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

CANDIDATES' ITEMS RESPONSE ANALYSIS REPORT ON THE CERTIFICATE OF SECONDARY EDUCATION EXAMINATION (CSEE) 2020

ENGLISH LANGUAGE

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FOREWORD

This report is based on the Candidates' Items Response Analysis (CIRA) on the Form Four English Language National Examination which was conducted in November 2020. The Form Four National Examination (CSEE) is a summative evaluation which intends to provide feedback to all education stakeholders on the factors which contributed to the candidates' performance in the English Language subject.

The analysis done in this report shows clearly the factors which justify the candidates' performance in the English Language subject. The candidates with high performance had adequate knowledge of tenses and grammatical rules, sufficient basic vocabulary for use in different contexts, ability to interpret and combine concepts, writing invitation cards, writing the speech, analysing and interpreting the literary works. However, the candidates who scored low marks faced some difficulties in answering questions such as failure to interpret the questions and insufficient knowledge of the concepts tested.

It is the expectation of The National Examinational Council of Tanzania that all teachers, school managers, school quality assurers, educational administrators and other educational stake holders will use the feedback provided and recommendations suggested in this report to improve the teaching and learning to the prospective candidates in the future examinations administered by the council.

The council appreciates all who in one way or the other contributed to the preparation of this report.

Dr. Charles E. Msonde
EXECUTIVE SECRETARY

1.0 INTRODUCTION

The report presents an in-depth analysis of the candidates' performance in the English Language subject for the Certificate of Secondary School Examination (CSEE) which was conducted in November 2020. The English Language subject examination for both School and Private candidates was set in accordance with the English Language Subject Syllabus of 2010 and the English Language subject Examination format of 2019.

The English Language Examination for CSEE 2020 tested the candidates' competences on *Writing Cards and Messages, Talking about Occupation of People, Reading for Information from Different Sources, Writing Using Appropriate Language Content and Style, Reading a Variety of Texts, Reading and Interpreting Literary Works.*

Moreover, other areas tested included *Talking about one's Family, Expressing Personal and Group Routine, Expressing on going Activities, Talking about Past Events, Expressing Future Plans/Activities, Talking about Ownership and Possession* and *Giving Direction.*

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

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

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

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

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

Based on the percentage of score, good performance ranged from 65 to 100 per cent and it is represented by green colour. Moreover, the average performance ranges from 30 to 64 per cent and it is represented by yellow colour. Furthermore, 0 to 29 per cent is considered weak and it is represented by red colour. The candidates' performance in each topic is summarised in Appendices A and B.

The number of Candidates who sat for the English Language Examination in November 2020 was 435,447. Among these, 320,272 (73.6%) candidates passed with different grades. In comparison with 2019 where 422,606 candidates sat for the examination, of which 278,148 (66%) passed with different grades as seen in Table 2.

Table 2: Candidates Pass Grades in CSEE 2019 and 2020, English Language National Examination

Year	Grades	A	B	C	D	F
2019	% of candidates	2.2	5.4	26.1	32.3	34
2020	% of candidates	7.10	9.42	28.03	29.01	26.44

Table 2 shows that the 2020 English Language performance is good when compared to the 2019's performance since the results indicate that the 2020

performance has increased by 7.6 per cent when compared to 2019's performance.

2.0 ANALYSIS OF THE CANDIDATES' PERFORMANCE PER QUESTION

### 2.1 Section A: Multiple Choice and Matching Items

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

2.1.1 Question 1: Multiple Choice

The candidates were instructed to choose the most correct response from the given alternatives and write its letter beside the item number in the answer booklet provided. The question tested the candidates' appropriate use of the areas of *expression of personal and group routine, expression of the ongoing activities, talking about past events, expressing future plans/activities* and the use of the *definite article*.

This question was attempted by 436,983 (99.9%) candidates, out of which 43.8 per cent scored from 0 to 3 marks. Moreover, 33.1 per cent scored from 4 to 6 marks and 23.1 per cent scored from 7 to 10 marks. The general performance of the candidates in this question was average, considering that 56.2 per cent of them scored an average of 30 per cent and above of all the allocated marks. The overall candidates' performance in the question is summarised in Figure 1.
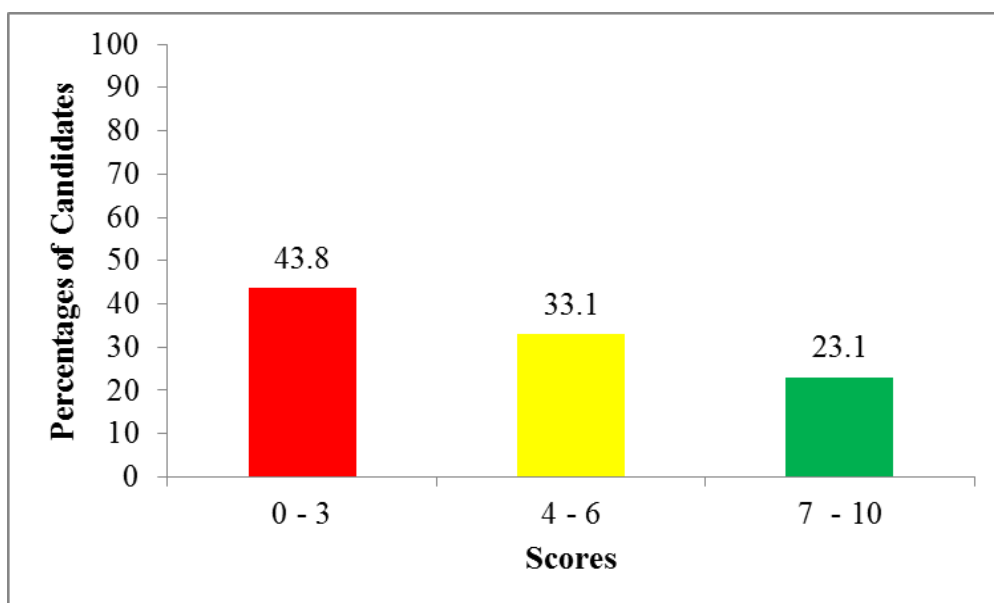
Figure 1: *Percentages of the Candidates' Performance in Question 1*

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

Item (i) was;
(i)   Which sentence among the following shows the ongoing expression?
>   *A   He is writing letters.*
>   *B   He wrote letters.*
>   *C   He writes letters.*
>   *D   He has written letters.*
>   *E   He had written letters*.

In item (i), the candidates were required to demonstrate knowledge of the correct use of *the ongoing expression*. The expression is shown by using helping verbs *(is/are)* together with the main verb which is attached with the *-ing* form specifically in the progressive aspect. The item tested the candidates' knowledge of the use of the pattern whereby the third pronoun singular *He* with an auxiliary *is* and the main verb in continuous form is used to construct an *ongoing expression*. Therefore, the structure was supposed to be *He (pronoun) + Auxiliary (is) + main verb (attached with –ing form) + object.* The correct response was *A, He is writing letters*. The candidates who chose alternative A were knowledgeable on how the correct pattern (structure) of how an ongoing expression is formed. On the contrary, the candidates who opted for other alternatives failed to meet the requirements of the question. They lacked knowledge of the structural patterns of the Present Continuous Tense which had been used to construct the ongoing activity.

Those who chose *B, He wrote letters* did not have the knowledge of expressing ongoing activities by using helping verbs (*is/are)* plus the main verb in *-ing form*. That is why they used the verb in past form to express the ongoing activity. Furthermore, those who selected *C, He writes letters* did not understand that the main verb attached with -s form cannot be used to express ongoing activities but it can be used to form simple present tense in third person singular.

Further analysis shows that, the candidates who selected option *D*, *He has written letters,* did not comprehend that the auxiliary verb *has* plus the main verb in *past participle,* form the Present Perfect Tense. Likewise, the candidates who chose *E, He had written letters* did not understand that *had* plus *past participle* is used to form the Past Perfect Tense which cannot be used to express an ongoing expression.

Item (ii) was;
(ii)   The teacher decided to _____the test results of students with disciplinary problems.
*   A   withheld   B   have withheld   C   withhold*
*   D   being withheld   E   having withhold*

In item (ii), the candidates were required to exhibit their knowledge of using the preposition *to* when it is preceded by the main verb in a sentence to express a past event. The candidates who selected *C*, *withhold* which was the correct response knew that preposition *to* is supposed to be used with the verb in infinitive or present form. Therefore *to* in this context is supposed to be used with the verb *withhold* since it is in infinitive form. On the other hand, the candidates who provided incorrect responses had not mastered the correct use of grammatical structure *to+ main verb*. For example, the candidates who chose option *A*, *withheld* were unaware that the verb in past form cannot be preceded by the preposition *to,* in that case it is required to be followed by the verb in the infinitive form.

The candidates who selected option *B*, *have withheld* did not know that the verb *decided* is incompatible with the preposition *to* plus the auxiliary *have* and *past participle* because it is ungrammatical in the English Language structure. Moreover, the candidates who chose *D*, *being withheld* did not understand that the preposition *to* cannot grammatically be followed by the verb in *-ing* form but it can be followed by the verb in *infinitive form*. Furthermore, the candidates who selected alternative *E*, *having withhold* were

unaware that the verb *having* which is in *-ing* form, cannot be preceded by the preposition *to* because it is ungrammatical.

Item (iii) was;
(iii)   Ten years from now, my friends and I_____ in Arusha.
        A   live   B   have lived   C will have been living
        D   lived   E   will be living

Item (iii) tested candidates' ability to use the future progressive aspect. The candidates who selected option *E*, *will be living* which was the correct response had knowledge of using the Future Continuous Tense which is formed by using *will* + *be* + main verb + − *ing* form. However, the candidates who provided incorrect responses did not know that the phrase *ten years from now* is supposed to be used with the Future Continuous Tense. For example, the candidates who selected option *A*, *live,* did not realise that the verb *live* cannot be used with the phrase *ten years from now* to show the future continuous tense.

The candidates who selected *B*, *have lived* did not know that the verb phrase *have lived,* can be used to express the Present Perfect Tense; and thus it cannot be used to express the Future Continuous Tense. Those who selected *C*, *will have been living,* did not understand that the phrase *ten years from now,* cannot be used to show the Future Perfect Continuous Tense, but it can be used with the verb phrase *will be living* to express the Future Continuous Tense. Furthermore, the candidates who selected *D*, *lived* failed to recognise that the phrase *ten years from now* can only be used with the verb phrase *will be living* to show the Future Continuous Tense but it cannot be used with the verb in the Past Tense.

Item (iv) was;
(iv)   Shija is ____ at Mjimwema Secondary School.
        A   studying   B   study   C   studied
        D   being studying E   studies

In item (iv), the candidates were tested on the ability to use the Present Continuous Tense in regard to the use of auxiliary verb *is* to show an ongoing activity. The candidates who selected option *A, studying* as the correct response had knowledge of using the Present Continuous Tense which is formed by using auxiliary verb *is* + *-ing* form of a main verb. Those who provided incorrect responses did not have the knowledge of forming the Present Continuous Tense by using auxiliary verbs *(is/are)* plus the main verbs in *-ing* form. For example, those who selected *B, study,* did not know that the auxiliary verbs *(is/are)* cannot be used with the verb in *infinitive* form

but can only be used with the verb in *–ing* form to express an ongoing activity. Moreover, the candidates who opted for *C, studied* failed to recognise that the auxiliary verb grammatically cannot be followed with the main verb in the past form which is *studied.* However, it is supposed to be followed by the verb in *-ing* form in order to form the Present Continuous Tense.

The candidates who opted for *D, being studying* which was incorrect response could not realise that the auxiliary verb *is* cannot be used with the verb phrase *being studying* to form the Present Continuous Tense. Other candidates who opted for *E, studies* did not understand that the Present Continuous Tense cannot be formed by using the auxiliary verb *is* together with the verb in *-s* form.

Item (v) was;
(v)   My school certificate _____ hanging on the wall.
       A   are   B   were   C   is
       D   will   E   has

Item (v) tested the candidates' ability to form the Present Continuous Tense in respect of the use of auxiliary verb *is* in sentences of singular to show ongoing expressions. The candidates who selected *C, is* as the correct response knew that in order to have a grammatical sentence, there should be an agreement between the subject and the verb (concord). They were also knowledgeable on forming the Present Continuous Tense by using the subject + auxiliary verb *is* + the main verb + *–ing form*.

Those who provided the incorrect response *A, are* had an idea of forming the Present Continuous Tense by using auxiliary verbs *are* plus the verb in *–ing form*. However, they failed to realise that the auxiliary verb *are* does not correspond with a singular subject. Likewise, Those who provided the incorrect response *B, were* had an idea of forming the Present Continuous Tense by using auxiliary verb *were* plus the verb in *–ing form*. However, they failed to realise that the auxiliary verb *were* does not correspond with a singular subject.

Those who chose *D, will,* and *E, has* which are incorrect responses had no idea that their choices do not form the Present Continuous Tense. This means they did not understand that grammatically the auxiliary verbs *will* and *has*

cannot be used with the main verb + –*ing* to form the Present Continuous Tense.

Item (vi) was;
(vi)   It started to rain while we _____ football.
   A   were playing   B   are playing   C   played
   D   had played   E   plays

In item (vi), the candidates were required to show their ability of showing two actions in which one action happened while another was happening by using the Simple Past and Past Continuous Tense. Also, the question required the candidates to know various indicators which signify different tenses. For example, the verb ending with *ed* in the word *started* indicates that the sentence is in the Simple Past Tense. The candidates who opted for a response *A, were playing* as a correct response knew that in constructing any grammatical sentence there should be the agreement between the subject and the verb (concord) in terms of number (singular or plural) and tense. Additionally, there should also be correspondence in tenses between the first clause and the second clause of the sentence. Thus, in expressing an ongoing action, the verb phrase *were playing* should be used.

The candidates who opted for *B, C, D* and *E* did not master the correct use of the Past Tense. For instance, those who chose *B, are playing* failed to realise that auxiliary verb '*are*' is not in the form of the Past Tense but it is the form of present. Furthermore, those who opted for C, *played* did not understand that the verb *played* cannot be used to show the past continuing activity. Moreover, those who opted for *D, had played* failed to understand that the given alternative is used to form the Past Perfect Tense and it does not match with the given context. Those who opted for option *E*, *play* failed to recognise that the verb *play* is not in the form of − *ed* past. Thus it cannot correlate with the verb that has been used in the given sentence.

Item (vii) was;
(vii) Salome _____ working in the garden when you came.
   A   is   B   are   C   was
   D   were   E   has been

In item (vii), the candidates were instructed to demonstrate their knowledge of the correct use of the Past Tense to express situations. The candidates who opted for *C, was* as the correct response had knowledge on the use of the Past Tense in which the Simple Past and the Past Continuous Tenses can be used to express the two actions in which one action happened and it was

completed while the second action was happening. This also indicates that the candidates had adequate knowledge of the agreement between the subject and the verb in the sentence.

