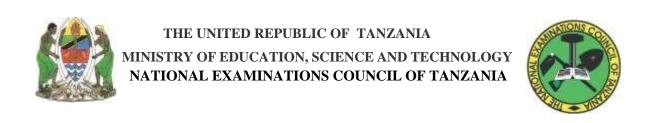


# THE UNITED REPUBLIC OF TANZANIA MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY NATIONAL EXAMINATIONS COUNCIL OF TANZANIA



# CANDIDATES' ITEM RESPONSE ANALYSIS REPORT ON THE CERTIFICATE OF SECONDARY EDUCATION EXAMINATION (CSEE) 2022

**ENGLISH LANGUAGE** 



# CANDIDATES' ITEM RESPONSE ANALYSIS REPORT ON THE CERTIFICATE OF SECONDARY EDUCATION EXAMINATION (CSEE) 2022

**022 ENGLISH LANGUAGE** 

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#### **FOREWORD**

The National Examinations Council of Tanzania (NECTA) presents Candidates' Item Response Analysis (CIRA) on the Certificate of Secondary Education Examination (CSEE) which was done in November 2022. This summative evaluation report provides feedback to all educational stakeholders on the factors that affected the candidates' performance in the English Language subject.

The report highlights their performance on each question from the topics in which they were tested. Analysis shows that the candidates with good performance on different questions demonstrated competence and knowledge in different areas of which they were tested. These include Writing Formal Letters and CV, Dictionary Use, Listening to and Understanding Simple Texts about a Variety of Events and Situations, Expressing Likes and Dislikes, Talking about Past Events/Activities, Giving Descriptions, Reading Information from Different Sources, Writing a Variety of Texts, Writing using Appropriate Language, Content and Style, Writing Formal Letters and Interpreting Literary Works. However, some candidates did not perform well on various questions due to their lack of competence and knowledge of different topics. These candidates faced difficulties in understanding the demands of the questions and expressing themselves in English.

NECTA expects that all educational stakeholders will use the feedback and recommendations provided in this report to improve teaching and learning as well as candidates' performance in the future examinations by the Council.

The Council also appreciates the support and contribution of different people to the whole process of preparing this report.

Dr. Said A. Mohamed

**EXECUTIVE SECRETARY** 

#### 1.0 INTRODUCTION

This Candidates' Item Response Analysis (CIRA) presents candidates' performance in the English Language subject in the Certificate of Secondary Education Examination (CSEE), which was conducted in November 2022. The examination was set for both school and private candidates, following the 2005 English Language syllabus and the 2019 English Language subject examination format.

The analysis was done based on each question and item. It indicates the requirement of each question, the expected responses from the candidates and sample responses from the candidates' scripts. The questions analysed were set from various topics focusing on competencies such as Writing Formal Letters; Writing Curriculum Vitae; Dictionary Use; Writing a Variety of Texts; Expressing Likes and Dislikes; Expressing Personal and Group Routines; Talking about Past Events/Activities; Giving Descriptions; Reading Information from Different Sources; Writing a Variety of Texts; Expressing On-going Activities; Writing Using Appropriate Language, Content and Style; Writing Formal Letters; and Reading and Interpreting Literary Works.

Section A comprised Questions 1 and 2. Question 1 weighed 10 marks, and Question 2 weighed 5 marks, making a total of 15 marks. Section B comprised Questions 3, 4, 5, 6, 7, and 8. Questions 3 and 4 carried four (4) marks each, whereas Questions 5, 6, 7 and 8 carried eight (8) marks each, making a total of 40 marks. Section C consisted of Questions 9, 10, 11 and 12. Each question carried 15 marks making a total of 45 marks. The candidate was instructed to answer three (3) questions.

The analysis of candidates' performance was done based on three categories: Firstly, the candidates who performed well on different questions and the reasons which contributed to the good performance; secondly, the candidates who scored average marks and the reasons for their performance; and lastly, the candidates whose performance was poor and the reasons for their performance. Their performance levels are categorised in Table 1.

Table 1: Performance Level in the English Language Subject

Range of marks	Grade	Remarks
75 - 100	A	Excellent
65 - 74	В	Very Good
45 - 64	С	Good
30 - 44	D	Satisfactory
0 - 29	F	Fail

Table 1 indicates that the highest performance grade in the English Language subject is A, whereas the lowest grade is F. Though performance levels are categorised into the five grades, as Table 1 indicates, the performance is presented statistically based on three categories, namely *Good, Average* and *Weak*.

Good performance ranges from 65 to 100 per cent; it is represented by the green colour. Average performance ranges from 30 to 64 per cent; it is represented by the yellow colour. Weak performance ranges from 0 to 29 per cent, and it is represented by the red colour. The candidates' performance on each topic is summarised in the appendix.

The number of candidates who sat for the English language examination in November 2022 was 522,013. Among them, 68.72 per cent passed with different grades. On the contrary, 487,541 candidates sat for the examination in 2021. Among them, 66.84 per cent passed with different grades, as Table 2 indicates.

Table 2: Candidates' Pass Grades in the 2021 and 2022 English Language CSEEs

Year	2022					2021				
Grades	A	В	С	D	F	A	В	С	D	F
Per cent	2.64	4.03	22.15	39.89	31.29	1.2	2.5	19	44.1	33.2

Table 2 indicates that the performance in the English Language examination in 2022 was better than in 2021 because it increased by 1.88 per cent in 2022.

# 2.0 ANALYSIS OF CANDIDATES' RESPONSES TO EACH QUESTION

# 2.1 SECTION A: Multiple Choice and Matching item Questions

This section comprised two (2) compulsory questions. Question 1 consisted of ten (10) multiple choice items, which carried ten (10) marks. Question 2 comprised five (5) matching items, which carried five (5) marks, making a total of 15 marks for both questions.

# 2.1.1 QUESTION 1: Multiple Choice Question

This question required the candidates to choose the correct response from the five given alternatives by writing the letter of correct response in the answer booklet provided. The question tested the candidates' ability to use English in Expressing Likes and Dislikes, Talking about Past Events/Activities; Giving Descriptions; Writing Using Appropriate Language, Content and Style; Using a Dictionary; Expressing On-going Activities; Expressing Personal and Group Routine and Appreciating Literary Works.

The question was attempted by 522,013 candidates. Of whom, 168,708 (32.32 %) scored from 0-2.5 marks; 299,083 (57.29 %) scored from 3-6 marks; and 54,222 (10.39%) scored from 6.5-10 marks. Hence, their general performance on this question was good since 67.68 per cent of the candidates scored from 3 to 10 marks. The overall performance on this question is presented in Figure 1.

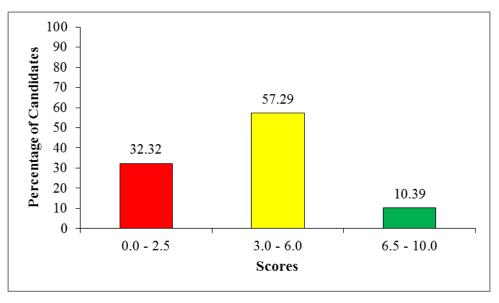


Figure 1: Candidates' Performance on Question 1

The following part analyses the candidates' performance on items (i) to (x) of Question 1.

#### Item (i) asked:

(i) Sabrina's goat is brown and cruel. The description of Sabrina's goat is in terms of:

A colour and quality B colour and size C number and quantity

D shape and quantity E number and quality

Item (i) required the candidates to demonstrate their competence in describing things using the words *brown* and *cruel*. To achieve the goal, they were required to create a mental image of something using words that describe a person or thing (adjectives). The candidates who selected alternative *A* knew that the words *brown* and *cruel* express *colour* and *quality*; *brown* is a colour of something, and *cruel* is the behaviour that shows the bad quality of something. Therefore, they chose alternative *A colour* and *quality* as the correct response.

Those who wrongly selected alternative *B*, *colour and size*, knew that the word *brown* related to *colour;* however, they did not know that the word *cruel* did not relate to size, because cruelty is a kind of behaviour that relates to quality.

Moreover, the candidates who chose *C*, *number and quantity*, were wrong because they did not understand that the word *brown* did not relate to the word *number* since brown is a colour. Besides, these candidates did not understand that the word *cruel* does not relate to quantity, because quantity refers to the amount of something while cruelty refers to the behaviour of something or somebody.

Furthermore, those who chose alternative *D*, *shape* and *quantity*, were wrong. They did not recognise that the word *shape* did not relate to brown, because shape means the form of the outer edges or surfaces of something. It has no any relationship with the *brown* colour. Likewise, the candidates did not know that the word *cruel* did not relate to the word *quantity*, which is the amount of something.

The candidates who wrongly selected alternative E, *number and quality*, were not aware that there was no any relationship between the word *brown* and number since *brown* describes the colour of something, whereas number denotes the quantity of something.

#### Item (ii) stated:

- (ii) You hear an incorrect statement 'I saw a fleet of people at the crusade meeting.' Which sentence is correct to be said instead of the one you have heard?
  - A I saw a pack of people at the crusade meeting.
  - B I saw a flock of people at the crusade meeting.
  - C I saw a bunch of people at the crusade meeting.
  - D I saw a jury of people at the crusade meeting.
  - E I saw a congregation of people at the crusade meeting.

This item required the candidates to demonstrate their knowledge of using collective nouns in the context provided. Collective nouns refer to a group of people, animals or things such as a bunch of bananas, a swarm of bees and a flock of sheep.

The candidates who chose alternative *E*, *I saw a congregation of people at the crusade meeting*, were correct. They were knowledgeable about collective nouns. That is, the noun *fleet* did not refer to a group of people but a group of military ships commanded by the same person. Therefore,

the candidates knew that *congregation* refers to a group of people at the crusade or who are gathered in a church for worshipping.

The candidates who wrongly opted for *A*, *I* saw a pack of people at the crusade meeting, did not know that a pack of is used to refer to a group of animals that hunt together or are kept for hunting; examples are lions and wolves. Therefore, this collective noun cannot refer to a group of people. Similarly, the candidates who wrongly selected alternative *B*, *I* saw a flock of people at the crusade meeting, did not understand that the collective noun flock refers to a group of sheep or birds of the same type. Thus, it cannot be used to refer to a group of people, which is referred to by the collective noun congregation.

Likewise, those who chose alternative *C*, *I* saw a bunch of people at the crusade meeting did not know that the collective noun bunch refers to a number of similar things which are growing or fastened together, such as a bunch of bananas and a bunch of keys. Hence, a bunch of does not refer to a group of people at the church.

Furthermore, those who chose alternative *D*, *I saw a jury of people at the crusade meeting*, were wrong. These candidates did not know that the collective noun *jury* refers to a group of public members who listen to facts of a case in a court and decide whether or not somebody is guilty of a crime. These two collective nouns, *jury* and *congregation*, confused the candidates. Both terms refer to groups of people but perform different activities. Accordingly, *jury* cannot be used for a group of people at the crusade meeting but for a group of members who give a judgment on a case.

#### Item (iii) asked:

- (iii) My friend who has just arrived from London <u>prefers coffee than tea.</u>
  Why is the underlined phrase wrong?
  - A Prefers goes with 'for' instead of 'than'.
  - B Prefers goes with 'to' instead of 'than'.
  - C Prefers goes with 'of' instead of 'than'.
  - D Prefers goes with 'at' instead of 'than'.
  - E Prefers goes with 'in' instead of 'than'.

The item required the candidates to decide why the underlined structure (phrase) was wrong. The candidates were required to have the knowledge of using the word *prefers* to express preference as well as its prepositional collocation. Thus, they had to know that the word *prefers* goes with the preposition *to*. Therefore, the candidates who chose the correct response *B*, *Prefers goes with 'to'* instead of *than* knew that the word *prefers* should be followed by the preposition 'to' in order to show preference.

Conversely, those who wrongly selected option *A*, *Prefers goes with for instead of than*, did not understand that the preposition *for* is used to show who is intended to have or use something. Therefore, it cannot be preceded by the word *prefers* to express preference.

Those who selected alternative *C*, *Prefers goes with of instead of than*, were also wrong. They did not know that the preposition *of* shows belonging to somebody or relating to somebody. For example, one can say *he is a friend of mine*. Thus, it cannot be used with *prefer* to express preference.

Likewise, the candidates who wrongly selected alternative *D*, *Prefers goes with 'at' instead of 'than'*, were not knowledgeable about the use of preposition *at*, which denotes time, place, situation and age. For example, *he died at the age of 14 years*. Hence, the preposition *of* cannot be used with the verb *prefer* to express preference.

Moreover, the candidates who chose alternative *E*, *Prefers goes with 'in' instead of 'than'*, failed to understand the correct use of the preposition *in*, which is used to state a particular time, place and position of something or somebody. Thus, the preposition *in* with the verb *prefers* cannot show preference.

#### Item (iv) asked:

- (iv) Which expression describes the word 'troop'?
  - A A team of lions marching together.
  - B A large group of soldiers or monkeys.
  - *C* A team of students performing the same task.
  - D A team of people doing a particular task.
  - E A group of hyenas hunting together.

This item required the candidates to describe the word *troop* as a collective noun. The candidates who provided the correct response to this item demonstrated their ability of using collective nouns in different contexts. They also understood the meaning of the collective noun *troop*, which refers to soldiers in a large group. Therefore, they selected *B*, *A large group of soldiers or monkeys*, as the correct response.

Conversely, those who selected alternative *A*, *A team of lions marching together*, did not know the meaning of the collective noun *troop*. Therefore, a group of lions cannot be referred to by the collective noun troop; instead, it was supposed to be referred to by the collective noun *pack*.

Likewise, those who wrongly chose *C*, *A team of students performing the same task*, did not know that the collective noun *team* does not refer to a group of soldiers. It refers to a group of people who play a particular game or sport against another or a group of people who work together at a particular job; on the contrary, the word *troop* refers to a group of soldiers. Thus, these collective nouns refer to different people who perform different activities.

Similarly, the candidates who wrongly selected *D*, *A team of people doing a particular task*, failed to understand that the collective noun *troop* cannot be described as a team of people doing a particular task. This means the word *troop* is special for soldiers or monkeys. Furthermore, those who wrongly chose *E*, *A group of hyenas hunting together* did not know that these can be referred to the collective noun *pack*. Thus, the collective noun cannot be an entirely correct alternative for *troop*.

#### Item (v) asked:

- (v) Our English Language teacher often teaches for an hour. Why is the article 'an' used instead of other articles?
  - A It shows time before the word 'hour'.
  - *B* It indicates a singular form in a sentence.
  - *C* The first letter in the word hour has vowel qualities.
  - D The hour is in plural form.
  - E The last letter in the word hour has consonant qualities.

