidate wrote an invitation card including some elements such as *title, receiver's name, purpose, date and contact* but he/she failed to write other elements like sender's address and RPSV. In item (b) he/she partly outlined the format of telephone message.

On the contrary, the candidates who scored 0 in item (a) had the following weaknesses. Some of them failed to follow the correct format of writing an invitation card. For example, one of the candidates wrote the following: *The name; JOHN A.KANUTI, MBASA; 1st NOVEMBER, ... KIMAMBA*. Others wrote meaningless texts since they could not express themselves, coherently and appropriately using the English Language. There were also candidates who completely failed to write the invitation card and telephone message format in the English Language instead they decided to use the Kiswahili language. This suggests that such candidates were not able to express themselves in the written English Language although they observed some guidelines in writing an invitation card. Extract 10.3 is a sample of a poor response by one of the candidates who used the Kiswahili Language.

Extract 10.3

10	<p>Family ya Salim wa Vingunguhi inayopasuka kuwaabika, kukuabika kwenye Sherene ya mtoto wa mpendu Hamza Salim kumpanga kwa kumaliza shule Sherene itaanza 7:00 mchana siku ya Juma katika Hotei ya Kaunda iyo bac uliwe kama ndug wa kalibu wa familia hii unambwa kuzulia kufika kwenu ndio mpanikiyo kwa mawasiliano Said 071078745</p>
----	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Extract 10.3: A response by a candidate who used Kiswahili Language in writing an invitation card.

In attempting item (b), one of the candidates failed to write the format of a telephone message but he/she defined the term telephone as follows: *Telephone is the movement of public.....is the message or call.* Another candidate provided a message instead of the format of a telephone message. This indicates that such candidates did not know the demand of the question. Another candidate failed to write the format of a telephone message instead he/she outlined some sentences which did not relate with the format of a telephone message, as shown in Extract 10.4.

Extract 10.4

10	Card of the parents.	
	They mother and father is the a chance of frances	
	be the very menci in one the life of the	
	good to school of the very antend in are	
	class in the very education to the pammance	
	nt of the education to the one want in	
	Class to the performance in a good to a	
	the performance in education in very good	
	in are children and frances	
	by context of message	
	it to the control of language	
	it suppose to message	

Extract 10.4: A response by a candidate who outlined things not related with the format of a telephone message.

Moreover, other candidates who failed to outline the format of the telephone message wrote a *dialogue* or conversation between two people. This shows that they were able to express themselves in the English Language but, they lacked the required skills which could enable them to outline the format of a telephone message. Extract 10.5 presents the case in point.

Extract 10.5

10	by	
	Halima; Hello!	
	Joseph; Hello! who are you	
	Halima; am fine	
	Joseph; What about to day?	
	Halima; Today is very happy for me	
	Joseph; Why?	
	Halima; Because am happy birthday	
	Joseph; True!	
	Halima; Yes	
	Joseph; Why invited me	
	Halima; Am forgoty my best friend sorry	
	Joseph; OK! Conterous your happy birthday	
	Halima; OK! Thank you	
	Joseph; OK! See you later	
	Halima; OK! See you to.	

Extract 10.5: A response by a candidate who wrote a *dialogue* instead of a telephone message format.

2.3.3.2 Question 10 B: Speech Writing

In this question, the candidate was supposed to act as the chairperson of the Mwananchi street and write a maximum of 250-word speech giving eight points on the problems which the residents of the Mwananchi street needed to be solved. The question tested the candidates' ability to deliver a speech expressing their feelings or grievances on real issues logically, fluently and appropriately using the English Language.

The analysis of the candidates' responses indicates that the candidates who scored high marks in the question were able to follow the principles of writing speech by starting with the salutation, a good introduction, main body and ending their speech with a good conclusive remark. A good example is a candidate who managed to highlight the problems which needed to be solved, such as poor hygienic condition, water shortage, poor supply of social services, poor infrastructure and also explained the impact of not solving those problems. Extract 10.1 presents the case in point.

Extract 10.6

10.B	The heads of Mwananchi street, the citizens of	use only
	Mwananchi street good morning. I the new elected Chairperson of Mwananchi street experience a great pleasure standing before you addressing all your problems that you encounter and showing by explaining ways to solve the addressed problems.	
	Dear citizens, the first problem is thievery, it has been a stra song to Mwananchi street about theft cases every day, without any measures ^{was} to be taken. I beg of you to unite and form a group of twenty strong men who will alternate to keep night watch this will reduce theft problem.	
	Dear citizens, Poor hygiene conditions in our environment has been a problem. This has resulted to spread of communicable diseases such as cholera as it is seen some few months passed. To solve this People should maintain hygiene by doing proper waste disposal like, burning, burying.	
	Dear citizens, Poor supply of social services in our area. The hospitals lack enough facilities and workers, there are few schools which are too far from our area. I will represent this problem to the authority concern and I will try to solve the problem as fast as possible.	
	Dear citizens, Water shortage is our cry everyday. Some of our our women travel at long distances searching for water. To solve this problem all abled bodied members of this society are obliged to attend water building project of digging areas with water to form well since our area has underground water.	
	Dear citizens, Drug abuse is a problem to most of our Youth in Mwananchi street, as we all know that	

10:8	Youth are tomorrow's leaders. Every citizen should work hard in reporting all drug dealer and drug user this will maintain the Youth group.	
	§ Dear Citizens, the increase of the number of street children due to lack of proper family care. This children live in a manner that is they do not get their basic need include right to education. People should opt proper family planning education and methods so as to get children only when they want.	
	Dear Citizens, another problem is poverty; This is a state of being poor. It has recase you to undergo problems like malnutrition which is caused by lack of food nutrients. People should motivate yourself so as you get your basic needs.	
	Dear citizens, unemployment to abled and skilled people in our society. People should ask loans from financial institutions so as to start businesses and employ themselves and they should not wait to be employed.	
	Dear citizens I would like to pass my sincere gratitude to you all for trusting me and may you adhere to what I have addressed.	
	May the all might of God be with you.	
	Thank you.	

Extract 10.6: A response by a candidate who wrote a good speech on the problems facing people in his/her area.

The candidates who scored average marks in the question were able to write the speech but with errors in some of the parts, such as the failure to address the audience according to their status, the lack of self-introduction, the failure to introduce the topic, the lack of clarity of points, the lack of a good flow of ideas or the failure to conclude.

The candidates who scored low marks demonstrated the following weaknesses. Some of them wrote a speech without an introduction, paragraphs and a conclusion. Others wrote an essay without considering the format of writing a speech. It was further noted that those who scored 0 wrote things which could not relate with the question. For example, one

of the candidates just copied questions from different parts in section C on Writing Skills and combined them to form a meaningless paragraph. This suggests that he/she lacked knowledge of the subject matter. Extract 10.8 presents the case in point.

Extract 10.8

10B	Imagine that you have been elected	
	to be a chair person of mirand	
	street. The street has total	
	number of 50 houses. It a lot	
	problems that need to be solved.	
	Write a speech to be presented	
	in a meeting to address those	
	problem in eight points.	
	By giving eight reasons, write an	
	essay on women throw their young	
	babies is not less than 250 words.	
	Imagine that you have been employ	
	ed in one of the Chinese ind	
	stry sister explaining about the	
	hardship you are going through	
	and ask her to secure another job	
	for you elsewhere sign your na	
	me ama Tumian.	