However, the candidates who opted for *B, are,* which was an incorrect response, did not understand that the auxiliary verb *are,* does not agree with singular subject. Therefore, in terms of the English Language grammar, this cannot be used in this context.

Moreover, those who selected option *D, were,* which was incorrect, had an idea that auxiliary verb *were* plus the main verb in *–ing* form can be used to form the Past Continuous Tense but they could not realise that grammatically, the auxiliary verb *were,* does not agree with the subject which is in singular form. Hence, they opted for an incorrect alternative. Similarly, the candidates who opted for *E, has been* did not know that the phrase *has been* with the main verb in *–ing form* cannot be used with a clause which is in the Simple Past Tense. Furthermore, those who opted for *A, is,* were unaware that auxiliary verb *is,* cannot be used with a phrase which is in the Simple Past Tense.

Item (viii) was;
(viii) *"They clean their surroundings daily". Which indicator shows you that the sentence expresses routine?*
  A   The use of pronoun "they"
  B   The use of noun "surroundings"
  C   The use of pronoun "their"
  D   The use of the word "daily"
  E   The use of the base form "clean"

Item (viii) tested the candidates' ability to show the indicators that are used to express daily activities/habitual in a simple present form. The candidates who opted for *D, Daily* which was the correct response had the knowledge that the word *daily* which is an adverb correlates with the word *routine* in meaning. Those who chose *A, the use of pronoun 'they'* did not know that the pronoun does not express routine. It is the same case for those who selected alternative *C, the use of pronoun 'theirs'.* The candidates who opted for alternative *B*, *the use of noun surroundings* failed to understand that the noun *surroundings* has been used to show the place where the action takes place but not to express the routine. For the candidates who opted for *E, clean* did not understand that the verb *clean* is in base form and it does not only show the routine action but also it forms the Simple Present Tense.

Item (ix) was;

(ix) "*I have sent a message to Jane". How can this sentence be changed to past perfect form?*

    A   *I was sending a message to Jane.*

    B   *I had sent a message to Jane.*

    C   *I have been sending a message to Jane.*

    D   *I sent a message to Jane.*

    E   *I had to send a message to Jane*.

Item (ix) tested the candidates' ability to form the Past Perfect Tense. The candidates who selected option *B, I had sent a message to Jane* as a correct response demonstrated their knowledge and ability of changing the Present Perfect Tense to the Past Perfect Tense by using *had* plus the main verb in *past participle*. Furthermore, they changed *have* to *had* while the main verb *sent* remained in the same form as it is in past participle. Those who opted for option *A, I was sending a message to Jane* did not know that in changing the Present Perfect Tense, the verb *has/have* is required to change to *had* and not *was* and the verb *sent* is required to remain in the same form.

Furthermore, the candidates who opted for *C*, *I have been sending a message to Jane* did not know that in forming the Past Perfect Tense, the verb *have* is supposed to change to *had* and the verb *send* is supposed to change to the verb in the past participle to be *sent*. This means they did not know that when the verb phrase *have been sending,* is used then the tense that will be formed afterwards will be in the Present Perfect Continuous Tense. Those who opted for *D*, *I sent a message to Jane* failed to realise that the verb form *sent* when not been preceded by the verb *had*, usually forms the Simple Past Tense and not the Past Perfect Tense.

The candidates who opted for option *E*, *I had to send a message to Jane* did not know the difference between the Simple Past Tense and the Past Perfect Tense. They did not understand that when the auxiliary verb *had* is used alone in a sentence without being followed by past participle; it is then used to form the Simple Past Tense and not the Past Perfect Tense.

Item (x) was;

(x) *The earth rotates around* the *sun. The article "the" is used before the word sun to show that the word sun is*

    A   *singular*

    B   *mentioned in the second time*

    C   *known*

    D   *only in the universe*

    E   *bigger than the earth*

In item (x), the candidates were tested on their ability to use articles specifically the definite article. The candidates who opted for *D, only in the universe* had the knowledge that if the definite article *the* has been used before the noun such as sun, it is usually used to refer only to something that is universal. Those candidates also knew that, if the definite article *the* has been used before the noun, it normally refers to something that is known.

The candidates who chose *A, singular* did not know that the definite article *the* cannot be used to refer to something that is one. This indicates that the candidates did not understand that all nouns in singular are referred by using indefinite articles such as *a* and *an*. Additionally, the candidates who opted for *B, mentioned in the second time* were unaware that the definite article is used to refer to something that is mentioned for the second time when it appears in the context where there are two sentences in which the indefinite article is used in the first sentence and the definite article is used in the second sentence. Furthermore, those who opted for option *E, bigger than earth* did not realise that the definite article *the* cannot be used to refer to comparatives, but it can be used to refer to superlatives. The candidates who scored high marks in this question provided correct responses as shown in Extract 1.1.

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

Extract 1.1: A response of a candidate who selected all correct items in Question 1.

Conversely, the candidates who had inadequate knowledge of the use of tenses and articles failed to provide correct responses in all items as shown in Extract 1.2.

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

Extract 1.2: A response of a candidate who chose incorrect responses to all items in Question 1.

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

2.1.2 Question 2: Matching Items

In this question, the candidates were instructed to match the description of people in List A with the correct occupations in List B by writing the correct letter beside the corresponding item number in the answer booklet(s) provided. The question tested candidates' ability in knowing different people's occupations according to their professions. List A comprised five (5) statements which describe people's occupations. List B comprised seven (7) responses from which the candidates were to match with the description.

The matching items were as follows:

List A	List B
(i) Makes furniture	(i) Dentist
(ii) Mends shoes	(ii) Carpenter
(iii) Takes care of people's teeth	(iii) Agent
(iv) Takes charge of funeral arrangements	(iv) Author
(v) Acts for another in business	(v) Cobbler
	(vi) Artist
	(vii) Undertaker

The question was attempted by 436,746 (99.8%) candidates, out of which 47.2 per cent scored from 4 to 5 marks. Moreover, 34.9 per cent scored from 2 to 3 marks and 17.9 per cent scored from 0 to 1. Among the candidates with weak performance, 30,119 (6.9%) scored 0. The general performance of the candidates in the question was good, considering that 82.1 per cent of the candidates scored an average of 30 per cent and above of all the marks allocated to the question. The performance of the candidates is summarised in Figure 2.
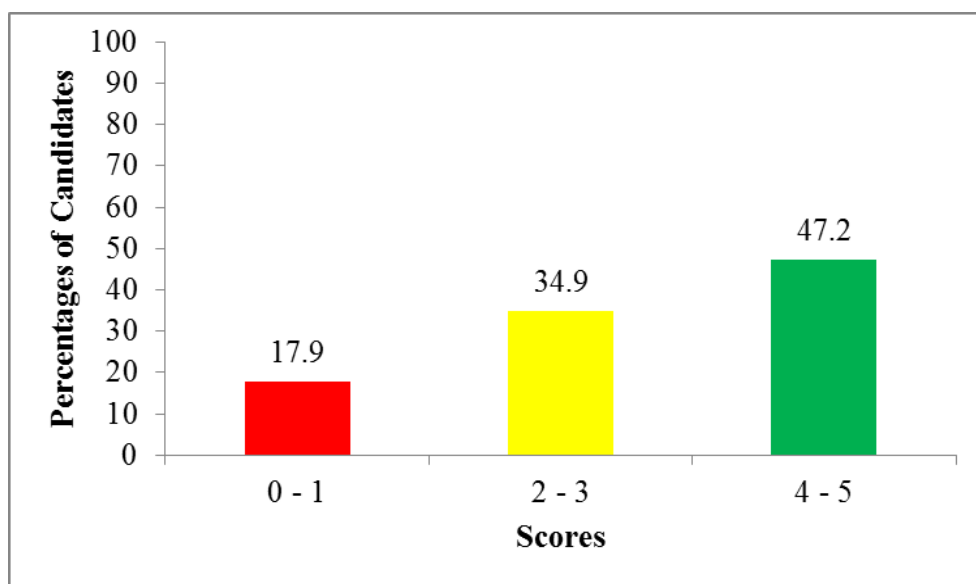
Figure 2: *Percentages of the Candidates' Performance in Question 2*

The candidates with a good performance in this question accounted for 47.2 per cent. They had scores ranging from 4 to 5 marks. Those who scored 4 marks matched descriptions in List A with 4 correct occupations in List B but they did not manage to do so in one of the five items. The candidates who matched correctly all five descriptions with people's occupations had knowledge of terms which refers to people's occupations. In item (i), *makes furniture* matched with letter *B* carpenter. This shows that they knew the work of carpenter which is to make furniture. Additionally, they matched the description in item (ii) *mend shoes* with letter *E*, *cobbler* since they knew the meaning of the word *cobbler* as a person who mends shoes because they have such people at their places who always do that work.

Furthermore, the candidates matched correctly item (iii) *takes care of people's teeth* with letter *A*, *dentist* because when one goes to hospital to pull out their decayed teeth he/she is always attended by dentists. Moreover, they matched the description in item (iv) *takes charge of funeral arrangements* with letter *G*, *undertaker* because they were familiar with the term. In the society, there are people who take charge of funeral arrangements .On top of that they matched the description *acts for another in business* with letter *C*, *agent* because they were familiar with the word due to the fact that sometimes in the society there are people who do business with such type of people. Extract 2.1 is a correct response from one of the candidates in this category.

2.	LIST A	i	ii	iii	iv	v		
	LIST B	B	E	A	G	C		

Extract 2.1: A good response of a candidate who correctly matched all items.

Further analysis indicates that 34.9 per cent of the candidates scored 2 to 3 marks because they were unfamiliar with some of the descriptions corresponding with the peoples' occupations. This resulted into the provision of correct responses in only 2 out of 5 items. This indicates that they had partial knowledge of the vocabulary which refers to people's occupations.

Conversely, the analysis shows that 48,214 (11%) candidates scored 1 mark in this question as they managed to match only one description in List A which corresponds with the appropriate vocabulary which refers to people's occupations in List B. However, they did not manage to match other descriptions with the correct terms referring to people's occupations.

On the contrary, 30,119 (6.9%) candidates scored 0 as they failed to match correctly the descriptions in List A with occupations in List B. For example, the candidates who matched item (i) *makes furniture* with letter *E, cobbler* did not know that the word *cobbler* refers to people who mend shoes. It has no relationship with people who make furniture. Those who matched the description (ii) *mend shoes* with letter *F, artist* did not know that the word *artist* does not refer to people who mend shoes but it refers to people who do activities such as drawing, singing, dancing and acting.

Furthermore, the candidates who matched the description (iii) *takes care of people's teeth* with letter *B, carpenter* failed to understand that the term carpenter refers to people who make furniture such as tables, chairs and beds. It does not match with taking care of people's teeth. In item (iv), there were some candidates who matched the description *takes charge of funeral arrangement* with letter *C, agent* because they failed to recognise that the word agent refers to people who act for others in business but it does not have any connection with the word funeral. Moreover, those who matched the description item (v) *acts for business* with letter *A, dentist* did not understand that the word dentist does not have any connection with people who represent others in business. Extract 2.2 is an incorrect response from one of the candidates in this category.

2.	LIST A	I	II	III	IV	V
	LIST B	A	B	C	D	E

Extract 2.2 shows a response of a candidate who lacked knowledge of the words which are used to describe people with their occupations.

2.2 SECTION B: Short Answer Questions

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

2.2.1 Question 3: Rearranging Sentences

This question tested the candidates' ability to rearrange events into a logical order. The question was as follows:

Re-arrange the following sentences into a logical sequence to make a meaningful conversation by writing the corresponding letter in the answer book provided. Use the following format for your answers.

Sentence number	1	2	3	4	5
Letter					D

A *"Gosh! That's kind of you," Said the old man, and climbed quickly into the car.*

B *A few minutes later, the driver noticed that the old man was still holding the heavy bag and he asked him to put it town.*

C *A business man was driving along a lonely country road when he met an old man carrying a bag.*

D *"Well," replied the old man "You have already done me the kindness of giving me a ride. I can't ask you to carry my bag as well."*

E *He stopped a car and asked the old man, "Can I give you a lift to town?" asked the business man.*

The question was attempted by 435,459 (96.6%) candidates, out of which 42.5 per cent scored from 3 to 4 marks. Moreover, 23.6 per cent scored 2 marks and 33.9 per cent scored from 0 to 1. Among the candidates with weak performance, 61,702 (14.2%) scored 0. The general performance of the candidates in the question was average, considering that 66.1 per cent of the candidates scored an average of 30 per cent and above of all the

allocated marks to the question. The performance of the candidates is summarised in Figure 3.
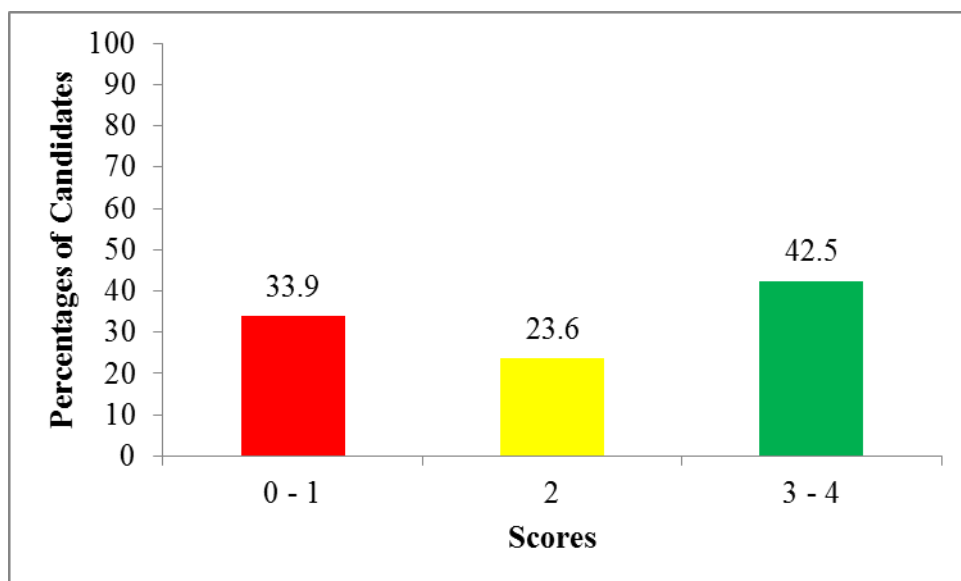
Figure 3: *Percentages of the Candidates' Performance in Question 3*

The candidates (42.5%) who scored high marks in this question demonstrated the ability of rearranging the jumbled sentences in order to create a meaningful conversation. The higher marks ranged from 3 to 4 marks. The candidates who scored 3 marks in this question were able to rearrange 3 out of the 4 jumbled sentences. Those who scored 4 marks managed to rearrange all 4 jumbled sentences and created the meaningful conversation.

