



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



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

**LITERATURE IN ENGLISH**



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**024 LITERATURE IN ENGLISH**

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## **FOREWORD**

The National Examinations Council of Tanzania (NECTA) is pleased to issue Candidates' Items Response Analysis (CIRA) report on the Certificate of Secondary Education Examination (CSEE), which was done in November/December 2020. The report is intended to provide feedback to educational administrators, school managers, teachers, candidates and other educational stakeholders on candidates' performance in Literature in English.

The report provides a comprehensive analysis of the candidates' responses to each question based on their strength and weakness. It highlights factors that contributed to their achievements and challenges that some candidates faced in answering questions. The analysis done on each item shows that the candidates who scored high marks demonstrated mastery of reading Literature and analysing literary works, including novels/short stories, plays and poetry, and competence in different literary concepts. In contrast, candidates who scored low marks demonstrated a lack of competence in literary concepts, misconception of some questions, unfamiliarity with the recommended literary texts and low command of the English Language.

The National Examinations Council of Tanzania (NECTA) expects teachers and other educational stakeholders to use the feedback and recommendations in this report to improve the teaching and learning of Literature in English in secondary schools for the forthcoming candidates. It is also expected that the literary skills which candidates acquire from the analysis provided in this report will raise their performance in the coming Certificate of Secondary Education Examination and other NECTA examinations.

Finally, the Council would like to thank all examination officers, examiners and all others people who, in their respective capacities, participated in preparing and analysing data used in this report. The Council equally thanks all those who participated in editing and ultimately printing this report.



Dr. Charles E. Msonde  
**EXECUTIVE SECRETARY**

## 1.0 INTRODUCTION

This is the analysis report on the performance of 024 Literature in English subject by candidates who sat for the Certificate of Secondary Education Examination in November 2020. The 024-Literature in English Examination was divided into three sections: A, B and C.

Section A consisted of two questions: 1 and 2. In question 1, each item carried 1 mark, making a total of 10 marks. In question 2, each item carried 1 mark, making a total of 5 marks. Section B comprises four questions: question number 3, 4, 5 and 6; each question carried 10 marks, which makes 40 marks. Section C comprised of 4 questions. Candidates were supposed to answer 3 questions. These were question 7, 8, 9 and 10, in which each question carried 15 marks, which makes 45 marks in this question. The general levels of performance are categorised into five levels, namely A, B, C, D and F as shown in Table 1.

**Table 1: The levels of Performance.**

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 shows that the highest level of performance is Grade A and the lowest level is F.

However, in this report, performance in each performance is described using three levels: good, *average*, and *weak*. Good performance ranges from 65 to 100 per cent. Average performance rangedranges from 30 to 64 per cent, and weak performance ranges from 0 to 29 per cent. Likewise, three colours have been used to denote these three levels of performance used in this report. That is, green indicates good performance; yellow stands for average performance, and red represents weak performance. Additionally, the analysis of the candidates' performance in all questions is complemented by sample extracts from candidates who attempted the questions.

A total of 81,511 candidates sat for the 2020 CSEE Literature in English subject. Among them, 56,890, which is equivalent to 69.79 per cent, passed with different grades. This performance indicates that the performance was higher in 2020 than in 2019, whereby 61.54 per cent of candidates passed with different grades, as shown in Table 2.

**Table 2: Comparison of candidates' pass grades in CSEE in 2019 and in 2020**

<b>Year</b>	<b>Grades</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>F</b>
<b>2020</b>	<b>%of candidates</b>	0.69	4.32	31.78	32.97	29.74
<b>2019</b>	<b>%of candidates</b>	0.27	1.90	23.00	35.77	38.09

Table 2 shows an increase of 8.25 per cent in the performance of candidates in 2020.

## **2.0 ANALYSIS OF THE CANDIDATES' PERFORMANCE IN EACH QUESTION**

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

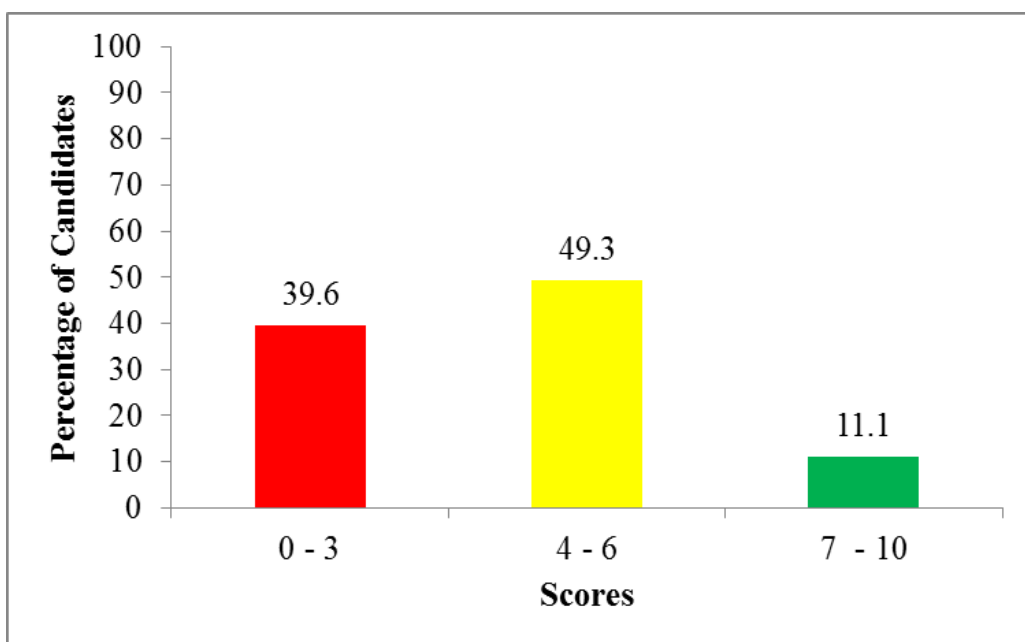
This section consisted of two compulsory questions: question 1 and 2. Question 1 was the multiple-choice item, whereas question 2 was the matching item.

#### **2.1.1 Question 1: Multiple-Choice Items**

In this question, the candidates were required to choose the correct answer from the given alternatives by writing the letter of the correct alternative beside the item number in the answer sheet provided. The question comprised 10 items, numbered (i)-(x). Each item carried 1 mark, which makes a total of 10 marks for the question.

The question was attempted by 81,485 candidates, which is 100 per cent of the candidates, out of which 49.3 per cent scored from 4 to 6 marks. Furthermore, 11.1 per cent of the candidates scored from 7 to 10 marks, and 39.6 per cent of the candidates obtained marks ranging from 0 to 3. The general performance in this question was average, considering that 60.4 per cent scored from 4 to 10 marks.

Figure 1 presents a detailed general performance of the candidates in question number 1



**Figure 1:** *The Performance of the Candidates in Question 1*

The following were the items (i - x) analysis in question 1.

Item (i) was: *which of the following features distinguishes oral literature from other forms of literature?*

- A Stored in books and tape recorder*
- B Uses gestures to add flavour*
- C Expensive to produce*
- D Delivered by writing*
- E Property of an individual person*

The item was intended to test candidates' competences in oral literature and written literature. The correct answer for this item was *B*. The candidates who chose option *B*, *Uses gestures to add flavour*, were conversant with the features of both oral literature and written literature. These candidates knew that oral literature is presented using narrations; therefore, it is obviously accompanied with gestures to add flavour in its narrations.

Candidates, who opted for the incorrect response *A*, *Stored in books and tape recorder*, were not aware that written literature such as novels, plays and poems are the ones which are stored in books, not oral literature. They did not realise that oral literature is stored in people's heads. Moreover, candidates who chose alternative *C*, *Expensive to produce*, did not know that this was one of the

features of the written literature. It is said to be expensive because it takes time and much money to write and to print written literature. On the other hand, the candidates were not aware that oral literature is cheap as it is passed down from one generation to another through narrations; it only needs the narrator and the audience.

The candidates who opted for alternative *D, Delivered by writing* failed to understand that oral literature is delivered by word of mouth; and not in written form as it is in written literature. Those who picked alternative *E, Property of an individual person* did not realise that oral literature is not owned by an individual person but by society.

Item (ii) was, *in what type of drama does the main character ends up in death or danger?*

- |                    |                       |                       |
|--------------------|-----------------------|-----------------------|
| <i>A Drama</i>     | <i>B Melodrama</i>    | <i>C Tragic drama</i> |
| <i>D Monodrama</i> | <i>E Comedy-drama</i> |                       |

The item set out to test the candidate's competences in understanding the main characters in different types of drama. The correct answer was *C, Tragic drama*. The candidates who chose this option had adequate knowledge of the features of different drama. They knew that in tragic drama, the main character dies or suffers extreme sorrow, especially as a consequence of a tragic flaw, moral weakness or inability to cope with unfavourable circumstances. Candidates who opted for the incorrect response *A, Drama* had no idea that it is a general term for all types of drama, as it refers to the performance of written dialogue and stage action.

Candidates, who chose alternative *B, Melodrama*, which is incorrect, were not aware that, it is a type of drama with several exciting moments such as music, dance and events in which characters are too emotional. Therefore, death and danger are not exciting moments or events. Further analysis shows that alternative *D, Monodrama*, was not the correct choice because candidates who chose this did not know that it is a type of drama that involves one character who does not end up in death or danger. Hence this choice was contrary to the demand of the question. Candidates, who chose alternative *E, Comedy-drama*, were wrong because comedy is the opposite of tragedy. That is, comedy is an entertainment drama consisting of jokes intended to make the audience laugh. Hence, death and danger have no place for the main character of comedy-drama.

Item (iii) was, *as you compose a poem, you create an atmosphere of feelings and emotions. What is the name of this poetic device?*

- |          |                |          |                       |          |             |
|----------|----------------|----------|-----------------------|----------|-------------|
| <i>A</i> | <i>Irony</i>   | <i>B</i> | <i>Sarcasm</i>        | <i>C</i> | <i>Mood</i> |
| <i>D</i> | <i>Diction</i> | <i>E</i> | <i>Poetic licence</i> |          |             |

The item aimed at testing the candidates' competence in poetic devices. The correct answer for this item was *C, Mood*. The candidates who chose mood as a poetic device that is used to create feelings and emotions in a poem knew what the other alternatives meant and their functions in literary works. Those who opted for alternative *A, Irony*, were not aware that it is used to create an atmosphere of humour and absurdity but not feelings and emotions in the poem. Moreover, the candidates, who chose *B, Sarcasm*, were not correct since sarcasm is used to criticise a person, situation or community by using humour and wit to change and stop their weaknesses, and it always brings pain.

Candidates who opted for distractor *D, Diction*, did not understand that it deals with the choice and arrangement of words in a literary work for a particular effect. As for alternative *E, Poetic licence* was not the correct option. The candidate who chose this option did not know that; this is the right given to poets/poetesses to break grammatical rules to achieve a certain poetic effect in a poem to ensure that, the intended message reaches the audience. Hence it does not create the atmosphere of feelings and emotions as stated in the question.

Item (iv) was, *which of the following terms is used to refer to the tools used for appreciating literary works?*

- |          |                         |          |                       |          |                       |
|----------|-------------------------|----------|-----------------------|----------|-----------------------|
| <i>A</i> | <i>Language devices</i> | <i>B</i> | <i>Sense devices</i>  | <i>C</i> | <i>Poetic devices</i> |
| <i>D</i> | <i>Artistic devices</i> | <i>E</i> | <i>Artistic style</i> |          |                       |

The item set out to test candidates' knowledge of artistic devices. The correct alternative was *D, Artistic devices*. The candidates who got this item right understood that the term "*artistic devices*" refers to items such as sense devices, language devices, and poetic devices. Therefore, one needs to have artistic devices for a comprehensive appreciation of a literary work. However, the candidates who opted for the incorrect response *A, language devices*, did not realise that language devices only deal with language issues, leaving aside other items such as setting, characters, plot, style, title and the cover of the

book which together make up literary work. Therefore, language devices were not the correct option for a comprehensive appreciation of literary works.

Those who opted for alternative *C, Poetic Devices*, were wrong because it mainly deals with poetry on affecting sound and meaning while the appreciation of literary works is beyond the two items. Further analysis shows that alternative *E, Artistic style* was not the correct answer because the candidates who chose this response were not aware that it describes the way the artwork looks. It is the manner in which the artist portrays his or her subject matter and how the artist expresses his or her ideas.