Extract 10.8: A response by a candidate who combined questions from different parts in section C to make a meaningless paragraph.

There were also candidates who performed poorly due to the poor mastery of English Language, which barred them from expressing the points logically, fluently and appropriately, as shown in Extract 10.9.

Extract 10.9

10(B)	Imagine that you have been elected to be a	
	Chairperson of Mwananchi Street. The street	
	has a total number of 50 houses. it has a	
	lot of problems that need to be solved. write	
	a speech to be presented in a meeting to	
	address those problems in eight point. —	
	problem in Speech eight point	
	- To imagine that elected of magazine	
	of mwananchi	
	- To imagine that you have elected to be	
	a person of magasin of mwananchi	
	- To Street a total number of people in	
	town	
	- To Street Street a total number of house	
	in a- It has a lot that a need	
	- It has a problem that to be a need	
	- To Street has a total number of 50 house	
	of the Village	
	- To be elected a Chair person of mwananchi	

Extract 10.8: A response by a candidate who failed to write a speech due to the poor command of English Language.

2.3.3.3 Question 10 C: Creative Writing

In this question, the candidates were required to write a 250-word or more essay on why women throw away their young babies by giving eight points. The question tested the ability of the candidates to plan their thoughts logically and express their knowledge through writing on their real life experience.

The analysis of the candidates' responses indicates that the candidates who scored high marks in this question were able to compose a good essay based on reasons which led women to throw away their young babies such as lack enough money, lack of love and, lack of employment. Other reasons included stress or psychological effect, physical or mental disability, conflict in marriage and unplanned pregnancy. These candidates also wrote essays with well-arranged paragraphs, logical flow of ideas and grammatically correct and meaningful sentences. Extract 10.10 is a sample of a good response by one of the candidates.

Extract 10.10

10. C. WHY WOMEN THROW AWAY THEIR YOUNG BABIES.

There has been a critical problem of throwing away of children or young babies in our society.

This is mainly done by women. There are many evidences that the problem is still severe in our society. This is because dead and also live babies are found in dumps. The women do this action with some reasons.

The following are the reasons which I think could be the cause of women to throw away their young babies,

Lack of enough money to buy the needs of the baby, This is problem has been caused by the lack of money. Some women lack money to buy the basic needs. This causes her to think murder to reduce the burden, the major solution is to throw away her baby.

Lack of deep love to the young baby, other times a woman may bear a child or baby not of her desire or choice. This action cause hatred to the child. As a result a woman may throw away the baby because she doesn't want it.

Husband neglect towards the baby,
other times men can neglect the child. When
something like this happens, a woman can decide
to throw away the baby because her husband
didn't like to receive and also care for the baby.

Lack of mercy among some women, the
matter of mercy is very important. A woman may
decide just to throw away the baby because
she lacks mercy. For example, The action of throwing
a baby in a latrine is result of lack of mercy towards
babies.

Occurrence of unplanned pregnancy, other
times unplanned pregnancy can occur. So the
woman may decide to throw away the baby
because she didn't plan to have it earlier.

Need to reduce the hardship and burden
of life, when hardships become worse, a person
may commit a bad action which even he/she
didn't expect. So this is also in women. When
hardships have befallen them, they may decide to
throw away their babies.

Stress and fear to be condemned and blamed
for bearing a baby, This occurs in teen girls
and youths. A girl may engage in sexual intercourse
and bad luckily, she gets pregnancy. And because of
the fear of her parents or authority. She may
decide to throw away the baby.

Result of family conflicts and divorce,
In case of family conflicts, there may arise
divorce. And if a woman is being divorced by
her husband she may consider the baby to be
no longer part of her. This feeling may result

	to throwing away the baby.	
	Therefore, because the problem has been very intense in the society. The following solutions may be taken to it, ensure proper family planning, fear of God and government must enact laws to punish women who commit such evils.	

Extract 10.9: A response by a candidate who wrote a good speech on reasons why women throw away babies.

On the contrary, the candidates who scored low marks in this question did not follow the principles of essay writing. Some of the candidates were able to write a good introduction but could not give convincing arguments in the content. Others had points but failed to express themselves well by using proper English Language. It was further noted that many of the candidates who scored 0 misinterpreted the question or did not have adequate knowledge of the subject matter. For example, one of the candidates copied a poem from section D: *Response to Reading* instead of writing an essay as instructed. Others failed to express themselves well by using written English Language, as shown in Extract 10.11.

Extract 10.11

10	C) Why women throw away their young babies is the support to the women in the life goal at are connected to people at the women more because to the life of the center of the which at the propose in one movement at the people of composed of the very centering in one people of women the way their young babies of the very effect of life of women throw and challenges of give life of to women to the conduct of the poor behaving of the purpose of life of conducted.	

Extract 10.1: A response by a candidate who failed to express himself/herself in English Language.

2.3.3.4 Question 10 D: Writing a Friendly Letter

In this question the candidates were required to write a letter to their sisters explaining the hardships they were facing and asking them to secure another job for them elsewhere. They were supposed to sign a letter as “Aman Tumaini.” The question tested the candidates’ ability to write a friendly letter and their ability to express themselves logically, fluently and appropriately using English Language.

The analysis of the candidates' response indicates that those who scored high marks were able to write a letter to their sisters explaining the hardship they were facing in an industry and asking them to secure another job for them elsewhere by using fictitious names and address. These candidates also wrote friendly letters sticking to the required format, such as the sender’s address at the top most right, the date just below the sender’s address, salutation (e.g., Dear Sister/My Dear Sister), introduction, general greetings, the content/the purpose of the letter, conclusion, complimentary close (e.g., Your loving brother/sister) and first name. Extract 10.12 is a sample of a good response by one of the candidates.

Extract 10.12

10-D	BIG CHINA INDUSTRY, P.O. BOX 47, DADU-KALAM.	
	31 st NOVEMBER 2017.	
	Dear Ashura...	
	It has been a long time since I heard from you and I happen to remember you so much. I hope you are fine though to my side am not too good.	
	As you know that I am now working in Chinese Industry dealing with making furniture but I happen to encounter various problems such as low salary, long working hours, Tropical diseases such as Malaria, language barrier and many other.	
	Our Manager has been paying low to African workers thus it is to say he has discrimination. It is not only in salary but also other social services such as electricity.	
	I happen to work for very long hours and moreover most of worker around me are Chinese who tend to speak on their language of which I do not understand thus giving me a hard time in communication.	
	Industry is located where there is a problem of Malaria thus most of us tend to get sick frequently for that reason I would like you to secure for me another job anywhere so that I can get rid of this problems soon.	
	It is my hope that my request you	
	will work upon my request. Greet all at home and tell them I have missed them so much especially mother.	
	Yours Sincerely,	
	Amani Tumaini.	

Extract 10.12: A response by a candidate who was able to write a friendly letter as required.

Further analysis shows that the candidates with average marks failed to write important things required in a friendly letter, such as the date, salutation, convincing points or complimentary close. There were also candidates who wrote things such as the heading which are not supposed to be used in official letters. However, they managed to write the sender's address well and some convincing points related with the content. Extract 10.13 illustrates the case in point.