The analysis shows that 185,202 (42.5%) of the candidates who scored high marks identified C, *A businessman was driving along a lonely country road when he met an old man carrying a heavy bag* as the first sentence due to the reason that the sentence begins with the subject A businessman that starts with indefinite article *a* which introduced the business man who is the focus of the whole conversation. They also identified E, *He stopped a car and asked the old man 'Can I give you a lift to town?'* as the second sentence due to the fact that, the sentence begins with pronoun *He* that refers back to the businessman who has been mentioned at the first sentence as the driver.

Furthermore, the sentence *A, Gosh! That is kind of you said the old man* was identified as the third sentence because it refers to the old man who

was asked to be given a lift by the businessman. The candidate also recognised the sentence *B*, a *few minutes later, the driver noticed that the old man was still holding the heavy bag and he asked him to put it down* as the fourth sentence due to the reason that it connects the action of an old man climbing the car and the idea of still holding the heavy bag.

They also recognised the sentence *D*, *well replied the old man you have already done me the kindness of giving me a ride* as the last sentence, since they knew that the sentence shows appreciation that the old man gives to the business man after been given the lift and for being helped to carry the bag. Extract 3.1 is a response of a candidate who provided a good response.

3: Sentence number	1	2	3	4	5		
Letter		C	E	A	B	D	

Extract 3.1: A response of a candidate who re arranged correctly all items.

Further analysis shows that, 102,834 (23.6%) candidates who scored average marks were able to rewrite 2 jumbled sentences according to the logical sequence. However, these candidates failed to rearrange the rest of the sentences since they had limited knowledge of linking ideas particularly when the sentences are disorganised.

Conversely, the analysis indicates that 147,423 (33.9%) candidates who scored from 0 to 1 mark failed to grasp the skills on how to re-arrange the disorganised sentences by using the indicators within those sentences.

They provided incorrect responses which did not create the meaningful conversation. For example, those who identified the sentence *B*, *a few minutes later, the driver noticed that the old man was still holding the heavy bag and asked him to put it down* as the first sentence did not comprehend that the phrase *a few minutes later* indicates that there is another sentence which precedes this sentence. It is supposed to be preceded by the sentence in letter *A*, which shows the action of the old man climbing quickly into the car. Therefore it does not deserve to be the first sentence.

There were candidates who identified sentence *A*, as the second sentence which was an incorrect response. It is logic that the action of an old man holding the heavy bag while he is in the business man car cannot appear

before the action in which the old man climbs the car. Likewise, other candidates selected sentence *C*, as the third sentence which is sequentially incorrect. This is due to the fact that grammatically the sentence which begins with an indefinite article cannot appear at the center of the paragraph but, it is supposed to appear at the beginning of the paragraph to show that the person referred to has been mentioned at the first time. Therefore sentence *C,* does not deserve to be the third.

Furthermore, the candidates who identified sentence *E*, to be the fourth sentence had an idea that the pronoun *He* is used to refer back to the sentence which begins with a business man but they failed to identify it as the second sentence in this conversation. Extract 3.2 is a response of a candidate who failed in this category.

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

Extract 3.2: A response of a candidate who failed to re-arrange all items in Question 3.

Extract 3.2 shows a response of a candidate who did not manage to re-arrange correctly items in question 3 hence, the candidate scored 0.

2.2.2 QUESTION 4: Using the Possessive Pronouns including 'us'

The candidates were instructed to complete the given sentences by using appropriate possessive pronouns. This question tested the candidates' knowledge of using appropriately possessive pronouns. The candidates were required to use the given words in the box in order to complete the sentences.

The given possessive pronouns and the sentences are as follows:

| their, our, theirs, hers, her, us |

(a) Amanda owns a big animal farm. It belongs to _____
(b) This is their room. The room is_____
(c) Hawa bought an umbrella. The umbrella is_____
(d) This is our garden. It belongs to _____

The question was attempted by 436,263 (99.7%) candidates, out of which 44.1 per cent scored from 0 to 1 mark. Moreover, the data indicate that 18.8 per cent scored 2 marks and 37.1 per cent, scored from 3 to 4. Among the candidates with weak performance, 20.5 per cent scored 0. The general

performance of candidates in this question was average since 55.9 per cent scored 30 per cent and above of all the allocated marks to the question. The overall performance of the candidates in this question is summarised in Figure 4.
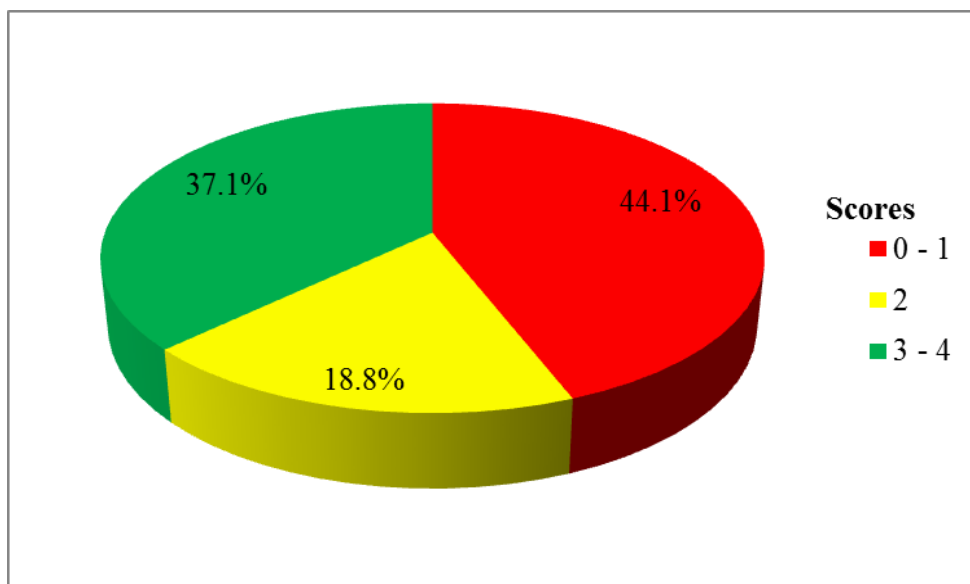
Figure 4: *Percentages of the Candidates' Performance in Question 4*

The candidates who scored high marks in this question accounted for 37.1 per cent; they had scores that ranged from 3 to 4 marks. They had knowledge of using the possessive pronouns in different contexts. The candidates who scored 3 marks managed to complete correctly 3 out of 4 sentences.

The candidates who scored 4 marks managed to complete correctly all the given sentences. In item (a) *Amanda owns a big animal farm. It belongs to _____*, they completed the sentence with the possessive pronoun *her*. They were aware that since Amanda is a female and the presence of the word *belongs* then the correct possessive pronoun was *her*. In item (b) *this is their room. The room is ____*, they provided a possessive pronoun *theirs* as the correct response because in the first sentence there was a word *their* which signify possession therefore, the expression the room is___, just needed a completion by the pronoun *theirs*.

Furthermore, a pronoun *hers* was used to complete a sentence in item (c) *Hawa bought an umbrella. The umbrella is _____*. They knew that the umbrella belongs to Hawa therefore, it is *hers*. In item (d) *this is our*

garden. It belongs to_____, the pronoun *us* was used to complete a sentence. This indicates that the candidates had adequate knowledge of using pronouns depending on a given context. Extract 4.1 is a sample of a good response from one of the candidates.

4.
a. Amanda owns a big animal farm. It belongs to her.

b. This is their room. The room is theirs.

c. Hawa bought an umbrella. The umbrella is hers.

d. This is our garden. It belongs to us.

Extract 4.1: A response of a candidate who correctly completed all sentences.

Further analysis shows that the candidates (18.8%) who scored average marks were able to complete only 2 out of 4 sentences by using appropriate possessive pronouns. This indicates that they had limited knowledge of using possessive pronouns in different contexts.

Moreover, it was observed that 192,371 (44.1%) candidates with weak performance were not knowledgeable on the use of possessive pronouns depending on the given context. Hence, they provided incorrect responses. For example, in item (a), some of them provided the pronoun *us* as the correct response. These candidates did not understand that *us* relates with plural personal pronoun *we* and not the singular personal pronoun or a noun. Those who provided the pronoun *theirs* in item (b) did not know that the possessive pronoun *theirs* corresponds with the noun which is in plural form and thus it cannot be used to refer to the noun in singular.

Furthermore, the candidates who provided pronoun *her* in item (c) which is an incorrect response did not understand that the pronoun *her* is used to show possession, when the noun referred to is a female in gender. However, this pronoun is used as a possessive when it is used with a noun for example, it is her book. In item (d), some of the candidates completed the sentence with a possessive pronoun *our* which does not relate with the sentence in this context because it should be used with a noun. For example, it belongs to our school. Extract 4.2 is a response from one of the candidates with weak performance.

Extract 4.2: A response of a candidate who provided incorrect answers to all items in Question 4.

Extract 4.2 shows a response of a candidate who demonstrated lack of understanding of the use and meaning of the pronouns in the English Language. Therefore, the candidate picked randomly the pronouns from the given box in order to complete the sentences. However, all the pronouns he/she chose resulted into incorrect responses.

### 2.2.3 QUESTION 5: The Location of Places

In this question, the candidates were given words as guidelines to use them in creating sentences which show the direction of places. The question tested the candidates' ability to create sentences which show location of places by using prepositions.

The question was as follows:

Suppose you are the head prefect of your school; you have received a guest who wants to know the location of toilets, library, headmaster's office and classroom in your school. Use the words/phrases in the box to construct four sentences giving the location of these places.

Close to, next to, behind, opposite

The question was attempted by 394,680 (90.2%) candidates, out of which 58.1 per cent scored from 0 to 2 marks. Moreover, the data indicate that, 13.7 per cent scored from 3 to 5 marks and 28.2 per cent, scored from 6 to 8 marks. Among the candidates with weak performance, 195,427 (49.5%) candidates scored 0. The general performance of candidates in the question was average, since 41.9 per cent scored an average of 30 per cent and above of all marks allocated to the question. The overall performance of the candidates in this question is summarised in Figure 5.

21
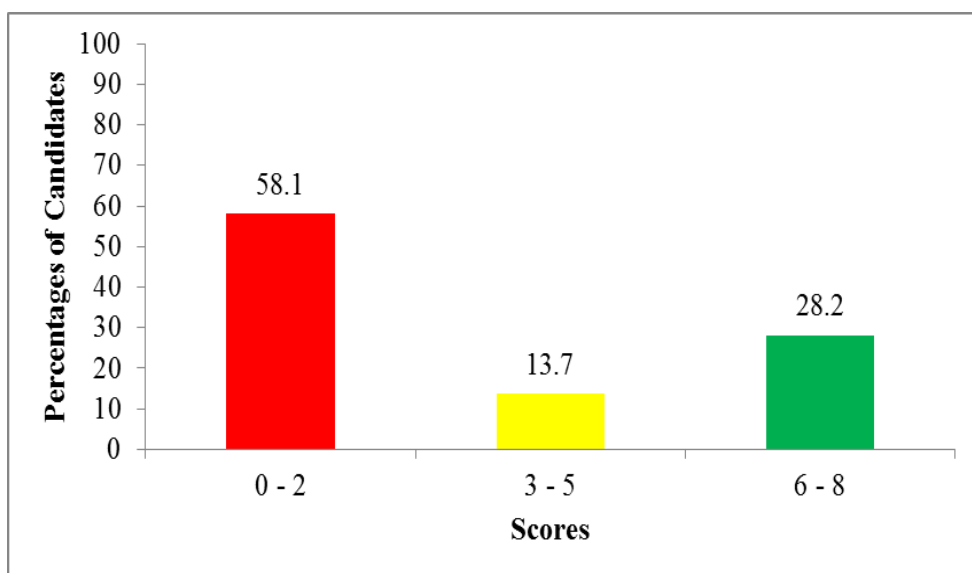
Figure 5: *Percentages of the Candidates' Performance in Question 5*

The analysis reveals that 229,341 (58.1%) candidates with weak performance in this question exhibited a number of weaknesses. Those who scored 2 marks had limited knowledge of how locations of places are shown in the English language. However, they managed to correctly construct only 1 out of 4 sentences as instructed. Moreover, the candidates who scored 0 had inadequate knowledge of naming location. Consequently, they failed to provide any correct response.

In constructing a sentence using the phrase *close to,* in order to give location, some of the candidates in this group copied the instructions of the question from other questions as their responses. Moreover, there were candidates who managed to create sentences using the given phrase however; the created sentences did not show direction. For example, one of the candidates in this category constructed a sentence which read *Please close the door,* contrary to the requirements of the question. Furthermore, the analysis shows that there were candidates who wrote the phrase *close to* by itself as responses while others left the item unanswered. This might have been attributed to their limited knowledge of the meaning and uses of the phrase *close to*, particularly in expressing location.

Moreover, the analysis shows that some of the candidates wrote different English Language words which do not either form a meaningful sentence or express location by using the phrase *close to*. This can be exemplified by one of the candidates in this category who wrote *close to is the form place*.

Similarly, in creating a sentence to show location using the phrase *next to*, the candidates provided incorrect responses due to number of weaknesses. The analysis shows that some of them misconceived the meaning of the phrase *next to*. This misconception led those candidates to provide incorrect responses as one of them wrote, *I will come next week* while another one wrote *Please come next to me*. The candidates in this category mistook the phrase *next to* as it shows location with the word *next*; hence they used the word *next* instead of the phrase *next to* as required by the question.

Additionally, there were candidates who linked the given words/phrases in the question and constructed ill-formed expressions. For example, one of the candidates wrote *close the book after next to behind the opposite* while another one in the same group wrote *next to school behind tomorrow opposite*. The candidates in this category faced a challenge of grasping the meaning and rules of using the given words/phrases in forming sentences particularly those which show location.

Another weakness shown by the candidates with low scores in this question was lack of knowledge of the words/phrases which are used in expressing location. Therefore, due to this problem, some of the candidates copied sentences from other questions as responses. For example, one them wrote *he is writing letters*, as copied from question 1 (i) A. In the same line of unawareness, another candidate copied the phrase *next to* as a response

Furthermore, in forming a sentence to show location using the word *behind*, the candidates provided incorrect responses. Some of them managed to create the sentences however; the sentences did not show location as the question required. For example, one of them wrote *my mother is behind in everything*. Additionally, there were candidates who constructed question sentences as one of them wrote *are you behind headmaster?*

Further analysis indicates that there were candidates who mistook this requirement, hence created negative sentences as one of these candidates wrote *he is not behind me*. Another candidate in this category provided what he/she thought to be the meaning of the word *behind* as *behind refers to back of things*.