Item (v) required the candidates to use the knowledge they acquired from studying Literature to give the meaning of the poetic line, which was in the question. The question was,

*What does this poetic line stand for? "Ten bucks you say I owe you?"*

*A Litotes      B Irony      C Sarcasm      D Rhetoric question      E Paradox*

The correct alternative was *D, Rhetoric question*. The candidates understood that the line '*Ten bucks you say I owe you?*' has been used effectively and impressively to ask the question that does not need the answer. The candidates who chose alternative *A, Litotes*, failed to know that litotes is an ironic statement which is affirmed by stating the negative of its opposite to emphasise the contrary. For example, *she was not unmindful; meaning she gave careful attention*. Those who opted for alternative *B, Irony* could not realise that it is used to create an atmosphere of humour and absurdity than to introduce a question.

Moreover, alternative *C, Sarcasm* was not the correct option for such a line because it stresses the usage of humour and criticises a person, situation or community for removing human weaknesses. Alternative *E, Paradox* was not the correct answer because it is a statement that contradicts itself; for example, '*he is good for nothing,*' whereas the line in the poem has nothing which is contradictory.

Item (vi) was, *which of the following is a guideline for the directors and actors during dramatising?*

*A Drama      B Novel      C Novella      D Play      E Novelette*

In this item, the correct response was *D, Play* the candidates who chose this option knew that drama is a replica of a play. They only differ in their modes of delivery. A play is made to be read, while drama is play that is acted on the stage. Thus, whenever one dramatises, she/he must have a written text of a play. There were candidates who opted for the incorrect options: A, B, C, and E were not aware that alternative A, *Drama* was incorrect because what is dramatised is the drama itself. The candidate who did not choose this answer knew that drama is the acted play.

Alternative B, *Novel*, was wrong because a novel is a fictitious prose narrative of a book-length, typically representing characters and actions with some degree of realism. C, *Novella* was incorrect because it is a short novel composed of narrative prose fiction whose length is shorter than that of most novels; E, *Novelette*, was also not correct response because novelette is any short, fictional work of prose narrative. It has a lower number of words than a novel or novella. Hence it cannot be dramatised for their have formats and modes of presentation that contradict acting.

In item (vii), the candidates were required to name the type of a book with brief explanations about the writer on its back cover. The item was,

*If a person wrote a book and put some brief explanations on the back cover about the book and himself/herself, this book is called?*

A *Parable*                      B *Tale*                      C *Song*                      D *Critic*                      E *Novel*

In this item, the correct choice was *E, Novel* because the back cover of a novel is a place where the author's description is written. The choices of incorrect response A, *Parable*, B, *Tale* and C, *Song* signifies that these candidates did not understand that these are normally delivered orally. That is, they are neither written nor have composers to qualify such inscriptions. Those who chose alternative D, *Critic* did not understand that the term refers to the analysis of a literary work done to make a judgement on a book, music or art. Therefore, it is not a book.

Item (viii) was, *which figure of speech is useful when you want to reduce the impact of harsh words in writing a work of art?*

A *Personification*                      B *Euphemism*                      C *Diction*  
D *Hyperbole*                      E *Suspense*

The candidates were required to show their competences in the figures of speech. The correct choice was *B, Euphemism*, because euphemism means a mild word or expression used in place of one that may be found offensive or unpleasant. Those who opted for alternative *A, Personification* did not know that personification is a figure of speech in which the attribute of a personal nature is given to something that is non-human. Furthermore, alternative *C, Diction* was not the correct choice because diction is not a figure of speech; but the writer's ability to choose and arrange words in a literary work. The candidates who opted for alternative *D, Hyperbole*, were wrong because hyperbole is a form of exaggeration or overstatement and thus does not represent the description given.

Candidates who opted for the incorrect response *E, Suspense*, did not realise that suspense is a state of mental uncertainty, anxiety, of being undecided or of being doubtful in a dramatic work. It is the anticipation of the outcome of a plot or a solution to an uncertainty, puzzle or mystery, particularly as it affects a character for whom one has sympathy. So, suspense had nothing to do with reducing the impact of harsh words.

Item (ix) was, *which of these bests distinguish Literature from other subjects like Chemistry?*

- A Plot and topic*                      *B No numbers and sign*                      *C Topic and symbols*  
*D Content and plot*                      *E Plot and figure of speech*

The candidates were required to demonstrate their competence in identifying distinctive features of literature. The correct alternative was *E, Plot and figures of Speech*. These are the basic and instrumental elements of any literary work. The candidates who got the answer right realised that *Plot*, is an arrangement of events, which tie up the main character with the story. The events, from exposition to resolution, are a blend of small building blocks (issues) to a bigger statement (theme) that summarises what the writer wanted to communicate. They also knew that *Figures of speech* are the cornerstone of literature. These are artistic expressions that deviate from their original meaning. Literature uses language as other subjects, but the language of Literature is far more different from that of subjects such as chemistry: considering that chemistry and other subjects use functional language, whereas literature uses figurative language.

On the other hand, the candidates who chose the incorrect response A, *Plot and topics* failed to note that the plot and topic are not the factors distinguishing literature from other subjects. This is because every subject has topics and its own arrangement of events according to the topic in question. Alternative B, *Numbers and signs*, was not correct because even other subjects equally use them. For example, chemistry, biology, mathematics, computer and physics use numbers and sign almost all topics. Similarly, literature uses signs to create meaning. Those who opted for alternative C, *Topic and analysis*, were not aware that all subjects have topics and do analyses. Furthermore, the distractor D, *Content and plot*, was wrong because every subject has content taught and organised to make them easy to be understood.

Item (x) was, *a word which is offensive and forbidden to be used is known as*

A irony                      B hyperbole                      C taboo                      D barbarism                      E litotes

The correct answer was alternative C, *Taboo*. Those who chose this response knew that taboo is an offensive and forbidden word in normal speech. Moreover, alternative A, *Irony*, was not the correct answer because irony means saying the opposite of what one means; hence, it is not an offensive and forbidden word. Also, alternative B, *Hyperbole*, was incorrect because it means to exaggerate fact, and thus it is used anywhere, not only in an offensive way. Alternative D, *Barbarism*, was not correct because barbarism refers to uttering in languages other than the dominant language in a literary work. It has therefore had nothing to do with offensive interpretation. Alternative E, *Litotes*, was not correct because litotes is an ironical understatement which is affirmed by stating the negative of its opposite to emphasise the contrary. For example, *it wasn't easy, meaning it was very difficult*.

The analysis shows that only 11.1 per cent of the candidates had a good performance in this question – considering that they scored from 7 to 10 marks. Extract 1.1 is a sample of responses from the candidates who scored high marks in the question due to good competence in different literary concepts.

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

Extract 1.1: A sample of responses from a candidate who managed to score high marks in question 1.

Moreover, the analysis shows that 39.6 per cent of the candidates had a weak performance in the question because they scored from 0 to 3 marks. Extract 1.2 is a sample of responses from a candidate who demonstrated weak performance in this question.

1.	
	$\delta$ $\bar{s}\bar{s}$ $\bar{s}\bar{s}$ $\bar{s}v$ $v$ $v_s$ $v_{ss}$ $v_{ss}$ $tx$ $x$
	E D A A C C E A B A

Extract 1.2: A sample of incorrect responses from a candidate who failed to choose the correct options.

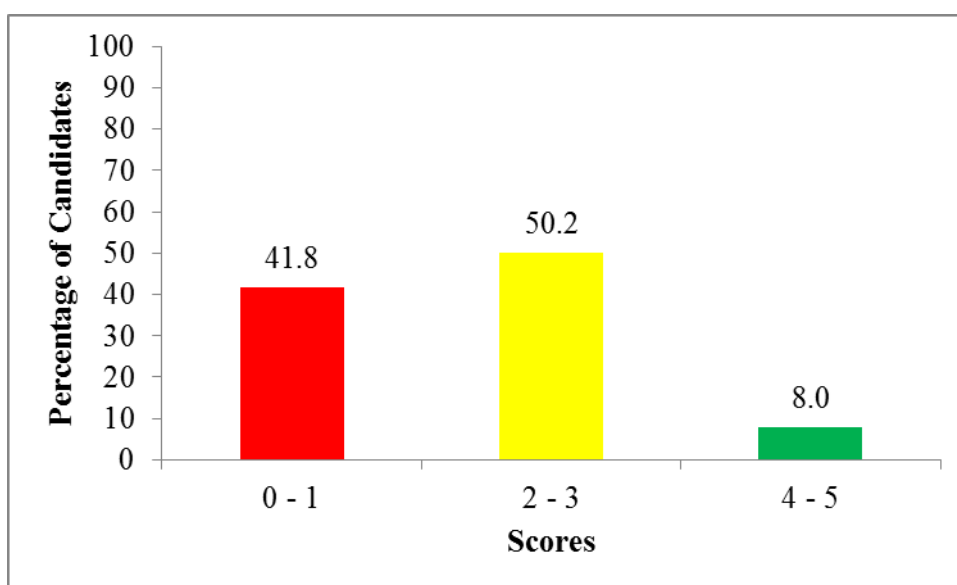
### 2.1.2 Question 2. Matching Items

The candidates were required to match the descriptions in List A with the corresponding type of the figures of speech in List B by writing the letter of the correct response besides the item number in the answer booklet(s) provided.

<b>List A</b>	<b>List B</b>
(i) <i>Animals may speak, objects may dance or even feel.</i>	<b>A Metaphor</b>
(ii) <i>'It stinks, it is rotten.'</i>	<b>B Sarcasm</b>
(iii) <i>Time is money.</i>	<b>C Hyperbole</b>
(iv) <i>Ooh! What a person you are, you killed a mosquito!</i>	<b>D Metonymy</b>
(v) <i>He knows a lot of things; he is a man of books.</i>	<b>E Imagery</b>
	<b>F Personification</b>
	<b>G Paradox</b>

The question was attempted by 81,456 which is 99.9 per cent of the candidates. Out of which, 50.2 per cent of the candidates scored from 2 to 3 marks. Furthermore, 8 per cent of the candidates scored from 4 to 5 marks and 41.8 per cent of the candidates obtained marks from 0 to 1. The candidates' general performance was average, as 58.2 per cent of the candidates scored from 2 to 5 marks.

Figure 2 presents a detailed performance of the candidates' in question number 2.



**Figure 2:** *The Performance of the Candidates in Question 2*

The analysis shows that 0.8 per cent of the candidates had a good performance in this question. Their marks ranged from 4 to 5. Those who correctly managed to match the descriptions with the responses had adequate knowledge of the figures of speech. For example, description (i) *Animals may speak; objects may dance or even feel* was matched with response *F, Personification*. Those candidates knew that in figurative language, once inanimate is given qualities of human being, such as speaking, dancing and feeling, such descriptions is termed as personification. Candidates matched description (ii) *it stinks, it is rotten*, with response *E Imagery* as they knew that the given description brings the sense of association between the two terms (stinks and rotten). The word stink creates mental pictures into one's mind that something is rotten. The images created runs into one's nostrils and eyes. Having such knowledge, the candidates managed to match the description with the correct response.

Moreover, description (iii) *Time is money*, was matched with response *A, metaphor* because time is directly compared with money. The figure of speech, which compares two dissimilar items without using conjunction (as, like etc.) is a *metaphor*. The description (iv) *"Ooh! What a person you are, you killed a mosquito!"* was matched with response *B, Sarcasm*, because it is a figure of speech that uses humour to criticise and ridicule a person. The candidates opted for this response because it creates such a sense of ridicule. The analysis further indicates that description (v) *He knows a lot of things; he is a man of books* was matched with response *D, Metonymy*, because a common noun (man) who has many things into his head was closely associated with a book which has many ideas. Extract 2.1 is a sample from scripts of candidates who managed to match the descriptions from List A with their correct responses in List B.

2	i) F	
	ii) E	
	iii) A	
	iv) B	
	v) D	

Extract 2.1: A sample of correct responses.

Apart from that, there was 50.2 per cent of the candidates who scored average marks. These showed a moderate mastery of the figures of speech; they correctly matched some pairs but failed to match the rest correctly.

Furthermore, 41.8 per cent of the candidates scored low marks in this question for lacking sufficient knowledge of the items to be matched. For example, one of the candidates matched the item (i) *Animals may speak; objects may dance or even feel* with *D Metonymy* instead of *Personification*. The candidate did not have an idea that metonymy is a figure of speech that involves the use of a name of one thing for another thing that is related to it. Hence, this was not the correct answer for item (i) rather for item (v). Item (ii) *'It stinks, it is rotten'* was matched with *C, Hyperbole* instead of *E Imagery* likely because the candidate did not know that hyperbole is an exaggerated statement. Hence it was not the correct match of the given description.