Extract 10.13

		LONGIDO HIGH SCHOOL	
10 D.		P.O. BOX 8530	
		ARUHA	
		1/11/2017	
		Dear sister	
		Ref: <u>HARDSHIP OF THE JOB</u>	
		Dear sister I hope you are fine. But I want to tell you	
		about my job I do is very hardship so my sister try to	
		change or finding another job. Thanks	
		Your faithfully	
		Aman tumain	

Extract 10.13: A response by a candidate who partially followed the principles of writing a friendly letter.

It was further noted that the candidates who scored 0 completely failed to write a friendly letter sticking to the required format such as sender's address, date, salutation, complimentary close, the first name and appropriate content. These candidates also failed to use proper grammar, punctuation marks and a good flow of ideas. Other candidates who scored 0 misinterpreted the question by writing an application letter instead of a friendly letter, as shown in Extract 10.14.

Extract 10.14

10(b)	NYANDOTO SECONDARY SCHOOL
	P.O.BOX 466
	MARA
	1 st November 2017
	CHINESE INDUSTRY
	JOB FOR YOU
	ELSEWHERE
	P.O.BOX 11
	MOROGORO.
	Dear Sister,
	REF: HARDSHIP YOU ARE EMPLOYED
	IN ONE OF THE CHINESE INDUSTRY.
	Refer is a letter of writter Amani Tumani is
	a apply been employed in one of the chinese Ind
	ustry for about a year now and you are
	going hardships of the Uganda countries is
	wanted problems facing of the \$irs sister is
	incomplete in explaining about the hardshi
	P your are going through Since 1 st march 20
	17 of the air ports in the Dar-es-salaam.
	fulfill youth
	Amani Tumani
	Amani Tumani

Extract 10.14: A response by a candidate who wrote an application letter instead of a friendly letter.

2.4 Section D: Response to Reading

This section consisted of four questions in which the candidates were required to answer 2 question including one from poetry and another from novels and short stories or plays, making a total of 40 marks.

2.4.1 Question 11: Poem Analysis

In this question, the candidates were instructed to read the given poem carefully and then answer the questions given. The question tested the candidates' ability to read and interpret a poem.

*He read medicine
Specializing in the tooth
And graduate, with honours
With new thesis
To cure the aching malady.*

*Our teeth shall be all right
People chanted, welcoming his services.
And he started work, prompt and immediate
they brought him all the teeth they had.
Decaying teeth, aching teeth, strong teeth
And he started working on their jaws
Diligently pulling out every tooth
From the jaws of every mouth.
And they paid him with meat
Which now they could not eat.*

*And so on went the dentist
Making heaps and heaps of teeth
Useless, laying them waste
Without fear that soon
Very soon indeed
He would have no teeth to attend to
No tooth for which to call himself a dentist.*

Questions

- (a) Suggest the title of this poem
- (b) What is the poem about?
- (c) What type of poem is this?
- (d) Describe the form of this poem

- (e) Analyse two musical features used in this poem?
- (f) What are the two possible themes in this poem?
- (g) What message do we get from this poem?
- (h) Comment on the selection of words in the poem.
- (i) What is the mood of the poet?
- (j) Does the poem have any relevance to your society? Give reason for your answer.

The question was attempted by 64.52 percent of the candidates, out of which 75.04 percent scored from 0 to 5.5 marks, 23.36 percent scored from 6 to 12 marks, while only 1.60 percent scored from 13 to 20 marks. The general performance of the candidates in the question was therefore weak, since only 24.96 percent scored from 6 to 20 marks. Figure 9 summarises the candidates' performance in the question.

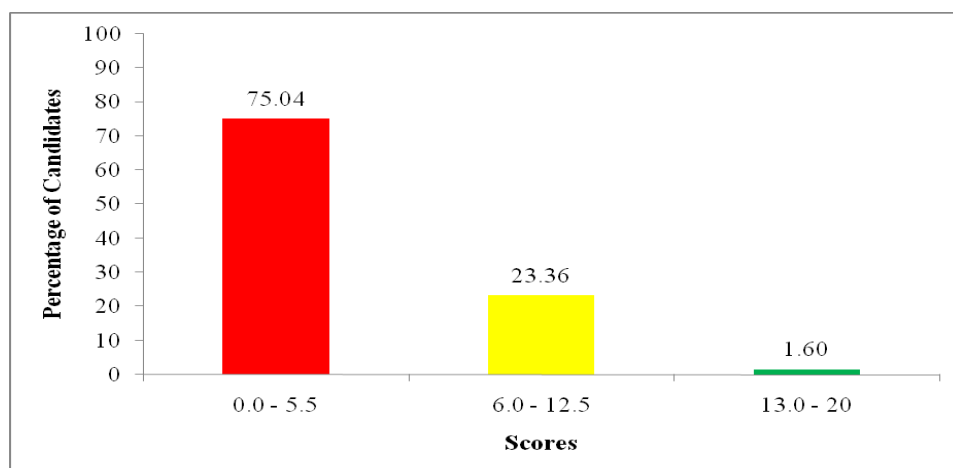


Figure 11: Percentages of the Candidates' Performance in Question 11.

The analysis of the candidates' responses indicate that 75.04 percent of the candidates who scored low marks, including 0 did not have the required skills on poetry analysis. While some of the candidates just copied the poem as their answers, others answered the questions without using the right information from the poem. For example, one of the candidates provided the following incorrect responses: (a) the title of the poem is *specializing in the tooth* instead of the awful dentist, (b) the poem is about *the medicine* instead of the awful dentist, (c) the type of the poem is *formal poem* instead of a free verse, (d) *the form of this poem is*, (e) two musical features used in the poem are *our teeth shall be alright*, (g), the message from the poem *the cure of the aching malady*. These incorrect

responses suggest that the candidate failed to comprehend the poem as he/she did not have the required skills to analyse poems.

Furthermore, other candidates who scored 0 did not understand what they were supposed to do as they provided incorrect responses just by randomly picking phrases or verses from the given poem which did not relate with the questions, as seen in Extract 11.1.

Extract 11.1

11.	Read the following poem and then answer the questions that follow.	
	Questions:	
	a) He read medicine, Specializing in the tooth And graduated, with honours	
11.	With new thesis To cure the aching malady.	
	(b) What is the poem about?	
	And so on went the dentist Making heaps and heaps of teeth Useless. Laying them waste without fear that soon, Very soon indeed, He would have no teeth to attend to, No tooth for which to call himself a dentist.	
	(c) What type of poem is this?	
	And he started working on their jaws Diligently pulling out every tooth from the jaws of every mouth, And they paid him with wheat which now they could not eat.	
	(d) He read medicine, Specializing in the tooth And graduated, with honours with new thesis To cure the aching malady.	
	(e) Analyse two musical features used in this poem = 07	

(f) What are the possible two themes in this poem?	
= He would have no teeth to attend to,	
No tooth for which to call himself a dentist.	
(g) What message do we get from this poem?	
"Our teeth shall be all right"	
people chanted, welcoming his services.	
And he started work, prompt and immediate.	
(h) Making heaps and treaps of teeth useless. Laying them waste	
(i) He would have no teeth to attend to,	

Extract 11.1: A response by a candidate who randomly picked phrases and verses from the poem.

Further analysis shows that 23.36 percent of the candidates who scored average marks responded correctly to some of the items but failed to respond correctly to all the items, as shown in Extract 11.2.