In forming a sentence which shows location using the word *opposite*, the analysis indicates that the candidates who provided incorrect responses faced a number of challenges. Misconception of the meaning of the word

opposite is one of these challenges. This can be exemplified from one of the responses by a candidate who wrote *Salome is opposite the motion of debate in all students*. Apart from that, another candidate misconceived the requirement of the question by explaining meaning of the term opposite as opposite means *the going against like friend or teacher*.

Moreover, the analysis shows that there were candidates who were not knowledgeable with the word opposite therefore; they decided to copy instruction of the question as their responses. On top of that, some of them copied the word *opposite* as their responses contrary to the requirements of the question. Extract 5.1 is a response of a candidate who failed to construct the sentences as instructed.

5.a) Teacher close to the door.	
b) Student next to injoy injoy the occean	
c) Mother behind to go market.	
d) Asha is the opposite nomber the books.	

Extract 5.1: A response of a candidate who provided incorrect answers

Extract 5.1 shows a response of a candidate who could not use the given words/phrases to construct sentences showing location. The candidate hence, wrote ungrammatical sentences and used the given words incorrectly.

On the contrary, the candidates (28.2%) with good performance in this question scored from 6 to 8 marks. Those who scored 6 marks were able to construct correctly 3 sentences by using the provided words/phrases. Furthermore, the candidates who scored 8 marks constructed all the given sentences. These candidates were able to show the proper location of the given places by using the words provided in the context such as toilets, library, head masters office and classrooms at the school corresponding with the words provided in the table. Extract 5.2 is a correct response from one of the candidates.

. 5.	a.	The	school	toilek	are	behind	the	form	three	class	
		rooms.									
	b.	The	library	is	next	to	the	secrotang's	office		
	c.	The	headmaster's	office	is	opposite	the	acade-			
		mic	master's	office.							
	d.	The	classrooms	are	close	to	the	playground.			

Extract 5.2: A correct response from the candidate who constructed correctly sentences to show location.

2.2.4 QUESTION 6: Reading the Passage

The candidates were required to read the given passage and answer the questions that follow. The question tested the candidates' ability to express family relationship (kinship) by using the descriptions from a passage. The passage and subsequently the questions were as follows:

John and Asha are husband and wife. They have two children Hamisi and Mariam. Mariam is married to Joseph and Hamisi is married to Jane. Hamisi and Jane have two children Tigana and Mwanaidi. Joseph and Mariam also have two children Jamali and Salome.

(a) Draw a family tree of John's family.
(b) State the relationship that exists between Tigana and Joseph.
(c) How are Mwanaidi and Joseph related?
(d) What relationship that exist between Jane and Jamali?

The question was attempted by 432,105 (98.8%) candidates, out of which 43.6 per cent scored from 0 to 2.5 marks. Furthermore, the data indicate that, 27.5 per cent scored from 3 to 5.5 marks and 28.9 per cent, scored from 6 to 8. The general performance of candidates in the question was average, since 56.4 per cent scored an average of 30 per cent and above of marks allocated to the question. The overall performance of the candidates in this question is summarised in Figure 6.
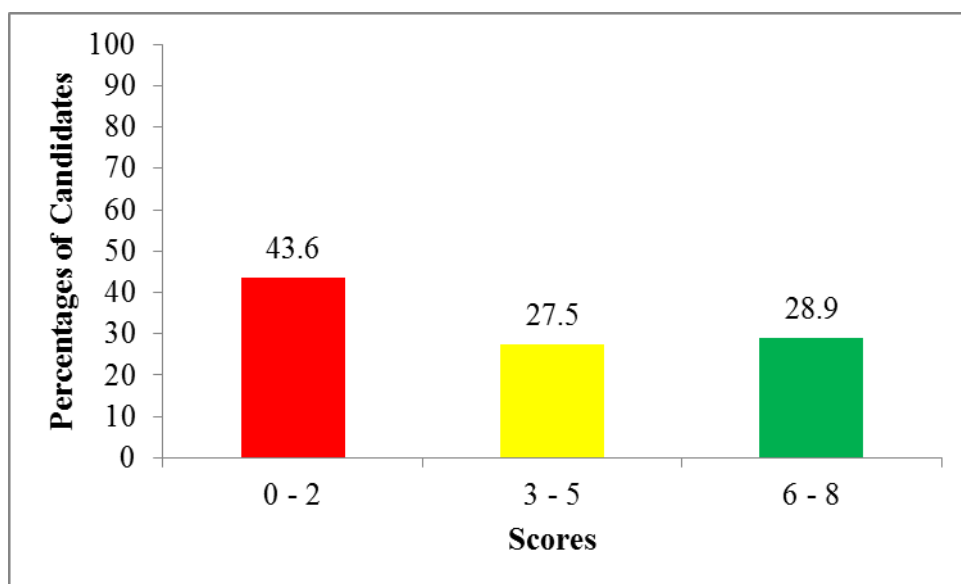
Figure 6: *Percentages of the Candidates' Performance in Question 6*

The analysis of candidates' responses shows that, 43.6 per cent of the candidates whose performances were weak failed to express family relationship by using the descriptions from the given passage. One of the demonstrated weaknesses which led to failure was lack of knowledge and skills of interpreting the passage. For example, in item (a), the candidates failed to draw the family tree that was supposed to include the members of the family as they were instructed. The instance was seen as one of these candidates drew a family tree which showed that John is married to Mwanaidi not knowing that John is Mwanaidi's grandfather. Nevertheless, another candidate drew a family tree to show Mariam and Hamisi are husband and wife while the fact was that Mariam is Hamisi's sister.

Misconception of the meaning of the phrase 'family tree' was another reason for the failure of these candidates. This could have been attributed to the presence of the word *tree* as some of the candidates drew *a plant* and labelled it with its parts such as leaves, trunk and roots. Yet, another candidate in this group drew a tree with female members only and showed that they marry each other contrary to the requirement of the question. Further analysis shows that there were candidates who copied the question as response while others left it unattended.

In item (b), the candidates who provided incorrect responses faced varied challenges. The poor command of the English Language emerged as one of the causes of failure to some of them. This was observed from the

candidates who used Kiswahili in their responses. One of them wrote *Tigana ni mjomba wake Joseph* while another candidate wrote *Tigana na Joseph ni ndugu.* The candidates failed to use the English Language in responding to the question rather they used Kiswahili which was contrary to the language of instruction.

Additionally, lack of knowledge of the expression of family relationship (kinship) was another stumbling block encountered by the candidates. As a matter of fact, they did not know that the relationship existing between Tigana and Joseph was the one of *nephew-uncle relation*. Therefore, they provided incorrect responses as one of them wrote *Tigana is wife to Joseph,* not knowing that both Tigana and Joseph are males. Another candidate in this category wrote *there is no relationship between Tigana and Joseph* which was not the fact.

Moreover, the analysis shows that another cause for the provision of incorrect responses from some of the candidates in this category was misconception of the requirement of item (b). This was observed from candidates who wrote their responses contrary to the demands of the item. For example, one of them wrote *Tigana is husband to Mwanaidi* instead of stating the relationship that exists between Tigana and Joseph. In addition, another candidate wrote *the family is for John and Asha* while the answer *Tigana is children to Hamisi* was provided by the other candidate.

In item (c), the candidates failed to state how Mwanaidi and Joseph are related. The correct response was *Mwanaidi is Joseph's niece/Joseph is Mwanaidi's uncle*. However, the candidates in this category provided incorrect responses due to a variety of challenges. Misconception of the requirement of the item is one of the problems manifested by these candidates. For example, one of the candidates answered *YES* while another wrote *NO* to the item because it asked *how are Mwanaidi and Joseph related?* Nevertheless, another candidate wrote *both they are my relatives.*

Furthermore, the analysis reveals that there were candidates who failed to provide a correct response because they lacked knowledge and skills of interpreting the given passage. They were unable to show how Mwanaidi and Joseph are related. For example, one of them wrote *father (Joseph)* and *mother (Mwanaidi)* while another wrote the relationship that exists between the two as *they are love and sister*.

Further analysis indicates that there were candidates who copied the item while others copied instruction of the question as a response. Additionally, some of them left the item unanswered.

In item (d), the candidates were unable to state the relation that exists between Jane and Jamali which was attributable to different challenges. The correct answer was *Jane is the aunt to Jamali/Jamali is Jane's nephew*. However, the candidates provided various incorrect responses. The weak command of the English Language was one of the causes to the failure for some of the candidates. One of the candidates for example, wrote using Kiswahili that *hao wote ni ndugu moja,* whereas another responded *Jane ni shangazi wa Jamali.* These candidates and others in this category failed to use the English Language to provide answers therefore, they decided to write in Kiswahili.

Furthermore, another challenge encountered by the candidates was misconception of the requirement of the question. The candidates in this group misconceived the demand of the question. For example, one of the candidates wrote *both has letter J* for names while another candidate in this category *listed all male family members* who were *John, Hamisi, Joseph, Tigana* and *Jamali*. The candidates in this category were unaware on the demands of the question hence, they provided incorrect responses.

Another reason for the failure of some candidates to provide a correct answer was lack of knowledge and skills to comprehend the given passage. They incorrectly expressed relations of family members not asked in the item. For example, the relations such as *John and Salome*, *Tigana and Mariam*, *Jamali and Asha*, *Joseph and Asha* were explained by these candidates. Extract 6.1 is a response from such candidates.

6	a) Draw a family tree of John's family (i) John and Asha are husband and wife. They have two Childre Hamis and mariam.	
	b) State the relationship the exist between the and Joseph. Tigana and Joseph. i) The Hamisi and Jane have two Children Hamisi and mam married to Joseph and Hamisi is married to Jane. ii) Hamisi and Jane have two Children Tigana and mwanaidi.	
	c) How are mwanaidi and Joseph related. i) Mwanaidi and Joseph and mariam also have two Children Jamali and salome	
6	d) What relationship that exist between Jane and Jamali i) The between Jane and Jamali Man and Salome and Joseph and mariam also have two Children Jamali and salome ii) Mariam is married to Joseph and Hamisi is married to Jane.	

Extract 6.1: A response of a candidate with weak performance.

Extract 6.1 shows a response of a candidate who expressed the relations of family members from the passage contrary to the requirements of the question. The candidate explained the relations which were not asked in the question.

Further analysis shows that 27.5 per cent of the candidates had an average performance. They responded correctly to two items however; they failed to provide correct responses in the other two items.

Conversely, the candidates with good performance were 28.9 per cent and they scored from 6 to 8 marks. Those who scored 6 marks drew a family tree and stated correctly 3 relations basing on the given passage. Furthermore, those who scored 8 marks drew a family tree and stated correctly relations of people in all items. In item (a), the candidates drew a family tree which included the couple, John and Asha, their children Hamisi and Mariam, their two in-laws, Joseph and Jane, their grandchildren, Tigana, Mwanaidi, Jamali and Salome.

In item (b), they stated the relationship that existed between Tigana and Joseph that *Tigana was Joseph's nephew* while *Joseph was Mwanaidi's uncle*. In item (c), they responded that *Mwanaidi was Joseph's niece* while *Joseph was Mwanaidi's uncle*. In item (d), they responded that *Jane was Jamali's aunt or Jamali was Jane's nephew*. Extract 6.2 is a response of the good performance from one of the candidates.

6. a.

| John | + | Asha |

Hamisi + Jane   Joseph + Mariam

Tigana   Mwanaidi   Jamali   Salome

b. Tigana is a nephew to Joseph while Joseph is uncle to Tigana.

c. Mwanaidi is a daughter of Hamisi the brother of Mariam. Joseph married Mariam Hence Mwanaidi is a niece to Joseph while Joseph is uncle to Mwanaidi.

d. Jane is aunt to Jamali while Jamali is a nephew to Jane.

Extract 6.2: A response of a candidate who answered correctly items (a-d).

2.2.5   QUESTION 7: Re-writing sentences according to the instruction

The candidates were required to re-write the given sentences according to the instructions given afterwards. The question tested the candidates' ability to apply different English Language structural patterns particularly coordinating and subordinating conjunctions in various given contexts. The question had four items as follows:

(a) *The school team won the match. It trained for months. (Use…..because…..)*

(b) *Yusuph had all the necessary qualifications. He did not get the job. (Join the two sentences beginning with although….)*

(c) *The English Medium Primary schools are very expensive. People send their children there. (Use "but" to join the sentences)*

(d) *We had good players yet we lost three matches.(Begin : In spite of + ing)*

This question was attempted by 425,609 (97.3%) candidates, out of which 40.7 per cent scored from 6 to 8 marks. Moreover, 31.7 per cent scored from 3 to 5 marks and 27.6 per cent scored from 0 to 2 marks. The general performance of the candidates in the question was good, since 72.4 per cent of them scored an average of 30 per cent and above of the allocated marks. The overall candidates' performance in the question is summarised in Figure 7.
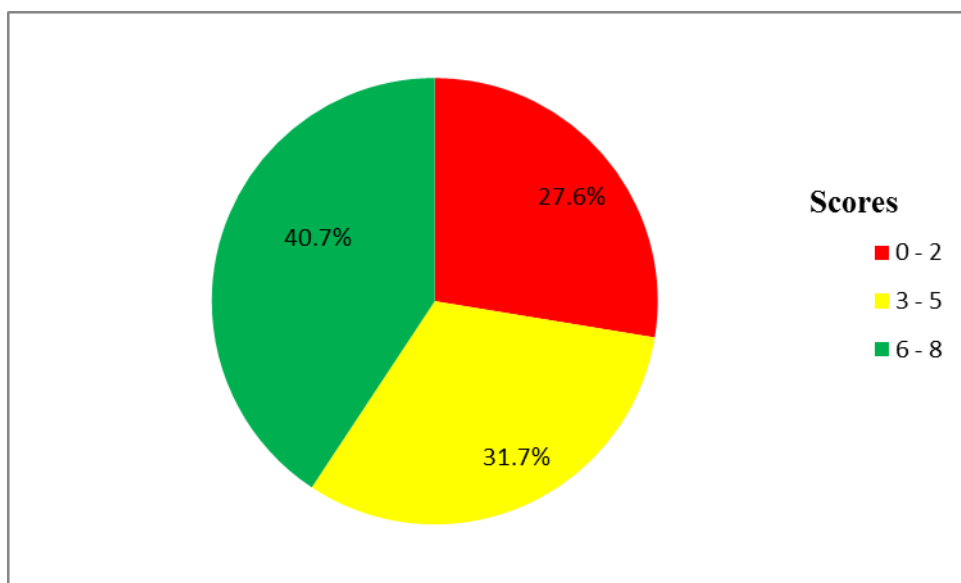
Figure 7: *Percentages of the Candidates' Performance in Question 7*

The analysis shows that 40.7 per cent of the candidates with a good performance in this question scored from 6 to 8 marks. Those who scored 8 marks were able to re-write the given sentences and had understanding of the uses of the conjunctions which were *because, although, but* and *in spite of + –ing* form. The sentences were supposed to be grammatically correct. In item (a), the candidates demonstrated their knowledge on the meaning and uses of the subordinating conjunction (subordinator) *because*. On top

of that, they knew that the two sentences could be joined by the subordinator *because,* due to the fact that it is used to join sentences or clauses of unequal ranks. The first clause is independent in the sense that it expresses explicit meaning by itself while the second clause is dependent as it needs an independent clause to convey meaning. Hence they joined correctly the clauses as *the school team won the match because it trained for months*. The knowledge and skills demonstrated by these candidates were on the ability of forming the pattern by removing a full stop between the two clauses and then inserting the subordinator. Yet, they knew that the subordinator should not be placed at the beginning of the first clause as far as the given context is concerned.