This item required the candidates to demonstrate their competence in using articles, especially the indefinite articles, a and an. The candidates were

required to know the meaning of indefinite articles, which are functional words used to introduce something that has not been mentioned before; they are not used before plural nouns. The indefinite article *a* refers to singular nouns that begin with consonants, whereas the indefinite article *an* refers to singular nouns which begin with vowels.

Those who correctly chose *C*, *The first letter in the word hour has vowel qualities*, knew that the indefinite article *an* referred to singular nouns which began with vowel sounds. Moreover, those who wrongly selected *A*, *It shows time before the word 'hour'*, were confused by the concept of time, which relates to hour. However, they did not know that the indefinite article *an* is used with a noun having vowel qualities.

Besides, the candidates who chose *B*, *It indicates a singular form in a sentence*, did not know that both indefinite articles *a* and *an* are used to indicate the nouns mentioned for the first time in singular form. They did not know that the indefinite article *an* is used before vowel sounds while the article *a* is used before sounds with consonant qualities. Thus, alternative *B*, *It indicates a singular form in a sentence*, was not correct.

Additionally, those who wrongly selected alternative *D*, *The hour is in plural form*, did not know that indefinite articles do not precede plural nouns in English. Therefore, the indefinite article *an* does not occur before the noun *hour* in plural form. Yet, some candidates chose alternative *E*, *The last letter in the word hour has consonant qualities*. These candidates did not understand that the indefinite article *an* was supposed to be used before singular nouns with vowel qualities. Thus, it could be used to refer to a singular noun which begins with a consonant sound. Therefore, alternative *E*, *The last letter in the word hour has consonant qualities*, was incorrect.

#### Item (vi) stated:

- (vi) When it rained, she had already taken her lunch. What does this statement mean?
  - A As it rained she took her lunch.
  - *B* When it rained she was eating her lunch.
  - *C* She took her lunch when it was raining.
  - *D* She took her lunch earlier than it started to rain.
  - E The lunch was ready before it started to rain.

This item required the candidates to demonstrate the correct use of tenses, such as the Simple Past and the Past Perfect Tense. These tenses are used to show two actions in which one action happened and was completed in the past before another action took place.

The candidates who chose alternative *D*, *She took her lunch earlier than it started to rain*, were correct. They correctly understood that the simple past tense and past perfect tense are normally used to express two actions in which one action preceded the other.

In contrast, those who wrongly selected *A*, *As it rained she took her lunch*, did not know that the simple past tense can be used to express two actions which happened in the past, but it cannot express two actions in which one happened before the other. These two actions can be expressed using the simple past tense and the past perfect tense. Also, the candidates who chose incorrect response *B*, *When it rained, she was eating her lunch*, did not understand that the simple past tense and past continuous tense could be used to express the two actions in which one was in progress, while the other happened and it was completed. Thus, these tenses could be used to express two actions in which one action preceded the other.

Likewise, the candidates who wrongly selected *C*, *She took her lunch when it was raining*, did not know that the simple past and past continuous tenses could be used to express two actions when one action happened in the past while the other was in progress. Thus, the two tenses could be used to express two actions in which one action happened before the other.

Those who wrongly selected alternative *E*, *The lunch was ready than it started to rain*, were not aware that the readiness of lunch differed from the action of taking lunch. Thus, alternative E could be used to express the two actions in which one action had happened before the other.

#### Item (vii) asked:

- (vii) If you combine the sentence, 'The thief died' and 'The policeman arrived', which statement shows that the two actions in the sentences happened concurrently in the past?
  - A The thief had died when the policeman arrived.
  - *B* The thief had had died when the policeman arrived.
  - *C* The policeman had had arrived when the thief had died.
  - D The policeman arrived when the thief had had died.
  - *E* The thief died when the policeman arrived.

This item tested the candidates' knowledge of using conjunctions to combine sentences which express two actions which happen concurrently by using the simple past. The candidates were required to know that the Past Tense is formed by using the verb in -ed or the verb in past form plus an adverbial such as last week, last year, last Monday and previously.

The candidates who selected the correct alternative *E*, *The thief died when the policeman arrived*, were knowledgeable about the use of conjunctions and the formation of the simple past to express two actions which happened concurrently.

However, the candidates who incorrectly selected *A*, *The thief had died when the policeman arrived*, did not know that the past perfect tense was used to express two actions in which one preceded the other. Thus, it could not be used to express the two actions which happened concurrently. The two actions could be expressed by the simple past, which was formed by the verb in *-ed* or the past form.

Moreover, those who wrongly identified B, *The thief had had died when the policeman arrived*, C, *The policeman had had arrived when the Thief had died*, and D, *The policeman arrived when the thief had had died*, did not understand that, grammatically, such constructions were not appropriate in the context provided. Therefore, alternatives B, C and D were incorrect.

#### Item (viii) asked:

- (viii) Which sentence shows that an action began at some time in the past and it is in the past at the present moment?
  - A They were playing football for the whole week.
  - B She has written many letters until now.
  - C I have been doing this week for two days.
  - D You are eating delicious food so far.
  - *E* My friends were drawing pictures for three days.

This item tested the candidates' knowledge of using the present perfect continuous tense to express an action that began at some time in the past, and it was in the past at the moment of communication. The candidates were required to know how this tense was formed using *have been/has been* + verb in *-ing* form.

The candidates who selected alternative C, I have been doing this work for two days, were right. These were knowledgeable about the structure of the present perfect continuous tense. They correctly analysed and found out the structure of a sentence in alternative C, subject I + have + been + verb do + ing + compliment, to be the correct choice.

Those who selected alternative *A*, *They were playing football for the whole week*, did not know that the Past Continuous Tense is usually used to express an action that was in progress in the past. Thus, it cannot be used to express an action that began at some time in the past, and it is in the progress at the present moment which is expressed by the Present Perfect Continuous Tense.

The candidates who wrongly selected alternative *B*, *She has written many letters until now* did not know that the Present Perfect Tense normally expresses an action that happened in the past and continues to the present moment. Therefore, it could not be used to express the action that began at some time in the past and it was in the past at the moment of speaking, which was expressed by the Present Perfect Continuous Tense.

The candidates who wrongly chose alternative *D*, *You are eating delicious* food so far, did not understand that the Present Continuous Tense is normally used to express an action that is happening at the moment of communicating. Hence, it could not be used to express the action that began

at some time in the past and it was in the past at the moment of speaking, which was expressed by using the Present Perfect Continuous Tense. The candidate confused the present continuous tense with the Present Perfect Continuous Tense because both tenses denote the progressive aspect.

Moreover, the candidates who selected incorrect response *E*, *My friends were drawing pictures for three days*, failed to understand that the Past Continuous Tense describes an action that was in progress in the past and not an action that began at some time in the past, and it was in the past at the moment of speaking. These candidates were attracted to this alternative because of the word *past* used in the premise.

#### Item (ix) stated:

- (ix) Which statement is the indirect statement of 'I have moved to another flat' Juma said.
  - A Juma said that he had had moved to another flat.
  - *B* Juma said that he has moved to another flat.
  - *C* Juma said that he has already moved to another flat.
  - D Juma said that he had already moved to another flat.
  - E Juma said that he had moved to another flat.

This item tested the candidates' skills in identifying indirect statements. The candidates were required to know that an indirect statement is used to report what someone has said. They were also required to know the following rules of forming indirect statements: firstly, the tense changes. For example, the Simple Present Tense changes to the Simple Past Tense. Pronouns also change. For example, the pronoun *I* changes to *he* or *she*. Therefore, the correct option for this item was *E*, *Juma said that he had moved to another flat*. The candidates who chose this response were aware that the Present Perfect Tense would change to the Past Perfect Tense. Additionally, the pronoun *I* would change to *He*.

The candidates who wrongly selected other alternatives had inadequate knowledge about the changes of tenses and pronouns in forming direct and indirect statements, as follows:

The candidates who selected *A*, *Juma said that he had had moved to another flat*, had the wrong idea that the tense had to change from the present perfect to the past perfect. However, they did not know how to form

the Past Perfect Tense. This forced them to select A, which contained the incorrect verb pattern had + had + past participle.

The candidates who selected options B, Juma said that he has already moved to another flat, and C, Juma said that he has already moved to another flat, were not correct. They did not know that the tense had to change from the present perfect to the past perfect in forming the indirect statement. Therefore, they were supposed to use had + past participle or -ed form.

Those who wrongly chose alternative *D*, *Juma said that he had already moved to another flat*, knew that the Present Perfect Tense was required to change to the Past Perfect Tense in forming indirect statements. However, they chose alternative *D*, whose sentence had some lexical elements, such as *already*, which were not in the premise.

#### Item (x) asked:

(x) How can you ask a question of which the answer is 'They can get this work done by some people?

AOn whom can they get this work done?

BBy whom can they get this work done?

C To whom can they get this work done?

D With whom can they get this work done?

EFor whom can they get this work done?

Item (x) required the candidates to demonstrate their knowledge of asking questions by using *wh*- questions when used with prepositions such as *on*, *by*, *to*, *with* and *for*. *Wh*- questions are formed by beginning with *wh*- and then followed by verb inversion and end with the question mark.

The candidates who chose the correct response *C*, *To whom can they get this work done*, were knowledgeable about the rules of forming questions. These include the use of *wh*-, the verb in inversion form, the use of an appropriate preposition and the question mark. This made them correctly choose *C*, *To whom can they get this work done?* 

Furthermore, the candidates who wrongly selected A, On whom can they get this work done? did not understand the proper usage of prepositions when they were used with wh- relatives to form questions, especially the usage of on to denote day, date and position of something. Thus, it could

not be used with *whom* to show the one who was supposed to be assigned the task.

Moreover, the candidates who wrongly chose B, By whom can they get this work done? did not know the proper use of prepositions when they were used with wh- relatives to form questions, especially the use of by in passive voice sentences to form a by-phrase. Therefore, it could not be used with whom to show the one who was supposed to be assigned the task.

Likewise, the candidates who selected response D, With whom can they get this work done? were not knowledgeable about the proper usage of prepositions when they were used with wh- relatives to form questions, especially the use of with to mean in the company of or presence of somebody or something. For example, with whom do you share love? Therefore, with whom could not be used to show the one who was supposed to be given the task.

Some candidates also wrongly wrote E, For whom can they get this work done? These did not know the proper use of prepositions when they were used with wh- relatives to form questions, especially the use of for to show who was intended to have or to use something. For example, one can say: For whom is this letter? Therefore, the phrase for whom could not be used to show the one who was supposed to be assigned the task. The candidates who scored high marks on this question provided the correct responses, as shown in Extract 1.1.

01.	Ti	Î	fij	Ň	V	Ví	νj	viii	ίλ	Х
	A	E	B	B	<u></u>	Ω	E	<u>_</u>	E	В

Extract 1.1: A Sample of the Correct Responses to Question 1

Contrariwise, the candidates who had inadequate knowledge of the concepts tested in Question 1 failed to select the correct responses to the items, as shown in Extract 1.2.

1.	1	11	m	10	J	VI	VII	UIII	100	x.
	B	A	C	0	A	A	Α	В	4	C

**Extract 1.2**: A Sample of the Incorrect Responses to Question 1

Extract 1.2 shows that the candidate lacked knowledge and application skills which could lead to the choice of the correct responses to items (i) -(x) of Question 1. Consequently, the candidate scored zero (0) on this question.

# 2.1.2 QUESTION 2: Matching Item Questions

This question had five (5) items in List A and eight (8) alternatives in List B. The candidates were instructed to match each description about the Curriculum Vitae in List A with their corresponding names in List B by writing the letter of the correct response beside the item number in the answer booklet provided.

The matching items were as follows:

List A		List B
(i) It includes full time and part time careers ever	A	Referee
done by a person.	В	Hobby
(ii) The academic training that an individual has	C	Marital status
attained.	D	Personal
(iii) List of things which are done by a person for		particulars
leisure.	Е	Educational
(iv) It features details of an individual including		background
his/her contacts.	F	Work
(v) A person who knows another person and can		experience
endorse him/her.	G	Applicant
	Н	Employer

The question tested the candidates' understanding of the Curriculum Vitae (CV) and their ability to identify the components of the CV. It required them to know that the CV is a short written summary of a person's career, qualifications and education; it is used when one is applying for a job. It involves five major components, namely personal particulars, educational background, work experience, hobby and referees.

The question was attempted by 522,013 (100%) candidates. Among them 211,313 (40.48%) scored from 0 to 1 mark; 162,842 (31.20%) scored from 2 to 3 marks and 147,858 (28.32%) scored from 4 to 5 marks. Among the candidates with weak performance, 91,368 (17.50%) scored zero. The candidates' general performance on the question was average since 59.52

per cent of the candidates scored an average of 30 per cent or above of all the marks allotted to the question. Their performance is summarised in Figure 2.

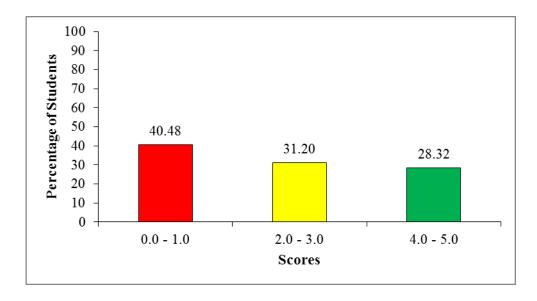


Figure 2: Candidates' Performance on Question 2

The candidates with good performance on this question correctly matched the descriptions in List A with their corresponding names in List B. They had adequate knowledge of how to prepare and write a CV.

Item (i), it includes full time and part time careers ever done by a person, required the candidates to understand that the word career refers to a series of jobs that a person does in a particular area of work, usually involving more responsibilities as time passes. In connection to this concept, the candidates who correctly matched it with F, work experience, knew that the word careers refers to series of work or job experience of a person, which is one of the features of the CV.

Conversely, the candidates who selected other premises were not knowledgeable about the components of a CV in which *work experience* is included. They were also not aware that the word *careers* relates to work. These candidates were not knowledgeable about CV writing, and they failed to identify the correct terms of the described items as follows:

The candidates who matched item (i) with A referee, B Hobby, C Marital status, D Personal particulars and E educational background were not aware that these elements were parts of the CV, but they do not relate to full time and part time careers which refer to a series of jobs that a person has in a particular area of work. Therefore, these candidates did not score a point in this item. Additionally, the candidates who chose G, applicant, and H, employer, were not aware that the word applicant denotes a person who makes a formal request for duties, scholarships and jobs, while employer refers to a person or institutions that pay people to work for them. Therefore, these words do not relate to full time and part time careers.