Extract 11.2

So this shows clearly that the poem is an open form because there is no rhythmic sounds to the

11

The type of the poem is a narrative poem. as the poem has been narrated from the beginning when the dentist has been graduated until the time when he started working on people's teeth by removing their jaw instead of aching and decaying teeth then at the end the dentist had no tooth to attend.

d) The form of the poem is an open verse form or free verse form. This is because the poem has no variation of lines in a stanza also it has not followed the poetic instructions such as there is no rhythmic sounds. It is seen when the persona says:

"He read medicine,
Specialized in the tooth
And graduated with honours
With new thesis
To cure the aching malady"

So it is clearly seen that the stanza has no rhythmic sounds and each verse has ends with its own sound so it has not followed the instructions and so it is an open form.

e) i) Symbolism:

This is a musical feature that uses signs and symbols to mean another thing. In the poem it is seen when the persona uses the word "neat".

		use only
11 e)	to symbolize money. It is shown as the persona says	
	" And they paid him with meat, Which now they could not eat."	
	So it means that after being treated they used to pay the dentist money but instead the author has used the word meat.	
	ii) Hyperbole	
	Is the rhetorical feature that is used to exaggerate ideas and facts. In the poem it is shown when the author said that the dentist makes heaps of teeth and makes people waste ^{laying} on waste. It is shown when the persona says:	
	" And so on went the dentist Making heaps and heaps of teeth Useless, laying them waste..."	
	So here it exaggerates the fact because the dentist can not make heaps and heaps of people's teeth also he can not lay them waste.	
f) i) Education		
	This is the situation where by a person acquires knowledge on different things. In the poem it is shown when the persona says:	
	" He reads medicine, Specializing in the tooth And graduated, with honours With new thesis To cure the aching malady	
	So it is clearly seen that the dentist has acquired education that makes him to specialize.	

11)	in the tooth and graduated ready to work on people's teeth.	
	ii) Unawareness	
	Is the situation whereby people doesn't know what is going on. Here people were unaware that the dentist is not specialized insted he can't remove and service their teeth. It is shown when the persona says: "Our teeth shall be alright," people chanted, welcoming his services And he started work, prompt and immediate. They brought him all the teeth they had Decaying teeth, aching teeth, strong teeth And he started working on their jaws..."	
	So it is seen that at first people were unaware that the dentist can not cure their decaying and aching teeth that is why he removed their jaws.	
	g) From the poem we get message that - We should never trust any one as these people did. They trust the dentist to the extent that they sent their teeth which have decaying and aching instead the dentist started working on their jaws.	
	h) The selection of words in the poem are good because they are understandable and they bring a very good meaningful idea, which makes the reader to understand the poem clearly.	
	i) The mood of the poet is sad and sympathetic. This	

11(1)	is because, he feels mercy and pity for the people who are having teeth decay and aching as they don't have a qualified dentist to cure for their teeth. As the dentist who they had is not qualified - this is clearly seen when the person says "And he started working on their jaws Diligently pulling out every tooth from the jaws of every mouth..." So the dentist instead of treating the decaying and aching teeth he works on people's jaws. So this brings bad mood to the poet.
1.	The poem has relevance to my society because nowadays in many societies people are working in different situations and institutions but most of them are not qualified especially doctors. That's why in my society people are dying due to lack of qualified doctors. Also it is relevant due to the education position as nowadays people are educated and are working in different sectors.

Extract 11.2: A response by a candidate who responded correctly to some of the items.

On the contrary, 1.60 percent of the candidates who scored high marks in this question responded correctly to the questions. They explained that the poem was about *The Awful dentist /Irresponsible dentist /Bad dentist who pulls out even the strong or uninfected teeth*. They showed that the poem as a *free verse type (modern/contemporary) type* because the length, number of syllables and verses in each stanza vary. Regarding the form of the poem, they showed that it has three stanzas, whereby the first stanza has five verses of varying lengths, the second ten and the third seven. They also identified the possible themes, such as *incompetence, irresponsibility, selfishness* because the dentist pulled out every tooth from the jaws of every mouth as he wanted to eat all the meat alone, and *ignorance* because people did not know that the dentist was selfish. Extract 11.3 is a sample of a good response by one of the candidates.

Extract 11.3

11.	(a) The title of the poem is AWFUL DENTIST.	
	(b) The poem is about a dentist who studied on the tooth and people expected that their teeth will be all right. Unfortunately, he removed all teeth even strong teeth.	
	(c) The poem is a modern type poem and it is free verse since it does not follow the rules of the poem such as rhyme, rhythm and others.	
	(d) The poem has 3 stanzas, the first stanza has 5 verses, the second has 10 verses, the 3 rd stanza has 7 verses. Thus it is a free verse.	
	(e) Musical features can be found in the poem. - Alliteration is the repetition of the last consonants in the words. In the poem the poet used alliteration when he said. "And they paid him with meat which now they could not eat"	

11 (e) - Rhythm

↳ the Use of the same consonant in the last words of the Verses. In the poem rhythm can be seen when the poet said

"Deligently pulling out every tooth
from the jaws of every mouth
also. when he said

"And they pain him with meet
which now they could not eat"

(f). The possible themes can be seen in the poem.

- Disappointment

In the poem it is seen that the people were disappointed since they thought that when the dentist will come he will help them to treat their teeth but unfortunately enough, he pulled out every tooth as seen when he said.

"Deligently pulling out every tooth
from the jaws of every mouth"

- Irresponsibility.

In the poem it is seen that the dentist was irresponsible since he had to ~~rem~~ treat the aching teeth only but he removed even the strong teeth that were not aching as seen when the

		use only
11	(b) Person said ²² They brought all teeth they had Decaying teeth, aching teeth, strong teeth ²⁵	
	(g) from the poem we may learn that we have - we have to be responsible to our work doing the work which we are required. - we have to make the well of education for the benefit of the society and not destroying the society as awful dentist. - Also we learn that when we work for the people we have to do things that are beneficial to the people and not for personal interest.	
	(h) The poet selected well the words in the poem for he tried to use the words that attract the reader to read the literary work such as when he said Decaying teeth, aching teeth and strong teeth ²⁵	
	(i) The poet is sad or angry since he/she expected a lot of goods from the per. dentist but Unfortunately, he/she saw the things going worse than the previous.	
	(j) Yes the poem is relevant to the society since in the society there are so many irresponsible people and people who use bad their education in the society for their interest so the poem is relevant.	

Extract 11.2: A response by a candidate who responded correctly to the questions.

2.4.2 Question 12: Poets' Portrayal of Leaders' Irresponsibility

In this question the candidates were required to use two poems they had read in the section so as to show how the poets have addressed the issue of leaders' irresponsibility by giving four points from each poem. The question tested the candidates' ability to analyse content, specifically from the two poems they had studied.

The question was attempted by 26.26 percent of the candidates, out of which 44.58 percent scored from 0 to 5.5 marks, 40.49 percent scored from 6 to 12.5 marks, while 14.93 percent scored from 13 to 20 marks. The overall performance of the candidates in the question was therefore average, since 55.42 percent scored from 6 to 20 marks. Figure 12 summarises the candidates' performance in this question.