Furthermore, one candidate matched item (iii) with *B Sarcasm* instead of *A, Metaphor because he/she* did not know the meaning of sarcasm: the use of words to either mock or annoy someone. It was the correct match for the item (iv), *Ooh! What a person you are, you killed a mosquito!*

Item (iv) *Ooh! What a person you are, you killed a mosquito!* was matched with *E, Imagery* instead of *B, Sarcasm by one candidate*. This candidate did not realise that Imagery is a picture created in the mind by using words; therefore, it was not the answer for item (iv). In item (v), *He knows a lot of things; he is a man of books*, was matched with *A, Metaphor* instead of *Metonymy* by a candidate who did not realise that metaphor is a figure of speech that joins two different entities without using a conjunction. As a result, it was not the correct match for item (v). Extract 2.2 is from a candidate who failed to match a single pair; thus, the candidate obtained low marks.

2	WTA	I	II	III	IV	V
	WFB	D	C	B	E	A

Extract 2.2: A sample of weak responses from candidates who failed to match the two lists given.

## 2.2 SECTION B: short answer questions

This section consisted of four questions: 3, 4, 5 and 6. Each question carried 10 marks, making a total of 40 marks. The candidates were required to attempt all the questions by following the instructions given under each question.

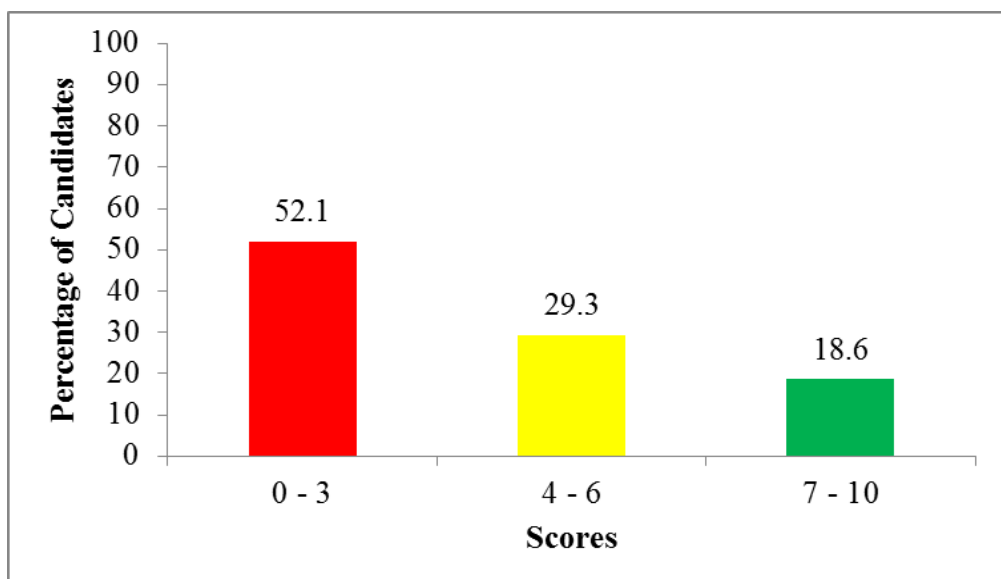
### 2.2.1 Question 3: Literary Terms

In this question, the candidates were required to differentiate various literary terms. The item was,

*Differentiate the following literary terms:*

- (a) *Narrative poem and lyric poem*
- (b) *Metaphor and simile*
- (c) *Irony and satire*
- (d) *Poetic devices and poetic licence*
- (e) *Flashback and foreshadowing*

The question was attempted by 77,468 candidates, which is 95.0 per cent of all the candidates who sat for the examination, out of which 52.1 per cent scored from 0 to 3 marks. Moreover, 29.3 per cent of the candidates scored from 4 to 6 marks; and 18.6 per cent of the candidates obtained from 7 to 10 marks. The overall performance of the candidates is average since 47.9 per cent scored from 4 to 10 marks. Figure 3 presents a detailed performance of the candidates in question number 3.



**Figure 3:** *The Performance of the Candidates in Question 3*

The analysis shows that the candidates who got a good performance in this question were 18.6 per cent. These candidates managed to differentiate the pairs of literary terms given. This proves that they had a good knowledge of literary concepts. For example, in item (a), *Narrative poem and lyric poem*, the candidates responded that a *narrative poem is a poem that tells a story about a certain historical event, person, or object*, whereas a *lyric poem is a poem which expresses deep feelings that can be for the oppression or humiliation experienced by somebody*. In item (b), the candidates differentiated *metaphor* and *simile* by writing that *metaphor is a way of comparing two different entities without using comparison conjunctions such as 'like' and 'as'*, whereas *simile is a comparison of two different entities by using comparison conjunctions such as 'like' and 'as.'*

Additionally, in item (c), *Irony and satire*, the candidates wrote that *irony is an art of expressing fact using its opposite*, while *satire is a figure of speech that uses humour and wit to criticise a person, community or situation*. In item (d), *Poetic devices and poetic licence*; the candidates who differentiated them successfully wrote: *poetic devices are the techniques used by a poet/poetess to successfully convey message to the society while poetic licence is the freedom given to poets/poetess to violate some grammatical rules to meet certain poetic demands*.

Furthermore, the analysis shows that in item (e), *Flashback and foreshadowing*, the candidates differentiated the terms by writing that *flashback is a reflection of what happened at an earlier time in the plot of a literary work*, while *foreshadowing refers to a prediction of what will happen later in a literary work*. A sample of good responses from candidates is presented in Extract 3.1.

3.	<p>a) Narrative poem is the poem that tells story about something <b>WHILE</b> Lyric poem is the poem that express strong feeling about something.</p> <p>b) Metaphor is the figure of speech which involve comparing things without using conjunction <b>WHILE</b> Similes is the figure of speech which involve comparing of things using conjunctions like-as---as---,---like---</p> <p>c) Irony is the recognition of reality different to its appearance <b>WHILE</b> Satire is the figure of speech involve criticizing people by mocking them using humorous expression</p> <p>d) Poetic devices are the creative use of language in poem in order to convey the intended messages <b>WHILE</b> Poetic licence</p> <p>d) is the freedom given to a poet to break the gramatic rules in writing a poem.</p> <p>e) Flash back is the interference of chronological order where the last scene may be at the beginning of a novel or play. <b>WHILE</b> Foreshadowing is where ther thing that is about to be done next is introduced before.</p>
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Extract 3.1: A sample of good responses from candidates who scored high in the question

The analysis indicates that 29.3 per cent of the candidates scored marks ranging from 4 to 6, which was categorised as an average. These candidates failed to demonstrate their abilities in the understanding of some literary terms asked in the question. Some candidates mixed the definition of one literary term with the other; as a result, they failed to differentiate the pairs as it was anticipated.

Furthermore, 52.1 per cent of the candidates had a weak performance in this question. Their scores ranged from 0 to 3 marks. These candidates lacked sufficient knowledge and ability to differentiate the pairs of literary terms. Some candidates wrote how literary terms are used in the textbooks instead of differentiating them. Other candidates did not answer the required question. Rather, they wrote whatever came to their mind. In item (a) Narrative poem, one of the candidates, for example, wrote: *are poem that have stanza* while lyrics *are poem that follow the rules*. In item (b) Metaphor, he/she wrote: *is the figure of speech that give ability to act as human being*, in Item (c) Flashback, he or she wrote: *is the process of a story start beginning to the end* while “foreshadowing” *is the story start from the end to the beginning*. Extract 3.2 is a sample from candidates who failed to differentiate the literary terms.

3.	a) Narrative poem are poem that they have one stanza, while
	Lyric poem are poem that follow the .
	b) Metaphor is the figure of speech which give an ability to act as a human being. while
	Simile is the figure of speech of a to learn something.
	c) Irony is the situation where by people to act in the life. while.
	Satire is the process of the person to act as a voice.
	d) Flashback is the process of a story start from beginning to the end. while.
	Foreshadowing is story start from end to the beginning.

Extract 3.2: A response from a candidate who failed to differentiate literary terms.

This performance is categorised as weak performance because the candidate's answer was close but incorrect.

### 2.2.2 Question 4: Reading a Poem

In this question, the candidates were given a poem to read and then answer the questions after it. Candidates were tested in the ability to interpret a given poem.

*Read the following poem and then answer the questions that follow:*

#### **Time of Martyrdom – David Diop**

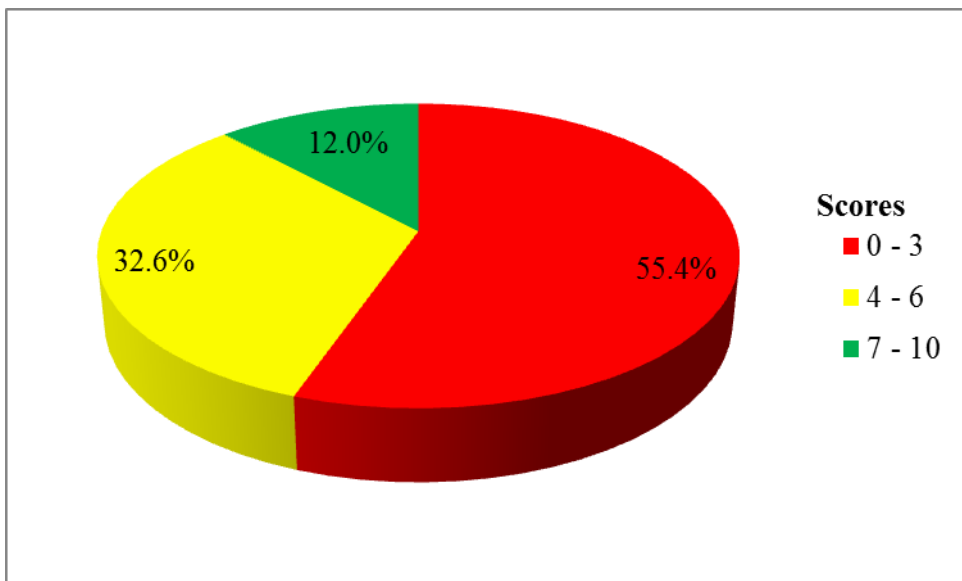
*The white killed my father  
My father was proud  
The white raped my mother  
My mother was beautiful*

*The white bent my brother under the sun of the roads  
My brother was strong  
The white turned toward me  
His hands red with black blood  
And said in his master's voice  
"Boy", an easy chair, a towel, water!*

### **Questions**

- (a) *What is the poem about?*
- (b) *What type of poem is this? Give a reason for your answer.*
- (c) *Briefly explain two themes found in the poem.*
- (d) *Briefly explain two poetic devices used in the poem.*
- (e) *Briefly explain the relevance of the poem to society.*

The question was attempted by 80,050 candidates, which is 98.2 per cent of the candidates who did the examination, out of which 55.4 per cent scored from 0 to 3 marks. Furthermore, 12 per cent of the candidates scored from 7 to 10 marks; and 32.6 per cent of the candidates obtained from 4 to 6 marks. The candidates' general performance was average as 44.6 per cent of the candidates scored from 4-10 marks. Figure 4 presents a detailed performance of the candidates in question number 4.



**Figure 4:** *The Performance of the Candidates in Question 4*

The analysis of the candidates' responses shows that the candidates with a good performance were 12 per cent. These were able to demonstrate their ability to read, analyse and interpret the poem. They exhibited a good understanding of key issues found in the poem and their relevance to society. For example, in item (a), which asked, *what is the poem about?* The candidates who got it right wrote: *the poem is about a person whose family was mistreated and tortured by the whites, and himself became a slave of the whites.* They managed to give such a correct response because humiliation and mistreatment are the central ideas of the poem.

In item (b), *What type of poem is this? Give a reason for your answer.* The candidates who got it right comprehended what was written in the poem. They responded that the type of poem is *a lyric poem*. They identified it as a lyric because it was a short poem expressing deep feelings such as the killing of the father and rapping of the mother. In item (c), *Briefly explain two themes found in the poem.* The candidates who got it right identified two themes; *death*, that the person tells how whites killed his father in stanza 1, and *rape* or *dehumanisation*, as the persona speaks about his mother being raped by whites in stanza 1 and *slavery*, he was subjected to – a house servant in verse, where he says “*Boy*” *an easy chair, a towel, water!*

In item (d), the candidates were required to explain two poetic devices used in the poem. Those who got it right explained imagery as one of the poetic devices by writing, *imagery is an imaginative language that produces pictures in people's minds when reading or listening.* In the poem “Time of Martyrdom” by David Diop, imagery appears in the 1<sup>st</sup> and 2<sup>nd</sup> stanza. The second device was linking; the candidates who explained it right wrote, *linking is a word or phrase at the end of one line which is repeated at the beginning of the next line.* The poet used *linking* to show a connection between verses and to put emphasis on the subject matter as in stanza 1 and 2 that read:

*The white men killed my father*  
*My father was proud*  
*The white raped my mother*  
*My mother was beautiful*

In item (e), the candidates were required to explain the relevance of the poem to society. The question was intended to test the candidates' ability to relate what they read in the poem to their real-life situation. Those who managed to answer it correctly responded by writing, *the poem is relevant to our society because the whites are no longer here physically, but they rule and oppress us in different ways; through globalisation. Furthermore, the poem is relevant to our contemporary society since killings, rapping, slavery and tortures are still happening.* Extract 4.1 is a sample of good responses from candidates who scored high marks in the question.