Item (ii), the academic training that an individual has attained, correctly matched with E, educational background. The candidates who selected this response identified the relationship between the terms academic training and educational background. The candidates who chose the wrong responses, namely A referee, B hobby, C Marital status, D Personal particulars, and F work experience did not understand that the mentioned components did not relate to academic training, which denotes the learning process for acquiring knowledge and skills.

Item (iii), *list of things which are done by a person for leisure*, correctly matched with B *hobby*. This item required the candidates to exhibit the knowledge about *leisure* which can simply be defined as the time spent doing what someone enjoys when he/she is not working or studying. The candidates who matched this premise with B *hobby* had adequate knowledge about the word *hobby* as one of the CV components. This component stipulates the activities that one does for pleasure when he/she is not working. Therefore, they correctly linked *things done for leisure* and *hobby*.

Conversely, the candidates with inadequate knowledge about things done for leisure mismatched item (iii) with options like A *referee*, *C marital status*, *D personal particulars* and *F work experience*. These candidates did not know that the terms *referee*, *marital status*, *personal particulars* and *work experience* do not relate with the things done by a person for leisure. Therefore, these terms did not match with the description in item (iii).

Item (iv), it features details of an individual including his/her contacts, required the candidates to demonstrate their knowledge of personal

particulars as used in the CV. The candidates who correctly responded to this item were knowledgeable about *personal particulars*, which comprise contacts, names, age, nationality and marital status as indicated in the CV. Therefore, they correctly matched personal particulars with the description *it features details of an individual including his/her contacts* given in List A.

However, the candidates who lacked knowledge about personal particulars as one of the CV components mismatched the description with items (iv) A referee, B hobby, E educational background, and G applicant. These candidates did not know that the given components did not refer to individual details such as names, marital status, place of birth, addresses and nationality. Thus, the given choice was incorrect.

Item (v) a person who knows another person and can endorse him/her correctly matched with A, referee. This item required the candidates to identify the CV component that refers to a person who gives information about the applicant's character and ability, especially in a letter when applying for a job. The candidates who correctly matched this item with A, referee, had sufficient knowledge of the components of a CV.

In contrast, the candidates who matched the item with other options had insufficient knowledge about the components of a CV. Hence, they wrongly matched the description a *person who knows another person and can endorse him/her* with B *hobby, C marital status, D Personal particulars, E Educational background, G Applicant* and *H Employer*. These candidates had no knowledge of preparing CVs. They failed to differentiate a *person who knows another person and can endorse him/her* from other components such as *hobby, marital status, personal details, educational background* and *employer*. Therefore, the description in item (v) was required to be matched with A, *referees*. Those with good performance on this question provided correct responses, as shown in Extract 2.1.

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۵.	LIST	A	í	ii	iii	iv	ν	
	1211	B	F	E	B	0	A	

**Extract 2.1**: A Sample of the Correct Responses to Question 2

Further analysis indicates that 162,842 (31.20%) of the candidates scored from 2 to 3 marks because they were unfamiliar with some items of the Curriculum Vitae (CV). This resulted in the provision of correct responses

to 2 or 3 out of the 5 items. This indicates that they had partial knowledge of CV writing.

Conversely, 22.98 of the candidates scored 1 mark in this question. They correctly matched only one item in List A with its corresponding name in List B. However, 17.50 of the candidates scored zero. These were not knowledgeable about CV writing. Extract 2.2 shows a sample of such responses.

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A(M		
IV) €		
V)C		

Extract 2.2: A Sample of the Incorrect Responses to Question 2

In Extract 2.2, the candidate lacked knowledge of the Curriculum Vitae (CV). Therefore, he/she incorrectly matched the items in the question.

### 2.2 SECTION B: Short Answer Questions

This section comprised six (6) compulsory questions: 3, 4, 5, 6, 7 and 8. Questions 3 and 4 weighed 04 marks each while questions 5, 6, 7 and 8 weighed 08 marks each. Therefore, the whole section had a total of 40 marks.

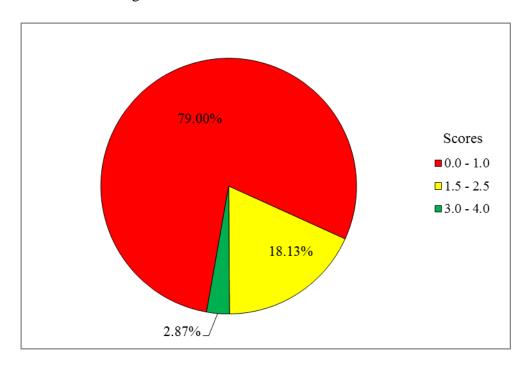
# **2.2.1 QUESTION 3: Collective Nouns**

The question required the candidates to replace the underlined collective nouns with the correct ones since the given nouns did not match with the context provided in the passage. The question tested their ability to use the suitable collective noun in each context provided. Thus, they had to know that a collective noun is used for a number of people, animals or things of a certain kind grouped together. Examples are a *bunch of bananas*, *a flock of sheep*, and *a pack of wolves*. The question asked as follows:

The underlined collective nouns in the following passage do not match with the context of the given sentences. Replace the underlined collective nouns with the correct ones and write it besides the item number in the answer booklet(s) provided.

A (i) <u>bunch of</u> naughty boys from a neighbouring school started collecting stones and placing them on the road near the girls' school. We did not know what they were up to. The motorist slowed down to see what was happening. Soon there was a big (ii) <u>group of</u> cars on both sides of the road. One of the motorists used his mobile telephone to call the police. (iii) A <u>gang of</u> policemen arrived. They were carrying guns. This was frightening as (iv) a <u>flock of</u> people started gathering to see the scene.

The question was attempted by 522,013 (100%) candidates. Of whom, 412,393 (79.00%) scored from 0 to 1 mark; 94,624 (18.13%) scored from 1.5 to 2.5 marks; and 14,996 (2.87%) scored from 3 to 4 marks. Among the candidates with weak performance, 306,149 (58.6%) scored 0. The candidates' general performance on the question was weak since only 21.00 per cent of the candidates scored an average of 30 per cent or above all the marks allotted to the question. The candidates' performance is summarised in Figure 3.



**Figure 3**: Candidates' Performance on Question 3

The analysis shows that 412,393 (79.00%) of the candidates performed weakly on this question. Their marks ranged from 0 to 1 because they lacked adequate knowledge about the types and functions of collective nouns in the English language. They wrongly attempted item (i) bunch of naughty boys from the neighbouring school started collecting stones and placing them on the road near the girls' school. They had insufficient knowledge of the bad behaviour of boys who are disobedient. Thus, some candidates wrote: a group of naughty boys; others wrote: a flock of naughty boys but a flock of represents a group of sheep, goats, or birds of the same type. Likewise, other candidates replaced the context with the one that matches the underlined collective nouns. They wrote a bunch of keys while the question required them to replace the underlined collective noun with the correct ones.

In item (ii), a group of cars on both sides of the road, there was mismatching between the underlined collective noun and the prescribed context. Hence, the candidates with inadequate knowledge about this context of cars on both sides of the road failed to replace a suitable collective noun to represent vehicles that are on the roadside at a particular time. For instance, one of the candidates wrote a pack of cars. However, a pack of denotes a group of animals that hunt together or are kept for hunting. Furthermore, other candidates used a group of with cars; one of the candidates wrote: group of cars, but the collective noun a group of refers to a number of people or things that are together in the same place or that are connected in some way such as a group of trees and a group of girls. The correct response was traffic of cars.

Further analysis indicates that the candidates who wrongly matched the context stated in item (iii), a gang of policemen arrived, with different collective nouns had insufficient knowledge of the context provided. They did not know that the context was about a large number of policemen or soldiers together or a large organised group of soldiers who are trained to fight on land.

In item (iii), the arriving of policemen to the scene with guns was a good indicator that the context described a group of policemen. These could correctly be represented by the collective noun army or troop. However, the underlined collective noun gang refers to an organised group of criminals or a group of young people who spend a lot of their time together and often

cause trouble or fight against other groups, such as a gang of drug dealers. Some of the candidates attempted item (iii) but replaced the underlined collective noun with the wrong one. For instance, one candidate wrote a <u>jury of policemen</u>. However, <u>jury</u> represents a group of members of the public who listen to the facts of a case in a court and decide whether or not somebody is guilty of the crime committed.

Likewise, the context stated in item (iv), a <u>flock of people started gathering</u> to the scene, does not match with the underlined collective noun flock since it refers to a group of sheep, goats, or birds of the same type, like in the phrase a flock of sheep. In contrast, the context describes the gathering of people in a public place, which is represented by the collective noun crowd or group. The candidates who failed to match the context with its specific collective noun replaced the wrong collective noun. For example, some candidates wrote <u>fleet of people</u>; however, fleet denotes a group of military or fishing ships. Furthermore, other candidates wrongly used the word congregation as the replacement for flock in the same context since a congregation is a group of people who are gathered together in a church to worship God. Extracts 3.1 is illustrative.

¥', \	
3 is bunch of -s Group	
is trioup of -> Bunch	
is gong of -> Jury	
IV) flock of -> pack	

Extract 3.1: A Sample of the Incorrect Response to Question 3

In Extract 3.1, the candidate wrote incorrect collective nouns contrary to the required contexts.

Conversely, the candidates who scored 4 marks correctly replaced the underlined collective nouns following the contexts described. These candidates knew that each noun group has a specific context in which it applies. Extract 3.2 is illustrative.

3(i) A sang of naughter boyer	
(a) A traffic of cars.	
(w) A troop of policemen.	
(ii) A group of people-	

Extract 3.2: A Sample of the Correct Responses to Question 3

# 2.2.2 QUESTION 4: Imperative or Command Sentences

The question required the candidates to construct imperative or command sentences in items (i) - (iv). The question tested their competence in constructing command or imperative sentences according to the question. The candidates were supposed to understand that an imperative or a command is a sentence in which the form of a verb expresses an order.

The question was attempted by 522,013 (100%) candidates. Of whom, 509,127 (97.53%) scored from 0 to 1 mark; 7,500 (1.44%) scored from 1.5 to 2.5 marks; and 5,386 (1.03%) scored from 3 to 4 marks. Among those with weak performance, 491,024 (94.1%) scored 0. The candidates' general performance on the question was weak since only 2.47 per cent of the candidates scored an average of 30 per cent or above of the marks allotted to the question. The candidates' performance is summarised in Table 3.

**Table 3**: Candidates' Performance on Question 4

Scores	Number of candidates	Percentage
0 – 1	509,127	97.53
1.5 - 2.5	7,500	1.44
3 - 4	5,386	1.03

# The question was as follows:

Imperative or command sentences can be presented in a number of ways. Construct one sentence under each of the following ways to illustrate their use.

- (i) The use of verb "be" + "noun"
- (ii) The use of verb "be" + "adjective"
- (iii) The use of verb "be" + "past participle"
- (iv) The use of verb "do" + "negation" + "be"

Analysis shows that 509,127 (97.53%) candidates with poor performance had inadequate skills in constructing imperative or command sentences. Therefore, they provided wrong responses. For example, in item (i), the use of "be" + "noun", the candidates constructed sentences that indicated the future time using the modal auxiliary verb will, instead of using the verb be as instructed. For example, I will be preparing food. Likewise, other candidates with insufficient knowledge of imperative sentences constructed interrogative sentences; one candidate wrote: Are clothes wet? Furthermore, others constructed commands using infinitive verbs at the beginning of their sentences. One of them wrote eat rice.

In item (ii), the use of verb be + adjective, the candidates with inadequate knowledge about the use of verb be in imperative sentences lacked grammatical knowledge of the imperative formations that begin with be. They used infinitive verbs together with adjectives, contrary to the illustrated formation. For example, some of the candidates wrote: Sit down; go there; and touch the sky. Others constructed affirmative future expressions such as she will go to Kenya now, showing that they were not knowledgeable about different uses of the parts of speech, including verbs and adjectives, in making commands.

In item (iii), the use of verb be + past participle, some of the candidates constructed incorrect commands. These candidates did not understand that the past participle is formed when suffixes -d, -ed, and -en are added to regular and irregular verbs, respectively. They constructed passive voice sentences, such as I want the letter to be written. Others constructed affirmative past perfect sentences, which described the use of the past participle but did not express imperative situations. For instance, They had played checkpoint without me.

Item (iv) the use of verb "do" + "negation" + "be" required them to use the verb "do" at the beginning of the imperative sentence to link with negating words such as not. Instead, they began with subjective nouns and pronouns. For example, the candidate wrote: They didn't go to the market. They also did not consider the sentence to be in negative form. They wrote: She has been doing this work for two days now, similarly, to the candidates who constructed simple future expressions with the use of modal auxiliary verb will. For instance, I shall not do a work. Extract 4.1 is illustrative.

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	iói	llion.		washing my dother,	
	<u>iii) î</u>	Shall	be	anwering my questions	
	ivo I	will		s my examination so that to be happyn	
			•		

Extract 4.1: A Sample of the Incorrect Responses to Question 4

In Extract 4.1, the candidate constructed affirmative sentences instead of command or imperative sentences as instructed.

Analysis depicts that 5,386 (1.03%) candidates correctly responded to this question. They exhibited the ability to construct imperative sentences according to the question. They correctly used the verbs *be* and *do* respectively. Therefore, the candidates demonstrated their ability to use verbs with other parts of speech like *nouns* and *adjectives* to construct correct sentences.

In item (i), the use of verb be + noun, the candidates provided correct responses such as Be a friend; Be Janeth; and Be a chairperson. These candidates had adequate skills in constructing imperative sentences using the given patterns. They exhibited their knowledge of the parts of speech, type of sentences as well as sentences formations.

Moreover, the candidates who provided the correct response to item (ii) *the use of verb be* + *adjective* were knowledgeable about the use of verb *be* when it stands as a main verb in the sentence to express the imperative mood. They also demonstrated their skills in constructing command sentences that begin with verb *be* together with an adjective. For example, one of the candidates wrote: *Be careful*; another one wrote: *Be strong*.

Furthermore, they correctly answered item (iii) *the use of verb be* + *past participle*. These candidates had sufficient knowledge of verbs formation, particularly the formation of the past participle which ends in -*d* or -*ed* if they are regular verbs and other formations such as -*en* if they are irregular verbs. They were also conversant with imperative sentences that they should express orders as they constructed command sentences involving verb *be*. For example, the candidates wrote: *Be informed; Be prepared;* and *Be alerted*.

Moreover, in item (iv) the use of verb do + negation + be, the candidates who constructed correct imperative sentences exhibited their knowledge

about the use of verb do in making interrogative sentences, to avoid repetition, to form tag questions and imperative sentences such as do your part and do your work. Extract 4.2 is illustrative.