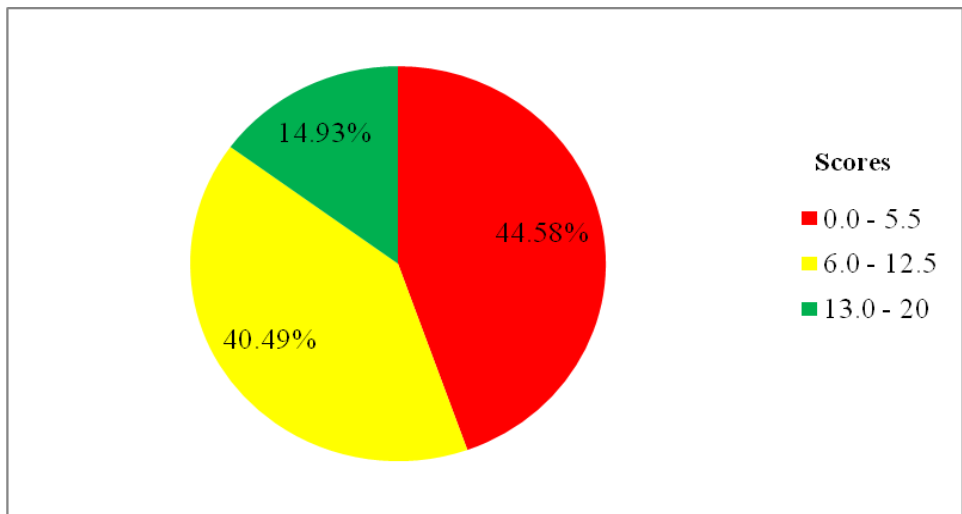


Figure 12: Percentages of the Candidates' Performance in Question 12.

The analysis of the candidates' responses shows that 44.58 percent of the candidates who scored low marks managed to give only a good introduction but gave responses which did not relate to the issue of leaders' irresponsibility. It was further noted that the candidates who scored 0 managed to identify the requirement of the question but used wrong poems as their references. For example, one of the candidates used "Eat More" by Joe Corrie and "Your Pain" by Armando Guebuza which are supposed to be used in Literature in English for Ordinary Level and English Language paper 2 for Advanced Level. The candidates also discussed the relevance of the poem instead of discussing the issue of the leaders irresponsibility which they were instructed and hence failed to meet the requirement of the question. There were also some candidates who wrote unrelated things. For example, one of the candidates repeated the word *controlled* several times which does not relate to the question. This indicates that the candidate did not have the ability to express himself/herself in the written English Language and perhaps he/she had never analysed any poem in this section. Extract 12.1 is a sample of a response by one of the candidates who scored low marks.

Extract 12.1

The reason of the controlled of the
 controlled of the controlled of
 the contribute of the con-
 trolled of the certain of the
 e controlled of the contribu-
 ute of the controlled :
 power into the contributor of
 the controlled of the certain
 of the controlled of the contri-
 butor of the controlled of the
 he controlled of the contribu-
 te of the controlled of the
 controlled of the controlled of
 the contributor of the cer-
 ain of the controlled.
 There be the controlled of the
 e contributor of the certain
 of the controlled of the
 e contributor.

Extract 12.3: A response by the candidate who repeated the word controlled and hence provided a meaningless response.

Further analysis shows that the candidates who scored average marks were able to provide some of the points correctly but failed to provide other points correctly. The analysis also shows that 14.93 percent of the candidates who scored high marks were able to show how the poets have addressed the issue of leaders' irresponsibility using a good introduction, clear explanations with a good flow of ideas and a good conclusive remark. For example, the candidates who used the poem, "Live and Let Die" by Kundi Faraja were able to show that leaders are irresponsible since: they fail to fulfill their duties and therefore cause their people to live a poor and miserable life, they collaborate with the rich people (businessmen) and foreign nations to exploit the majority leaving them without adequate food, proper clothes and shelter (houses), they have created classes of the poor and the rich in the society, especially after independence.

The candidates who used the poem “Building the Nation” showed how the PS who represents the leaders is irresponsible as, he goes to the expensive hotel for unnecessary function instead of performing government duties in the office, he also misuses the national resources to make useless parties leaving his people, such as the driver to starve. This shows that the candidates had sufficient skills to analyse poems. They also had adequate ability of expressing themselves well in written English. Extract 12.3 is a sample of a good response by one of the candidates.

Extract 12.3

	SECTION D	
12.	<p>Irresponsibility is a state of a person or a group of people not to be responsible in what they are doing or in carrying a certain task or mission. The poets have addressed the issue of leaders' irresponsibility in different poems. By using two poetry books which are <u>GROWING UP WITH POETRY</u> written by D. Rubadiri and <u>"Summons"</u> written by R.S. Mabala we see how this issue is discussed.</p> <p>From the book <u>Summons</u>, the poem "Development" that was written by Kundi Fargia we see how the poet speaks about the irresponsible leaders by the following points:</p> <p>Firstly The Leaders' irresponsibility in not providing social services. In the poem we see how the leaders are irresponsible in accomplishing their duties as they do not provide for their people social services. As the poet says: "They ring out one message Man of the people, You have always been telling us, What we need,</p>	

12.

Secondly, The Leaders' irresponsibility in elimination of corruption: In the poem we see that the permanent Secretary is totally corrupt as he lies the driver that he had ulcers. As the poet says:-

"My ulcers I think are equally painful,
only they are caused by hunger,
No sumptuous lunches ---"

The above phrases show that the driver as the citizen knows that the ps is lying him and therefore decided to complement which show the permanent secretary not to be responsible.

Also in the poem "Refugee Blues" that was written by W.H. Auden we see how the poet has addressed the issue of Leaders' irresponsibility using the following points:-

Thirdly, The Leaders' irresponsibility in eliminating poverty: In the poem we see how the persona is lamenting due to his poor condition of life and shows that everything they have or possess is for the government something which is not fair. This depicts how the Leaders are responsible in eliminating and discouraging poverty.

Lastly, The Leaders' irresponsibility in eliminating nepotism: In the poem we see that the persona is very sad on the issue of nepotism as they are forced to pay tax while others are not forced at all. This shows the existence of irresponsible leaders as they seem not to bother on the issue.

All in all, the poets have really try their maximum best to show how the poet leaders are irresponsible. It is worthy to note that there are still other poem that speak on the same issue. Therefore I argue the current leaders to be responsible in carrying out their job and being responsible.

12.	Fourthly, The leaders' irresponsibility in eliminating classes: In the poem we see that their is class of the haves and have not where by the poor parent represent the class of the have not while the leaders and the whiter are known to be the class of the haves. As the poet says:- " -- let them eat brother, because the white nations Are not ready, To die a little, So as the poor nation may live..."
	The above phrases depicts that many leaders are not able to eliminate classes as they also have classes among themselves of which shows their irresponsibility.
	Also in the book Growing up with poetry, in the poem Building the nation that was written by Henry Barylow we see that the poet has addressed the issue of leaders irresponsibility by the following points:-
	Firstly, The Leaders irresponsibility to eliminate misuse of national resources:- In the poem we see that the permanent secretary being one of the leader has failed to stop misusing the national resources. As the poet says:- Today "The menu reflected its importance, Cold beer with fried chicken, Then fried chicken ---- Ice cream to cover the stereotype jokes, Coffee to keep the PS awake on return journey."
	The above phrases depicts the irresponsibility of many leaders in using of national resources as they use them for their personal well being or development without considering their citizen who are dying by hunger day after day due to lack of social services, food and poverty.