4.	a. The poem is about a person who complains about Colonialism. How they were humiliated by the white Men.	
	b. The type of poem is Lyric poem. Because it expresses deep feelings of the persona.	
	c. i. Humiliation. Refers to the inhuman acts done by the white to the persona. Example from the poem "The white killed my father My father was proud The white raped my mother My mother was beautiful"	
	ii. Oppression. This is shown in the poem by seen how the persona complains about the white. Example "--- The white turned toward me His hands red with black blood ---"	
	d. i. Repetition. Refers to the use of the same word to appear more than once in a poem. Example the word "White" is repeated in the first and second stanza.	
	ii. Symbolism Refers to the use of thing or objects to represent other.	

d. ii. Example from the poem. The word "Black blood" has been used represent Oppression of white.	
e. The poem is really relevance to the society. Because in our society there are leaders that Oppress and humiliate people after they enter into power.	

Extract 4.1: A sample of good responses from candidates who scored high marks in question 4

Nevertheless, there was 32.2 per cent of the candidates whose scores ranged from 4 to 6 marks, the performance which is categorised as an average. These candidates managed to read but failed to understand and interpret the poem as correctly as desired. They also had considered the denotative meaning of the poem, which led them to the wrong interpretation and analysis of the poem's content.

For example, in item (a), *What is the poem about?* One of the candidates responded that the poem is about a black child who is lamenting about the harsh treatment of the whites. Similarly, in item (b), *What type of poem is this?* The candidate identified the poem as lyric, likely because it expresses a strong feeling. Moreover, in item (c), *Briefly explain two themes found in the poem?* The candidate wrote racism and humiliation. In item (d), *Briefly explain two poetic devices used in the poem.* The candidate failed to provide specific devices used and wrote the figures of speech as the answer: likely because he considered the denotative meaning of the poem. In the last item (e) briefly), *Briefly explain the relevance of the poem to society,* the candidate responded that *yes if you read the poem well you can see the relevance.*

Further analysis shows that 55.4 per cent of the candidates had a weak performance. These candidates lacked knowledge and ability to read, interpret a poem and to relate its lessons to their environments. Some of the candidates who failed to answer this question duplicated the questions in the spaces provided for answers. Others wrote different Swahili songs instead of answering the questions. Some of these candidates did not write anything as answers.

For example, in item (a), What is the poem about? The candidate wrote; *is the poem about Time of martyrdom*; in this item, the candidate was not supposed to copy the title of the poem but to read the poem and understand its general meaning. In item (b), *What type of poem is this?* The candidate answered *open poem because it explains bad behaviour in society*. This candidate was not aware of the types of poems and the characteristics of each type of poem.

In item (c), *Briefly explain two themes found in the poem?* The candidate wrote *ignorance*. In item (d), *Briefly explains two poetic devices used in the poem*, the candidate wrote *open and because*. Lastly, in item (e), *briefly explain the relevance of the poem to the society*, the candidate wrote, *is a very bad in society because David Diop father is white killed*. Hence, the candidate lacked skills in analysing and interpreting poems. The candidate failed to relate life and the themes in the poem. Extract 4.2 is a sample of poor responses from candidates who failed to analyse and interpret the poem.

4:	a) poem about is my family	
	b) type of poem is poem of recollection	
	Reason	
	It is not clear of words	
	It is not clear of structure	
	c) Theme is the main idea in the literary work. The following is the Theme which found in the poem	
	Theme:	
	True love and water of this poem is the good true love of her family to say of my father is the strong and my mother is beautiful	
	d) → Signification → personification	

Extract 4.2: A sample of weak responses from candidates who failed to read and understand the poem

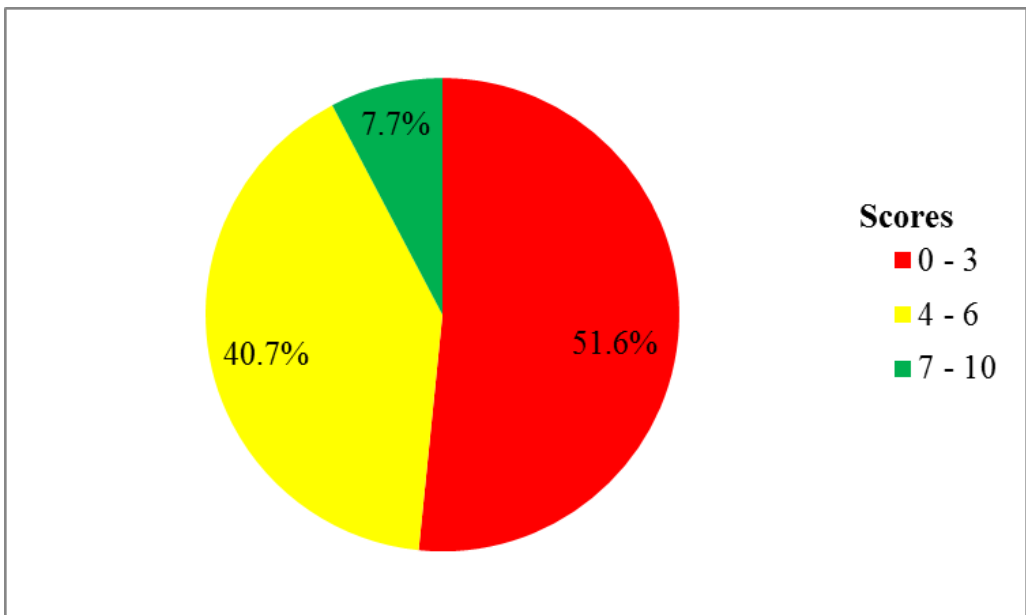
### 2.2.3 Question 5: Functions of Literature

In this question, the candidates were required to state the functions of literature for each of the given expressions. The question aimed at testing the candidates' ability to read and analyse the functions performed by the given expression (a - e). The expressions were as follows:

- When literature makes people enjoy in their society
- Literature can make people respond positively to what is happening in society.
- The time when evils happen in society, literature does not keep quiet.
- When people are ignorant about something happening in their society, such as a terrible disease like CORONA, then through literature, they get to know it.

(e) *When there are dangerous things in society and literature always stop people from doing those things.*

The question was attempted by 77,196 candidates, which is 94.7 per cent of the candidates, of which 51.6 per cent scored from 0 to 3 marks. Furthermore, 7.7 per cent of the candidates scored from 7 to 10 marks and 40.7 per cent of the candidates obtained from 4 to 6 marks. The overall performance was average: since 48.4 per cent of the candidates scored from 4 to 10 marks. Figure 5 presents a detailed performance of the candidates in question number 5.



**Figure 5:** *The Performance of the Candidates in Question 5*

The candidates who scored high marks in this question were 7.7 per cent. These candidates demonstrated an ability to identify various functions of literature as expressed by the given expression. For example, in item (a), *When literature makes people enjoy in their society*; the candidates were able to identify the function which is performed by literature in this context as *entertaining function*. In item (b) that reads: *Literature can make people respond positively about what is happening in the society*; they successfully wrote, *awareness function*.

Moreover, in item (c), *The time when evil happens in the society literature does not keep quiet*, the candidates managed to identify that the expression shows that literature criticises the society. Hence, they identified the function as

*criticising function*. Similarly, in item (d), *When people are ignorant about something happening in their society, such as a terrible disease like CORONA, then through literature, they get to know*. They correctly identified this function as *educative function* since education liberates people from ignorance.

Furthermore, in item (e), the candidate managed to identify that the expression, *When there are dangerous things in the society and literature always stop people from doing those things* performed a *warning function*. They knew that literature plays a significant role in warning society. Extract 5.1 is a sample of good responses from candidates who correctly stated the functions of literature from the given expressions.

5a:	Source of entertainment.	
b:	Liberate people.	
c:	Criticize evils.	
d:	Educate people.	
e:	Warn people on various dangerous issues.	

Extract 5.1: A sample of good responses in question 5

In contrast, 40.7 per cent of the candidates had an average performance in the question. These candidates did not answer all items, but a few whose answers they knew. As a result, their scores ranged from 4 to 6 marks. For example, in item (b), one of the candidates responded that it expresses *culture*. This candidate was aware of the functions of literature, despite that the response was contrary to the requirement of the given expression. Hence the correct answer was awareness.

Furthermore, the analysis shows that 51.6 per cent of the candidate had a weak performance: scores ranging from 0 to 3 marks. These candidates largely failed to identify the functions of literature from the given expressions. Some of them wrote themes that they remember, as others wrote whatever they knew about literature. For example, in item (a), one of the candidates wrote *comedy*. This implies that the candidate was not aware that comedy is a type of drama. It is entertainment consisting of jokes intended to make an audience laugh. It is not one of the functions of literature.

In item (b), the candidate wrote *satire* which is a figure of speech that uses humour and wit to criticise a person. Thus, the candidate could not differentiate the function of literature from the figures of speech. Likewise, in item (c), the candidates answered *flashback*, which is the reflection of what happened at an earlier time in the plot of a literary work. This proved that the candidate lacked sufficient knowledge of the functions of literature.

In item (d), the candidate wrote *written literature*, which is the type of literature rather than a function of literature, implying that the candidate was not knowledgeable of the functions of literature. In the last item (e), the candidate answered *irony*, which is a figure of speech used to create an atmosphere of humour and absurdity, not one of the functions of literature. Extract 5.2 is a sample from a candidate who had a weak performance in the question.

5	a) It provide enjoyment to the people	
	b) Help to <sup>crisize</sup> the Society.	
	c) literature help to provide education to the people at a particular Society.	
	d) Help to provide Instruction to the Society.	
	e) Literature help to provide Instruction and Education.	

Extract 5.2: A sample of weak responses from candidates who scored low marks in the question

#### 2.2.4 Question 6: Replacing Descriptions with one Word

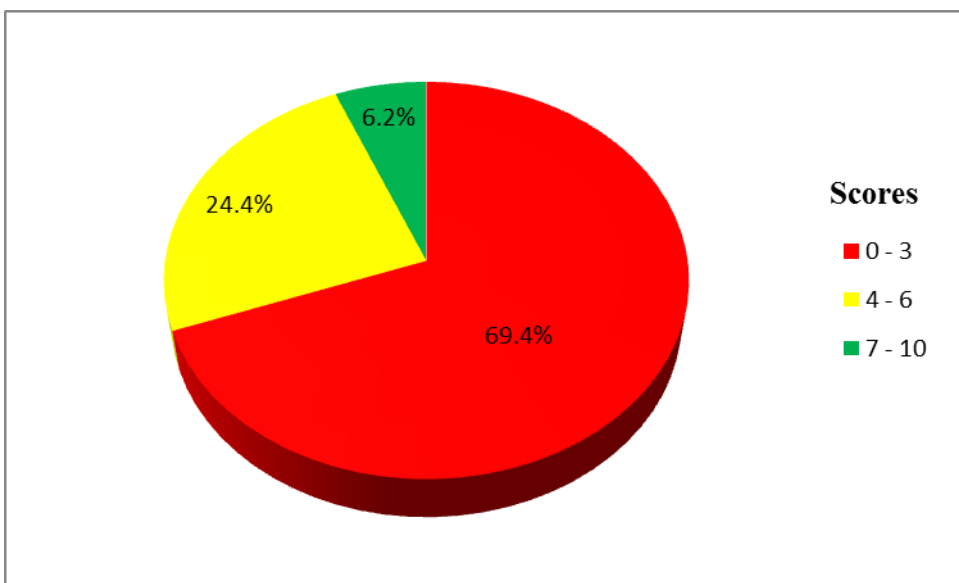
In this question, candidates were required to write a word that describes each of the given expressions. The question tested the candidates' ability to synthesise or summarise information into smaller units (one word).