4. (1) Be a king of My heart.	
(#) Be Clever girl in your theet.	
(ii) Be Identified person in this world.	
10 Dobit be a cross in the classroom.	

Extract 4.2: A Sample of the Correct Responses to Question 4

#### 2.2.3 QUESTION 5: Direct and Indirect Statements

This question required the candidates to change indirect statements into direct statements in items (i) - (viii). The question tested their ability to change the indirect statements into direct statements.

The question asked as follows:

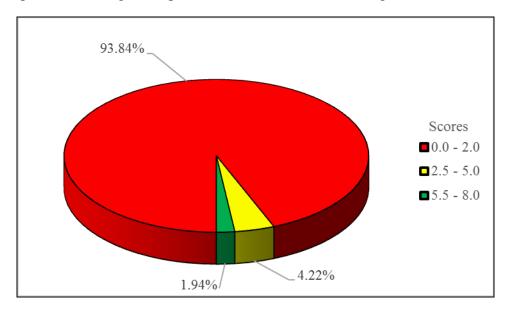
For each of the items (i) – (viii), change the indirect statements into direct statements.

- (i) The old man asked me if she required any help.
- (ii) I asked him who he was and what he wanted.
- (iii) She said that she would tell him exactly what she thought.
- (iv) He told me I should see a specialist.
- (v) The doctor told him that he ought to slow down a bit.
- (vi) She said that if I passed my examination she would buy me a bicycle.
- (vii) She said that she must have slept through the alarm.
- (viii) He asked me if I was comfortable.

The candidates were required to understand that a direct statement refers to the use of actual words in the sentence by enclosing or placing quotation marks at the beginning and end of the words. It entails repeating the same or exact words used by the speaker. For example, "Be careful! Keep your eyes open and see where you are going", she said. In contrast, an indirect statement describes sentences or words reported by a person without using quotation marks and observing tense changes. For example, He told me

that they were leaving for Mwanza. This sentence was in the present progressive; it has changed into the past progressive form.

The question was attempted by 522,013 (100%) candidates. Of whom, 489,841 (93.84%) scored from 0 to 2 marks; 22,054 (4.22%) scored from 2.5 to 5 marks; and 10,118 (1.94%) scored from 5.5 to 8.0 marks. Among those with weak performance, 466,491 (89.4%) scored 0. The candidates' general performance on the question was weak since only 6.16 per cent of them scored an average of 30 per cent or above of the marks allotted to the question. Their general performance is summarised in Figure 4.



**Figure 4**: Candidates' Performance on Question 5

Analysis reveals that 489,841 (93.84%) candidates with weak performance on this question exhibited several weaknesses. Those who scored 2 marks had limited knowledge of how different tenses are expressed in direct statements. However, they correctly changed 1 out of the 8 sentences required. Moreover, those who scored 0 had inadequate skills in changing indirect statements to direct statements by using appropriate tenses. Consequently, they failed to provide correct responses to any of the items.

In item (i), *The old man asked me if she required any help*, the candidates lacked the knowledge of changing indirect interrogative statements into direct ones. They had also inadequate knowledge of changing verb tenses

from the simple past to the simple present form to match the correct indirect formation of the sentences. For example, one candidate wrote: *She required the old man if she wanted a help*. Another candidate changed the sentence as: *Do you require any help? The old man asked me*. This indicates that they were poor at using punctuation marks, especially inverted commas. They did not know how to use punctuation marks.

Item (ii), I asked him who he was and what he wanted, the candidates did not know that the sentence should change into the direct interrogative form in the simple present tense. For instance, one candidate wrote: You asked my question. Another candidate copied the same statement since he/she was not knowledgeable about direct and indirect speeches. He/she wrote: I asked him who he was and what he want. Likewise, other candidates had insufficient knowledge about the changes of pronouns in direct and indirect statements. The pronoun used in the item, he, was supposed to change into you. The candidate used the same pronoun in the direct sentence as he/she wrote: I asked him, "Who he is and what he wants."

Moreover, in item (iii), she said that she would tell him exactly what she thought, the candidates did not demonstrate the knowledge of changing tenses in the formation of direct and indirect speeches. They were required to change the sentence from the past tense to the present tense. For instance, one candidate wrote: She said that "Exactly what she thought she said that she would tell him." Other candidates showed inadequate knowledge of direct speeches; the conjunction that was not supposed to be used. One of the candidates wrote: She said that, I should tell him.

Further analysis indicates that, in item (iv) He told me I should see a specialist, the candidates did not know how to change indirect future expressions to direct whereby the tense had to change from the past tense to the present tense. The candidates wrote: I should see a specialist He told me. Another observation shows that they lacked sufficient knowledge about changing pronouns. For example, the candidates said: I shall see a specialist, he told me.

In item (v), *The doctor told him that he ought to slow down a bit*, the modal verb *ought to* describes what is expected to be done or would like to happen. It precedes the main verb in its base form. The candidates with insufficient knowledge did not recognise that the pronoun *he* had to change

into you and him into me. Some candidates wrote: He ought to slow down a bit him that the doctor. Another candidate wrote: The doctor told him that "he ought to slow down a bit".

Furthermore, item (vi), *She said that if I passed my examination she would buy me a bicycle*, is a *conditional sentence type II* or an unlikely condition. Its verb is in the simple past and the independent clause involves the conditional word *would*. This sentence becomes a direct statement if it changes to an open/possible condition in which the verb is in its base form, and the conditional word *will* is used. The candidates with inadequate knowledge failed to change the unlikely conditional sentence to a likely conditional one and make it a direct statement. For example, *If you pass the examination I would buy you a bicycle*. Other candidates failed to change the pronouns *I, she* and *me*. One of the candidates wrote: She said that *If I pass my examination, she will buy me a bicycle*.

Additionally, in item (vii) She said that she must have slept through the alarm, the candidates with inadequate knowledge of direct and indirect statements were not knowledgeable direct and indirect statements; they changed the sentence into an affirmative conditional sentence type I. For instance, the candidate wrote: "I will sleep with the alarm". Others wrote: She said that! Must be.

In item (viii), *He asked me if I was comfortable*, the candidates revealed their inability to change the interrogative direct statement into an indirect statement and vice versa. These candidates lacked sufficient knowledge of indirect statements that are supposed to change into the question forms of direct statements. For example, one candidate wrote: "I was comfortable he asked me". Extract 5.1 shows a sample of the incorrect responses.

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She thought.	**
is the said the that if i passed my examination	
she would buy me a bicycle.	
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By The doctor told him that he ought to stow down	
abit	
u He told mp Whould see a specialist	-
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ur she said that she must have slept through the	
alarm	
un He alkad me if I was comfortable.	
July College Till of 10000 Southern	<del></del>

Extract 5.1: A Sample of Incorrect Responses to Question 5

Conversely, 10,118 (1.94%) candidates with good performance on this question exhibited several strengths. Those who scored 6-8 had sufficient knowledge of different grammatical rules to change indirect statements into direct statements. They observed changes of pronouns and tenses.

Item (i), The old man asked me if she required any help, was changed into "Does she require any help?" The old man asked me. The candidates exhibited their skills in changing indirect simple past statements into direct simple present sentences. They also recognised the change of affirmative indirect sentences to interrogative direct statements. These candidates also knew which grammatical rules should be applied in changing indirect statements. Such rules involve the change in tenses and pronouns. For example, one candidate wrote: Does she require any help? The old man asked me. Another one wrote: Does she need any help? The old man asked me. In responding to this question, the candidates changed the tense from the simple past to the simple present.

Item (ii), *I asked him who he was and what he wanted*, was also attempted correctly by the candidates who had adequate knowledge of the indirect statements that are supposed to be changed into the direct ones in interrogative form due to the use of pronouns *who* and *what* in the item. These candidates were also knowledgeable about changing the pronoun *he* to *you*. For instance, the candidate wrote: "Who are you and what do you want?" I asked him. They also knew that, in forming questions, one has to

start with *who*- questions and followed by the verb in inversion form as it is noted from one of the candidates who wrote *who are you? What do you want?* I asked.

Likewise, in item (iii), she said that she would tell him exactly what she thought, the candidates correctly changed it into a direct speech. They wrote "I shall tell him exactly what I think," She said. These candidates knew that, in changing the statement into a direct speech, the pronouns should change. Thus, they changed the pronoun she into I. The candidates were also knowledgeable about the change of tenses in which the past tense changes to the present tense. They, therefore, changed the statement "she said that she would tell him exactly what she thought" into the present tense.

Moreover, in item (iv), the candidates changed the statement "He told me I should see a specialist into "You should see a specialist," He told me. The candidates managed to change this sentence as they knew that, in changing this statement, one should change the pronoun I into you, and modal auxiliary verb remains as it is because the sentence is a command.

Similarly, in item (v), the candidates changed the statement "The doctor told him that he ought to slow down a bit" into "You ought to slow down a bit." The candidates knew that they were required to change the pronoun he to you, but not the tense since the sentence was an obligation.

Item (vi), She said that if I passed the examination she would buy me a bicycle, was changed into "If you pass your examination, I will buy you a bicycle," She said. These candidates understood that the changes needed were the pronoun I into you and the verb from the past to the present tense. Likewise, in item (vii), the candidates changed the sentence She said that she must have slept through the alarm into "I must have slept through the alarm," She said. These candidates knew the changes that were required; the pronoun she was required to change to I, whereas the tense did not have to change.

Lastly, in changing the indirect statement into the direct statement in item (viii), the candidates changed *He asked me if I was comfortable* into "*Are you comfortable*?" *He asked me*. These candidates were knowledgeable about the change of pronouns as they changed *I* into *you*. Likewise, the tense changed from the simple past into the simple present. Additionally,

the candidates knew that the verb in inversion form should be used to form questions. Extract 5.2 is illustrative.

5.	(1) The old man said, "Does she require any help?"
	help?"
	(ii) I asked him, "who are you and what do you want?"
	do you want!
	(111) She said, "I will tell him exactly what Ithink,"
	(IV) He said, "Ya should see a specialist".
	(v) The doctor told him, "You ought to slow down a bit"
	(vi) She sad, "It you pass your examinations I shall buy you a bingele".
	(vii) 8 he said "I must have slept through the alam"
	(iii) the asked, " Are you comportable?".

**Extract 5.2:** A Sample of the Correct Responses to Question 5

# 2.2.4 QUESTION 6: Describing Events

The candidates were instructed to construct sentences to describe a fire accident using given words. The question asked as follows:

Suppose you have witnessed a fire accident involving a certain building. Use the following words to construct a sentence for each to describe the event.

- (i) Supermarket mall
- (ii) Fire smoke
- (iii) Fire extinguishers

- (iv) Fire engines
- (v) Fire men
- (vi) Escape
- (vii) Rescue
- (viii) Victims

The question tested the candidates' ability to describe events using the given constructions.

A total 522,013 (100%) candidates attempted the question. Of whom, 414,639 (79.43%) scored from 0 to 2 marks; 47,629 (9.12%) scored from 2.5 to 5.0 marks; and 20,875 (11.45%) scored from 5.5 to 8.0 marks. Among those with weak performance, 366,110 (70.1%) scored zero. The candidates' general performance on the question was weak since 20.57 per cent of the candidates scored an average of 30 per cent or above of the marks allotted to the question. The candidates' general performance is summarised in Figure 5.

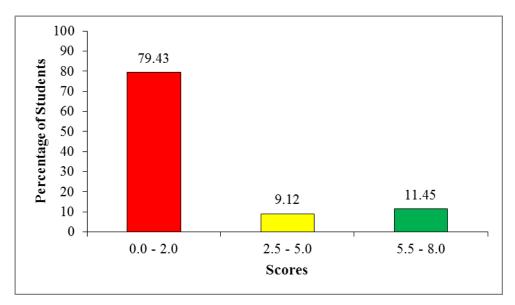


Figure 5: Candidates' Performance on Question 6

Analysis shows that 79.43 per cent of the candidates whose performance was weak failed to construct any sentence using the given words to describe the fire accident that had happened in building. They had poor command of English to describe the event. They also failed to exhibit their skills in using tenses, especially the past tense. These candidates demonstrated several other weaknesses, as follows:

Some of them failed to describe the fire incident; hence, they constructed sentences which described irrelevant events. One candidate wrote: *Ashura was going every day shop to buy food*. The sentence does not describe the fire accident at the supermarket mall, but it describes the action that was in progress in the past, contrary to the demand of the question. This response indicates that the candidate did not understand the meaning of the concept *fire accident* which made him/her to describe an irrelevant event, which did not relate to the fire accident. Another candidate wrote a sentence that showed that he/she did not understand the context to be described. For example, he/she wrote: *Juma was used fire to smoke*.

Moreover, some candidates formed new words by using affixes such as mis-, arc-, inter-, arch-. Then they formed the new words such as supernational, misfire smoke, misfire extinguishers, misfire engines, misfire men, arcescape, inter rescue and arch victims.

Yet, other candidates explained the use of the fire extinguisher, fire engine, firemen, escape, and rescue instead of using those words to construct sentences to describe the fire accident. This indicates that they could not use those words to construct sentences describing the incident.

Furthermore, other candidates did not have a good command of English; specifically they could not use tenses correctly. These candidates did not know how to construct sentences in the past tense. Therefore, they constructed ungrammatical sentences which did not describe the fire incident. For example, one candidate constructed the sentence: *I was crossed at a supermarket* instead of saying *I crossed the supermarket when I was going home*. Other candidates wrote: *I was smoke smell of fire*. This shows that the candidates were not knowledgeable about the rules of forming the simple past tense. They were supposed to use verbs in the past or *-ed* form plus an adverbial like Yesterday, last week or last year. Extract 6.1 is illustrative.

61 Amina has good Supermarket Mull	
Amina I does not boun	
il rue Saudo in 8thok	
and Subura in tolang	
I'll give Multering and Comunication extinguished Can	
multer apitalism people they number beit	
ir pure men men I donot to school	
r Escap Mwalimu in e tectur and in e doctor	
ri DESCUE hultering maning capitalism and the ming	

Extract 6.1: A Sample of Incorrect Responses to Question 6

Conversely, the candidates who performed well on this question were 20,875 (11.45%), and they scored from 5.5 to 8.0 marks. The candidates who scored 6 marks managed to construct four sentences using the given words to describe the fire accident that happened in a certain building. These candidates used their good command of English to describe the event. Additionally, they exhibited their skills in the using tenses appropriately, especially the past tense.