12.	Health centres, more schools, Better transport facilities, Better Living conditions... "	
	The above phrases show how the leaders are irresponsible in fulfillment of their promises.	
	Secondly, The Leaders' irresponsibility in bringing about development: In the poem we see how the man of the people is irresponsible as he is a corrupt leader who doesn't want to bring development as the poet says: "How is development to be brought brother, while the people, To whom we have entrusted power, Are corrupt? "	
	The above phrase show how the leaders are irresponsible in bringing development.	
	Also in the same book of summons, the poem "Live and Let Die" written by Kundi Farqia we see how the poet has addressed the issue of leaders' irresponsibility by the following points:- Thirdly, The Leaders' irresponsibility in eliminating exploitation: In the poem we see that the poor parent has sacrificed the family for the oppressive system to change but nothing has changed and exploitation is still there as the poet says:- "...Let them eat brother, untill the system changes, untill exploitation ends."	
	The above depicts that many leaders are not responsible in leading their citizens as they exploit them severely without any concern of their well being.	

Extract 12.3: A response by a candidate who used two poems to address the issue of leaders' irresponsibility.

2.4.3 Question 13: Analysing the Causes of Conflicts in Plays

In this question, the candidates were required to analyse the causes of conflicts in the two plays they have studied in this section. The question tested the candidates' ability to identify causes of conflicts in the two plays of their choice.

The question was attempted by 78.91 percent of the candidates, out of which 29.65 percent scored from 0 to 5 marks, 42.07 percent scored 6 to 12 marks, while 28.28 percent scored from 13 to 20 marks. The general performance of the candidates in the question was good, considering that 70.35 percent scored from 6 to 20 marks. Figure 12 summarises the candidates' performance in the question.

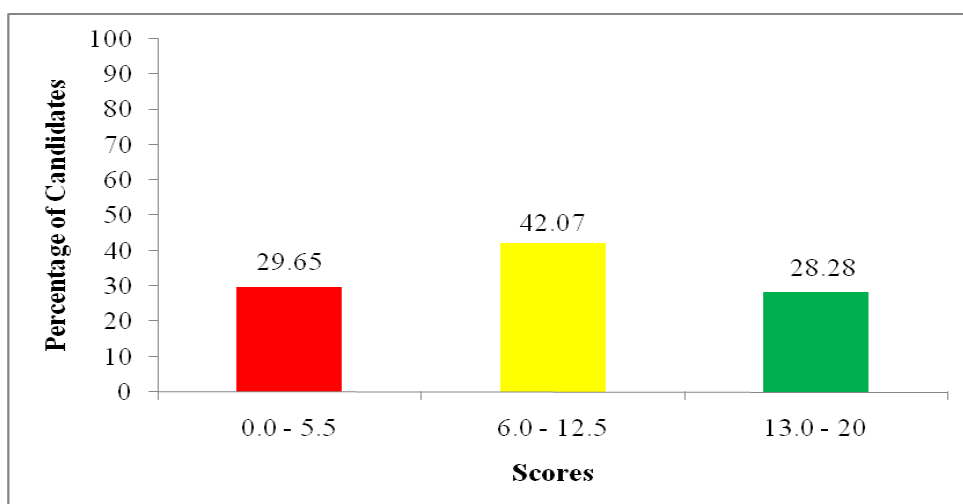


Figure 13: Percentages of the Candidates' Performance in Question 13.

The analysis of the candidates' responses shows that 28.28 percent of the candidates who scored high marks in the question were able to identify the causes of conflicts in the two plays read using a good introduction, clear explanations with a good flow of ideas and a good conclusion. For example, the candidates who used the play *The Lion and The Jewel* identified the causes of conflicts in the play. They indicated that the conflict between Baroka and Lakunle was centered on the issue of development. Lakunle advocated changes in the society, that people should adopt new lifestyle like using sauce pans to replace clay pots. He also proposed the acquisition of western education. Baroka, on his part believed that the society is better without those things.

In *This Time Tomorrow*, the cause of conflict was shown when Njango was in conflict with her daughter Wanjiro on the issue of white people's dressing style. Njango dislikes the dressing style of the white people, whereas her daughter Wanjiro takes it as a modern style. Extract 13.1 is a sample of a good response by one of the candidates.

Extract 13.1

13	Conflicts: Refers to the misunderstand- ing between two parts or within a person him or her self. There are two categories of conflicts; which are Intra conflicts which is within a person him or her self and Inter-conflict which is between two sides or two people. From the plays THE LION AND THE JEWEL and by W. Soyinka and THREE SUITORS: ONE HUSBAND by O. M. O. By starting with a play The Lion and The Jewel, the such causes of conflicts are; payment of bride price, marriage and hypocrisy.
	Payment of bride price: This refers to the paying of materials or money to the bride's family before getting marriage. The payment of bride price caused conflicts between Sidi and Lakunle when the Lakunle told Sidi to unite and to form a family but Sidi refused and said 'Said to get marriage without bride price is like to shelt sate your shame.
	Marriage: Is the act or situation where by a man unite together with a woman to form a family. The issue of marriage caused conflict intra conflict between Sidi herself during the decision making whether to be married by Lakunle or The Bale Baroka.
	Hypocrisy: The situation of pretending about something which is not true in reality. The conflict was between Sidi and Sadiku after Sadiku to tell Sidi that The Bale Baroko is now Importance, (no longer a manless) and Sidi decided to go to the palace to the Bale, but what happ- ened at the palace was a removal of virginity of Sidi.

13	Unawareness: Also this was intra conflict between Sidi and Latunde herself as a result after being removed her virginity and became complaining herself on the decisions that she made and she realized that the issue of bride price was not an issue	use only
	And from a Day THREE SUTORS: ONE HUSBAND. there were causes which led to conflicts in the society, such as Education, Theft, Superstition and to Women decision making.	
	Education: Is the acquisition of different knowledges and skills. As Juliette was an educated woman with Western education brought conflicts between her and her family and grandfather abessolo. Was just because Juliette came with new attitudes and undermines the cultural practices	
	Theft: Is the act or situation of taking one's property like money and other materials without the owner's permission. After Juliette stole the bride price (money) 300,000 francs, it brought conflicts between the family members and bride groom like Mbia and Ndi.	
	Superstition: Is the practise of using magic power and witch doctors. The Akangana's family called Sanga fili to so as to find the lost money. As before the Kouma knew where money it is and while the doctor was lied to this resulted to misunderstanding between a witch doctor and family members.	
	Equal opportunity and making of decision to women. As the women were not given the freedom of making decision especially on the -	

13.	process of Juliette's marriage but finally Juliette	use only
	disagreed to instead of choosing herself a	
	man to marry her, so this brought conflict between	
	Alangana's family especially Messolo and Juliette	
	All of the western education, superstition,	
	payment of bride price, marriage, luxury, theft	
	equal opportunities to women as men brought	
	inter and intra conflicts at at all.	

Extract 13.1: A response by a candidate who identified causes of conflicts in two plays.

Moreover, the analysis shows that 42.07 percent of the candidates who scored average marks were able to write a good introduction where they mentioned the plays used as references. In the main body, they provided a few correct points. This indicates that they had partial knowledge of the plays which they used as references.