Write the word that describes each of the descriptions in items (a-e)

- (a) The written script of drama
- (b) Conversation of characters
- (c) The writer's descriptions of sets, characters and actions
- (d) The written script is normally divided into one or more divisions

(e) *Subdivisions that are concerned with a single event and may happen in a single setting*

The question was attempted by 73,147 candidates, which is 89.7 per cent of the candidates who did the examination, out of which 69.4 per cent scored from 0 to 3 marks, 6.2 per cent of the candidates scored from 7 to 10 marks and 24.4 per cent of the candidates scored from 4 to 6 marks. This question's general performance was average: since 30.6 per cent of the candidates scored from 4 to 10 marks. Figure 6 presents a detailed performance of the candidates in question number 6.



**Figure 6:** *The Performance of the Candidates In Question 6*

The analysis of the candidates' responses indicates that 6.2 per cent of the candidates had a good performance. The candidates with a good performance in this question demonstrated high knowledge of identifying relevant literary terminologies that stand for the expressions given. For example, in item (a), *The written script of drama*, the candidates responded correctly by writing the word, *play*. This was only possible due to the knowledge of this literary terminology. In item (b), the candidates wrote *dialogue* since they knew that it is the *Conversation of characters*.

In item (c), *The writer's descriptions of sets, characters and actions*, the candidates were able to write *stage directions*, as a correct response due to the

knowledge they acquired on the play and its performance. In item (d), *The written script is normally divided into one or more divisions*; the candidate's literary knowledge and ability led them to identify the term *Acts*.

In item (e), the candidates realised that the expressions *Subdivisions that are concerned with a single event and may happen in a single setting* is the same as the word *Scenes*. They managed to do so because, in plays, when the prevailing event changes, the next event is subjected to another minor division, which is a *scene*. Extract 6.1 is a sample from a candidate who demonstrated a high knowledge of plays.

G. a)	A play.	
b)	Dialogue.	
c)	Stage directions.	
d)	Acts.	
e)	Scenes.	

Extract 6.1: A sample of good responses

The candidates with average performance were 24.4 per cent. These showed their moderate understanding of various concepts of play. They only got some items. In item (a) one of such candidates identified *The written script of drama* as *non-action*, which has no meaning and does not stand for the expression given. This indicates that the candidate had inadequate knowledge of drama. In item (d), *The written script is normally divided into one or more divisions*; one of the candidates wrote *stage direction*, which was not the answer of this expression, but the answer of item (c).

Conversely, the candidates with a weak performance were 69.4 per cent. They lacked knowledge of the given literary expressions, and most left answer spaces in the answer sheets blank. They also wrote anything related to literature. For example, in item (a), one of the candidates wrote *Lakunle and Sidi*, the characters from one of the plays they read. Moreover, some candidates failed to display their ability to replace the group of words with a single word

or phrase with equivalent meaning. For example, in item (b), one of the candidates responded, *is when a character are fighting themselves*.

Additionally, some of these candidates reduplicated questions from the examination paper as answers. For example, in item (e), one of the candidates wrote, *differentiate the following terms*, which was question number three in the examination. Extract 6.2 is a sample of weak responses from candidates who lacked knowledge of play and its literary terminologies.

6.	(a) Written literature.	
	(b) Dialogue.	
	(c) Form.	
	(d) Books and tape recorder.	
	(e) Paragraphs and chapters.	

Extract 6.2: A sample of weak responses.

### 2.3 SECTION C: ESSAY TYPE QUESTIONS

This section consisted of four questions 7, 8, 9 and 10. The candidates were required to answer three questions. Each question weighed 15 marks, making a total of 45 marks. Questions 7 and 8 were compulsory.

#### LIST OF READINGS

##### Plays

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

##### Novels

A Walk in the Night and Other Stories	<b>Guma, A</b>
Houseboy	<b>Oyono, F</b>

The Old Man and the Medal  
The Concubine

Oyono, F  
Amadi, E

### Poetry

Selected Poems  
Growing Up with Poetry

Tanzania Institute of Education  
David Rubadiri

#### 2.3.1 Question 7: Reflection of the characters in everyday life

In this question, the candidates were required to associate two main characters from the two novels with their daily life situation. The question intended to test the candidates' ability to relate what they read in their reference books to their daily life situation. The question was; *choose two main characters from two novels and show how they reflect our everyday life situation. Write three points from each novel.*

The question was attempted by 77,199 candidates, which is 94.7 per cent of the candidates, out of which 46.1 per cent scored from 5 to 9 marks; furthermore, 17 per cent scored from 10 to 15 marks and 36.9 per cent of the candidates scored from 0 to 4 marks. The general performance for this question was average since 63.1 per cent score from 5 to 15 marks.

Figure 7 presents a detailed performance of the candidates in question number 7.

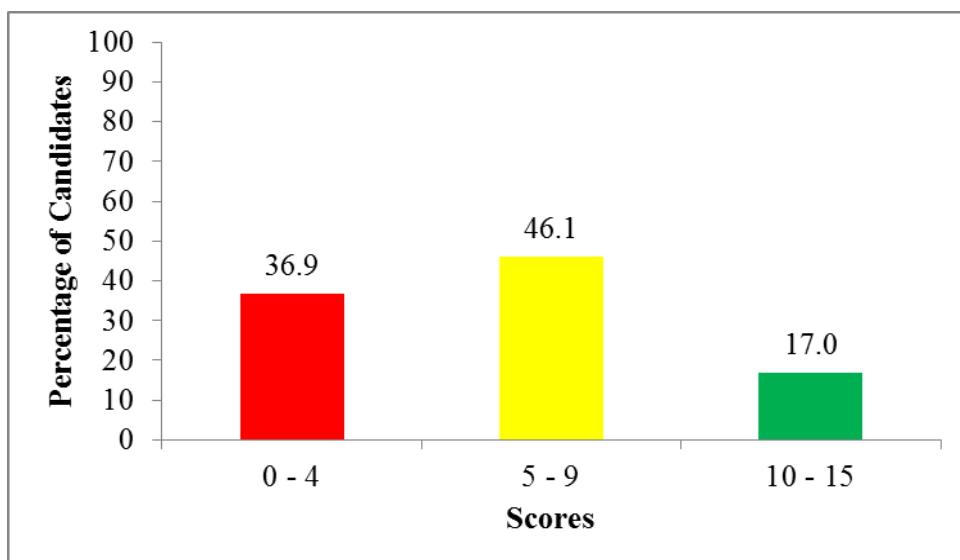


Figure 7: The performance of the candidates in question 7

The analysis of the candidates' responses illustrates that the candidates whose performance was good were 17 per cent. These had clearly understood the question's demand, and they were familiar with the books stated as their references. They managed to pick the right characters from the right texts. They also managed to cite relevant circumstances and events which reflect our everyday life.

For example, the candidates who chose *The Concubine by Amadi, E.* picked Ihuoma as the main character to reflect some women in our everyday life. The candidates described her as a *very beautiful girl*; whose beauty attracts different men to propose to her. She is also a *forgiving girl* who does not revenge when offended. Moreover, she is described as a *woman whom was possessed by the Sea-King who kills her suitors for example*, Emenike died and later on, Ekwueme, a person who wanted to marry her died too. She was also a *patient woman*, who tolerated Ekwueme when he showed signs of madness.

The novel, *Houseboy by Ferdinand Oyono* chose Toundi as the main character. They described him as *economically poor person*. Toundi lived a very poor life with his parents, also a *very happy person when he learned how to read and write*. Moreover, Toundi was *psychologically affected by Fr. Gilbert's death*. He was uncertain about his future life without Fr. Gilbert. Lastly, Toundi was a *baptised boy and acquired a Christian name, Joseph*. This happened when he went to live at St. Peter's Mission Centre. The candidates successfully related Toundi to real peoples' lives.

In the novel *A Walk in the Night by Alex La Guma*, the candidates chose Michael Adonis as the main character to reflect our everyday life. The candidate described Michael Adonis as a *poor young African boy who lost his job and land to whites*. Michael Adonis was *frustrated and joined violence and crime groups* to revenge against the whites, who made his life difficult. Many people face these circumstances in real life.

In the book *The Old Man and the Medal by Ferdinand Oyono*, the candidates chose Meka as the main character. The candidates portrayed Meka as an *ignorant person* whose ignorance enabled whites to deceive him easily. He was also a *dynamic person* for changing from being a traditionalist to a Christian to get a good life. Moreover, Meka was *mistreated by the police constables when they arrested him in town*. Police constables beat him up and dragged him,

contrary to what he expected. The candidates concluded their works by commenting on how characters in the novels represent real -life or real people in society. Extract 7.1 is a sample from candidates who got high marks in the question.

Qn.7	<p>Characters: This are people, things, animate or inanimate things which are given a major role to participate in a literary work. it's true that some of the characters in literary works they reflect our everyday life this statement can be proved by the two novels which are "THE HOUSEBOY" written by FERDINAND OYONO and the novel of "CONCUBINE" written by "EIECHI AMADI" Characters are portrayed as follows.</p> <p>By starting with the novel of "THE HOUSEBOY" characters are portrayed as follows. in reflecting our daily life.</p> <p>Toundi is Exploited; As it is shown in the novel that Toundi is highly exploited, by the fathers which are father gilbert and father vander mayer who use Toundi's Effort for their personal gain or benefits. as it seen Toundi serve alot of masses per day but also does alot of hardwork of which is paid in less amounts or sometimes not being paid at all. Toundi reflect our daily life as it is because still in the society people are exploited example the house girls and house boys they are maximum exploited.</p> <p>Toundi is Humiliated; As it in the novel shows that Toundi is highly humiliated as father vander mayer always tells toundi to remove all his clothes. &lt;remain naked&gt; so as to prove he didn't hide even a coin of money. also Toundi is humiliated by being beaten hardly until reculted to broken of his left rib. This reflect our daily life as it still in our society some of the people are humiliated due to various reasons therefore our society should stop and Abstain humiliation.</p> <p>Sophie is Mistreated; in the novel sophie is mistreated by the Agricultural engineer who</p>	
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7	<p>has an affair with cophie but he doesn't want to expose the fact that he is having an Affair. with cophie therefore he mistreats cophie by addressing her as a "cooker" to his fellow whites. This reflects our society. or every day life as still people do not value the presence of other peoples hence they mistreat them. therefore this must be stopped so as to create a peaceful environment to Everyone in the society.</p> <p>Also By using the novel of the "OLD MAN AND THE MEDAL" characters reflect our daily life as follows.</p> <p>Meka is oppressed' As it is shown in the novel meka is oppressed by the whites since the whites beat Meka so hardly. that is gullet and constables they also locked up Meka in prison since he walked in whites residence. this reflects our daily life as people are oppressed in one manner or the other. by peoples. like leaders and others. therefore oppression should be stopped in our society.</p> <p>Meka is a victim of betrayal' As it is seen in the novel meka is betrayed by the whites as the whites gave meka a medal and later on they took it away from him and beat him up so hardly without considering the sacrifice he made by giving out his two sons to fight in the war. This reflect our daily life as still most of people are betrayed as some of the people they tend to go against agreements of which betrayal lead to several conflicts, and misunderstandings in our society.</p> <p><del>Kelara is aware of</del> Engamba. Exploits his wife Amalia. Amalia is a victim of women inferiority</p>	
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7	as since he is inferior to his husband Engamba this is seen when Engamba and Amalia are going to the party Engamba <del>carry</del> carried only a goat but his wife Amalia carried a lot of things. This is to prove Engamba exploits her wife Amalia. This reflects our daily life as still women occupy inferior position to men as men exploits their women so harshly by treating them inferior therefore they need to stop so as to ensure equality in our living society.	
	Generally, characters have played an important role especially in reflecting various social matters which takes place in our society but also characters have played an important role by conveying the message intended by reflecting different aspects in our daily life.	

Extract 7.1: A sample from a candidate who scored high marks in question 7

Furthermore, the analysis shows that 46.1 per cent of the candidates performed moderately in this question. They scored from 5 to 9 marks, categorised as an average performance. The candidates exhibited a moderate understanding of the question and the recommended references. Some of the candidates responded with some irregularities in terms of references; for example, one of the candidates used unrecommended novels such as *Passed like Shadow* and *Unanswered Cries*, which were not on the list of books for Literature in English – the candidate should have used *Houseboy*, *The old Man and the Medal* and *The Concubine*.

Moreover, some of them chose the right novels and the right characters but failed to portray their roles in the novel nor with real people in society. Moreover, some of the candidates used plays to answer the question. Furthermore, some candidates failed because of a low command of the English language.