For example, in item (i), they used the word *supermarket* to construct sentences that show the place where the accident occurred. One of the candidates wrote: *I was at the supermarket mall when the fire started from the upper floor*. Similarly, in item (ii), the candidates used the words *fire* and *smoke* to construct sentences to show the signal which alerted people to the fire accident in the building known as *Supermarket mall*. One of the candidates described: *After sometime, fire smoke started spreading in the entire mall*.

Likewise, in item (iii), the candidates used the noun phrase fire extinguisher to construct sentences to show the instrument which was used to fight the spreading fire. One of the candidates narrated: The firemen used fire extinguishers in order to stop the fire without success. Another candidate wrote: some people arrived at the area of event with fire extinguishers which they used to stop the fire.

Moreover, in item (iv), the candidates used the phrase *fire engines* to construct sentence to show other instruments which the firemen used to protect themselves when they were rescuing the fire victims. Evidently, one candidate wrote: *Later on, fire engines arrived so as to save people and* 

their properties that were in danger of losing their life. The fire engines were making a lot of noise as they arrived at the area of the accident.

Furthermore, in item (v), the candidates who used the word *firemen* to construct the sentence showed how the government instrument which deals with fire does its work to save people in an event of fire. One of the candidates constructed this sentence: At a short while, the firemen arrived with fire extinguishers.

Likewise, in item (vi), the candidates used the word *escape* to show how people got out of the building that had caught fire. Those candidates understood knew that the word *escape* means to get out of an unpleasant or a dangerous situation. For example, one candidate wrote: *Some people managed to escape from the supermarket mall where the building was still burning*.

Similarly, in item (vii), the candidates used the word *rescue* to show how the people were saved from the possible harm that they could get from the fire accident. One of the candidates, for example, wrote: *Many people, especially children, were rescued from the fire accident.* 

Moreover, in item (viii), the candidates used the word *victims* to show that some people were affected by the fire accident. Evidently, one of the candidates wrote: *The victims of the accident were all taken by ambulance to the hospital so as to get treatment*, as illustrated further in Extract 6.2.

6.	(i) Supermarket mall was burnt during the fire outbreak.	
	(ii) Fire smoke made the people invide to sufficiate during the fire accident.	
		-
	(iii) Fire extinguishers were wed by the fire fighters to put off the fire adving fire accident.	
	off the tire during thre accident.	
	CIV) fire engines became damaged during the fire accident	
	incidence.	
	CV) Fire men did their level best to rescue people and the	
	cv) Fire men old their level best to rescue people and the burning building during the fire accident.	
	(vi) Escape of some customers and workers in the burning	٠.
	(vi) Escape of some customers and workers in the burning building was possible during the fire accident.	
	(vii) Rescue team managed to save people's liver when fire accident occurred.	
	Are accident occurred.	
	(viii) Victims of fire accident were taken to the health	
	centres for treatment.	

Extract 6.2: A Sample of the Correct Responses to Question 6

# 2.2.5 QUESTION 7: Changing Words by Using Suffixes

Question 7 required the candidates to fill in the blank spaces using appropriate suffixes to make the given sentences meaningful. The question tested their ability to change the words in brackets using appropriate suffixes.

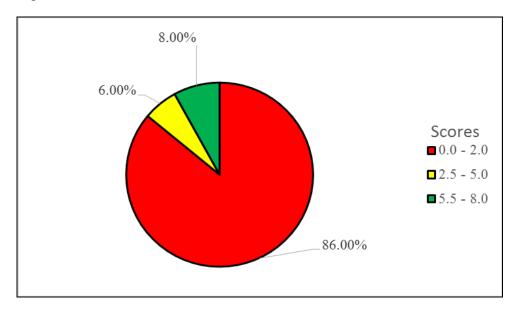
The question asked as follows:

For each of the items (i) - (iv), fill in the blank spaces by changing the words in brackets by using appropriate suffixes to make the sentences meaningful.

- (i) That is a long skirt, please \_\_\_\_\_(short) it so as to fit you.
- (ii) You ought to \_\_\_\_\_ (class) all the songs.

- (iii) He is too quite. He should \_\_\_\_ (social) with us.
- (iv) Please stop your\_\_\_\_ (child) behavior at once.

A total of 522,013 (100%) candidates attempted the question. Of whom, 448,932 (86.00%) scored from 0 to 2 marks; 31,344 (6.00%) scored from 2.5 to 5.0 marks; and 41,737 (8.00%) scored from 5.5 to 8.0 marks. Among those with weak performance, 394,386 (75.55%) scored zero. The candidates' general performance on the question was weak since only 14 per cent of the candidates scored an average of 30 per cent or above of the marks allotted to the question. Their general performance is summarised in Figure 6.



**Figure 6**: Candidates' Performance on Question 7

Analysis shows that 448,932 (86.00%) of the candidates attained weak performance. These candidates failed to fill in the blank spaces by changing the words into the required word classes due to the several reasons:

Some candidates did not know the concept of agreement between the words that precedes other words in brackets with the word in brackets. Hence, they failed to recognise the word class needed to be filled in the blank spaces.

They did not know how to change the words in brackets into the word classes required to make the sentences meaningful. For example, some candidates provided words which partly shared spellings and used them to fill in the blank spaces without considering the meaning of the given

sentences. For example, one candidate wrongly filled in the blank spaces with (i) shirt (ii) clash (iii) official and (iv) chill. This shows that such a candidate lacked knowledge of forming words using derivational suffixes.

Other candidates failed to identify the demand of the question; as a result, they filled in the blank spaces with words which were not in brackets or did not have any relation to the words in brackets. One of the candidates provided the following incorrect responses:

(i) take (ii) master (iii) join and (iv) joke

Another candidate wrote the following:

(ii) cut (ii) differentiate (iii) interact (iv) bad.

Neither of the responses was correct since they were contrary to the demand of the question.

Some candidates picked words from the brackets without adding derivational suffixes. These candidates did not understand that, in constructing sentences, the agreement between the subject and the verb should be considered. Additionally, they did not know that the verbs were supposed to change their forms when they were preceded by modal auxiliary verbs, especially in items (ii) and (iii). For example, one of the candidates incorrectly wrote *short* in item (i). This candidate did not know that the word *short* was to be followed by the *-en* suffix in the context provided. Thus, the word *short* was supposed to change to *shorten*. The candidates who filled in the blank with the word *class* in item (ii) were not knowledgeable that any phrase with *to* should go with the verb in infinitive. Therefore, the word *class* was supposed to change to *classify*.

Moreover, in item (iii), the candidates who filled in the blank space with the word *social* did not know that the modal auxiliary verb *should* was required to be followed by the verb in infinitive. Thus, the word *social* was supposed to change to *socialize*. Likewise, the candidates who filled in the blank space with the word *children* in item (iv), were not aware that nouns are pre-modified by adjectives. Therefore the noun *child* was supposed to change to an adjective *childish*.

Furthermore, other candidates changed the verbs in brackets into the *-ed* past form instead of changing the words by adding suffixes which modify

the word classes to create meaningful sentences. These candidates lacked the knowledge of verb agreement. The verb must agree with other grammatical elements. For example, one of the candidates incorrectly responded as follows: (i) shorted (ii) bull (iii) socialed and (v) children.

Similarly, some candidates formed superlatives from the words in brackets instead of changing the words into the required word classes to create meaningful sentences. For example, one of the candidates changed the word *short* to *shortest* in item (i). This indicates that he/she did not know that the word *please* is required to be followed with the verb in infinitive form. For example one can say *please! Help me*. Therefore, the adjective *short* was supposed to change to the verb *shorten*.

Additionally, other candidates formed compound words to fill in the blank spaces instead of changing the words by adding suffixes which change the word classes. For example, in item (ii), one of the candidates changed the word *class* to be *class master*. This candidate did not understand that the modal auxiliary verb *ought to* was required to be followed with the verb in infinitive form.

Other candidates did not know how to use the modal auxiliary verb when follows the verb. Therefore, they wrongly changed the word social to socialist. These candidates did not realize that modal auxiliary verbs, such as should, should be followed with verbs in infinitive form. Therefore, the adjective social would change to the verb socialize.

Moreover, in item (iv), some of the candidates changed the noun from singular to plural, contrary to the demand of the question. Thus, the word *child* changed to *children*. This indicates that they did not know that the noun *child* was to be preceded by an adjective following the morphosyntactic structure of English. Extract 7.1 is illustrative.

	i) short	
+-	ii) class	
	m) Social	
	iu) Chaldren	

Extract 7.1: A Sample of Incorrect Response to Question 7

On the contrary, 41,737 (8.00%) candidates performed well on this question. Their marks ranged from 6 - 8. The candidates who scored 08 marks filled in the blank spaces by correctly changing the words in brackets using appropriate suffixes to make the sentences meaningful. These candidates knew that, in changing the words in brackets, they had to attach suffixes to them. For example, in item (i), the candidates changed the adjective *short* to the verb *shorten*. These candidates knew that the blank space in item (i) needed a verb to make the sentence meaningful. Hence, they added suffix *-en* to the adjective to form a verb.

Similarly, in item (ii), the candidates changed the word *class* to *classify*. They knew that the blank space in brackets needed a verb to make the sentence meaningful. Thus, the candidates added suffix *-ify* to form a verb.

Moreover, the word in brackets was changed to *socialize* to form a verb which should be used with the modal auxiliary verb *should*. The candidates knew that the blank space in item (iii) needed a verb to concur with the modal auxiliary verb *should* and make the sentence meaningful. Thus, suffix *-ize* was required to be added to the word class to form the verb *socialize*.

In item (iv), the candidates changed the noun *child* in brackets to an adjective because the blanks needed the adjective to make the sentence meaningful. Therefore, suffix *-ish* was added to the noun *child* to get the adjective *childish*. Extract 7.2 is illustrative.

7.1)	That's a long vkut, please shorten it so as to fit you	
į į	You ouight to descript all the songs	- 1
111	He is too quite. He should socialize with us	
(VI	Please stop your childish behavour at once	

**Extract 7.2:** A Sample of the Correct Responses to Question 7

### 2.2.6 QUESTION 8: Constructing Sentences by Using Adverbs

The candidates were required to construct sentences to show how often the actions are done by using each of the given guidelines. The question tested the candidates' knowledge of adverbs.

The question asked as follows:

For each of the items (i) – (iv) construct one sentence to show how often the actions are done by using each of the given guidelines.

- (i) Adverb of frequency at the beginning of a sentence
- (ii) Adverb of frequency at the end of a sentence
- (iii) Adverb of frequency before an auxiliary verb
- (iv) Adverb of frequency in a negative sentence at mid position

The question was attempted by 522,013 (100%) candidates. Of whom, 493,570 (94.55%) scored from 0 to 2 marks; 13,689 (2.62%) scored from 2.5 to 5.0 marks; and 14,754 (2.83%) scored from 5.5 to 8.0 marks. Among those with weak performance, 479, 204 (91.80%) scored 0. The candidates' general performance on the question was weak since that only 5.45 per cent of the candidates scored an average of 30 per cent or above of the marks allotted to the question. Their general performance is summarised in Figure 7.

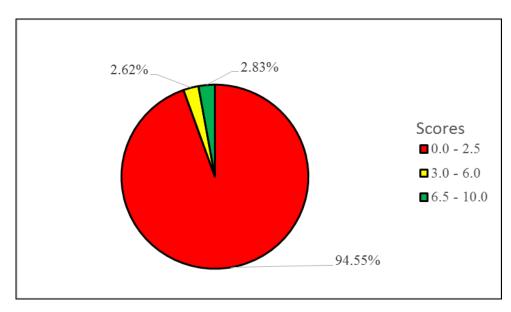


Figure 7: Candidates' Performance on Question 8

Analysis shows that 14,754 (2.83%) of the candidates attained good performance. These were knowledgeable about adverbs of frequency and their different positions in a sentence. They knew that an adverb of frequency refers to a word that adds information showing habit and timing on the manner or the degree to a verb, an adjective, a phrase or another adverb. Examples are *usually*, *often*, *rarely* and *always*. These adverbs can be positioned at the *initial position*, *mid-position* and at the *final position* of a sentence, considering the structure of the sentence concerned. Some of the candidates provided the correct responses, as follows:

In item (i), the candidates constructed sentences using adverbs at the beginning of the sentence. One of the candidates wrote: *Always he sings*. Similarly, in item (ii), the candidates used adverbs of frequency, such as *usually*, at the end of sentences. One of the candidates wrote: *He plays usually*. Moreover, in item (iii) the candidates wrote sentences using adverbs of frequency before auxiliary verbs: for instance, *She always does work at night*.

Furthermore, in item (iv), the candidates constructed sentences using adverbs of frequency in negative sentences at the mid position. One candidate wrote: *They usually don't like*. Extract 8.1 is an example of the correct responses.

<u> </u>	
- Ju) We	sing our school song daily
	<u> </u>
W Gu	always have our which at home.

**Extract 8.1:** A Sample of the Correct Responses to Question 8

In contrast, 493,570 (94.55%) candidates had poor performance on this question. These scored from 0 to 2 marks. Those who scored zero (0) failed to construct correct sentences using the adverbs of frequency in different positions in a sentence. These candidates were not knowledgeable about adverbs of frequency, especially when they occurred at different sentence positions. The candidates demonstrated several weaknesses as follows:

Some candidates were not knowledgeable about adverbs of frequency. Therefore, they constructed sentences using other kinds of adverbs like adverbs of place; yet, others used phrasal verbs. For example, in items (i) and (ii), one candidate constructed sentences using adverbs of place as he/she wrote: *Come here*, *Go out*! These were placed at the end of the sentence. Likewise, in items (iii) and (iv), the candidates constructed sentences using phrasal verbs, such as *Stand up!* and *Sit down!* 

Furthermore, other candidates failed to identify the demand of the question, namely to construct sentences using adverbs of frequency at different sentence positions. Evidently, they constructed indirect statements. For example, in responding to item (i), one of the candidates wrote: *She said that she must tell him.* In item (ii), he/she said: *I asked him who he was.* In item (iii), he/she wrote: *He told me I should see a specialist.* In item (iv), he/she wrote: *The old man asked me if she required any help.* 

Additionally, other candidates did not have any idea about adverbs of frequency. Consequently, they constructed sentences without using adverbs of frequency, contrary to the question demand. One of the candidates constructed sentences in item (i) using an adverb of manner at the middle of the sentence. He/she wrote: *Although if you study hard, you pass examination*. In item (ii), he/she also constructed a sentence without using an adverb as he/she wrote: *She cooks ugali*. Similarly, in item (iii), he/she wrote *She was wrote notes*. In item (iv), the candidate wrote: *She does not eat some food*."