Furthermore, in item (b), the candidates demonstrated knowledge and ability of using the conjunction *although* to express the contrast of two ideas. The first idea was *Yusuph having necessary qualification* while the second was *he did not get a job*. The first idea was a positive one whilst the second was a negative one. Therefore, the two ideas had to be joined by a subordinating conjunction and in this context the subordinator *although*. Additionally, they were aware that the instruction to the item directed them to begin with the conjunction *although*. They also had displayed skills of linking the clauses by removing a full stop in between and replace it by a comma. Consequently, they responded correctly as *Although Yusuph had all the necessary qualifications, he did not get the job*.

Moreover, in item (c), the candidates joined correctly the two sentences because they were knowledgeable on the rules of structural patterns of coordinating conjunctions. They were mindful that the coordinating conjunction (coordinator) is used to join sentences or clauses of equal ranks however, expressing contrasting ideas. The sentences were independent by themselves in the sense that, each sentence overtly conveyed meaning by itself. Therefore, they joined correctly the given sentences to read, *The English medium primary schools are very expensive but people send their children there*.

Further analysis indicates that in item (d), the candidates were able to re-write the given sentence by using the given structure *In spite of + ing*. They were conversant with the given structure which in turn they correctly re-wrote the sentence. They recognised that the conjunction *in spite of* was ought to be followed by the verb in *-ing* form which forms a concession clause. Therefore, they changed the auxiliary *had* to *having* and the

conjunction *yet* was omitted in the newly formed structure because the English Language grammar does not commend two conjunctions being placed at the same context. On top of that, they adhered to the instruction thus; they began the sentence with *in spite of* then the comma was placed in the first clause to form two clauses. They eventually wrote *In spite of having good players, we lost three matches.* Extract 7.1 is a correct response from one of the candidates in this category.

07a	The school team won the match because it trained for months.
b.	Although Yusuph had all neceessary qualifications he did not get the job
c.	The English Medium primary schools are very expensive but people send their children there
d.	In spite of having good players, we lost three matches.

Extract 7.1: A response of a candidate who correctly joined the sentences as instructed.

In contrast, the analysis shows that 40.7 per cent of the candidates with an average performance scored from 3 to 5 marks. They managed to construct only two correct sentences according to the given instructions while the remaining two were grammatically incorrect and did not follow the rules of using and writing conjunctions.

Furthermore, the analysis indicates that 27.6 per cent of the candidates whose performances were weak failed to re-write the given sentences as instructed due to diverse reasons. Lack of knowledge of the conjunctions and skills of how to apply them in different contexts were among various obstacles faced these candidates. Consequently, they provided responses which did not correlate with the questions asked. Others used conjunctions which they were supposed to place in different items; hence, they changed sentences and made them to be grammatically incorrect. For example, in item (a), the candidates manifested lack of knowledge of the subordinating conjunction *because,* hence, they created ill-formed expressions. This was

seen as one of the candidates in this group wrote *the school team won the match. It trained for months because.* Another candidate in the same group wrote *It trained for months the school team won because the match.* Also, one of the candidates wrote *because the school team won the match. It trained for months* whereas another candidate responded *it trained for months the school team won the match because.* Therefore, The subordinator *because* was placed at different incorrect positions. The correct position of the subordinator according to this context was in between the clauses and by substituting the full stop.

Misconception of the requirement of the question was another setback that faced the candidates. For example, instead of linking the clauses, the candidates provided the responses which were not related to the question. This was seen when one of the candidates responded by changing the clauses from positive to negative, hence the clauses read *the school team not won the match* and *it not trained for months*. Yet, another candidate supplied incorrect tag questions to both clauses as *the school team not won the match isn't it?* Also, the second clause read *it trained for months doesn't it?*

Further analysis indicates that another challenge confirming the lack of knowledge by these candidates was copying the clauses as responses. There were candidates who copied the first clause while others copied both clauses instead of linking them using the subordinator contrary to the demands of the question.

In item (b), the candidates failed to link the given clauses by using the conjunction *although* as they exhibited some weaknesses. They lacked understanding of the meaning and application of the conjunction *although* when joining two clauses/sentences. They also could not understand that the conjunction *although* is used to form the concession clause + independent clause in order to form a sentence. Therefore, they either placed the conjunction in between the clauses or at the end of the second clause forming the constructed structure into ungrammatical pattern (ill-form). There were others who, due to limited knowledge of the application of the conjunction decided to omit some words from the clauses while others removed negation marker *not* in the second clause. Yet there were candidates in this group who used the conjunction *although* together with conjunction *but* to read *Although Yusuph had all the necessary*

qualifications but he did not get the job, not knowing that the conjunction *although* and *but* are mutually intelligible.

Further analysis clarifies that some of the candidates who failed to join the clauses as instructed had misconceived the requirement of the item. Some of them created their own clauses and link them with the conjunction *although*. For example, one of them wrote *although you like mangoes, I like apples.* Another candidate in the same group changed the given clauses from declarative clauses to interrogative clauses, hence the created clauses were: *did Yusuph had all the necessary qualifications?* Also *did he get the job?*

In item (c), the candidates who failed to join the sentences exhibited varied weaknesses. There were those who picked some words in both sentences and joined them without conjunction. This might have been attributed to the limited knowledge of the use of the coordinator *but*. For example, one of the candidates in this group responded as *the schools are very expensive children there* while another wrote *the English medium schools people send their children*. Yet, some of them incorrectly used the conjunctions *although* and *but* to join the two sentences. This was observed as one of them wrote *Although English medium primary schools are very expensive but people send their children there*. The problem with the constructed expression was on the ungrammaticality of the application of the double conjunction in the same sentence.

Moreover, there were candidates who joined the sentences improperly by positioning the coordinator *but* either at the beginning of the first sentence or at the end of the second sentence. For example, one of them responded *but the English medium primary schools are very expensive, people send their children there* while, one of those who positioned the coordinator *but* at the end of sentence wrote *English medium primary schools are very expensive, people send their children there but.* The challenge to the candidates in this category was on how and where to place the coordinator *but* when linking the two sentences. Additionally, some of them omitted words in both clauses then linked them without conjunction.

Furthermore, the analysis shows that some of the candidates failed to join the two sentences due to the misconceptions of the requirement of the item. This was evident through candidates' responses, whereby the provided answers were contrary to the demands of the question. For example, some

of the candidates joined the sentences by using different conjunctions such as *or* and also. One of them, for instance, wrote *the English medium primary schools are very expensive or people send their children there* while another responded *the English medium primary schools are very expensive also people send their children there*. The use of the conjunctions *or* and *also* was contrary to the demands of the item. Apart from that, there were candidates who misconceived the requirement of the item by changing the clauses from declarative to interrogative. For example, the changed clauses read *are they sending their children there?* Another candidate wrote *why are the English medium primary schools expensive?*

In item (d), the analysis shows that the candidates who failed to re-write the given sentence by using the structure *in spite of + ing* encountered several challenges. The lack of understanding of the meaning and application of the structural pattern is one of the reasons. There were candidates who placed the given structure at the middle of the sentence to read *we had good players yet in spite of we lost three matches*. Yet, another candidate wrote *we had good players yet we lost three matches in spite of +ing*. The major challenge to these candidates was how and where to place the structural pattern *in spite + ing* in the given sentence.

Moreover, some of the candidates misconceived the requirement of the item hence, they responded contrary to the demands of the item. For example, the structural pattern *despite the fact that* was used instead of *in spite of+ing*. This was witnessed from the responses of the candidates who substituted incorrectly the structure *in spite of + ing* with *despite the fact that* and even *despite*. One of the candidates in this category re-wrote as *despite the fact that we had good players we lost the match*. It was noted that the candidates in this category were challenged by the given structure (in spite of + ing) hence, they incorrectly substituted it by a different structure (despite the fact that/despite).

Furthermore, the analysis reveals that the candidates were faced by another stumbling block such that, they left the item unattended while others copied the sentence as response. These candidates were unable to re-write the given structure as instructed. Extract 7.2 is an incorrect response from one of the candidates in this category.

7	a) The School team won the match. It trained for months (Use .... - because .....)	
	The school team won the match. Use It trained for months	
	b) Yusuph had all the necessary qualifications. He did not get the job	
	You suph had all the necessary all qualications.	
	c) The english Medium Primary Schoos are very expensive. people Send their Chilaren there.	
	The english Medium Primary Schoo are very expnsive use people Send their Chilaren there.	
	d) We had good players yet we lost the matchs	
	we had goos players yet we lost the matchs.	

Extract 7.2: A response of a candidate who failed to re-write all items in question 7.

Extract 7.2 shows a response of a candidate who manifested lack of knowledge of the meaning and application of the conjunctions. Therefore, the candidate linked incorrectly all the items.

2.2.6 Question 8: Composing Wedding Invitation Card

The candidates were instructed to read the conversation between Mr. and Mrs. Bukusi and then compose a wedding invitation card from their conversation. The question aimed at testing the candidates' ability to comprehend the given conversation and properly create a wedding card. The conversation was as follows:

Mrs Bukusi: *I have received a card from Mr. and Mrs. Akida's family inviting us to the wedding ceremony of their son Ibrahim.*

Mr Bukusi: *Oh! That's great. When is the ceremony?*

Mrs Bukusi: *The wedding will be held on 27 January, 2021. Will we be able to attend?*

Mr Bukusi: *Of course yes. Where will the wedding take place?*

Mrs Bukusi: *In Dar es Salaam.*

Mr Bukusi:	*Ok. But where specifically will the event take place?*
Mrs Bukusi:	*The event will take place at Mbezi Beach Lutheran Church from 2:00 p.m. to 4:00 p.m. They have prepared a grand reception at Rose Garden in Msasani, which will start at 6:00 p.m.*
Mr Bukusi:	*Ok. We can't miss such an important occasion!*
Mrs Bukusi:	*Please, remind me to buy a present for the couple.*
Mr Bukusi:	*Ok. I will.*

This question was attempted by 410,774 (93.9%) candidates, out of which 50.9 per cent scored from 6 to 8 marks. Moreover, 36.5 per cent scored from 3 to 5.5 marks and 12.6 per cent scored from 0 to 2.5 marks. The general performance of the candidates in the question was good, since 87.4 per cent of them scored an average of 30 per cent and above of the allocated marks. The overall candidates' performance in the question is summarised in Figure 8.
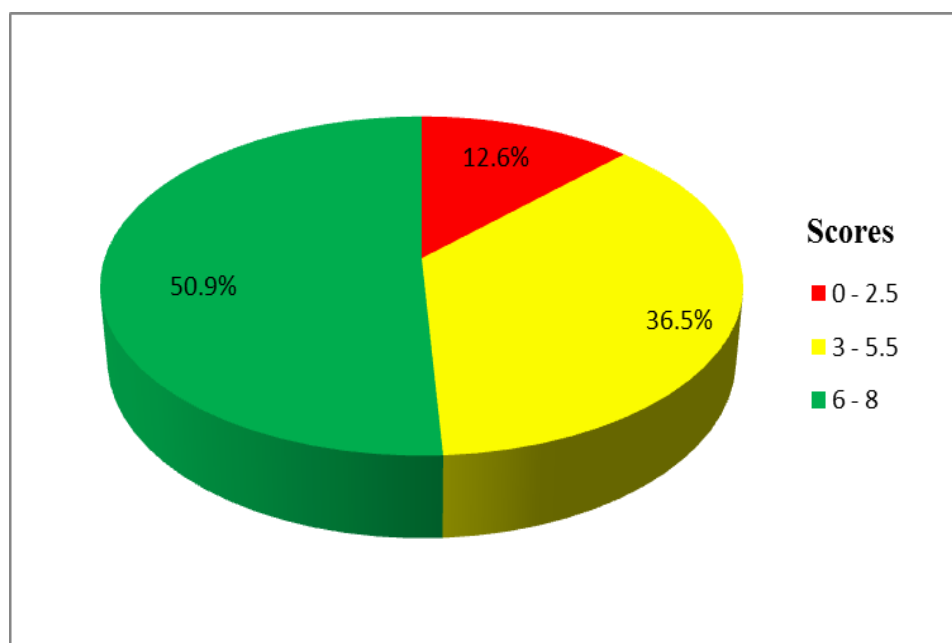
Figure 8: *Percentages of the Candidates' Performance in Question 8*

The analysis shows that 50.9 per cent of the candidates who performed well in this question read the given conversation between Mr. and Mrs. Bukusi then they composed a wedding invitation card as instructed. They composed a card by adhering to the required format which included title,

the name of the sender, the name of the receiver, the purpose of the party, the place where the party will be held, and the date of the party.

The candidates were aware that the names of the sender are Mr. and Mrs. Akida, because Mrs. Bukusi mentioned them to Mr. Bukusi that I *have received a card from Mr. and Mrs. Akida*. Therefore, Mr. and Mrs. Bukusi were invited to the wedding ceremony of their son *Ibrahim*. Furthermore, they were knowledgeable on how to extract information from the conversation about the purpose of the ceremony. They knew that it was a wedding ceremony as mentioned by Mrs. Bukusi from the clause *the wedding ceremony of their son*.

Moreover, they grasped information about the place where the party would be held from the clause stating *the event will take place at Mbezi Beach Lutheran Church*. This was also important information which they used in composing cards. They also knew where to get the information about the time of the wedding, place and time of reception and date of the wedding. They extracted the information from the phrases as *from 2:00 pm to 4:00 pm* (time of the wedding), *reception at Rose Garden in Msasani at 6:00* (place and time of the reception) and *on 27th January, 2021* (date of the wedding). Extract 8.1 is a correct response from one of the candidates in this category.

Extract 8.1: A response of a candidate who composed a wedding card from the given conversation.