Further, analysis shows that 36.9 per cent of the candidates scored from 0 to 4 marks, categorised as weak performance. Such candidates failed to comprehend the question and make reference to society. These candidates scored weakly because of the misconception of the requirement of the question; required, i.e., failed to write how the characters and their actions reflect what is

happening in society. Rather, they wrote irrelevant and incoherent points for the question. For example, one of the candidates wrote conflicts faced by the characters faced of the novels, which imply that they did not understand what was required to be written.

Moreover, weak command of the English Language is one of the challenges which faced the candidates. Some of them understood the requirement of the question and knew how to answer, but they failed to express themselves in the English Language; hence, they provided responses in the Swahili Language. For example, one candidate wrote the character *ni wale wahusika wanaobeba matukio katika novel*. This candidate defined the character correctly, but the use of the Swahili language made him/her fail. Some of the candidates had insufficient understanding of stories in the novels and could not relate the stories to real life. As a result, they only mentioned characters in the novels without writing their portrait and their relevance to society.

On the other hand, some of the candidates knew the characters and actions they performed but scored low marks for answering only a part of the question. For example, one of the candidates wrote, *Betrayal; this has been shown when Meka believed the French men that they loved and respected him to the extent he gave his two sons to fight in their side but later on they humiliated and disappointed him*. This candidate had a good knowledge of the book but failed to relate the point to society. The candidate was supposed to show how the same betrayal is done in contemporary society to get full marks. Extract 7.2 is a sample of responses from a candidate whose score was categorised as weak.

		use only
7.	<p>characters are person who act in a story to give prop le and to deliverade the messages in the story. by using two Novel and Those is HOUSE BOY written by OYONO F another is THE OLD MAN AND THE MEDAL written by OYONO F by using two character in the Novel am going to show themes that reflect our everyday life situation. by start with the HOUSE BOY; "Toundi"</p> <p>Poverty; This poverty was shown when Toundi and Louisa he was left at home and got to found app to the father Gilbert was show the poverty and many father they exploits Toundi and they are going against the ideas.</p> <p>Conflict; This conflict was shown to the mada me suzy vs Toundi. This conflict was come when mada me suzy want Toundi to sleep and Toundi he don't wan t because Toundi he loved Sophie and this mada suzy cause this conflict.</p> <p>Self awareness; This self awareness was shown when father Gilbert and father Vandermayer they don't have self awareness to the reader and use their leadership to Humiliate people in the society.</p> <p>After seen the character in the Novel of <sup>HOUSE BOY</sup> "THE OLD MAN AND THE MEDAL" am going to use character who is this "Meka" in the "OLD MAN AND THE MEDAL."</p> <p>Betrayal; This Meka he was betray with Gullet and this Gullet was promise he give Meka medal but after that party he did not give the medal so Meka was betray with Gullet.</p> <p>Self awareness; This was come when Meka was did not have self awareness and many Meka because he did not have he was betray his traditional</p>	

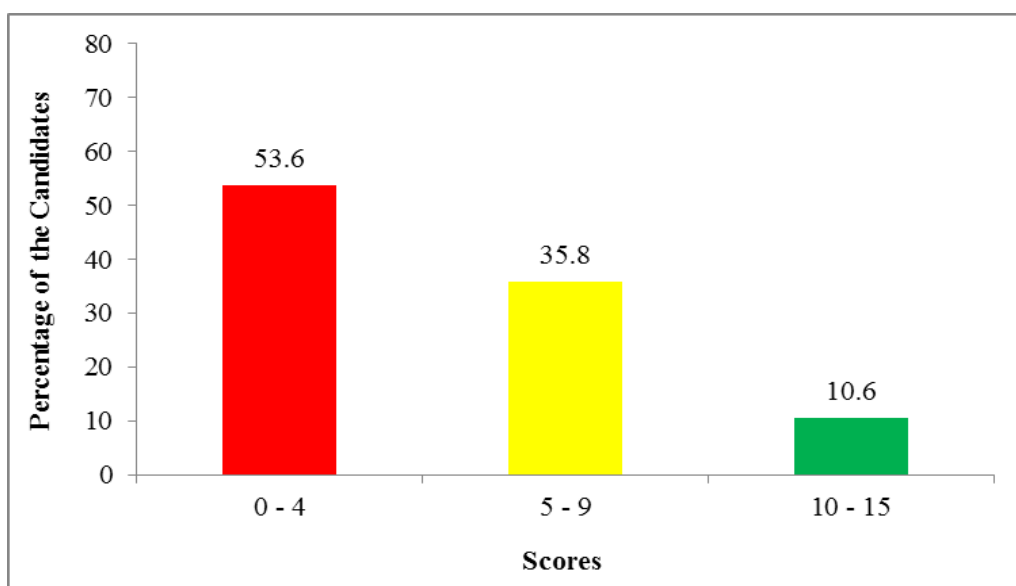
Extract 7.2: A sample of poor responses

Extract: 7.2 shows a response from a candidate who failed to provide the correct answer and used wrong references in question 7. The candidate failed to show the relevance of the characters, despite explaining the story of the play.

### 2.3.2 Question 8: Difficulties that Children Encounter

In this question, the candidates were required to use two poems as references to show how children, the future generation, encounter difficulties by giving three points for each poem. The question intended to test the candidates' ability to analyse different situations found in the poems with those in real life in society.

The question was attempted by 66,354 candidates, which is 81.4 per cent of the candidates who did the examination, out of which 53.6 per cent scored from 0 to 4 marks. Furthermore, 35.8 per cent of the candidates scored from 5 to 9 marks, and 10.6 per cent of the candidates scored from 10 to 15 marks. The overall performance in this question is average: considering that 46.4 per cent of the candidates scored from 5 to 15. Figure 8 presents a detailed performance of the candidates in question 8.



**Figure 8:** *The Performance of the Candidates in Question 8*

The analysis of the candidates' responses indicates that 10.6 per cent of the candidates had a good performance in the question. These candidates understood the question's requirement, and they were competent enough to respond to poetry questions. The candidates displayed abilities to choose poems whose content were children-oriented. For example, the candidates who chose "A Freedom Song" by Marjorie Macgoye showed the difficulty of *child labour*, where Atieno is denied the rights to play and grow healthy, she is given

heavy tasks beyond her abilities. They also showed the problem of *exploitation*; whereby Atieno is exploited through work. Another difficult is *an early pregnancy*, whereby Atieno does not get the right to be taught what is right or wrong when she reaches adolescence age. Hence, she ends up getting pregnancy at her affectionate age.

The candidates who chose “The Dying Child” by Peter Lwamba, showed *diseases* as one of the difficulties children face. The candidates also identified the problem of *irresponsibility*, where they explained that children encounter difficulties because their parents, society and the government are irresponsible. Furthermore, they identified the *denial of the basic rights* to children, which cause them to face problems such as malnutrition or kwashiorkor.

The candidates who chose “Boy on a Swing” by Oswald Mtsheli identified *poverty* as one of the problems children face. For example, the persona asked, ‘*when will I wear long trousers?*’ Another problem was *the lack of right to information*, whereby children are denied the right to important information in their lives. For example, the boy asked, *Mother! Where did I come from?* Moreover, the candidates explained that *injustice* makes children suffer and be affected psychologically. For example, a child asked, ‘*Why was my father jailed?*’.

The candidates explained who chose “Mother to Son”, identified the difficulty of *poverty*. The poet portrayed the kind of life the mother lived in her young age ‘*Well son I’ll tell you, Life for me dint been no crystal stair, It’s had tacks in it?*’. Moreover, the candidates identified *poor social services*, which deny some children access to better education. Furthermore, the candidates also wrote *disappointment* as a difficulty that faces many children. This is due to unresolved challenges which push them to do bad things. Extract 8.1 is a sample of good responses from candidates whose performance in this question was good.

2. Poems. These are literary work which use reflection, picture and image characterized by special language to convey the feelings, emotions and ideas which we experience in our daily life. By using two poems which are "A FREEDOM SONG" written by "Marguerite Oludhe Macguyre" and "THE DYING CHILD" written by "Freeman Peter Ruzamba" I show how children in the society encounter difficulties. By starting with A FREEDOM SONG the following are difficulties which encounter children in the society.

Child labour is the process of employing a child who is below eighteen years according to Tanzania Law. In this book the poet or person as shown this when says:

Atheno washes dishes  
Atheno breaks the kitchen  
Atheno get up early  
Bed her jumps to the kitchen  
Atheno ten years old  
Atheno yo!

This shows on how children are being employed in different activities in our society girls and boys are being employed in heavy activities like houseboy and house girls things which denaying children right.

Segregation. In this poem the persona portrays Atheno's uncle who segregate atheno who has sister child this is seen when persona says:

Since she is my sister child  
Atheno needs no pay  
When she work my wife can sit  
And enjoying the sun day

This is seen even in our society some children especially those who are taken to the town from village by their relative are being segregated.

Humiliation, in this poem the persona portrays the use of humiliation by showing Atieno's uncle who maltreats Atieno by giving her heavy work while she is still a child. This is seen when persona says.

Atieno washes dishes

Atieno plucks the kitchen

Atieno gets up early

But her socks down to the kitchen

Atieno ten years old

Atieno yo!

This is seen even in our society where children especially those who are orphans are being humiliated by those people who care for them by giving them poor basic needs like clothes, food and shelter compared to their children. Also even in the poem known as 'The dying child' the following are difficulties which encounter children in the society.

Malnutrition, this is the disease which is caused by lack of balanced diet. In this book the <sup>persona</sup> ~~author~~ portrays a child who is not getting the balanced diet and becomes malnourished. This is seen when persona says.

Thin legs

Thin arms

Ten years old

He looks older than older

This concludes that the boy is suffering from malnutrition diseases. Also even in our society there are such kind of children who are suffering from kwashiorkor and marasmus due to lack of balanced diet since their parents are poor.

8.	<p>Poor social services, also in this poem the author persona as portrays the issue of poor social services this is shown when the mother tells her son that</p> <p>"There is no meat for us"</p> <p>This conclude that children are not getting good social services like clean water, education and health services. Even in our society they some children who don't know to write and read due to poor social services.</p> <p>poverty, is the situation of being unable to obtain any basic needs like shelter, food and clothes. In this poem poverty is shown when a boy tells his mother that</p> <p>When I grow up I will carry a gun And not a pen</p> <p>This directly shows that a boy and his mother are poor and boy wants changes he is not happy with they are condition which they live so he want to bring changes in his society.</p> <p>Generally in our society especially in those developing countries like Tanzania and Uganda children are getting different circumstance which made them to do not rich they are girls so government should make strict Law for those who violating child right.</p>	
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Extract 8.1: A sample of good responses

However, the analysis depicts that 35.8 per cent of the candidates scored moderately: from 5 to 9 marks, categorised as average. These candidates had some correct responses and some not. This is because some of these candidates had insufficient knowledge of poems that speak about children. As a result, they mostly used 'A freedom song' only irrespective that the question needed the use of two poems. Consequently, they did not get full marks.

Furthermore, some of the candidates failed to connect the question's demand and issues found in the poems. They failed to use the knowledge in answering the question; hence they made a full of poem analysis based on form and content, which was contrary to the requirement of the question. Furthermore, some of the candidates had points but failed to present them because of their low command of the English language. Hence, some answered in the Swahili language or ended up mentioning points without explaining them.

Further analysis shows that 53.6 per cent of the candidates scored from 0 to 4, which is categorised as weak performance. The weak performance was caused by the misconception of the question. That is, some of the candidates did not understand the requirement of the question; hence they provided answers which were irrelevant. For example, one of the candidates wrote themes of the poems such as the misuse of power, polygamy and womaniser, which were incorrect answers: they are not themes that present difficulties to children.

Moreover, the analysis shows that some candidates failed for choosing poems that were not even talking about children. Hence, difficulties facing children were not the themes of such poems. For example, one of the candidates used the poems *Your Pain* and *If We Must Die*, these poems portray liberation; therefore, the answers were irrelevant.

Additionally, some of the candidates used novels and plays to answer this question, which contradicted the requirement of the question. For example, one of the candidates used *The Lion and the Jewel* and *The Trial of Brother Jero* to answer the question. The candidates explained difficulties that characters faced with examples cited from these plays. Therefore, the candidate failed because the requirement was to depict children's difficulties by the poem, not depicting adults' difficulties by the play.