Likewise, some candidates did not have a good command of English; thus, they failed to construct grammatical sentences using adverbs of frequency at different positions. For example, one of the candidates provided incorrect sentences as follows. In item (i), he/she wrote: *Go the toilet*. In item (ii), he/she wrote: *You have*. Moreover, in item (iii), he/she wrote *have done*; and in item (iv), he/she wrote "*Do not inter in this room*." Extract 8.2 is illustrative.

8;	Do they eat ugali	
i	She is the one who playe with them	
iii	Jumy is running on the world	
iv		

Extract 8.2: A Sample of the Incorrect Responses to Question 8

In Extract 8.2, the candidate constructed sentences without adverbs as instructed.

#### 2.3 SECTION C: Essay Questions

This section consisted of four (4) questions: 9, 10, 11 and 12. The candidates were instructed to answer three (3) questions in this section. Each question weighed 15 marks, making a total of 45 marks.

### 2.3.1 QUESTION 9: Writing an Official Letter

This question required the candidates to write an official letter (inquiry letter) that should be endorsed by the Head of the English Department before reaching the Headmaster.

The question tested the candidates' ability to write inquiry letters that pass through other officers before reaching the final destination by considering the use of the acronym U.F.S (*Under First Signature*). The question stated:

Suppose you are a chairman of the English club at Nyamanga Secondary School, P.O.Box 52, Muleba. You have been invited to participate in a debate by the English club of Kaganga Secondary School. Write a letter to the Headmaster through the Head of English Department to ask for permission to participate in the debate. Sign your name as Nuru Eli.

The question was attempted by 522,013 (100%) candidates. Of whom, 153,723 (32.87%) scored from 0 to 4 marks; 243,761 (52.11%) scored from 4.5 to 9.5 marks; and 70,269 (15.02%) scored from 10.0 to 15.0 marks. Among those with weak performance, 27,507 (5.27%) scored 0. The general performance of the candidates in the question was good since 67.13 per cent of the candidates scored an average of 30 per cent or above of the marks allotted to the question. Their general performance is summarised in Figure 8.

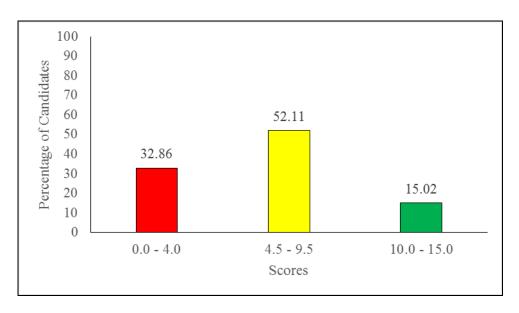


Figure 8: Candidates' Performance on Question 9

Analysis shows that 70,269 (15.02%) of the candidates had good performance on this question. They wrote the letter per the requirement of the question. They included components/items such as the *writer's*/sender's address, which includes the name of the place or street, the post office box number and region. The sender's address is written on the right top margin.

The date was another element they included in their official letters. This refers to a particular day of the month in a particular year. They wrote it immediately after the sender's address. Moreover, they included the recipient's/receiver's address in their official letters. This address shows the one who receives the letter. They wrote the address on the left side margin.

Likewise, the candidates correctly used the u.f.s feature. It refers to the address at which the letter is checked, verified and signed before going to the addressee. It appears immediately after the receiver's address. They also used salutation in their letters to address the person to whom they wrote letters. This component appeared before the heading; for example, *Dear Sir or Dear Madam*. Other elements included the heading, the introductory paragraph, the main body, complimentary close, signature as well as the writer's full names and title. Additionally, the candidates observed the format for writing an inquiry letter, which is an official letter as Extract 9.1 illustrates.

	Nyamanga Secondaryschod,		
	Nyamanga Secondaryschool, P.O.BOX 52,		
	Mule ba. 16 th November 2022.		
	16 th November 2022.		_
	THE HEADMASTER,		
	Nygmanga Jerondary school,		
	P.O.Box 52,	_	_
	Muleba	_	_
	UF-S		_
	TH HEAD OF ENGLISH DEPARTMENT,		
	Nyamanga Saondary School,		
	P.O.BOX 52,		
	Muleba.		_
	Dear sir,		-
	RE: THE PERMISSION TO PARTICIPATE IN		_
	INTERICHOOL DEBATE.		
	Refor to the heading above, the aim of writing this letter to you is to ask for permission to participate in intersch-		
	letter to you is to ask for permission to participate in intersch-		
	ool debate.		
	We ask for the permission to participate in the debate with the Kaganga secondary school, which has invited our		
_	with the Kaganga secondary school, which has invited our		
	school to join them on 20th November 2022. I am sure that		
	we as students will learn more from the debate ression and		
	increase our language speaking.		
	increase our language speaking.  I hope that you will consider our requestion permission		_
	TOUT FAINFUILY,		_
_	NATS .		
	Nuru Eli.		_

**Extract 9.1**: A Sample of the Correct Response to Question 9

Analysis shows that 32.87 per cent of the candidates had poor performance. They failed to write official letters with important components such as the writer's/sender's address, recipient's/receiver's address (senior officers), and u.f.s, address, salutation, heading, the introductory paragraph, the Main body, the complimentary close, signature and the writer's full names and title. Those candidates demonstrated various weaknesses as described below:

Some candidates did not know how and where to write the sender's address. These candidates were not knowledgeable about the block style and the indented style. Therefore, they confused the correct styles of writing the address. Moreover, other candidates included their names in the sender's address. For instance, one candidate wrote his/her name. This means that she/he did not know that, in writing official letters, one should not write his/her name in the sender's address.

These candidates did not know how to use u.f.s to channel their letters to the addressee via another person mentioned who will check and verify it before sending it to the addressee. In the context provided, the head of English department was to be mentioned in the u.f.s address section. Due to the candidates' lack of this knowledge, they wrote their letters without using the u.f.s feature.

Furthermore, some of these candidates did not know where to write the salutation. They wrote the salutation after the heading. However, it was supposed to be written immediately after the first receiver's address, just before the heading. Their responses indicate that the candidates lacked skills in writing salutations.

Similarly, some of these candidates did not know how to write the heading of the letter, which shows the aim of writing the letter. They used *REF* in the heading instead of writing *RE*. One candidate wrote: *REF*: *PERMISSION TO GO TO ENJOY TALKING*. Precisely, the candidates were required to write RE: REQUESTING FOR PERMISSION TO PARTICIPATE IN A DEBATE.

Likewise, these candidates failed to state the purpose of writing the letter. For example, one of the candidates wrote: *I am complete in my studies in form four B' in chairperson of English language. I asking in my studies of chairperson of the English club.* This candidate was supposed to ask for permission to participate in the debate. Such responses indicate that the candidates lacked skills in stating purposes in formal letters.

They also failed to write complimentary close. One of the candidates wrote *Your faithful*. These candidates did not know that the complimentary close is supposed to be written as *Yours Faithfully*, and then followed by the signature and full names. Extract 9.2 provides more illustration.

MYAMANCIA SECONDARY	
P.O. Box 52.	
MULEBA.	
KACHANCHA SECONDARY	ļ
Dear Handmaster.	
Lunder Stood where you good. I Some	
brate for invited between the English class	
which used undestood and changes streat	
and to get reducation so I need your super	,
Ort. Ilana you	
Sign: Eli	

Extract 9.2: A Sample of Incorrect Responses to Question 9

In Extract 9.2 the candidate demonstrated a lack of skills in writing formal letters. He/she wrote a friendly-like letter, with many ungrammatical constructions.

## 2.3.2 QUESTION 10: Reading a Poem and Responding to Questions

The question required the candidates to read a given poem and analyse three themes found in it. The question also needed the candidates to identify three poetic devices and briefly explain the intention of the poet in using them.

The question asked as follows:

Read the given poem and answer the questions that follow:

Black woman of Africa, Women of the jungle fields, Now you cry, woman, now you lament That your child is lost.

That the fire of life is no longer in him That now he is stone dead to you, You who endured for him the pain of delivery And the toil of care and growth. But you forget woman.
That when he was a baby
You refused him your breast,
You fed him with powdered milk

And gave him sugar crystals
Instead of the wild honey you've always known
Faked food he ate
And your heart glowed

To his artificial smile, And when the dirty you fed him Finally dropped out of his anus After destroying his inside.

You collected the feaces with a song
And held the little bundle, burning hot with life,
And out you went to throw it
Into the cold depths

Of the toilet bowl And now your child suffers; He suffers death for the murder you committed. So you must weep and suffer with him. Poor woman of Africa.

#### Questions:

- (a) With evidence, analyse three themes found in this poem.
- (b) Identify three poetic devices and briefly explain the intention of the poet in using those devices.

The question was attempted by 522,013 (100%) candidates. Of whom, 154,503 (83.74%) scored from 0 to 4 marks; 24,400 (12.50%) scored from 4.5 to 9.5 marks; and 6,994 (3.76%) scored from 10.0 to 15.0 marks. Among those with weak performance, 97,513 (18.68%) scored 0. The candidates' general performance on the question was weak because 16.26 per cent of them scored an average of 30 per cent or above of the marks allotted to the question. Their general performance is summarised in Figure 9.

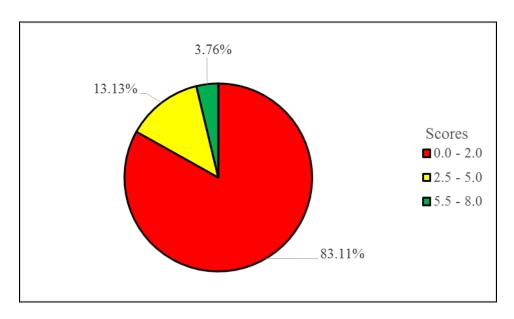


Figure 9: Candidates' Performance on Question 10

The candidates who scored high marks on this question demonstrated competence in analysing and interpreting the given poem.

In item (a), they analysed the themes portrayed and provided vivid evidence from the poem. One of the themes is *modernity* or the change of culture. The candidates explained that the poem describes the change from the traditional ways of life to modern ways. They cited examples from the poem by showing how the persona complains to an African mother who has destroyed her son by feeding him foods full of chemicals, like powdered milk and crystal sugar, instead of giving him natural food such as wild honey and breast feeding him. The poet illustrates this in verses as he writes: "You refused him your breast, you fed him with powdered milk"

This theme is commonly happening in the Tanzanian context. Some people, especially those who live in cities, have adopted the western ways of life, including food. It is common to find people buying fast food from super markets. These food types are full of chemicals. African mothers are supposed to use natural food such as wild honey and breast feeding, which are nutritious to human health, to feed their babies.

Other candidates identified the *lack of parental care*, as a theme portrayed in most of the African literary works. The candidates stated that the lack of good parental care is portrayed when African mothers fail to shape their children's morality. These women have adopted the western ways of raising

their children. This makes them to be morally wrong. This is evident in the following verses: "And now your child suffers, he suffers death the murder you committed". This theme is commonly happening in our today's societies, especially in urban areas where some parents go to clubs, beaches and bars with their children, regardless of their age. This behaviour affects the morality of many children.

Disappointment is also evident in this poem. The candidates cited an example of a mother who seems to be disappointed in her son who has been affected by cultural imperialism, and he is immoral. This can be proved in the following verses: "Now you cry woman, now you lament, because your child is lost." This is commonly happening in our societies. Most of parents are disappointed because of the misbehaviour shown by their children. Such misbehavior stems from the parents themselves.

In item (b), the candidates with good performance on this question identified the poetic devices used in the poem, as follows.

The candidates identified *parallelism*. They stated that the poet used verses with the same structure, identical words and the same meaning as revealed in the following verses: "That the fire of life is no longer in him, that now he is stone dead to you."

The candidates also identified *reiteration* as a poetic device from the poem. The poet cited the word *woman* and explained that it is repeated to show emphasis and the seriousness of the behaviour of most of African women who raise their children in the western life style and make them morally bad.

Symbolism is also another poetic device. The candidates cited an example of a black woman which symbolizes African countries and a child symbolizes Africans who have been influenced by the western culture. The candidates also identified *metaphor* as poetic device. The metaphor "That now he is stone dead to you" is used to show the negative impact of cultural imperialism. The boy is morally affected, and it is hard for him to change, as illustrated in Extract 10.1.

10 (a)	There is awareness: Awareness is the situation whereby an
	individual is informed of the ongoing situation. In the poem, the
	persona is aware that his son has been affected by Western
	values and is no longer close to her for he is lost. The woman does
	nothing but larments about it. It is proved when the persona says,
	"But you forget woman,
	That when he was a baby,
	You refused him your breast,
	You fed him with powdered milk"
	The quote above proves the issue of awareness. In our current
	society, most evils are done and the concerned people are aware.
	People should therefore act appropriately after being aware of
	negative practices in the society.
	There is denial of African culture: The denial of African culture
	is the act of disregarding the African customs. In the poom, the
	persona shows that the woman prefers western food to traditional
	food. This is proved in stanza four when the persona says,
	"And gave him sugar crystals
	Instead of the wild honey you've always known
	Faked food he ate
	And your heart glowed:"
	The quote above proves the issue of denial of African culture. In our
	current society, most Africans prefer Western culture. The message
	portrayed is that Africans must learn to value their culture.
	There is disappointment: Disappointment is the situation whereby
	someone is sod because something is not fulfilled. In the poem,
	the woman is disappointed because his son is not the way she expected
	This is proved in stanza one when the persona says,

10 (a)	Black woman of Africa,
	Women of the jungle fields,
	Now you cry, wo man, now you lament
	That your child is lost."
	The quote above proves the issue of disappointment. In the current
	society, most become disappointed due to contrary results to the
	expected ones : Everyone has to do the right thing to avoid disa-
	ppointing others or oneself.
10:(6)	There is parallelism: Parallelism is o poetic device which
	shows two sentences which are grammatically similar in construction.
	In the poem, the poet shows parallelism when the persona tells the
	woman how she refused to breastfeed her son. The persona says,
	"You refused him your breast,
	You fed him with powdered milk"
	The quote above shows parallelism which is used to show dernal of
	African culture. The post has used parallelism to show how most
	people deny African culture and prefer Western values.
	There is symbolism: Symbolism is the poetic device which
	uses a word in place for another different word. In the poem, the
	poet used symbolism when he uses "dirty" to mean Western food
	as the food given to the boy. The persona says,
<del></del> -	"And when the dirty you fed him
	Finally dropped out of his anus?
	The quote above shows the use of symbolism which shows the
	type of food the hahy ate. The persona uses symbolism to show
	that most women love feeding their children European food while
	spoils them rather than alving them healthy African food.