Conversely, the analysis shows that 12.6 per cent of the candidates with weak performance in this question demonstrated several weaknesses. Misconception of the requirement of the question was among the challenges faced by the candidates. For example, there were candidates who composed ill–formed personal letters by using the given conversation instead of composing the wedding invitation card. The composed letters included elements such as *addressor's address, salutation* and *writer's signature*.

Additionally, others changed a few sentences in the given conversation from direct speech to reported speech. Therefore, some of the sentences read as *Mrs. Bukusi received a card from Mr. and Mrs. Akida, Mrs. Bukusi said that it will be in Dar es Salaam* and *He asked where the wedding would take place.*

Moreover, the candidates' weak performances were exhibited in their failure to understand the task of the question. Consequently, they provided incorrect responses. For example, some of them composed the wedding invitation cards by using the details which were not featured in the given conversation. They provided their own details entailing *senders' and recipients' names, the purpose of the party, the date and place as well as the time of the party*. For example, one of them in this group wrote *the family of Mr. Ussi makame wish invites Mr. Dr. Mwanakombo Omari to the wedding daughter Zuhura Ussi, to held in Vikokotoni date 21/12/2020 evening.*

Other candidates in this category composed birthday's cards to invite their friends instead of composing a wedding invitation cards basing on the given conversation. This might have been attributed to the fact that these candidates mistook the demarcation between *wedding invitation cards* and *birthday's invitation cards*. It is clear that both are invitation cards which are meant to invite people in an occasion. However, they differ in the sense that, wedding cards are used for inviting people to a wedding ceremony while birthdays cards are for inviting people to a birthday party.

Further analysis indicates that, lack of knowledge and skills of writing wedding invitation cards had caused failure to the candidates. This was observed through candidates' responses that changed some sentences from the conversation to interrogative sentences. The interrogatives provided were such as *did you receive a card from Mr. and Mrs. Akida? Do you buy*

a present for the couple? Mrs. Bukusi they have prepared a grand reception at Rose Garden?

Moreover, it was observed that, there were candidates who copied the conversation as responses. They had no knowledge of writing wedding invitation cards by using the format including: title, sender's name, receiver's name, the purpose of the party, the place of the party as well as the date and the time of the party. In addition, some of them copied the conversation and bolded all words whilst others copied the turns of either Mr. Bukusi or Mrs. Bukusi only as responses. Yet, others left the question unanswered as they lacked skills of interpreting the conversation and composing a wedding invitation card from it.

Furthermore, the use of the English Language was another stumbling block faced by the candidates. They could not use English Language in responding to the question. For that reason, they decided to compose wedding cards using Kiswahili contrary to the language of instruction. The observed responses in Kiswahili were such as *Familia ya Bw. na Bibi Bukusi wanayo furaha kukualika Bibi Akida kwanye sherehe ya harusi ya Mtoto wao* also *Sherehe itafanyika ukumbi wa Raha Leo siku ya Alhimisi Tarehe 10/01/2021*. Extract 8.2 is a response from one of the candidates with weak performance.

Extract 8.2: A response of a candidate who failed to compose a wedding invitation card.

Extract 8.2 shows a response of a candidate who did not compose a wedding invitation card. The candidate reproduced the conversation in paragraph form.

2.3 SECTION C: Essay Questions

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

2.3.1 QUESTION 9: Writing Speech on Female Genital Mutilation

The question tested the candidates' ability to write speeches. In this question, the speech was required to be on the effects of female Genital Mutilation. They were required to limit their speech to six points.

The question was attempted by 340,618 (77.9%) candidates, out of which 24.4 per cent scored from 10 to 15 marks. Furthermore, 47.7 per cent scored from 5 to 9.5 marks and 27.9 per cent, scored from 0 to 4.5. The general performance of candidates in the question was good, since 72.1 per cent scored an average of 30 per cent and above of marks allocated to the question. The overall performance of the candidates in this question is summarised in Figure 9.
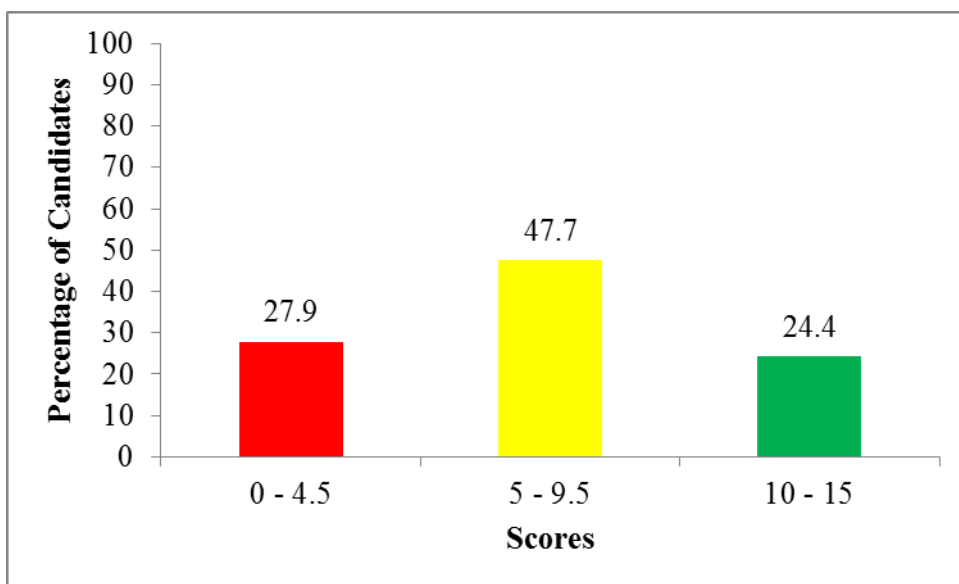
Figure 9: *Percentages of the Candidates' Performance in Question 9*

The analysis shows that 24.4 per cent of the candidates who performed well in this question wrote speeches on the effects of Female Genital Mutilation by adhering to the rules of speech writing. The rules included title writing, salutation, the main body and conclusive remarks. On the title the candidates provided the titles which were based on Female Genital Mutilation. They were knowledgeable on the skills of how to write titles. These candidates knew that they were obliged to write speech of not less than 250 words on the effects of Female Genital Mutilation thus, the focus on the topic was on the *female genital mutilation and its effects*. Having this knowledge, they were able to write the appropriate title of the speech. Additionally, they were aware that they had to assume the position of the District Medical Officer when writing speeches.

In the salutation, the candidates wrote by addressing the audience according to the seniority order of those who have attended the meeting. For example;

Honourable Village Chairperson,
Honourable Village Executive Secretary,
Invited Guests,
Ladies and Gentlemen,
Good morning.

In the main body, the candidates explained the points which were based on the effects of Genital Mutilation. Some of the provided points included *the spread of diseases, probability of death, the loss of too much blood, marital conflicts, psychological isolation, lack of self-confidence, complication during child birth* and *reduction of sexual desire*.

In conclusion, the candidates provided conclusive remarks by thanking the audience for being attentive during the speech. The candidates also provided their advice on how to eliminate the bad tradition in their societies. Extract 9.1 is a response from one of the candidates in this category.

9. THE SPEECH OF THE DISTRICT MEDICAL OFFICER (D.M.O) TO THE COMMUNITY CONCERNING EFFECTS OF FGM.

District officer, village executive director, village chairperson and all villagers a good day to you all!!. I would really like to thank you for this chance granted to me to speak a little about effects of Female genital mutilation. This is the act of removing the clitoricis from the female genitalia and it has ceveral effects such as:

Causes spread of diceases. My dear community members female genital mutilation is done usually under an uncontrolled environment where the tools used are usually chared and not even cterilised after being used once. This act is dangerous because when one among the girls is affected with various cexually transmitted diceases the deadliest one being HIV/AIDS the germs are easily spread to all the other girls ac the came tool is used.

Alco my dear fellows, death is one among the cerious outcomes of female genital mutilation. Death reffers to loss of life by an individual. Many girls are witnecced dying during mutilation due to loocing a large amount of blood ac o recult they become anaemic. This high loss of blood happens because the blood cappilaries in the clitoricis are very delicate thus their rupture causes the girl to loose a lot of blood and hence die.

Not only that, but alco labour difficulties are a major consequence of female genital mutilation. Girls who have undergone mutilation have a wound that usually does not heal faster. Hence during delivery of the baby the wound usually ruptures

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9.	resulting into severe pain and loss of blood to the mutilated woman hence bring about dangers during delivery. Also the woman experiences much pain and trouble during delivery.	
	My dear community members, FGM also results into psychological torture to the women. This is the unstable mental condition brought about by dismantled emotions and confused feelings of fear and insecurity brought about by memories from the act of mutilation. This creates trauma and mental torture and inferiority or instabilities to the victim.	
	But also, female genital mutilation is a sole factor for girls dropping out from school. In many societies after a girl undergoing female genital mutilation she is considered a woman already and she is now ready to get married and have family responsibilities. Hence many mutilated young girls are forced to stop their studies and get married at a young, tender and unallowed age. Hence lead to an increase in the illiteracy rate in the society.	
9.	Female genital mutilation while the other partner is a strong upholder of that culture. This generally results to conflicts. Also conflicts may arise between young girls who protest against mutilation and their parents.	
	Thank you a lot for all of you who took your time to listen to what little I had to say. I hope you have taken heed of the said matters and you are going to work on them. Be blessed.	

Extract 9.1: A response of a candidate who wrote a speech on Female Genital Mutilation.

Furthermore, the analysis also shows that 47.7 per cent of the candidates who scored average marks managed to provide some points on the effects of Female Genital Mutilation but, they failed to clarify their points.

On the contrary, 27.9 per cent of the candidates with weak performance in this question demonstrated numerous weaknesses. One of the observed weaknesses by the candidates was misconception of the requirement of the question. Some of the candidates wrote debate discussion on their own motion. For example, one of them wrote and explained the points on the importance of females in political matters such as *voting, being voted for,* and *engaging in political campaigns*. Apart from that, there were candidates who explained themes which are found in the plays 'This Time Tomorrow' written by Ngugi wa Thing'o and 'The Lion and the Jewel' authored by Wole Soyinka. The themes such as *poverty, betrayal, ignorance, exploitation, Illusion* and *disappointment* were explained.

Furthermore, the phrase *parts of speech,* meaning adjectives, nouns, verbs, adverbs, pronouns, prepositions, conjunction and interjections was mistaken by the term *speech*. This incorrect response might have been attributed to the misconception of the word *speech.* One of the candidates mistook the word *speech* as it was in the question with the phrase *parts of speech*. Therefore, instead of writing a speech to be delivered one of them wrote parts of grammar (parts of speech). Additionally, another candidate wrote on the abbreviation found in dictionaries such as *IDM* for idiom, *sb* for somebody, *sth* for something, and *adj* for adjective. Likewise, some of them explained the motives or causes of Female Genital Mutilation instead of writing speeches on its effects.

Weak command of the English Language was noted as another reason for the failure of the candidates. Consequently, they provided responses in either Kiswahili or they code mixed their expression. For example, one of them responded *death, because girls akipelekwa kwenye circumcision it bleed sana na hatimaye anapoteza damu nyingi katika mwili wake ivyo husababisha death*. Another one wrote *FGM ni ukatili anaofanyiwa mwanamke kwa kuendekeza imani potofu zinzoendelea Tanzania na Kenya*. The candidates had knowledge of the subject matter Female Genital Mutilation and they knew its meaning as well as its effects. However, they could not express themselves in English Language.

Moreover, further analysis shows that there were candidates who lacked knowledge of speech writing. They did not know the rules in speech writing including title writing, salutation, main body and conclusive remarks. Consequently, their responses did not adhere to speeches nor reflected speech. For example, some of them listed points on various

issues on different matters contrary to the issues of Female Genital Mutilation as one of them wrote *she is education form four, she is employment* and *she work hard*.

Lack of knowledge by the candidates was also observed as some of them decided to copy the question as responses. Others in this group copied instructions of other questions or sentences as responses. They could not write speeches as required by the question. Extract 9.2 is a weak response from one of the candidates.


Extract 9.2: A response of a candidate who could not write a speech.

Extract 9.2 shows a response of a candidate who failed to write a speech to educate the community on the effects of Female Genital Mutilation.

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

The candidates were required to use two poems to show how poets use poetic devices to deliver their message to the society. The question aimed at testing the candidates' abilities to use various poetic techniques to convey messages. This question was optional.

The question was attempted by 152,430 (34.8%) candidates, out of which 78.0 per cent scored from 0 to 4.5 marks. Moreover, 12.6 per cent scored from 5 to 9.5 marks and 9.4 per cent scored from 10 to 15. The general performance of candidates in the question was weak, since only 22.0 per cent scored an average of 30 per cent and above of marks allocated to the question. The overall performance of the candidates in this question is summarised in Figure 10.
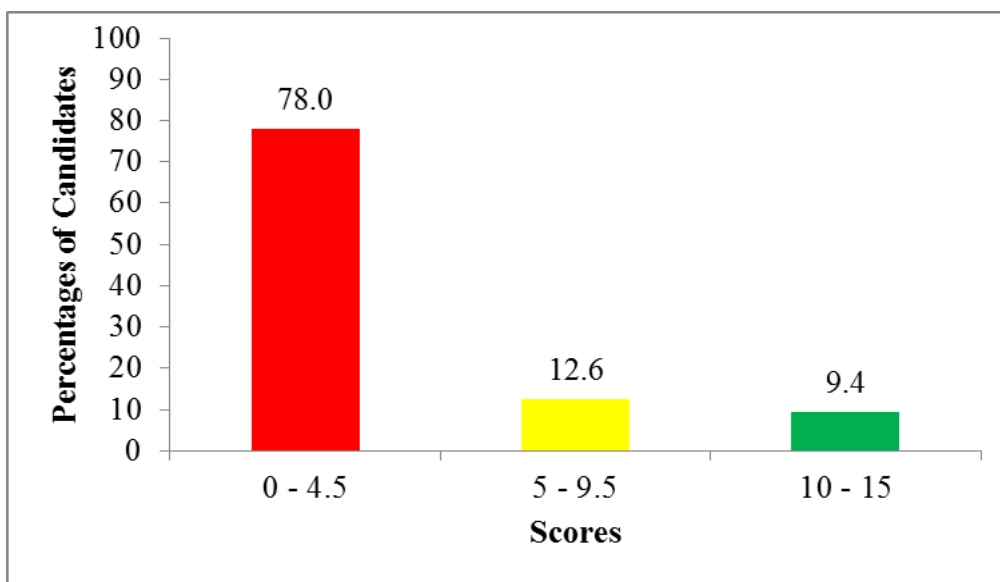
Figure 10: *Percentages of the Candidates' Performance in Question 10*

The analysis indicates that 78.0 per cent of the candidates with weak performance manifested several weaknesses. Some of them misinterpreted the requirement of the question. This challenge was obvious through their responses in varied aspects. For example, there were candidates who used novels to write messages which are found in them instead of the poems. The novels cited by these candidates included *Passed Like a Shadow* written by *Mapalala, Unanswered Cries* authored by *Conteh,* and *Weep Not Child* written by *Ngugi wa Thiong'o*. The candidates were supposed to cite from the poems and explain the poetic

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devices such as *Symbolism, Imagery, Parallelism, Alliteration, Reiteration, Hyperbole, Refrain,* and *Barbarism.*

Additionally, there were candidates who used Plays to write the messages therein. The plays included *The Black Hermit* written by *Ngugi wa Thiong'o*, *The lion and the Jewel* were used to express messages contrary to the requirement of the question. Also, there were candidates who used the poems which were not prescribed in this section. Poems like *Eat More* written by *Joe Corrie* and *Your Pain* written by *Armando Guebuza.* The mentioned poems are not in the list to be used under Poetry in this examination.