Furthermore, most of the candidates in this category did not have a good command of the English language. Consequently, they failed to introduce and explain points effectively. For example, one of the candidates failed to explain the difficulties faced by children in the plays in the English Language. On the contrary, he explained the same in the Swahili Language as, *unyonyaji, watoto wengi wananyonywa na mabosi wao katika sehemu wanazofanyia kazi kwa kutolipwa mishahara au hata kulipwa mishara midogo mfano wadada wa kazi za ndani*. This was the correct answer, but which did not fetch marks because wing the medium of the examination was the English Language. As a result, their performance was very weak. Extract 8.2 is a sample of weak responses from a candidate who scored low marks in the question.

8. Poetry is a rhymical composition which is in the form of stanzas and verses. There are different poetry like ode, ballad, epic, sonnet. These poems reflect different things like difficulties faced by different children. I will use two poems which are DEVELOPMENT by KUNDIFARAJA and EAT MORE by JOE CORRIE. The following are the difficulties which hinder the children.

By starting with DEVELOPMENT, the children are faced by many difficulties in their growth.

Poverty. This is seen in the poem where the people had relative and absolute poverty where this makes the children not to satisfy their basic needs.

"I plead the stomach,  
Of the privileged few,  
Greater than the Rift Valley".

The children must satisfy basic needs to grow well.

Misuse of power. The leaders chosen are misusing their powers by exploiting the people instead of providing them their needs in the society.

"The majority pleaded,  
Exploited,  
Cheated".

The leaders must stop misuse of power to secure that children are comfortable with their societies.

Selfishness. This is the caring of one's interest with looking for others needs. This is seen from leaders who care on their needs without caring the social services for the people which affect mostly the children.

"I plead the stomach,  
Of the privileged few,  
Greater than the Rift Valley".

This is seen that the leaders mostly favour their needs.

8. By proceeding with EATMORE, the children are seen facing many difficulties.

Poor living condition. This is seen when the children are living in a poverty where there are shelter is in poor condition to asses them in the society.

"The one that suits me,  
Eat more bloody grass."

The children are living in worse condition where it does not supports them well.

Unemployment. This is the challenges facing the parents of guardians of the children where they can fail to provide the necessities to the children.

"I am on unemployment pay,  
My third year and wed."

The children can not grow well due to insufficient needs.

Exploitation. This is seen when the leaders exploit the people without fairness where they make the guardians of the children not to fulfill the needs of the children.

"Eat more Fruit! The slogan says,  
Eat more fish, more meat, more bird."

The children can not take good balanced diet because of the exploitation of leaders.

Conclusively, the poet has tried to explain more about the difficulties of the children that hinder their growth in the society.

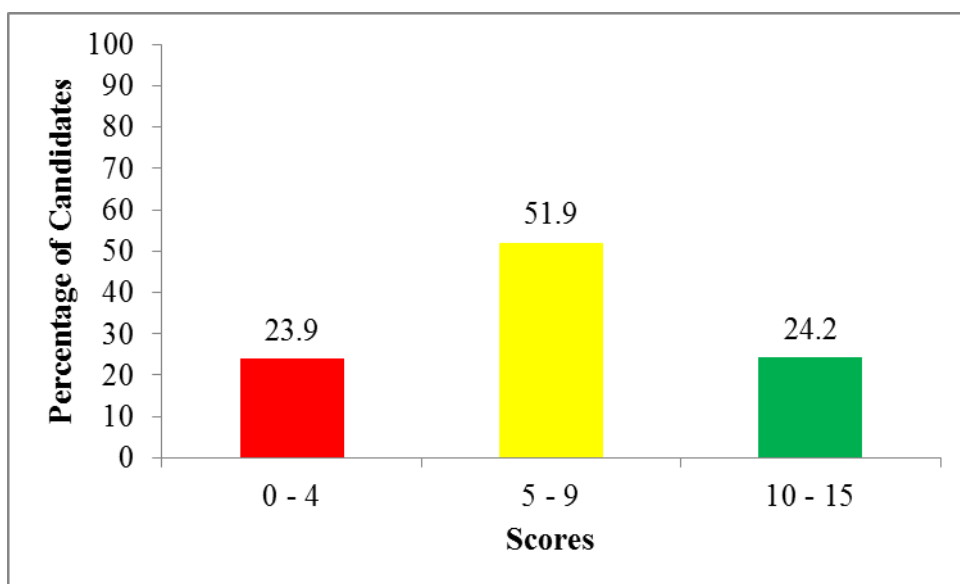
Extract 8.2: A sample of poor responses

Extract 8.2 shows a response from candidates who failed to provide the correct answer and references in question 8. The candidate used poems that are not talking about children, as the question required it.

### 2.3.3 Question 9: Causes of Conflicts in African Societies

In this question, candidates were required to write the causes of conflicts in African societies. Referring to three plays, ‘The Lion and The Jewel’ Wole Soyinka, ‘The Trials of Brother Jero’ by Wole Soyinka, and ‘The Dilemma of a Ghost’ by Christina Ama Ata Aidoo. The question was intended to test the candidates’ ability in analysing the causes of different conflicts in our societies. They were supposed to give two causes from each play.

The question was attempted by 27,714 candidates, which is 34 per cent of the candidates who sat for the examination, out of which 51.9 per cent scored from 5 to 9 marks. Furthermore, 24.2 per cent of the candidates scored from 10 to 15 marks, and 23.9 per cent of the candidates scored from 0 to 4 marks. Therefore, the question's general performance was good: because 76.1 per cent of the candidates scored from 5 to 15 marks. Figure 9 presents a detailed performance of the candidates in question number 9.



**Figure 9:** *The Performance of the Candidates in Question 9*

The analysis of the candidates’ responses shows that 24.9 per cent of the candidates had a good performance – for scoring marks ranging from 10 to 15. These candidates demonstrated sufficient knowledge of reading and interpreting the recommended plays. Similarly, the candidates revealed a good understanding of the significant issues in those readings. The candidates correctly wrote their introduction by defining the word *conflict*, and smartly

connected it with the main body. Furthermore, the candidates explained the causes of conflicts well and hence obtained high marks. The candidates who chose the play, *The Lion and the Jewel* by Wole Soyinka as their reference pointed out the following as the causes of conflicts therein. First, they identified *bride price*, whereby Sidi refused to accept Lakunle's proposal without paying the bride price first. The candidates also identified *customs and traditions* by showing how Sidi refused Lankule's kiss for believing that kissing is unhealthy, and it is not an African tradition. Hence there was a conflict between Lankunle and Sidi.

The candidates who used the play, *Trials of Brother Jero* by Wole Soyinka pointed out *poverty* as the source of conflict by showing the portrayal of Chume and Amope's poor life at home. Another cause of conflict that the candidates identified was *Chume's reluctance to take bribe*. Amope always blamed her husband for being reluctant to take bribes to acquire a good and luxurious life like other civil servants. Furthermore, the candidate identified *Money owed to Amope* also caused a conflict between Amope and her husband. Another source of conflict which the candidates elaborated was, *Chume's irresponsibility in taking care of the family*. The last was *betrayal*; whereby brother Jero betrayed his old master/old prophet by taking his piece of land. Likewise, he fought during the beach competition, not for his master but his own benefit.

Other candidates who picked the play, *Dilemma of a Ghost* by Ama Ata Aidoo. These identified the following causes of conflicts. First, they recognised *African tradition versus American tradition*, whereby Ato failed to make his people understand that Eulalie had her own tradition. The second source of conflict identified by these candidates was *Ato's failure to make his wife cope up with the traditions of the society*. The candidates finally identified *love* as the source of conflicts, whereby Ato failed to make them understand his strong feelings of love for his wife Eulalie, despite the tradition and cultural differences.

Conclusively, the candidates finished their works by stating that conflicts had causes; and that the causes revolve around various themes such as poverty, betrayal, irresponsibility, African traditions and customs and bride price. Conflicts in literary works are important as they raise the reader's suspense,

and once they are finished, society becomes better. Extract 9.1 is from one of the candidates who did this question.

9.1a	<p>Play is the piece of writing performed on the stage before the audience. Conflict is the collision between two sides or people. And these conflicts are caused by some of circumstance from the play. By using three plays, "THE LION AND THE JEWEL" written by WOLE SOYINKA, "DILEMA OF A GHOST" written by CHRISTINA AMA ATA AIDOO, and "THE TRIALS OF BROTHER JERO" written by WOLE SOYINKA. The following are the cause of the conflicts found in these plays:</p>
9.	<p>By starting with "The Lion and The Jewel" by Wole Soyinka the causes of conflicts are as follows:-</p>
	<p>Bride price; The gift or money paid to girl's family in order of getting marriage. This thing cause</p>
	<p>d the conflict between Sidi and Lakunle, when Lakunle tries to approach Sidi in order to marry her but Lakunle doesn't agree with the issue of paying bride price as she is single educated man in the village or wants to change the society.</p>
	<p>Forced marriage; This is the kind of marriage in which boy or girl is forced to marry against his or her will. Forced marriage led to conflict between Baroka and Sidi, When Baroka is forcing Sidi to marry him against Sidi's wish as it ends Baroka used trickery hence Sidi gets marriage to Baroka.</p>
	<p>The following are the causes of conflicts between people in "DILEMA OF A GHOST":-</p>
	<p>Cultural differences; These are differences which occur between characters according to their way of living. This cultural difference led to conflict between Eulalie and Ato's relatives, when it is seen Eulalie failed to cope with African culture hence the conflict exist between them!</p>

9.	<p>Intermarriage: The kind of marriage which involve different tribes. This kind of marriage led to the conflict between Ato and his relative, because they become to be disappointed when Ato marries Negro creature as they didn't expect. Therefore though intermarriage conflict exist.</p> <p>The following are the causes of conflicts in play of "Trials of Brother Jero": by Wole Soyinka:-</p> <p>Hypocrisy: This situation led to the conflicts between Brother Jero and Old prophets when this main character of the play. Brother Jero is being hypocrit to Old prophets hence the conflict occurred from there.</p> <p>Betrayal: This is the act of living some one in the way while you made an agreement with. This situation is termed as the causes of conflict in this play because it leads the conflict between Old prophets and Brother Jero after Brother Jero betrays the Old prophets.</p> <p>Generally the causes of conflict should be solved in order to promote good and peace <del>leave</del> living condition is our societies like forced marriage, betrayal, misuse of power and hypocrisy should be abandoned so as to reduce or end conflict.</p>
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Extract 9.1: A sample of good responses from the candidates

The analysis shows that 51.9 per cent of the candidates performed moderately. Their scores ranged from 5 to 9 marks which were termed as average performance. These candidates provided some close responses but not the exact responses expected from them. For example, one of the candidates presented different types of conflicts with correct examples from the given plays but obtained average performance for failing to identify the requirements of the question. That is, the question required candidates to present the sources of conflicts, not the types of conflicts.

Some of the candidates explained what cause conflicts in daily life without associating characters and events in the plays. For example, one of the candidates wrote that *love is the source of the conflict; people may fight because of love*. This candidate was supposed to relate this point to the play by

showing how characters fight in the plays because of love. What they exhibited in this question led them to average performance.

Furthermore, the analysis depicts that 23.9 per cent of the candidates scored marks ranging from 0 to 4, categorised as weak performance. This means that the candidates whose scores fell into this category lacked sufficient knowledge of plays. The candidates were not aware of all recommended plays in Literature in English, which made them fail to answer the question using plays instructed in the question. Rather, they answered the question with other plays that were not instructed, which caused them to get low marks in the question.

Some of the candidates got low marks due to the misconception of the question. Such candidates knew the recommended plays in the question: and they used them to answer the question. Nonetheless, they got low marks for failing to answer the question as it was supposed to be answered. For example, one of the candidates explained the themes found in the recommended plays, not the sources of conflicts in the plays. This candidate showed a good understanding of the plays but misinterpreted the requirement of the question.

Furthermore, some of the candidates lacked good command of the English Language, which caused them to demonstrate a weak performance. That is, some candidates knew the conflicts found in the plays yet failed to explain them because of English deficiency. For example, one of such candidates wrote *conflict are when happen Sidi say no marri Lankunle*. This candidate could get high marks if he had a good command of the English Language: because he/she appeared knowledgeable of the events in the book. Extract 9.2 is a sample of responses that was categorised as weak.

9 Conflict is the misunderstanding between two or more than one people. By using two plays which are "THE LION AND THE JEWEL" by Wole Soyinka and "DILEMMA OF A GHOST" by Christina Ama Ata Aidoo. By starting with the play called "The Lion and the Jewel". The following are the causes of conflicts in African societies.

Forced marriage, we see in this play the Lion and the Jewel Baroka forced Sidi to be married because he is the chief ~~the~~ forced marriage caused conflict between Baroka and Sidi.