10.(6)	There is anaphora; Anaphora is the paetic device which is	
	the repetition of similar words at the beginning of each verse.	
	In the poem, the poet has used anaphora when the persona	
	talks of how the woman's son has no life in him. The persona	
	says, "That the fire of life is no longer in him	
	That now he is stone dead to you, "	
	The quote above shows anaphoro which has been used to	
	show the effects of adopting new values. The persona uses anaphore	
	to insist on valuing your own values and culture to avoid all these	
	negative outcomes in life.	

Extract 10.1: A Sample of the Correct Responses to Question 10

In contrast, analysis shows that 154,503 (83.11%) of these candidates scored low marks in this question. They were not knowledgeable about reading and interpreting poems. Therefore, they demonstrated the following weaknesses:

In item (a), these candidates failed to respond to the poem and to use the information obtained from it to analyse the themes portrayed. For example, some candidates copied verses from the poem and used them as responses instead of analysing the themes. This indicates that the candidates did not know about themes.

Other candidates also mentioned themes that were not portrayed in the poem or provided explanations which do not relate to such themes. They also used stanzas that do not relate to the themes and explanations. For example, one candidate provided the following incorrect response: "Selfishness in this poem is related in the society because."

"Black woman of Africa
Women of the jungle fields,
Now you cry, woman, now you lament
That your child is lost."

Similarly, the candidates responded to the question using other poems, such as *Song of Lawino and Ocol* written by O. P'Bitek and *Development* written by Kundi Faraja instead of using the given poem, *Poor woman*.

Additionally, those candidates had a poor command of English. Consequently, they provided explanations with many grammatical errors.

Moreover, other candidates mentioned themes without giving explanations. Additionally, such themes did not relate to the given poem. This indicates that the candidates lacked adequate knowledge about analyzing and interpreting poems. An example can be drawn from one candidate who provided irrelevant themes like *education*, *hardworking* and *polygamy*.

In item (b), the candidates who scored low marks in this category failed to identify poetic devices and explain the intention of using those devices. This was caused by the lack of adequate knowledge about poetic devices and the intention of using those devices.

Other candidates did not know what poetic devices are. Thus, they wrongly identified themes and explained the intention of using those themes contrary to the need of the question. For example, one of the candidates incorrectly identified *betrayal* as one of the poetic devices. Additionally, they wrongly, copied verses from the poem and used them as intentions for using poetic devices. One of the candidates wrote:

Black woman of Africa, Women of the jungle field Him the pain the delivery.

Moreover, the candidates with insufficient knowledge identified poetic devices from the poem, but they failed to give evidence from the poem. They wrote quotations that did not support the poetic devices identified. For example, one candidate identified personification as a poetic device in the poem. However, this device does not relate to the personification identified since the poet says: *And held the little bundle burning*.

In addition, other candidates mentioned poetic devices such as *assonance* and *consonance* without giving any explanations which supported these quotations. They also wrongly identified *simile* and *refrain* which could not be supported with the evidence given.

Additionally, they wrongly copied verses from the poem and provided the intention of using those verses, contrary to the requirement of the question, which was identify poetic devices and explain the intentions of using them. One candidate wrote:

Now you cry, woman, now you lament. That your child is lost They also explained that the intention of using those stanzas is to show the impact of the colonial rule. Extract 10.2 illustrates this point.

Do 10; a/yExploitation; In this poom the child has been exploited by her mother when the poot cause;  "But you perget woman,  That when he was a baby  You required him was breast,  You ped him with powdered milk."
That when he was a baby You refused him you breast,
That when he was a baby You refused him your breast,
You repused him you breast,
You repused him was breast,  You real him with passbord milk.
You need him with passbered milk.
i) food taboo; The mother was not fooding the shild
The good pood incload the rated food to the poed agus
*And save him cryetals
Instead of the wild honey you've always known
faked food he ata
And your hoart glowed."
iii) Pavarty: The part shows that Those was poverty in the
country That load the woman to not rare his liter child,
as the poet says that.
" of the tolled bank
And now your child suffer,
the suppose don't por the murder you committed
Do you must woop and suppor with him
Poor woman of Armai"

 b) Poetre do vico
 To timile: " And The trill of rare and growth".
The post shows that in the contesty or country there
are paront who don't care those children.
ii) Reprain; "Loman of Africa!" The poet show that the woman of Africa had the habit of not taking care their children.
The pacet show that the woman or trice had the
 must no not taking care their children.

Extract 10.2: A Sample of the Incorrect Responses to Question 10

### 2.3.3 QUESTION 11: Characters' Roles in Educating Society

The question instructed the candidates to choose two characters from two novels they had read and explain their roles in educating African society by giving three points from each novel. The question tested their ability to use the knowledge they obtained in analysing and interpreting literary works, especially novels to respond correctly to the question.

The question was attempted by 522,013 (100%) candidates. Of whom, 250,460 (53.88%) scored from 0 to 4 marks; 155,350 (33.42%) scored from 4.5 to 9.5 marks and 59,022 (12.70%) scored from 10.0 to 15.0 marks. Among those with weak performance, 86,258 (16.52%) scored 0. Their general performance on the question was average because 45.88 per cent of the candidates scored an average of 30 per cent or above of the marks allotted to the question. Their general performance is summarised in Figure 10.

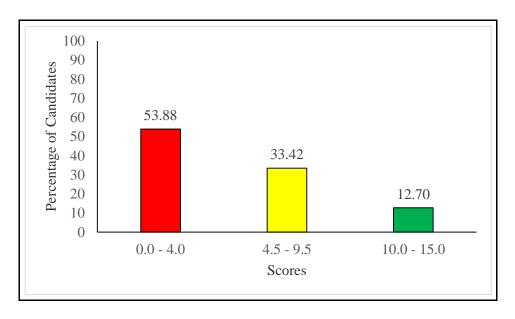


Figure 10: Candidates' Performance on Question 11

The candidates who performed well on this question demonstrated adequate knowledge of and competence in analysing and interpreting literary works, especially novels. These candidates provided good introductions by defining the two concepts *roles* and *characters*. Roles were defined as functions or the position that someone has or expected to perform in a particular society, whereas characters were defined as imaginary people, creatures or animals that authors use in their literary works to perform certain roles.

The candidates who used the novel *Passed Like a Shadow* by Bernard Mapalala used Adyeri who plays certain roles to educate the African society. Adyeri plays the role of a father in society. The writer has used Adyeri's fatherly role to educate society on the importance of being faithful in marriage and the negative consequences of being unfaithful. Evidently, Adyeri, a womanizer, contacted HIV/AIDS and ended up dying.

Adyeri is also used to portray the leadership role. Adyeri uses his position as the headmaster of St Leo's Secondary School to misuse the school funds. This is seen when he uses the funds to build a house for his concubine, Birungi. He is then dismissed from his post as the headmaster. This role educates society that a leader is not supposed to be extravagant since this underdevelops society.

Adyeri also plays the role of hard working. This role educates society that a person has to work hard to get promotion. This is evidenced when Adyeri who works hard at his school is promoted to the position of head master. Hence hard working pays.

The candidates who used *Unanswered Cries* written by Osman Conteh selected Oya Bangula who plays different roles to educate society.

The candidates used Oyah Bangula to portray professionalism. Oyah is a lawyer who serves her clients well. For example, she wins a case against Makalay who employs the male lawyer to enforce the circumcision of her daughter. This educates society that women can do some jobs even better than men in the same profession.

Oya Bangula is also used to play the motherly role. This is seen when she treats Olabisi well, like her own daughter. Oya takes care of Olabis when she prepares water for her and sends her to the bath to clean her after arriving from the village while she is too dirt. This educates people to treat well others.

The candidates also stated the role played by Oyah Bangula: tolerance. This is seen when Oya tolerates the immoral behaviour of her boyfriend (later her husband) who sleeps with several women. Her tolerance makes her to be married to Ade Jones after making him win the case and rescue Olabisi from being circumcised. This educates society that women should be humble to their husbands to minimize conflicts in the family.

The candidates who used the novel *The Interview* by Patrick Ngugi cited characters such as Uncle Jonathan who performs different roles to educate society.

Uncle Jonathan plays the supporting role to educate society on the importance of helping others when they are in need. This is evident when Uncle Jonathan helps his sister by taking care of her children after the death of their parents.

The candidates who used *A Wreath for Father Mayer* by S. N. Ndunguru cited Fr Moyo who performs the role of being innovative as he used different means to help his people at Mkongo Parish after the outbreak of cholera. This educates our society that religious leaders have to use their

positions to address people's spiritual and physical problems and not to exploit them.

Fr. Moyo also plays an investigative role. This is seen when he investigates the theft of the tetracycline medicine carton by Miteo in collaboration with Bwanapima, a witch Doctor. He reveals the secret to the police and made Miteo arrested and jailed. This educates our society that people should cooperate with the police to reveal crimes by reporting criminals to the police instead of taking the law into their own hands by killing them.

The candidates who referred to the novel *Spared* by S.N. Ndunguru used Chris Mayesa to show the role of a person who believes in God to be saved in the times of trouble. Mayesa believes in the power of prayer while on the risky mission of rescuing Linda when kidnapped. This educates the society on the importance of prayers as a means of making someone succeed in life.

Chris Mayasa also plays an advisory role to educate society. He advises Tom Nyirenda to stop smoking cigarette because it is dangerous to his health. This educates the society on the importance of advising people who involve in unhealthy practices, such as cigarette smoking.

The candidates also point Chris Mayasa as a character who plays the role of protest. He protests against the corrupt behaviour of Peter Msokonde, the Minister for Land and Environment. He formulates the question on the leaders who give land title deeds to their friends while those areas have been preserved for social matters. He sends this question to his friend, Danstan, who works in the speaker's office. This educates society on the importance of protesting against evils which underdevelop the society. The following extract shows an example of the correct responses.

11	Characters there are people animal or	
	thing's that are used by the narelist to principline	
	intended message to the society or readers. Characters have	.,
<u> </u>	different roles but all aim at educating Amoun waiety	
	By using two novely which are PASSED LIKE AGHADOW	
	watter by BENARD M. MAPAIALA and WARNIWERED ORIES	
	written by WMAN CONTEHT The following are the voley of	
	the characters in educating Amoun vouchy.	
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	of Betrayal through her being betrayed by Foldy in the	
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	d of oiabisis' betrayed her and revealed the created of	
ļ	their relation to the tamper valuam versay who depend	
	ed the vide of the bondo women and this act annoyed	
	Olabici This & moved as dabica says:	

	<b>—</b> г
"Judas how much did they pay you?"	
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well common since otil many people betray each other in	
different matter expecially love. The neurage we get is that	
betrayal wn't nice vince it caused conflict	
Olabisi is educating the oracly or female geni	
tal multilation through her being growed to undergo remale	
genital multilation in the novel, we use that Olabour war	
Forced by her mother makalay to undergo temple general	
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Possey wanted to circumsive her as a punishment but olabi	
or now away. This is proved an tap passey vays,	
" welcome to the bondo camp white uman"	
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remale general multilation. This would be whill common in our	
amont voadier The newage we got is that we should era	
duate penale gential multivation for it has expects on women	
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prayer to and through her praying for and a assistance in	
the novel, we use that Olabiai prayed to and to make her	
mother love the cave and byan to win the cave as an othe	
can not undergo remote general multilation. This is proved	
when she says;  " God I will start gang to church this sunday  Just make many large this mare?	
" and I will start going to church this sunday	
Just make mama tobe this case "	
The above quote prover that Olabiri's prayed to good and whe	
was answered her prayer rince makes ay jost the care.	
This would be common in our someties because people worshi	
p to and the message we get is that It you pray to and	_
God answers and grants you all your with es	

Also by wing the novel of PAGUED LIKE A CHANCE	
The following are characters roller in educating African	
roaety	
Adven is educating the oracly on irresponsible	
behaviour through him not being responsible towards his	
family needs in the novel, we use that idyen did not care	
about his family all he and now sning; hence when	
he undergo banknipt the ramity least tired a poor life. This	
is proved our he crayer.	
"This vinistor has really aught us when	
we are deadly broke"	
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when i ammon in our opachée The methage he get in	
that we charled be recommissed towards our duties.	
Adjust is educating the croasety on the effect of	
promiseuty through him being a promiseuity and ending up	
with Alors In the novel, we use that Adyen' was a promi	
cauty vince he picked random women whenever he was	
drunk and also he had Birungi in which at the end	
he was inspected with HIV/AIDS and bautly dying this is	
proved on the author rays;	-
"He had become some sort of maniac, he putted	
randon women whenever he was drunk"	
The above quote prover that Adyer was a promisantly	
Thus issue is ortil common in our roacher since vall	•
people practice promissanty. The message we get is that	
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	***
Alby.	

Extract 11.1: A Sample of the Correct Responses to Question 11

In contrast, the candidates who had weak performance on this question failed to explain the roles performed by characters to educate the African society. These candidates demonstrated the following weaknesses:

Some candidates did not understand the meaning of the word *roles* which refers to the function or position that someone is expected to have in an organization, society or a relationship. These candidates analysed

themes which were portrayed in two novels instead of explaining how the roles portrayed by the two characters were used to educate people in society. For example, one candidate wrote about themes such as *protest*, *African tradition*, *position of women in society, circumcision of girls*, *separation of family* and *superstitious beliefs*.

Moreover, other characters identified three characters contrary to the requirement of the question. The candidates did not know that they were supposed to choose one character from each novel and explain the role they play in educating society. For example, those who used *Passed Like a Shadow* described characters *as educated, had respect, were employed,* and *were students of polygamy*.

Likewise, some candidates did not use any character to respond to the question asked, contrary to the demands of the question. Other candidates set their own questions about the role of education instead of the roles which characters play in educating society. They, therefore, wrongly justified the given statement by showing the role that education plays in the society. This was contrary to the requirements of the question. For example, one of the candidates provided the following incorrect response: "It provide basic needs, the following is the role of the educating the society and the educating is the source of the education". Additionally, these candidates demonstrated their weakness in the use of English to address to the given question.

Furthermore, some candidates were not conversant with novels; as a result, they mixed characters from novels and plays in the novels section. This indicates that they did not sufficiently read novels in the class. For example, one candidate used characters such as Sidi, Lakunle, Chief Baroka and Sadiku from the play *The Lion and the Jewel* by Wole Soyinka. Other characters from a novel were Amoti, Olabisi, Oyah and Akena. Evidently, the candidates had not read novels to interpret them accordingly. Extract 11.2 is illustrative of such responses.