Furthermore, the candidates manifested lack of knowledge on the meaning and uses of poetic devices as well as their messages to the society. This challenge was observed as the candidates wrote and explained the issues found in two poems. They provided issues such as *disappointment, betrayal, poverty, portrayal of women,* and *exploitation* instead of poetic devices and their messages. In addition, some of them copied the question while others copied the list of readings for questions 10-12 as their responses. This was also a clear indication of the lack of knowledge of the poetic devices.

Another challenge which faced by the candidates was weak command of the English Language. The candidates failed to write their responses in English Language hence, some of them wrote in Kiswahili while others code mixed Kiswahili and English Language. For example, one of them wrote *shairi la dying child lina stanza na vina vinavoleta vionjo mbalimbali katika poem husika* while another candidate wrote *Atieno yo imerudiwa rudiwa ili kuleta msisitizo kamili.* The candidates could not express themselves in the English Language thus, they decided to use Kiswahili. Extract 10.1 is a response of a candidate with weak performance.

I started the poem of ~~FREEDOM SONG~~ **DEVELOPMENT** that follow:-	
Child Labour: Many children are employed informal in	
streets home and work places. We see children selling plastic bags	
Candies washing cars, selling juice, helping millitary rebels etc.	
Earl pregnancy: This is many girls another problem in	
the society. Many girls are now have failed to reach their educa-	
tional goals because of getting pregnancy. At the age forteen Atieno	
become pregnant.	
Poor upbringing: Tho who in charge of Atieno did no	
show good behavior responsibility to her; his uncle and to his	
wife.	
I finished the poem of DEVELOPMENT that follows:-	
Poor Social Service: After colonial period people need	
and determine to get national development. This most leader pro-	
mised to help the comon people to improve their standard of	
life have been betrayed, and living in hand lifex. The poem say that	
" Man of people	
You have always	
Corruption: the issue of development is complicated to	
power are corrupt.	
From the above explanation I conclude that the potes	
show that	

Extract 10.1: A response of the candidate who wrote themes instead of poetic devices.

Extract 10.1 shows a response of a candidate who failed to write the poetic devices from two poems. The candidate wrote themes from the poem *Development* instead of poetic devices. On top of that, weak command of the English Language was manifested from the response.

Conversely, the analysis shows that 9.4 per cent of the candidates with good performance used the poetic devices and showed how they deliver the intended message to the society. The candidates made their references to two prescribed poems. For example, some of them used a poem 'The dying child' by Peter Lwamba, and cited *Symbolism.* The poet has used the symbol of an empty plate to represent poverty and deliver the message that people should fight to alleviate the problem of poverty. They also supported the answer with a quotation from the poem as the poet says:

> '*As the boy*
> *Fights with flies*
> *Over the empty plate*'

The candidates who used a poem 'A Freedom Song' written by O Macgoye used *Irony*. The poet has used exaggeration in the statement to convey the message that people should avoid hypocrisy since it causes conflict in the society. They supported with the quotation that says:

> '*Don't I keep her school my own ones?*'

There were also other candidates who used the poem 'Africa' written by David Diop. These candidates used *Parallelism*. It is a device in which two or more verses have identical words structure and the meaning. The device has been used to deliver the message that Africans should be proud and praise the beauty of their continent. The candidates also supported their responses quoting from the poem as follows:

> '*But my blood flows in my veins'*
> *Your beautiful black blood that irrigates the fields*'

Further analysis shows that there were candidates who used the poem '*The awful Dentist*' written by Jwani Mwaikusa. They used the device *Hyperbole*. The poet uses exaggeration in his statement to give the message that we have to be careful with the leaders who are corrupt and exploitative since they make our countries to be poor. Quotation was given by the candidate to cement their argument such as:

> '*Diligently pulling out every tooth'*
> *From the jaws of the mouth*

10.	Poetic devices are the special or figurative ways or methods ~~off~~ writing which the poets employ in their poems to deliver messages and make their works beautiful. These devices can be structural devices or sound devices. Through these devices, poets deliver certain message to the society. This can be verified wing the two poems, "HOLLOW HEADS" by Iwani Mwaikusa and "THE DYING CHILD" by Freeman Lwamba.	

Starting with the poem of "THE DYING CHILD", the poet has employed the following poetic devices to deliver messages to our society.

Paradox / Oxymoron. This is a poetic device in which a poet uses two conflicting words in the same verse. In the poem the poet says,

"Ten years old,
But he looks older than ten
And younger than young..."

It is impossible for one to look older and younger at the same time. "The word, "older" and "younger" here are conflicting. They have been used to describe the boy's condition. From this, the society gets a message that it is important for all people especially children to eat balanced diet for proper growth.

Parallelism. This is a poetic device which involves the use of several verses and different words in the same stanza to express one idea. In the poem the poet says,

" Swollen stomach,
full of waste
Thin legs,
Thin arms
Twin ch..."

These verses have been used in stanza 2 all to show the issue of malnutrition.

> Due to poverty, The boy lacks proper nutrition and suffers from malnutrition which makes him look like the way he is described in the poem. Thus, The society gets a message that; poverty should be eradicated through hard work and the masses should be educated on proper nutrition.
>
> Symbolism. This is the use of words to represent a certain thing. In the poem, the poet has used words like; 'pen', 'gun' and 'meat' to represent education, violence and income respectively. The poet says;
>
>> "'My son' shouts the mother
>> 'My son' cries the mother,
>> You will never live,
>> To carry a gun,
>> There is no meat for us."
>
> The poet also says;
>
>> "... when I grow up,
>> I'll carry a gun and not a pen".
>
> These verses have shown the awareness of both the boy and the mother. The boy is aware that the only way to liberate himself is through violence, while the mother is also aware that there is no more hope. Therefore, the society gets a message that; the use of violence is not the best method to fight for their rights. however, they should employ peaceful methods. The leaders should also be responsible for the well being of their people.

Extract 10.2: A section of response of a candidate who cited poetic devices and stated their messages.

2.3.3 Question 11: Using Characters to Portray Issues in two Plays

In this question, the candidates were instructed to use three characters from two plays and show how they have been used to portray different issues. The question tested the candidates' ability to read, analyse and interpret literary works.

The question was attempted by 350,432 (80.1%) candidates, out of which 33.6 per cent scored from 10 to 15 marks. Moreover, 40.9 per cent scored from 5 to 9.5 marks and 25.5 per cent, scored from 0 to 4.5 marks. The general performance of candidates in the question was good, since 74.5 per cent scored an average of 30 per cent and above of marks allocated to

the question. The overall performance of the candidates in this question is summarised in Figure 11.
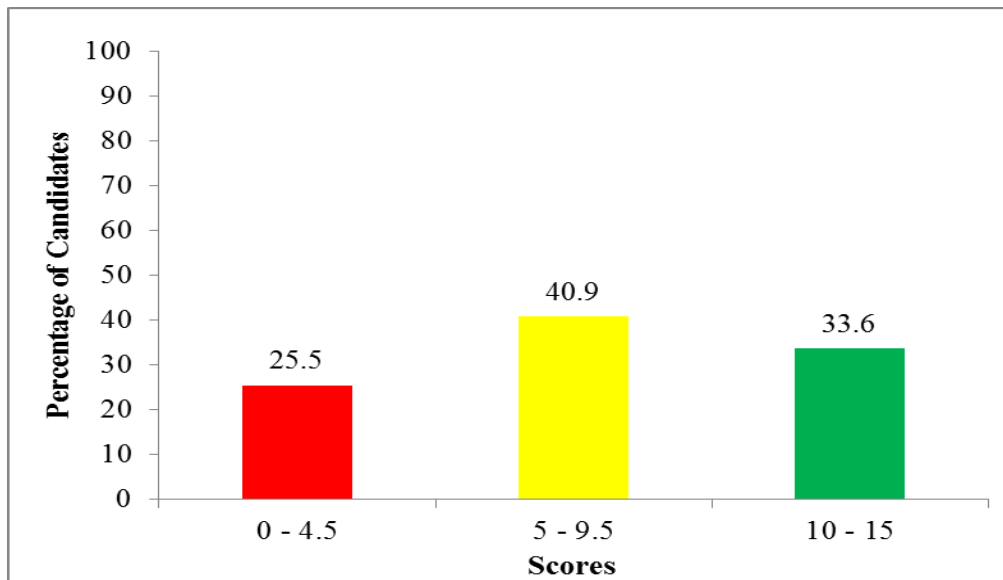
Figure 11: *Percentages of the Candidates' Performance in Question 11*

The candidates with good performance accounted for 33.6 per cent and they scored from 10- 15 marks. They provided good introductory part of their responses in which they defined the term characters as imaginary people, animals or creatures that playwrights use to portray various issues. They also stated the two plays that they would use in responding to the question.

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

Those who used the play 'Three Suitors One Husband' chose characters such as *Juliette, Atangana* and *Mbia* to disclose issues such as *polygamy, feminism, the importance of education to women, protest, ignorance* and *superstitious beliefs*. For example, *Juliette* was used to reveal the

importance of education as she applied her education in order to fight for girls' rights.

Other candidates who used the play 'This Time Tomorrow', written by Ngugi wa Thiong'o cited characters such as *Njango, Wanjiro* and the *Stranger* to portray issues such as *protest, betrayal, poverty, oppression* and *humiliation*. For example, *the Stranger* has been used to reveal the issue of unity and protest. This was seen when he organised people at Uhuru market to unite and protest against demolition of their slums. Extract 11.1 is a response from one of the candidates with good performance.

11. Characters at are the people, animals and other things that a playwright uses so as to portray and convey a certain message to the society. Most of the characters used in literary works are fictions. It is true that playwrights use different characters to portray various issues in their literary works to the society. This statement can be supported by the plays of THE LION AND THE JEWEL and THREE SUITORS ONE HUSBAND.

Starting with the play of THREE SUITORS ONE HUSBAND written by Oyono Mbia, the following are the characters that have been used to portray different issues:-

Juliette has been used to portray the issue of awareness. From the play it is seen that it was only Juliette who knows that she has to stand against and women inferiority and she is aware that she has the right to make her own decisions concerning her life without interference from the family and the society that surrounds her and that is why she fights for what she wants until she gets it. Therefore the playwright has used Juliette to portray the issue of awareness in his literary work.

The playwright has used Mbia to portray the issue of polygamy in the literary work of his. From the play it is seen that Mbia had already got more than six wives and he wanted to marry Juliette so that he can increase the number of wives he had. He is a civil servant and he uses his authority to ensure that all the demands are fulfilled so that he can be able to marry the

11. girl. Therefore the playwright has used Mbia to portray the issue of polygamy in the society.

Atangana has been used as a character to present the issue of brideprice as well as superstition. In the play it is seen how Atangana is determined to marry off his daughter to any suitor who would be able to pay the highest brideprice without considering the views and opinions from his daughter. And after the money is stolen he calls a witchdoctor and believes in him while he is just a liar. Thus Atangana has been used to convey the issues of brideprice and superstitions.

Finishing with the play of THE LION AND THE JEWEL written by Wole Soyinka, he has used the following characters to portray different issues:

Sidi has been used by the playwright to convey the issue of ignorance and curiosity. In the play it is seen that the girl is ignorant of women inferiority and thus Lakunle educates her. She is also ignorant about the effects of doing so many hardworks for a long time. She is also ignorant of the plans of Baroka to get her as his wife and that is why just to satisfy her curiosity she ends up with no choice but to get married to Baroka. Therefore she has been used to portray the issue of ignorance.

Baroka is used to portray the issue of misuse of power and polygamy. Baroka is seen to be using his power and authority as a leader in a wrong way instead of bringing development to the society of Ilujinle. It is seen that all he

11.	cares about is adding the number of wives instead of thinking about developmental activities. He thinks and plans on the ways he is going to use to convience Sidi to be his wife and target thing his responsibilities. Thus he has been used to portray the issue of misuse of powers by the leaders and polygamy.
	Lakunle is another character who is portrayed to convey the issue of women emancipation. He is seen to be fighting for the rights of women and educate them on various things through the knowledge he got from the Western education. He is against the payment of brideprice because he believes that it make a woman be sold like a mere property and he also insists that the women should stand for themselves. He also criticizes Baroka on the issue of using women as a tool for enjoyment. Therefore he has been used to portray the issue of women inferiority.
	Conclusively, the playwrights have succeeded in using the characters to portray different issues in the society so that the society may be able to learn and therefore correct the bad habits present and by doing that it creates a society with acceptable values as well as all the requirements for development.

Extract 11.1: A response of a candidate who presented characters' issues.

Further analysis shows that the candidates who scored average marks were 40.9 per cent. They provided insufficient explanations with some ungrammatical constructions. Others provided mixed responses of correct and incorrect answers.

Conversely, 25.5 per cent of the candidates who scored low marks demonstrated several weaknesses. There were some candidates who had weak command of the English language. This made them fail to give explanations about the issues which the playwrights raised from the two plays of their choice. As a result, they provided explanations by using Kiswahili or code mixed Kiswahili and English Language. For example, one of them wrote *Wanjiro ni msichana mrembo maskini lakini anampenda boyfriend wake aitwaye Asinjo. Hawo character wana*

*onesha mapenzi ya dhati katika societ*y. This candidate and others in this group had ideas of the requirement of the question however, they got stumbled by their failure to answer by using the English Language.

Furthermore, there were candidates who misunderstood the requirement of the question. Some of them used novels to reveal issues found in them, while others used novels to express messages. The novels *Passed Like a Shadow by Mapalala, Unanswered Cries* by *Conteh* and *Weep Not Child* by *Ngugi wa Thiong'o were cited by these candidates*. The candidates used the novels instead of using plays as instructed. Moreover, there were candidates who wrote their own passages on various issues such as HIV/AIDS; its causes, transmission and ways to combat it, how to cook rice and the general election in Tanzania.