Further analysis shows that 29.65 percent of the candidates who scored low marks were able to provide either a good introduction with points which could not relate with the requirement of the question or two required points with good explanations which corresponded with the demands of the question. It was further noted that the candidates who scored 0 mixed characters from two different plays like Thoni from "The Black Hermit" and Sidi from the "Lion and Jewel". These candidates also provided poor explanations which did not show the cause of conflict, indicating that they did not read and analyse the recommended readings in plays and also they had poor writing skills. For example, one of the candidates provided the incorrect response as presented in the following: *conflict between Sidi and Thoni. This Thoni are another mother of Sidi also have different between them even in our societies.*

Other candidates in this category discussed themes like *classes, exploitation, love and betrayal, corruption* without showing how they cause conflict within a given society. There were also other candidates who scored 0 because they did not know the subject they were required to discuss as well as the requirement of the question. These candidates explained the conflict in football arena which occurred between one person and another person without using any reference from the readings. In

addition, they could not express themselves using the English Language. Extract 13.2 is a sample of a poor response by one of the candidates.

Extract 13.2

13	analyse the Causes of Conflict in the two plays that you have studied in this section. Conflict in the two plays that you have studied in this section of Conflict in the two plays is the plays for football but one person has to be running down must be to be the conflict you are and the how person has running for the your body.	
	For another Conflict for the - plays, example one one person to the running for the more	
	you no only one for the you the job but would or men to better the. jolking for you must be. conflict in you and the people to you let for the to this have to be running, you are running for your members you body the morning.	

Extract 13.2: A response by a candidate who tried to explain the conflict on football ground.

2.4.4 Question 14: The Effectiveness of Figures of Speech in Presenting Messages

In this question, the candidates were required to analyse the effectiveness of figures of speech in presenting the message in the two novels they have studied under this section. The question tested the candidates' ability to interpret and analyse the work of art.

The question was attempted by 9.34 percent of the candidates, out of which 97.30 percent scored from 0 to 5 marks, 1.80 percent scored from 6 to 12 marks, while 0.90 percent scored from 13 to 19 marks. The general performance of the candidates in the question was therefore weak, since only 2.70 percent scored from 6 to 19 marks. Figure 14 summarises the candidates' performance in the question.

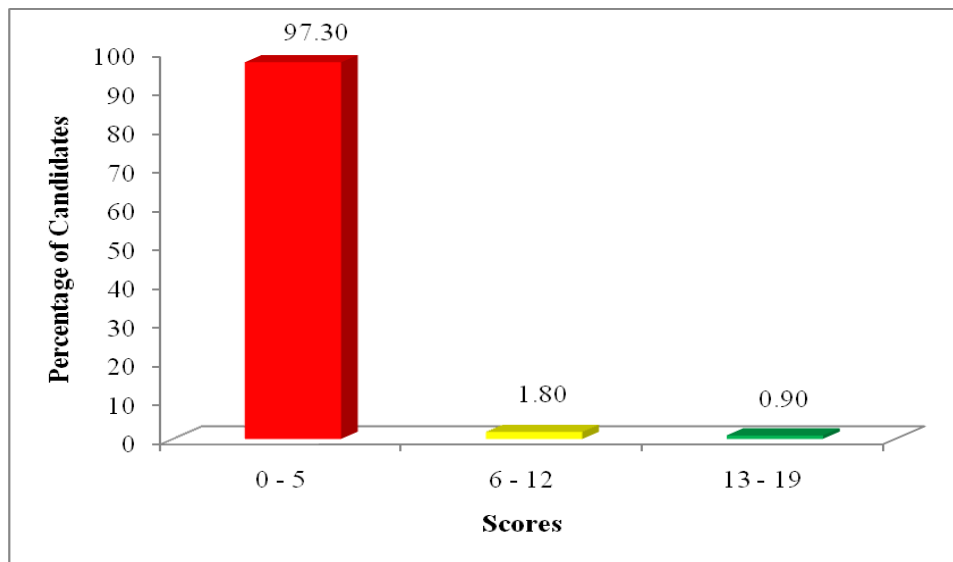


Figure 14: Percentages of the Candidates' Performance in Question 14.

The analysis of the candidates' responses indicates that 97.30 percent of the candidates who scored low marks were able to provide either a good introduction with points which could not relate with the requirement of the question or two required points with good explanations which corresponded with the demands of the question. However, 50.16 percent of the candidates who scored 0 provided incorrect responses which based on themes like *tribalism*, *lack of education* instead of analysing the effectiveness of figures of speech in presenting messages in the society.

There were also other candidates who provided only messages without using figures of speech. For example, one of the candidates provided the following sentence which he/she regarded as a message: *Provision of education about the effect of the HIV and AIDS*. This indicates that the candidate did not understand the demands of the question. This might also suggest that he/she did not know what a message is.

Other candidates discussed the position of women in the society. One of the candidates wrote: *women are good advisors, women involve fully in activities, women take care of the children in the family, women are prostitutes and women are superstitious* instead of discussing the effectiveness of figures of speech in presenting the message. Extract 14.1 is sample of a poor response by one of the candidates.

Extract 14.1

14.	Position of the women in the society is how women are playing parts in activities in the society. According to novel	
	"PASSED LIKE A SHADOW" written by Benard Mapalala the position of women is portrayed in two ways. Positive side and negative side.	
	The position of the women in Positive side is portrayed as follows.	
	Women are good advisors. They advice people on how to live well in the society. From the story Aboki is among of the advisors she advised her mother Atwoki to abstain from chasing girls instead he should concentrate in his studies. But things they went wrong when Atwoki convinced by David. Even in our societies our mothers try to advice use on how to live well in the community, for example to abstain from sex and other dangerous activities	
	Women involve fully in Activities. From the story Twime and Kunihira are tailors, they make clothes and sell them to the people in order to obtain some money. Also Vick is a hardworking woman, she spend a long time in doing activities at Adyeri's family. In our societies, you can find that women work hard their husbands. Men depend only that women are the one cook and perform other activities.	
	Women take care of people in the society. In the story we see Aboki who take care of her sick father, mother and finally her brother Atwoki. Even in our societies women take care of children for example when the parents are out of home.	
	Also the position of the women in the society	

Extract 14.1: A response by a candidate who discussed about the position of women contrary to the demands of the question.

Furthermore, the candidates who scored average marks were able to answer some of the parts of the question but failed to answer other parts. For example, one of the candidates was able to identify figures of speech, such as hyperbole, euphemism and personification and then concentrated on explaining the meaning of these figures of speech, as follows: *"simile is the comparison of two things by the use of conjunctions"* instead of showing the effectiveness of these figures of speech in presenting the message.

On the contrary, the analysis shows that 0.90 percent of the candidates who scored high marks were able to analyse the effectiveness of the figures of speech, such as simile, metaphor, personification, irony, hyperbole and satire in presenting the message used in two novels of their choice. These candidates managed to provide a good introduction, relevant points and a good conclusion which summarises the given points. For example, there were candidates who used the novel "The Interview" by P. Ngugi to show the effectiveness of figures of speech in presenting the intended message to the society (readers). These candidates succeeded to pinpoint a number of figures of speech used by the authors and also illustrated their effectiveness by showing clearly how they help the author to deliver the intended message. For example, the candidate wrote "Barbarism" as a figure of speech which is the use of borrowed words and discussed the way it was used in the novel "The Interview" when Joe was in the house of Mr. Kingu narrating his background on the murder of his parents then Cucu said in reply "pole sana". Such figure of speech makes people understand well the feeling of the incident. This presents the message that people should sympathise with others when they are in problems.