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Extract 11.2: A Sample of the Incorrect Responses to Question 11	

Extract 11.2: A Sample of the Incorrect Responses to Question 11

In Extract 11.2, the candidate wrote what he/she thought as the role of education without using the novels as instructed. The candidate exhibited a

poor command of the English language. This candidate was supposed to choose two characters from two novels and explain their roles in educating African society.

## 2.3.4 QUESTION 12: Challenges as Sources of Disappointment

The question instructed the candidates to justify the statement that challenges in life are the source of disappointment for many people in the family and society at large. The candidates were supposed to justify the statement referring to two novels read in the class by giving three points for each play.

The question was attempted by 522,013 (100%) candidates. Of whom, 177,930 (40.54%) scored from 0 to 4 marks; 199,500 (43.83%) scored from 4.5 to 9.5 marks; and 69,965 (15.64%) scored from 10.0 to 15.0 marks. Among those with weak performance, 52,412 (10%) scored zero. The candidates' general performance on the question was average since 59.46 per cent of the candidates scored an average of 30 per cent or above of the marks allotted to the question. Their general performance is summarised in Figure 11.

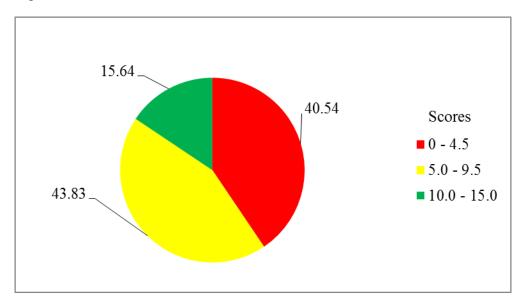


Figure 11: Candidates' Performance on Question 12

The candidates who had good performance on this question provided good introductions by defining term *disappointment* and stated the two plays to be used in responding to the question.

In the main body, the candidates showed the challenges which make people disappointed in their families and societies in general.

The candidates referred to the play *Three Suitors: One Husband*, by Guillaume Oyono Mbia. They cited challenges such as forced marriage, failure of Juliette's ambition to continue with her studies, laziness, money monger and violation of taboos as sources of disappointment among some people in their families and societies. For example, one candidate cited forced marriage as a source of disappointment. He/she showed how Juliette is disappointed by her parents who force her to marry three suitors, namely Ndi, Mbia and Tchetgen instead of allowing her to continue with her education.

Other candidates used the play *This Time Tomorrow* to provide challenges such as unemployment, demolition of people's slums, land alienation and poverty as the source of disappointment in their families and society in general. An example can be drawn from a candidate who explained how the shoemaker becomes disappointed when he returns from the concentration camp and finds out that there is no employment at Uhuru Market.

Other candidates who referred to the play *The Black Hermit* written by Ngugi wa Thiong'o pointed out challenges like the inheritance of widows, betrayal, death and Remi's protest against the African culture. Remi is a good example of a character who is disappointed after being forced to inherit Thoni, his brother's wife.

Furthermore, the candidates who used the play *The Lion and the Jewel* explained how bride price leads to disappointment. The candidates showed that Lakunle is disappointed when Sidi refuses to marry him without paying bride price. Lakunle then fails to marry Sidi.

Misuse of power is another challenge the candidates pointed it as a source of disappointment in different families and societies. Lakunle is completely disappointed when chief Baroka uses his power and position to force women especially virgin girls to make love with him and lose their virginity. This stops Lakunle's plan to marry Sidi. Extract 12.1 illustrates more examples.

-	
12.	Challenges are set backs that restrict
	an individual from getting what helshe
	unted challenges are very wommon in our
	society and they are sometimes termed as
	problems. It is very true that challenges in life.
	are the sources of disappointment for many
	people in the parity and in the society:
	Challenges chases away happiness to mest
	people But always challeges can be
	overcomed By using the plays THIS TIME
	TOMORROW and BLACK HERMIT written by
	Ngugi wa Thiong's to show how challenges
	in life as the source of disappointment for
	many peoples
	To stort with the play THIS TIME
	TOMORROW united by Ngug. wa Throng's
	mised to show how challenges in the act to
	source of disappointment for many people in
	The tamily:
	Manjira was disappointed because
	of poverty which was daused by the
	dishonest of the government the government
	awas had promised the people of the
	auntry that after going of independence
	It hey would all get good jobs and

13 better living conditions. But after gaining	
the independence the leader ate the	
national cake alone and never did any	
Thing to the citizens and left them to	
live in sloms in which at the end they	
had to be demolished Even today, many	
people stilling in priety because of the	
in which it has caused inderdevelopment	
in most areas Hence it is the that	
challenges in life are the some of disappoint	
ment for many people in the society	
3 7 5 4 1 0 0 10 0 1 1 1 1 1 1 1 1 1 1 1 1 1	
as he faced challenge of lack of unity	
during his trials to struggle against demoli	
stand out against the inspector against	·
denotishing the slims but he wild not	
slumbuelles like sheemarker who all	
intern to betray him after the police had	
come and started to beat the Juellers.	
Even today such obstacles like betrayors	
are still tappering the only Thing is to stay	
The slum dwellers are dissappointed.	
al caused poverty and in term caused a	
poor living anditions among the duelles	
Les made of maggots and it wasn't	

<b></b>	<u> </u>	
13		
	dirty that the it had litter everywhere	
	full of Louseplaces. All this was caused by	
	poverty. Even today, most of the places	
	as affected by poverty which intern	
	make their environment so upattractice	
	because of the corrupt leaders alo,	
	lend not to care about the utizers and	
	ent the rational cake all by themselves.	
	To this will the down of THE RIACK	
	HERMIT with the play of THE BLACK	
	HERMIT written by Ngugi was throng's To	
	a dispersion that has not the source,	
	show how cheelenges in line no the source, of disappointment for many people in the terminal in the society.	
	Remi was disappointed because or The tradition of whom wheitance which	
	Torced him to marry Thon, his late	
	torde him is marry then his late	
	bothe's hate as his wife as and he	
	loved his brother. At first Renigot	
	Toyed his states. All first remi got	
	disappointed as he heard that his	
	bother was to mary the girl of his dream	
	after his death, Remi was parced to many	
	Thoniste later got realy disappointed	
<b></b>	as he knew that Thon! loved him and he	
	lonly disagreed to marry her Mence it is	
	True that challenges in the are the sources	
	of dissappointment in most people's life,	
	families and societies of large!	

12 Jane was dissappointed because	
log tribatism that provented Reni and	
her to mary each other After Remi had	
escaped and decided to be a hemitin	
the city he met Jane no made her	-
his garliners whith whom she went with	
to class and spent the night together	
Despite from all that the two wouldnot	
mary each other as Jane was a white	
and Remi was a black and due to tribali	
em they would mary earhother Evertoday	
thee is still tribution that makes restricts	
people from morrying each other which	
leads to dissoppointment in the society	
Nyobi was disappointed because	
or Rem's disappearance which was caused	
by the tradition of widow inheritance. It	
nos because of widow inhertance that	
caused Reminot to neturn back home	
instead he decided to stay back in the	
city and look for white collar jobs. Nyob!	
waited for Rem.'s return with no hope.	-
She got disapp more disappointed day	-
by day and at last on the point of	
giving as ste got a solution of using	
The Tablet as the way is blind the his	-
back thong it is true that challenges on	
the acthe sources of dissappointmetin	
most peuple's lives!	

Extract 12.1: A Sample of the Correct Responses to Question 12

Further analysis shows that the candidates with weak performance on this question failed to justify the statement that challenges in life are sources of disappointment for many people in the family and society. They demonstrated the following weaknesses:

Some candidates misconceived the question by explaining the conflicts that have been portrayed. This is contrary to the requirement of the question: to explain the way *challenges* in life are the source of disappointment for many people in the family and society. These candidates did not understand the meaning of the word *challenges*, which refers to problems or difficulties a person faces in life.

Similarly, some candidates analysed themes. The candidates did not know that most of the themes that are portrayed in literary works are challenges. Therefore, they failed to connect challenges with disappointments.

Likewise, other candidates responded to the question without using any character from the references. These candidates did not know that the question required them to give evidence from the readings supported with specific characters. This challenge is attributed to the candidates' failure to read literary works to get knowledge about characters, themes and literary devices.

Moreover, other candidates gave irrelevant answers to the question. For instance, some of them explained the causes of conflicts in society and the family instead of showing how challenges lead to disappointment in society. These candidates did not understand the demand of the question. For example, one of the candidates explained that poverty is the cause of the conflict between Juliette and her father, as Extract 12.2 shows.

12 Disapointment Conflict this is the family, society and people no cooperation by the play of the Suitops one hurband there	]
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e confirct between mbia and village because th	$\neg \uparrow$
e juliet not Love mbra and the village	
Love mbia this is the source of conflict	
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ily the conflict between July of 214th per form	
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does not love more because he is not early	
cated this is the source of conflict	
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old man believe superstitution say the hou	
ma to take alot of money and other the	
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TOMOPPYONE TIME TOUR CONFILE THERE WIFE	
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T the stronger and tensing the there was	
cooperation to the policy office conflict between sums and dwellers	
Conflict between Jums and awellets	
the conflict between slums and dwellers	
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old man the young generation is the so	
urce of the main conflict because the	

**Extract 12.2**: A Sample of the Incorrect Responses to Question 12

In Extract 12.2, the candidate wrote about conflicts instead of disappointments as required by the question.

Another candidate explained themes from the readings, contrary to the demand of the question. Extract 12.3 shows that the candidate explained themes without linking them to how challenges bring disappointment.

12 Disapointment, are the challenges of people of life and when people are fovert because of the disapointment. By wing the plays of THREE surrors ONE HUBAND - O. Mbia people are challenges which are.  Betrayer. The betrayer of people who are costant for men and woman which to use the to the strategies from the society and a give the
life and when people are povert because of the disapointment. By using the plays of THREE surrors one thursand - O. Mbia people are challenges which are.  Betroyer. The betrayer of people who are - costant for men and woman which to use the to the strategies from the society and a give the
diapointment. By wing the plays of THREE surrors  ONE HUBAND - O. Mbia people are challenges which  are!  Betrower. The betrower of people who are:  costant for men and woman which to we the  to the strategies from the society and a give the
ONE HUBAND - O. Mbia people are challenger which are:  Betrayer. The betrayer of people who are:  containt for men and woman which to use the  to the strategies from the society and a give the
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OW. The Challenger of people or a fact of life which
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are the superchition believe and to the standing from
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children and douth of spread of disors which to-
change the life and the death of HIV/AIDI when
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Death. The people are death when a people who
to study the our nation.
Genelly. The plays are the provide the challenge
are the hore.

Extract 12.3: A Sample of the Incorrect Responses to Question 12

### 3.0 PERFORMANCE OF THE CANDIDATES IN EACH TOPIC

The candidates were assessed in fourteen (14) topics in the English Language subject in CSEE, 2022. These topics were Writing Formal Letters; Writing Curriculum Vitae; Dictionary Use; Writing a Variety of Texts; Expressing Likes and Dislikes; Expressing Personal and Group Routines; Talking about Past Events/Activities; Giving Descriptions; Reading Information from Different Sources; Writing a Variety of Texts; Expressing On-going Activities; Writing Using Appropriate Language,

Content and Style; Writing Formal Letters and Reading and Interpreting Literary Works.

The analysis of the candidates' performance on each topic reveals that the candidates had good performance on Writing Official Letters (67.13%) which was tested in Question 9. Moreover, the candidates had average performance on Writing Curriculum Vitae (60.01%) in Question 2. Other topics with average performance were Giving Description; Using Appropriate Language, Content and Style in Speaking; Expressing Likes and Dislikes; Using a Dictionary; Talking about Past Events/Activities; Expressing On-going Activities; and Expressing Personal and Group Routines (48.42%). These topics were covered in Question 1. Furthermore, the candidates had average performance of 40.53 per cent on the topic Reading and Interpreting Literary Works, which was tested in Questions 10, 11 and 12.

The candidates had poor performance on *Writing a Variety of Texts* in Question 3 (21.00 %); *Talking about Events* in Question 6 (20.60%); and *Writing Using Appropriate Language, Content and Style* in Questions 7 and 8 (9.72%). The least performed topic was *Reading for Information from Different Sources* in Questions 4 and 5 (4.31 %).

### 4.0 CONCLUSIONS

The candidates' general performance in the English Language subject in the CSEE 2022 was average. The candidates who had good performance demonstrated their sufficient knowledge of the tested topics and mastery of the English Language. Their knowledge enabled them to identify the requirements of the questions and respond accordingly.

Conversely, some candidates performed poorly due to their insufficient knowledge of the tested topics and poor English Language mastery. Hence, they provided incorrect and ungrammatical responses.

#### 5.0 **RECOMMENDATIONS**

In order for the candidates to improve the performance, the following are recommended:

- (i) The poorly performed topics, namely Writing a Variety of Texts, Talking about Events, Writing Using Appropriate Language Content and Style and Reading for Information from Different Sources, should be taught and learnt through competence based approach.
- (ii) The topic *Reading and Interpreting Literary Works*, particularly the subtopic *Interpreting poems*, should be taught and learnt with more emphasis since in the 2021/022 English Language CSEE the candidates performed as poorly on this subtopic as they did in the 2022/022 English Language CSEE on the same sub topic. Hence, this subtopic seems to be more challenging to candidates.
- (iii) English language stakeholders; students, teachers, parents, and associations should motivate, prepare materials and hold various English Language games and activities, including *Essay Competitions, Grammar Games and Competitions, Composition, Citing and Reciting Poems Competitions, Interviews* and *Speech Delivery* at District, Regional and National levels to help students improve their English proficiency.
- (iv) Teachers and school management should provide students with enough exercises, assignments, quizzes, tests and internal examinations with close supervision to equip them with knowledge of interpreting the demands of questions.

# Appendix: SUMMARY OF CANDIDATES' PERFORMANCE PER TOPIC

SN	Торіс	Number of Question	Percentage of Candidates who Scored an average of 30 and Above	Remarks
1.	Writing Official Letters	9	67.13	Good
2.	Writing Curriculum Vitae	2	60.01	Average
3.	Giving Description; Using Appropriate Language, content and Style in Speaking; Expressing Likes and Dislikes; Using a Dictionary, Talking about Past Events/Activities, Expressing On-going Activities, Expressing Personal and Group Routines	1	48.42	Average
4.	Reading and Interpreting Literary Works	10	40.53	Average
~		12		
5.	Writing a Variety of Texts	3	21.00	Weak
6.	Talking about Events	6	20.60	Weak
7.	Writing Using Appropriate Language, Content and Style	7 8	9.72	Weak
8.	Reading for Information from Different Sources	4 5	6.16	Weak