Bride price, This is the situation of paying money in order to married women. we see in the book the Lion and the Jewel Lakunle protest bride price. He want to married Sidi without paying bride price this caused conflict between Lakunle and Sidi. Bride price caused conflict in the African societies. by starting with another play which called "the Dilemma of a Ghost". The following are causes of conflict in African societies.

Choosing wife for man, we see in the book Dilemma of a Ghost Esikom and other relative choose wife for man called Ato this situation caused conflict between Ato and their relatives. choosing wife for man is not good because it caused

Conflicts in African Societies.

Cultural difference, we see in the book Dilemma of a Ghost there is cultural difference which are food African use snail is food they force Ewale to eat snail this cause conflict between ESKOM and Ewale. Cultural difference like food is not good to show with other people because it cause conflict in African societies.

Therefore there are some causes of conflict in African societies which are forced marriage, Bride price, Choosing wife for man and cultural difference those are source of conflict in African societies.

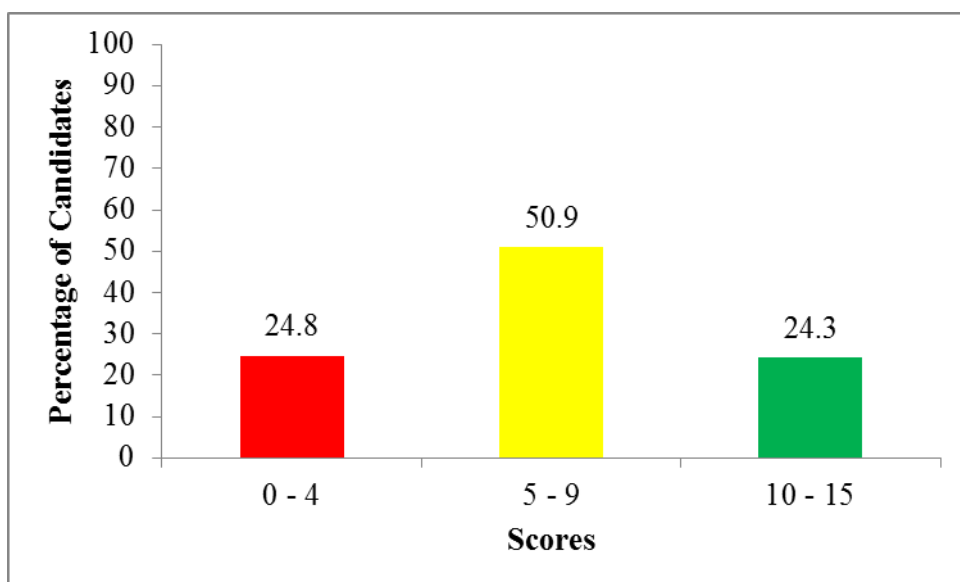
Extra 9.2: A sample of poor responses from candidates who failed to exhibit his knowledge of the recommended plays.

Extract 9.2 shows a response from a candidate who failed to provide the correct answer and references in question 9. The candidate used ungrammatical language and failed to answer the question as required.

#### 2.3.4 Question 10: Analysis of Themes

In this question, the candidates were required to refer to two plays, *The Lion and The Jewel* and *The Trials of Brother Jero* by Wole Soyinka, to analyse three themes in each play; and state the reasons for choosing such themes. The question was intended to test the candidates' ability in critical analysis of various social matters.

The question was attempted by 51,162 candidates, which is 62.8 per cent of the candidates who sat for the examination, out of which 24.3 per cent of the candidates scored from 10 to 15 marks. Additionally, 50.9 per cent scored from 5 to 9 marks, and 24.8 per cent scored from 0 to 4 marks. The question's overall performance was good: because 75.2 per cent of the candidates scored from 5 to 15. Figure 10 presents a detailed performance of the candidates in question number 10.



**Figure 10:** *The Performance of the Candidates in Question 10*

The analysis of the candidates' responses shows that the candidates whose performance was good demonstrated their competence in analysing literary works, especially plays. They also understood the requirement of the question. They managed to introduce their works by defining key information of the question. In the main body, they responded to the question by using relevant themes in the prescribed plays.

Candidates who used the play, *The Lion and the Jewel* by Wole Soyinka portrayed *polygamy* as one of the themes in the text. Baroka had several wives and concubines. On the other hand, the candidates mentioned *conflict* as another popular theme in the plays. There are several conflicts in the play, and most of them are associated with love, traditions and customs, greedy, ignorance. Another theme which the candidates identified was *traditions and customs*, involving paying the bride price, wife inheritance, successive leadership and marriage. The candidate chose these themes because they are the biggest problems facing contemporary society.

Likewise, the candidates who chose to use the play, *Trials of Brother Jero*, by Wole Soyinka, portrayed themes such as *betrayal*, whereby Brother Jero betrayed the trust of the old prophet. Furthermore, the candidates depicted *conflict* as another theme – manifested in numerous ways between different people in the play - for example, Amope and Brother Jero's conflict. Moreover,

the candidates identified *hypocrisy* in the plays. Brother Jero is a chief hypocrite pretending to be a man of God. He lied to his followers that he slept at the beach praying for them and made false prophecies. The candidates also identified *poverty*, as one of the themes in the play. Poverty is shown through Chume whose wife said *working as a chief messenger would not enable him to provide basic needs in the family*. Conclusively, the candidates commented that the creation of themes depends on the issues which happen in contemporary society. Extract 10.1 is a sample from candidates who scored high marks in the question.

10	<p>Theme is the central idea of the literary work. In the play "The Lion and the Jewel" and "The Trials of Brother Jero" written by Wole Soyinka the playwright has shown the themes as follows.</p> <p>starting with Trials of Brother Jero</p> <p>Betrayal is seen when Brother Jero chase away the old prophet he betrays his own teacher and also he betrays his own worshippers as he lies that he has no place to stay. I have choose this theme because it shows that betrayal is bad since it loose trust.</p> <p>Misuse of power, Brother Jero misuse his prophet powers as he ask for more offerings to his worshippers also to escape Amope by using his husband chume. I have choose this theme because it teach leaders to use well the authority the have as the leaders.</p> <p>Hypocrisy, Brother Jero is a hypocritic man as he pretend to be a good prophet while he is not a good prophet as he lies that has no place to sleep also he pretend to be a good man to pay Amope but he doesn't pay Amope. I have choose this theme because it teach people to leave hypocrisy and be themselves.</p> <p>In the play of The Lion and the Jewel</p> <p>Corruption which is done by chief Baroka to The railway builders as he corrupts the railway builders since he didn't wants</p>	1
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10	the railway to be built. I have choose this theme because it educate that corruption is a hindrance <sup>nce</sup> of development in the Society	
	Bride price Iankulo wants to marry sidi without bride price while sidi consider bride price as an important thing since a bride price recognize the bride quality and hence most women value it and parents I have choose these themes <del>it</del> because it educate that a woman is not a commodity that she can be identified <del>as</del> by the bride price paid.	
	Polygamy, chief Baroka is having many wives including Atilatu and Sadiku and still he wants to marry another wife who is sidi who he forcefully marry her. I have choose these theme since it educate that polygamy cause conflict as Example of Atilatu who became angry when she heard about adding of another wife	
	Therefore Themes are seen in play have got somethings that can be learnt from them so theme educates peoples hence people should read to get the themes that educate them and enable them to live social life well	

Extract 10.1: A sample of good responses in question 10

Despite the candidates' good performance in this question, 50.9 per cent of the candidates had an average performance. Such candidates had some mismatches between points given and their attendant examples. One of such candidates identified the theme of *betrayal* and associated it with Amope, which is incorrect.

Further analysis shows that 24.8 per cent of the candidates scored low marks in this question. These candidates failed to exhibit their understating of the question or even the books they used. Likewise, they appeared to have neither knowledge nor skills in understanding the question. This made them present whatever materials that came into their mind. For example, one of the

candidates wrote things that were not clear as, *Eondoractivelling compallenousing indellem alingingthin controllemallenus controllenus increase concellemedingiage immalicomplenus intrimalize* as the answers.

Some of the candidates failed because of low proficiency in the English Language. That is, the candidates understood the question and had the points but could not present them in English. For example, one of such candidates wrote answers in the Swahili Language instead of the English Language.

Furthermore, some of the candidates ended up repeating the question. One of such candidates wrote, *with reference to the play the lion and the jewel and The Trial of Brother jero by wole Soyinka from each play analyse themes that are found in each play and state the reason for reasons those themes*. This candidate proved to have no idea of any text mentioned. Some of the candidates used different plays to answer the question which was contrary to the question's requirement. Extract 10.2 is a sample of responses that were categorised as weak performance.

10	Conflict, there is a themes of the play that	
	is conflict in the society it caused the charact	
	er in the play and in the society that	
	is the difficult.	
	Disunity, the following are the themes	
	which includes the society in the whole	
	society disunity among of the people in the	
	aprica traditional.	
	Conclusion, there is a following them	
	emes which reference to the play of the	
	lion and jewel and Brother jero forexamples.	
	Disunity, Betray, Conflict, and polygamy	

Extract 10.2: A sample of poor responses

Extract 10.2 shows a response from a candidate who failed to provide the correct answer and references in question 10. The candidate failed to show the reason for choosing themes, and he/she used poor English Language, which made the answer incomprehensible.

### **3.0 PERFORMANCE OF THE CANDIDATES IN EACH SECTION**

Six topics were examined: introduction to literature, oral literature, written literature, appreciating and analysing the novel, appreciating and analysing the play, and appreciating and analysing *the poetry*.

There was only one topic with a good performance of 75.65 per cent. This was appreciating and analysing the play, from which question 9 and 10 were tested. The rest of the topics had an average performance. These were appreciation and analysing novel 63.1 per cent (question 7), introduction to literature 52.37 per cent (question 1, 2, 3 and 5), written literature 46.5 per cent (question 4 and 5), appreciating and analysing poetry 45.5 per cent (question 4 and 8) and oral literature 44.4 per cent (question 1 and 6).

The analysis shows that the candidates faced some difficulties in answering questions from appreciating and analysing poetry, oral and written literature. In poetry, the candidates failed to interpret poems. They also failed to features of oral from features of written literature.

### **4.0 CONCLUSION**

The general analysis of the candidates' performance in the 024 Literature in English in 2020 shows that the candidates had an average performance. Those who performed well in this examination were those who were able to identify the tasks of the questions, who followed the required instructions and had sufficient knowledge and skills in concepts related to the topics and text recommended. Some candidates faced difficulty, particularly, in answering question 03, 04, 06 and 08. The difficulties are attributed to the lack of knowledge in literary concepts and poetry.

### **5.0 RECOMMENDATIONS**

To improve the performance of the candidates in 024 Literature in English in future, the following recommendations need to be taken into account:

- (a) Most of the candidates failed to answer the question of poetry. Therefore, teachers should teach poetry and how to interpret poems connotatively.
- (b) The candidates' responses also proved that they failed to answer questions related to the figures of speech. Teachers are therefore advised to teach the form with the same emphasis they use to teach content.

- (c) Some of the candidates performed weakly due to low command of the English Language. Hence, it is suggested that the use of the English language in schools be given priority by teachers and students.
- (d) Some of the candidates failed to follow the instructions of the questions. Therefore, teachers are advised to ensure that candidates read and master all the recommended plays in Literature in English.

**Table 1 Appendix A****Summary of the Candidates' Performance by Topic in the 2020 CSEE**

S/N	Topic	Questions number	The percentages of the candidates who scored an average of 30 per cent and above	Average performance by topic (%)	Remarks
1.	Appreciating and Analysing the play	9	76.1	75.65	Good
		10	75.2		
2.	Appreciating and Analysing the Novel	7	63.1	63.1	Average
3.	Introduction to literature	1	60.4	52.37	Average
		2	58.2		
		3	42.88		
		5	48.4		
4.	Written literature	4	44.6	46.5	Average
		5	48.4		
5.	Appreciating and analysing the poetry	4	44.6	45.5	Average
		8	46.4		
6.	Oral literature	1	58.2	44.4	Average
		6	30.6		
		8	46.4		

## Appendix B

**Table: Percentage of the candidates' performance in each section**

<b>S/N</b>	<b>Section</b>	<b>Question Number</b>	<b>Percentage of the Candidates who Got the Average of 30 Per Cent and/or Above</b>	<b>Remarks</b>
<b>1</b>	<b>A</b>	<b>2</b>	<b>59.3</b>	<b>Average</b>
<b>2</b>	<b>B</b>	<b>4</b>	<b>42.88</b>	<b>Average</b>
<b>3</b>	<b>C</b>	<b>4</b>	<b>65.2</b>	<b>Good</b>