Other candidates used a novel "Passed like a Shadow" by B. M. Mapalala to show the effectiveness of figures of speech in presenting the intended message to the society (readers). For example, one of the candidates used metaphor to present the message that fathers should avoid mistreating their children so as to minimise conflict in the family. This is seen when Amoti, Adyeri's wife regrets marrying Adyeri as she says 'I really regret ... I really regret I have married a pig. These words are said bitterly by Amoti when complaining to her husband for his severe beating of Atwoki. Extract 14.3 is a sample of a good response by one of the candidates.

14. Figures of speech is the figurative use of language by sending the information to the communities. The authors of the book have used the figures of speech to give messages to the societies about a particular thing. By using the books of novels which are "PASSED LIKE SHADOW" written by Bernal Mapala and "THE INTERVIEW" written by Patrick Njugi I'm showing the affective of figures of speech in presenting the message.

By starting with the book Passed Like Shadow.

Simile, this is the joint comparing of two things by the use of conjunctions. In the book the author has portrayed a simile that says "He was humble as a dove" explaining that when Akyeri is not drunk he was seen humble. The message which we get is that we should always be humble in our societies.

Sayings, these are the popular sayings words spoken by people that are mostly concluded as a truth. In the novel the author has portrayed a simile saying that says "East west home is the best", this saying gives the message that I should love

14. The people of my home because they are the one who will help me in my problems.

Personification, this is the situation of giving things the ability of doing the things done by human beings. In the novel the author has portrayed a personification that says "I'm now enjoying my children's sweat" this statement was said by Amotl when she had the benefits to her son. The message we get is we should do very hard our work so that we may get benefits later on.

Hyperbole, these are the words that are not true. In the novel the author has portrayed hyperbole that says "Daddy gave him a classic slap" this occurred when Aduki was beating his son Atwoki. The message I get from this hyperbole is that I should maintain peace in my family.

By using the book called The Interview.

Metaphor, is the joining of sentence without the use of conjunctions. In the book the author has portrayed several metaphor one of them it was seen when Jor went to the hospital and he did not find the old Cucu, it is said that "He was a zombie" the message

14. which I get is that we should not get panicking to a certain problem occurred.

Hesitation, This is a situation of speaking where a person speaks and either he does not complete what the words which she or he wanted to speak. In the book the author has portrayed hesitation when Uncle Dan saw Joe, it is said that "Where have I seen you before you + - - - - - you look as familiar". The message which is seen is that we should not do bad things to other people because we don't know who will help us tomorrow.

Barbarism, this is the use of borrowed language. In the book the author has portrayed barbarism when Joe narrated to Cuccu his originality then Cuccu said "Polle song". The message which is found in the quote is that we should always be sorry to the people who are having problems.

Hyperbole, these are the words that are not true. In the novel the author has portrayed hyperbole when Joe was preparing himself for the interview that says "He polished his shoes to such sparkle the previous night he could

14	use it as a mirror. The messa	
	ge which is seen in the quotation	
	is that we should always be clear.	
	Therefore, the figures of speech	
	do convey messages that are to	
	be learnt in the society and	
	change the behaviour of people	
	in a given community	

Extract 14.1: A response by a candidate who explained the effectiveness of figures of speech in presenting messages in two novels.

3.0 PERFORMANCE OF THE CANDIDATES IN EACH TOPIC

Four topics were examined in 022 English Language subject in CSEE 2017. These are: *Comprehension and Summary*, *Patterns and Vocabulary*, *Language Use* and *Response to Reading*.

The analysis shows that the candidates had a good performance of 83.95 percent in *Language Use*. Generally, the candidates performed well in this topic because they were able to; read and interpret the questions, follow the instruction, had adequate competence in concepts related to the English Language topics and, were able to explain and elaborate points using appropriate words and well-formed sentences.

Moreover, the candidates had an average performance of 44.04 percent in *Patterns and Vocabulary*. They also had an average performance of 38.55 percent in *Comprehension and Summary*. Finally, they had an average performance of 38.36 in *Response to Reading*. This performance suggests that the candidates had partial knowledge in these topics.

4.0 CONCLUSION

The analysis done in the CSEE 2017 results of the English Language subject shows that, the general performance was average. The candidates had a good performance in *Language Use*, where of 83.95 percent scored an average of 30 percent and above. Conversely, they performed averagely in *Patterns and Vocabulary*, where 44.04 percent scored an average of 30 percent and above. They also performed averagely in *Comprehension and Summary*, where 38.55 percent scored an average of 30 percent and above. Finally, they performed averagely in *Response to Reading*, where 38.36 percent scored an average of 30 percent and above. This performance suggests that the candidates had partial knowledge of the topics.

Despite the overall performance in 022 English Language Examination being average, some of the candidates performed poorly in some of the questions. The analysis indicates that they did not perform well in the question 2 under *Comprehension and Summary*, where many of them failed to summarise a short passage. This was probably due to their poor mastery of the English Language and their poor knowledge of summary writing skills. They also encountered problems in answering questions 3, 6 and 7 under *Patterns and Vocabulary*. Finally, they faced problems in *Reading Programme* particularly in question 14, where many candidates failed to analyse how the authors of two novels read have used figures of speech effectively to present the message to the readers. Besides, the candidates could not exhaustively answer the questions on the poem given in question 11.

The candidates' performance in each item and its attendant topic is summarised in the Appendices A and B.

5.0 RECOMMENDATIONS

In order to improve candidates' performance in the future, it is recommended that:

- 5.1 Students should be given a lot of tasks which will help them practise all the four language skills, namely speaking, listening, reading and writing. This will enable them to speak, listen, read and write various English Language texts.
- 5.2 Teachers should utilise their time to teach candidates reading comprehension skills and summary writing skills.
- 5.3 Students should be guided and encouraged to read intensively and extensively to enable them to improve their vocabulary and grammar competencies. This will eventually enable them to use proper vocabulary and grammatically correct sentences.
- 5.4 More emphasis should be put on the *Response to Reading* section, especially in content analysis since many candidates encountered difficulties in answering questions under this area.
- 5.5 Students should be given a lot of quizzes, tests and examinations for exercises. They should also be given immediate and corrective feedback. This will enable them to identify the tasks of the questions.

APPENDICES

Appendix A

Summary of the Candidates' Performance per Topic for the CSEE 2017

S/N	Topic	Number of Questions	Percentage of Candidates who Scored an Average of 30 Percent and Above	Remark
1	Language Use	3	83.95	Good
2	Patterns and Vocabulary	5	44.04	Average
1	Comprehension and Summary	2	38.55	Average
4	Response to Reading	4	38.36	Average

Comparison of the Candidates' Performance per Topic between the CSEE 2016 and 2017

S/N	Topic	Number of Questions	2016		2017	
			Percentage of Candidates who Scored an Average of 30 Percent or Above	Remarks	Percentage of Candidates who Scored an Average of 30 Percent or Above	Remarks
1	Language Use	3	78.77	Average	83.95	Good
2	Patterns and Vocabulary	3	59.28	Average	44.04	Average
3	Comprehension and Summary	3	48.1	Average	38.55	Average
4	Response to Reading	3	38.15	Average	38.36	Average