Other candidates mixed characters from novels and those of Plays. For example, one of the candidates used characters such as *Adyeri* from a novel 'Passed like a Shadow' written by Bernard Mapalala. This was due to the reason that the candidate did not have the ability to read and interpret the question. Additionally, the analysis shows that there were candidates who chose characters from the class readers which are prescribed in Form Two. For example, the class readers such as *Hawa the Bus Driver* and *Mabala the Farmer* by Richard Mabala were cited by the candidates contrary to the demands of the question.

Lack of knowledge of *Form* in literary works particularly, characterisation was also exhibited by the candidates. This was observed as some of the candidates copied other questions in the Examination paper as responses. For example, one candidate copied conversation in question 8 while another candidate copied the passage in question 6 as responses. This was a manifestation of their lack of knowledge of the literary works especially the plays. The only remedy to their challenge was just copying whatever was deemed fit for them from the question paper. Extract 11.2 is a sample of the weak response from one of the candidates.

11	COVID 19, is the long term of word covid 19 is Virus Desember nineteen, mean the rised to Virau s and colonar my people is word to china in your ar danger	
	Death of people, This is people is run in da ngerous my colonar is nick china is alf thousa nd my people to danger from the deagrar to people	
	Stopping economical and busness, Thi is busme ss to market home and athro point in place of busness to cetiting in movement for dep as communication	
	Increation of preginants, war the disear in maining my communication my Nother is yp ur very diases n oxiygen to move from one point to another points	
	family depopulation, This family deppopu lation in very faster to mining in deases fro suBlais in head my washing my shoes to com munication	
	danger of the people, which was danger in to the colonal to deases for grauping in contuct to grouping animal classes for the mining- classes	
	Increases to family, This the pesition inh ospital to the movement in Industrial for deteing which the communication	

Extract 11.2: A Response of a Candidate who wrote on Covid 19.

Extract 11.2 shows a response of a candidate who provided an incorrect response. The candidate wrote on the effects of Covid 19 instead of showing how characters in plays have been used to portray different issues. From the response, the use of the English Language was observed as another stumbling block for the candidate.

2.3.4 Question 12: Show the Relevance of two Novels

In this question, the candidates were instructed to prove the given statement that betrayal is one of the main sources of conflicts in many societies. They were supposed to show the relevance of the statement to their societies by providing three points from each novel. The question

tested the candidates' ability to read, understand and interpret literary works.

The question was attempted by 304,190 (69.5%) candidates, out of which 57.7 per cent scored from 0 to 4.5 marks. Moreover, 30.5 per cent scored from 5 to 9.5 marks and 11.8 per cent, scored from 10 to 15 marks. The general performance of candidates in the question was average, since 42.3 per cent scored an average of 30 per cent and above of marks allocated to the question. The overall performance of the candidates in this question is summarised in Figure 12.
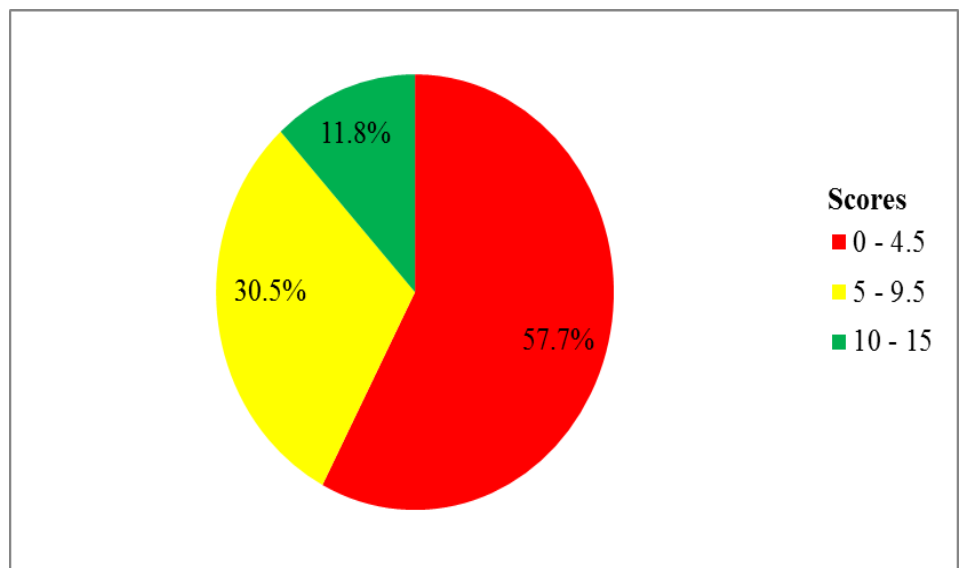
Figure 12: *Percentages of the Candidates' Performance in Question 12*

The candidates who scored high marks were able to give introduction by defining the terms *betrayal* and *conflict*. Betrayal was defined as the act of being disloyal to one's organisation, institution or the one whom you trust. These candidates responded to the question by showing how betrayal is one of the main sources of conflicts in many societies. Those who used the novel 'Passed like a Shadow' written by Mapalala cited betrayal which was committed by different characters as the source of conflicts in many societies. For example, one of the candidates revealed how *Adyeri* betrayed his family and went to live with *Birungi* his concubine. This caused conflicts between *Adyeri* and his wife. The candidates also cited betrayal which was done by *Birungi* who drove *Adyeri* out of her house as one of the sources of conflict between them.

The candidates who used the novel 'Unanswered Cries' written by Osman Conteh cited betrayal which was done by *Pa Amadu* as the source of conflict between *Makalay* and *Pa Amadu*. Others cited *Edward Cole's* betrayal as the source of conflict between him and *Olabisi*. Moreover, those who used the novel 'Spared' cited betrayal which was done by *Mr. Wickman* to *Mr. Gustav* and others as the source of conflict between *Mr. Wickman* and *Mr. Gustav* and his friends. Also, *Mrs. David Chambakare* betrayed her husband by making love with the ruling party chairman and caused conflict with her husband. Additionally, *Peter Msokonde* betrayed the government by intending to sell Ngindo Island to the foreigners in South Africa and caused conflict with *Mr. Tom Nyirenda*. Extract 12.1 is a response from one of the candidates in this category.

12. Ever in our societies there are people who ends up into conflicts due to being betrayed in times of trouble.

The conflict between Makalay and Olabisi is due to the claiming of Makalay that Olabisi betrays her culture. By Olabisi defending herself from Female Crenital Mutilation she is seen as a betrayer of her own culture and traditions and thus Makalay ends up into conflict with her own daughter and forces her to do whatever she tells her. This conflict ended when Ade Jones declared to take Olabisi and their bad was broken. Even in our own societies there are conflicts that happen due to misconception of ones culture in the society.

By finishing with PASSED LIKE A SHADOW written by Benard Mapalala, the author has tried to show how betrayal can be a source of conflict in the society as follows:-

Conflict between Adyeri and Amoti is caused due to the betrayal of Adyeri to Amoti who starts promiscuity. In the novel it is seen that Adyeri has love affairs with another woman who was once his secretary when he was a headmaster despite knowing that he has a wife and two children. Due to this his family bonds gradually breaks. This conflict ends when Amoti and Adyeri finally separates and Amoti lives with her two children while Adyeri lives a poor life due to lack of finance. Even in our societies there are many misunderstandings that happen especially between married people mainly due to the betrayal of one of them.

12. The conflict between Adyeri and Birungi is caused by the betrayal of Birungi during the times of trouble of Adyeri. After Adyeri losing his job and dropping down financially when he wants to live with Birungi, he is rejected and betrayed by the person who thought of him as a useless person. This conflict ends when Birungi finally chases the man away and broke up the relationship they had. Even in our societies there are people who conflict because of being betrayed in the times of their troubles.

The conflict between Abooki and John, is caused by the betrayal of John by raping her unknowingly. In the book it is seen that John pretends to be a good friend to Abooki and helping her but his intentions are revealed when he spiked Abooki drink and raped her without her being conscious and after that breaking the good mentality that Abooki had about him. This conflict ends when Abooki finally leaves him and decides to go on with her life while assured that she has no HIV/AIDS. Even in our societies there are people who gets conflict due to being betrayed by the people they trusted.

Conclusively, the authors have succeeded in showing how different conflicts can be caused by betrayal of some people to the society. Therefore people should not betray their fellows in any aspects so that they maintain a good relationship with one another and hence be a source of peace and harmony in the society.

Extract 12.1: A response of a candidate who proved the given statement.

Extract 12.1 shows a response of a candidate who was successfully able to show the relevance of the given statement.

On the contrary, the analysis shows that 57.7 per cent of the candidates with weak performance faced some challenges. They demonstrated different weaknesses as misinterpretation of the demands of the question. This was among the major challenges encountered by the candidates. It was observed that some of them cited the themes other than betrayal from

65

the novels of their choice. Themes such as poverty, exploitation, illusion, portrayal of women, unity and ignorance were cited by these candidates.

Additionally, there were candidates who wrote on the messages found in the novels instead of showing how betrayal is one of the main sources of conflicts in many societies. Likewise, other candidates used plays to describe characters. The plays such as *This Time Tomorrow* and *The Lion and the Jewel* were cited by the candidates. The characters described by the candidates included Wanjiro, Njango and Inspector Kiongo from *This Time Tomorrow* while Baroka, Sidi and Lakunle were cited from the play *The Lion and the Jewel.* This was contrary to the demands of the question. Moreover, some candidates explained the effects of colonialism instead of showing how betrayal was the source of conflict in the society.

Furthermore, the analysis indicates that, another challenge was the weak command of the English Language. The candidates were not able to write their answers using English Language therefore, they used Kiswahili or mixed Kiswahili and English Language. For example, one of them wrote *conflict ni kutolewana kati ya watu wawili na betrayal inahusisha usaliti katika jamii*. Extract 12.2 is a response from one of the candidates in this category.

| 12 | A Sinjo: a sinjo is characters from each of the two plays is show they been up to various issues in their literary works fry the each otho asinjo is the bead of sin this novels should prevem

A tieno: refers to the literary work is the atteno yooh, which preventive other th point which supported yours and kund parojo cause tht a sinjo character should preventive in u tieno yoob

Ala barbalism: the second point is burikism should preventive the atteno and kund afaraja which considers where preventive the th conflicts which precede tht characters of the book caused at alJenjua.

ALSo the following are characters of expression and condition characters should bo provide tht we should provide the et expressi ve of of algenjira which play in this novels which should preventive

Olabis: the second Characterises of 10 show how poets use poetic devices to deliver their message our society characters from each of the two play

family Conflict: other characl of characteristic is algenjira and olabis go to th, conflict is from each poetic devices from each poem

Algery Adyei: the second character of aligonjira are preventive the information of nutepapes of characteristic which shall preventive | |

Extract 12.2: A response of a candidate who failed to prove the given statement.

Extract 12.2 shows a response of a candidate who could not show the relevance of the given statement. Therefore, the candidate incorrectly wrote on the characters *Asinjo, Adyeri and Atieno* contrary to the requirement of the question.

3.0 PERFORMANCE OF THE CANDIDATES IN EACH TOPIC

Thirteen topics were assessed in the English Language subject in CSEE 2020. These are: *Writing Cards and Messages, Talking about Occupation of People, Reading for Information from Different Source*s, *Writing Using Appropriate Language Content and Style, Reading a Varieties of Texts, Reading and Interpreting Literary Works, Talking about one's Family, Talking about Ownership and Possession, Expressing Personal and Group Routine, Expressing On going Activities, Talking about Past Events*, *Giving Direction* and *Expressing Future Plans.*

The analysis of the candidates' performance in each topic indicates that the topics with good performance were *Writing Cards and Messages* where question 8 had high performance by 87.4 per cent; *Talking about Occupation of People* had 82.1 per cent (question 2). Moreover, *Reading for Information from Different Source*s had 72.4 per cent (question7), *Writing Using Appropriate Language Content and Style* had 72.1 per cent (question 9) and *Reading a Varieties of Texts* which had 66.1 per cent (question 3).

The topics with average performance were: *Reading and Interpreting Literary Works* which had 58.4 per cent (questions 10, 11 and 12). Others were *Talking about one's Family* which had 56.4 per cent (question 6), the topics *Expressing Personal and Group Routine, Expressing On going Activities, Expressing Future Plans, Talking about Past Events* had 56.2 per cent (question 1), *Talking about Ownership and Possession* had 55.9 per cent (question 4) and *Giving Direction* which had 44.9 per cent (question 5).

The topic in which the candidates faced challenges was *Giving Direction* due to the fact that they had problems in the application of prepositions and creation of sentences thereafter.

4.0 CONCLUSION

The candidates' general performance in the English Language subject in 2020 CSEE was good. The candidates who had good performance in this paper demonstrated adequate knowledge of the tested topics and a good mastery of the English language. This enabled them to identify the tasks of the questions and present their responses correctly in clear language. On the contrary, few students had weak performance due to their inadequate knowledge of the tested topics and weak mastery of the English language skills, which prevented them from providing correct and comprehensible responses. See Appendix.

5.0 RECOMMENDATIONS

In order to increase the performance of prospective candidates, it is recommended that:

(a) The least performed topic *Giving Direction* should be learnt/taught with the emphasis being put on the application of the items such as *maps, globe, dictionary and texts about giving direction*.

(b) The topic *Reading and Interpreting Literary works* particularly the sub topic *Interpreting poems* should be learnt with emphasis on the elements of *Form* in relation to the *Content*.

(c) The topic *Talking about one's Family* especially the sub topic *Expressing Family Relations* should be taught/learnt using *family trees* and *texts on family relations*.

(d) The topics *Expressing personal and group routine, expressing on going activities, talking about past events* and *expressing future plans* should be taught by using role plays, school calendar and texts on events.

S/N	Topic	Question number	The Percentages of the Candidates who Scored the Average of 30 per cent and above	Average Performance by Topic (%)	Remarks
1	Writing Cards and Messages	8	87.4	87.4	Good
2	Talking about Occupation of People	2	82.1	82.1	Good
3	Reading for Information from Different Sources	7	72.4	72.4	Good
4	Writing Using Appropriate Language Content and Style	9	72.1	72.1	Good
5	Reading a Variety of Texts	3	66.1	66.1	Good
6	Reading and Interpreting Literary Works	10	22.0	58.4	Average
		11	74.5		
		12	42.3		
7	Talking about One's Family	6	56.4	56.4	Average
8	Expressing Personal and Group Routine, Expressing On going Activities, Talking about Past Events and Expressing Future Plans	1	56.2	56.2	Average
9	Talking about Ownership and Possession	4	55.9	55.9	Average
10	Giving Direction	5	44.9	44.9	Average